



From Guided Pathways to Regional Talent Partnerships

Davis Jenkins

Community College Research Center
Teachers College, Columbia University

Texas SSC

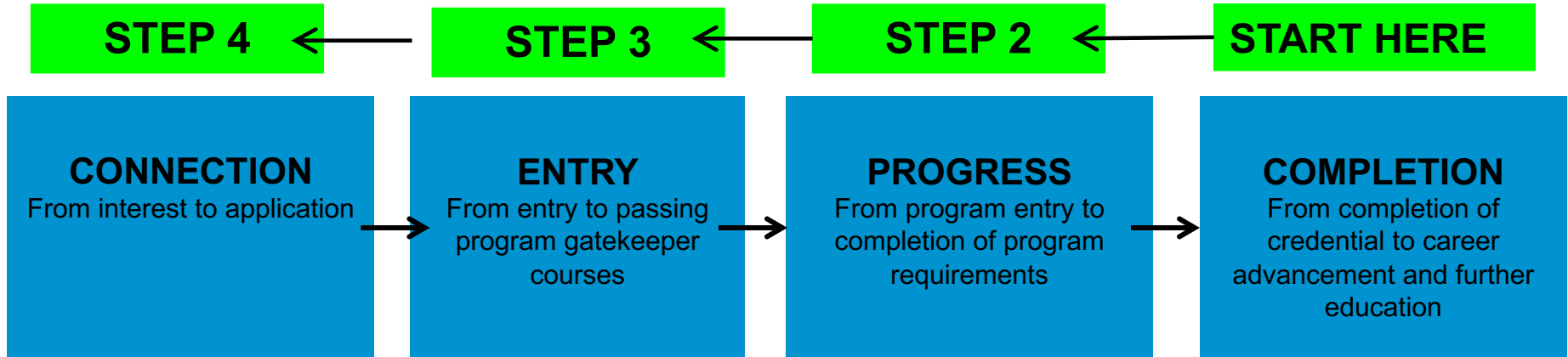
Guided Pathways Institute

Nov 7, 2017



@CommunityCCRC
#RedesigningCCs

Start with the End in Mind



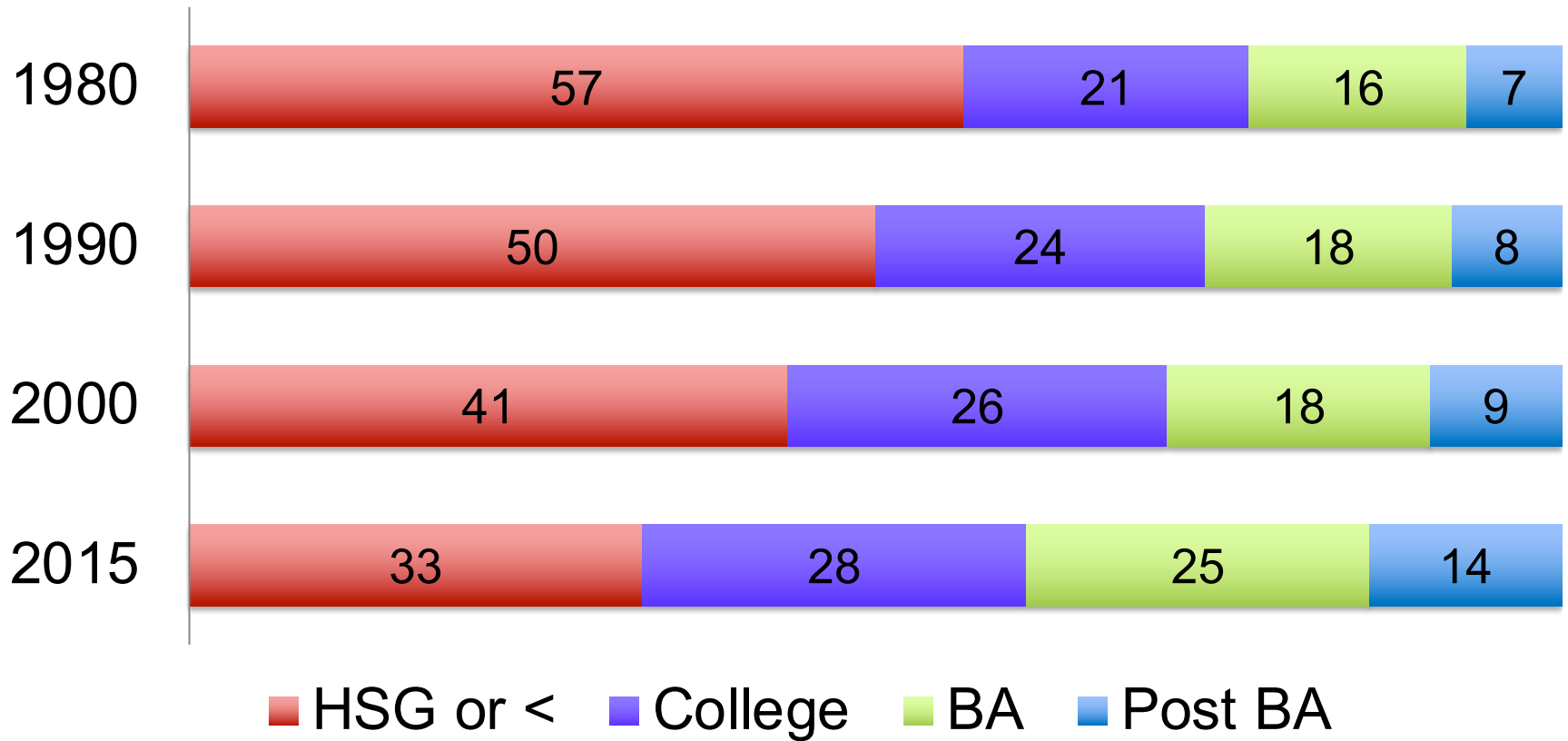
- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- Help all students explore career/college options, develop full plan
- Integrate basic skills instruction into introductory college courses

- Clearly map out program paths
- Rethink advising around maps
- Use “eAdvising” to monitor student progress, provide feedback and support as needed

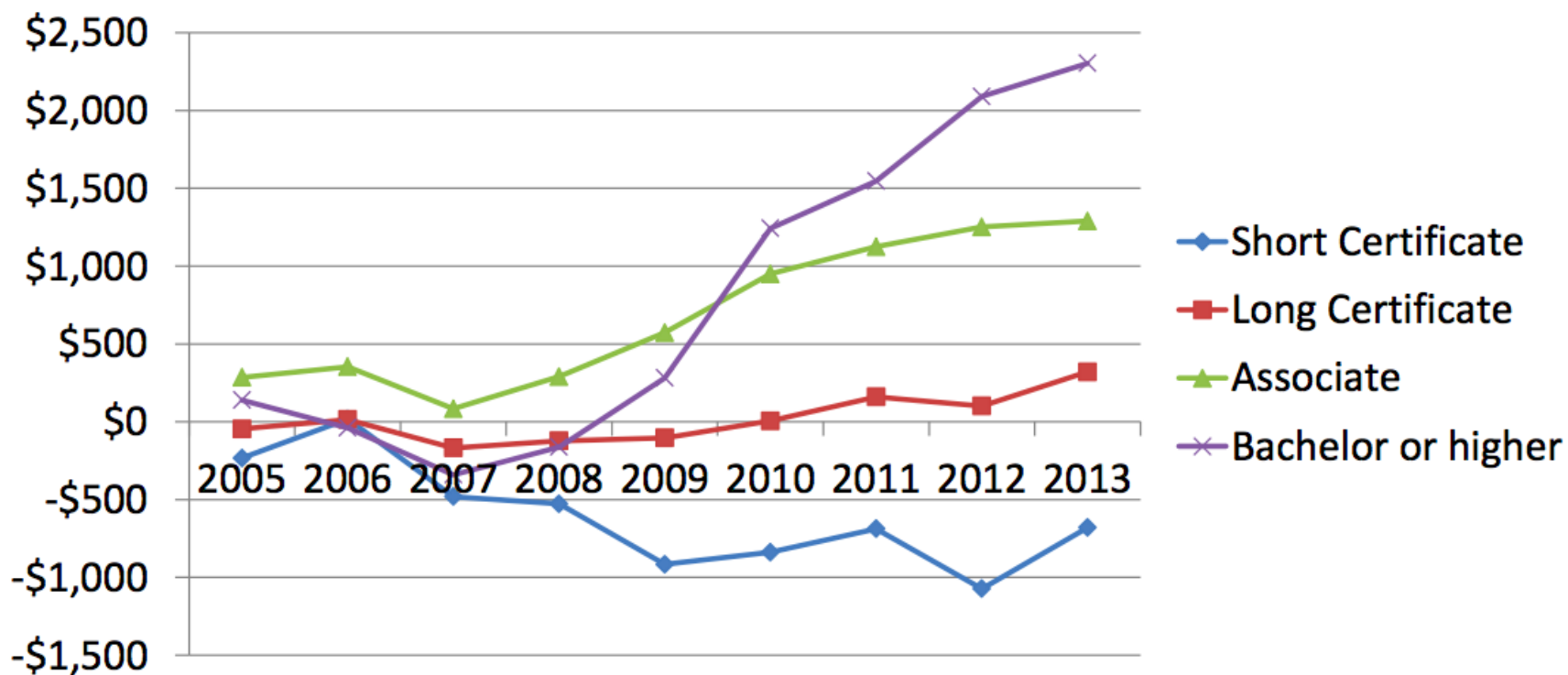
- Align program outcomes with requirements for success in careers and further education

Fact: Workforce is increasingly educated



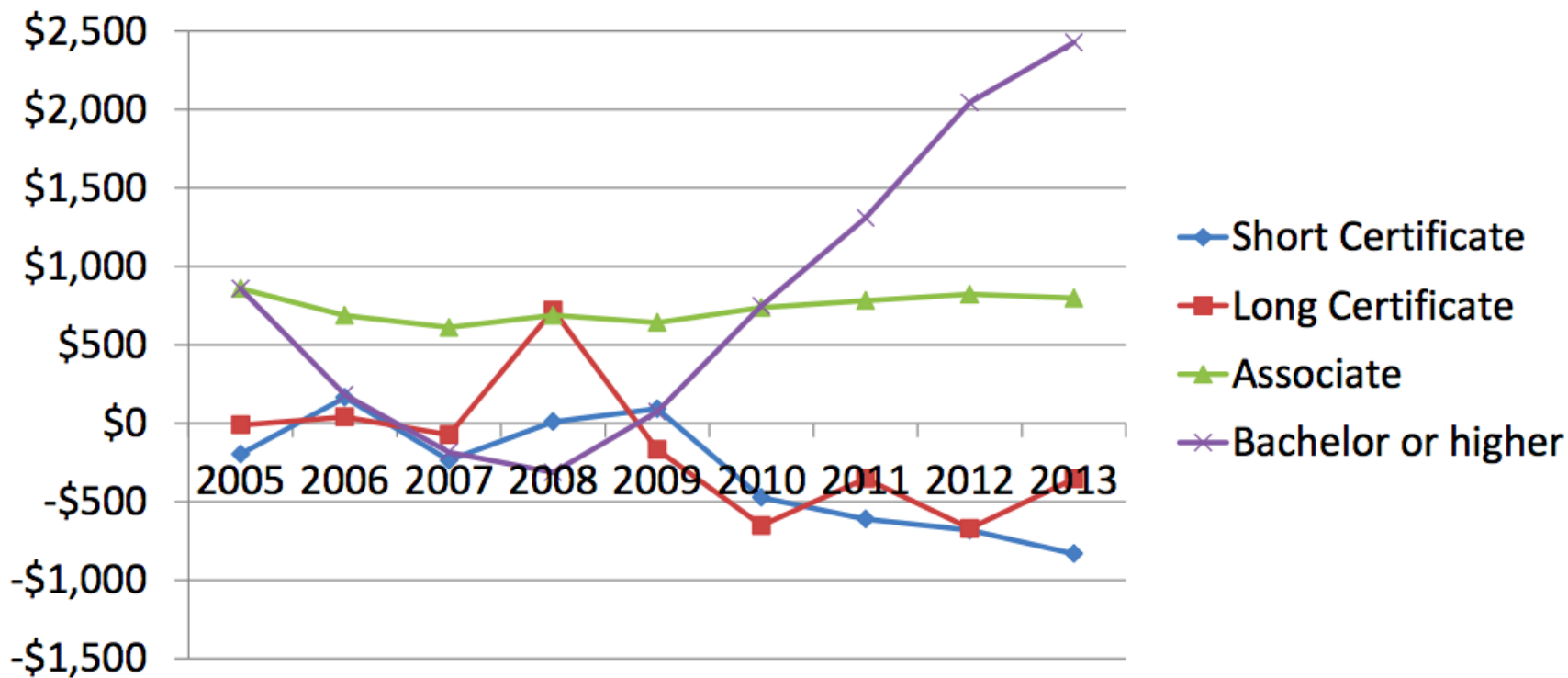
Returns over Time - Female

(2004 VCCS Cohort; quarterly wage earnings 2005-2013)



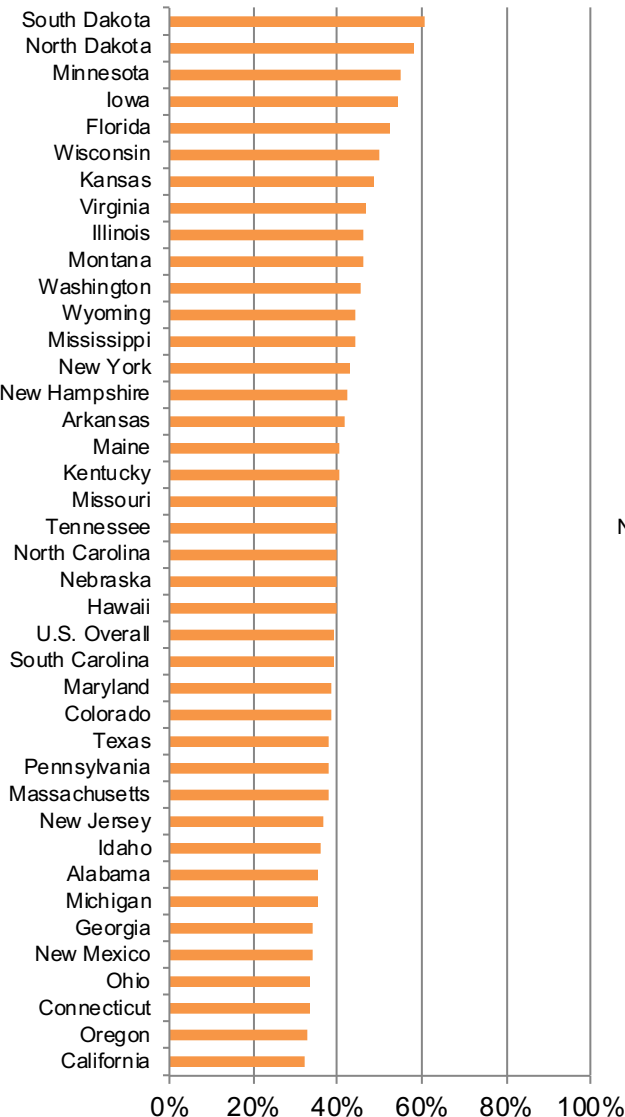
Returns over Time - Male

(2004 VCCS Cohort; quarterly wage earnings 2005-2013)

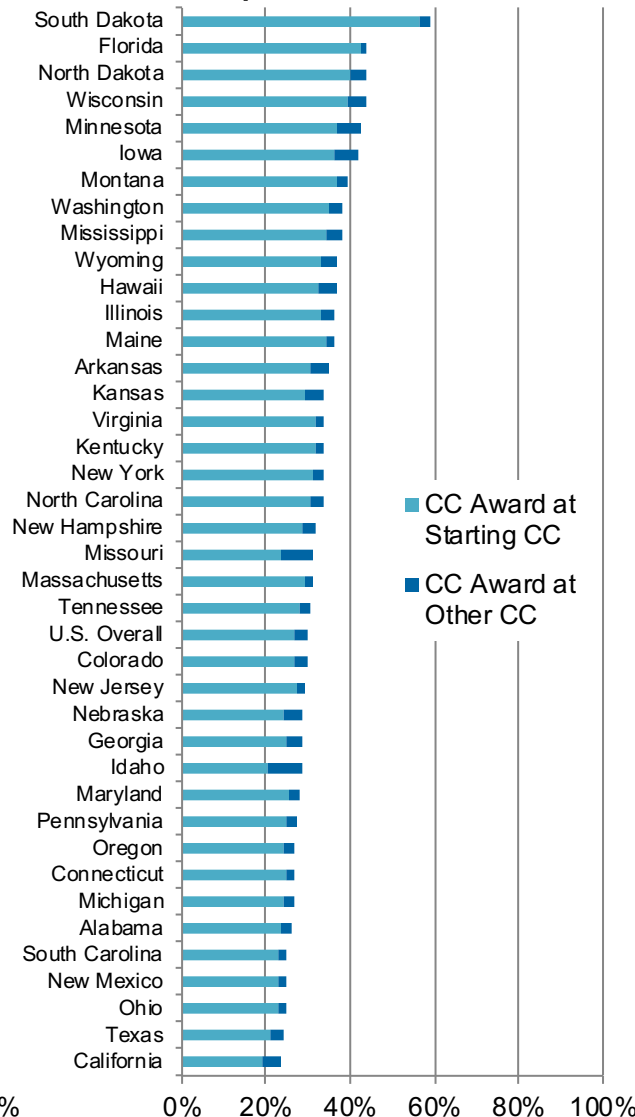


Six-Year Outcomes, Fall 2010 Community College Entrants

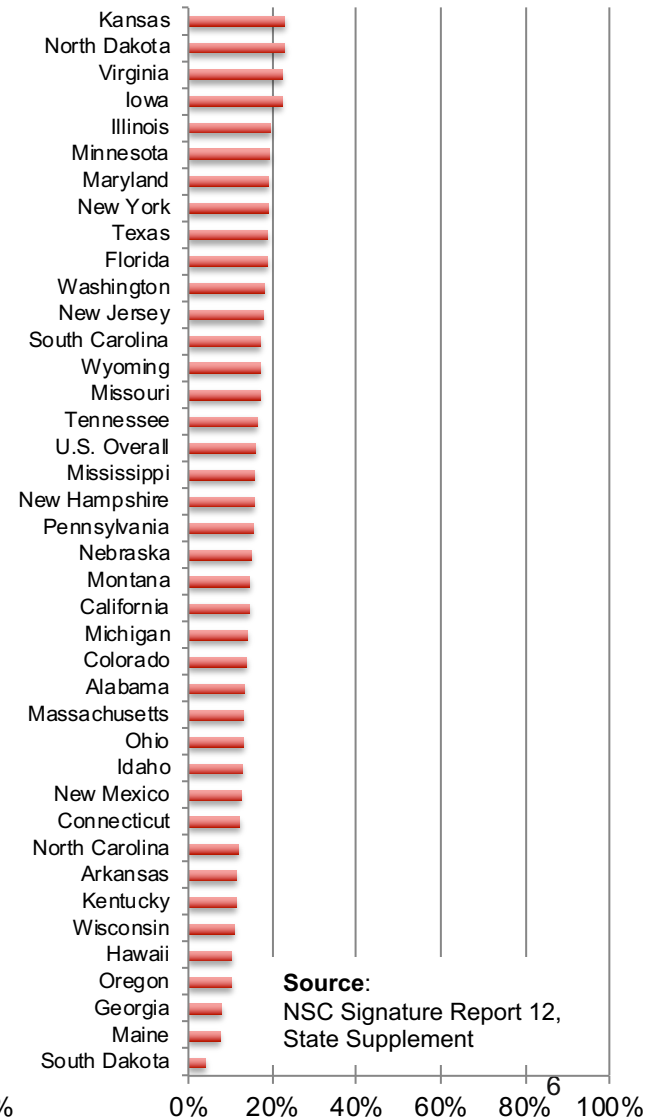
Completed Any College Credential



Completed a CC Award



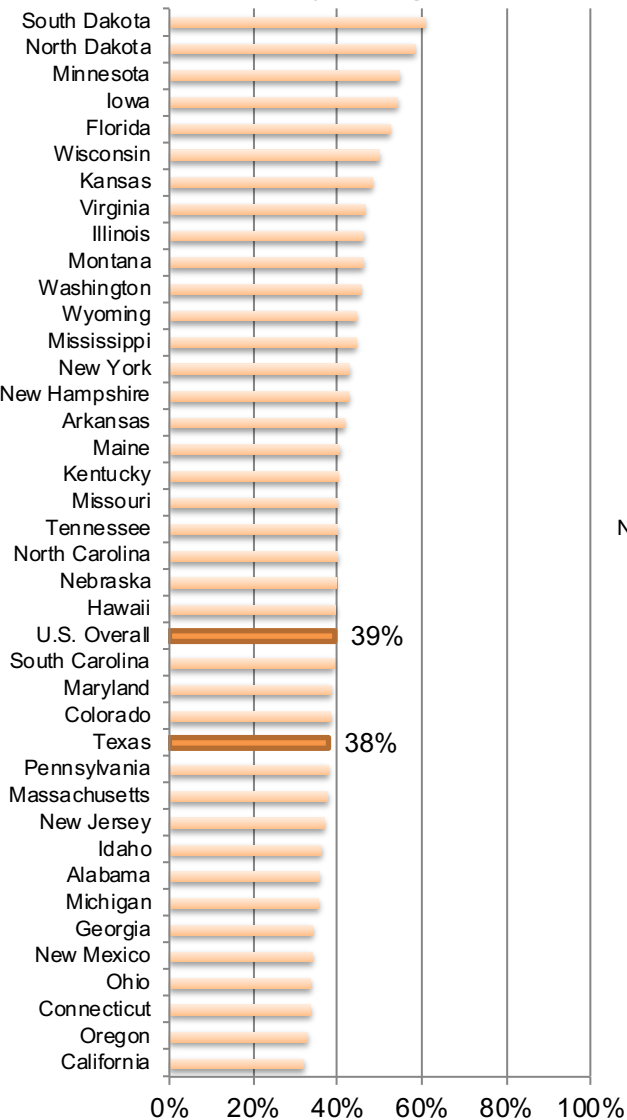
Completed a Bachelor's Degree



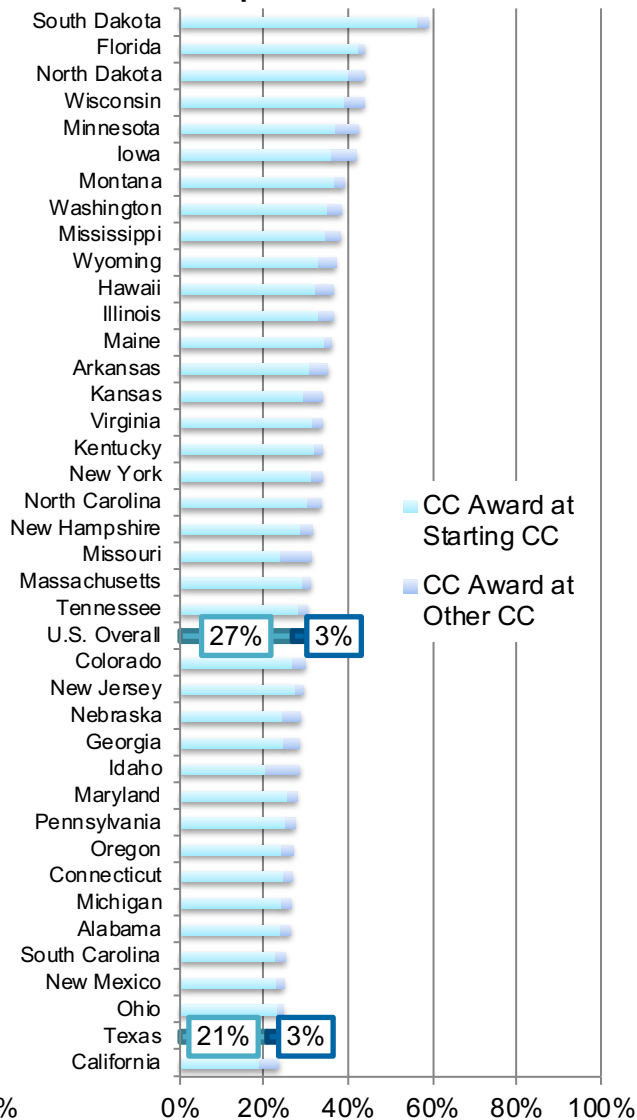
Source:
NSC Signature Report 12,
State Supplement

Six-Year Outcomes, Fall 2010 Community College Entrants

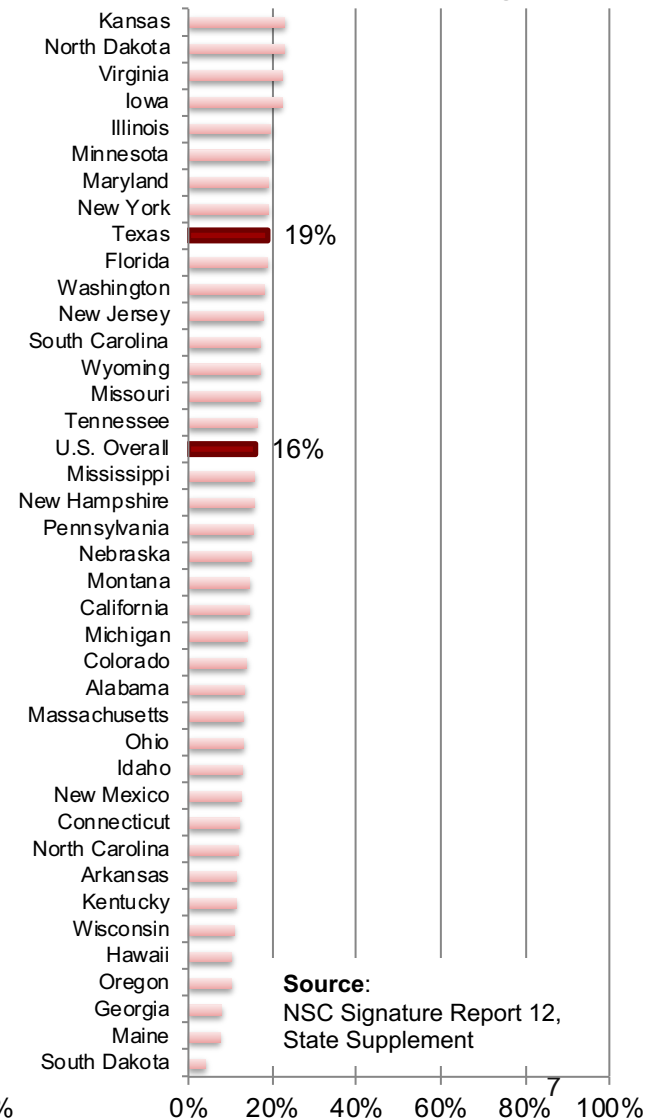
Completed Any College Credential



Completed a CC Award



Completed a Bachelor's Degree



Source:
NSC Signature Report 12,
State Supplement

Barriers to Bachelor's Success for Community College Starters

- 1) Transfer paths unclear
- 2) Poor career/college advising and planning
- 3) Lack of early momentum
- 4) Students make progress, don't transfer
- 5) Credit loss

Bachelor's Success Barriers:

1. Transfer Paths Unclear

WEBSITE EXERCISE

Imagine you are a student about to register for classes at your community college.

You want to study marketing and transfer to a local four-year university. Go to **YOUR COLLEGE'S** website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter the marketing program at the four-year institution.

Think about the following questions **AS THE STUDENT**:



Getting Off on the Right Start: What marketing programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?



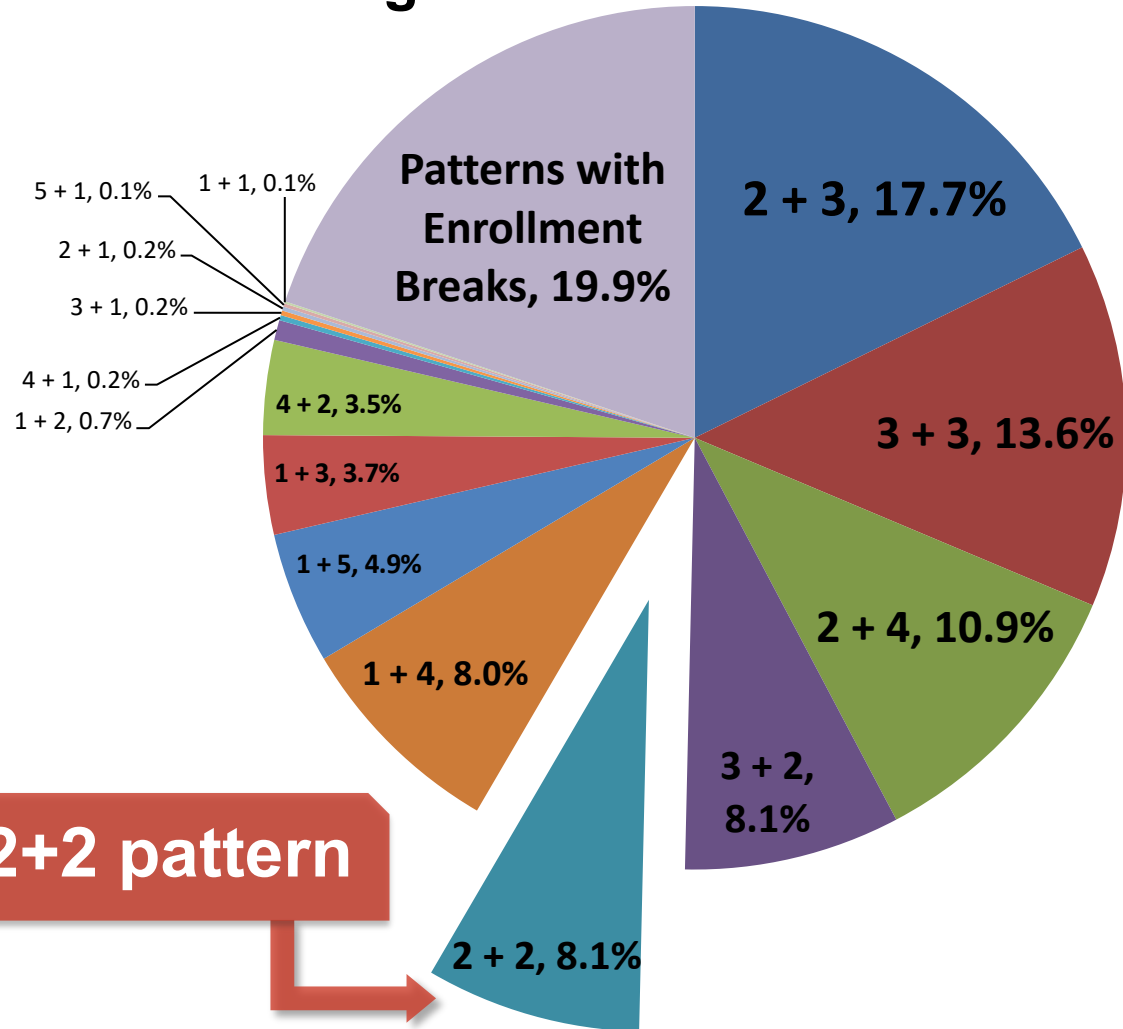
Planning for Program Requirements: What are the requirements for admission to the university's marketing programs? What classes will the student need to take at **YOUR COLLEGE** if you want to transfer into a marketing program at the university? How easy or difficult was it to find this information? How many clicks did it take?



Locating In-Person Help: Who would you need to go to at **YOUR COLLEGE** to get information on transfer in marketing? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?

Enrollment Patterns among ~100K Bachelor's Degree Completers from the Fall 2007 Entering CC Cohort

years at CC
+
years at 4yr



Few graduates follow 2+2 pattern

Bachelor's Success Barriers:

2. Poor college/career advising
and planning

Community College Pathways to Computer Science Bachelor's Degrees

2016



1.8M community college students tracked
2007-2014

321 enrolled community college students
surveyed

24 enrolled community college students
interviewed

14 past community college students
interviewed

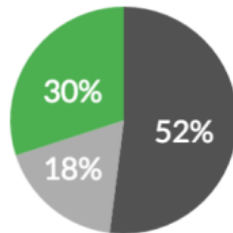


Not representative of the greater community college population

1.8M 2007 community college entrants



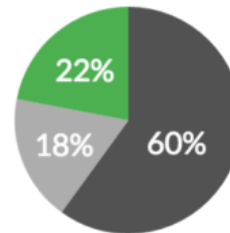
51% male



3,290 who earned CS bachelor's



87% male



- bottom two neighborhood SES quintiles
- middle neighborhood SES quintile
- top two neighborhood SES quintiles

NO DEFINED
PATHWAY

to CS bachelor's
degrees

1,213

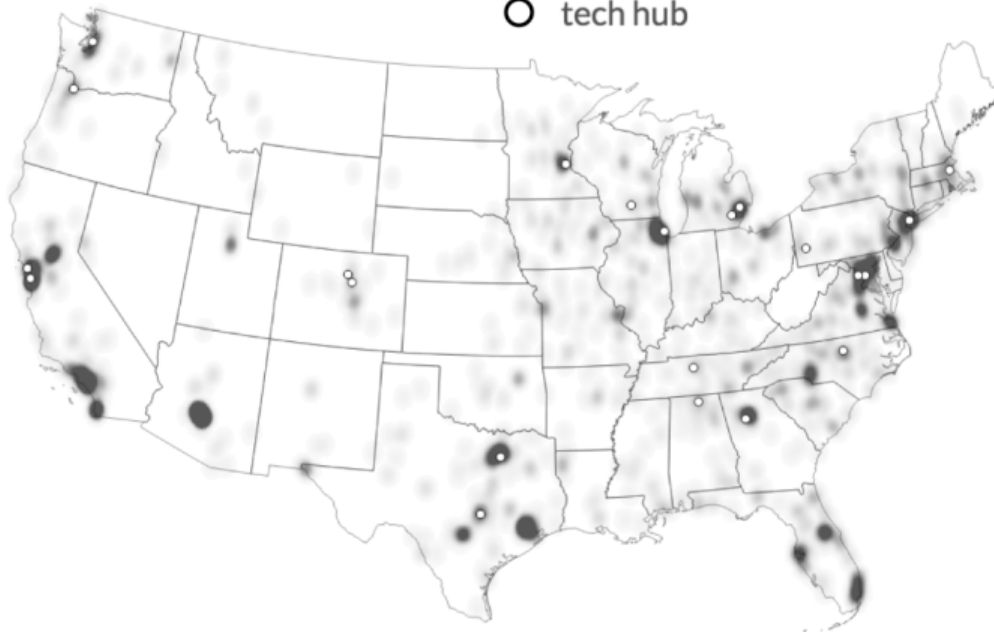
unique
pathways
among
3,290 CS
degree
earners


Community college students who earned computer science bachelor's degrees:

focused & fortunate

more less
concentration

○ tech hub



-  Stayed at single college and four-year
-  Went to college and four-year with good transfer support
-  Lived near a tech hub

Barriers include...

- Confusing transfer requirements and pathway
- Personal and financial responsibilities on top of inflexible requirements and limited course capacity
- Low confidence and anxiety about math requirements
- Limited understanding of how CS is applied in professional settings

Recommendations: Take advantage of the potential pool already at community colleges



Strengthen pathways and align requirements between two- and four-year institutions



Support diverse students with institutional flexibility and targeted programs



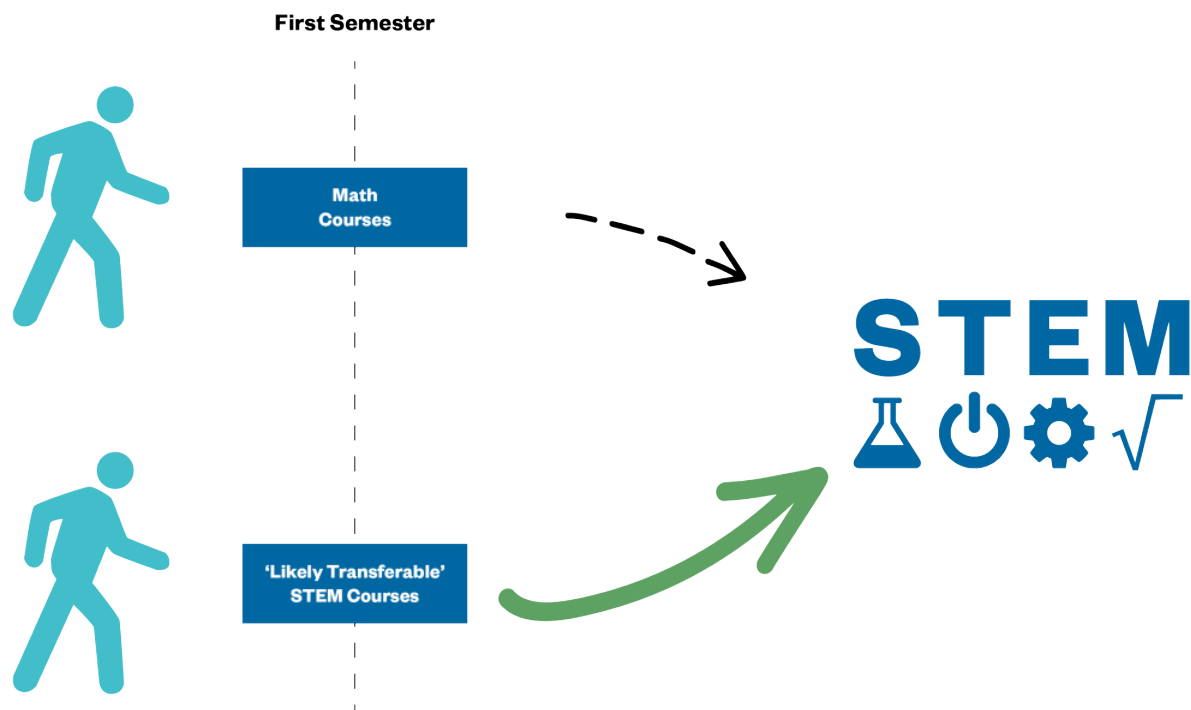
Be more inclusive and proactively recruit students into CS



Incorporate career relevant course content

STEM Transfer Pathways

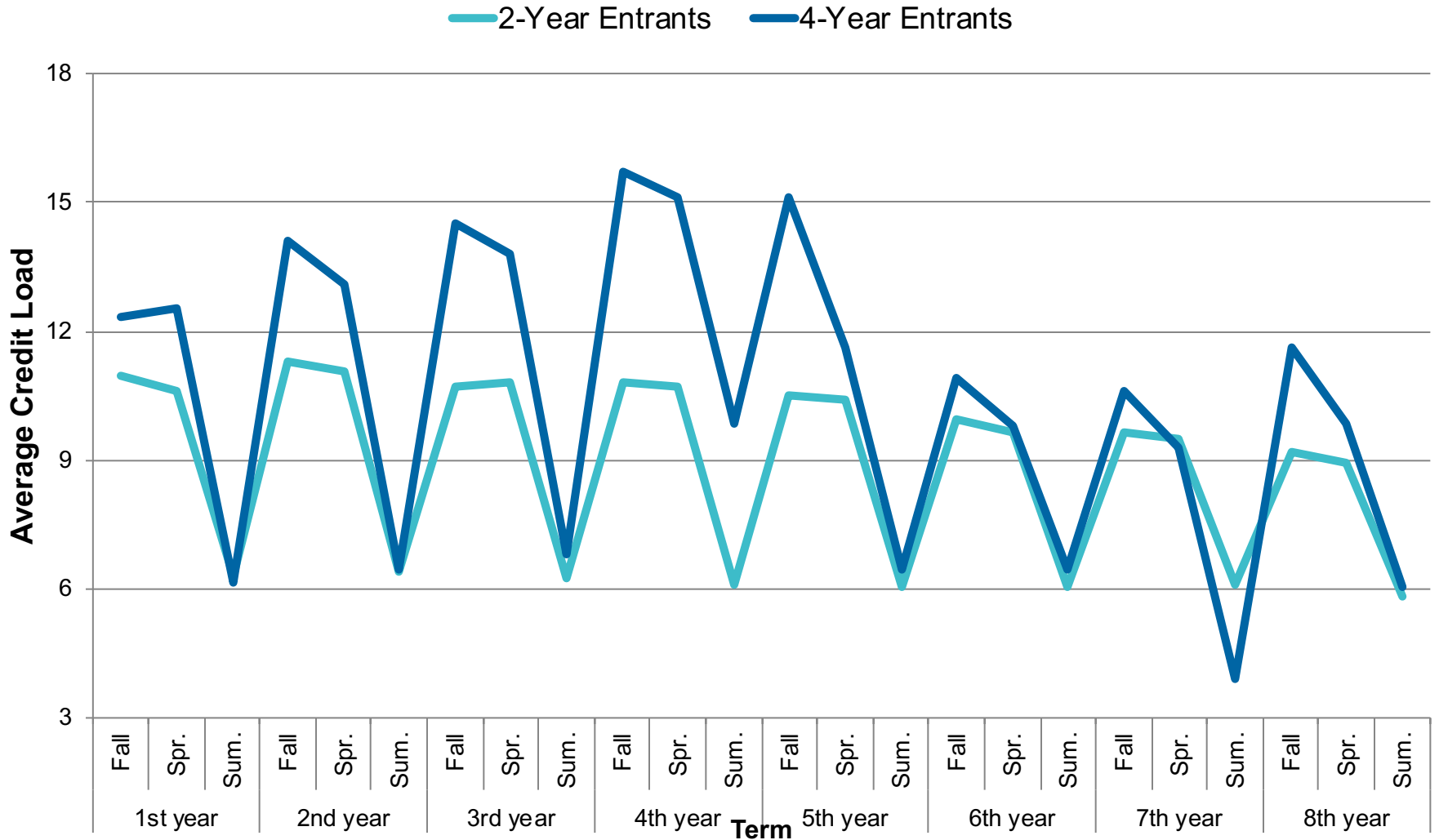
Students who successfully transferred in STEM more frequently took STEM transfer courses before transfer math courses — suggesting that it is helpful for students to get a 'taste' of STEM to keep them interested as they work through the math courses.



Bachelor's Success Barriers:

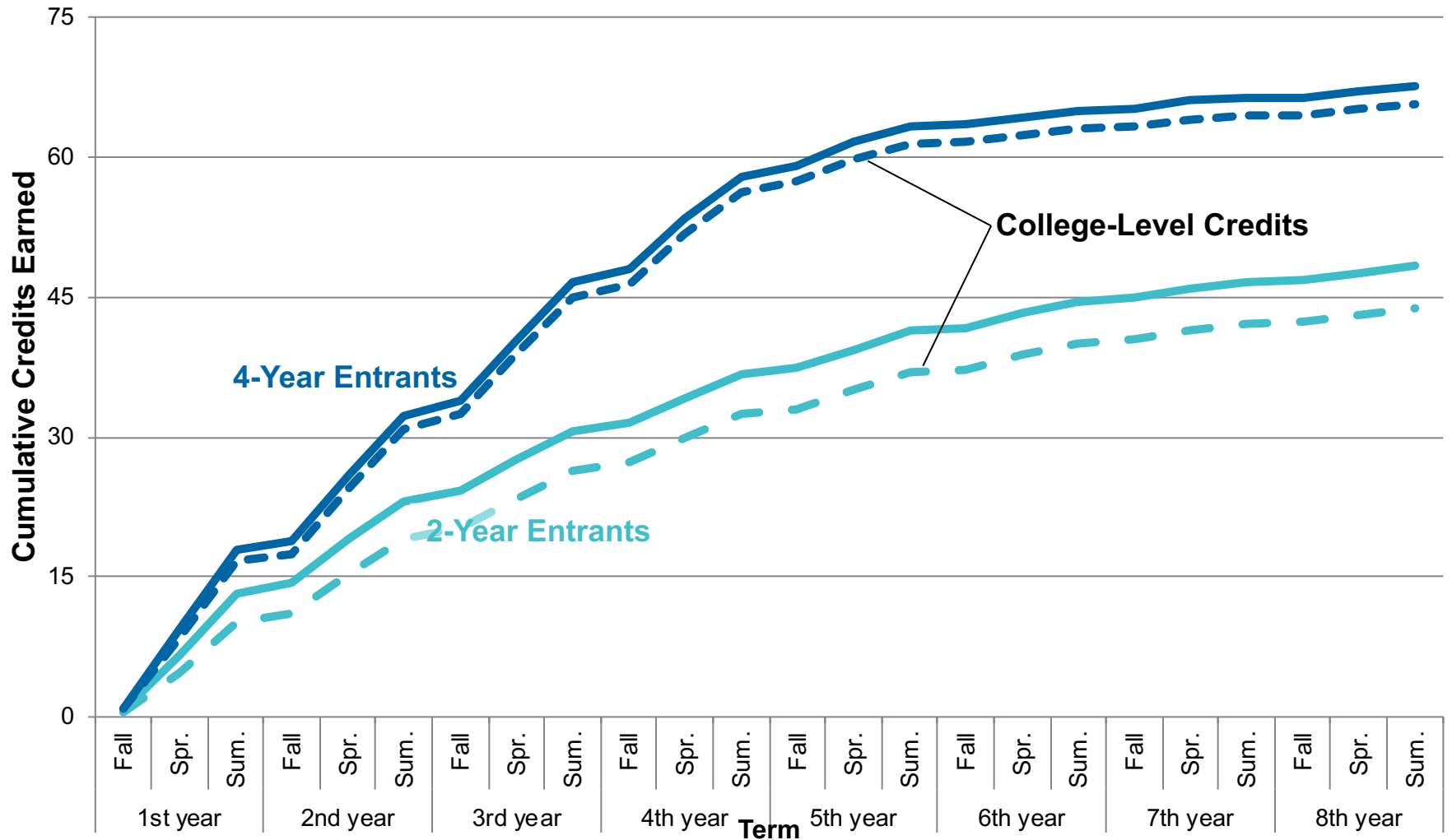
3. Lack of Early Momentum

VA Fall 2004 Matched 2- and 4-Year FTIC Students Average Credit Load by Term



Source: Xu, Jaggars, & Fletcher, 2016.

VA Fall 2004 Matched 2- and 4-Year FTIC Students Cumulative Credits Earned by Term

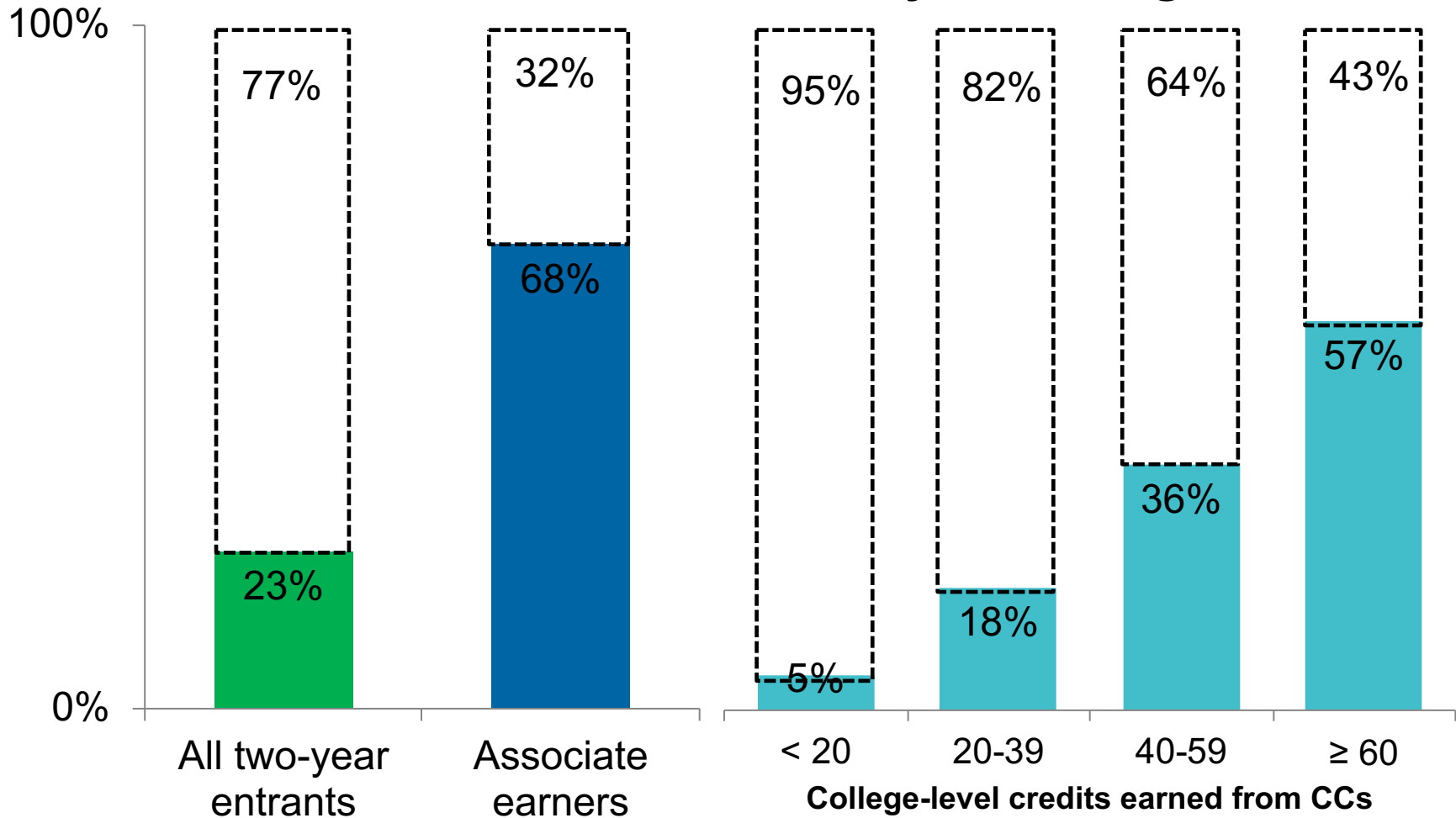


Source: Xu, Jaggars, & Fletcher, 2016.

Bachelor's Success Barriers:

4. Students Make Progress,
Don't Transfer

VA Fall Starting 2004 CC Cohort, Bachelor's Degree Seekers Rate of Transfer to Four-year Colleges



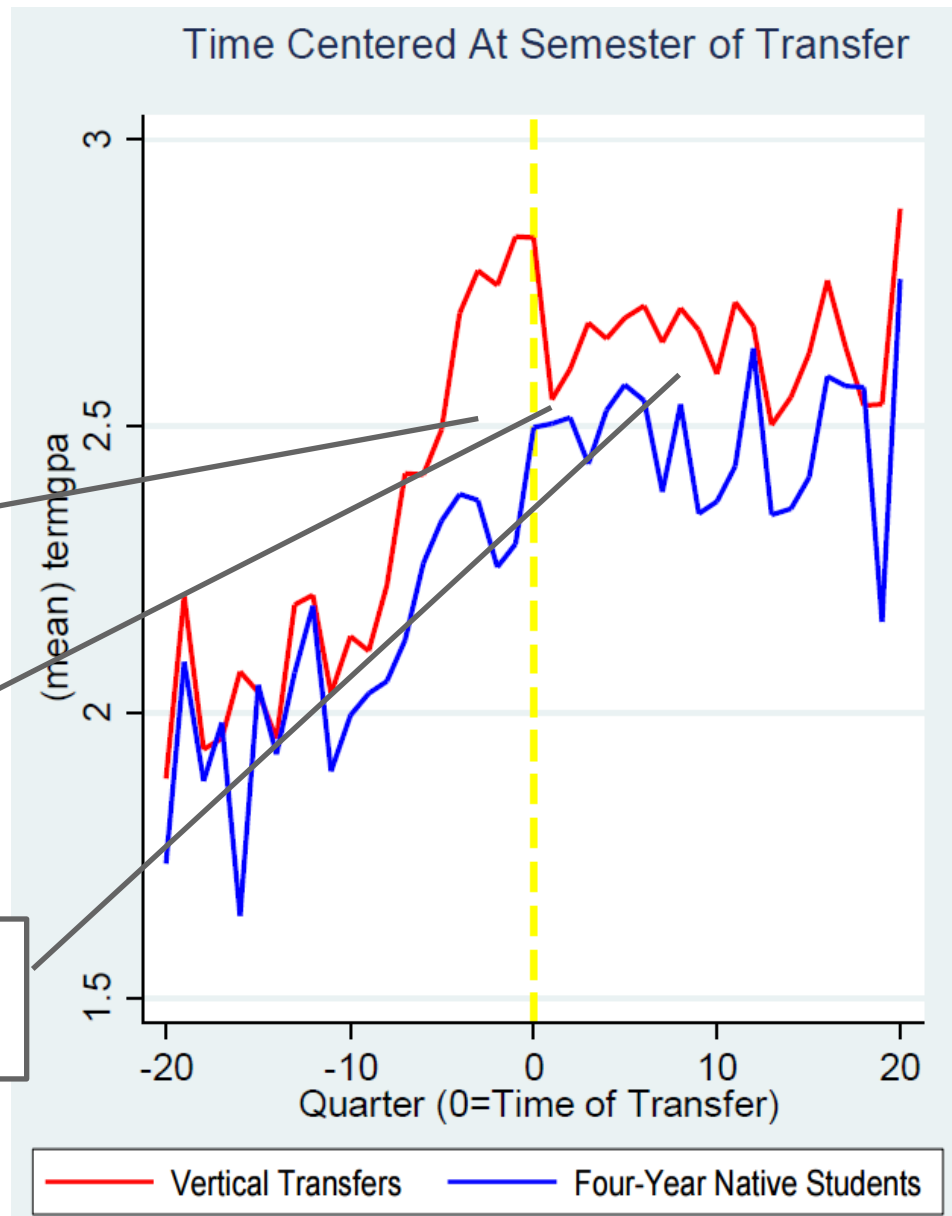
Source: Xu, Jaggars, & Fletcher, 2016, Table 9.

Term-by-Term Fluctuations in GPA Among Transfers and Matched Native Students

Transfer student community college GPAs pre-transfer much higher than matched sample of 4-Year Entrants

“Transfer Shock” initial drop in GPA; still higher than matched sample of 4-Year Entrants

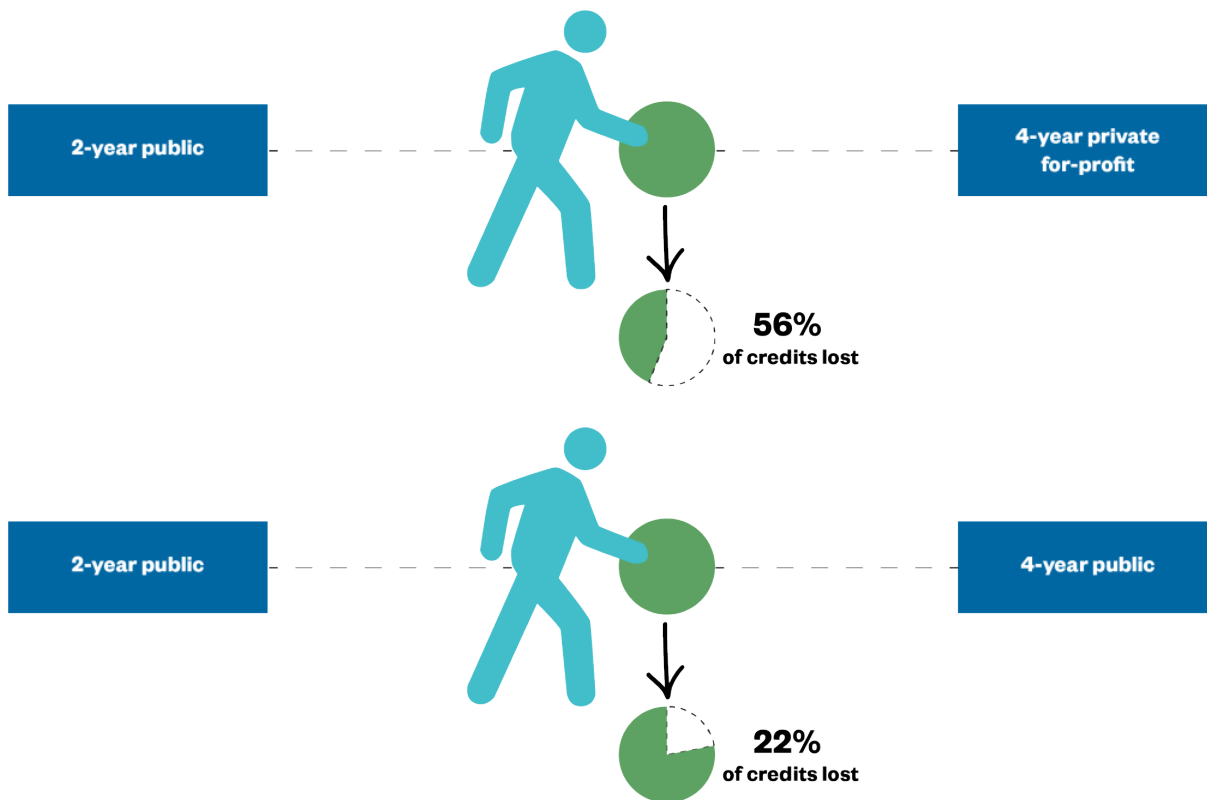
Transfer Student GPA consistently higher than matched sample of 4-Year Entrants



Bachelor's Success Barriers:

5. Credit Loss

Estimated Percentage of Credits Lost in Transfer, on Average, by Transfer Path, Academic Years 2003-04 to 2008-09



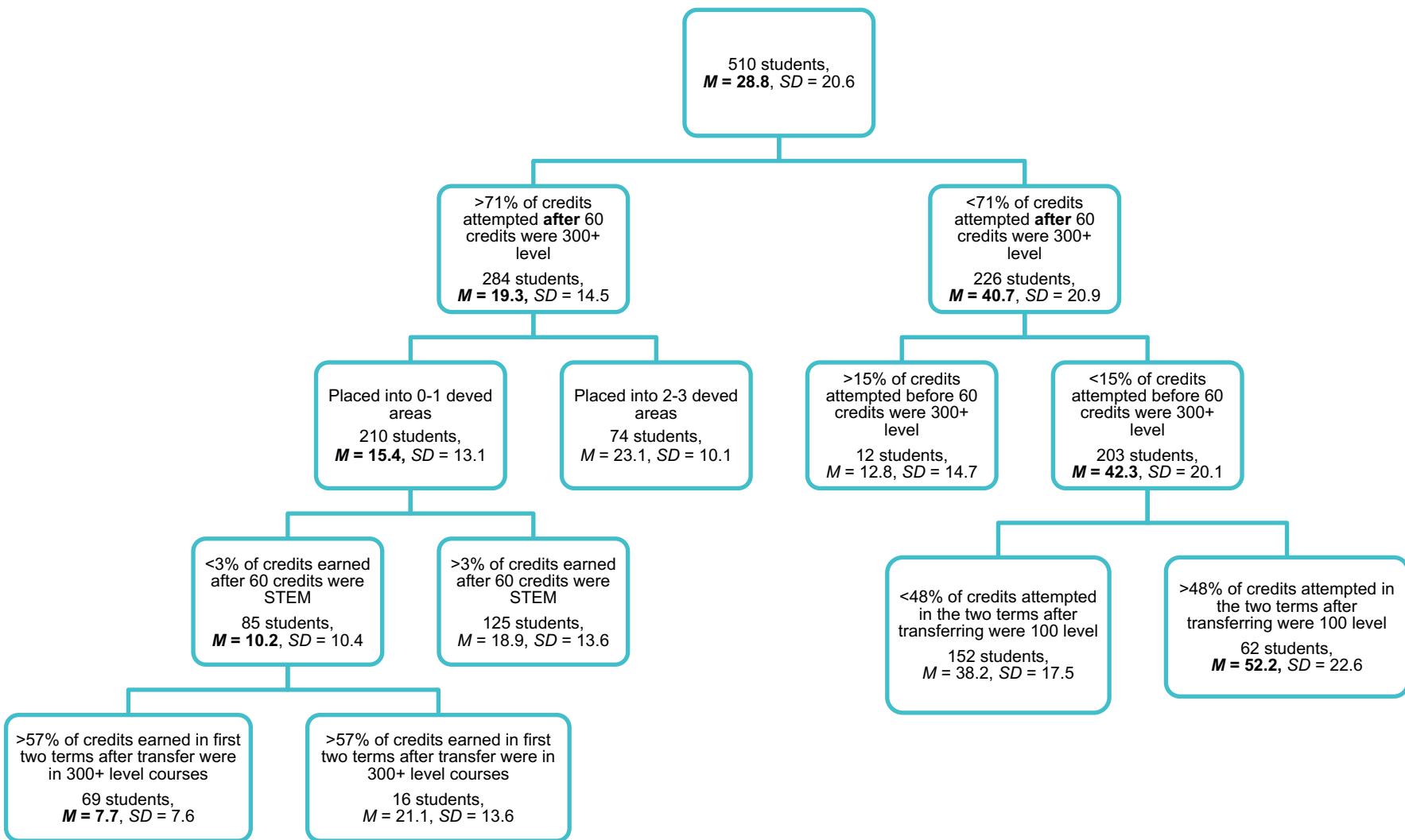
Credits Attempted* by BA Earners Matched Sample of Texas 2- and 4-Year Entrants

| | Matched Samples | |
|---|-----------------|-----------------|
| | 2-Year Entrants | 4-Year Entrants |
| Number of college-level credits attempted | 150 | 142 |

* Degree-credits only, does not include developmental credits

Simplified Partition Tree:

State A, 2-year Entrants, Excess Credits Attempted



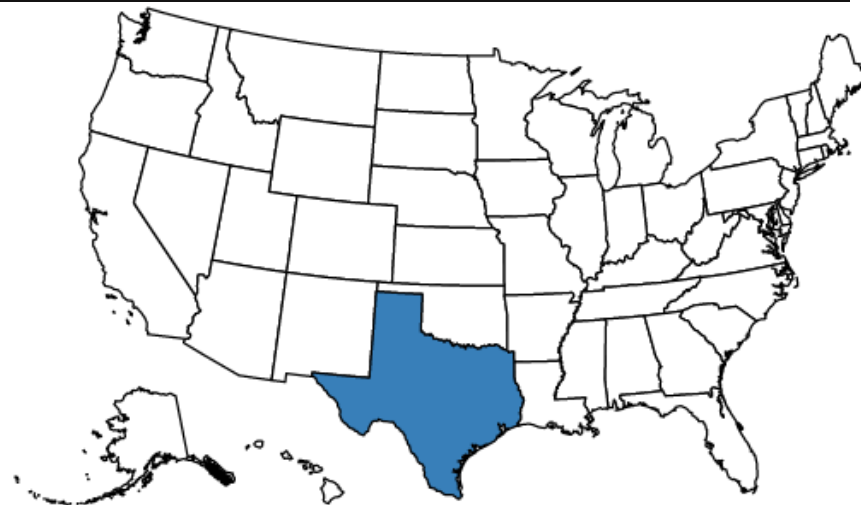
Source: Fink, Kopko, Ran, & Jenkins. "Course-level Indicators of Two- to Four-Year College Credit Transfer Efficiency," Paper presented at APPAM 2016, Washington, DC.

Texas Dual Enrollment Outcomes

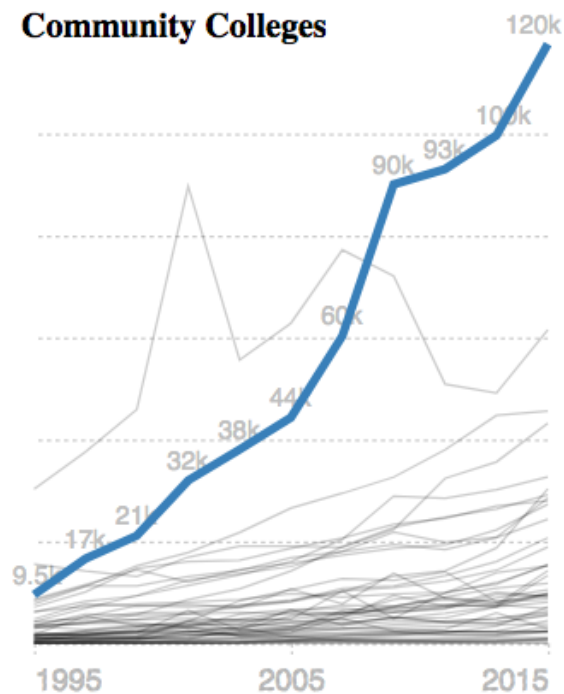
State Trends in High School Dual Enrollment Growth

Texas

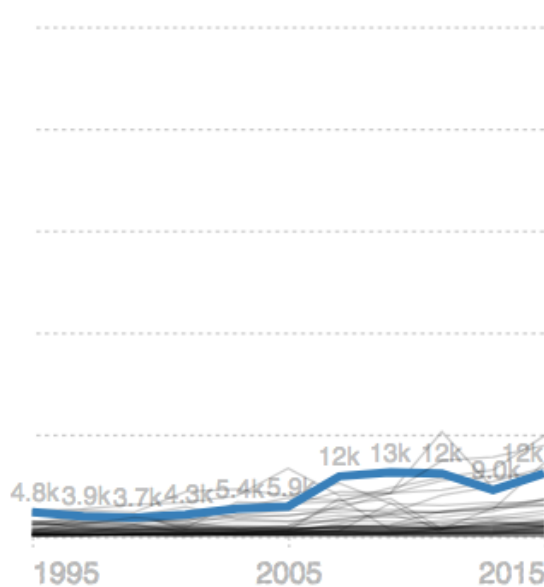
Source: IPEDS Fall Enrollments of Age 17 and younger students, collected biannually from 1995-2015.



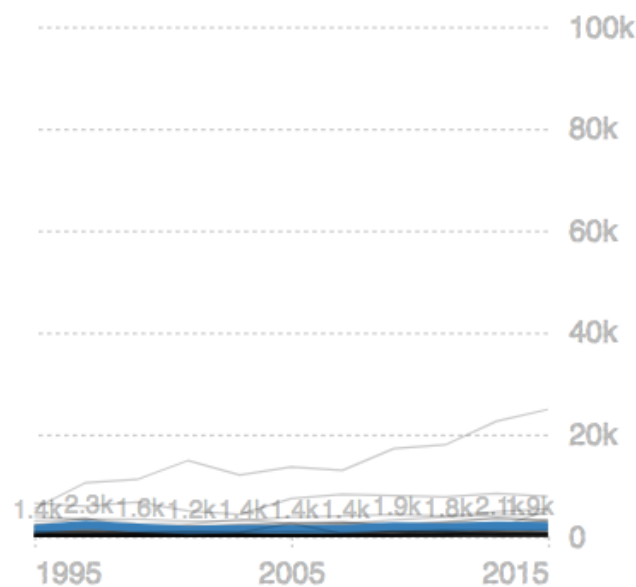
Community Colleges



Public Four-Years

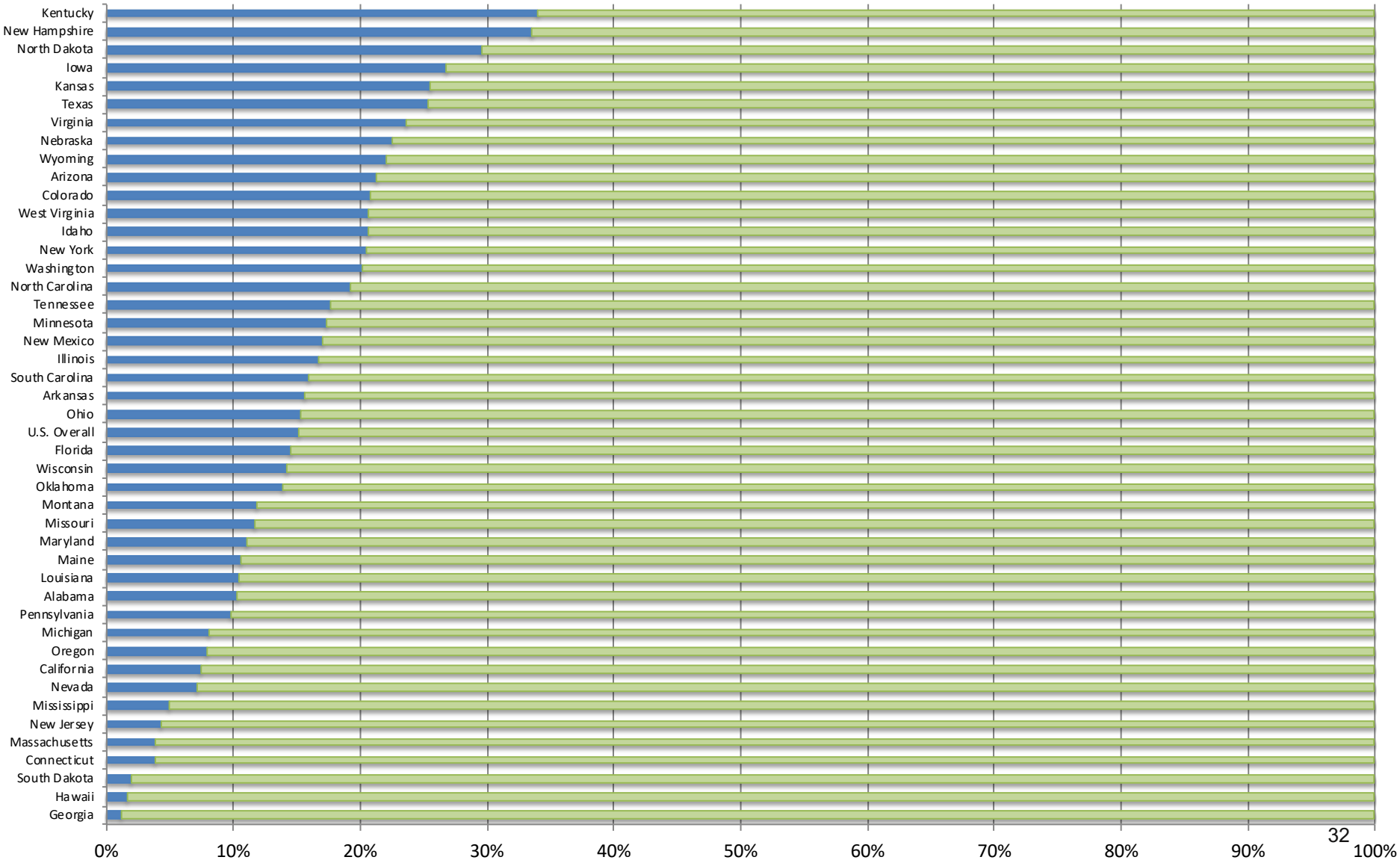


Private non-profit Four-Years



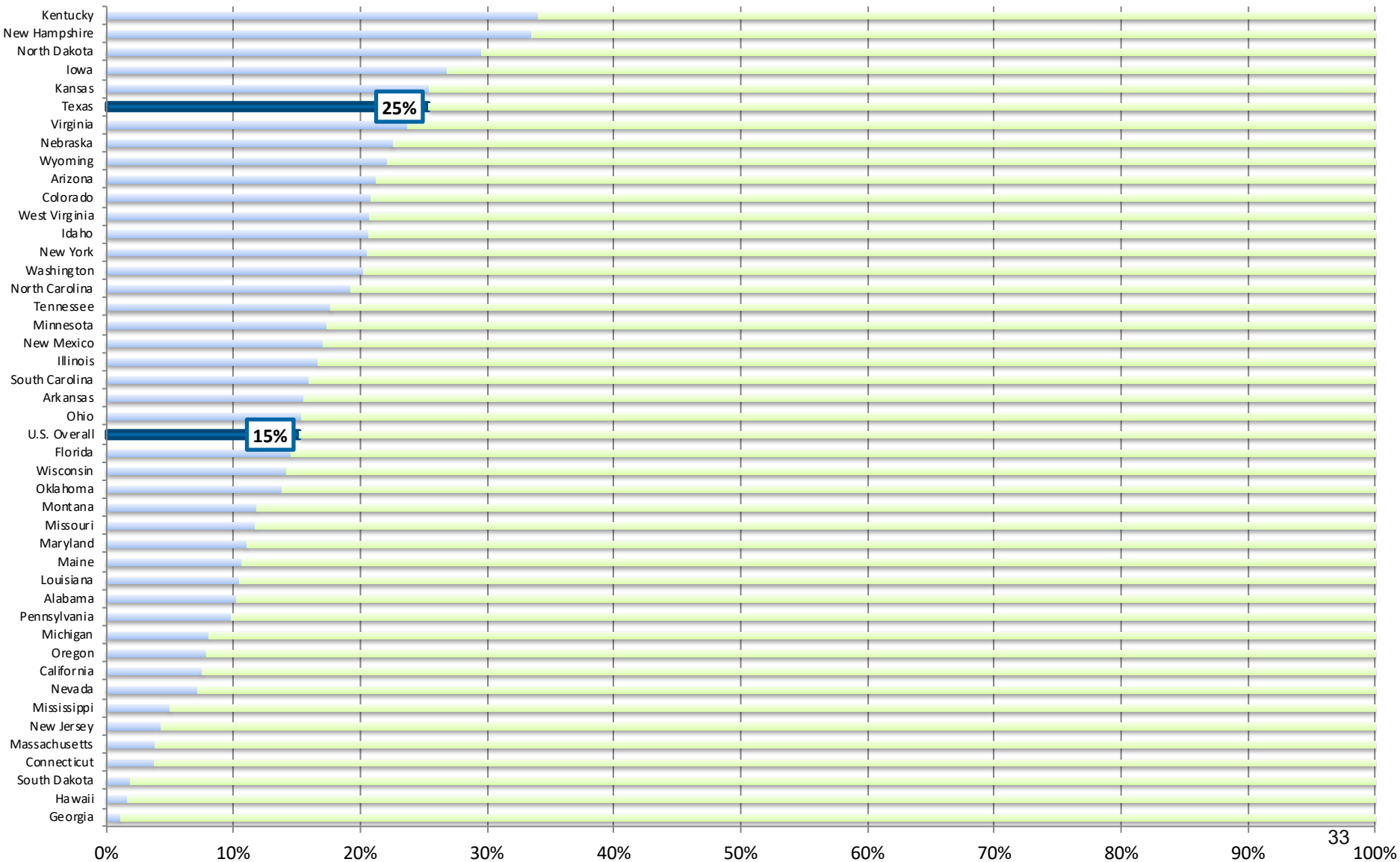
Percent of Community College Entrants who are in High School Dual Enrollment, by State

Dual Enrollment Students Post-HS Entrants



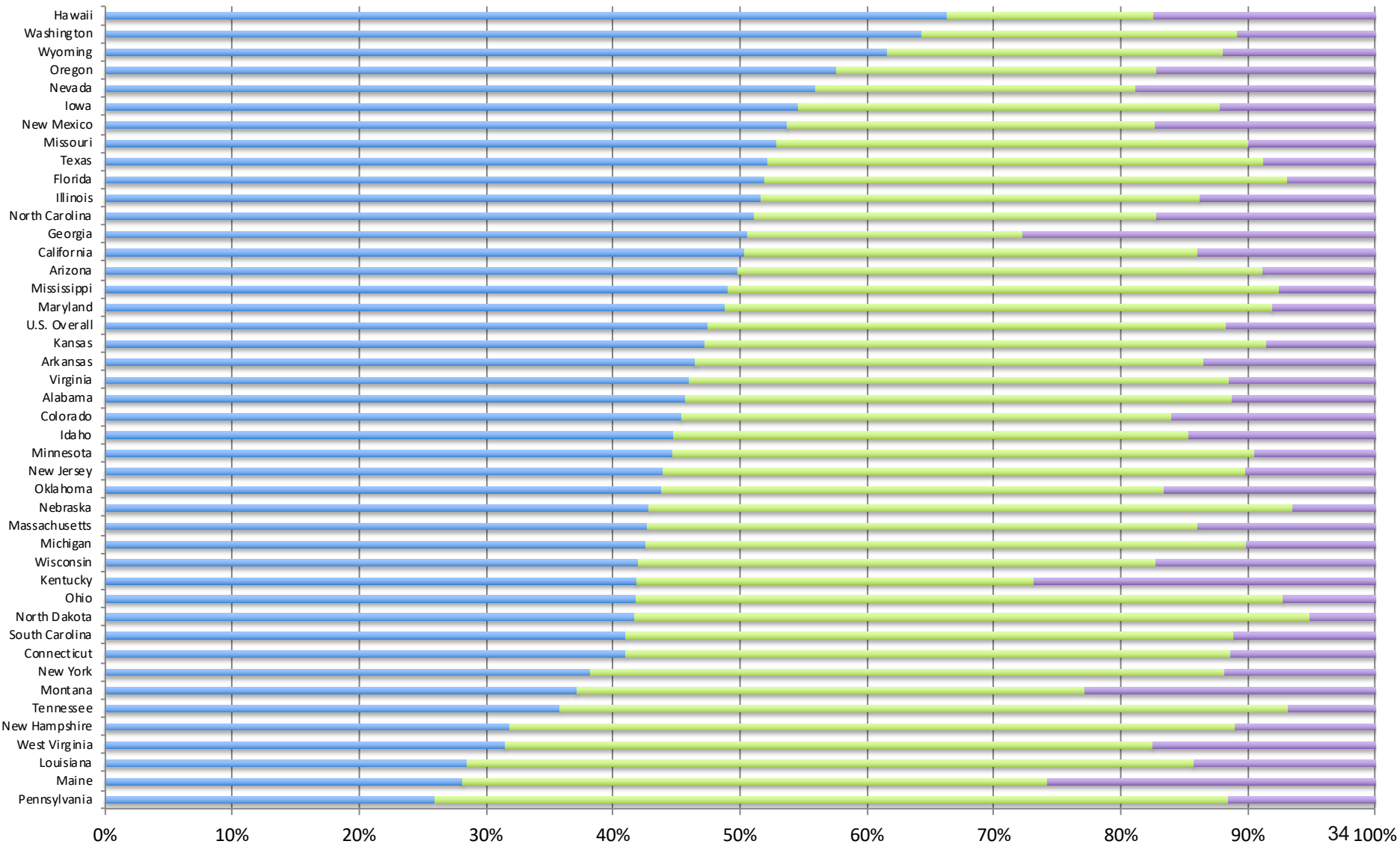
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Dual Enrollment Students Post-HS Entrants



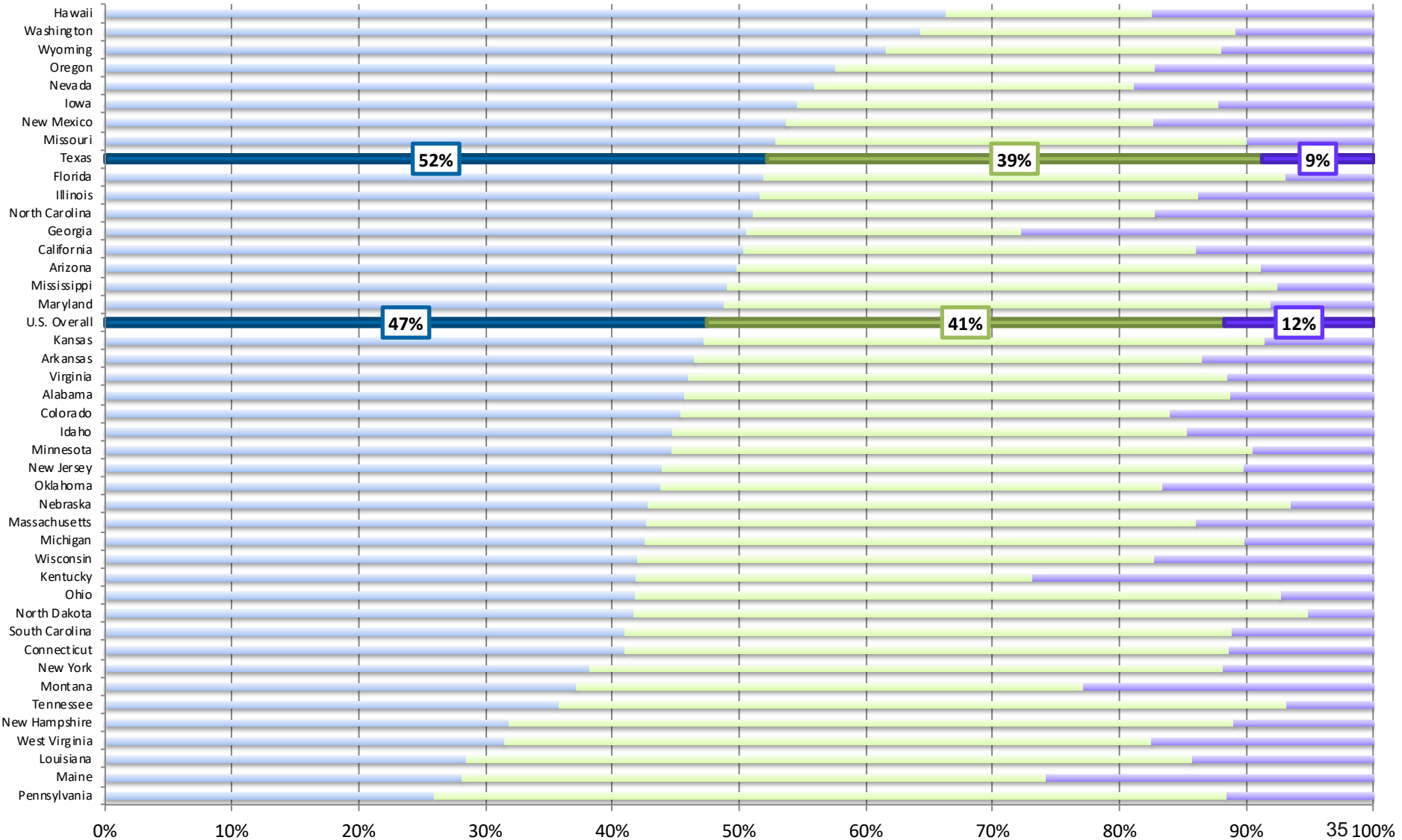
Former Dual Enrollment Students' First College Matriculations at Ages 18-20, by State

Community College Four-Year College No Enrollments

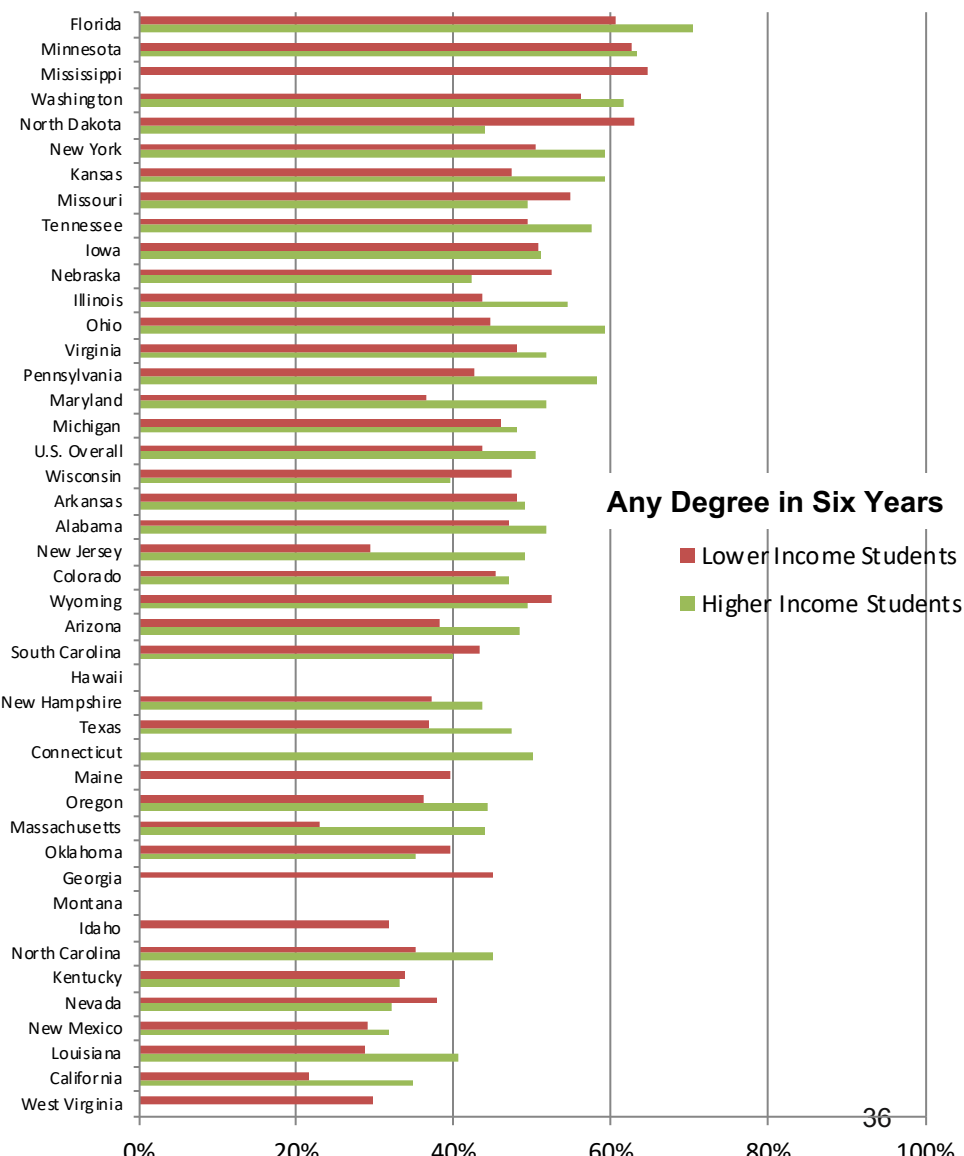
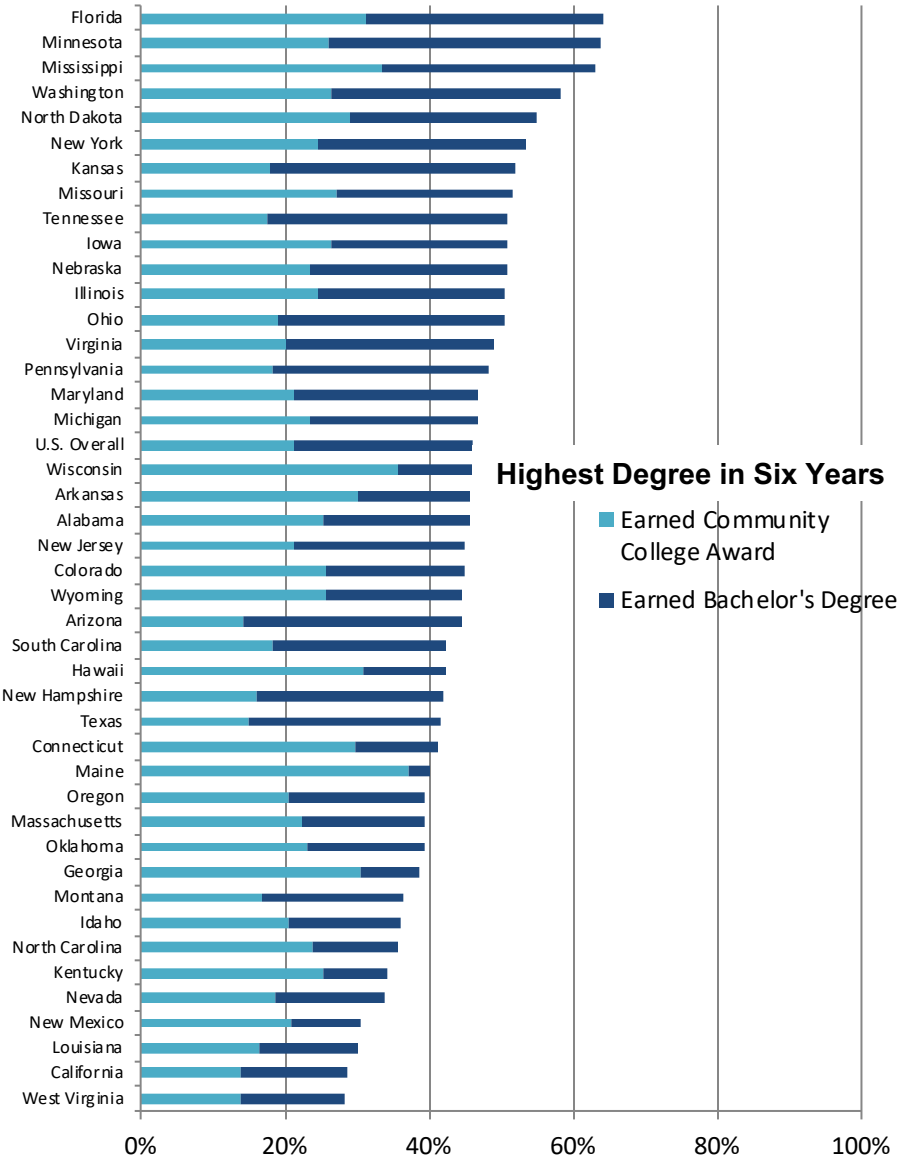


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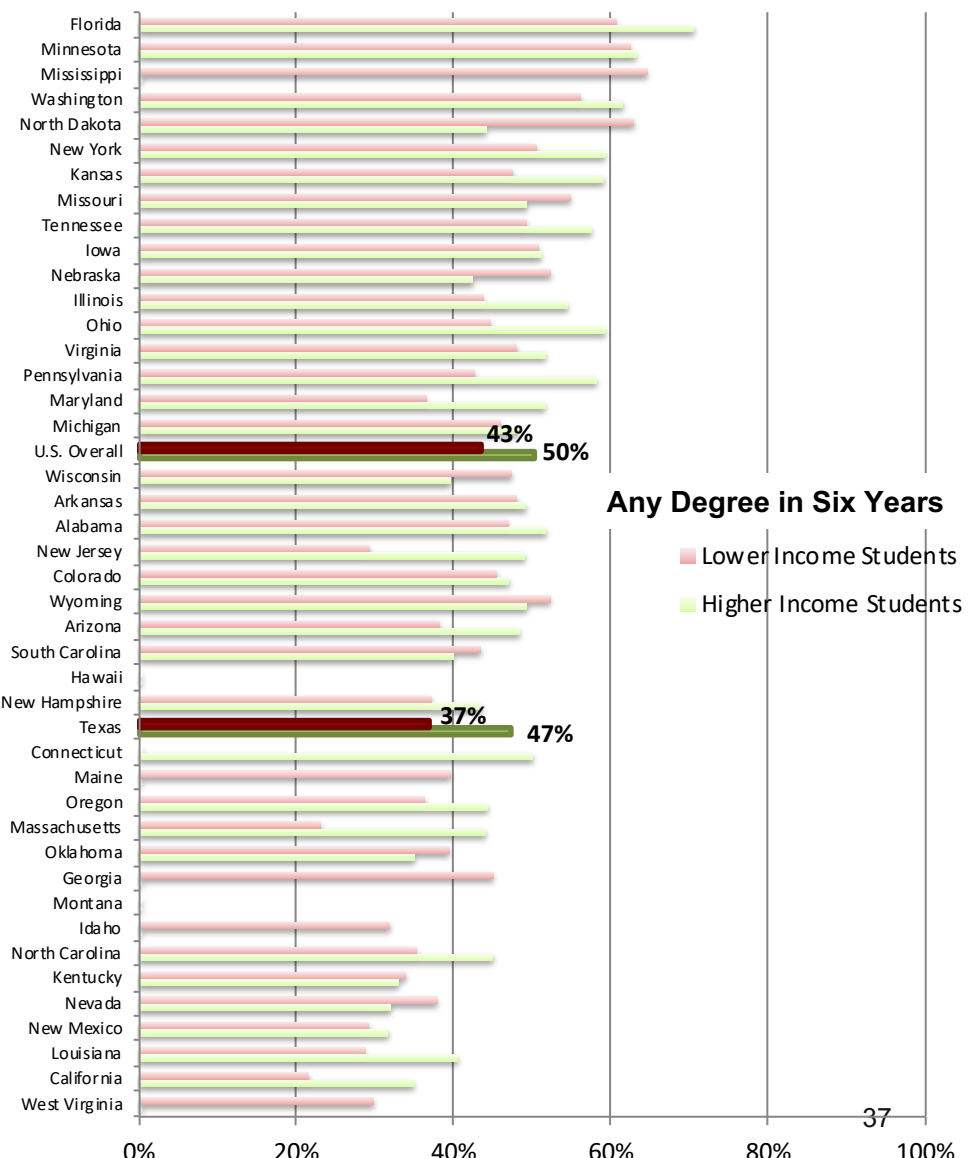
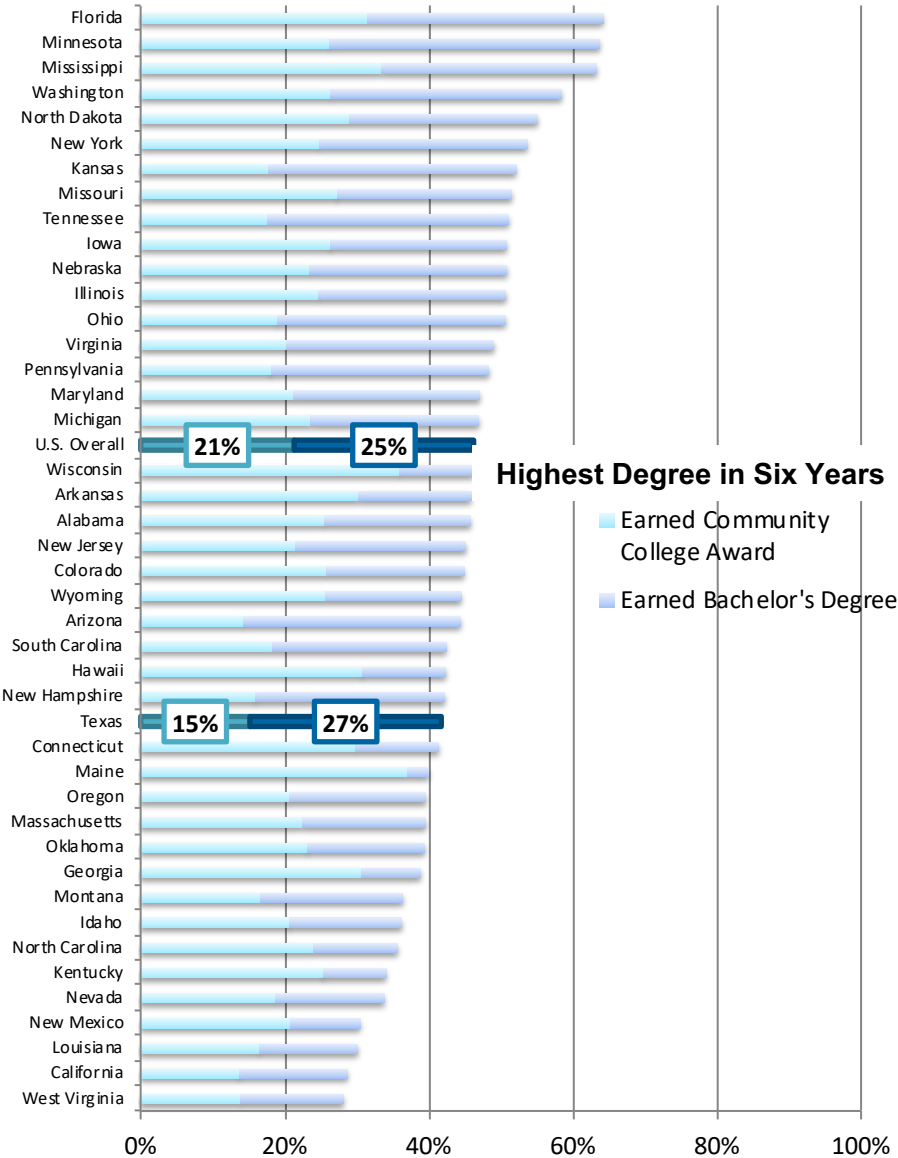
Community College Four-Year College No Enrollments



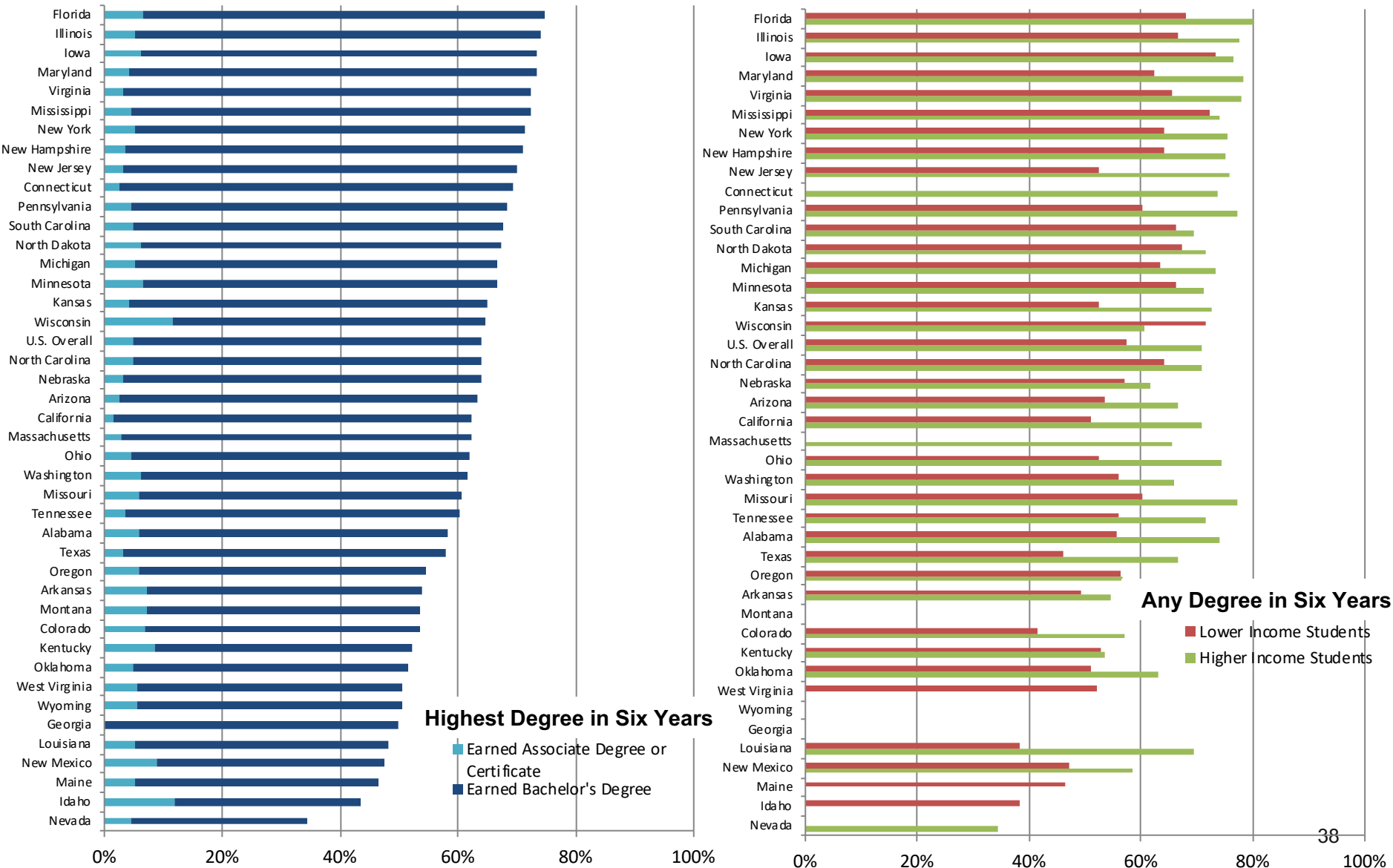
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a community college at ages 18-20, by state and income



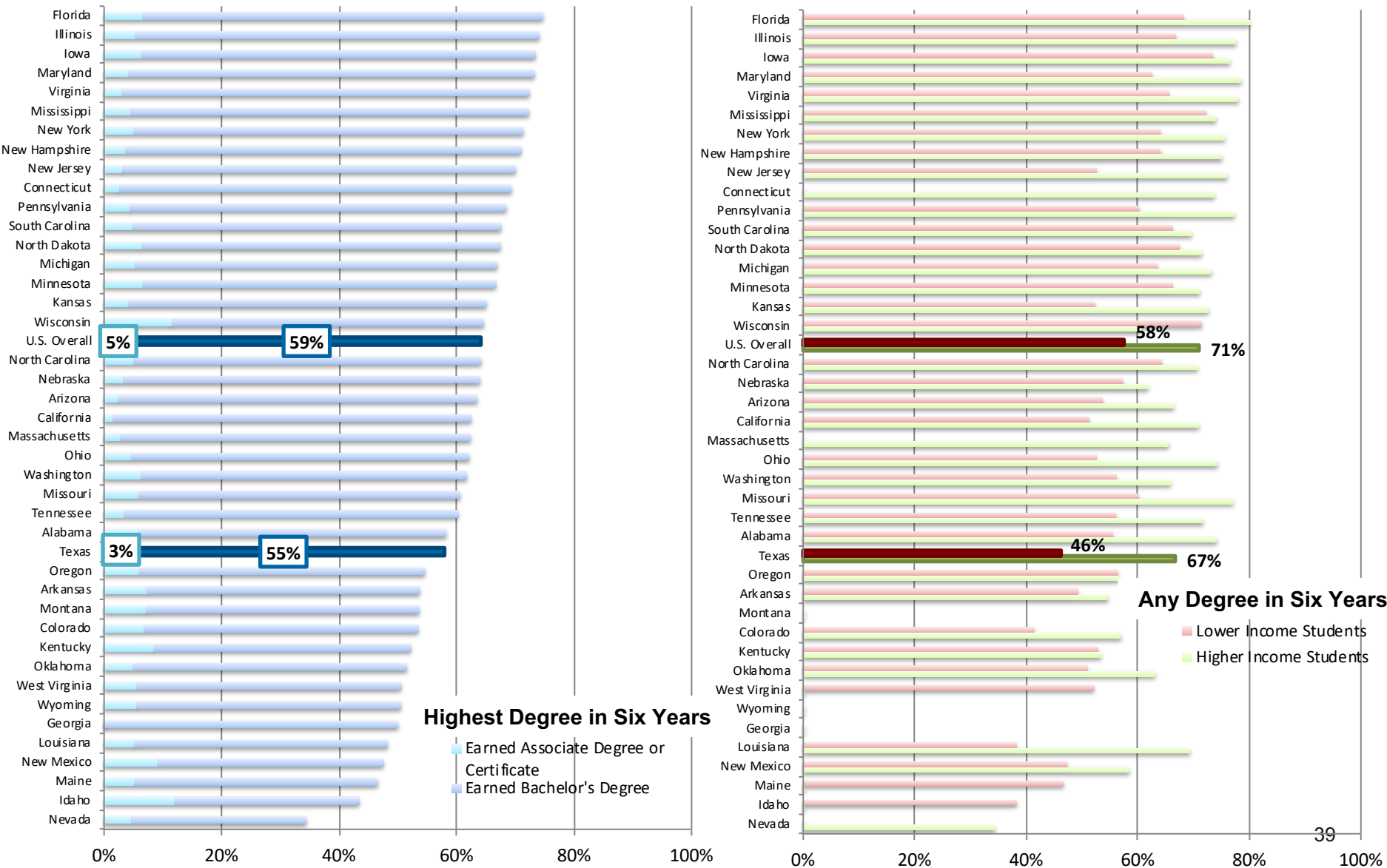
Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a community college at ages 18-20, by state and income



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

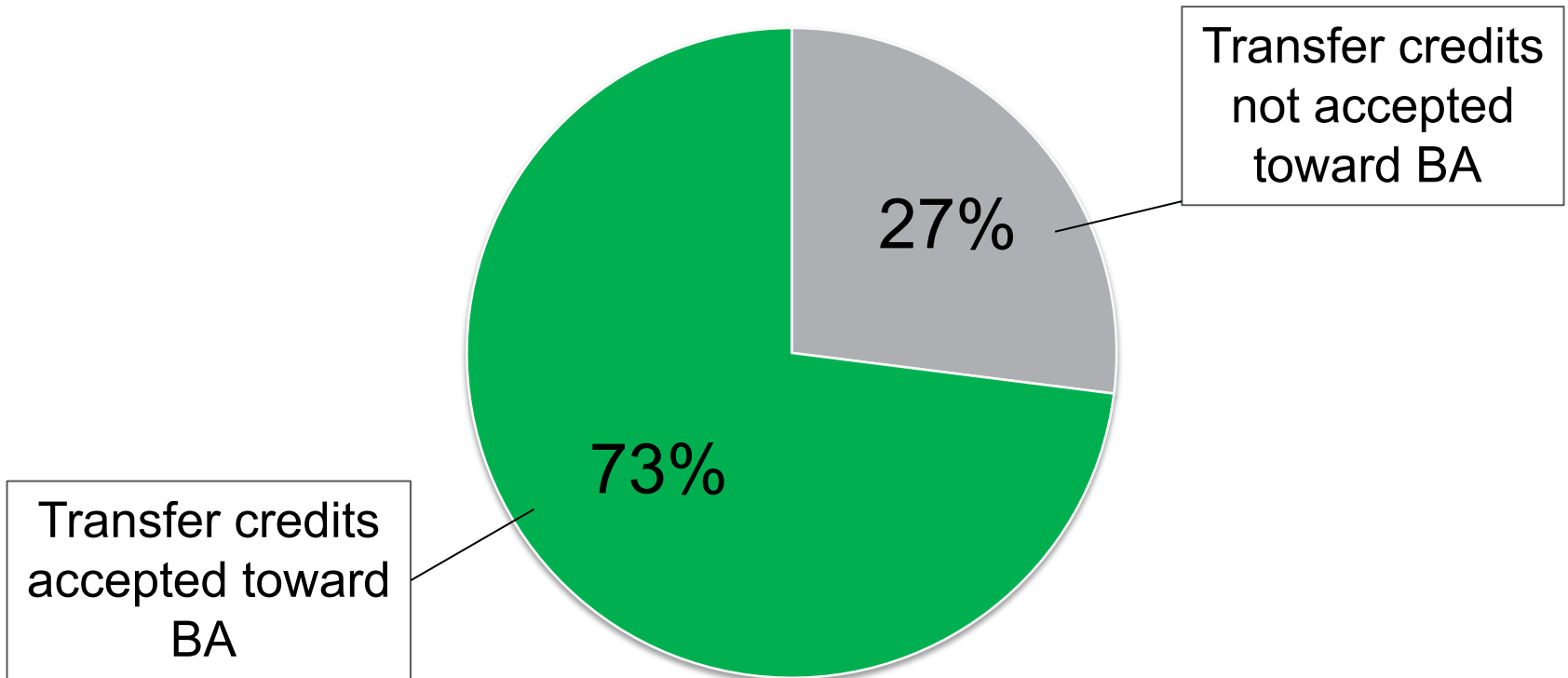


Degree Completion Rates among Former Dual Enrolled 17 year-olds who first matriculated at a four-year college at ages 18-20, by state and income



ECCHS Transfer Credit Loss

Texas Early College High School Students: Transfer Credits Accepted toward BA



Rethinking College Pathways

From:

CTE programs vs.
“academic” transfer programs



To:

Career and academic communities
 (“meta-majors”)

“Stacking” credentials and
 “2+2”



Career-focused bachelor’s degree
 maps with embedded associates,
 certificates, certifications

Job/transfer support for near
 completers



Career/transfer exploration and planning
 from the start

A la carte dual HS credit`



Exploration of career/college pathways
 starting in HS

School-college partnerships



Regional talent pathways



Human/Social Services and Public Safety

Programs and majors in this pathway lead to careers in social work, psychology, journalism, counseling, public administration, and safety forces along with associated transfer programs.

[Explore this pathway](#)



Liberal and Creative Arts

Programs and majors in this pathway lead to careers in humanities, journalism, literature, music, photography, theatre, religion, philosophy, foreign language, digital arts and associated transfer programs.

[Explore this pathway](#)



Science and Math

Programs and majors in this pathway lead to careers in mathematics, biology, chemistry, physics, sustainable agriculture, environmental, and associated transfer programs.

[Explore this pathway](#)



Personal and Professional Development

You don't have to be pursuing a degree to benefit from education and training at LCCC. Whether you want to improve your job skills, become certified in a specialty or just enjoy the experience of learning something new, be sure to check out the wide range of continuing education courses at LCCC.

[Explore this pathway](#)

Accounting, Associate or Applied Business

Alternative Energy Technology - Solar Technology Major, Associate of Applied Science

Alternative Energy Technology - Solar Technology, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine Major, Associate of Applied Science

Alternative Energy Technology - Wind Turbine, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance Technician, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance/Repair, Associate of Applied Science

Automation Engineering Technology - Systems Specialist Major, Associate of Applied Science

Business Administration - Entrepreneurship, Associate of Applied Business

Business Administration - Human Resource Management, Associate of Applied Business

Business Administration - Management, Associate of Applied Business

Business Administration - Marketing, Associate of Applied Business

Business Administration - Real Estate, Associate of Applied Business

Business Management, One-Year Technical Certificate

Computer Engineering Technology - Business Forensics Investigations Major, Associate of Applied Science

Computer Engineering Technology - Business Forensics Investigations, One-Year Technical Certificate

Select one of the following:

| | | |
|--|---------------------------------------|--------------|
| BADM 251 | PRINCIPLES OF MANAGEMENT ⁵ | 3 |
| MKRG 251 | PRINCIPLES OF MARKETING ³ | |
| Science with Lab Elective ⁶ | | 4 |
| Electives | | 2-3 |
| Hours | | 16-17 |
| Total Hours | | 60-61 |

- ¹ Students transferring to the Hiram College University Partnership Accounting Program should take [MTHM 168](#). Students transferring elsewhere should obtain transfer information from that institution.
- ² A student must register for the orientation course when enrolling for more than six credit hours per semester or any course that would result in an accumulation of 13 or more credit hours.
- ³ Indicates that this course has a prerequisite.
- ⁴ This course offers an opportunity for experiential learning.
- ⁵ Students transferring to the Hiram College University Partnership accounting program should take [BADM 251](#).
- ⁶ Science elective with lab selected from the [general education/transfer module](#). Suggested electives are: [BIOG 151](#), [BIOG 152](#), [PSSC 153](#). If transferring to Hiram other options are [BIOG 159](#), [BIOG 163](#) or [ASTY 151](#).

Electives

| | | |
|--------------------------|------------------------------|-----|
| ACTG 161 | PAYROLL ACCOUNTING | 3 |
| ACTG 253 | FORENSIC ACCOUNTING | 3 |
| ACTG 287 | WORK-BASED LEARNING I - ACTG | 1-3 |
| BADM 211 | BUSINESS COMMUNICATIONS | 3 |
| CISS 212 | SPREADSHEET APPLICATIONS | 3 |

(Students transferring to the Hiram College University Partnership Accounting Program can take any of the above electives with the exception of ACTG 287.) (Students taking [ACTG 287](#) may need 2 credit hours.) In addition, students transferring to the Hiram College Partnership accounting program should take a humanity or fine arts course as an elective. Suggested courses for Hiram transfers are: [ARTS 245G](#), [ENGL 253G](#), [ENGL 255](#), [ENGL 257G](#), [HSTR 151G](#), [HSTR 161](#), [HUMS 271G](#), [HUMS 274](#), [MUSC 261G](#) or [SOCY 276G](#). Students intending to transfer elsewhere should consult with the intended transfer institution or consult with an LCCC counselor or advisor for transfer information.

Programs

The Ohio State University
The University of Akron Bachelor's
Degree Programs

The University of Toledo Bachelor's
Degree Programs

University of Cincinnati Degree
Programs

Western Governors University
Bachelor's Degree Programs

Youngstown State University
Bachelor's Degree Programs

Youngstown State University
Master's Degree Programs

Class Schedule

Contact the UP

Frequently Asked Questions

**University Partnership Scholarship
Opportunities** ▾

UPComing Events

What We're UP to

Admission Requirements

67 semester hours of credit toward the Associate of Applied Business in Accounting

Complete the following courses:

ACTG 151 & 152
ACTG 265
ACTG 251 & 252
ECNM 151
BADM 251
FNCE 251
ENGL 161 & 162
MTHM 168
Natural Science w/Lab
Elective Humanities or Fine Arts

GPA Requirements

2.5 overall GPA at LCCC
2.0 overall GPA in Business/Economics courses
Earn at least a 2.0 overall GPA in Accounting courses
Earn at least a "C" in all courses

For More Information

Students interested in this program can schedule an appointment with Krystal Iwuagwu, Hiram College Counselor, at (330) 977-7514 or iwuagwukr@hiram.edu.

Bachelor of Arts in Integrated Environmental Studies

The integrated environmental studies major focuses on developing students' abilities to incorporate concepts and knowledge relevant to environmental issues from across multiple disciplines and to communicate about those in important ways. Progress toward these central goals is supported by a variety of skills developed through hands-on learning experiences. Integrated Environmental Studies students can expect to integrate information from various fields, confront diverse and sometimes conflicting perspectives, and apply these in specific problem-solving efforts.

Students majoring in Integrated Environmental Studies proceed through three key Integrative courses beginning with our introductory course (INTD 22500: Humans and the Environment) and ending with our capstone course (EVST 48000: Senior Seminar); take a series of required courses from an array of disciplines to build a multidisciplinary foundation; and select four to six elective courses.

Hiram College courses are taught by Hiram College faculty either in person or via distance learning. Students can complete the Integrated Environmental Studies degree in its entirety on LCCC's campus.

Save 80% of the cost



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

*Regional Talent
Pathways Partnerships*



A K-16 Systemic Approach

- **12,000+ students...**
- **52 high schools in 8 school systems...**
- **6 NOVA campuses...**
- **George Mason University...**
- **All working toward one common vision.**



Participant Demographics

- **From Minority Backgrounds: 74%**
- **From Immigrant Families: 41%**
- **First Generation in College: 67%**
- **With a Disability: 21%**
- **Received Free/Reduced Lunch: 50%**



Access: High School-Based Services

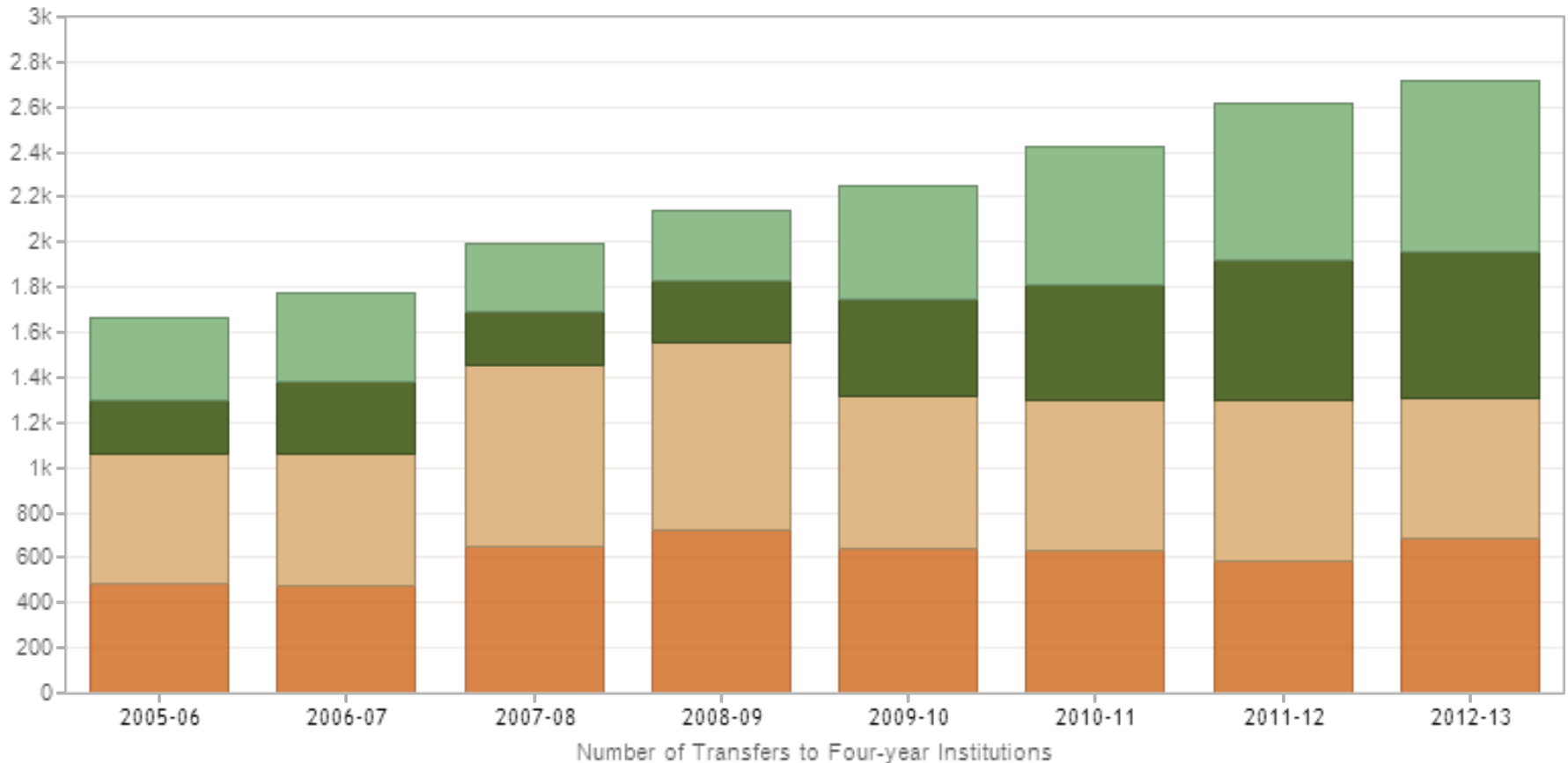
- **Comprehensive Intake**
- **Individualized College Transition Plan**
- **On-Site Counseling, Workshops & Events**
- **Financial Aid & Domicile Support**
- **Placement Test Preparation & Onsite Testing**
- **Early Advising & Priority Registration**
- **Summer Bridge & Bootcamp Programs**
- **Optional Parent Programming**



Program Outcomes: A Snapshot

- **98% On-time high school graduation.**
- **88% Transition to post-secondary ed.**
- **89% First-to-second term persistence.**
- **80% First-to-second year persistence.**
- **2014-15: Participants were 7% of NOVA population & 14% of credentials awarded.**
- **60% of transfers attend George Mason U.**

NOVA Students Transferring to George Mason University: 2005–2012



Majority Students - Men Majority Students - Women Students of Color - Men
Students of Color - Women

Source: SCHEV 2014



Over 80% of Pathway students who transfer to Mason earn their Bachelor's degrees in three years.

Regional Talent Partnerships

| | |
|--------------------------|---|
| Miami | <ul style="list-style-type: none">• Florida International University• Miami Dade College and Broward College• Dade and Broward Public Schools |
| Northern Virginia | <ul style="list-style-type: none">• George Mason U• Northern Virginia Community College• Loudoun County and Fairfax County |
| Orlando | <ul style="list-style-type: none">• University of Central Florida• Valencia College• Orlando Public Schools |
| Phoenix | <ul style="list-style-type: none">• Arizona State University• Maricopa Community Colleges• Maricopa Public Schools |

For more information

Please visit us on the web at

<http://ccrc.tc.columbia.edu>

where you can download presentations, reports,
and briefs, and sign-up for news announcements.

We're also on [Facebook](#) and [Twitter](#).

Community College Research Center

Teachers College, Columbia University

525 West 120th Street, Box 174, New York, NY 10027

E-mail: ccrc@columbia.edu Telephone: 212.678.3091



CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY