The National Concurrent Enrollment Movement and Lessons for Idaho

Thomas Bailey
Director
Community College Research Center
Teachers College, Columbia University

@CommunityCCRC
#RedesigningCCs
Fall Enrollments Among Students Aged 17 or Younger by Sector, 1995–2015

- Public Two-Year
- Public Four-Year
- Private Nonprofit Four-Year
- Private For-Profit Four-Year

Data: IPEDS
Percent of Community College Entrants who are in High School Dual Enrollment, by State

- Dual Enrollment Students
- Post-HS Entrants

States with the highest percentage of community college entrants in high school dual enrollment include Kentucky, New Hampshire, and North Dakota. States with the lowest percentage include Hawaii and Georgia.
Percent of Community College Entrants who are in High School Dual Enrollment, by State

- Dual Enrollment Students
- Post-HS Entrants

States are ranked from left to right according to the percentage of community college entrants who are in high school dual enrollment. The states are ordered by their dual enrollment percentage, with the highest percentage on the left and the lowest on the right.

Key:
- Kentucky
- New Hampshire
- North Dakota
- Iowa
- Kansas
- Texas
- Virginia
- Nebraska
- Wyoming
- Arizona
- Colorado
- West Virginia
- Idaho
- New York
- Washington
- North Carolina
- Tennessee
- Minnesota
- New Mexico
- Illinois
- South Carolina
- Arkansas
- Ohio
- U.S. Overall
- Florida
- Wisconsin
- Oklahoma
- Montana
- Missouri
- Maryland
- Maine
- Louisiana
- Alabama
- Pennsylvania
- Michigan
- Oregon
- California
- Nevada
- Mississippi
- New Jersey
- Massachusetts
- Connecticut
- South Dakota
- Hawaii
- Georgia

Legend:
- 21% Dual Enrollment Students
- 15% Post-HS Entrants

Note: The chart includes all U.S. states and provides a visual representation of the percentage of community college entrants who are in high school dual enrollment.
Former Dual Enrollment Students' First College Matriculations at Ages 18-20, by State

- Community College
- Four-Year College
- No Enrollments

States listed from lowest to highest Community College enrollments:
1. New Mexico
2. Nevada
3. Maine
4. Montana
5. New Hampshire
6. Pennsylvania
7. South Carolina
8. North Dakota
9. Ohio
10. Idaho

States listed from highest to lowest Four-Year College enrollments:
1. New York
2. Colorado
3. Massachusetts
4. Connecticut
5. New Jersey
6. Texas
7. Virginia
8. California
9. North Carolina
10. Florida

States listed from highest to lowest No Enrollments:
1. New York
2. Colorado
3. Massachusetts
4. Connecticut
5. New Jersey
6. Texas
7. Virginia
8. California
9. North Carolina
10. Florida
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a community college at ages 18-20, by state and income

### Highest Degree in Six Years
- Earned Community College Award
- Earned Bachelor's Degree

### Any Degree in Six Years
- Lower Income Students
- Higher Income Students

**States and Their Completion Rates:**
- Florida
- Minnesota
- Mississippi
- Washington
- North Dakota
- New York
- Kansas
- Missouri
- Tennessee
- Iowa
- Nebraska
- Illinois
- Ohio
- Virginia
- Pennsylvania
- Maryland
- Michigan
- U.S. Overall
- Wisconsin
- Arkansas
- Alabama
- New Jersey
- Colorado
- Wyoming
- Arizona
- South Carolina
- Hawaii
- New Hampshire
- Texas
- Connecticut
- Maine
- Oregon
- Massachusetts
- Oklahoma
- Georgia
- Montana
- Idaho
- North Carolina
- Kentucky
- Nevada
- New Mexico
- Louisiana
- California
- West Virginia

**Legend:**
- Green: Lower Income Students
- Red: Higher Income Students
- Blue: U.S. Overall
- Yellow: Any Degree in Six Years
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a community college at ages 18-20, by state and income

Highest Degree in Six Years
- Earned Community College Award
- Earned Bachelor's Degree

Any Degree in Six Years
- Lower Income Students
- Higher Income Students
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a four-year college at ages 18-20, by state and income

<table>
<thead>
<tr>
<th>State</th>
<th>Earned Associate Degree or Certificate</th>
<th>Earned Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>100%</td>
<td>0%</td>
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<tr>
<td>Idaho</td>
<td>100%</td>
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<td>Maine</td>
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<td>North Dakota</td>
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<td>South Carolina</td>
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<tr>
<td>U.S. Overall</td>
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<td>West Virginia</td>
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<td>Washington</td>
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<td>Wyoming</td>
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<td>Nevada</td>
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Any Degree in Six Years

- Lower Income Students
- Higher Income Students
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a four-year college at ages 18-20, by state and income

Highest Degree in Six Years
- Earned Associate Degree or Certificate
- Earned Bachelor's Degree

Any Degree in Six Years
Lower Income Students
Higher Income Students

States with Highest Degree in Six Years:
- Nevada
- Idaho

States with Any Degree in Six Years:
- Nevada
- Idaho

States with Lower Income Students:
- Nevada
- Idaho

States with Higher Income Students:
- Nevada
- Idaho
Why dual enrollment for college completion?
### Six-Year Outcomes, Fall 2010 Community College Entrants

#### Completed Any College Credential

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>39%</td>
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<td>North Dakota</td>
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<td>U.S. Overall</td>
<td>39%</td>
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#### Completed a CC Award

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<th>Percentage</th>
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<td>U.S. Overall</td>
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#### Completed a Bachelor’s Degree

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<td>California</td>
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#### Source

NSC Signature Report 12, State Supplement
Dual Enrollment Encourages College Readiness

- Dual enrollment participants learn study skills and other habits related to college success.
  - Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006

- Dual enrollment participants learn “how to play the part” of a college student.
  - Foster & Nakkula, 2005; Karp, 2006

- Dual enrollment is related to increased high school graduation.
  - Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013

- Dual enrollment participants are more likely to enroll in college than their non-participating peers—although which type of college is not clear.
  - Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012
Dual Enrollment Encourages College Completion

- Participation is related to improved college grade point averages.
  - Allen & Dadgar, 2012; Eimers, & Mullen, 2003; Kotamraju, 2005

- Participation is related to persistence to a second year of college.
  - Eimers & Mullen, 2003; Swanson, 2008 Struhl & Vargas, 2012

- Participation is positively related to credit accrual.
  - Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013

- Participation is positively related to improved likelihood of degree completion.

- Program model, course rigor, and implementation quality matter.
  - Allen, 2010; Kim, 2008; Speroni, 2011
All types of students benefit from dual enrollment.

• Students in CTE programs benefit from dual enrollment participation.
  – Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012

• Male students benefit more from participation than other sub-groups.
  – Karp et al., 2007

• Low-income, first-generation, and otherwise disadvantaged students can benefit from participation; some studies find that they do so to a larger extent than other student groups.
  – Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012
Research finds positive impact to dual enrollment participation for a range of outcomes.
It also finds that design and implementation matter.
Why “authenticity”?

- College-ready behaviors are subtly, yet importantly, different than high school success behaviors and go beyond academic skills or knowledge.

- College readiness is encouraged by *anticipatory socialization* and *role rehearsal*.

- Authenticity: Ensuring that students can “try on” the part of a college student so that they can become capable of doing college work.

- Students in authentic courses learn more about college and themselves as college students than students in non-authentic courses.
When you’re coming straight out of high school, you have somebody telling you what to do and how to do it and when to do it. And then you get to college. … When I went the first time, they never told me anything to expect so I didn’t know what to do.
What is the role of a college student?

- Academic habits
- Cultural know-how
- Fluidity and self-awareness
- Balancing multiple roles
- Help-seeking
1. Academic habits: New approaches to school-related learning

- College students are expected to develop *independent* academic habits.
  - Manage workflow
  - Organize and manage time
  - Engage in independent and reflective note-taking
  - A syllabus rather than daily assignments

The freedom of time to just, you know, the freedom of assignments. Where it goes, you know, we need this three page paper by next Thursday. Boom! Done! Last time you heard about it was, you know, the Tuesday before…
2. Cultural know-how: Navigating the college culture

• Students need to understand and adhere to the unique institutional culture of higher education.
  – Academic discourse
  – Formal interaction with faculty
  – Demonstration of commitment
  – Acknowledgment that there are few exceptions to rules and expectations

You need to take it seriously. … Make sure you get everything done because teachers are not going to give you all the extensions and benefits they would give you in high school.
3. Balancing multiple roles: College as only one obligation of many

- Students need to know how to make college a priority, even when there are other demands on their time.
  - Take advantage of the fluidity of the college role
  - Set schedules strategically
  - Plan in advance
  - Reflect on their own needs to act accordingly

I need to have a plan because I’m very spontaneous and I just, I go with the flow type thing. That’s a good mentality but also you always need a plan. And I have realized throughout this year-and-a-half I needed a plan from the get-go because if you don’t have a plan, if you’re just like doing it or whatever, then you might go out of those two years with not much of what you really wanted.
4. Help-seeking: Proactively asking for assistance

• Help is available for those who ask.
  – Identify what help is needed, before it is too late
  – Reflect on weaknesses
  – Understand resources available
  – Figure out what type of help will be useful
  – Take initiative to seek out assistance

It’s college. They do everything; they have the Learning Center, the Tutoring Center, they’ve got the library, they’ve got all these computer labs. I mean they offer everything. … You have to figure it out on your own.
Rigor and authenticity are different

- Identify hidden rules
- Communicate differences up front
- Shift practices to enact college rules
- Collaborate with college partners
Where do we lose students?

- Developmental education diverts students
- Thwarted transfer objectives
- Excess credits for degrees
- Excessive time to degree
- Student learning unclear—failure to meet academic progress
- Students express confusion and discouragement
Median credits earned by **associate degree completers**

**20 CCC programs with the most completers in 2015-16**

- Mathematics, General
- Registered Nursing
- Biological and Physical Sciences (and
  - Biology, General
- Social Sciences, General
- Business Administration
- Child Development/Early Care and Education
- Humanities and Fine Arts
- Business and Commerce, General
- Psychology, General
- Accounting
- Administration of Justice
- English
- Speech Communication
- Sociology
- Humanities
- Liberal Arts and Sciences, General
- History
- Liberal Studies (teaching preparation)
- Humanities and Social Sciences

Data. Analysis of CCC student records courtesy of Education Results Partnership
Widespread Reform – Little Progress

• A decade of the “Completion Agenda”

• Institutional and sector student outcomes have not improved

• WHY?
Redesigning America’s Community Colleges

Thomas R. Bailey
Shanna Smith Jaggars
Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS
Problem with the **Structure** of Community Colleges

- Reforms too small or narrowly focused
  - Reforms not scaled
  - Reforms limited to one segment of student experience

- Colleges built to promote enrollment—Self Service or Cafeteria Model
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?
- Will my credits transfer?
- Who can I talk with to get good information?
Future Students

Choose a Program

Accounting
Administrative Assistant Professional Certificate
Advanced Processes - CNC
Anthropology
Applied Technology and Apprenticeship
Arabic Language and Culture
Architectural Technology - Civil Construction
Architectural Technology - Commercial Design
Art
Astronomy
Automated Systems Technology - Mechatronics
Automotive Technology
Basic Computer Skills Certificate Program
Behavioral Sciences
Biological Sciences
Business Communications
Business Management
Certified Medical Reimbursement Specialist
Certified Nurse Assistant
Certified Personal Fitness Trainer
Certified Professional Coder
Chemistry
Chinese Language and Culture
Civil Technology
Climate Control Technology
College Success Skills
Community Leadership Certificate Program
Computer Aided Design
Construction: Builder's Pre-License (Segment 1&2) Certificate Program
Construction Technology
Construction Technology - Renewable Energy Specialist
Court Reporting Certificate Program
Culinary Arts
Diagnostic Medical Sonography Reciprocal Drafting and Design
Economics
Education
• Education: Early Childhood Studies
Electronic Engineering Technology
Emergency Medical Services - Emergency Medical Technician
Paramedic
Emergency Medical Services - Paramedic/Firefighter
English
English for Academic Purposes
Entrepreneurship Certificate Program
Entrepreneurship Innovation
Entrepreneurship & Small Business
Entertainment Arts Program
Environmental Horticulture Certificate Program
Environmental Science
Finance
Fire Science
Fire Science with Fire Academy
Floral Design Certificate Program
Fluid Power Technology
French Language
General Business
Geography
Geology
German Language
Global Supply Chain Management
Health Information Technology
History
Home Care Assistant Certificate Program
International & Global Studies
• Europe
• International Studies
Italian Language
Jewelry Trades Certificate Program
Journalism
Laboratory Assistant
Landscape Design Certificate Program
Land Surveying Technology Office Technician
Law Enforcement
Law Enforcement with Police Academy
Legal Assistant
Life Career Development
Maintenance Technology
Manufacturing Engineering
Manufacturing Engineering Technology
Marketing
Mathematics
Media and Communication Arts
• Collaborative Media
• Creative Imaging & Illustration
• Design & Layout
• Interactive Web Media
• Motion Design
• Photographic Technology
• Video Production
• 3D Animation
Medical Assistant
Molecular Biotechnology
Music Performance
Nursing
Occupational Therapy Assistant
Pastry Arts
Pharmacy Technician
Phlebotomy
Philosophy
Photographic Arts Certificate Program
Physical Science
Physical Therapist Assistant
Physics
Plumbing and Pipe Fitting
Police Academy
Political Science
Pre-Engineering
Pre-Social Work
Product Development
Product Development - Digital Sculptor
Project Management Certificate Program
Psychology
Radiologic Technology
Radiologic Technology - Reciprocal Programs
Reading
Renewable Energy Technology
Respiratory Therapy
Restaurant Management
Robotics
Social Media Certificate Program
Social Science
Sign Language
Sociology
Spanish Language
Speech Communications Arts
• Intercultural Communication

Community

Advancement Opportunities Conference / September 7, 2017
Community College Research Center

Contact Us
Visit our Campuses
Apply for Admission
Paying for College
Student Resources
Alumni and Donors
Campus Life
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 326; 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), 251(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; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 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), FRN 309(D), 310(D), 320(D), 391(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 309(D), 310(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145, 146(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, 355(D), 365(D), 374(D), 375(D); HPR 107, 201L, 202L, 203; JOR 110(D); LAR 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(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(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
- APS 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 110; NRS 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); EEC 105(D), 106, 302, 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; NUR 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).
Cafeteria College

Paths to career goals unclear

Intake sorts, diverts students

Students’ progress not monitored

Learning outcomes not defined and assessed across programs

Churning

Early transfer

Completion

Excess credits

Time to degree

Skill building
Guided Pathways College

Clear roadmaps to career goals

Intake redesigned as an on-ramp

Students on track to graduation

Learning outcomes/assessments aligned across programs

Churning

Early transfer

Completion

Excess credits

Time to degree

Skill building
Start with the End in Mind

**STEP 2**
- Clearly map out program paths
- Align program outcomes with requirements for success in further education and the labor market

**STEP 3**
- Require exploratory or “meta-majors” for undecided students
- Integrate basic skills instruction into introductory college courses

**ENTRY**
- From entry to passing program gatekeeper courses

**PROGRESS**
- From program entry to completion of program requirements

**COMPLETION**
- From completion of credential to career advancement and further education

**CONNECTION**
- From interest to application

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)
A National Movement
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.

PLANNING

ESSENTIAL CONDITIONS
Make sure the following conditions are in place — prepared, mobilized, and adequately resourced — to support the college's large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

PREPARATION/AWARENESS
Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocation of resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH
Require these supports to make sure students get the best start:

- Use of multiple measures to assess students’ needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student’s first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students’ first academic year
- Equity in outcomes

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING
Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

EVALUATION

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCI), and Public Agenda.
# Guided Pathways Scale of Adoption

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Steps Needed to Implement Practice at Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. ENSURING THAT STUDENTS ARE LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Learning outcomes are clearly defined for each of the college’s programs (not just courses).</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>c. Faculty assess whether students are mastering learning outcomes and building skills across each program.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.</td>
<td>- Not following</td>
<td>*</td>
</tr>
</tbody>
</table>

**Note:** The table above outlines the essential practices for ensuring that students are learning, along with the scale of adoption at the college level and the steps needed to implement these practices at a larger scale.
Implementing Guided Pathways

Early Insights From the AACC Pathways Colleges

April 2017

Davis Jenkins
Hana Lahr
John Fink
Mapping Paths to Student End Goals
Since 2010, SPC has focused its strategic efforts on student success using an intentional data-driven way to help students “Finish What They Start”.

-1-
CAREER + ACADEMIC COMMUNITIES

at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

CHART YOUR PATH
BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS
(AFTER GRADUATION)

CAREER CERTIFICATE
$34,218

ASSOCIATE OF SCIENCE DEGREE
$43,376

BACHELOR'S DEGREES
$41,420

ARTS, HUMANITIES

STEAM AND DESIGN

EDUCATION
SAMPLE CAREERS:
- Elementary School Teacher
- Secondary School Teacher
- Early Childhood Education

COMMUNICATION
SAMPLE CAREERS:
- Sign Language Interpreter
-Translator
- Journalist

BUSINESS
SAMPLE CAREERS:
- Office Manager
- Accountant
- Financial Analyst

ENGINEERING, MANUFACTURING,
AND BUILDING ARTS
SAMPLE CAREERS:
- Electro-Mechanical Technician
- Architectural and Civil Drafters
- Electrical and Electronic Engineering Technicians

HEALTH SCIENCES AND VETERINARY TECHNOLOGY
SAMPLE CAREERS:
- Dental Hygienist
- Dental Assistant
- Veterinary Tech

PUBLIC SAFETY, POLICY,
AND LEGAL STUDIES
SAMPLE CAREERS:
- Emergency Medical Service Provider
- Teacher

HEALTH SCIENCES
SAMPLE CAREERS:
- Respiratory Therapist
- Speech Language Pathologist

TECHNOLOGY
SAMPLE CAREERS:
- Computer Software Engineer
- Computer Systems Analyst

SCIENCE, MATHEMATICS
AND SOCIAL/BEHAVIORAL
SAMPLE CAREERS:
- Biology Lab Technician
- Psychology

ALL FLORIDA PUBLIC COLLEGES
ST. PETERSBURG COLLEGE
TECHNOLOGY DEGREES AND PROGRAMS

BACHELOR’S DEGREES
Technology Development and Management

ASSOCIATE IN ARTS TRANSFER PLAN
Information Systems Management

ASSOCIATE IN SCIENCE
Computer Information Technology
Cybersecurity
Computer Networking
Computer Programming and Analysis
Web Development

CERTIFICATES
Help Desk Support Specialist
Cybersecurity
Computer Support
Cisco Certified Network Associate
Linux System Administrator
Microsoft Certified Solutions Associate
Computer Programmer
Computer Programming Specialist
Web Development Specialist
## ACADEMIC PATHWAY

**Computer Networking Associate in Science Degree**

<table>
<thead>
<tr>
<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
<th>Term Offered</th>
<th>Pre-Req.</th>
<th>Options Avail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CGS 1070</td>
<td>Basic Computer and Information Literacy</td>
<td>1</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>2</td>
<td>PHI 1600</td>
<td>Studies in Applied Ethics</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
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<td>Y</td>
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<tr>
<td>3</td>
<td>COP 1000</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
<td>Core 1,3</td>
<td>F, Sp, Su</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MAT 1033</td>
<td>Intermediate Algebra</td>
<td>3</td>
<td>PreReq</td>
<td>F, Sp, Su</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>CET 1171C</td>
<td>Computer Repair Essentials</td>
<td>3</td>
<td>Core 1,2,4</td>
<td>F, Sp, Su</td>
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<tr>
<td>6</td>
<td>MAC 1105</td>
<td>College Algebra</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>7</td>
<td>CNT 1000</td>
<td>Local Area Network Concepts</td>
<td>3</td>
<td>Subplan 1,2,3</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>8</td>
<td>CET 1172C</td>
<td>Computer Support Technician</td>
<td>3</td>
<td>Core 1,4</td>
<td>F, Sp, Su</td>
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**PREPARATION FOR COMPTIA A+ INDUSTRY CERTIFICATION COMPLETED**

<table>
<thead>
<tr>
<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
<th>Term Offered</th>
<th>Pre-Req.</th>
<th>Options Avail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>ENC 1101</td>
<td>Composition I</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
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<tr>
<td>10</td>
<td>SPC 1065</td>
<td>Business and Professional Speaking</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
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<tr>
<td>11</td>
<td>CTS 1327</td>
<td>Configuring and Administering MS Windows Client</td>
<td>3</td>
<td>Subplan 1,2,3</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>12</td>
<td>CTS 1328</td>
<td>Installing and Configuring Windows Server</td>
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<td>Subplan 1,3</td>
<td>F, Sp, Su</td>
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<tr>
<td>13</td>
<td>CTS 2106</td>
<td>Fundamentals of the Linux/Unix Operating Environment</td>
<td>3</td>
<td>Subplan 1,2,3</td>
<td>F, Sp, Su</td>
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**COMPUTER SUPPORT CERTIFICATE COMPLETED**

<table>
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<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
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<th>Pre-Req.</th>
<th>Options Avail.</th>
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<tbody>
<tr>
<td>14</td>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
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<tr>
<td>15</td>
<td>CTS 2321</td>
<td>Linux System Administration I</td>
<td>3</td>
<td>Subplan 2</td>
<td>F, Sp, Y</td>
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<tr>
<td>16</td>
<td>CTS 2322</td>
<td>Linux System Administration II</td>
<td>3</td>
<td>Subplan 2</td>
<td>F, Sp, Y</td>
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**LINUX SYSTEM ADMINISTRATOR CERTIFICATE COMPLETED**

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<th>Type</th>
<th>Term Offered</th>
<th>Pre-Req.</th>
<th>Options Avail.</th>
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</thead>
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<tr>
<td>17</td>
<td>HUM 2270</td>
<td>Humanities (East-West Synthesis)</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>18</td>
<td>CTS 1334</td>
<td>Administering Windows Servers</td>
<td>3</td>
<td>Subplan 3</td>
<td>F, Sp, Y</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>CTS 1303</td>
<td>Configuring Advanced Windows Server Services</td>
<td>3</td>
<td>Subplan 3</td>
<td>F, Sp, Y</td>
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</tbody>
</table>

**MICROSOFT CERTIFIED IT PROFESSIONAL: SERVER ADMINISTRATOR CERTIFICATE COMPLETED**

<table>
<thead>
<tr>
<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
<th>Term Offered</th>
<th>Pre-Req.</th>
<th>Options Avail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>CIS 2321</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td></td>
<td>Y</td>
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<tr>
<td>21</td>
<td>CTS 1411</td>
<td>Fundamentals of Information Storage and Management</td>
<td>3</td>
<td>Core</td>
<td>F, Sp</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>22</td>
<td>CTS 2370</td>
<td>Configuring and Managing Virtualization</td>
<td>3</td>
<td>Core</td>
<td>F, Sp</td>
<td></td>
<td>Y</td>
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<tr>
<td>23</td>
<td>CNT 2940</td>
<td>Computer Networking Internship</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total program credits: 67**

(Includes MAT 1033 & Computer Competency)

---

1 Part of Computer Support Certificate
2 Part of Linux System Administrator Certificate
3 Part of Microsoft Certified IT Professional: Server Administrator Certificate
4 Preparation Course for CompTia A+ Industry Certification

Term Offered:  
- **F** - Fall  
- **SP** - Spring  
- **SU** - Summer  
Type of Course:  
- **Core** - Required for the Program  
- **Elective** - Options based upon personal interest  
- **Gen Ed** - General Education  
- **PreReq** - Prerequisite  
- **Subplan** - Specific to a particular degree option
GUIDED PATHWAYS (Full-Time Students):
- Computer and Information Sciences — AA
- Computer Engineering — AA
- Information Technology Management and Cyber Security — AA
- Computer Information Technology — AS
- Technical Certificates (Earn while completing your AS Degree):
  - Cisco Certified Network Associate
  - Computer Programming Specialist
  - Information Technology Support Specialist
  - Office Specialist
  - Web Production
  - Information Technology Management and Cyber Security — BS

GUIDED PATHWAYS (Part-Time Students):
- Computer and Information Sciences — AA
- Computer Engineering — AA
- Information Technology Management and Cyber Security — AA
- Computer Information Technology — AS
- Technical Certificates (Earn while completing your AS Degree):
  - Cisco Certified Network Associate
  - Computer Programming Specialist
  - Information Technology Support Specialist
  - Office Specialist
  - Web Production
  - Information Technology Management and Cyber Security — BS

For course descriptions, view the college catalog.
Getting Students on a Path:
Student Choice and Skills
The New Student Experience

STUDENT SUCCESS PATHWAY

TRANSITION TO COLLEGE

VALENCIA’S QEP / NEW STUDENT EXPERIENCE

COLLEGE-CREDIT BEARING COURSE, DESIGNED TO FACILITATE AN INTRO TO COLLEGE & THE NEEDED SUCCESS SKILLS
- Coordinated Experience
  - Extended Orientation to College
  - Development of an Education Plan
  - Career and Academic Advising
- Curricular and Co-Curricular Student Engagement
- Successful Completion of first 15 college-level credits at Valencia

ALTERNATIVE PATH
- For students entering college with a clear plan

TRANSITION TO DEGREE PROGRAMS

A.A. DEGREES
- Embedded Advisors

A.A. PRE-MAJORS
- Embedded Advisors

A.S. DEGREES
- Embedded Advisors

GRADUATION, CAREER PLACEMENT, & TRANSFER

DIRECT CONNECT TO UCF

OTHER TRANSFER INSTITUTIONS

CAREER AND JOB PLACEMENT

LIFEMAP

COLLEGE TRANSITION----INTRO TO COLLEGE----PROGRESSION TO DEGREE----GRADUATION TRANSITION
The New Student Experience

**Extended Orientation to College**

**Starting a habit that will continue**

**Start Right**

**ADVISING**
career & academic advising

**CURRICULAR**
new student experience course

**CO-CURRICULAR**
college success skills certificate

**COMPLETION**
of first 18 hours of college-level courses

**INTEGRATED STUDENT SUCCESS SKILLS**
## Management, BSB at Wright State University

<table>
<thead>
<tr>
<th>Shawnee High School</th>
<th>Clark State</th>
<th>Wright State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>Management AS</td>
<td>Management BSB</td>
</tr>
<tr>
<td>High School Courses</td>
<td>Clark State Courses</td>
<td>Credits</td>
</tr>
</tbody>
</table>

### 9TH
- Eng 1: ENG 1111, ENG 1100, ENG 2100

### 10TH
- Eng 1: ENG 1112, ENG 2100

### 11TH
- HST 1110, ENG 2300, SOC 1110
- ENG 1010, MTH 2100, HST 1120

### 12TH
- PSY 1111, MTH 2100, HST 1120

---

### Guaranteed Admission to Clark State!

#### Classes at Clark State
- ACC 1100
- STT 2640
- FYE 1100
- ACC 1200 *
- STT 2650
- ENG 2211 *
- COM 1120
- ECO 2210
- MGT 1120
- MKT 2000
- BIO 1510 or PHY 1501
- BIO 1520 or PHY 1502
- ECO 2220
- MGT 2650

### Clark State Graduate! Go to work of continue to WSU
- MGT 1900
- MGT 3100
- MGT 4720
- MGT 4850
- MGT 4900
- MGT 4200
- MGT 4300
- MGT 4770
- Additional Courses

---

### Guaranteed Admission to WSU

- ACC 2010
- MS 2040
- Elective
- ACC 2020
- MS 2050
- ENG 3000
- COM 1010
- EC 2050
- MGT 3100
- KKT 2500
- Natural Science Core
- EC 2040
- LAW 3000

### Total Credits earned in HS: 26 | FREE!

### Total Credits earned at Clark State: 45 | $6,480.00

### Total Credits Needed at Wright State: 120 | $41,880.00

### Credits still needed at WSU: 49

### Total BSB Cost through Clark State: $23,581.00

### SAVINGS: $18,299.00
Wisconsin Career Pathway Credential Structure

Career pathways allow students to go from college to job to more college to better job!

K-12 Dual Credit

Basic Education/ELL

Bridge Instruction

Pathway Certificates

Embedded Technical Diploma

Applied Associate Degree

Bachelor Degree

Unskilled Job

Semi-Skilled Job

Entry-Level Skilled Job

Entry-Level Technician

Skilled Technician

Managers & Tech Professionals
Evidence
Tennessee Academic Focus Areas

- Business
- Social Sciences
- Health Sciences
- Education
- STEM
- Humanities
- Arts
Accelerating Program Entry

Focus Area Course First-Year Attempt and Completion Rates: FTEIC TN Community College Students

Source: Tristan Denley, TN Board of Regents.
Incoming Freshmen Who Successfully Completed at Least 9 hours in Their Focus Area During Their 1st Academic Year

Community College Freshmen

- 2009-10: 20%
- 2010-11: 18%
- 2011-12: 21%
- 2012-13: 21%
- 2013-14: 22%
- 2014-15: 25%
- 2015-16: 32%

Community College Minority Freshmen

- 2009-10: 9%
- 2010-11: 7%
- 2011-12: 8%
- 2012-13: 10%
- 2013-14: 11%
- 2014-15: 15%
- 2015-16: 19%

Source: Denley, TBR, 2016
Accelerating Program Entry

Six-Year Graduation Rates: FTIEC Tennessee Community College Students By Focus Area Courses Attempted/Completed in First Year

- Didn't attempt 9 credits in focus area: 11%
- Attempted 9 credits in focus: 31%
- Earned 9 credits in focus: 38%

Source: Tristan Denley, TN Board of Regents.
Promising Evidence from Ohio

Percentage of students who completed at least nine credit hours in a program declared in their first year – Sinclair Community College

Source: Sinclair Community College.
Promising Evidence from Ohio

Sinclair CC 6-year Completion Rate: Fall Term New Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed &lt; 9 program credits in Yr. 1</th>
<th>Completed 9+ program credits in Yr. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2010-11</td>
<td>9%</td>
<td>40%</td>
</tr>
<tr>
<td>AY 2011-12</td>
<td>8%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Source: Sinclair Community College.
Pathway/Dual Enrollment Discussion

Starters

- Are our high school dual enrollment courses college level courses? Are they “authentic?”

- How well aligned are our dual enrollment programs with career and transfer programs in colleges in our region?

- How do we help students in high school explore options and develop career, academic & financial plans linked to post secondary opportunities?

- Are our post secondary programs easy to understand and well integrated into subsequent education and employment in the region?
For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

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@CommunityCCRC #RedesigningCCs