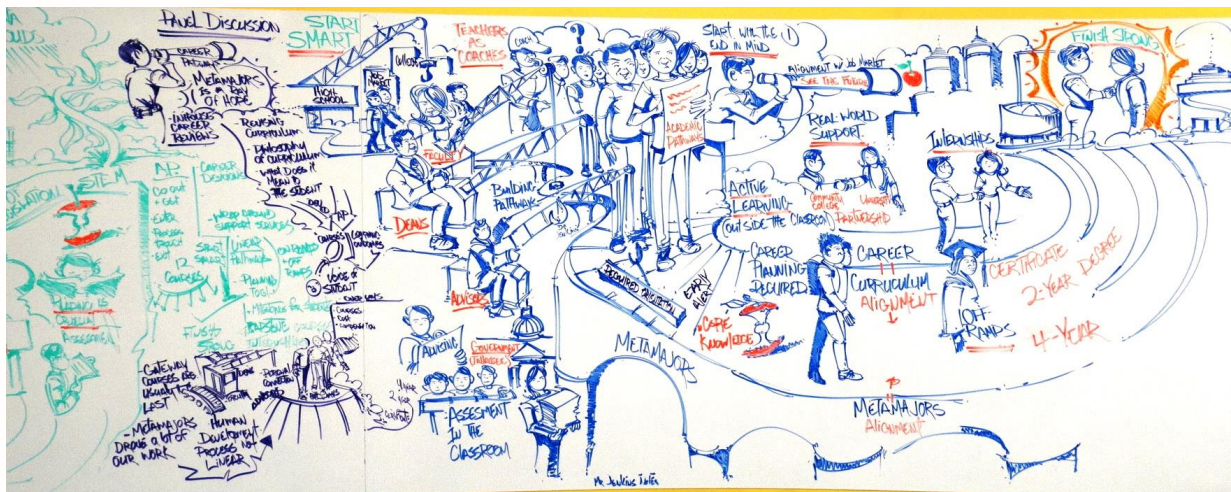




# 2015 Academic Pathways Summit

June 5, 2015

Real-Time Record



# 2015 Academic Pathways Summit

~Leveraging Meta-Majors to Accelerate Student Success~

June 5, 2015 (9:00 am – 4:00 pm)

Collaborative Labs at St. Petersburg College

## AGENDA

7:30 am – 9:00 am	Registration, Coffee, Best Practices	Location: The Collaborative Labs
9:00 am	Welcoming Remarks	Dr. Bill Law, President, SPC
	Setting the Stage for Success:	
	<ul style="list-style-type: none"> <li>Personal Learning Goals</li> <li>Best Practices</li> </ul>	Ms. Sabrina Crawford, SPC Ms. Andrea Henning, SPC
	Overview of Guiding Legislation	Dr. Heather Sherry, Policy Chief House Higher Education and Subcommittee
	Workforce	
	Overview of Academic Pathways	Dr. Jesse Coraggio, SPC
10:50 am	Panel Discussion: Institutional Response	Ms. Sabrina Crawford (facilitator) Ms. Renee Law & Dr. Joyce Walsh-Portillo
	<ul style="list-style-type: none"> <li>Broward College</li> <li>St. Petersburg College</li> <li>Valencia College</li> </ul>	Ms. Margaret Bowman Dr. Joyce Romano
	Morning Wrap-up:	Ms. Andrea Henning, SPC
	<ul style="list-style-type: none"> <li>Key "Take-aways"</li> <li>Overview of Afternoon Activities</li> </ul>	

*All morning activities will take place in the SPC Collaborative Labs*

11:00 am – 11:45 am	Networking Lunch	Location: Collaborative Labs
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11:45 am – 12:45 pm   ♦   Keynote Address   ♦   Tropics

*Rethinking New Student Intake as an On-Ramp to a Program of Study*

Davis Jenkins, Ph.D., CCRC, Teachers College, Columbia University

~Afternoon Activities~

1:00 – 1:55 pm	Concurrent Session A
2:05 – 3:00 pm	Concurrent Session B
3:15 – 4:00 pm / Tropics	Closing Session: <ul style="list-style-type: none"> <li>The Value of Pathways for Student Success, Dr. Anne Cooper, SPC</li> <li>Next Steps: Sustaining the Momentum, Ms. Margaret Bowman</li> <li>Key "Take-aways" and Summit Evaluation, Ms. Andrea Henning</li> </ul>

Concurrent Sessions

Session # / Location	Topic	Description	Presented by
A1/B1 Location: <i>Water</i>	Marketable Conversations: Academic and Career Pathways	Are you ready to overhaul the messaging you provide to students about structured academic pathways and get them on track toward academic goal attainment? Broward College leadership formed a Developmental Education Task Force with a meta-major subgroup to help do just that. Find out how the College aligned programs, branded the meta-majors, and created a marketing campaign around this initiative.	Broward College: <i>Renee Law</i> <i>Joyce Walsh-Portillo</i>
A2/B2 Location: <i>Beach</i>	Designing Student-focused Curriculum through Academic Pathways	In this highly interactive session, participants will simulate the mapping exercise that SPC deans, faculty, and advisors engaged in to redesign curriculum to meet institutional standards of <i>student focus, academic quality, and articulation assurance</i> . Participants will experience the process and conversations that <u>must</u> occur to design effective Meta-Major Academic Pathways. Get ready for some eye-opening revelations that will leave you eager and prepared to “try this at home”!	St. Petersburg College: <i>Angela Ashe</i> <i>Margaret Bowman</i> <i>Eva Christensen</i> <i>Sabrina Crawford</i> <i>Jessica Scites</i> <i>Karen Shaw</i>
A3/B3 Location: <i>Forest</i>	“Which Math is Right for Me?” Using Meta-Majors to Connect Career and Academic Pathways for Students	Valencia embraced the Meta-Major concept as a way to intentionally connect students’ career interests with their academic paths. At the point of application, we introduce Meta-Majors and deepen students’ understanding throughout the induction process, New Student Orientation, first-term advising, and the New Student Experience course. Valencia’s math faculty built upon years of pilot work and created Math Pathways that made sense for students and connected them to their career and academic goals. As an institution, we want students to understand the connection between a chosen career path and academic courses. We’ll describe the process by which Student and Academic Affairs partnered to redesign curriculum and services to achieve that goal.	Valencia College: <i>Roberta Crew</i> <i>Daryl Davis</i> <i>Sonya Joseph</i>
A4/B4 Location: <i>CT 1-324</i>	A View from the Field: Advising Implications	Advisors are on the “front line” of reform initiatives, in that they must implement new processes and services when working with students. Advisors from the three partnering institutions not only implemented Meta-Major initiatives, they were instrumental in designing them. Hear their first-hand accounts of how Meta-Majors and Academic Pathways have changed the role of the advisor and helped to form a stronger bond between academic and student affairs.	Partner Panel: <i>Nikki Hall, SPC</i> <i>Sheryl Mundorff, SPC</i> <i>Kristin Pecchio, SPC</i>

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**Dr. Jesse Coraggio, AVP  
Institutional Effectiveness,  
Research and Grants, St.  
Petersburg College:** Hello, good  
morning. I get the honor of

starting this summit and this is our first 2015 Academic Pathways Summit, our inaugural summit. We thought we'd have 50 attendees and we had such a great response we had to cap it at 110. We are very excited about this and I think this is some great work.



2015 Academic Pathways Summit

-Leveraging Meta-Majors to Accelerate Student Success-

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Collaborative Labs at St. Petersburg College



VALENCIA COLLEGE



Let me tell you about some of the stuff we've been doing here at St. Petersburg College. We've dramatically changed over the last 5 years in our culture. The way we've done that is we communicate differently, we actually talk to each other in numbers in relation to our students behavior. So we have conversations about 17,793 learning plans for students in the spring. We have conversations about students who go to out of classroom support 10 or more times have an 83.5 success rate compared to those who go once, it's about 75%. So there's routinely that conversation. We collaborate a lot more. We gather all levels from top down, we are all involved in our communications, our work, our projects, and our strategic initiatives. A great example of that is our Wednesday Webinars where there are 150 - 200 people on a line where we talk about what happened in real time that week for our different college experience initiatives, and that conversation is facilitated by our president. It's very interesting and interactive and the other thing we do is we use a lot of data. We have a business intelligence tool. We have about 750 users that use student service side of it and it's amazing that we have access to the data in real time all the time. I want to introduce you to the primary person that's responsible, it's his leadership and vision, and his intense focus on student success that's allowed us to change our culture for the last five years. I'd like to introduce President Bill Law.

*Applause.*



## Welcoming Remarks



**Dr. William Law, President, St. Petersburg College:** First of all, welcome. This is our Collaborative Labs. This is part of the secret sauce. The opportunity you will experience throughout the day is a huge resource

tool. It allows us to serve parts of the community and the state that are not interested in taking Composition I, they have other needs to be met in their service to the community. We have scores of clients who use the facility and we use it ourselves for our own planning and problem resolutions. When you have 8 campuses, there is a lot of problems and resolutions necessary. Our Board of Trustees uses this for their annual strategic plan. It's a very powerful tool. We've recently renovated it. I played my usual helpful role, which is to sign my checks when they come across my desk. So now we've made this place in to a sports bar, and I feel so much better about that, I feel at home. *Laughter.* We welcome visitors, I see Heather from the legislature, Davis Jenkins, this is his first visit with us, Carol Lincoln from Achieving the Dream, our friends from Valencia and Broward. We are all here for the same reason, we've already made the leap. We took the leap and said we don't know what the landing zone looks like for helping students but waiting until we can see a safe landing, you'll never leap. You have to jump before you know exactly where you are going to land. My job is to assure you we are all going to be ok. We all have a great deal to share what is the nexus of all of the tremendous energies from all of the stuff regarding colleges and processes like this. The pathway is the best piece of where the puck is headed in our industry but that's not the end product. The end product is the competency based teaching and learning. Students can actually demonstrate what they know and how they learned it. Here's how it all comes together. If you want to do the competency base at the core, the pathway is you have to say why is this course ahead of this one, why is that one ahead of that one, where does that one fit in. You have to stay focused on the core, the competencies to have the pathways project work. That's the thumbnail sketch.

By the way, we are in the middle of a huge online revitalization. This is the first of many commercials. All presidents use only the superlative form of adjectives and adverbs, right? So we are the *largest* provider of online education in the Florida College

## WELCOMING REMARKS

Dr. Bill Law  
President, SPC



System, by far. That's a great thing until you have to convert to a new online learning management system, then you have the *biggest* problem of conversion and it costs you the *most* to do it. *Laughter.* If you want to do the conversion, and have all faculty be certified by Quality Matters, guess what happens when you organize a course? The first thing is, what are the major learning outcomes, what are the competencies, what are the assessments? That's part of it. If you have not follow financial aid, it's putting the hammer down on our students to say we are only paying for courses you need. The whole program majors kind of a thing. Here again, if the student is going to get through, the centerpiece is the competency learning so the students are only taking the courses they want. We are in the middle of trying to provide out of class experiences for our students so they can practice things. There's internships, there's all those wonderful things that I think really make the difference in what we do, but if you don't know what competencies the internships are nurturing and supporting, how are you going to tell the person supporting the internship we'll send you somebody who is at this level? The competencies are the common dialogue for all of that. Same thing we learned in the Honors Program, well what do we want in the Honors Program? We want people to feel good but what are the competencies to get through it? You get the idea. The competencies are the centerpiece in everything else. We learned in some of the things we are doing in organizational development to pick the path of least resistance. Walking into a room like this and saying to faculty, here's the deal, you have something different than what you've always done. What you've done before really wasn't very good, so now we are going to do competency based learning. Pay attention while I talk now. *Laughter.* You won't get very far. If I go in and say we need your help, there's so many choices, the students are getting lost despite your best efforts and my best efforts and a million dollars. There's too many choices, there are 1500 courses offered in the fall semester. I need your help to have students to understand the best way to get through. If your neighbor came over and said help my daughter how to get through your college, you would say take these courses, then these, then these. There'd hardly be any effort, no stress. What happens is you can get most of the way down the road garnering a great deal of success and energy and people at the core have to make it work and nobody is feeling threatened by any of it. It's a very valuable way to bring faculty into the discussion, they want the students to be successful. Trust me, they want it more than you do. The best kept secret in all of our institutions is how much time the faculty is willing to spend advising and helping students outside the classroom without worrying about compensation and without anything else. It's one of the best kept secrets. The whole thing comes together through this and the pathways is really fundamental to the success of the organizations. Again, in the end if the student doesn't know why they are here they aren't going to do very well. Now, I told you about this commercial. I am the most competitive person that you know. Tell Dr. Shugart that I am the most competitive person that he knows. *He knows.* PJ, put up the article.



<https://newsspc.wordpress.com/2015/06/02/spc-alumni-rank-fifth-in-the-nation-among-two-year-colleges-in-skills-that-garner-high-wages/>

Yesterday, *SPC Alumni ranked 5<sup>th</sup> in the nation among 2 year colleges, first in the state on earnings.* Through LinkedIn the value came in at \$65,499, *hello.* There's a reason universities don't want to be on the same webpage as us for earnings, ok? We didn't just wake up there. That's pretty purposeful in staying in touch with the market, helping students get jobs, getting them employed, following up. And all of you have that. I have great fun with my president colleagues, and you have support. There's work to be done to drive this all forward. Have a great day with Jesse Coraggio and our team, they do great work in this space, Sabrina and others. You are here for the day, we welcome you. If there is anything we can do while you are here, please let us know. I've made a career stealing great ideas, Sandy Shugart has made a career stealing my ideas. *Laughter.* He's really good at it. Any questions I can answer, any observations? It's like a faculty meeting. Ok, have a great day.

*Applause.*

**Dr. Jesse Coraggio:** Thank you Dr. Law. I actually saw a video of him working on learning plans 30 years ago, I think it was video, it might have been film. *Laughter.*





**Setting the Stage for Success**



**Sabrina Crawford, Executive Director, Institution and Research Effectiveness, St. Petersburg College:**

Good morning. I'm very happy to be serving as your host today. I wanted to give you a little background. This event has been a long time coming. We've been talking, although there are opportunities across the state for the upper executives to get together and meet and there's discipline specific meetings, but there is seldom a time where we can talk about how are we instituting best practices based upon things that are coming down from the legislature and how we implement them in order to achieve student success. We are really pleased that we have over 22 universities and colleges with us today along with some of our great partners. We have Pearson, we have CCRC, and we have the legislature. The state was hoping to be here, unfortunately they were unable to, so Heather has kindly agreed to serve as our spokesperson in that regard. In your folders, you have an agenda. We have some points in time we are hoping to hit, but we may not hit them exactly along those lines. If you notice we are planning on lunch around 11. Lunch will be served out in the registration area. The concurrent sessions will be in here except for the one outlier room, it's marked on the map. This will be for the session for our advisors. When we first sat down, we were only going to have 3 sessions. When it became so big we realized we needed to have one more and we said who would you want to hear from most. These frontline staff were actually using the academic pathways so they can share their perspective on how it's really changed what they do. The other 3 you will hear about in the panel discussion. You'll have to make a judgement call. Hopefully you came with a team because you only get to see two of the sessions. I want to give special thanks. We have an amazing group of partners, our 2 colleges are fantastic. The brainstorm for us in using the grant from the Florida College System, was spawned by realizing although we are all talking about these meta-majors and these academic pathways, we are all coming at it from different very angles to get to the same point. So when we started having this discussion, Wendy and I realized we are coming from exact opposite points. Valencia was here and we were here, and we were meeting in the middle. Then the conversation

## HOUSE KEEPING

**Wireless Connection**  
**"SPCWifi"**  
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**How to Get Around**

**Special Thanks To . . .**


- Davis Jenkins, CCRC
- Our Partners

**Who's Here**


- Achieving the Dream
- Broward College
- CCRC
- College of Central Florida
- Eastern Florida State College
- Florida Keys CC
- Florida Legislature
- Florida State College at Jacksonville
- Hillsborough CC
- Indian River State College
- Lake Sumter State College
- Miami Dade College
- Palm Beach State College
- Pasco-Hernando State College
- Pearson
- Pensacola State College
- Polk State College
- Santa Fe College
- South Florida State College
- St. Johns River State College
- St. Petersburg College
- State College of Florida
- Tallahassee CC
- University of Central Florida
- University of South Florida
- Valencia College




St. Petersburg College  
**SPC**




**VALENCIA COLLEGE**



**BROWARD COLLEGE**  
www.broward.edu



Collaborative  
Labs  
St. Petersburg College



THE  
Florida  
COLLEGE  
SYSTEM

started going around at the same time that Broward was doing this really great entry point. We realized we are this perfect trifecta of colleges, together we make a whole. All alone we make up different parts of the puzzle. So when this grant came up in the Florida College System, we said fantastic. We know what we want to do, we want to get a bunch of other people in the room because we bet they are doing even better pieces of the puzzle and we can learn from you as much as we can learn from one another. So I want to thank both of our college partners and I also want to thank the Collaborative Labs for hosting us today. They did an excellent job in a very short period of time putting this all together. Also, obviously my team for throwing an event like together in 5 – 6 weeks. So I thank you all for that. Oh, and our keynote speaker. Davis Jenkins, he's been the backbone of our foundational thinking. Not only has he guided us with his own perspective on academic pathways and what he's seen nationally, he's also given us feedback along the way. We can't thank him enough for helping apply that type of a touchstone to make sure we are staying on our correct path as we work on this very important issue.

This is the list of colleges, I think it's pretty fantastic.

### Personal Learning Goals

**Sabrina:** Before we begin, I want to set the stage in the national discussion. Yesterday there was a video of Bill Gates talking to the chancellor of City College of Chicago. It really sets the tone about why we are doing this type of work. It's not just here in Florida, it's across the nation.

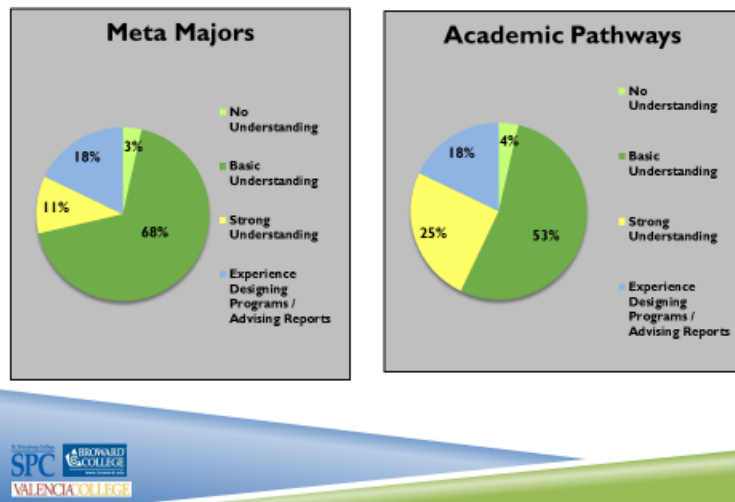
*Video plays.*

<https://www.youtube.com/watch?v=x3mAIzZIH2g>

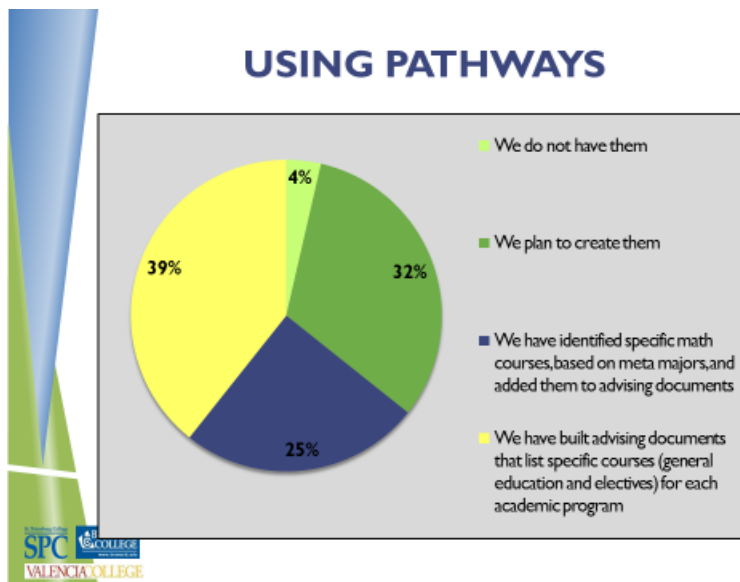


**Sabrina:** You can see the discussion is national and it's really important. I really believe that these pathways are one of the primary ways that we are going to close the gap in our completion agenda. We sent out, before the summit, a survey to all of you and I'd like to share the results.

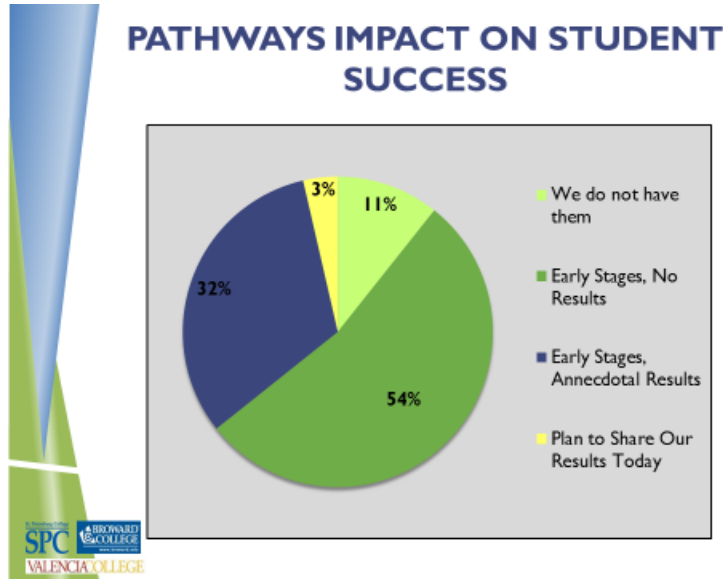
## LEVELS OF UNDERSTANDING



**Sabrina:** The first question was about the understanding of meta-majors and the ideas of academic pathways themselves. This is interesting, you can see our meta-major understanding is less than our academic pathway understanding. We will be able to discuss and clarify this today. I thought it was not surprising that we were getting around that hump of building the understanding and getting ready to do some implementation strategies. There’s not many people who are ready to share and that’s not surprising at all.



**Sabrina:** Then who is actually using our pathways? Again, not everybody has them but we are planning to use them. In some cases we are really focusing them on exactly what the statute said, which asks us to identify the math course that fits into the academic programs.



**Sabrina:** And as for building them out into a full-fledged academic advising report, there’s just a few of us that are getting ready to use that information. If we are using that information, the results are too early in the game to know what it will mean. We have some that have early results and some that have anecdotal results, mostly what we are hearing from our advisors. That kind of sets the game plan as to where we are. I want to express one thing, this is a collaborative event. We want to share that we are going to be raffling a prize at the end of the day so if you were thinking of leaving early, I suggest that you don’t. This is something you don’t want to miss.

### SUMMIT LEARNING GOALS:

- Learn More
- Implementation Strategies
- Best Practices
- Design
- Impact on Student Success
- Advising Practices
- Marketing Uses
- Connection to Transfer Plans
- Assessment



**Sabrina:** If you look at the list of the summit learning goals, most people were hoping to learn more. Then the best practices, and implementation is number two.

## Best Practices

**Sabrina:** With that said, let me introduce you to Andrea Henning. She's our Executive Director of our Collaborative Labs. She has over 23 years of leading organizational strategic planning, corporate training functions and leadership development, including the launch of the Collaborative Labs over 10 years ago. In her role leading Collaborative Labs, Andrea has served over 30,000 regional, national, and international leaders and has facilitated over 1,000 engagements. The Collaborative Labs has become the most trusted and respected go to place to plan for and resolve the most critical, high-impact issues facing our state, region, county, and college. We use her all the time because she's able to get to the heart of the issue with in a one day period.



**Andrea Henning, Executive Director, Collaborative Labs, St. Petersburg College:**

Thank you Sabrina. For how many of you is this your first time to come to Collaborative Labs? *Hands raised.* Love that. We hope today is a great experience and we do mobile events as well. We have mobile technology and will travel and we'd like to support you in any way we can. Today is all about you. Take that in. We don't have many of those days, do we? It's all about my being equipped and going back to my institution and being more effective than ever. We want to hit the mark today. When we walk out at 4 o'clock, we want you to be able to say this is a grand slam success day for me and my institution because I'm going to walk back having achieved what we wanted to achieve. I'll have PJ bring up a polling slide. Let's find your polling devices, if you are uncomfortable you may be sitting on it. *Laughter.* Most of you have used this technology before, yes? As we look at the learning goals, we want you to identify, in order of priority when you walk out today, what will be a grand slam success. When you are ready, the polls are open. Please press your top three now. Any extra instructions needed in terms of the voting process for the Floridians? *Laughter.* We've learned our lessons, I guess.

### BEST PRACTICES

Andrea Henning  
Collaborative Labs



My Top 3 Learning Goals for today's Summit include:

1. Learn More 12%
2. Implementation Strategies 17%
3. Best Practices 15%
4. Design 8%
5. Impact on Student Success 11%
6. Advising Practices 19%
7. Marketing Uses 3%
8. Connection to Transfer Plans 9%
9. Assessment 4%
10. "Other" 1%

**My Top 3 Learning Goals for today's Summit include:**

1. Advising Practices
2. Implementation Strategies
3. Best Practices

**Andrea:** Alright, so it looks like 6 is the highest priority. Advising practices. Any comments on that?

**Karen Griffin, Hillsborough Community College:** I think we have a great advising team but there is a huge turnover. The more there is structure in what advisors are trained to do, it helps them to deliver their message to the students.

**Andrea:** I saw a lot of head nodding as you were sharing that. It looks like the next most important goal to achieve is number 2, which is implementation strategies. Any comments about that?

**Andrea:** Then at number 3 we have best practices.

**Best Practices**  
 Engaging with Deans and Faculty ✱  
 Using data to guide decision-making  
 Start Right Courses + Guides  
 Faculty Advising (FT/PT)  
 Working with all key stakeholders

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- Engaging with deans and faculty
  - Using data to guide decision-making
  - Start Right courses and guides
  - Faculty advising (FT/PT)
  - Working with all key stakeholders

**Best Practices**  
 Choosing meta-major when applying  
 Talking/introducing meta-major and career assessment at orientation

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- Choosing meta-majors when applying
  - Talking/introducing meta-major and career assessment at orientation

**Best Practices**  
 Engage and motivate students by giving them purpose. Putting them on a pathway will move them forward and help them see the light at the end of the tunnel.

- Best Practices**
- Engage and motivate students by giving them purpose. Putting them on a pathway will move them forward and help them see the light at the end of the tunnel

**Best Practices**  
 WEDNESDAY WEBINAR TO SHARE STUDENT METRICS

- Best Practices**
- Wednesday webinar to share student metrics

**Best Practices**  
 Use the SB1720 assessment as a gateway to discuss meta-majors with students, and look at all tools rather than an automatic exemption (HS, test scores, other) when assisting students on deciding/choosing starting point.

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**Andrea:** At this point, what I'd like to do is tap the information in this room, the wisdom, the experiences, and leverage each other. That's part of our learning today. We are not starting from a blank slate. I'd like any of you who noted best practices on the white board to raise your hand, share your name, institution, and your best practice. Who'd like to be first?



**Lynn Drees, State College of Florida:** I wrote two things. We added a question asked about what's your interest or meta-major on our online application for admission and then we've incorporated a quick career assessment and a discussion of career interests and career path meta-majors in orientation and they discuss that then they go onto their advising session.

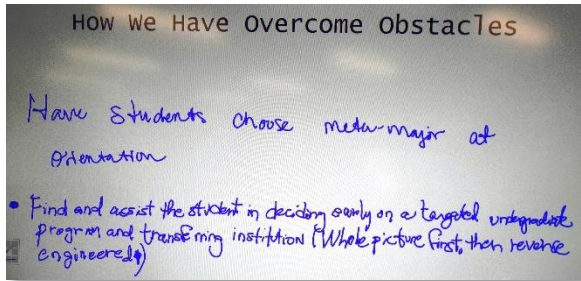
**Andrea:** Any others? Don't be shy, we're here to learn from one another.



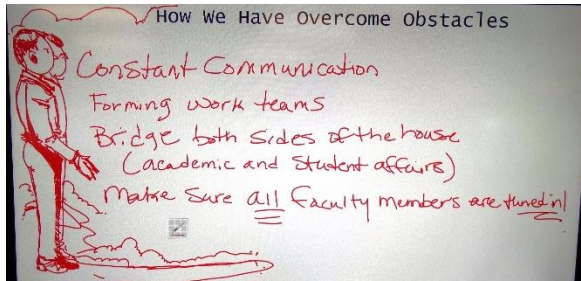
**Odalys Simmons, Lake Sumter State College:** We established partnerships with the advisors and admissions in order for the perspective students, to be able to be referred to services to assess their career, wants, needs, desires and the type of lifestyles they are going to want in the future. They can usually decide within a week or two what they want to do. That's for perspective students coming in.



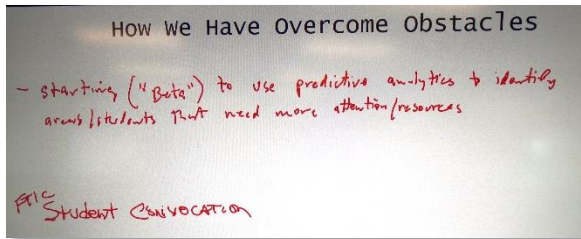




- How have we overcome obstacles?**
- Have students choose meta-majors at orientation
  - Find and assist the student in deciding early on a targeted undergraduate program and transferring institution (whole picture first, then reverse when engineered.)



- How have we overcome obstacles?**
- Constant communication
  - Forming work teams
  - Bridge both sides of the house (academic and student affairs)
  - Make sure all faculty members are tuned in!



- How have we overcome obstacles?**
- Starting ("Beta") to use predictive analytics to identify areas/students that need more attention/resources
  - Student convocation

**Andrea:** How about obstacles that we've overcome? And how did you do it?



**Ken Russ, Polk State:** Last year we started a student convocation where we invited parents because for our first time in college and our first generation students, they are typically clueless about what advising is and how to register for class and everything like that. This is not an orientation but this is for that where they come with their parents and learn about what college is and how to pick a career.

**Andrea:** Congratulations. Any others?



**Dr. Jesse Coraggio:** One of the obstacles we've overcome was figuring out what gen. ed. belongs in the pathway. It was huge when we had our deans sit down together and had those conversations with the Gen. Ed. Dean and the Workforce Dean and said what's the best possible social services competency that we can fit in a vet tech program, or what's the best humanities class that we can focus in if we are going to be doing nursing. We actually had those conversations and it was a huge obstacle to get into the whole program, the whole gamut of courses. We started thinking about working together as a team to have those conversations.

**Andrea:** The remaining part of the day will be all about this, sharing best practices and ways we've overcome obstacles. Everything we are sharing today will be documented today. We have Trish over here on the keyboard, who will be taking notes on all of this and compiling all of it together in what we call a Real-Time Record. We will get that all to you by Monday so you can hit the ground running. Everybody in blue is part of the Collaborative Labs team. Jonathan is a quiet member generally of the group. He is doing some amazing things over here and putting the discussion in a metaphor form. For those of you that pictures speak to you, you will really enjoy his work. He is also a secret rock star and I'm not going to reveal everything, just stay tuned.



## **Overview of Guiding Legislation**

**Sabrina:** Jonathan is amazing and has a talent that can only be expressed in pictures. We'll be sharing more about that later. I'd like to bring up Dr. Heather Sherry. She is the policy chief with the Higher Education and Workforce Subcommittee at the Florida House of Representatives. Prior to this, Heather worked for Florida College System in various roles, including Director of Office of Articulation. This morning she will be sharing with us her view of the legislation that has founded and grounded our work in pathways today.



**Dr. Heather Sherry, Policy Chief  
House Higher Education and  
Workforce Subcommittee:**

Thank you, good morning. I'm really happy to be here, especially since it's special session up in Tallahassee right now. It's kind of a miracle they let me out. Just a little background, I started my career with the Legislature and the House of Representatives with the community colleges and career prep committee as an analyst, then moved over to the Division of Florida Colleges for 7 years as Academic Student Services Director, then became the Director of Articulation for the state. I've been working back at the Legislature now, this is my 5<sup>th</sup> session. I've been working with colleges and universities quite a bit and I have a special place in my heart for college systems and students. I always advocate if you give the college staff and personnel the ability to have information and flexibility, they will take the ball and run with it and do some amazing things. I've always been very impressed by what people that work for the college system do. You have a fan in me.

### OVERVIEW OF LEGISLATION

Dr. Heather Sherry, Policy Chief  
House Higher Education Workforce  
Committee



I work closely with Julie Alexander from the Division of Florida Colleges, she's amazingly wonderful and I love her to death. She could not be here today which is unfortunate because she has been working with CIA and CSA and really has been involved in all of this. I'll be sharing with her what I learn today. I'll be a substitute for her today. I don't have any slides. I want to give you the background as to how the legislation came about. I can tell you, nothing happens in a linear fashion. It's a series of conversation that are happening, a lot of anecdotal information. They are typically issues that are happening to more than just that one person, but that's how they bubble up. I can only speak on behalf of the House, and the Legislature as far as what happened. As far as the thought process, it's what I know from the House. We do work together very closely. There was a lot of concern about general education, it's very difficult when there are 50 million choices. People like to have choices, but not so many that they can't make a decision. There was concern that general education needed to be within a framework. We want to make sure everyone has the basic skills they need for their career. Our first effort was to bring the gen. ed. down, not to eliminate choices but to make sure

everyone got their basic core competencies. That was the initial legislation, where we developed a gen. ed. core and asked the faculty and institutions what the competencies should be, and what courses should be offered. Now we have that 15 credit core that everyone has to take. There are still choices within that, which is good. That led into dev. ed. Luckily, we had some amazing things going on at the colleges in developmental ed. reform. The problem was we were losing a lot of students, they were languishing in the dev. ed. courses. Some of the requirements don't always fit all students. We looked at what was going on at the colleges and said there is some really great stuff going on and so the law is restrictive on what you can do with it because you cannot place a student who did not pass the test into a course without meeting that score so we wanted to do something with flexibility. House staff and members worked very closely with the college systems staff, the institutions, national experts and wrote good legislation related to allowing flexibility and innovation at the colleges to help students get to where they need to be. Through that conversation, we realized that every student needed appropriate gateway courses. What is a gateway course? It is a course that you have to take in order to move onto all your other courses, it's a prerequisite for all your other courses in any given subject area. Some of those courses in math were keeping students from succeeding. Then we were having the conversation, do I need College Algebra to be a history major? Maybe, maybe not. The question was, what are the appropriate gateway courses for students going into different majors? We know students walking into a classroom for the first time don't know what they want to do. That's where the meta-major concepts had come from. We were doing research and reading articles, and looking at the discussion. Meta-majors was used in one of the articles and the director said that's a great concept. The name is not important, it's pathways, it's meta-majors, but we wanted to codify in legislation that students need to be making their choices and taking courses based on what their ultimate goal was, not just this is what everyone does. I had a neighbor who said she was taking MAC 1105 for the second time and struggling. I said what are you majoring in? She said I want to be a history teacher. I said why are you taking MAC 1105? I think you should have math but why aren't you taking statistics or something else. She said, that's what they told me I had to take. She spent extra time getting through that course and it may not have even been the most beneficial course for her for what she was going to do. That discussion is what led to the legislation, which directed the colleges to what the meta-majors are. They are groupings of courses. Am I a health sciences person? I don't need to know that I want to be a vet tech right now, but I need to



know that I'm going into social sciences and I should take statistics. Our statewide assessments don't currently line up with that, it mostly tests for College Algebra readiness. There is still some work that needs to be done on assessments. I'd like to hear your perspective later on the lack of requirement of the assessment is impacting you. I think all of our members were supportive of the idea that these are adults and should be able to make choices as to whether they need it or not. But, they need to make informed choices so the advising is so incredibly critical. What you all are doing is so important to student success. When we looked at what is important that we want to learn from today, from my legislative filter, mine was impact on student success. That's what the legislatures wants to know. When it comes down to it, that's the bottom line on what they do.

There's nothing difficult about to decipher about that actual legislation. It's, this is a meta-major, go ahead and figure it out. That's the context of where that came from. At the end of the summer, we are supposed to be getting information on the developmental education and the meta-major progress. It will be earlier progress and we will need several years of data to really see how it's working. It think it will be getting better and better. I'm here today to learn from you all and listen. If there's any legislation needs that needs to happen, I can take that back and share with our members. Our members, the Higher Education and Workforce Committee is very interested and engaged. Our chair is from Lake City, she is wonderful. They like data and like to make good decisions. So that's what I am here for and I hope I can be helpful with that. Questions?

**Comment:** I'm concerned as a faculty member on the math side. I'm concerned with reading, and what will happen as we move forward. A lot of students may see the need for a brushup on math but they misunderstand the reading aspect because it directly correlates with it.

**Dr. Heather Sherry:** That's part of the competencies conversation. What do they need to be successful? Just because you didn't pass the reading part, you still have to be able to read your math questions, so those competencies just to be successful in college in general, we are still trying to address, it's a work in progress. Are you concerned as a math faculty person or just in general?

**Comment:** Both. Students who need a brush up, if it's optional they decide not to do it. They assume they can read on a college level, and reading correlates with success so they are not signing up for the quick brush-up. The feeder school is only reading at 75% grade level and they are skipping over that gap and I don't know how that is going to affect the college credit.

*Applause.*

**Dr. Heather Sherry:** There is definite concern from our members that there is a negative impact due to this. That's why the data this summer is so important. When you are looking at this and who is opting in and look at their high school scores, FCAT or FSA, how long it's been since they've been in high school and you can advise them. But the majority of students are saying I don't have to take it, then I don't want to take it. Then we are dealing with how it's affecting them and the impact on other students in the classes when we are having to deal with

issues like that. That's why the support and advising is so important. We can't make policy until we know what the consequences are. We are very open to make sure our students get what they need and the degree or certificate means something and they are prepared to be successful in their jobs. It is a work in progress and we are aware of the issues.

**Comment:** A way to bridge that is to look at a student, you have to review everything with a student and most of the time they will know if they need additional classes in those areas. If you look at the assessments they will tell you well I don't have to take them but based on the discussion I will take them. In our institution we have additional courses that we have developed that cover different needs in reading and writing since they are not all at the same level. It's a matter of them being adults and choosing what is best for them. In most of the cases they will choose what is best for them if you present the information in a way that they understand it.

**Comment:** From a policy perspective, you might want to keep your eye on what's happening in math proficiencies and math pathways. We are concerned about what we are seeing in our K12 partners. All of us respond to the levers, the different ways in which people are reported or not reported, and keep students success as the primary thing in the context of that. We have students that are starting in Algebra I in 7<sup>th</sup> grade, and consequence of that is they finish their math sequence in their sophomore year and then they come to us without math for 2 years. That's going to collide. I think we better watch that.

**Dr. Heather Sherry:** What's happening in K12 is always being considered but it kept changing. It's been changing a lot and I think now there's a desire to watch and let things happen. It happens a lot in the legislature because there is turnover. Someone comes in and they have ideas, and we don't have the opportunity to see if something works before we change it. That's the reality of it. That's why the dev. ed. came to a head. Data is the best thing you can provide for us. The student profiles that come in, and whether or not they are successful, will show the farther away from a math course, the harder it is to be successful. I think that's really important in advising. The advisors in high school, the numbers of students for them and they are dealing with discipline issues, they are dealing with a lot. One thing that is exciting, the legislation just funded the Career and Education Planner. It's like facts.org on steroids. It starts them on those pathways early on. Of course they don't know what they want to do in 7<sup>th</sup> grade, but they at least are learning about planning their future. It will probably change and they know what those changes will mean and they can plan ahead. It's getting started now and I think it's going to be very exciting.

**Comment:** When CCA came to our college I asked what are the long term results on STEM degrees. When the research has been provided, the STEM degree has the lowest unemployment rate. Here's my fear, you brought up the history major that had to take College Algebra, we relate to that. When you are an artsy fartsy guy, you'd don't need a thing I teach. We noticed when we were using the ASC program to funnel all of those kids through intermediate, is how many kids we brought back into the fold of a potential STEM degree. Now we are going to tell 18 year olds we are going to lay out these pathways and when you put College Algebra here and here, the students are going to opt with the easier track. I'm not

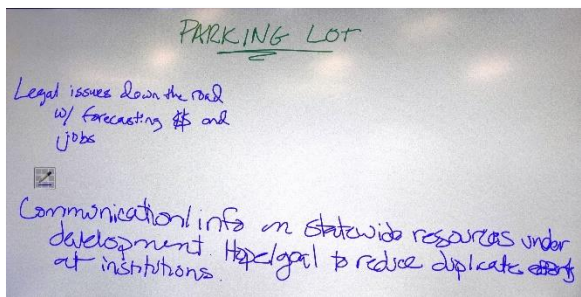
saying they are all going to do it, I'm just saying there is a fear. Math is a big hurdle. How many students are going to opt into the easier degree because they really don't know and then we end up losing them versus how many we used to get through that one course which means everything is open for the most part. 5 years from now when we look back and say wow look at the drop in STEM degrees in the State of Florida, now everybody is coming out of the Northeast and places they didn't do this. That's my anecdotal forecast. When you lay this out and students see the rigor behind them, they are going to opt into the easier ones. This MGF course is easy, and it doesn't require a lot of rigor what so ever. I'm just making my point so when we talk 5 years from now I can say ah-ha, they did opt to the easiest instead of what they really could do.

**Dr. Heather Sherry:** This segues into the conversation we should be having at the end of the day of how does this relate to our common statewide requisites for the degree programs. It will limit their options if they only take certain courses but if you know that you are never going to do anything like that it's one thing, but most students don't know that. I was never going to be a math major so I came down here and CLEP it. We always talk about getting kids into STEM but if they don't like it, it doesn't make matter if they are good at it. I think, and this could be sacrilegious, the new standards in K12, my daughter just started the new way of doing math, I'm hoping if this is better the students will be better prepared to succeed in the long run because they won't be afraid since they learned it at a young age. That's a pie in the sky, I hope this works. Those are some changes that are down the road and the question is what do we do in the meantime. Like I said, I'm here to listen.

**Sabrina:** Andrea has put up a board. What would you like us to do with it?

**Andrea:** Heather is so popular, there are two other hands in the back. I just thought we could parking lot those items.

**Sabrina:** Great, and if there are other questions during the course of the day, I think that's a great place to put them so we can at least capture them in the Real-Time Record.



Parking Lot
<ul style="list-style-type: none"> <li>• Legal issues down the road with forecasting \$\$ and jobs</li> <li>• Communication info on statewide resources under development. Hope/goal to reduce duplicate efforts at institutions</li> </ul>

## Overview of Academic Pathways

**Sabrina:** I want to bring up Dr. Coraggio so he can talk about visionary forwards so you can get a sense of where some of the colleges might be taking this moving forward.



**Dr. Jesse Coraggio:** Thank you. I want to take a second to talk about the big picture piece of this, it's the vision piece of it. We've done a lot of work, we have a ton more to do. This is just the beginning, the harder you work at something the farther the finish line is, because you realize the more you know the more you want to do. We have been working every summer with our deans, chairs,

and

### OVERVIEW OF ACADEMIC PATHWAYS

Dr. Jesse Coraggio  
AVP Institutional Effectiveness



### WHY ACADEMIC PATHWAYS?



Academic Pathways enable students to successfully plan for, enter, progress through, and complete their academic goals.



advisors to improve the curriculum. This is a visual we actually showed them 4 years ago and we said to the folks in the room that's what students see when they look at our curriculum. Worse yet, this is what advisors see. We've been having this pathway conversation for about 3 years, about how do we build that path through the dense forest.

We need to focus on a way for students to plan for, enter, progress and complete, so at the end of the day they have the competencies they need and that career readiness piece so they can graduate from the institution and go out and work and get a successful job. The off/on ramp piece has been a big discussion. We have students that go to school for a while, then go out, then come back. If every student came in and did 15 credit hours they would be out in now time. But how many of us have a lot of students that can afford to do 15 credit hours, right? So we really need to understand our population and build that in so if they leave early we are doing things like embedding certificates in the pathways. There will be direct alignment between the industry cert and specific course work so they can go back and forth.





This is how it all connects for us. These are the 5 areas that we've been focused on. This is the safety net for the students, it's been a lot on the services side. That's where our energy has been spent. Now we need to focus on the academic side. This is the work we did last summer. We took all of our 186 programs, whether they were AS, certificates, BAS, BS programs, and we built linear pathways for students. We sat down with the discipline deans and the gen. ed. deans and said, what's the best pathway for this specific program? We said this is the course the student

needs for this. It's a guided pathway through the curriculum.

We have on/off points. We have those places inside it that allows us to see where the certificates meet. This is the big vision, we are calling it "Start Smart, Finish Strong." Our faculty is now in the middle of this conversation because it combines everything we did on the business side with the academic component. The big key piece is the Smart Start. We are going from 400 that did actual face to face

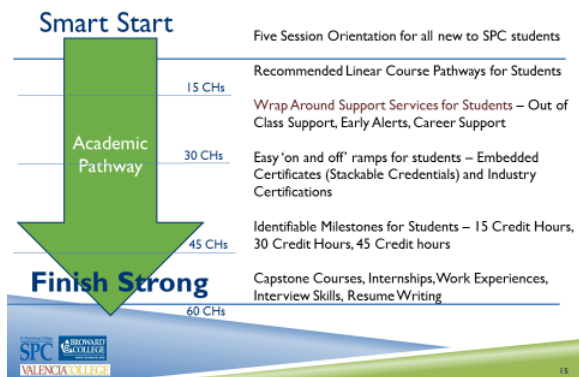
### Evolution of Academic Pathways

- ▶ SPC's solution to taking the guesswork out of planning a student's college career.
- ▶ Chronological listings of all **specific** courses in a degree-program in the **suggested order** in which a student should complete them.

Recommended Academic Pathway XYZ-AS Program	
Course Title	Credits
1. Course 1	3
2. Course 2	3
3. Course 3	1
4. Course 4	3
5. Course 5	3
6. Course 6	2
7. Course 7	2
8. Course 8	3
9. Course 9	3
10. Course 10	3
11. Course 11	3
12. Course 12	3



### ACADEMIC PATHWAYS MODEL



orientation, to this fall we are going to do 5200. We will have 12,000 students that will go through our orientation this next coming year. It's not one orientation, it's 5 different events. An initial events to get acclimated with things and then 4 blended courses that are face to face with outside objectives that they have to do through the first 4 weeks. That's the Smart Start. They learn about career decisions, what their specific career area of interest that they have, they will build communities of interest so we can connect them on the front end with other likeminded folks and

work forward through those programs. That's the front end piece. Then we have our pathways, we are also beginning to knock down where they are in the pathways. We did a good job of understanding how many have cumulative credits, but didn't know how many they have towards that plan. As part of a program called Program GPA, we now know that and we don't have to run audits. We know when they hit 15 credit mark and there will be career readiness objectives that are focused on that mark. We will know when they hit the 30 and the 45. We have our wrap around services around all off this. We have our planning tool that helps them understand their pathway, we have our career decision focus with a red, yellow,

green indicators system that helps us understand their pathway to helping them make that career decision. We can identify who made the decision, and make sure they are in the right program to go along with it. The ones in yellow and red is where we will spend our energy working with those students. I mentioned the easy off ramps for the embedded certificates. Then we have the identifiable milestones. The capstone is a big piece, how do you embed those authentic experiences within the curriculum? There's not many nurses that are going to sit on a hospital floor and have an emergency and whip out a multiple choice test. It's important there are key competencies they understand. That's why we need authentic learning experiences in the classroom. In a strong discipline that might be easier. It's harder when we talk about gen. ed. areas. It's a tough conversation for our gen. ed. faculty. The conversation needs to be around, when I go into work, what are the skills I need. We do model UN here, those are authentic experiences. Those are the kinds of things a student is going to do when they graduate. They will be in front of audiences and making presentations. They will be conducting research and gathering information and understanding how to use that data. It's not all about a specific discipline event, it can be other events. But they need those kinds of experiences to roll in those competencies so when they graduate they have everything they need to be successful in their career.

Where I'm most excited about the legislation is from the perspective that as state colleges we've been given a lot of things we have to do. Gen. ed., you have to change this, it has to be changed this way. Dev. ed., you have to make these changes and they have to be made this way. Meta-majors really wasn't like that. They did talk about composition being important for all meta-majors. Math, we've all done a little bit to have different pathways in alignment with our programs but that was all the legislation said. What I'm most proud of is all the state colleges, and all the work we are doing to take that conceptual idea and begin to roll this out. I'm anxious to learn from all of you and build a state model to improve student success. Thank you.

*Applause.*

**Sabrina:** Before we move into our panel I want to share with you something we created. Margaret Bowman, our Director of Curriculum, brainstormed how are we going to express this to students and what's a good way to do this? She thought why don't we use some of the talent we have in-house and provide something that's going to be short, sweet and easy for students to understand when they start having these pathways roll out. I'm going to share some of Jonathan's amazing work.

*Video plays.*



**Sabrina:** You can get a good idea of how easy it's going to be for our students to get an understanding of how to use it for themselves. So thank you Jonathan, phenomenal job.

*Applause.*

## **Panel Discussion: Institutional Response**

**Sabrina:** I'd like to invite our college partners up to join us on the stage. We are going to be doing an overview of a panel discussion. This is our first opportunity for you to ask questions. What I'll do is have each individual introduce themselves, they will tell you their name, what college they are at and what their role is and what part they played in the pathways at their institutions, then they can give a 3 -5 minute overview of their process. I'll then open it up for questions.

**Dr. Joyce Romano:** Vice President of Student Affairs at Valencia College.

**Margaret Bowman:** Director of Curriculum at St. Petersburg College.

**Renee Law:** District Director of Career and Technical Education at Broward College.

**Dr. Joyce Walsh-Portillo:** Associate Vice President for Academic Affairs at Broward College.

**Sabrina:** Like I told you earlier, everyone came at the meta-majors from a different standpoint so I'm going to create a linear distribution as to what I see will provide you a glimpse of how do you start this process, what a next step might be, and what a third step would be.



**Dr. Joyce Walsh-Portillo:** Good morning everyone, thank you for the invitation. I work on the academic affairs side of the house, Renee works on the technical side of the house. One of the great things has been integration and putting together the career pathways. I'll let Renee talk about what they've done with the career and technical folks because she is the expert.

On the academic side, one of the things we touched on this morning is getting faculty on board and for them to understand how important this is, especially for faculty that teach general education courses. They teach their course and then they go somewhere else. Whether it's critical thinking, or working in teams, or any of the other challenges they may face in the workforce, we are trying to get faculty to think along those lines. We will be speaking this afternoon about what we did in gen. ed.. We did a soft launch where we prepared advising worksheets for every one of our career pathways to align with a career and technical area to get the first 15 – 18 hours laid out in the AA pathways. We had the faculty and deans working on those early in the spring and they are in our catalog for the upcoming year. We will be showing that this afternoon.

### PANEL DISCUSSION

- ▶ Broward College
- ▶ Ms. Renee Law
- ▶ Dr. Joyce Walsh-Portillo
- ▶ St. Petersburg College
- ▶ Ms. Margaret Bowman
- ▶ Valencia College
- ▶ Dr. Joyce Romano

Facilitated by: Ms. Sabrina Crawford, SPC



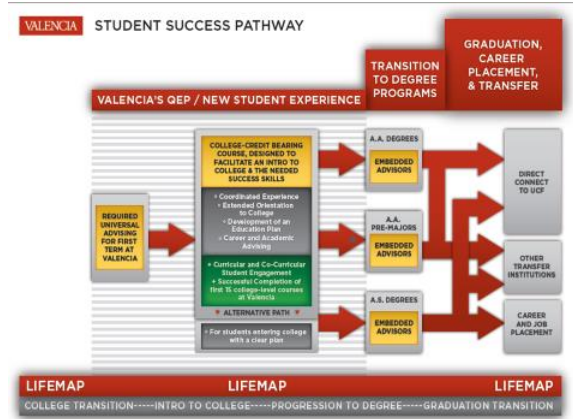


**Renee Law:** Good morning everybody. Career and technical education, we took it from a different perspective. Instead of focusing strictly on the academic piece of it, we looked at it from the student's perspective from a career. So we called it the meta-majors career pathways talking to them about their end goal which is what they are all going to school for and then translating that back to what that means academically. Again, we will be sharing our marketing materials with you this afternoon.



**Dr. Joyce Romano:** Our work on meta-majors really started from a conversation on system design. Our student success pathway is what we ended up with after working 18 months towards our quality enhancement plan. It has a staged model. We've been thinking about the student from the student perspective and what are they experiencing in each of the life stages. Each stage has learning outcomes and it tells them what to do when. In designing this, we started naming the pieces and parts of the system we want to evolve to make our processes more intentional. We realized we have a lot of opportunity but where is the intentional piece. That front door required universal advising. Since 2000 we had required orientation, so that wasn't new to us. But what was the curriculum of that orientation and how do we deliver it has been the part that we're constantly tweaking.

When we got to the end, we named the big box the New Student Experience Initiative. We realized we can't do all of it, we always try to over achieve and then wonder why we are exhausted all the time. We said that's all we are going to do. Then the gen. ed. and dev. ed. changes came and we had to reinvent all of it anyway. We wanted to bring it all into one student facing presentation. Again relying on some of the big ideas is build pathways, and relying on what we've learned about staff and faculty development. Our president says, faculty



are not the problem, they are the solution, so how do we engage them. The purpose of assessment is improvement and start right. We always say is this a "start right" practice, so those are some organizational habits that have formed this as well. Getting to the meta-major part of it, we formed Developmental and Educational Taskforce last year. It was a blended group as it was mentioned, it was an opportunity to step up. Within the meta-majors, we took it as an opportunity. Through all the legislation, the meta-majors was the ray of hope and it gave us something to work with. As Jesse said it gives us an opportunity to bring our professional practice to design systems in what we do best and how we can help students. A lot of us were on the road anyway, it gave us the legitimacy and organizational focus to do that. We added meta-majors to the application. We know when students read through it they may not know what it means and they just pick something. Just recognizing the developmental challenges, that's normal for a person coming into a new environment. They will recognize some stuff and not others. We did add it to the application. We created career reviews which help students decipher more about what does the meta-major mean and how does it relate to my career interest. Again, like Broward had said, really focusing on the end goal which is

where do students want to go. The next piece is the Start Right Guides, we've created 90 of them, for each transfer plan, AS degree, pre-major, articulated pre-major and Allied Health pending all the pending programs. It's fascinating what happens when you put something on a piece of paper, the conversations. We had some professors disagreeing about whether the students needed Chemistry before they needed Biology and they decided to ask the deans. The Science Dean said your body is really just a bag of chemicals, so it's really important that you learn chemistry first. The Dean of Nursing agreed, so we put Chemistry on there. The clarifying conversations have been fascinating. We also have the 30 hour advising, which was a requirement some years ago. This is all a part of a system alignment at the time the student finishes 30 hours they have to tell us what their intended major and university are. We have a really great relationship with University of Central Florida. One of their advisors took the 8 meta-majors and created a 2 sided sheet of all the UCF bachelor's degrees and created a crosswalk. So now we have an advising tool to help students and put on the website. I think that is what is really powerful about the system design work that we are all doing. It invites people, within their own professional practice, to do what they do best. They are like hey, would this help? And we're like, yes that would help. I think that's what I'm really excited about as well, the opportunity.



**Margaret Bowman:** Good morning. First of all, it's nice to meet all of you, we've been talking on the phone, and it's good to connect faces with names. The evolution of the pathways was a logical next step for us. Over the past 3 years we have really worked on revitalizing our curriculum institution wide. We started in 2012 – 2013, working with our program directors, deans and faculty, talking about what is our philosophy of curriculum at St. Petersburg College, how do we evaluate the curriculum when changes come through and what are the tenants, or values, of our programs and courses. We came away with 4 value statements, one of which is student focus. We evaluate all curriculum proposals around the perspective of, what does this mean to the student. For example, we try to minimize the use of the academic and industry jargon in course outlines. If a student comes across an acronym that they don't know, it becomes a barrier. So we've made it more student-friendly through a very thorough review of our curriculum. The next year, in 2013, we did a complete review of every academic program learning outcome to make sure they were still relevant, timely, measurable, and "SMART". Last year, in part with the legislation that came out, developing academic pathways made sense. We had strong, high-level program learning outcomes and a solid review process for our curriculum in place. We are now in our second cycle of evaluating our curriculum and tweaking it based on our values. Our next step was to look at our courses and competency areas to determine how they align our within our programs and how they support our learning outcomes. A critical voice that was needed was the voice of the student. We obviously couldn't invite all of our students to the summer institute so the next best thing is our advisors. Our advisors represent the voice of our students as far as that experience is concerned. Through our academic pathways, in the last year, we've mapped every course in every program and subprogram. Think of it as an overlay in a textbook. I grew up in a medical family and remember as a child looking through my mother's nursing books. If you recall how, in the encyclopedias, they have a picture of the human body and there's the transparent page with

the nervous system, and then you have the vascular system, etc.. That's really what we're building that with these pathways. You have your chronological order, focused on competency areas so there really is the scaffolding of skills and knowledge that are built. We then embedded our certificates within those. That was a huge piece of the process. In the afternoon, we are going to walk through a condensed mapping experience. You'll get to experience the types of conversations and decisions that have to occur to get at this. As Sabrina mentioned, we are now beginning to focus on industry certificates. We are looking at specific courses and what competencies are achieved in each course, and designating the competencies as attributes achieved through the courses for identification purposes. These courses, or this course, prepares you for xyz industry cert. Then you have to think about the financial aspect of it. That's another overlay. We have these great programs, we have it laid out in this linear fashion and the on and off ramps identified through the industry certs and the college certificates. But what's the cost? How do I do this in the most cost effective way? We are getting there with the pathways, but that is yet another overlay. We have done a lot, we're tired. *Laughter.* We have very engaged deans and advisors and that to me is the most exciting part of this.

**Sabrina:** How many of you have seen Broward's marketing materials at this point? Ok, would you mind spending some time talking about this?

**Renee Law:** Our career pathway, it kind of goes to something Margaret was talking about. Our marketing materials point out the industry certifications with in a pathway. We looked at all of the career and technical education programs that we offer in the college and created a brochure for each of the individual pathways. There are 8 different brochures and they identify all the programs the college offers, including the fact that we have non-credit offerings. We have taken the whole thing and put it together, looking at the industry certifications that would align within a program, looking at the technical certificates, AS degrees and bachelor's degrees, identifying the top transfer majors, as well as the bachelor's degrees we offer at the college. There's a job growth outlook. So we looked at some jobs that would be an opportunity that would be at the end if you were to graduate with the AS degree or a technical degree. It give you how much money you'd be earning at a median wage. It pulls it all together as a pathway and then we get down to program specific. It takes the formula and puts it as each program. Although I work for the Department of Career and Technical Education, we did work very closely with the academic side, so these marketing materials are college career pathways. It's all encompassing.

**Sabrina:** One of the best parts of this is that it connects the nonacademic side of the house with the academic side of the house. So where these used to be in silos, they aren't anymore.

**Renee Law:** We did the same thing in the catalog, so the catalog reflects the same approach to career pathways and all programs within pathways.

**Sabrina:** If you have questions, please raise your hand and I will bring a microphone to you.

**Comment:** I like that you incorporated cost. The bottom line, you want to know how much will it cost to get the degree. And when you get your degree, how much are you going to get

paid. That way you can say I'm not going to take out student loans if I'm not going to be making... they have to think about their finances, that's the point I am making. The other thing is I don't know if you've thought about the issue of timing. The students are at-risk populations and they a lot of children, they work two jobs and all these things. They cannot go and take a full time load every semester. They are taking one class or two classes. The important thing is they are consistent, at least taking one class per semester. You have to find a balance to work in synergy. A lot of times they can't balance their personal lives and what happens is the academic part gives first because they need money to survive and their personal life to be stable and to be healthy. So incorporating all that, is it reflected in these pathways? We want to be realistic for the student population at the community colleges. It's not the same people at the 4 year university. It's totally different and they do have more challenges.

**Dr. Joyce Walsh-Portillo:** What we did was sort of revolutionary about a week ago. We ran an advisor training session and found out they come first hand with those students that are sitting in front of them and there are a number of issues, whether it be a domestic violence issue, a transportation issue, maybe other things. They have a plethora of resources to help the students. They are the linchpin in this whole process. They are the folks that are our frontline folks and they need to be empowered. Once they get in the classroom, yes, the faculty needs to be empowered. In the beginning, if they don't make them aware of the resources that are available, we aren't going to be doing a good job, no matter how hard we work. They are serving our customers that are coming through the door. How we keep people on track, we said if you can only take one or two classes take a math or English class. Students are waiting until the very end to take those Math courses and the longer they wait the less engaged they are becoming, so we really want students to do either English or Math. If they can do 3 classes, then we want them to do the survey do a course in the career pathways so they get a taste of what it's really like and go, oh, ok intro to business, I could be in marketing, or account management or lot of different possibilities. The training for advisors is absolutely key.

**Comment:** All that is great. The reality is, we have to make choices. We have about 100 students in a certain time period, and with certain students they pick up things quickly, other students, I've seen myself spending a lot of time, they really need the help, it's critical. Then you are struggling because you are balancing a lot of different aspects, timing, and all the information that you are conveying. It goes back to the advisors, we are the cornerstone of everything. If you don't have the recipe right from the beginning, you are not going to come up with the right meal at the end. It's really important to support the group that are trenches with the student.

**Dr. Joyce Walsh-Portillo:** We are speaking the same language. When I leave the campus, I'm still advising, when I'm getting my haircut people are saying my daughter's going to be leaving high school. I think everyone in the room can relate to this. Higher education is a complicated place to navigate and most people don't have training or an advocate like one of us living in their house. You are absolutely right, so thank you.

**Dr. Heather Sherry:** I have a question. When you said students avoid taking the gateway courses, that's what we've been hearing about. We haven't gotten the preliminary data. We hear the students are avoiding the courses. No one wants to take the course they know they are going to struggle in and you want them to have a positive experience so they don't quit right away, but is it possible for institutions to require students to take those gateway courses within the first 12 hours or something like that?

**Margaret Bowman:** We don't call it a requirement. It is a recommended pathway to success. The student does see there are specific courses that are required by statute within a certain number of hours. The math courses, that's across the board. They will put it off until the end and then they can't pass it. Looking at it from a competency based perspective, that math falls in pretty high up in the pathway and many of our programs identify the math skills as a requirement for their success in other courses. We don't require it but it is strongly recommended by the design of the pathways. The one thing I would caution on, because our students are not traditional students, when you are developing these pathways, it is important to stay at the competency level discussion first and then consider specific situations. I'd also encourage you to attend the advising session. A take away is, as advisors, how do you all network together and keep this conversation going and learn from each other because you are speaking the same language.

**Sabrina:** Joyce, if you could talk about meta-majors and a lot of your work.

**Dr. Joyce Romano:** The orientation redesign was to discuss the 3 nav. pathways along the meta-major choices. That's a big part of the conversations. I don't think we have any authority to do requirement. The students know something changed and they don't have to do it anymore.

**Dr. Heather Sherry:** Do you need authority to do it?

**Dr. Joyce Romano:** In this climate, you do.

**Dr. Heather Sherry:** So you'd prefer authority and not requirement? So you'd like it to say colleges may require and not college must require?

**Dr. Joyce Romano:** Yes. I think it can be structured and that's the way to do it. We get into what's the consequences of not and the strongly recommended. St. Pete did a fabulous job in creating a system where they can identify what students were recommended or strongly recommended to do and they can track that and track the students who didn't do it. I don't blame students for that. It's human nature.



**Karen Griffin, Hillsborough Community College:** We were interested to see the success metrics in students who put off math. We did a nonscientific study looking at students from the past several terms and success rates of students who took that path in their first two terms versus those who did not. The results are that students were 4 times more likely to graduate, non-college level students were twice as likely. Based on that, we said what's your policy language and we are going to do the



CASE approach, copy and steal everything. *Laughter.* When you have the results, let's make that we strongly encourage to the point of requiring students not to put it off.



**Nelson Magana, Miami Dade College:** I think democracy is highly overrated. A lot of the changes we instituted targeted our direct entry student population, those coming out of straight out of high school and for us that's nearly 15,000 students. They tend to be the ones that are most fearful. Our advisors hardly give them a choice. Some will argue, but the majority won't. Going into our orientation we say these are the classes you are taking in your first semester. They nod and say ok. Lots of things in life, marketers in the business world know when you have to opt out of something, we don't go through the hassle of changing it. The same goes with advising, if you have that look of confidence and you look them in the eye and build that trust they will mostly stay with it. It's not to say we've removed choice, we've highly structured what they do. We had over 1,000 students pass that 1033 class in one year versus the other year. We haven't had a higher number of students start college, it's actually been because they have been taking it.

**Margaret Bowman:** In one of our training sessions, we referred to our list of course choices prior to the pathways as the Cheesecake Factory experience. If you have ever been there, it's a wonderful restaurant. But the menu is something like 18 pages, and over 250 items. It's too much. I get there and I'm overwhelmed with options, so I finally ask the wait staff, what do you recommend. It the same thing with advisors, then you get into the cost factor as well. You say, is it worth the time and money to go to the Cheesecake Factory and wait through the line to be seated, wait to be served and then sort through 18 pages, 250 items or do I just want to go somewhere that I know it will be easy and prescribed for me. That's our analogy for it. So choice is good, just narrow it down a bit.



**Dr. Joyce Walsh-Portillo:** One of the things I asked the folks about was a TedTalk called The Paradox of Choice. When you take a look at that video, you will see what happens when people are presented with more than 2 or 3 choices. They are overwhelmed, they become paralyzed and they flounder. We want to make sure students have limited choices and they are kept in a safe space and they aren't picking from 100 different education courses in Humanities. I think the 15 core courses was a smart thing to do.

**Dr. Joyce Romano:** Back to your comment earlier, there's a yes, and. There's a developmental factor here that has to do with the way humans develop that is not linear. I am worried about what we are cutting off in terms of human potential and what we know about human development. I think as we design these systems, we need to consider that factor and how we build in the system some flexibility. We could easily cut off a lot of human development in this process.

**Dr. Joyce Walsh-Portillo:** Our career pathways allows us to give choices, there are 8 different choices in how to get started. No matter how you get started the developmental education course is going to allow you to use it in another pathway if you decide on another

pathway than what you choose originally. I totally agree with you, they need to experiment with things they didn't know anything about. We have to find that sweet spot. They need advocates, and we are their advocates. We are talking about first gen kids, kids out of high school, they need support and structure.

**Dr. Joyce Romano:** For us, the math pathways advice is, if you are undecided, take Intermediate Algebra because Algebra still gives you the best choice down the road. If you go the liberal arts math route, you've cut off a lot of your choices in the future. That's an example of what you might look at it and say what gives me the easiest path. No, you need to say, what gives me the most choices in the future if you are truly undecided.

**Sabrina:** We have time for one more question.

**Comment:** I want to go back to the academic pathways and the idea of the workforce and the idea of it being the whole college. One thing I was looking at is, I love the idea you can exit with a certificate and have a job. The thing is when they are going through the academic pathway and the exits I am concerned about their math pathway. I have a student who says I want to be an engineer but I have to support my family so I am going to transfer to this AS program and get the certificate. In 4 terms, they've stopped the progression of their math. They would never get the Calculus sequence so they can make the transition later to go to the 4 year university to get the engineering degree. My student's dream was to be an engineer and in the course of getting him into work so quickly I pulled it out from underneath him. If there was an option, I told him no each term add a math course and then you still have your



Chemistry and Physics to get in. In a hurry to have these entry ways, we cannot stop the discussion on the big picture items.

**Sabrina:** I think we can all agree on that. If you are not going to do a transfer plan then you need to do something like you are describing.

**Dr. Joyce Romano:** We are doing a soft launch because we want to see how the first 15 – 18 hours works. We are getting some direction from our provost and she'd like to see how it lines up for 2 years. We wanted a little more engagement in faculty and time to see how this is going to work. The financial aid issue is looming. That's one of things we are trying to be careful about and excess credit hours.

**Renee Law:** It sounds like we have the same questions. We don't have the answers but when you figure it out, let me know. It is the same discussion. The financial aid is the big factor because they can't take courses outside their program of study.

**Comment:** The big picture was to be able to be usable in the economy, but you also stole the dream of the engineering degree.

**Sabrina:** I want to thank our panelists who did a wonderful job.

*Applause.*

**Keynote Address**

***Rethinking New Student Intake as an On-Ramp to a Program of Study***  
**Davis Jenkins, Ph.D., CCRC, Teachers College, Columbia University**

*Keynote slide deck can be found in Appendix A.*

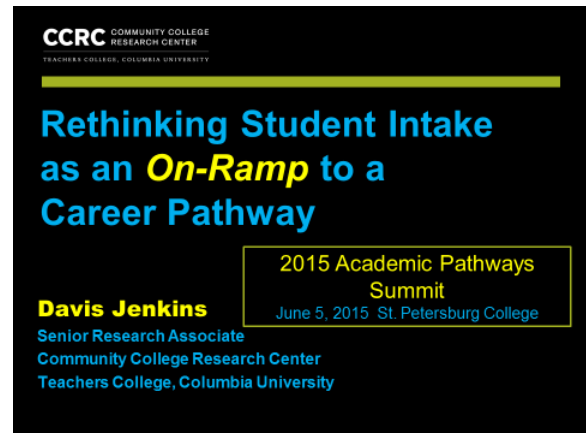
**Sabrina:** I want to welcome you back. We are extremely pleased and thankful for Davis Jenkins coming in today. Davis is a senior research associate at the Community College Research Center at Columbia University's Teachers College. Davis's research and thinking have informed the development and spread of innovative approaches to improving student outcomes, including career pathways, adult bridge programs (such as Washington State's I-BEST), and guided pathways to success (GPS). Together with Thomas Bailey and Shanna Jaggars, he is the author of a new book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Harvard University Press, 2015), which is based on CCRC's research on strategies for improving student completion and learning. If you haven't read it, pick it up, it's an amazing weekend read. Davis is here today to talk about his latest research and speak to us about what he's seeing in the industry.



**Davis Jenkins, Ph.D., CCRC, Teachers College, Columbia University:** Nice to be here.

Thanks for the cheesecake, I couldn't decide which sauce to get.

*Laughter.* I don't know why I am here, I'm back there taking notes, you guys are at the forefront of this work. I would recommend is that whatever these community college people are drinking, every state worker needs to drink it. These people are nuts. The scale of change with hardly any resources, it's astounding. I feel humbled and honored to get up hear and plug some academic book.



I want to echo some of things that I heard. We need to take the students from where they are and make a clear path to a career. That process is incredibly complex. If students could do it on their own, they could take a bunch of MOOC's and be out there on their own. I don't want a MOOC trained nurse. *Laughter.*

We have to start with the end in mind. So make a clear path, and get to the competencies. Because it's so complex, how can they know what the options are? Even wealthy students have no idea what the options are, but they are hooked into networks. Networking is a key piece of this. The third piece of this is, this is a developmental process. Learning about and experiencing the possibilities needs to happen from the start and be a central part of the curriculum. That means faculty have to be centrally involved in being mentors and coaches. Research shows students are looking to faculty. My goal is to get students through those 200

level classes and the professors can then see they are developing in that area and say I know someone over here that you need to go talk to. People get jobs through connections, but they need to get to a place that they can get there. I think the only way high schools can reform is from the top and on down. We need to build these pathways. Not just the community colleges, the universities have to be involved.

The key is to look at this quantitatively, talking to students at the student experience level. The genius of this is the meta-majors. The idea is they are broad pathways to careers, within those there are many different degrees including master's degrees.

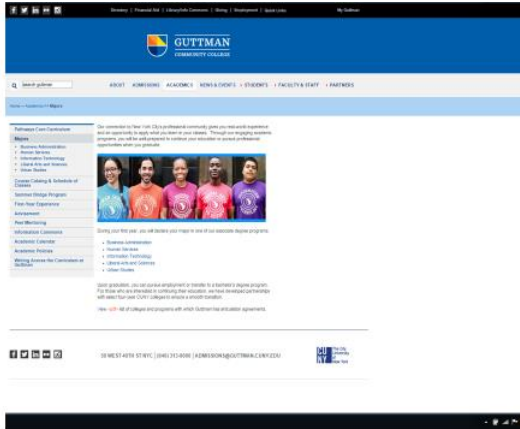
We need to move away from the status quo model. They come in not knowing what they want to do. We make career planning optional. If they don't know well before they transfer, they will have to take extra. We don't monitor student's progress and the high schools are very weak.

The new model, it starts with the orientation. Career planning is required. Students are begging for these maps, but they are defaults, they can change. Assessment is used by faculty to diagnose where they need support. Academic support is not focused on 2 courses, it's focused across the courses. There needs to be interaction between the faculty and the learning centers. Proactive progress tracking feedback and support, you hold them accountable. It's the advisors, because this is a radically different approach to advising, it's an organic approach. Create bridges from high school into broad program areas.

The overriding principle is start with the end in mind. The program starts with careers.

### Intake Models Compared

Status Quo (Sorting System)	On-Ramp to POS
Optional career / college planning	Integrated career/college exploration; Required academic planning
Paths unclear, too many choices	Default full-program maps
Assessment used to sort students	Assessment used to diagnose areas where support needed
Pre-requisite remediation focused on Algebra & English composition	Integrated, contextualized academic support for critical program courses
Students' progress not monitored, limited feedback	Proactive progress tracking, feedback, support
High schools and other feeders	Bridges from hs, non-credit and other poorly aligned with college programs



Priority #1

**acc Vision 2.0**

## Drive Student Completion and Academic Success

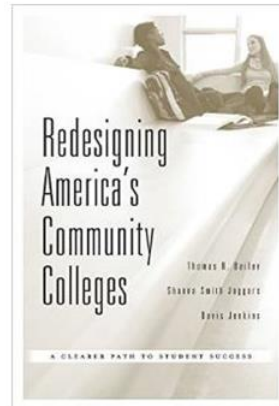
- Reduce Time and Cost of Degree Completion
- Encourage Early Connection to Careers
- Embed Real World Experiences
- Strengthen Student Support and Engagement
- Launch Personalized Intervention

Source: Lorain County Community College

COMMUNITY COLLEGE RESEARCH CENTER

### On-Ramp Design Principles

- ✓ Map educational pathways to careers
- ✓ Connect career information to programs
- ✓ Build in career *exploration* from the start
- ✓ Integrate real-world learning into curriculum
- ✓ Involve faculty in career/college coaching
- ✓ Build bridges from high schools/ other feeders into college *programs*



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**Sabrina:** If you could give one piece of advice, what would it be?

**Dr. Davis Jenkins:** Start with the end in mind. I think use the pathways as a framework for engaging faculty including, to the extent that you can, the part-timers and looking at competencies. To me that's the next phase of this. You can have all this structure but if the teaching is crap, it's not going to engage students and motivate them. Ultimately I think it's

about the teaching, but using this as a frame for really creating great teaching that will inspire students, most of whom have never had good teaching before.

**Sabrina:** Thank you very much. I think we can all agree you putting it in context gives us a good idea of what we'll be doing next. This was videotaped and we'll be sharing it with all of you. We can't thank you enough for spending some time with us today.

**Dr. Davis Jenkins:** I'm honored.



## Concurrent Sessions

### Concurrent Sessions

Session # / Location	Topic	Description	Presented by
A1/B1 Location: <i>Water</i>	Marketable Conversations: Academic and Career Pathways	Are you ready to overhaul the messaging you provide to students about structured academic pathways and get them on track toward academic goal attainment? Broward College leadership formed a Developmental Education Task Force with a meta-major subgroup to help do just that. Find out how the College aligned programs, branded the meta-majors, and created a marketing campaign around this initiative.	Broward College: <i>Renee Law</i> <i>Joyce Walsh-Portillo</i>
A2/B2 Location: <i>Beach</i>	Designing Student-focused Curriculum through Academic Pathways	In this highly interactive session, participants will simulate the mapping exercise that SPC deans, faculty, and advisors engaged in to redesign curriculum to meet institutional standards of <i>student focus, academic quality, and articulation assurance</i> . Participants will experience the process and conversations that <u>must</u> occur to design effective Meta-Major Academic Pathways. Get ready for some eye-opening revelations that will leave you eager and prepared to “try this at home”!	St. Petersburg College: <i>Angela Ashe</i> <i>Margaret Bowman</i> <i>Eva Christensen</i> <i>Sabrina Crawford</i> <i>Jessica Scites</i> <i>Karen Shaw</i>
A3/B3 Location: <i>Forest</i>	“Which Math is Right for Me?” Using Meta-Majors to Connect Career and Academic Pathways for Students	Valencia embraced the Meta-Major concept as a way to intentionally connect students’ career interests with their academic paths. At the point of application, we introduce Meta-Majors and deepen students’ understanding throughout the induction process, New Student Orientation, first-term advising, and the New Student Experience course. Valencia’s math faculty built upon years of pilot work and created Math Pathways that made sense for students and connected them to their career and academic goals. As an institution, we want students to understand the connection between a chosen career path and academic courses. We’ll describe the process by which Student and Academic Affairs partnered to redesign curriculum and services to achieve that goal.	Valencia College: <i>Roberta Crew</i> <i>Daryl Davis</i> <i>Sonya Joseph</i>
A4/B4 Location: <i>CT 1-324</i>	A View from the Field: Advising Implications	Advisors are on the “front line” of reform initiatives, in that they must implement new processes and services when working with students. Advisors from the three partnering institutions not only implemented Meta-Major initiatives, they were instrumental in designing them. Hear their first-hand accounts of how Meta-Majors and Academic Pathways have changed the role of the advisor and helped to form a stronger bond between academic and student affairs.	Partner Panel: <i>Nikki Hall, SPC</i> <i>Sheryl Mundorff, SPC</i> <i>Kristin Pecchio, SPC</i>

*Slide decks from concurrent sessions found in Appendix B.*





**Closing Session**

**Dr. Jesse Coraggio:** What did you think? I know I learned a lot. The advisor one was really impressive and the Valencia one was great. This is the whole purpose of the collaborative model, to share our best practices. I want to talk a little bit about Davis’s book. If you haven’t read it, get it and read it. We’ve had our entire executive team read it. Great information. We strongly recommend it. Talks about the pathways, it’s a really easy read. A lot of the vision and next steps are already

documented. The big distinction that’s made is distinction between the models. The first one is the cafeteria model, we’re all working to improve upon that. There are all these choices for students. Let’s start with a not college ready student. The student comes in and says I want to be a nurse and they are overwhelmed with the number of choices. They start taking the classes and they are struggling with basic communication skills, math skills and there seems to be no direct connection to them in terms of what they want to do. Then they fail and their dreams have been crushed because they have no connectedness. We’ve all lived under that model, now we can take the research and build the pathways to bring the students in the right way and support them the whole way. Between the old way and the guided pathway model, there is orientation required. We are creating these big large scale projects to say they have to go through this. Then we are adding meeting with an advisor. A lot of the students are self-advising or talking with their friends. We know it’s going to get them in trouble. The advising program needs to monitor the progress and make sure when they are done they are career ready and ready to go into that field. At the back end we have the direction, we’ve made the comment that we hemorrhage students. The sad part of that is not that we lose students that didn’t do well in the classroom. We lose students that have 4.0 grade point averages, it’s because of these choices. They get frustrated when they don’t find the connectedness with the particular career path even though they were doing well in the classroom.

**VALUE OF PATHWAYS TO STUDENT SUCCESS**  
ENROLLMENT TO ENTRY INTO PROGRAM

Current Model	Guided Pathways Model
New Student Orientation is Optional	Orientation is Required
Might meet with advisor to select first term courses	Takes prescribed sequence of courses that includes an introductory course in major of interest
OR	
Self – advises, which leads to taking extra courses / excess credits	Advising system enables student and advisor to monitor progress on degree plan



The current model needs an early alert model. A lot of the issues come down to life issues. Often when you are going to community college, this is not your first priority. Many of our students, this is second, third, fourth, all the way down the list. This is impacting what they are able to do academically. If we can be more directive, we can help them complete the guided pathways. It's important for gen. ed. faculty to have that conversation about career. It's not guaranteed that you will have a job if you have a degree anymore. We have to make sure these are directed programs that allow them to be successful so when they finish they are in line to get those positions. I strongly recommend you get the book. Any questions? Alright.

**VALUE OF PATHWAYS TO STUDENT SUCCESS**  
PROGRAM PROGRESS TO COMPLETION

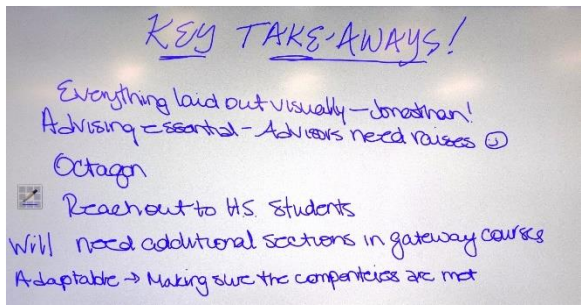
Current Model	Guided Pathways Model
Fails course, considers retaking it	Early alert initiated, advisor recommends tutoring
Has not completed degree after 5 years taking courses part-time	Successfully completes program
Realizes some courses will not transfer into a Bachelor's program	Accepted into Bachelor's program with all coursework transferring

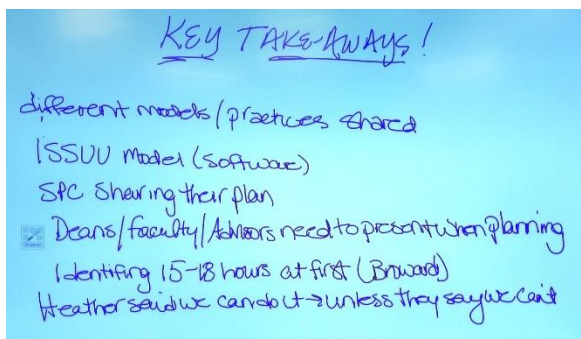
Earns General Studies degree – Employed in a series of low paying jobs	Graduates and on track to complete Bachelors in 5 years or Employed part-time in field of interest
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*Applause.*



Key Take-Aways!
<ul style="list-style-type: none"> <li>• Everything laid out visually – Jonathan!</li> <li>• Advising essential – Advisors need raises</li> <li>• Octagon</li> <li>• Reach out to high school students</li> <li>• Will need additional sections in gateway courses</li> <li>• Adaptable – making sure the competencies are met</li> </ul>



Key Take-Aways!
<ul style="list-style-type: none"> <li>• Different Models/practices shared</li> <li>• ISSUU Model (software)</li> <li>• SPC sharing their plan</li> <li>• Deans/Faculty/advisors need to present when planning</li> <li>• Identifying 15 – 18 hours at first (Broward)</li> <li>• Heather said we can do it unless they say we can't</li> </ul>

**Andrea:** Is your toolbox overflowing yet? Open up, share your key takeaways.

**Jen Myer, State College of Florida:** I appreciate the models and different practices that were shared.

**Sharon Setterlind, St. Petersburg College:** I like the ISSUU model that was used for the catalog.

**Comment:** It's a software that you put the video in.

**Lynn Powell, College of Central Florida:** I appreciate St. Pete sharing your plan with us. We started a template for ours. But I really like yours, so we will probably change ours and copy it a little bit.

**Justine Naylor, Hillsborough Community College:** When planning the sequences of the curriculum we have to have deans faculty and advisors all present so nothing is missed.



**Sabrina:** One of the things I saw in the Broward presentation is how they've identified the first 15 – 18 hours straight.

**Margaret Bowman:** So for the record Heather said we can do it unless the legislature says we can't do it. *Laughter.*

**Chiquita Henderson, Pasco-Hernando State College:** One take away is advising essential and I was told to plug in they need raises. *Laughter.*

**Dr. Jesse Coraggio:** I like the handbook Valencia used for SLS courses.

**Dr. Davis Jenkins:** The Broward octagon is brilliant.

**Lisa Yasco, St. Petersburg College:** I would say I hear often, in terms of reaching back to high schools, they don't know yet, I think it's important to get them started before they get here. That's just so important.

**Dr. Joyce Romano:** We have that question of aligning the courses. We realized we had 90 programs list the same 6 courses and realized we had a huge front door capacity issue. My colleagues asked me to stop doing that, so we listed more choices. There was a philosophical question about students should have some choice.

## KEY TAKE-AWAYS AND SUMMIT EVALUATION

Andrea Henning  
Collaborative Labs



**Dr. Joyce Walsh-Portillo:** This looks like what happened last fall, you have to be nimble and pay attention to enrollment trends. You have to make sure you have enough staff. We are all learning and I don't have all the answers yet.

**Dr. Heather Sherry:** Shouldn't we be identifying the competencies everyone needs and then adjusting the curriculum to meet that? We want what we think they need to drive what we provide for them. I think we have to be adaptable in this situation.

**Dr. Joyce Romano:** It's a blending of your learning model and business model. There are realities that we have to operate within. We always walk that edge.

**Angie Petersen, University of Central Florida:** I've never attended anything where I've had everything laid out in a panoramic. It's beautiful. Can we hire him?

**Andrea:** We are capturing all of this in a poll. Everyone should still have a polling device.

## My personal learning goal was met:

1. Strongly Agree 63%
2. Agree 33%
3. Disagree 2%
4. Strongly Disagree 2%

**Andrea:** How'd we do? Ok, strongly agree and agree, alright. Any feedback?

**Justine:** I think it was a pleasure being in an environment like this and getting to meet all of the people who work just the next city over but you've never met them before. I learned so much about the topic, but the networking opportunity in itself made this something I think we should try to repeat this at least once a year.

I feel better prepared to engage in conversations and/or activities related to Meta Majors and/or Academic Pathways as a result of this Summit:

1. Strongly Agree 77%
2. Agree 23%
3. Disagree 0%
4. Strongly Disagree 0%

**Andrea:** Let's see what you think about this. Ok, good, you're better prepared.

I am interested in seeing how the efforts of Broward, SPC, and Valencia (and other FCS institutions) impact student success at future conferences:

1. Strongly Agree 84%
2. Agree 16%
3. Disagree 0%
4. Strongly Disagree 0%

**Andrea:** Excellent.

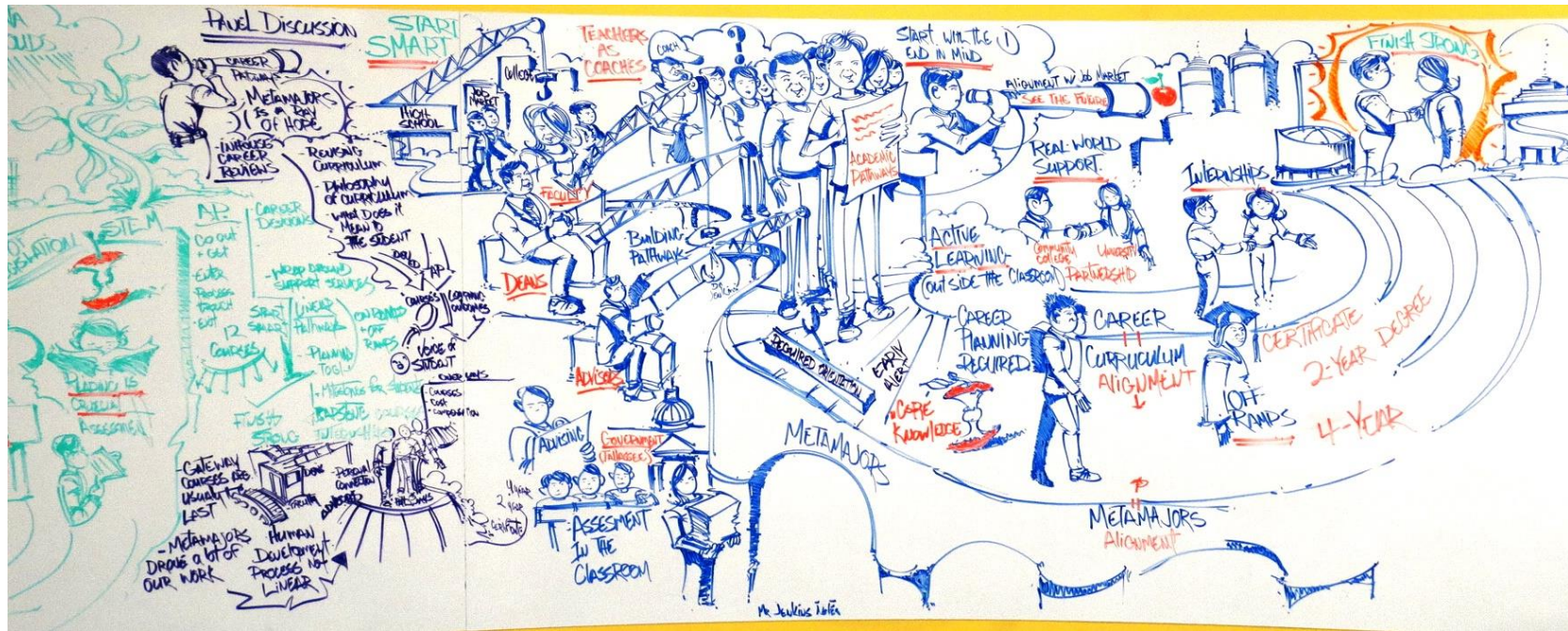
**Dr. Davis Jenkins:** I strongly recommend that the 4 year institutions be involved. The 4-years outside of Florida, you'd don't hear this language that much.

I am interested in helping to sustain the momentum on Meta Majors/Academic Pathways:

1. Strongly Agree 77%
2. Agree 19%
3. Disagree 4%
4. Strongly Disagree 0%

**Andrea:** Excellent. Any comments? Alright. We are going to have a fireside chat with Jonathan.





**Jonathan:** I don't want to disappoint. There are a lot of notes on the board. We started this morning with opening remarks. There are a lot of notes here, I take all of them and see what pops out. I started drawing cores. I have a 12 year old son who wants to lift weights and he said I have to work on my core, then he said what's a core?  
*Laughter.* I said it's the strength you need throughout your life. When we were kids we called it "man strength."  
 When you think about core curriculum, gateway, it hit me it's the stuff you need to know throughout your career. As an artist, it's yellow, red, and blue. You have to know things as a doctor, engineer, you can't just take a test and forget those things. I kept that as a thought throughout the drawing. The purple part was the panel discussion. The thought was "starting smart" and "finishing strong." So then I thought about those components. How do you "start smart?" Do you start in high school, or is it college? Then you have the academic pathways, your teachers are your coaches, core legislation, everyone is working together. Then you start with your academic pathway. Start with the end in mind. I can see my future and what aligns with my skills and talents. That manifested in the pathways content. We talked about alignments with career curriculum, meta-majors, then the core knowledge, active learning, internships, find out what's going on in the real world. Hopefully you finish strong and make a million bucks.

**Margaret Bowman:** Through the key take-aways a couple of next steps were shared. So meeting every year, Broward has agreed to host next year and then Valencia. Then involving the 4 year institutions, absolutely. Any other key take-aways?

**Comment:** Instead of waiting for a year, what about monthly updates?

**Margaret Bowman:** Any ideas on how that would happen? How about a listserve? Great, we will work with the state to get that.

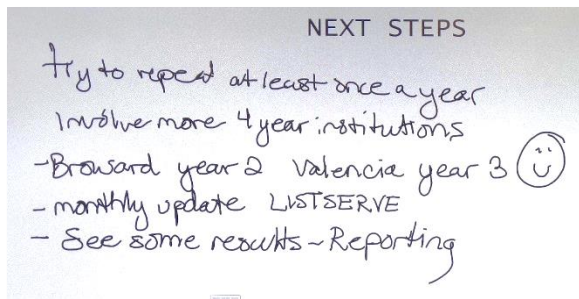
**Dr. Jesse Coraggio:** Results.

**Margaret Bowman:** Definitely. How about looking at the common prerequisites? Ok, I think we are good.

**Sabrina:** We have a special copy of his book to share with our partners a signed copy of Davis Jenkins book. Then we'd like you to choose out of the bowl 3 other names.

*Chiquita Henderson, Deborah Bradford, Dr. Rayanne Giddis.*

**Sabrina:** If there is nothing further, we'd like to thank everyone who has contributed. It's been an amazing day. Have a great weekend and we look forward to the next time we get together. Thank you very much.



Next Steps
<ul style="list-style-type: none"><li>• Try to repeat at least once a year</li><li>• Involve more 4 year institutions</li><li>• Broward year 2 Valencia year 3</li><li>• Monthly update ListServe</li><li>• See some results - reporting</li></ul>



# Appendix A

## Keynote Address

*Rethinking New Student Intake as an On-Ramp to a Program of Study*

Davis Jenkins, Ph.D., CCRC, Teachers College, Columbia University



## Intake Models Compared

Status Quo (Sorting System)	On-Ramp to POS
Optional career / college planning	Integrated career/college exploration; Required academic planning
Paths unclear, too many choices	Default full-program maps
Assessment used to sort students	Assessment used to diagnose areas where support needed
Pre-requisite remediation focused on Algebra & English composition	Integrated, contextualized academic support for critical program courses
Students' progress not monitored, limited feedback	Proactive progress tracking, feedback, support
High schools and other feeders	Bridges from hs, non-credit and other poorly aligned with college programs

## undergraduate degrees

**Admission Requirements**

**General University Admission Requirements:**  
 All students are required to meet general university admission requirements. Freshman | Transfer | International | Readmission

**Additional Requirements:**  
 Freshmen admission requirements: 1160 SAT Reasoning OR 25 ACT score. OR graduated in the top eight percent of high school class. OR an overall high school GPA of 3.60 in ASU competency courses (A=4.00)

Freshmen should select an additional major when applying for admission. Additional choices may include any of the W. P. Carey's business BA programs or any other degree program outside W. P. Carey School of Business. Students who are not admissible to a W. P. Carey Business BS major and who did not select a second major or are not admissible to their second major choice will be placed in a Business BA program in W. P. Carey School of Business.

Readmission requirements: must meet Freshman admission requirements by way of high school GPA, test score or class rank and must have a 3.00 transfer GPA (if applicable) and a 3.00 cumulative ASU GPA

Transfer admission requirements (30 or more semester hours of credit after high school): 3.00 transfer GPA and one of the following: 1160 SAT score OR 25 ACT score OR the student must have graduated in the top eight percent of high school class.

Transfer students should select an additional major when applying for admission. Additional choices may include any of the W. P. Carey's Business BA programs or any other business or other degree program outside W. P. Carey School of Business.

Students with fewer than 45 transfer hours who are not admissible to a W. P. Carey School of Business major and who did not select a second major or are not admissible to their second major choice will be placed in Exploratory Social and Behavioral Sciences in the School of Letters and Sciences.

Students with more than 45 transfer hours who are not admissible to the School of Letters and Sciences will be contacted to select an appropriate major.

**Career Opportunities**

The major in accountancy includes the essential academic preparation for students who are:

- planning to pursue a graduate degree or attend law school
- pursuing professional careers in public, corporate and governmental accounting
- seeking positions in consulting, or planning to operate a business
- seeking positions in personal financial planning and portfolio analysis

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (2010-2011) states, "Employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018, which is much faster than the average for all occupations. Job opportunities should be favorable; accountants and auditors who have a professional certification, especially CPAs, should have the best prospects."

**Example Careers.** Students who complete this degree program may be prepared for the following careers. Advanced degrees or certifications may be required for academic or clinical positions. Career examples include but are not limited to the following:

	growth	median salary
Accountants <b>Bright Outlook</b>	21.65%	\$63,550
Auditors	21.65%	\$63,550
Budget Analysts	15.09%	\$69,280
Business Intelligence Analysts		\$81,140
Business Teachers, Postsecondary	15.12%	\$73,660
Credit Analysts	15.02%	\$61,080
Financial Analysts <b>Green</b>	19.81%	\$76,950
Financial Examiners	41.16%	\$75,800
Financial Managers, Branch or Department	7.65%	\$109,740
Tax Examiners and Collectors, and Revenue Agents	13.03%	\$50,440
Treasurers and Controllers	7.65%	\$109,740

\* Data obtained from the Occupational Information Network (O\*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

**Employment Trends**

Location	Pay Period	2012				
		10%	25%	Median%	75%	90%
United States	Hourly	\$20.79	\$27.12	\$36.44	\$51.36	\$67.59
	Yearly	\$43,240	\$56,420	\$75,800	\$106,820	\$140,580
Arizona	Hourly	\$20.31	\$23.07	\$31.40	\$43.33	\$56.41
	Yearly	\$42,230	\$47,980	\$65,300	\$90,130	\$117,330

Employment (2010) - 29,300 employees  
 Projected growth (2010 - 2020) - Growing faster than average  
 Projected job openings (2010 - 2020) - 14,100

\* Data obtained from the Occupational Information Network (O\*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

**Transfer Agreements**

ASU has partnered with the following institutions to provide curriculum pathways for transfer to this ASU degree program.

Maricopa County Community College District  
 Arizona Western College  
 Central Arizona College  
 Coconino Community College  
 Eastern Arizona College  
 Pima Community College  
 Yavapai College

If your college or university is not listed, please click here.

ASU's Academic Programs: Undergraduate Degrees: Financial Examiners

**Financial Examiners**

by location | by online | by interest | by college

Sign In to save

**Potential job titles in this career**

Credit Union Examiner, Examining Officer, Principal Examiner, Supervisory Examiner

\* Additional schooling, certification, or degrees may be required for some of the potential careers that are listed.

**What will I do?**

- Review balance sheets, operating income and expense accounts, and loan documentation to confirm institution assets and liabilities.
- Direct and participate in formal and informal meetings with bank directors, trustees, senior management, counsels, outside accountants and consultants to gather information and discuss findings.
- Review audit reports of internal and external auditors to monitor adequacy of scope of reports or to discover specific weaknesses in internal routines.
- Train other examiners in the financial examination process.
- Review and analyze new, proposed, or revised laws, regulations, policies, and procedures to interpret their meaning and determine their impact.
- Examine the minutes of meetings of directors, stockholders and committees to investigate the specific authority extended at various levels of management.
- Confer with officials of real estate, securities, or financial institution industries to exchange views and discuss issues or pending cases.
- Establish guidelines for procedures and policies that comply with new and revised regulations and direct their implementation.
- Evaluate data processing applications for institutions under examination to develop recommendations for coordinating existing systems with examination procedures.
- Verify and inspect cash reserves, assigned collateral, and bank-owned securities to check internal control procedures.

ASU's Academic Programs: Undergraduate Degrees: Accountancy

**undergraduate degrees**

by location | by online | by interest | by college | by a.s. | by program

Sign In to save your search results for later use.

**2014 - 2015 Major Map**

**Accountancy, BS**

W. P. Carey School of Business  
 Tempe campus, West campus  
 website

Print | Email | Save

Term 1	0 - 16 Credit Hours: Critical course signified by	Hours	Minimum Grade	Notes
	CS 105: Computer Applications and Information Technology (CS)	3	C	
	JACC 101: Accountancy (LEAP Program)	1		
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	• An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses.
	MAT 210: Brief Calculus (BA)	3	C	• ASU Math Placement Exam score determines placement in Mathematics course.
	Historical Assessments (H)	3		• ASU 101 or College specific equivalent First Year Seminar required of all freshman students.
	Humanities, Arts and Design (HA)	3		• See academic advisor for appropriate Student Success course requirement if not a first-time freshman.
	Minimum 2.00 GPA ASU Cumulative			
	Term hours subtotal:	16-17		

**future students**

Apply Now  
 Request Info

Term 2	17 - 32 Credit Hours	Critical course signified by ♦	Hours	Minimum Grade	Notes
♦ ACC 232: Financial Accounting I			3	C	
♦ ECH 211: Macroeconomic Principles (SB) OR ECH 212: Microeconomic Principles (SB)			3	C	
♦ MAT 211: Mathematics for Business Analysis			3-4	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition			3	C	
Natural Science - Quantitative (SQ)			4		
♦ Complete ENG 101 OR ENG 105 OR ENG 107 course(s)					
♦ Minimum 2.00 GPA ASU Cumulative					
Term hours subtotal:			16-17		

Term 3	33 - 48 Credit Hours	Critical course signified by ♦	Hours	Minimum Grade	Notes
♦ ACC 242: Managerial Accounting I			3	C	
♦ ECH 211: Macroeconomic Principles (SB) OR ECH 212: Microeconomic Principles (SB)			3	C	
♦ ECH 221: Business Statistics (CS)			3	C	
COM 230: Small Group Communication (SB)			3		
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)			4		
♦ Minimum 2.00 GPA ASU Cumulative					
Completes Mathematics (MA) requirement.					
Term hours subtotal:			16		

**ASU Undergraduate Degrees Explorer**

undergraduate degrees

Explorer

Are you ready to start an undergraduate degree program but not sure where to look for a potential one? Do you have a basic idea of what you want to do but not sure which one will be the best? The Undergraduate Degrees Explorer is a tool that will help you explore the various options available to you. It will help you understand the requirements for each degree and the courses you will need to take to complete it. It will also help you understand the benefits of each degree and how it can help you achieve your goals.

Major (Concentration)	Degree	Major Req.	Location	Order	College/School	Complete in 3	Support
Business Administration	Master of Business Administration	None	Flagstaff	1	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	2	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	3	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	4	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	5	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	6	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	7	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	8	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	9	W.P. Carey School of Business	3	Yes
Business Administration	Master of Business Administration	None	Flagstaff	10	W.P. Carey School of Business	3	Yes

## Analytics

Deans and administrators have data to track unit as well as institutional progress.

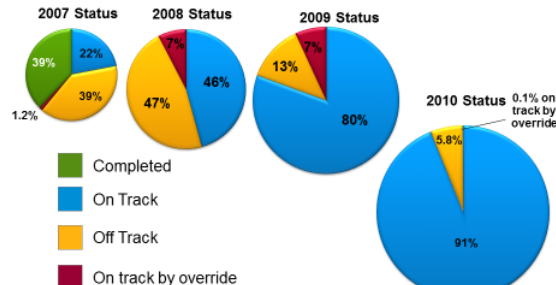
Advisor Cohort:  JAC Cohort:   
 Enrollment Status:  In Term:

San Devil Tracking Status

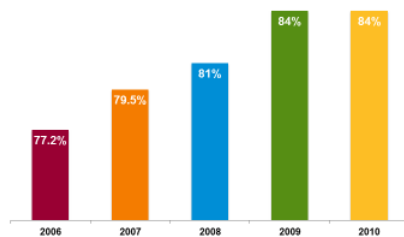
Academic Group	On Track		Off Track		On Track by Override		N/A		Total
	Students	%	Students	%	Students	%	Students	%	
Cost Technology & Innovation	202	63.5%	62	20.0%	1	0.3%	33	10.4%	318
College of Public Programs	22	11.5%	3	1.6%	0	0.0%	167	87.0%	192
Health Solutions	318	87.6%	41	11.3%	3	0.8%	0	0.0%	362
Herberger Institute	443	89.7%	33	6.2%	3	0.6%	157	24.7%	636
Ice & Future Engineering	1,170	77.5%	2	0.1%	0	0.0%	237	22.3%	1,509
Liberal Arts & Sciences	1,874	83.4%	324	14.4%	7	0.3%	43	1.9%	2,248
Maricopa/Fulton Teachers College	97	30.7%	44	13.9%	1	0.3%	174	55.1%	316
New Interde Arts & Sciences	155	68.3%	31	13.7%	1	0.4%	40	17.6%	227
Nursing & Health Innovation	158	91.3%	13	8.7%	0	0.0%	0	0.0%	140
School of Letters & Sciences	10	34.5%	1	3.4%	0	0.0%	16	62.1%	29
School of Sustainability	29	96.7%	1	3.3%	0	0.0%	0	0.0%	30
University College	540	75.6%	150	21.5%	0	0.0%	24	3.4%	714
W.P. Carey School of Business	1,464	73.4%	528	26.5%	0	0.0%	3	0.2%	1,995
<b>Total</b>	<b>6,460</b>	<b>74.8%</b>	<b>1,263</b>	<b>14.4%</b>	<b>16</b>	<b>0.2%</b>	<b>596</b>	<b>11.4%</b>	<b>8,725</b>

## Impact: Tracking Overall Student Progress

Cohorts are defined by the academic year that the student enters ASU as a full-time freshman



## Gains in First-Time Full-Time Freshman Retention Rates



## transfer to asu

Chandler-Gilbert Community College

Maricopa to ASU Pathways Program (MAPP)

The Maricopa to ASU Pathways Program (MAPP) has been designed for students who want to start at the community college and plan to complete a bachelor's degree at ASU. Through this program, you follow a prescribed sequence of course work at a Maricopa Community College that meets the lower-division course requirements for an ASU major. When you complete your MAPP, you will have met the requirements for your associate degree and be on track towards earning your selected bachelor's degree.

Benefits include:

- Guaranteed admission to ASU degree programs when all MAPP requirements are met
- Cost Effective pathway resulting in courses transfer and apply to an ASU degree
- 24/7 access to electronic tools, including the Pathway Tracker and My ASU to provide clear documentation of degree progression
- Access to ASU Transfer Specialists and other pre-employment services on-site at the Maricopa Community Colleges
- Eligible for participation in the ASU/Tuition Commitment for Arizona residents
- Invitations to ASU special college events

Terms of the MAPP:

- Working with your community college and ASU advisor to monitor progress on the MAPP
- Completing the MAPP with a specified GPA and any special requirements
- Completing the MAPP in a period not to exceed three years
- Agreeing that student academic data and advising information may be shared between your community college and ASU
- Pathways certificates verifying completion of the MAPP requirements

\*Pathways have been created for ASU's highest demand degrees. The following programs are available through MAPP (these programs pertain to all Maricopa Community Colleges, however, course offerings vary by location):

Search interface for MAPP programs:

Browse

Call area location:  Call schools or colleges:  Call areas of interests:

Go

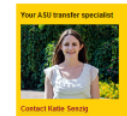
or Search

by keywords (campus, major or career)

take the next step



We recommend that transfer students meet regularly with academic advisors at their community college prior to transferring. For information about your college's advising services, please visit their website.



## transfer to asu

### Chandler-Gilbert Community College Maricopa to ASU Pathways Program (MAPP)

Find out the benefits of the pathway program and how to sign up.

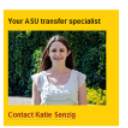
Search by keyword

Major	Course Plan	Degree	Campus	College name
Accountancy	<ul style="list-style-type: none"> <li>2009 - 2010 (MAPP)</li> <li>2010 - 2011 (MAPP)</li> <li>2011 - 2012 (MAPP)</li> <li>2012 - 2013 (MAPP)</li> <li>2013 - 2014 (MAPP)</li> <li>2014 - 2015 (MAPP)</li> </ul>	BS	Tempe West	Business, W. P. Carey School of
Finance	<ul style="list-style-type: none"> <li>2009 - 2010 (MAPP)</li> <li>2010 - 2011 (MAPP)</li> <li>2011 - 2012 (MAPP)</li> <li>2012 - 2013 (MAPP)</li> <li>2013 - 2014 (MAPP)</li> <li>2014 - 2015 (MAPP)</li> </ul>	BS	Tempe	Business, W. P. Carey School of

take the next step



We recommend that transfer students meet regularly with academic advisors at their community college prior to transferring. For information about your college's advising services, please visit their transfer web site.



Contact Katie Seng

**My ASU**  
Find all your personalized information related to ASU in one place.

- admission: freshman, international, readmission, graduate, law
- finances: costs, financial aid, scholarships, tuition, billing, resources
- academics: majors, registration, tutoring & advising, records & grades, course catalog, graduation
- life at asu: asu events, health & wellness, housing & dining, clubs & activities, safety, student success
- jobs & careers: career services, non-profit career link, student employment, graduate research & teaching assistantship

## 2014-2015 Catalog Year - MAPP Business (Accountancy) BS

ASU Major: Accountancy, BS - W. P. Carey School of Business

**Special Requirements**  
Completion of the MAPP and all special requirements satisfies the requirements for HCCCD Associate in Business (ABUS-GR) and AGEC-BS, meets major map requirements at ASU, and guarantees admission to the Business B.S. degree program in Accountancy.

**Special Requirements**  
Students who complete the MAPP with a 3.0 cumulative transfer GPA\* and submit one of the following: an SAT (math and critical reading sections only) score of 1160 or higher, OR an ACT composite score of 25 or higher, OR a high school class ranking in the top 8 percent, OR an overall high school GPA of 3.60 in ASU competency courses (10-4-00) are guaranteed admission to the W. P. Carey School of Business Bachelor of Science degree program, subject to capacity availability. Students may be assigned to a specific campus.

\*Because Arizona State University computes GPAs differently than the Maricopa Community College District, admission to the BS program can only be certified after ASU calculates and certifies the GPA.  
All courses must be completed with a grade of "C" or better.

### Maricopa Community College District Course Requirements

Required Courses	Pathway Credits	AGEC- B	Program Reqs	ASU TR	ASU LD	Min. Grade	Notes
<b>First Year Composition</b>							
ENG 101: First-Year Composition (also ENG 1101 OR ENG 107: First-Year Composition for ESL)	3					C	
ENG 102: First-Year Composition (also ENG 1102 OR ENG 108: First-Year Composition for ESL)	3					C	
<b>Library and Critical Inquiry</b>							
COM 225: Public Speaking	3					C	
<b>Mathematical Studies</b>							
MAT 212: Brief Calculus	3					C	

General Education Assessment Areas

Lower Division Cultural Diversity in the US [C]	0-3		C
Lower Division Historical or Global [H] or [G]	0-3		C

Additional Lower Division Requirements

ECN 211: Macroeconomic Principles (also ECN 220)	3		C
ECN 222: Macroeconomic Principles (also ECN 220)	3		C
ACC 211: Financial Accounting (also ACC 230) AND ACC 232: Managerial Accounting (also ACC 230) OR ACC 111: Accounting Principles I AND ACC 230: Uses of Accounting Information I AND ACC 240: Uses of Accounting Information II (also ACC 230) OR COM 230: Small Group Communication	6		C
COM 230: Small Group Communication	0-3		C
GBS 205: Legal, Ethical, and Regulatory Issues in Business	3		C
GBS 221: Business Statistics	3		C
MAT 217: Mathematical Analysis for Business	3		C
Lower Division Business Elective - Select 2 courses (6 hours) from the following: CIS 114DE, CIS 133DA, CIS 162AD, GBS 15L, GBS 23L, GBS 22L, GBS 110 or MGT 251, IBS 101, MGT 253, MKT 271, PAD 100, REA 175, REA 180, or SBU 200	6		C
3.0 cumulative transfer GPA	0.2		

## My ASU Home

Transferring to ASU  
Progress Application Transfer Tools  
Keep up with your transfer progress by tracking your requirements here.

GPA Status: Currently meet  
AGEC Status: Not complete  
Associate Degree Status: Not complete  
Course Requirements: Not complete  
View Transfer Agreement | View your progress

**Transfer Details**  
Pathway Started: Spring 2014  
Complete By: Fall 2016  
Attend ASU: Fall Term  
Community College: Glendale Community College  
ASU Pathway Major: Accountancy, BS

**Financing Your Education**  
How Amanda paid for college  
As a work-study student worker in the financial aid office, Amanda recommends learning about the many different financial aid options and paying more attention to the application deadline. Working with the staff at the financial aid office is crucial.  
Read how other students are paying for college  
Cost Estimator | Scholarships for Transfer Students | Apply for Financial Aid

**Connect with ASU**  
For admissions assistance, please contact  
Anisha LaCour  
Your ASU admissions representative is here to help find out more about ASU programs and the transfer process. Contact  
Visit ASU on Facebook

**W. P. Carey School of Business**  
Please visit myWPC for the latest announcements, events and news regarding the school.  
myWPC  
The W. P. Carey School of Business

Transfer Calendar | Academic Calendar | ASU Events  
Mon, Sep 1 | Wed, Sep 3 | Wed, Sep 3

## Transfer Pathway Tracker Progress for

Transfer Pathway: Accountancy, BS  
Pathway Started: Spring 2014  
Community College: Glendale Community College  
ASU Pathway Major: Accountancy, BS  
Associate Degree: Associate of Business Administration (ABA)

**Course data being used**

Pathway Requirements

- 3.0 Cumulative GPA: Currently meet
- AGEC: Not complete
- Associate Degree: Not complete
- ASU Tutor Government: Not advised

### Glendale Community College Course Requirements

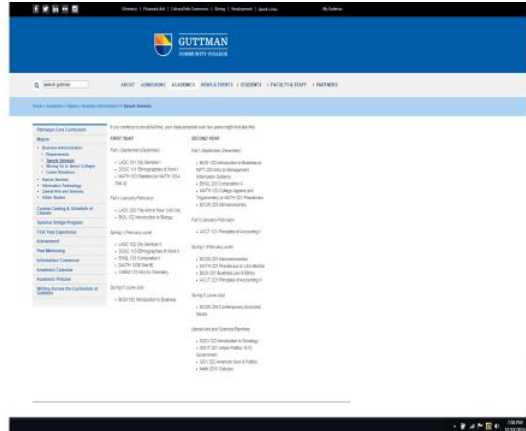
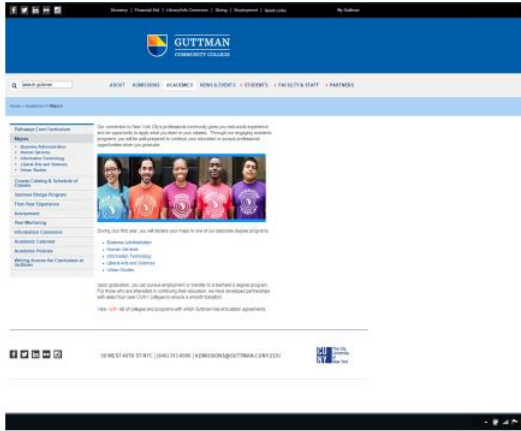
Specific Requirements	Course Taken	Term Taken	Grade	Completed Hours	Notes
First Year Composition: C minimum	ENG 101	SP14	TA	3	
COM 225: 3 hours, C minimum	COM 225	SP14	TA	3	
CIS 105: 3 hours, C minimum	CIS 105	SP14	TA	3	
ECN 211: 3 hours, C minimum	ECN 211	FA14	TP	3	
ECN 222: 3 hours, C minimum	ECN 222	FA14	TP	3	
GBS 205: 3 hours, C minimum	GBS 205	SP14	TA	3	
GBS 221: 3 hours, C minimum	GBS 221	SP14	TA	3	
MAT 217: 3 hours, C minimum AND ACC 230: 3 hours, C minimum AND ACC 240: 3 hours, C minimum	MAT 217	SP14	TA	3	

Legend:  Requirement completed  Requirement in progress  Requirement incomplete

Specific Requirements	Course Taken	Term Taken	Grade	Completed Hours
First Year Composition: C minimum	ENG 101	SP14	TA	3
COM 225: 3 hours, C minimum	COM 225	SP14	TA	3
CIS 105: 3 hours, C minimum	CIS 105	SP14	TA	3
ECN 211: 3 hours, C minimum	ECN 211	FA14	TP	3
ECN 222: 3 hours, C minimum	ECN 222	FA14	TP	3
GBS 205: 3 hours, C minimum	GBS 205	SP14	TA	3
GBS 221: 3 hours, C minimum	GBS 221	SP14	TA	3
111: 3 hours, C minimum AND ACC 230: 3 hours, C minimum AND ACC 240: 3 hours, C minimum	ACC 111	SP14	TA	3
ACC 111	ACC 111	SP14	TA	3
ACC 111	ACC 111	SP14	TA	3
Business Electives: 6 hours, C minimum: CIS 114DE, CIS 133DA, CIS 162AD, GBS 15L, GBS 23L, GBS 22L, GBS 110 or MGT 251, IBS 101, MGT 253, MKT 271, PAD 100, REA 175, REA 180 or SBU 200	CIS 114DE	SP14	TA	3
MAT 217: 3 hours, C minimum	MAT 217	SP14	TA	3

Additional Requirements	Course Taken	Term Taken	Grade	Completed Hours
Humanities and Fine Arts [H] or [FA]: 6 hours, C minimum	ENH 295	FA14	TP	3
Natural Science - Quantitative [SQ]: 4 hours, C minimum	GFH 111	FA14	TP	4
Natural Science - General [SG] or [SG]: 4 hours, C minimum	ENH 295	FA14	TP	3
Cultural Diversity in the U.S. [C]: C minimum	PSY 101	SP14	TA	3
Historical [H]: C minimum	SOC 101	FA14	TP	3
Global [G]: C minimum				
PSY 101 (SS): 3 hours, C minimum	PSY 101	SP14	TA	3
SOC course (SS): 3 hours, C minimum	SOC 101	FA14	TP	3





**Priority #1**

**Drive Student Completion and Academic Success**

- Reduce Time and Cost of Degree Completion
- Encourage Early Connection to Careers
- Embed Real World Experiences
- Strengthen Student Support and Engagement
- Launch Personalized Intervention

Source: Lorain County Community College

**Default Program Maps**

- T&A Co-chairs (all faculty) held work sessions to identify common courses
  - o Pivot tables used to find common courses among all programs
  - o Gap analysis of LCCC programs with the labor market outlook
  - o Created spreadsheets by program of clustered common courses
  - o Used flip charts to begin flowcharting common courses
- Met with Program Coordinators with flowchart info
  - o Changes made based on new info and feedback from coordinators
  - o Student focused approach to changes
  - o Widely accepted by coordinators
  - o 75% of coordinator meetings completed - remainder Fall 2015
- 2015-16 focus will be on default pathways
  - o Faculty involvement will be paramount
  - o Large # open-ended electives need pared down to a few choices
  - o As meta major narrows down to path, programs coordinators will need to be involved in decisions

Source: Lorain County Community College

Take any of these 7 courses and they will fit into any of the 12 Business Programs (Majors)

ACTG 151	} 12 Business Programs	Accounting - AAB - 0011
CISS 121		Administrative Office Information Systems - AAB - 0209
CMMC 151		Business Administration - Entrepreneurship Major - AAB - 0224
ENGL 161		Business Administration - Financial Services - AAB - 0018
ENGL 162		Business Administration - Human Resource Management Major - AAB - 0229
MTHM 151		Business Administration - Management Major - AAB - 0227
SDEV 101		Business Administration - Marketing Major - AAB - 0226
		Business Administration - Supply Chain Management - AAB - 0208
		Computer Information Systems - Mobile Device Application Development - AAB - 6639
		Computer Information Systems - Network Communications Technology Major - AAB - 6649
		Computer Information Systems - Software Development - AAB - 6618
		Computer Information Systems - Web Development Major - AAB - 6601

Source: Lorain County Community College

A student who wants to try another accounting class can take ACTG 152 and is still on a path that leads into 10 Business Majors

} ACTG 152	Accounting - AAB - 0011
	<del>Administrative Office Information Systems - AAB - 0209</del>
	Business Administration - Entrepreneurship Major - AAB - 0224
	Business Administration - Financial Services - AAB - 0018
	Business Administration - Human Resource Management Major - AAB - 0229
	Business Administration - Management Major - AAB - 0227
	Business Administration - Marketing Major - AAB - 0226
	Business Administration - Supply Chain Management - AAB - 0208
	Computer Information Systems - Mobile Device Application Development - AAB - 6639
	Computer Information Systems - Network Communications Technology Major - AAB - 6649
Computer Information Systems - Software Development - AAB - 6618	
<del>Computer Information Systems - Web Development Major - AAB - 6601</del>	

Source: Lorain County Community College

Full Accounting Curriculum Guide			
First Year			
Full Semester	ACCTG-101	Accounting I - Financial	4
	ACOM-101	Management Applications I	3
	ENGL-101	College Composition I	3
	MATH-101	College Mathematics	3
	HEAV-101	College Hlt	1
			14
Spring Semester	ACCTG-102	Accounting II - Managerial	4
	COM-101	Management Applications I	3
	CHM-111	Chemistry Laboratory	3
	ENGL-112	College Composition II	3
	ENGL-102	College Composition II	2
			16
Second Year			
Full Semester	ACCTG-251	Intermediate Accounting I	4
	ACCTG-267	Federal Income Tax Procedures - Individuals	4
	BAADM-165	Legal Environment of Business	3
	FNCE-251	Business Finance	3
			14
Spring Semester	ACCTG-252	Intermediate Accounting II	4
	ACCTG-261	Cost Accounting	3
	BAADM-251	Principles of Management *** OR	3
	BAADM-251	Principles of Management	4
	SCIE (Elective) 16**		3
	HEALTH*		23
			1917
Total Semester Credit Hours			60-61

The default pathway was modified slightly to fit the accounting program, but still at the end of the 2<sup>nd</sup> semester, a student can choose 8 different business majors with nothing lost

- Accounting - AAB-0011
  - Administrative Office Information Systems - AAB-0209
  - Business Administration - Entrepreneurship Major - AAB-0224
  - Business Administration - Financial Services - AAB-0018
  - Business Administration - Human Resource Management Major - AAB-0229
  - Business Administration - Management Major - AAB-0227
  - Business Administration - Marketing Major - AAB-0226
  - Business Administration - Supply Chain Management - AAB-0208
- Source: Lorain County Community College

### Career/Major Interest Areas

Begin with your CAREER in mind...

A-Z List of Programs

[Click on Health Care]

### Health Care

Many of today's hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

- Nursing
- Clinical Lab Science
- Dental Hygiene
- Diagnostic Medical Sonography
- Medical Assisting
- Physical Therapist Asst.
- Radiologic Technology
- Respiratory Care
- Sports and Fitness

Lorain County Community College's nursing program gets highest accreditation rating - *The Morning Journal*, April 2015  
[Click to read the article]

[Click on Nursing]

### Nursing

LCCC nursing programs provide an exceptional instructional, laboratory and clinical experience to prepare graduates for a career in nursing or to help working nurses advance in their career.

- Associate Degree Nursing (RN)
- LPN to RN (Access in Nursing)
- Paramedic to RN
- Practical Nursing

University Partnership

- Bachelor of Science in Nursing
- Master of Science in Nursing

"As a nurse, we have the opportunity to heal the heart, mind, soul and body of our patients, their families and ourselves. They may not remember your name but they will never forget the way you made them feel."  
-Haya Angeles

[Click on Associate Degree Nursing]

### Associate Degree Nursing

Become a Registered Nurse  
(but job titles for someone who earns this specific credential)

- Career Information
- Curriculum Guide
- Course Descriptions
- Admission Requirements

Employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. - [Bureau of Labor Statistics](#)

- Apply
- Schedule a Visit
- Live Chat

Video

Image

### Required Plans Tied to Predictable Schedules

- Piloting block scheduling with SAIL Project (CUNY ASAP Replication with MDRC and OBOR)
- Partnering with Ad Astra and Platinum Analytics to be more strategic about scheduling from the student success lens
- eMyCAP provides individualized career and academic plans and help identify courses needed going forward

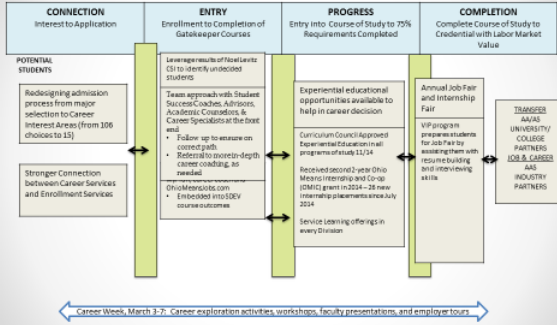
Source: Lorain County Community College

## Career Advantage for Students

1. Clarify Career Goal
  - Importance of selecting a major to ensure that students maximize their time and efforts and meet their objectives
2. Apply career goal to educational program
  - Provide students with immediate experience with selected program to engage them more fully beginning with their first semester and continuing through their certificate or degree completion. Include work-based learning opportunities.
3. Place graduates in careers
  - Work proactively with students by major to provide enhanced job placement opportunities that meet the students' career goals.

Source: Lorain County Community College

## Career Services: An Opportunity At All Points of the Loss – Momentum Framework



Source: Lorain County Community College

Here. Now. Guaranteed.

### Earn bachelor's degree by age 20 to prepare for Careers in High-Demand, Well-Paying Jobs

Pathways to University Partnership Bachelor's Degrees

Business Administration	3+1
Computer Science and Engineering	3+1
Psychology	3+1
Education	
Biology	3+1
Accounting	3+1
IT	3+1

Source: Lorain County Community College

Here. Now. Guaranteed.

### Earn an Associate's Degree and High School Diploma simultaneously – But Flexible to Join When Ready

- Freshman = 6 college credits + HS courses
- Sophomore = 7 college credits + HS courses
- Junior = 30 college credits + (1 or 2) HS courses
- Senior = 34 college credits (16-18 each semester with the remainder of HS requirements met through college coursework)

Source: Lorain County Community College

Here. Now. Guaranteed.

### Associate of Arts / Science @ HS Campus

HS CU Credit	HS Course	LCCC Course	College Credit
1	English 9		
1	Algebra I or Geometry		
1	Physical Science		
1	College & Career Readiness	SDEV 102: Strategies for College Success	3
1		CISS 121: Microcomputer Applications	3
1	Foreign Language		
1	Elective/Open		
1	Elective/Open		
<b>8</b>			<b>6</b>

10 <sup>th</sup> Grade			
HS CU Credit	HS Course	LCCC Course	College Credit
1	English 10		
1	Geometry or Alg. II		
1	Biology or Chemistry		
1			
1	Social Studies II	HSTR 161: US History I	3
1		HSTR 162: US History II	3
.5	Health		
.25	Physical Education		
1	Foreign Language		
1	Elective		
<b>7.75</b>			<b>6</b>

Here. Now. Guaranteed.

### Associate of Arts/Science @ HS Campus


HS Credit	HS Course	LCCC Course	College Credit
1	English 11	ENGL 161 & 162: College Composition I & II	3
1			3
1	Alg. II or Pre Calculus	MTHM 171: College Algebra	3
1		MTHM 172: Precalculus	3
1	Chemistry	CHMY 161 & 162	4
1		General, Organic & Biochemistry I & II	4
1	Social Studies 3	PLSC 156: American National Govt.	3
1		PLSC 151: Comparative Politics	3
1	Economics/Personal Finance		
1	Foreign Language		
<b>10</b>			<b>27</b>

12 <sup>th</sup> Grade			
HS Credit	HS Course	LCCC Course	College Credit
1	English 4	ENGL 255: Intro to Fiction	3
1		HUMS 151: Intro to Humanities	3
1	Math 4	MTHM 181: Calculus	5
1		MTHM 168: Statistics	3
1	Advanced Science	BIOG 161 & 162 or	4/5
1		PHYC 151 & 152	4/5
1	Social Studies	PSYC 151 and SOCI 151	3
1		ECON 151/152 (choose 2)	3
1	Foreign Language		
1	Elective/Science	PHLY 165: Bioethics or Science	3
<b>10</b>			<b>31/33</b>




**Save 80% of the cost**



College/University	University Costs 4 Years With Room & Board	Bachelor's Degree Completion Cost through MyUniversity	Savings!
<b>Ashland University</b> B.S. in Education	\$157,416	\$32,798	<b>79%</b>
<b>Bowling Green State University</b> B.S. in Biology	\$75,400	\$11,745	<b>84%</b>
<b>Cleveland State University</b> B.A. in Psychology	\$85,227	\$12,525	<b>85%</b>
<b>Hiram College</b> B.A. in Accounting & Fin. Mgmt	\$160,600	\$24,554	<b>85%</b>
<b>Kent State University</b> Bachelor of Bus. Admin.	\$77,408	\$12,893	<b>83%</b>
<b>University of Akron</b> B.S. in Sport Studies	\$80,578	\$12,811	<b>84%</b>
<b>University of Toledo</b> B.S. in Computer Science & Eng.	\$83,177	\$15,726	<b>81%</b>

\*\* LCCC's in county tuition is \$3,077 per year for a full-time student  
Percent savings based on Bachelor's Degree with LCCC's MyUniversity Guarantee versus all 4 years at the university rates and incurring room & board.

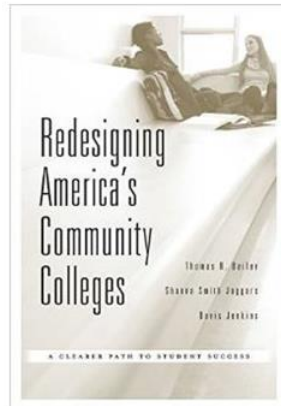


COMMUNITY COLLEGE RESEARCH CENTER

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## On-Ramp Design Principles

- ✓ Map educational pathways to careers
- ✓ Connect career information to programs
- ✓ Build in career *exploration* from the start
- ✓ Integrate real-world learning into curriculum
- ✓ Involve faculty in career/college coaching
- ✓ Build bridges from high schools/ other feeders into college *programs*



CCRC COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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## For more information

Please visit us on the web at  
<http://ccrc.tc.columbia.edu>  
 where you can download presentations, reports,  
 and briefs, and sign-up for news announcements.  
 We're also on [Facebook](#) and [Twitter](#).

Community College Research Center  
 Institute on Education and the Economy,  
 Teachers College, Columbia University  
 625 West 120th Street, Box 174, New York, NY 10027  
 E-mail: [ccrc@columbia.edu](mailto:ccrc@columbia.edu) Telephone: 212.678.3091

**Appendix B**

**Concurrent Sessions**

***Marketable Conversations: Academic and Career Pathways***

**Designing Student focused Curriculum through Academic Pathways**



**2015 Academic Pathways Summit**

-Leveraging Meta-Majors to Accelerate Student Success-

June 5, 2015 (9:00 am - 4:00 pm)  
Collaborative Labs at St. Petersburg College

**Designing Student-focused Curriculum through Academic Pathways**

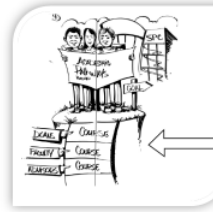
June 5, 2015



**Designing Student-focused Curriculum through Academic Pathways**



Welcome! Your “map guides” are:



**SPC Curriculum Services Team**

- ▶ Angela Ashe
- ▶ Margaret Bowman
- ▶ Eva Christensen
- ▶ Sabrina Crawford\*
- ▶ Jessica Scites
- ▶ Karen Shaw

\*Executive Director, IREGC

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**Designing Student-focused Curriculum through Academic Pathways**



**Workshop Outcomes:** After today's experience, you will be better prepared to:

1. Identify appropriate college-level math classes for your academic programs based on meta-major area;
2. Analyze the “flow” of your academic programs from your students’ perspective;
3. Identify common curriculum design flaws that negatively impact students’ progression and completion of degree programs.

**Agenda:**

- ▶ The What, Why, Who and How of Academic Pathways at SPC
- ▶ Small group mapping activity
- ▶ Key learnings

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**Designing Student-focused Curriculum through Academic Pathways**



**What?**

Academic Pathways are SPC’s solution to taking the guesswork out of planning a college career.

Simply put, Academic Pathways are chronological listings of all **specific** courses in a degree-program in the **suggested order** in which a student should complete them. →

- AS Program Courses
1. ENC 1101
  2. course 2
  3. Course 3
  4. Course 4
  5. Course 5
  6. Course 6
  7. Course 7
  8. Course 8
  9. Course 9
  10. Course 10
  11. Course 11
  12. Course 12
  13. Course 13
  14. Course 14
  15. Course 15
  16. Course 16
  17. Course 17
  18. Course 18
  19. Course 19
  20. Course 20

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**Designing Student-focused Curriculum through Academic Pathways**



**Why?**

Academic Pathways enable you to:

1. Determine the current “health” of your curriculum by documenting a **baseline** snapshot of how students move through a program and identify:
  - ▶ Progression patterns
  - ▶ Early GEN ED competency areas
  - ▶ *Hidden prerequisites*
  - ▶ Overlapping requirements
2. Redesign your curriculum from a student-centered perspective
3. Provide students with an added tool to identify which courses to take in an order that was **hand picked** by deans, faculty, and advisors

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**Designing Student-focused Curriculum through Academic Pathways**



**Who?**

Collaboration from program administrators, faculty, and advisors to ensure that all factors that impact student progression and success are considered.

- ▶ Program administrators: SACS, State, institutional requirements; student success rates across sections/campus
- ▶ Program faculty: Industry requirements; student success rates by course; writing/math-intensive courses; field experiences
- ▶ Advisors: Gateway courses; student feedback; general education requirements
- ▶ General education faculty: recommendations on general education courses

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**2015** Designing Student-focused Curriculum through Academic Pathways St. Petersburg College SPC

**How?**

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**2015** Designing Student-focused Curriculum through Academic Pathways St. Petersburg College SPC

<p><b>1. Preparing:</b></p> <ol style="list-style-type: none"> <li>Gather existing curriculum/advising documents.</li> <li>Identify and define course types used by your institution.</li> <li>Create course labels for all courses on a PoS.</li> <li>Convene a working group of key partners.</li> <li>Identify a skilled facilitator to lead the mapping process.</li> </ol>	<p><b>3. Reflecting</b></p> <p>Reflect on the process and capture your "Aha!" moments and key learnings. Celebrate your progress... You have just experienced your college curriculum from the perspective of your students!</p> <p><b>CRITICAL PROCESS STEP!!</b></p>
<p><b>2. Mapping:</b></p> <ol style="list-style-type: none"> <li>Separate course labels by course type.</li> <li>Begin posting course labels on a blank wall.</li> <li>As a sequence begins to emerge, label each column of courses.</li> <li>Add GE placeholders (or courses, if known).</li> <li>Add culminating experiences.</li> <li>Step back, review, and revise as necessary.</li> <li>Add chronological numbers to each course.</li> <li>Once satisfied with the list, take a picture to document; develop the written course list.</li> </ol>	<p><b>4. Redesign</b></p> <ol style="list-style-type: none"> <li>Redesign program based on key findings from the mapping process (e.g., attend to hidden prerequisites).</li> <li>Update curriculum/advising documents to reflect changes.</li> <li>Finalize and distribute Academic Pathways (chronological list and/or semester list) based on curriculum changes.</li> </ol> <p><b>Pathways guide future curriculum changes</b></p>

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**2015** Designing Student-focused Curriculum through Academic Pathways St. Petersburg College SPC

**How?**

- Gather existing curriculum/advising documents (e.g., Program of Study; Admissions Guides, etc.)
- Identify course types commonly used by your institution (Core, Subplan, Elective, GK, Competency, Support, etc.) and build *operational definitions* for each.
- Create course labels for all courses listed on a PoS; use different colored labels for the different course types.
- Convene a working group of key partners, including faculty, advisors, dean.
- Identify a skilled facilitator to lead the group through the mapping process.

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**2015** Designing Student-focused Curriculum through Academic Pathways St. Petersburg College SPC

**How?**

- Separate course labels by course type.
- Begin posting course labels on a blank wall, white board, or other flat surface that is large enough and visible for everyone to see.
- As a sequence begins to emerge, label each column of courses.

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**How?**

- If specific general education courses are identified on the Program of Study, place those under the agreed upon Year/Term column. If specific courses are not identified, use a blank label as a place holder under the agreed upon Year/Term column.
- If courses include field experiences (e.g., practicum, internships, capstones, etc.) place the course labels under the agreed upon Year/Term column. Remember, this activity is focused only on the design and sequencing of your curriculum, not on scheduling.

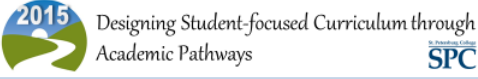
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**2015** Designing Student-focused Curriculum through Academic Pathways St. Petersburg College SPC

**How?**

- Once all courses are posted, step back from the map and review it. Consider:
  - Are general education competencies/courses identified at appropriate points in the curriculum to allow students to successfully progress through future courses?
  - Are all prerequisite courses identified and sequenced accordingly (before the courses for which they are required)?
  - Is there a balance between theory and application courses each term?
  - Are there any terms in which there is a heavy concentration of writing, math, or critical thinking courses?
  - Are there any support, core or elective courses that also satisfy a general education requirement? If so, place a dot on that course label.
  - Are there any support, core or elective courses that also satisfy a competency requirement? If so, place a dot on that course label.

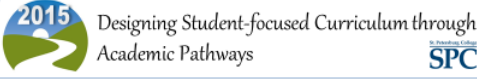
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### How?

12. If you discover any courses that are not accounted for in the current PoS—for example, a prerequisite course—write the course title, prefix/#, and credit hours on the appropriate colored label and post it where you believe it should be taken within the program.
13. Once all courses are posted under the term columns in the order the group believes is appropriate, write chronological numbers on each label until all courses have a unique number on them.
14. Take a picture of the map and collect all course labels, then develop a chronological list of courses.
15. Once your Level I map is created, reflect on the process and capture your "Aha!" moments and key-learnings. Congratulations: You just experienced your college curriculum from the perspective of your students!

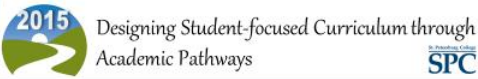
Mapping process adapted from Ruth Steinhilber's The mapping primer: Tools for reconstructing the college curriculum (2008)  
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### Tips for Staying Out of "the Weeds"

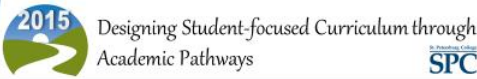
- ✓ Assume that all students are college-ready and begin a program in Fall 2015.
- ✓ Remember that this exercise is to identify a *default* sequence of courses in an order that promotes student success and seamless progression through a program. Avoid the urge to discuss scheduling at this time.
- ✓ Students will still receive credit for courses that they transfer in.
- ✓ Avoid identifying specific general education courses at this time, if not already identified as a support or state mandated prerequisite; instead, focus on competencies students need to successfully enter subsequent courses.

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## Now it's your turn!

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## Key Learnings

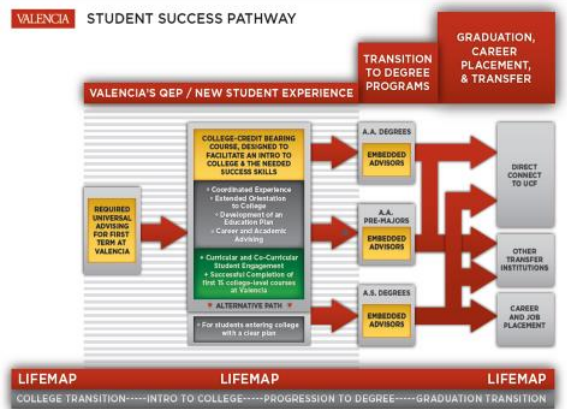
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# "Which Math is Right for Me?" Using Meta-Majors to Connect Career and Academic Pathways for Students



## Meta Majors

What Valencia students experience



## How have we embraced this change?

- Additional Questions on the Application
- Career Review
- New Student Orientation
- New Student Experience course
- Meta Major Math Pathways

## Question on the Application

indicates a required field.  
 Meta-Majors are collections of academic majors that have related courses. Meta-Majors cluster groups of majors that fit within a career area. Within each Meta-Major are degrees and certificates that have related courses. The intent of the Meta-Major is to help you choose and prepare for a degree based on your interests, knowledge, skills and abilities. Selecting a Meta-Major will also help you select classes that relate to a specific degree. All degree-seeking students (2d and 3d) need to decide upon a Meta-Major.  
 Please enter the number that corresponds to the Meta-Major from the list below that best fits your career and educational interest at this time in the box at the right:  
 01 Arts, Humanities, Communication and Design  
 02 Business  
 03 Education  
 04 Health Sciences  
 05 Science, Technology, Engineering and Mathematics (STEM), Public Safety  
 06 Social and Behavioral Sciences and Human Services  
 07 Industry/Manufacturing and Construction

Planned Course of Study:



## Career Review

- Connects actual occupations to a Meta-Major
- Shortened version during in-take process – robust version available in Career Center
- All degree-seeking students take this review
- Results stored in student system along with what is captured on application
- Students see all 3 Meta Major choices on Orientation (NSO) paperwork
- If different, Advising conversation during NSO
- In-depth career assessment during New Student Experience Course

### Meta Major: Science, Technology, Engineering and Mathematics

Many occupations are associated with majors in this area, below you will find a brief sample of occupations related to this meta major. Review the information for each position and decide if the occupation is of interest to you.

OCCUPATION	MAIN JOB DUTIES	EDUCATION
<b>Actuary</b>	<ul style="list-style-type: none"> <li>Help manage insurance plans, determining amount of risk and financial soundness</li> <li>Analyze statistical data to forecast liability for payment of future benefits</li> </ul>	Bachelor's - Doctoral Degree
<b>Physician</b>	<ul style="list-style-type: none"> <li>Diagnose and treat diseases, injuries and illness that commonly occurs</li> </ul>	Professional Degree Medical Doctor - M.D.
<b>(General Practice) Photonics Technician</b>	<ul style="list-style-type: none"> <li>Explain procedures and test results or prescribed treatments with patients</li> <li>Build &amp; maintain optical equipment such as lasers, lenses, or mirrors</li> <li>Compute or record photonic test data</li> </ul>	Associate's - Bachelor's Degree
<b>Microbiologist</b>	<ul style="list-style-type: none"> <li>Study growth and development of micro-organisms such as bacteria and fungi</li> <li>Prepare reports and recommendations based upon research outcomes</li> </ul>	Bachelor's - Doctoral Degree
<b>Atmospheric/Space Scientists</b>	<ul style="list-style-type: none"> <li>Interpret data from reports and maps to predict weather conditions</li> <li>Broadcast weather forecasts to the public via television, radio, or internet</li> </ul>	Bachelor's - Master's Degree
<b>Math Professor</b>	<ul style="list-style-type: none"> <li>Prepare and deliver lectures to college students on various math concepts</li> <li>Prepare course materials and maintain student grades/records</li> </ul>	Master's - Doctoral Degree
<b>Computer Systems Analyst</b>	<ul style="list-style-type: none"> <li>Analyze data processing problems to improve computer systems</li> <li>Analyze user procedures to automate or improve existing systems</li> </ul>	Associate's - Master's Degree

Developed by A. Beahm, J. Pappola, and C. Epermeiched, 2014. Source: O\*Net Online, US Dept of Labor Bureau of Labor Statistics



**QUESTION 1** 88 points Save Answer

After reviewing the [document](#) with Meta Major descriptions, what would be your **TOP** choice for a Meta Major?

- Arts, Humanities, Communication & Design
- Business
- Education
- Health Sciences
- Science, Technology, Engineering and Mathematics
- Public Safety
- Social & Behavioral Sciences and Human Services
- Industry/Manufacturing and Construction

---

**QUESTION 2** 8 points Save Answer

After reviewing the [document](#) with Meta Major descriptions, what would be your **SECOND** choice for a Meta Major? *If you feel strongly about your first choice, you may select it again for your second choice.*

- Arts, Humanities, Communication & Design
- Business
- Education
- Health Sciences
- Science, Technology, Engineering and Mathematics
- Public Safety
- Social & Behavioral Sciences and Human Services
- Industry/Manufacturing and Construction

## How does it come together?

- Meta Major selection
- Degree program selection
- Start Right Courses
- Math Path



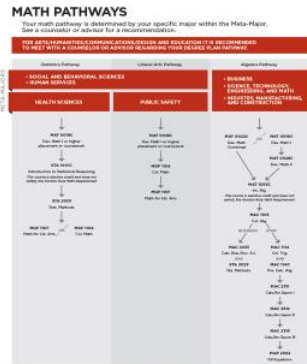
## New Student Experience Handbook Start Right Guide Start Right Courses

### Creating Math Pathways

- Statway™ - began in 2010: Three Year Pilot
  - About 300 students (over 3 years)
  - 78% success rate (vs. 58% MAT0028C)
  - 73% reenrollment STA2023 w/ 76% success (vs. 80% College-wide)
- Series of Big Meetings – Fall 2013
  - Build off of Statway™ success
  - Aligning math pathways with student experience
  - Changes to prerequisites
- Faculty vote
- Curriculum Committee Approval



## Meta Majors and Math Pathways



### What is STA1001C?

- Built similar to MAT1033C
  - Lab component
  - College-level but does not satisfy math requirement
  - Elective credit
- Introduction to Statistical Reasoning
  - Prepares students for STA2023
  - Infuses Developmental Math & Basic Algebra skills
  - Student Success Skills in lab
- Initial Results
  - Fall/Spring enrollment: 711 w/ 67% success
  - 57% of Fall students enrolled in Spring STA2023 w/66% success (compared with 74% College-wide)




### Supporting the Math Pathways

- Student Success Skills in the three front-door courses
- First day diagnostics
  - MAT1033C
  - Promotes self-awareness
  - Create a plan for success (Faculty/Student)
- Additional items:
  - Supplemental Learning
  - Tutor Training
  - Topic-specific workshops





**A View from the Field: Advising Implications**



**2015 Academic Pathways Summit**  
 ~Leveraging Meta-Majors to Accelerate Student Success~  
 June 5, 2015 (9:00 am – 4:00 pm)  
 Collaborative Labs at St. Petersburg College

**A View from the Field:  
 Advising Implications**

SPC St. Petersburg College

Nicole Hall  
 Sheryl Mundorff  
 Kristin Pecchio

## Academic Pathways

*A Tool for Building Semester Plans*

- Act as road maps for helping students begin, progress, and complete their selected academic programs
- Assist students with selecting courses that are most relevant to their academic programs/career goals
- Courses have been hand picked by academic deans, faculty, and advisors and are listed in a recommended sequence


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### SPC Presents Academic Pathways to Success

Your path to success begins here

or here...

or maybe even here...




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### Creating Academic Pathways



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### Creating Academic Pathways




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### Creating Academic Pathways



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### Creating Academic Pathways



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### Before Academic Pathways

1. **SPC advisor** – walk in, schedule an appointment, or submit a question online
2. **A program's curriculum**– located on SPC's website (Academics/ Program and Degree List) – 5 page report, specific courses are not identified, a recommended sequence is not listed, and curriculum changes
3. **My Learning Plan** – lists all course options by requirement type, recommended sequence is not listed (until the student puts it there)
4. **Numerous resources** – AA worksheets, AS curriculum (ex: AS-Computer Programming and Analysis) [http://www.spcollege.edu/Computer\\_Web\\_Programming\\_and\\_Analysis\\_AS\\_Degree/#tab=3](http://www.spcollege.edu/Computer_Web_Programming_and_Analysis_AS_Degree/#tab=3)

**Academic Pathway** – 1 page report listing *recommended, specific courses* in an order that promotes successful completion

SPC St. Petersburg College

**Recommended Academic Pathway - Effective Fall 2015**  
Business Administration (BUS-AS)  
Management Subplan with embedded Management Leadership Certificate (MELC) (BUS-CT)

Year	Course	Course Title	Level	Prerequisites	Term	Section	Days	Time	Credits
1	1001	Introduction to Business	1		Fall	1001	1001	1001	3
1	1002	Business Communication	1		Fall	1002	1002	1002	3
1	1003	Business Law	1		Fall	1003	1003	1003	3
1	1004	Business Ethics	1		Fall	1004	1004	1004	3
1	1005	Business Statistics	1		Fall	1005	1005	1005	3
1	1006	Business Accounting	1		Fall	1006	1006	1006	3
1	1007	Business Management	1		Fall	1007	1007	1007	3
1	1008	Business Leadership	1		Fall	1008	1008	1008	3
1	1009	Business Information Systems	1		Fall	1009	1009	1009	3
1	1010	Business Research	1		Fall	1010	1010	1010	3
1	1011	Business Writing	1		Fall	1011	1011	1011	3
1	1012	Business Fundamentals	1		Fall	1012	1012	1012	3
1	1013	Business Applications	1		Fall	1013	1013	1013	3
1	1014	Business Concepts	1		Fall	1014	1014	1014	3
1	1015	Business Principles	1		Fall	1015	1015	1015	3
1	1016	Business Practices	1		Fall	1016	1016	1016	3
1	1017	Business Procedures	1		Fall	1017	1017	1017	3
1	1018	Business Methods	1		Fall	1018	1018	1018	3
1	1019	Business Techniques	1		Fall	1019	1019	1019	3
1	1020	Business Skills	1		Fall	1020	1020	1020	3
1	1021	Business Knowledge	1		Fall	1021	1021	1021	3
1	1022	Business Understanding	1		Fall	1022	1022	1022	3
1	1023	Business Awareness	1		Fall	1023	1023	1023	3
1	1024	Business Literacy	1		Fall	1024	1024	1024	3
1	1025	Business Numeracy	1		Fall	1025	1025	1025	3
1	1026	Business Problem Solving	1		Fall	1026	1026	1026	3
1	1027	Business Decision Making	1		Fall	1027	1027	1027	3
1	1028	Business Critical Thinking	1		Fall	1028	1028	1028	3
1	1029	Business Creativity	1		Fall	1029	1029	1029	3
1	1030	Business Innovation	1		Fall	1030	1030	1030	3
1	1031	Business Entrepreneurship	1		Fall	1031	1031	1031	3
1	1032	Business Social Responsibility	1		Fall	1032	1032	1032	3
1	1033	Business Sustainability	1		Fall	1033	1033	1033	3
1	1034	Business Globalization	1		Fall	1034	1034	1034	3
1	1035	Business Internationalization	1		Fall	1035	1035	1035	3
1	1036	Business Cross-Cultural	1		Fall	1036	1036	1036	3
1	1037	Business Diversity	1		Fall	1037	1037	1037	3
1	1038	Business Inclusion	1		Fall	1038	1038	1038	3
1	1039	Business Equity	1		Fall	1039	1039	1039	3
1	1040	Business Justice	1		Fall	1040	1040	1040	3
1	1041	Business Fairness	1		Fall	1041	1041	1041	3
1	1042	Business Integrity	1		Fall	1042	1042	1042	3
1	1043	Business Honesty	1		Fall	1043	1043	1043	3
1	1044	Business Transparency	1		Fall	1044	1044	1044	3
1	1045	Business Accountability	1		Fall	1045	1045	1045	3
1	1046	Business Responsibility	1		Fall	1046	1046	1046	3
1	1047	Business Ethics	1		Fall	1047	1047	1047	3
1	1048	Business Law	1		Fall	1048	1048	1048	3
1	1049	Business Contracts	1		Fall	1049	1049	1049	3
1	1050	Business Torts	1		Fall	1050	1050	1050	3
1	1051	Business Property	1		Fall	1051	1051	1051	3
1	1052	Business Intellectual Property	1		Fall	1052	1052	1052	3
1	1053	Business Bankruptcy	1		Fall	1053	1053	1053	3
1	1054	Business Insurance	1		Fall	1054	1054	1054	3
1	1055	Business Securities	1		Fall	1055	1055	1055	3
1	1056	Business Taxation	1		Fall	1056	1056	1056	3
1	1057	Business Estate Planning	1		Fall	1057	1057	1057	3
1	1058	Business Trusts	1		Fall	1058	1058	1058	3
1	1059	Business Wills	1		Fall	1059	1059	1059	3
1	1060	Business Probate	1		Fall	1060	1060	1060	3
1	1061	Business Real Estate	1		Fall	1061	1061	1061	3
1	1062	Business Leases	1		Fall	1062	1062	1062	3
1	1063	Business Mortgages	1		Fall	1063	1063	1063	3
1	1064	Business Deeds	1		Fall	1064	1064	1064	3
1	1065	Business Easements	1		Fall	1065	1065	1065	3
1	1066	Business Encroachments	1		Fall	1066	1066	1066	3
1	1067	Business Eminent Domain	1		Fall	1067	1067	1067	3
1	1068	Business Condemnation	1		Fall	1068	1068	1068	3
1	1069	Business Reliance	1		Fall	1069	1069	1069	3
1	1070	Business Estoppel	1		Fall	1070	1070	1070	3
1	1071	Business Unconscionable	1		Fall	1071	1071	1071	3
1	1072	Business Public Policy	1		Fall	1072	1072	1072	3
1	1073	Business Custom	1		Fall	1073	1073	1073	3
1	1074	Business Trade Usage	1		Fall	1074	1074	1074	3
1	1075	Business Course of Dealing	1		Fall	1075	1075	1075	3
1	1076	Business Prior Conduct	1		Fall	1076	1076	1076	3
1	1077	Business Particular Course of Dealing	1		Fall	1077	1077	1077	3
1	1078	Business Particular Course of Dealing	1		Fall	1078	1078	1078	3
1	1079	Business Particular Course of Dealing	1		Fall	1079	1079	1079	3
1	1080	Business Particular Course of Dealing	1		Fall	1080	1080	1080	3

**At a glance, you can see...**

- recommended courses for specific subplans or 'tracks' within programs
- which courses satisfy specific program requirements
- how to balance course types across semesters so that you are not loaded down with all math or all writing-intensive courses in any given semester
- when courses are typically offered
- if a course has prerequisites
- if options to a recommended course exist
- specific recommendations for course electives and General Education options
- how other course requirements will impact your total pathway hours (e.g., MAT 1033, CGS 1070)
- courses that also count toward an SPC certificate
- how your course list can "divert" by transferring in courses or resuming a program after stopping out

SPC St. Petersburg College

**Recommended Academic Pathway - Effective Fall 2015**  
Business Administration (BUS-AS)  
Management Subplan with embedded Management Leadership Certificate (MELC) (BUS-CT)

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Year 1	1003	Business Law	1		Fall	1003	1003	1003	3
Year 1	1004	Business Ethics	1		Fall	1004	1004	1004	3
Year 1	1005	Business Statistics	1		Fall	1005	1005	1005	3
Year 1	1006	Business Accounting	1		Fall	1006	1006	1006	3
Year 1	1007	Business Management	1		Fall	1007	1007	1007	3
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