**Accelerating guided pathways reforms by analyzing students' entry**

**into programs of study**

***Pre-Workshop Advance Work***

This new guided pathways workshop will help colleges maximize their ongoing efforts by helping to focus on pathways core ideas – including ensuring that every student is in a program of study that leads to high-value employment or transfer with junior standing, and that every student is being helped to make a customized educational plan. This workshop will also explain how efforts around developmental education reform, advising redesign, and program mapping can all be focused around these core ideas. In doing so, colleges will be able to streamline their redesign efforts and help college stakeholders better understand how the various pieces of guided pathways fit together and improve the student experience.

The workshop will be approximately three hours. A key component of the workshop will be college team discussions and activities to examine student program enrollments and top courses taken by program. The following document describes a data request for your college to **complete prior to the workshop** to support the learning outcomes of the workshop. We request that your team completes the attached assignment using the provided data template and **brings hard copies of these tables** for everyone in your team to examine during the workshop.

In the first table, please list the top 10 programs your students are enrolled in from the **fall 2019 term**. Our intention is to be inclusive in describing top program enrollments, so please include all enrolled students during the fall 2019 term (including credit and non-credit enrollments, if available). Prior to the workshop, please ensure that columns A-D are completed. Columns E-F will serve as primers for discussion during the workshop. It would be tremendously helpful if your college could prepare or include any information that would inform the conversation relevant to columns E-F. The enclosed example Excel data template will assist with exploring patterns of over and underrepresentation among your college’s programs.

In addition to the first table on top program enrollments, we are requesting information on the top courses attempted among new students (first-time-in-college) during the fall 2019 term, organized by the top programs that these students were enrolled in during their first term at the college.

For questions on the workshop and this advance work assignment, please contact Hana Lahr (lahr@tc.columbia.edu) at CCRC.

**Upload completed tables to the** [**Texas Success Center TPI2 Document Center**](https://tacc.org/tsc/events/texas-pathways-institute-2-mapping-pathways-students-end-goals-i-careers) **by COB on Wednesday, April 15, 2020**

**Top Program Enrollments**

All Students Enrolled in Fall 2019, including credit and non-credit enrollments if available, degree- and non-degree-seeking students, first-time and continuing students, full- and part-time students, and current and former dual enrollment high school students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| (A)Program Name | (B)Student Count | (C)Percent of all Students | (D)Meta-major/ broad area | (E)Workforce / Transfer category | (F)Which student groups are under or overrepresented in this program? |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |
| 7. |  |  |  |  |  |
| 8. |  |  |  |  |  |
| 9. |  |  |  |  |  |
| 10. |  |  |  |  |  |
| All others, N=(unique count of other programs w/ at least 1 student enrolled) |  |  |  |  |  |
| Total |  | 100% |  |  |  |

**First term course enrollments among entrants into top programs**

Fall 2019 courses attempted among all **first time** fall 2019 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

**Example Table:**

**#3 Program** (N= 200 program students): AA- Biology (Transfer)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 | *Introduction to Composition* | *ENG101* | *150* | *75% (150/200)* |
| 2 | *Student Success* | *COL101* | *150* | *75%* |
| 3 | *Intro to Psychology* | *PSY101* | *125* | *62.5%* |
| 4 | *Math for Liberal Arts* | *MAT110* | *125* | *62.5%* |
| 5 | *Intro to Sociology* | *SOC101* | *100* | *50%* |
| 6 | *Statistics* | *MAT120* | *75* | *37.5%* |
| 7 | *Ethical Reasoning* | *PHL102* | *50* | *25%* |
| 8 | *Contemporary Literature* | *ENG110* | *50* | *25%* |
| 9 | *Intro to Criminal Justice* | *SOC130* | *25* | *12.5%* |
| 10 | *Biology 1* | *BIO101* | *10* | *5%* |
| >10 | **21** other different courses attempted by at least 1 student from this program |

**Empty tables to fill in:**

**#1 Program** (N= XX students): Program name

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| >10 | **XX** other different courses attempted by at least 1 student from this program |

**#2 Program** (N= XX students): Program name

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| >10 | **XX** other different courses attempted by at least 1 student from this program |

**#3 Program** (N= XX students): Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| >10 | **XX** other different courses attempted by at least 1 student from this program |

**#4 Program** (N= XX students): Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| >10 | **XX** other different courses attempted by at least 1 student from this program |

**#5 Program** (N= XX students): Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Course Title | Course ID | Number of Program Students who took this Course | Percent of Program Students who took this Course |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| >10 | **XX** other different courses attempted by at least 1 student from this program |