Reimagining our Model to Focus on Student Completion: The Guided Pathways Approach

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Acknowledgements

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• Other partners whose thought capital contributed to the evolution of this movement include Public Agenda, Jobs for the Future, the RP Group, and WestEd
Redesign for Completion: A Guided Pathways Overview
Lost in a Maze
GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course
- Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 325; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 303, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104, 111, 112, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross-Cultural Competence: CPL 300(D), 310(D), 320(D), 320(D), 392(D), 393(D), HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151(L), 151(Q), 151(R); NRS 300; PHL 331(D); RLS 131(D); SPA 320(D); TMD 224(D); six credits of a full semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

Letters (L): 6 credits
- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D); JPN 132(D), 132(D), 132(D), 132(D), 141(D), 142(D), 145(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 342(D), 345(D), 351(D), 355(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAW 202(D); LET 151(L), 151(Q), 151(R); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331, 346, 355; PSC 341, 342, PSY 310; RLS 111(D); TMD 220(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D).

Mathematics (MQ): 3 credits satisfied by MTH 141

Natural Sciences (N): 6 credits; satisfied by PHY
- AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113.

Social Sciences (S): 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ESN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; MUR 150(D); PSC 113(D), 116(D), 274(D); 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D).
Unfulfilled Expectations

- ~1.5 million new cc students per year
- 80% intend to earn a bachelor’s
- 36% of transfers earn award before transfer
- 25% transfer to 4-year in 5 yrs
- 17% earn BA 6 yrs after transfer

Sources: NCES and NSC.
### Untapped Potential

Graduation Rates by Family Income and Test Scores

<table>
<thead>
<tr>
<th>Family Income Level</th>
<th>Below-average test scores</th>
<th>Above-average test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richest</td>
<td>30% complete college</td>
<td>70</td>
</tr>
<tr>
<td>Upper middle</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Bottom middle</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Poorest</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>

This table illustrates the college graduation rates by family income and test scores. The richest family income group has a graduation rate of 30% for below-average test scores, while the poorest group has a graduation rate of 6% for below-average test scores. The graduation rate for above-average test scores varies from 26% to 70% across different income groups.
Untapped Potential: Graduation Rates by Income & Test Scores

- **Top Income Quartile**: 70% graduation rate, 30% above average test scores, 6% below average test scores.
- **2nd Income Quartile**: 50% graduation rate, 19% above average test scores, 9% below average test scores.
- **3rd Income Quartile**: 39% graduation rate, 9% above average test scores, 6% below average test scores.
- **Bottom Income Quartile**: 26% graduation rate, 6% above average test scores, 0% below average test scores.
Cafeteria College

- Paths to student end goals unclear
- Limited upfront career / academic exploration
- Intake process diverts students
- Students’ progress not monitored
- Learning outcomes not clearly defined and assessed across programs
Guided Pathways College

- Clear roadmaps to student end goals
- Intake redesigned as an on-ramp to POS
- Students’ progress tracked, with frequent feedback and support as needed
- Learning outcomes and assessments aligned across each program
# Guided Pathways at Scale

<table>
<thead>
<tr>
<th>Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State</td>
<td>Queensborough (CUNY)</td>
</tr>
<tr>
<td>Univ. of Central Florida</td>
<td>Santa Fe College (FL)</td>
</tr>
<tr>
<td>Georgia State</td>
<td>Guttman College (CUNY)</td>
</tr>
<tr>
<td>Arizona State</td>
<td>City Colleges of Chicago</td>
</tr>
<tr>
<td>TN State Universities</td>
<td>TN community colleges</td>
</tr>
<tr>
<td>Florida International U.</td>
<td>Miami Dade College</td>
</tr>
<tr>
<td></td>
<td>Indian River CC</td>
</tr>
</tbody>
</table>
New Business Environment

- Performance funding
- State funding cuts → Tuition increases
- Per FTE federal financial aid declining
- High school population declining
- Dev ed enrollment drop
- Increased competition (public 4-years, privates, on-line providers)
New CC Business Model

- Focus on programs, not courses
- Ensure programs lead to student goals
- Recruit students into programs
- Monitor/support progress toward program completion
- Build regional “talent supply chains” in fields of economic importance
New Students Want to Know:

- What are my career options?
- What are the education paths to those careers?
- What will I need to take?
- How long will it take and how much will it cost?
- How much financial aid can I get?
- Will my credits transfer?
Four Big Ideas for Redesign

1. Mapping Paths to Student End Goals
2. Helping Students Get on a Path
3. Keeping Students on a Path
4. Ensuring that Students are Learning

*Based on the work of Davis Jenkins & Rob Johnstone
Clarifying Curricular Paths

1. Are our programs well-designed to prepare students to enter further education and employment in fields of importance to our region?

2. How clearly are programs mapped for our students – especially to the common transfer institutions?

3. Do students know what courses they should take in what sequence?

4. Are the courses critical for success in each program clearly identified?
Helping Students Get on a Path

1. What do we do to help new students choose a program of study?

2. Do we integrate the exploration of career options as part of their onboarding experience?

3. How well do we help students succeed in gatekeeper courses not only in Math or English but in the main program areas (e.g. A&P, ACTG 101)?

4. Do we ensure that required math courses are aligned with the students field of study?

5. What do we do for students unlikely to get into limited access programs such as nursing?
Keeping the Students on Path

1. Do students know exactly how far along they are in their programs – and what they have left to do to complete?

2. How effective are we in ensuring that students are following their plans and staying on track?

3. Are we able to identify when students are at risk of falling of their path? How effective are we at intervening when this happens?

4. Do we ensure that students can take the courses they need when they need them?
Ensuring that Students Are Learning

1. Are learning outcomes clearly defined for each of our programs, including pre-transfer?

2. Are learning outcomes aligned with requirements for success in further education and employment outcomes (by program)?

3. Do faculty assess whether students are building skills across their program?

4. Do faculty use results of learning outcomes to improve the effectiveness of instruction?
# Pathway Models Compared

<table>
<thead>
<tr>
<th>Self-Directed (Status Quo)</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional career / college planning</td>
<td>Required plans, exploratory majors</td>
</tr>
<tr>
<td>Paths unclear, too many choices</td>
<td>Default, full-program maps</td>
</tr>
<tr>
<td>Students not building skills across curriculum</td>
<td>SLOs aligned with end-goal requirements</td>
</tr>
<tr>
<td>Assessment used to sort students</td>
<td>Assessment used to diagnose areas where support needed</td>
</tr>
<tr>
<td>Pre-requisite remediation focused on Algebra &amp; English composition</td>
<td>Integrated, contextualized academic support for program “gateway” courses</td>
</tr>
<tr>
<td>Students’ progress not monitored, limited feedback</td>
<td>Proactive progress tracking, feedback, support</td>
</tr>
</tbody>
</table>
Georgia State University – A Reason for Optimism
A Mystery...

- The graduation rate at Georgia State University was 31% in the early 2000s
  - Not unusual for an urban, regional 4-year state university
- As they evolved their culture of inquiry, they asked a range of questions designed to identify factors they could work on changing to move the needle and improve this outcome
- So they looked at a common metric – Fall-to-Fall retention, but didn’t stop there...
First Year to Second Year Retention, Georgia State University

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL '00</td>
<td>80%</td>
</tr>
<tr>
<td>FALL '01</td>
<td>82%</td>
</tr>
<tr>
<td>FALL '02</td>
<td>81%</td>
</tr>
<tr>
<td>FALL '03</td>
<td>83%</td>
</tr>
<tr>
<td>FALL '04</td>
<td>80%</td>
</tr>
<tr>
<td>FALL '05</td>
<td>81%</td>
</tr>
<tr>
<td>FALL '06</td>
<td>82%</td>
</tr>
<tr>
<td>FALL '07</td>
<td>83%</td>
</tr>
<tr>
<td>FALL '08</td>
<td>83%</td>
</tr>
</tbody>
</table>
First Year Retention & Sophomore Status Rates - Georgia State University

Retention
- FALL '00: 80%
- FALL '01: 82%
- FALL '02: 81%
- FALL '03: 83%
- FALL '04: 80%
- FALL '05: 81%
- FALL '06: 82%
- FALL '07: 83%
- FALL '08: 83%

Retained & Sophomore
- FALL '00: 22%
- FALL '01: 27%
- FALL '02: 28%
- FALL '03: 33%
- FALL '04: 35%
- FALL '05: 39%
- FALL '06: 49%
- FALL '07: 62%
- FALL '08: 67%
GSU Graduation Rates by Race & Ethnicity

- **White**: 50.4% (Ten Years Ago), 31.6% (Today)
- **African American**: 25.6% (Ten Years Ago), 56.3% (Today)
- **Hispanic**: 22% (Ten Years Ago), 54.8% (Today)
Team Activity: Institutional Case Study for Guided Pathways at Scale
Team Activity...

• Instructions: With your college team, develop a “case statement,” answering the following question:

✓ What is the evidence and the experience of our and other colleges with student success efforts that convince us it is both urgent and important to commit to work as challenging and transformational as implementing guided pathways at scale, for all of our students?

• Suggested length: 1 page

• Won’t finish today – might start bulleting ideas / elements that would go into the case statement
Demystifying Guided Pathways: Exploring Ten Commonly Asked Questions about Implementing Pathways
Demystifying Guided Pathways Paper

• Released November 2015 by NCII

• Companion to excellent CCRC Book

• Available at http://www.inquiry2improvement.com/publications-resources

• Designed to address questions NCII, CCRC, JFF, and Public Agenda have heard in hundreds of guided pathways sessions with faculty, student services professionals and administrators

• Not the defining word – just food for thought!
Q1 - Isn’t college a meritocracy, where the strong / smart succeed, and the weak / underprepared / unmotivated don’t succeed?

• Model of higher education relatively unchanged

• Income quartile and college graduation rates of similarly high-achieving students

• Haven’t tested the limits of potential changes such as guided pathways – CUNY, Georgia State data
Top 10 FAQs - Redesigning for Completion

Q2 – Isn’t “free choice” the cornerstone of American higher education?

• Behavioral economics and social psychology research on number of choices and rationality

• Existence of degree audit programs

• Choice architecture / career interest areas – Queensborough, City College Chicago, ASU, Lorain

• Picking courses vs. picking programs
Top 10 FAQs - Redesigning for Completion

Q3 – Won’t we sacrifice quality when we move to guided pathways?

- Foothill’s Four C’s as a model for GE / liberal arts outcomes
- Assessment paradigms challenged to establish current quality
- Employer feedback surveys suggest issues exist
- 10 to 14 GE courses under both models
- Random assignment of GE package vs. “fit”
Q4 – Won’t we lose the heart of a liberal arts education when we make students’ journeys more structured?

• Argument that liberal arts outcomes more imppt. now

• 10 to 14 GE Courses break down into areas – business, natural science, humanities, social sciences, mathematics, English

• Same number of humanities (or any other area) under guided pathways vs. cafeteria model

• Program faculty identify GE electives for best alignment for students in their programs
Top 10 FAQs - Redesigning for Completion

Q5 – Won’t faculty lose control over what is taught in their discipline?

• Faculty control already shifting with transfer pathways and articulation agreements

• Ownership over what is taught in programs vs. individual courses

• Faculty teaching preferences vs. ensuring courses will be applicable / keep students on path
Top 10 FAQs - Redesigning for Completion

Q6 – Won’t we lose enrollment at our college if we decrease swirl with increased structure or by making things mandatory?

• CC enrollments largely down since 2011-12

• No drops at MDC, GTCC & others implementing guided pathways / mandatory features

• Changes can only be opposed by current students

• Potential to increase units / student significantly
Q7 – Isn’t all of this “hand-holding” going to create graduates that can’t navigate the workplace / real world?

• Value of systems that those who work in higher education have trouble navigating

• Complexity dissuades students – especially students of color / first time in college students – that data shows us could succeed under right conditions

• Potential to exacerbate race, class and income equality – issues of social capital
Top 10 FAQs - Redesigning for Completion

Q8 – Don’t students benefit when they “find themselves” by what looks like wandering to an observer?

• Most students don’t want to wander – research studies by RP (CA), Public Agenda (IN), and CBD

• Works for some who can afford to – not as often for low-income students and FTIC

• Taking courses as way of finding oneself inefficient

• Those who “found themselves” tend to be us
Top 10 FAQs - Redesigning for Completion

Q9 – How can students be expected to make career decisions at age 18? and Q10 – Don’t students change careers 4 to 7 times – why then guided pathways?

• Common coursework leading into multiple options
• GP provides more clarity on career selection
• GP can focus attention on GE skills that will help students navigate careers and career changes
• Most importantly, let’s get students into and prepared for careers vs. dropping out and taking jobs by getting them to complete / transfer at higher rates
Conclusion

• Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement.

• Excitement about the next five years

• Can envision a future where this movement transforms our system of higher education improving hundreds of thousands of lives
Final Thoughts
GPS Design Principles

✓ Give students a clear roadmap to end goals
✓ Simplify their choices
✓ Help new students choose and successfully enter a program of study
✓ Monitor their progress, giving frequent feedback and support as needed
✓ Empower faculty and staff to lead the redesign process
Start with the End in Mind

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)
- Require exploratory or “meta-majors” for undecided students
- Integrate basic skills instruction with program gatekeeper courses
- Clearly map out program paths
- Rethink advising around maps
- Use “eAdvising” to monitor student progress, provide feedback and support as needed
- Align program outcomes with requirements for success in further education and the labor market
Find Out More

- NCII & CCRC websites:
  www.inquiry2improvement.com & ccrc.tc.columbia.edu

- Dr. Davis Jenkins, Sr. Research Fellow, CCRC
  davisjenkins@gmail.com

- Dr. Rob Johnstone, Founder & President, NCII
  rob@inquiry2improvement.com
Appendix A: Examples of Colleges Redesigning for Completion
Arizona State University
Cool Majors

Do you want to be part of the next big thing? ASU develops innovative, interdisciplinary degrees that address the needs of employers.

<table>
<thead>
<tr>
<th>Major (Concentration)</th>
<th>Degree</th>
<th>Major Map</th>
<th>Campus/Location</th>
<th>Online</th>
<th>College/School</th>
<th>Compare up to 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>BS</td>
<td>Major Map</td>
<td>Tempe, West</td>
<td>W. P. Carey School of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering (Autonomous Vehicle Systems)</td>
<td>BSE</td>
<td>Major Map</td>
<td>Tempe</td>
<td>Ira A. Fulton Schools of Engineering</td>
<td></td>
<td></td>
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<tr>
<td>Applied Biological Sciences (Applied Biological Sciences)</td>
<td>BS</td>
<td>Major Map</td>
<td>Polytechnic YWC</td>
<td>School of Letters and Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Biological Sciences (Sustainable Horticulture)</td>
<td>BS</td>
<td>Major Map</td>
<td>Polytechnic YWC</td>
<td>School of Letters and Sciences</td>
<td></td>
<td></td>
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<tr>
<td>Applied Computer Science</td>
<td>BS</td>
<td>Major Map</td>
<td>Polytechnic YWC</td>
<td>College of Technology and Innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Computing</td>
<td>BS</td>
<td>Major Map</td>
<td>West YWC</td>
<td>New College of Interdisciplinary Arts and Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>BS</td>
<td>Major Map</td>
<td>West YWC</td>
<td>New College of Interdisciplinary Arts and Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Science</td>
<td>BAS</td>
<td>Major Map</td>
<td>Polytechnic YWC</td>
<td>College of Technology and Innovation</td>
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<td></td>
</tr>
<tr>
<td>Applied Science (Accelerated)</td>
<td>BAS</td>
<td>Major Map</td>
<td>West YWC</td>
<td>New College of Interdisciplinary Arts and Sciences</td>
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<td></td>
</tr>
<tr>
<td>Applied Science (Software and Computing Systems)</td>
<td>BAS</td>
<td>Major Map</td>
<td>Polytechnic YWC</td>
<td>College of Technology and Innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art (Intermedia)</td>
<td>BFA</td>
<td>Major Map</td>
<td>Tempe</td>
<td>Herberger Institute for Design and the Arts</td>
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<td></td>
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<tr>
<td>Biochemistry</td>
<td>BS</td>
<td>Major Map</td>
<td>Tempe</td>
<td>College of Liberal Arts and Sciences</td>
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<td>Biochemistry</td>
<td>BA</td>
<td>Major Map</td>
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<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Biological Sciences (Accelerated)</td>
<td>BS</td>
<td>Major Map</td>
<td>Tempe</td>
<td>College of Liberal Arts and Sciences</td>
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</tbody>
</table>
Accountancy, BS

View the required courses:
2014 - 2015 Major Map
Archives

W. P. Carey School of Business
Study at: Tempe campus, West campus
BAACCBS

Program Description

The School of Accountancy's undergraduate program offers two tracks during the senior year. The accounting track is followed by most students and is designed to provide a rich educational experience. The accounting master's internship is the track designed for our most highly qualified students who wish to commit to the MAcc program or the MTax program during the second semester of the junior year. The internship provides a particularly rich and individualized educational experience during the senior year. It includes a number of distinct advantages for students:

- a full-time paid internship for credit
- early consideration for scholarships and graduate assistantships
- waiver of the GMAT requirement for admission to the MAcc or MTax program

Additional Program Fee: Yes

Second Language Requirement: No

First Required Math Course: MAT 210 - Brief Calculus.

Program Math Intensity: Moderate

Accelerated Degrees

This degree is also offered as an accelerated degree with:

- Accountancy (MAcc)
- Taxation (MTax)

Acceptance to the graduate program requires a separate application. Eligible students will be advised in their junior and senior years by their academic advisors.
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:

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

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

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, counselors, 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.
## Employment Trends

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

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).
## Search Results: accounting

<table>
<thead>
<tr>
<th>Major (Concentration)</th>
<th>Degree</th>
<th>Major Map</th>
<th>Campus/Location</th>
<th>Online</th>
<th>College/School</th>
<th>Compare up to 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>BS</td>
<td>Major Map</td>
<td>Tempe, West</td>
<td></td>
<td>W. P. Carey School of Business</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>BS</td>
<td>Major Map</td>
<td>Tempe</td>
<td></td>
<td>W. P. Carey School of Business</td>
<td></td>
</tr>
</tbody>
</table>

- **Accountancy**: Accelerated BS program, located in Tempe, West. Offers majors in W. P. Carey School of Business. Available for comparison or saving.
- **Finance**: BS program, located in Tempe. Offers majors in W. P. Carey School of Business. Available for comparison or saving.

**Refine This Search**
- **Second Language**:
  - Required
  - Not Required
  - No Preference
- **Additional Details**:
  - Accelerated Programs
  - Concurrent Programs
  - New Programs

**Clear Refine Criteria**

---

**Search**
- Undergraduate Minors & Certificates
- Graduate Degrees & Certificates
# 2014 - 2015 Major Map

## Accountancy, BS

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

---

### Term 1  
0 - 16 Credit Hours  
Critical course signified by 🟢

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105: Computer Applications and Information Technology (CS)</td>
<td>3</td>
<td>C</td>
<td>- An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses</td>
</tr>
<tr>
<td>ACC 101: Accountancy LEAP Program</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 or ENG 102: First-Year Composition OR</td>
<td>3</td>
<td>C</td>
<td>- ASU Math Placement Exam score determines placement in Mathematics course</td>
</tr>
<tr>
<td>ENG 105: Advanced First-Year Composition OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 107 or ENG 108: First-Year Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 210: Brief Calculus (MA)</td>
<td>3-4</td>
<td>C</td>
<td>- ASU 101 or College specific equivalent First Year Seminar required of all freshman students.</td>
</tr>
<tr>
<td>Historical Awareness (H)</td>
<td>3</td>
<td></td>
<td>- See academic advisor for appropriate Student Success course requirement if not a first-time freshman.</td>
</tr>
<tr>
<td>Humanities, Arts and Design (HU)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Term hours subtotal: 16-17
### Term 2
17 - 32 Credit Hours  
Critical course signified by

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 232: Financial Accounting I</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>ECN 211: Macroeconomic Principles (SB) OR ECN 212: Microeconomic Principles (SB)</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>MAT 211: Mathematics for Business Analysis</td>
<td>3-4</td>
<td>C</td>
</tr>
<tr>
<td>ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>Natural Science - Quantitative (SQ)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 242: Managerial Accounting I</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>ECN 211: Macroeconomic Principles (SB) OR ECN 212: Microeconomic Principles (SB)</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>ECN 221: Business Statistics (CS)</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>COM 230: Small Group Communication (SB)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science - General (SG) OR Natural Science - Quantitative (SQ)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Minimum 2.00 GPA ASU Cumulative.

Complete Mathematics (MA) requirement.

Term hours subtotal: 16
Exploratory

Are you ready to start an undergraduate degree program but not sure where to focus your intellectual energy? Do you have a basic idea of what you want to do but not sure which career will get you there? We recommend students declare a major early, as early as the application stage, to stay on track to graduate in four years. But if you just can’t decide on a major, the exploratory track may be a good option for you. You will receive support and opportunities to more closely explore majors within a general academic theme and zero in on one that inspires you and draws on your talents.

<table>
<thead>
<tr>
<th>Major (Concentration)</th>
<th>Degree</th>
<th>Major Map</th>
<th>Campus/Location</th>
<th>Online</th>
<th>College/School</th>
<th>Compare up to 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Exploratory</td>
<td>Major Map</td>
<td>Polytechnic, Tempe, West</td>
<td>Mary Lou Fulton Teachers College</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
<tr>
<td>Exploratory Health and Life Sciences</td>
<td>Major Map</td>
<td>Downtown Phoenix, Polytechnic, Tempe, West</td>
<td>School of Letters &amp; Sciences</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
<tr>
<td>Exploratory Humanities, Fine Arts and Design</td>
<td>Major Map</td>
<td>Downtown Phoenix, Polytechnic, Tempe, West</td>
<td>School of Letters &amp; Sciences</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
<tr>
<td>Exploratory Math, Physical Sciences, Engineering and Technology</td>
<td>Major Map</td>
<td>Downtown Phoenix, Polytechnic, Tempe, West</td>
<td>School of Letters &amp; Sciences</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
<tr>
<td>Exploratory Social and Behavioral Sciences</td>
<td>Major Map</td>
<td>Downtown Phoenix, Polytechnic, Tempe, West</td>
<td>School of Letters &amp; Sciences</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>Major Map</td>
<td>Polytechnic</td>
<td>College of Technology and Innovation</td>
<td>no compare</td>
<td>save</td>
<td>Request Info</td>
</tr>
</tbody>
</table>
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

- 2006: 77.2%
- 2007: 79.5%
- 2008: 81%
- 2009: 84%
- 2010: 84%
Add Mark Stratton, accounting MyASU, then his progress report.

Keep up with your transfer progress by tracking your requirements here.

GPA Status: Currently met
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: Add Term
Community College: Glendale Community College
ASU Pathway Major: Accountancy, BS

Connect with ASU

For admissions assistance, please contact:

Analisa 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

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 close attention to the application deadlines. Working with the staff in the financial aid office is crucial.

Read how other students are paying for college

Cost Estimator | Scholarships for Transfer Students | Apply for Financial Aid
Transfer Pathway Tracker Progress for Mark Stratton

Transfer Pathway: Accountancy, BS
Pathway Started: Spring 2014
Community College: Glendale Community College
ASU Pathway Major: Accountancy BS
Associate Degree: Associate of Business
AGEC: AGEC-B

Disclaimer
The data used in the Pathway Tracker to determine your progress toward transferring to ASU is from official college or university transcripts received by ASU. Progress toward completion at your community college is tracked separately and verified by the college you are attending. Please contact your community college advisor with questions regarding graduation requirements or status.
Please consult your advisor to ensure the applicability of your courses to AGEC requirements. AGEC degree requirements are determined and awarded by your community college.
Because Arizona State University computes GPAs differently than Glendale Community College, admission to the program can only be certified after ASU calculates and certifies the GPA. All courses must be completed with a grade of "C" or better.

Glendale Community College Course Requirements

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Course Taken</th>
<th>Term Taken</th>
<th>Grade</th>
<th>Completed Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Composition: C minimum</td>
<td>ENG 101</td>
<td>SP14</td>
<td>TA</td>
<td>3</td>
</tr>
<tr>
<td>COM 225: 3 hours, C minimum</td>
<td>MAT 212</td>
<td>SU14</td>
<td>TA</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105: 3 hours, C minimum</td>
<td>CIS 105</td>
<td>SU14</td>
<td>TA</td>
<td>3</td>
</tr>
<tr>
<td>ECN 211: 3 hours, C minimum</td>
<td>ECN 212</td>
<td>FA14</td>
<td>TIP</td>
<td>3</td>
</tr>
<tr>
<td>MAT 212: 3 hours, C minimum</td>
<td>GBS 221</td>
<td>FA14</td>
<td>TIP</td>
<td>3</td>
</tr>
<tr>
<td>ACC 211: 3 hours, C minimum AND ACC 212: 3 hours, C minimum OR ACC</td>
<td>ACC 111</td>
<td>SP14</td>
<td>TA</td>
<td>3</td>
</tr>
<tr>
<td>GBS 211: 3 hours, C minimum AND ACC 230: 3 hours, C minimum AND ACC 240: 3 hours, C minimum</td>
<td>ACC 111</td>
<td>SP14</td>
<td>TA</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes
- Lower Division Business Elective - Select in consultation with a community college advisor.
- The Accountancy BS requires that students also complete COM 230 (in addition to COM 225). COM 230 may be taken after transfer to ASU.
- Natural Science - Select at least one SQ within the Natural Science requirement.
Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

### Sample Schedule

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1101</td>
<td>3</td>
</tr>
<tr>
<td>LS Math</td>
<td>3</td>
</tr>
<tr>
<td>LS Natural Science w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>Elective/minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total hours</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1102 or other second English</td>
<td>3</td>
</tr>
<tr>
<td>LS Math (STA1013/2122)</td>
<td>3</td>
</tr>
<tr>
<td>LS History/Humanities/Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>CGS2050</td>
<td>3</td>
</tr>
<tr>
<td>Elective/minor</td>
<td>3</td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
</tr>
</tbody>
</table>

### Milestones

<table>
<thead>
<tr>
<th>TERM 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ENC1101</td>
</tr>
<tr>
<td>GPA ≥ 2.0 and in good academic standing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete LS Mathematics course</td>
</tr>
<tr>
<td>GPA ≥ 2.0 and in good academic standing</td>
</tr>
</tbody>
</table>

Source: Larry Abele, FSU
Lorain County Community College
Drive Student Completion and Academic Success

- Improve College Readiness
- 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Business Administration - Financial Services - AAB - 0018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 151</td>
<td>Business Administration - Human Resource Management Major - AAB - 0229</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Business Administration - Management Major - AAB - 0227</td>
</tr>
<tr>
<td>CMMC 151</td>
<td>Business Administration - Marketing Major - AAB - 0226</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Business Administration -- Supply Chain Management - AAB - 0208</td>
</tr>
<tr>
<td>ENGL 162</td>
<td>Computer Information Systems - Mobile Device Application Development - AAB - 6639</td>
</tr>
<tr>
<td>MTHM 151</td>
<td>Computer Information Systems - Network Communications Technology Major - AAB - 6649</td>
</tr>
<tr>
<td>SDEV 101</td>
<td>Computer Information Systems - Software Development - AAB - 6618</td>
</tr>
<tr>
<td></td>
<td>Computer Information Systems -- Web Development Major - AAB - 6601</td>
</tr>
</tbody>
</table>

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.

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

Source: Lorain County Community College
The default pathway was modified slightly to fit the accounting program, but still at the end of the 2nd semester, a student can choose 8 different business majors with nothing lost.
Exploratory Majors for Undecided

- Transfer and Applied Team identified categories and mapped all programs
- Originally 20 but narrowed down to 12
  - (based on behavioral economics data – Rob Johnstone)
- LCCC will brand as Career/Major Interest Areas
- Imbed in LCCC on-line application
  - Reduces choice from 130 to 12
- Students who know what they want can select specific major at 1st required Advising appointment
- Website redesign that will link ALL pages regarding career and programs to labor market data and these 12 areas
- Working out details to launch by September 1

Source: Lorain County Community College
Begin with your CAREER in mind...

- Business and Entrepreneurship
- Communication and Creative Arts
- Culinary and Hospitality
- Education
- Engineering and Manufacturing
- Health Care
- Human and Social Services
- Information Technologies
- Sciences
- Personal / Professional Development
- Public Safety
- Sports and Fitness

A-Z List of Programs

[Click on Health Care]
Many of today’s hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

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

[Click on 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.

"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."
~Maya Angelou
Become a Registered Nurse
(list job titles for someone who earns this specific credential)

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

Career Information
Curriculum Guide
Course Descriptions
Admission Requirements

Apply
Schedule a Visit
Live Chat

Video
Image
Jackson (MI) Community College
Jackson College Exploratory Pathways

• Goal #1: Group individual degree / certificate maps into exploratory pathways with common early semesters for undecided students

• Goal #2 – give students, faculty, and advisors a clear view of the entirety of the pathways in their six career focus areas – Business & Computer Technology, Health Sciences, STEM, Human Services, Liberal Arts, & Skilled Trades & Agriculture
Jackson College Pathways Approach

- Also wanted to use data to drive the pathway development
- Step #1 – Group degrees/certs into career areas
- Step #2 – Weight courses based on how many different degrees / certs courses are required and by percentage of students within a pathway
- Step #3 – Arrange pathways by semesters using most common courses first
- Step #4 – Vet pathway course arrangements with program faculty
Step #2 Overview – Weight Courses

• List the certificates and degrees in columns

• List all courses that were required as a core course (C), elective (E), other required (R), or GE course (G) on any of the degree maps

• List the percentage of students in each of the degree / certificate pathways within the career focus area

• Weight each in course in the far left column by adding the column percentages wherever a course is required
### Jackson College Planning Spreadsheet

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>41.80%</th>
<th>1.40%</th>
<th>0.80%</th>
<th>0.00%</th>
<th>17.50%</th>
<th>1.00%</th>
<th>6.90%</th>
<th>16.40%</th>
<th>0.20%</th>
<th>0.40%</th>
<th>2.20%</th>
</tr>
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Step #3 Overview – Arrange Courses into Semesters & Create Pathway Graphic

• Create draft pathways, taking into account:

  ✓ Placing highest weighted courses into common early semesters where possible, also ensuring that a non-GE course was in every common first semester
    • This gives students a taste of the career focus area / program of study

  ✓ Prerequisites for course sequencing

  ✓ Goal of completion within two years / four semesters

  ✓ Assuming college-ready status as a point of departure, knowing they would design onramps for students in developmental education
Jackson College Summary

- Pathway maps clearly show the order of courses to be taken, the number of units in each semester, branching for specific certificates and degrees, and the end points for each of the certificates and degrees
- Clear exploratory pathway maps for each of the six career focus areas
- Common one or two semesters to start each of the pathway maps
Guttman Community College
Our connection to New York City’s professional community gives you real-world experience and an opportunity to apply what you learn in your classes. Through our engaging academic programs, you will be well prepared to continue your education or pursue professional opportunities when you graduate.

During your first year, you will declare your major in one of our associate degree programs:

- Business Administration
- Human Services
- Information Technology
- Liberal Arts and Sciences
- Urban Studies

Upon graduation, you can pursue employment or transfer to a bachelor’s degree program. For those who are interested in continuing their education, we have developed partnerships with select four-year CUNY colleges to ensure a smooth transition.

View [pdf](#) list of colleges and programs with which Guttman has articulation agreements.
If you continue to enroll full-time, your class schedule over two years might look like this.

**FIRST YEAR**

Fall I (September-December)
- LASC 101 City Seminar I
- SOCSC 111 Ethnographies of Work I
- MATH 102 Statistics [or MATH 103A Stat I]

Fall II (January-February)
- LASC 200 The Arts in New York City
- BIOL 122 Introduction to Biology

Spring I (February-June)
- LASC 102 City Seminar II
- SOCSC 113 Ethnographies of Work II
- ENGL 103 Composition I
- [MATH 103B Stat II]
- CHEM 110 Intro to Chemistry

Spring II (June-July)
- BUSI 102 Introduction to Business

**SECOND YEAR**

Fall I (September-December)
- BUSI 102 Introduction to Business or INPT 203 Intro to Management Information Systems
- ENGL 203 Composition II
- MATH 120 College Algebra and Trigonometry or MATH 201 Precalculus
- ECON 203 Microeconomics

Fall II (January-February)
- ACCT 121 Principles of Accounting I

Spring I (February-June)
- ECON 201 Macroeconomics
- BUSI 201 Business Law & Ethics
- ACCT 223 Principles of Accounting II

Spring II (June-July)
- ECON 204 Contemporary Economic Issues
- SOC 102 Introduction to Sociology
- GOVT 201 Urban Politics: NYC Government
- GOV / 202 AmericanGovtPolitics
- Math 201 Calc 1
Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.
Are you having trouble choosing a major? Are you unsure of your career path?

Queensborough offers transfer programs, including dual-joint degree programs, as well as career and certificate programs, and your choice of program automatically enrolls you in one of five Queensborough Academies.

A Queensborough degree can launch you into nearly any profession—doctor, lawyer, teacher, police officer, nurse, computer programmer, scientist, business owner, artist, and many more. For more information, visit CareerTraQ.
Business Academy

The Business Academy provides the highest quality business expertise to the people and industries of New York State and the broader United States.

What degrees/programs are offered?

Associate in Science (A.S.)

Accounting for Forensic Accounting Dual/Joint with John Jay

Leading to the B.S. in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice)

For students interested in principles of accounting, finance, and law, along with investigation techniques, ethics, and theories of criminology and the educational foundation to succeed in the forensic accounting field, this program

What careers can I pursue after Queensborough?

With a degree/certificate from Queensborough Community College, you can achieve extraordinary success in a wide variety of careers. Visit Career TraQ to get started exploring potential options. Also, visit the Office of Career Services page for valuable resources to aid you in career planning.

Where can I transfer after Queensborough?

Queensborough Community College has transfer agreements with several colleges and universities for you to continue to acquire the skills necessary to succeed in your chosen field. Visit our Transfer Agreements page to learn more.
City Colleges of Chicago
The City Colleges of Chicago serves all Chicago residents through colleges and satellites located across the city.

CCC is the largest community college system in Illinois, and one of the largest in the nation, with 5,700 faculty and staff serving over 100,000 students annually.

- Credit enrollment: 62,391
- Adult education enrollment: 36,642
- Continuing education enrollment: 18,508

- 7 Colleges
- 6 Satellite Learning Centers
- 115,000 Students
Example Pathway: TDL focus on warehousing, logistics, auto and diesel repair and transfer opportunities in aviation

110,000 job openings in Cook County projected over the next decade
Annual job openings and starting wages shown for each program

- Existing programs under revision
- Future programs
- CCC pre-transfer program
- Transfer program targets

**TDL Bridge**
- Includes Forklift Practicum
- 1000 jobs $8-11/hr

**Adult Education**

**Basic Certificates**
- Supply Chain/Logistics (BC)
  - Includes Forklift Practicum
  - 1000 jobs, $8-11/hr

**Advanced Certificates**
- Supply Chain/Logistics (AC), CDL included as elective
  - 140 jobs, $14-23/hr
  - Freight Expediting
  - Customs Brokering
  - Warehousing
  - Logistics

**Associate’s**
- Distribution & Logistics (AAS), 200 jobs, $14-37/hr

**Bachelor’s**
- Distribution & Logistics (BS)

**Ground Transportation/Logistics**

**Pre-aviation (AA/AS)**

**Gateway Program**

**Roadway**

**Pre-aviation (AA/AS)**

**Future programs**

**Existing programs under revision**

**Future programs**

**CCC central store to offer hands-on experience across Logistics pathway**

**Logistics: approx. annual Cook County projected openings 2012-2022, wages: 10th percentile through median**

- Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.

Source: CCC Academic Catalog, 2011-2012; Team analysis, EMSI Q2 2012 Jobs: approx. annual Cook County projected openings 2012-2022; wages: 10th percentile through median

(1) Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.
Since the start of Reinvention, we have seen progress on the goals

1. Increase the number of students earning college credentials of economic value

   **Completion within three years**
   - Class of 2009: 7
e   - Class of 2013: 13 (+71%)

   **Number of degrees awarded**
   - FY2009: 2,201
   - FY2013: 3,778 (+72%)

2. Increase the rate of transfer to bachelor’s degree programs following CCC graduation

   **Number of Fall new students that transfer to 4-year institution after earning 12 credits**
   - FY2009: 331 (+102%)
   - FY2013: 670

   - Increase in articulation agreements with local four-year colleges have been established to make it easier for CCC students to transfer credits
   - 42% transfer post-completion rate for FY2013

3. Drastically improve outcomes for students requiring remediation

   **Percent full-time students persisting past 15 credits**
   - 2007 cohort: 46 (%) +15%
   - 2009 cohort: 53

   - Nearly 90% of students come to CCC with developmental education needs.
   - Majority of attrition occurs in developmental education sequence.

4. Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

   **Adult ed. students who transition to at least one credit course after one semester**
   - FY2010: 513
   - FY2013: 727 (+42%)

   - Created adult education pipelines into occupational and transfer programs
   - Recent enrollment increases in high-need communities, particularly via off-sites
Out of this work we organized all programs into 10 Focus Areas

- Advanced Manufacturing
- Healthcare
- Business and Professional Services
- Information Technology
- Construction Technology and Drafting
- Liberal Arts
- Culinary Arts and Hospitality
- Life and Physical Sciences
- Education
- Transportation, Distribution, and Logistics
We then developed collateral to help educate students on each Focus Area.

**Focus Area Overview: Business & Professional Services**

*From the corner bakery to a Fortune 500 company, every successful business is the result of many professional disciplines working in tandem. Someone must work with the accounts, analyze data to interpret trends, create a marketing strategy, and manage the overall business plan. Whether you prefer keeping track of numbers or you want to let your creativity shine, all of these things can happen in the right business role. If you are interested in accounting, management, marketing, real estate, or starting your own small business, this is the right focus area for you.*

**Certificate and Degree Pathways Offered: Harold Washington College Emphasis**

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<th>Degree</th>
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<td>Insurance (HW)</td>
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<td>Library Technical Assistant (WR)</td>
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<td>Mgmt./Marketing (All but MX – HW emphasis)</td>
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<tr>
<td>Paralegal (WR)</td>
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**From College to Career**

*Some career opportunities CCC prepares students for are listed below.*

- **Bookkeeping, Accounting, and Auditing Clerks**
  - Starting Salary: $25,646.00
  - Compute, classify, and record numerical data to keep financial records complete.

- **Manager of Retail Sales**
  - Starting Salary: $23,899.20
  - Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.

**Sample Courses**

- **MATHMATICS 125** Introductory Statistics
- **BUSINESS 111** Introduction to Business
- **ECONOMICS 201** Principles of Economics I
- **BUSINESS 181** Financial Accounting

**Recommended Transfer Options**

- University of Illinois at Urbana-Champaign
- University of Wisconsin-Madison
- Bradley University
- Indiana University
- Illinois State University
- DePaul University
- University of Illinois at Chicago
Pathway maps in our just-released 2014 Academic Catalog provide default schedules

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<td>Business 231 – Marketing (3)</td>
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<td>Business 237 – Selling (3)</td>
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19 credit hours

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18 credit hours

http://www.ccc.edu/departments/Documents/AcademicCatalog Interactive.pdf
CUNY - ASAP
# Block Schedule for Business Meta-Maioir

ASAP Block Program Sample

Business Administration (A.S.)

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http://www.bcc.cuny.edu/asap/Documents/ASAP_SampleBlock.pdf
ASAP Program Results

Chart 1: Graduation Rates for Combined ASAP and Comparison Group Cohorts:
By Developmental Need at Time of Entry

Preliminary

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<td>Dev Need 2.5-year Graduates</td>
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<td>Dev Need 3-year Graduates</td>
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<tr>
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http://www.cuny.edu/academics/programs/notable/asap/about.html