



# Creating Academic Pathways

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# Guided Pathways Defined

“The Pathways Model is an ***integrated, institution-wide*** approach to student success based on intentionally designed, clear, coherent and structured educational experiences.”

## Job or Transfer



*“help students finish what they start.”*

This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.

# Guided Pathways Dimensions

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## There are Four Dimensions of the Pathways Model:

1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. Keep students on path
4. Ensure that students are learning

*Support students beginning “with the end in mind”  
from first contact until employment or transfer.*

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# Why Implement Guided Pathways?

- Too many students wander because they are:
  - Undecided in regard to career goals
  - Unaware of the elements of a chosen career
  - Disconnected regarding the initial curriculum and their career choice



# Evolution of Pathways at SPC

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“Before”

Too many choices



“After”

Clear Pathway

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# Contributing Factors...

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- Too many credits completed for AA degree [81 hrs]
- Too many credits completed for AS degree [93 hrs]
- New Financial Aid Federal Statue interpretations
- Students in good academic standing leave institutions
- Excess hours surcharge

*Focus on completion,  
while maintaining access.*

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# Cafeteria College Model

Paths to student goals unclear

+

Advising Transactional

+

Student's progress not monitored

=



Churning



Early Transfer



Completion



Excess Credits



Time to degree



Skill Building

# Guided Pathways Model

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Clear Roadmaps to student goals

+

Advising Relational

+

Student's progress closely tracked

=



Churning



Early Transfer



Completion



Excess Credits



Time to degree



Skill Building





# A Journey of Engagement at St. Petersburg College



2012

- Established Curriculum Philosophy and Values

2013

- Developed Program Outcomes
- Mapped PLOs to Course Outcomes

2014

- Developed Academic Pathways
- 9 Weeks to Complete the Process
- 6 Months to Review and Prepare for Implementation

2015

- Embedded Industry Certification

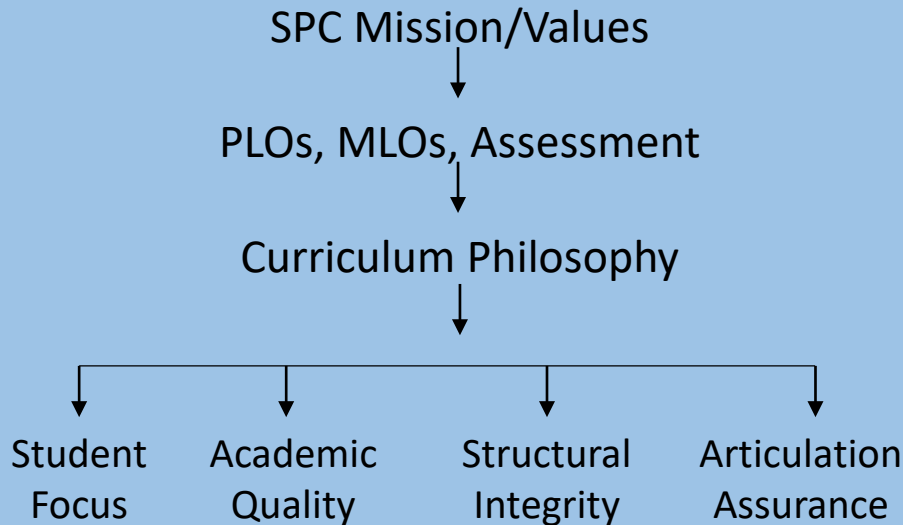
2016

- CAC Triads
- 1st 15 Credit Hours
- Milestones by Quadrant

# Evolution of Mapping at SPC

## Curriculum Design

### Student Centered Curriculum at SPC



### Key Drivers:

- Recognition that SPC's curriculum is a core product and process
- Commitment to continuous improvement of curriculum via annual Summer Curriculum & Assessment Institutes
- Envision the College Experience through the student's perspective via Academic Pathways
- Engage advisors in the C&I process

# Clarifying the Path

## CLARIFYING THE PATH

- Mapping programs “with the end in mind”
- Aligning course content and student learning outcomes
- Identifying milestone courses
- Identifying the right math
- Review pathway curriculum for coherence
- Select recommended elective courses

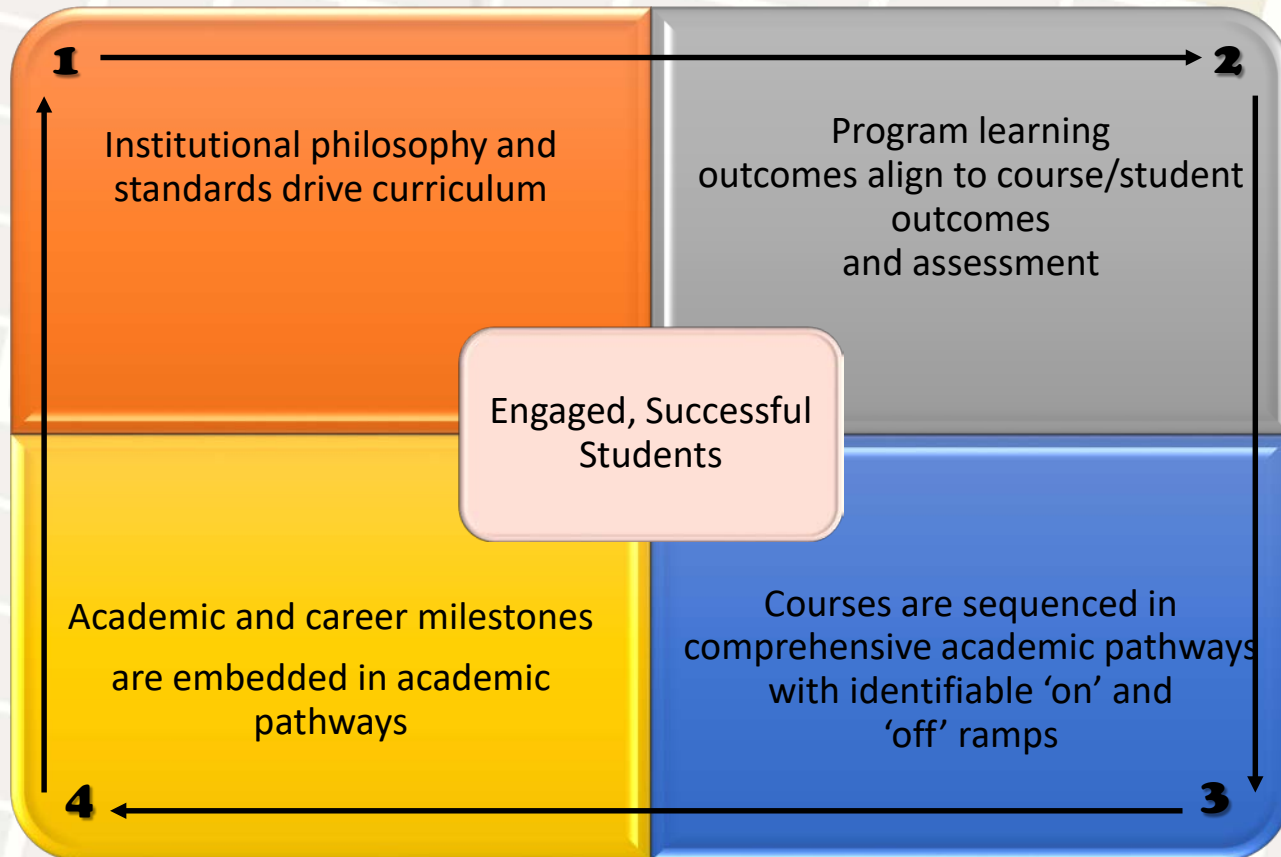


***We must clarify the path and create Career and Academic Communities for students to join.***

*Source: Pathways Institute #2 PowerPoint by Kay McClenney*



# SPC's Framework for Curricular Renewal



# Building the Academic Pathways

## Step 1: Engage Your “Village”

*Collaboration from program administrators, faculty, and advisors is essential to make sure all factors of student progression and success are considered.*



# Building the Academic Pathways

## Step 2: Determine the 'Health' of Your Curriculum

- Baseline snapshot of how students move through a program and identify:
    - ✓ Progression Patterns
    - ✓ Early Gen Ed competency areas
    - ✓ Hidden Pre-Requisites
    - ✓ Overlapping requirements
    - ✓ Toxic Course Combinations
  - Redesign the curriculum from a student-centered perspective
  - Create a tool for students and advisors to use that will keep students on the path towards completion
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# What Are Academic Pathways

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

## Recommended Academic Pathway

### XYZ-AS Program

	<u>Course Title</u>	<u>Credits</u>
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

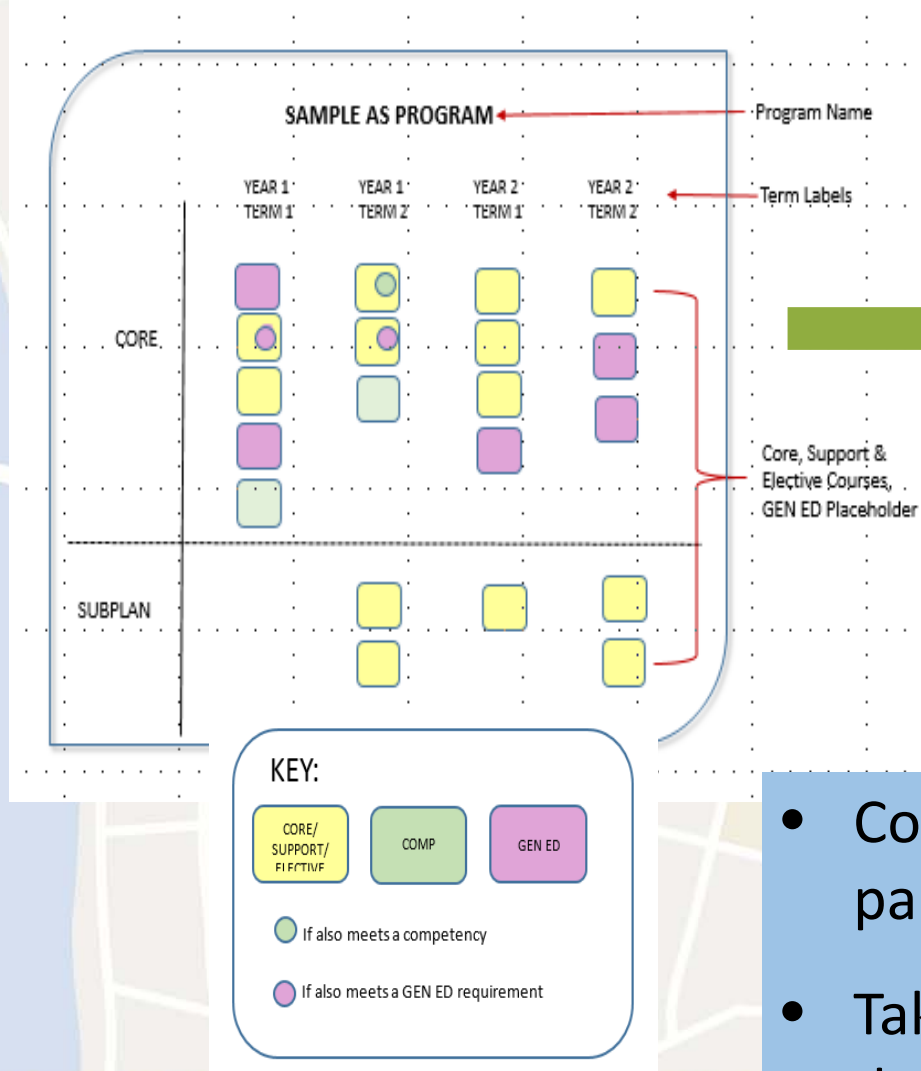
# Building the Academic Pathways

## Step 3: Regroup and Reflect

Identify key learnings from the process: discuss implications to the curriculum and student success:

- General education courses identified at appropriate points to allow students to successfully progress through future courses
  - Prerequisites identified and sequenced before the courses for which they are required
  - Balance between theory and application courses each term?
  - Any terms in which there is a heavy concentration of writing, math or critical thinking courses
  - Any support, core, or elective courses that also satisfy a general education requirement
  - Any support, core, or elective courses that also satisfy a competency requirement
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# Building the Academic Pathways



## AS Program Courses

1. GEN ED: Communications
2. Course 2
3. GEN ED: Math
4. Computer competency
5. Course 4
6. GEN ED: Social/Behavioral SC
7. Course 5
8. Course 6
9. Course 7
10. Course 8
11. Course 9

- Consider groupings from a full and part time student track
- Take a picture of the map and develop your initial chronological list



# **Building the Academic Pathways**

## Steps 4 - 6: Closing the Loop

4. Make necessary curriculum changes
  5. Revise Academic Pathways based on Student Need
  6. Identify tools/systems/processes to sustain and continuously improve
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# Features of Academic Pathways

## Pathways Do:

- Present highly recommended courses and sequence
- Recommend specific general education courses and elective courses, based on curricular relevance
- Identify “on” and “off” ramps via embedded certificates and industry certifications
- Allow for customization and flexibility based on each student’s situation

## Pathways Do NOT:

- Replace professional guidance from faculty and advisors
- Limit students’ options of courses
- Require students to take any additional courses for a specific requirement that was previously satisfied
- Require students to be full-time or part-time, college ready or college-prep, online or on campus
- Change due to scheduling or modality

# Career And Academic Communities






# Dimension 2: Help Students Choose and Enter a Path

## HELP STUDENTS CHOOSE AND ENTER A PATH

- Identify preliminary interest from 10 career areas.
- Introduce during Smart Start Orientation.
- Embed Intrusive Advising
- Create common coursework for the first 25% of the enrollment for each Career and Academic Community.
- Possible contextualization of initial general education courses.
- Provide experiential learning opportunities (e.g. job shadowing, informational interviewing).



## Show Students the Detailed Path to Their Success

MAC 1105...3 College Algebra	<input type="checkbox"/> Start a basic resume	<input type="checkbox"/> Volunteer <input type="checkbox"/> Join Student Government or club	HUM 2270...3 Humanities	<input type="checkbox"/> Prepare for industry certification exams	<input type="checkbox"/> LinkedIn <input type="checkbox"/> Adjust resume <input type="checkbox"/> Research job opportunities			
CET 1172C...3 Computer Support	16 - 30 Credits	COP 1000...3 Introduction Computer Programming	POS 2041...3 American Government	CTS 1334...3 Administering Windows Servers				
CET 1171C...3 Computer Repair		CNT 1000...3 Network Concepts	CTS 2322...3 LINUX Administration II	CTS 1303...3 Configuring Advanced Windows Servers Services				
SPC 1017.3 Speech		CTS 1327...3 Configuring & Administer MS Windows Client	CTS 2321...3 LINUX Administration I	CIS 2321...3 System Analysis & Design				
ENC 1101...3 Comp I		CTS 1328...3 Installing & configuring Window Server	CTS 2106...3 Fund. Of LINUX/UNIX	CTS 1400...3 Fundamentals of Information Storage & Management				
Visit: <input type="checkbox"/> Advising <input type="checkbox"/> Career Services	31 - 45 Credits	PHI 1600...3 Ethics	<input type="checkbox"/> Discuss work-based learning opportunities at Career Services	<input type="checkbox"/> Work on interviewing skills	CTS 2370...3 Configuring & Manufacturing Virtualization	CNT 2940...3 Internship	Degree earned	GRADUATION SPC

## SPC Sample for Computer Networking-AS

(with embedded Computer Support, LINEX System Administrator, and Microsoft Certified Solutions Associate Certificates)

# Major Accomplishments

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- Embedded certifications: CompTIA A+ and CompTIA Network+
  - First 15 credit alignment
  - Milestone identification
  - Pinellas County Technical College / articulations
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# Future Opportunities



Pinellas County Schools  
or Pinellas Technical College  
to St. Petersburg College  
Computer Programming and Analysis AS



## PCS and PTC Programs

*Pinellas County High School students may receive free college credit if they achieve a B or higher in...*

Pinellas County Schools Web Development Program <sup>1</sup>	Credits
Foundations of Web Design (9001110)	1 Credit
User Interface Design (9001120)	1 Credit
<i>AND one of the following</i>	
Computing for College and Careers (8209020)	1 Credit
<i>OR</i>	
Intro to Information Technology (8207310)	1 Credit
<b>Total</b>	<b>3 Credits</b>

<sup>1</sup> *Applies towards these credit hours for the AS degree (Shown in light blue)*

CGS 1831 Web Foundations/Essentials 3 Credits

*Students can also receive free college credit if they achieve a B or higher in...*

Pinellas County Schools Programs: Web Application Development and Programming, .NET Application Development and Programming, OR Java Development and Programming:	CREDITS
Intro to Information Technology (8207310)	1 Credit
Foundations of Programming (9007220)	1 Credit
Procedural Programming (9007220)	1 Credit
<b>Total</b>	<b>3 Credits</b>

<sup>2</sup> *Applies towards these credit hours for the AS degree (Shown in dark blue)*

COP 1000 Introduction to Computer Programming 3 Credits

*Students can also receive free college credit if they successfully complete...*

Pinellas Technical College Program <sup>3</sup>	Clock Hours
Web Development (Y700100)	1050

<sup>3</sup> *Applies towards these credit hours for the AS degree (Shown in gold)*

CGS 1831 Web Foundations/Essentials 3 Credits

*Students in the Dual Enrollment program may also receive credit for...*

<b>Dual Enrollment<sup>4</sup></b>
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<sup>4</sup> *Courses for Dual Enrollment are always offered on an SPC campus, but offerings at each high school may vary (Courses shown in green)*

## SPC Computer Programming and Analysis AS<sup>4</sup>

#	Course	Course Title	Credits
1	CGS 1309	Computer and Information Technology Concepts	3
2	ENC 1101	Composition I	3
3	SPC 1065	Business and Professional Speaking	3
4	MAT 1033	Intermediate Algebra	3
5	COP 1000	Introduction to Computer Programming	3
6	MAC 1105	College Algebra	3
7	CGS 1560	Computer Operating Systems	3
8	CGS 1831	Web Foundations/Essentials	3
9	CGS 2402	Programming in C++ for Business	3
10	COP 2222	Advanced C++ Programming for Business	3
11	PHI 1600	Studies in Applied Ethics	3
12	COP 2250	Java Programming I	3
13	COP 2360	C# Programming I	3
14	CTS 2433	SQL Database Design & Programming	3
15	COP 2251	Java Programming II	3
16	COP 2362	C# Programming II	3
17	HUM 2270	Humanities (East-West Synthesis)	3
18	COP 2839*,*	ASP.NET Programming with C#/VB.NET	3
19	COP 2660*	Introduction to Android Programming	3
20	POS 2041	American National Government	3
21	COP 2940	Computer Programming Internship	3

**Total Program Credits**

**60**

**Total Pathway Credits**

**63**

<sup>4</sup>Students who complete the AS degree will also be eligible to receive the embedded *Computer Programming Specialist* and the *Computer Programmer* certificates.

(Including MAT 1033 & Computer Competency)



# Future Opportunities SPC for AA degree/USF for Bachelor's

## Start – St. Petersburg College

The following course sequence is a suggested semester by semester plan for completion of requirements of the A.A. and pre-requisite courses. A unique plan developed in consultation with an advisor at both SPC and USFSP may differ depending on student circumstances. See your advisor for options in general education or elective requirements.

### YEAR 1 - SPC

#### FALL

ENC 1101 GE Communication REQUIRED	3
**MAC 1105 GE Mathematics	
Prerequisite to MAC 2233	3
ECO 2023 REQUIRED	3
HUM 2270 GE Humanities	3
EVR 1328 GE Natural Science	3

**TOTAL: 15**

#### SPRING

ENC 1102 GE Communication	3
BUL 2241 Elective	3
GEB 1011 Elective	3
BSC 1005C GE Natural Science	3
ECO 2023 GE Social Science REQUIRED	3

**TOTAL: 15**

*\*\*Students have three options to substantiate placement into MAC 1105. 1) Accuplacer scores 2) Successful completion of appropriate pre-requisite course 3) Dean's review of transfer credit, ACT/SAT scores, or PERT scores*

### YEAR 2 - SPC

#### FALL

ACG 2021 REQUIRED	3
MAC 2233 REQUIRED	3
HUM 1020 GE Humanities	3
POS 2041 GE Social Science REQUIRED	3
CGS 1100 SPC Computer Requirement REQUIRED	3

**TOTAL: 15**

#### SPRING

ACG 2071 REQUIRED	3
PHI 1600 SPC Ethics Requirement REQUIRED	3
SPC 1608 SPC Speech Requirement	
REQUIRED (or SPC 1017)	3
STA 2023 GE Mathematics REQUIRED	3
MAN 2021 Elective	3

**TOTAL: 15**

Graduate with A.A. from SPC

The FUSE Supplemental Form should be submitted to USFSP by early spring of year 2 (or spring of year leading into intended transfer) to ensure timely review.

## USFSP Courses

### YEAR 3 FALL USFSP

FIN 3403 Principles of Finance	3
MAN 3025 Principles of Management	3
ISM 3011 Information Systems in Organizations	3
MAR 3023 Basic Marketing	3

**TOTAL: 12**

### YEAR 3 SPRING USFSP

ECO 3101 Intermediate Price Theory	3
XXX XXXX Economics Major Elective	3
QMB 3200 Business & Economics Statistics II	3
BUL 3320 Law and Business I	3

**TOTAL: 12**

### YEAR 3 SUMMER USFSP

XXX XXXX Exit Literature and Writing	3
ECO 3703 Economics Major Elective and	
Exit Major Works/Major Issues Course	3

**TOTAL: 6**

### YEAR 4 FALL USFSP

ECO 3203 Intermediate Macroeconomics	3
XXX XXXX Economics Major Elective	3
XXX XXXX Elective to 120 Hours	3
XXX XXXX Non-Business Contemporary International Topics Course	3
XXX XXXX Non-Business Elective to 120 Hours	3

**TOTAL: 15**

### YEAR 4 SPRING USFSP

GEB 4890 Strategic Management & Decision Making and	
Exit Major Works/Major Issues Course	3
XXX XXXX Economics Major Elective	3
XXX XXXX Economics Major Elective	3
ENC 3250 Professional Writing	3
XXX XXXX Elective to 120 Hours	3

**TOTAL: 15**



## TITAN TODAY

## BULL TOMORROW



# RETENTION Background

Fall-to-Fall Retention	Fall 2015 to Fall 2016					Fall 2016 to Fall 2017				
	Enrolled Fall 2015	Returnin g Fall 2016	Graduate d 2015	% of Graduate s	Retentio n Rate	Enrolled Fall 2016	Returnin g Fall 2017	Graduat ed 2016	% of Graduates	Retentio n Rate
All Students	27,872	15,130	3,920	14.1%	68.3%	26,593	14,132	4,163	15.7%	68.8%
All FTIC	3,513	2,065	37	1.1%	59.8%	3,174	1,821	43	1.4%	58.7%

Increase by 3.2% over 3 years



## ACADEMIC PATHWAYS KEY PERFORMANCE INDICATORS

	Fall 2016:		Fall 2017:	
	N	%	N	%
<b>Total FTEIC Students in cohort*</b>	2,671	100%	2,769	100%
<b>Credit Momentum KPIs</b>				
Earned 6+ college credits in 1 <sup>st</sup> term	1,457	54.5%	1,585	57.2%
Earned 12+ college credits in 1 <sup>st</sup> term	524	19.6%	590	21.3%
Earned 15+ college credits in year 1	1,110	41.6%	1,196	43.2%
Earned 24+ college credits in year 1	503	18.8%	569	20.5%
Earned 30+ college credits in year 1	170	6.4%	225	8.1%
Attempted 15+ credits (any level) in the first term**	160	6.0%	150	5.4%
Attempted 30+ credits (any level) in the first year	311	11.6%	408	14.7%
<b>Gateway Math and English Completion KPIs</b>				
Completed college math in year 1	1,143	42.8%	1,245	45.0%
Completed college English in year 1	1,607	60.2%	1,706	61.6%
Completed both college math and English in year 1	1,010	37.8%	1,108	40.0%
<b>Persistence KPI</b>				
Persisted from term 1 to term 2	2,079	77.8%	2,196	79.3%
<b>College Course Completion KPIs</b>				
Total College Credits Completed	32,618	71.5%	35,477	72.4%
Total College Credits Attempted	45,628		48,969	

\*First-time Ever in College (FTEIC): A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential.

\*\*These KPIs were not included in the previous request for the fall 2010-2015 cohorts.



# QUESTIONS?

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