Jump Start Guided Pathways Mapping with Innovative Curriculum Practices

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Today's Speakers

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Agenda

• Using Data to Align Curricula & Identify Barriers
• Schedule Optimization to Promote Pathway Accessibility
• Creating & Advertising Program Maps
• Live Discussion with Stacy
• Demo & Questions
What You Had to Say

"It's challenging to have a holistic, long-term view instead of just thinking about the next term."

"Currently, program maps have very limited information, and in most cases only include information typically found in the college catalog such as, course name, title, prerequisites, and credits."

"Scheduling—ensuring courses are scheduled appropriately according to curriculum maps so students can complete on time!"
Credits Lag Behind at All Levels

Credit Hours Per Year

**All Students**

- Two year: 35%
- Four year (all other): 63%
- Four year (highest research): 81%
- Credit hours per year: 45%

Credit Hours Per Year

**Pell Students**

- Two year: 29%
- Four year (all other): 9%
- Four year (highest research): 74%
- Credit hours per year: 26%

Source: 15 to Finish, Complete College America.
Yet Another Reform?

"There has not been enough emphasis on helping students choose. Yes, people have a lot of choice now, but that choice is sort of random."

Dr. Thomas Bailey
President, Teachers College, Columbia University

"Historically, the structure and operations of community colleges offered students a bewildering array of options without adequate assessment or advising related to their individual needs and goals."

Dr. Charles Cook
Provost, Austin Community College District

Towards a Better Path

Objectives of Guided Pathways

- Simplify student choices
  - Provide structured choice that doesn't overwhelm students with options
  - Streamline curriculum and presentation in the catalog, on the website, and in marketing materials

- Draw the connection to learning outcomes
  - Highlight the program end goal and how students will get there
  - Show clear path to completion, transfer, further education, and/or employment

- Provide timely support
  - Help students choose and enter pathways
  - Assist students with onboarding and developing a personalized academic plan
  - Provide academic and career support

Where to Begin?

Clarify paths to student end goals

Help students get on path

Help students stay on path

Ensure students are learning across programs

"Just like GPS in your car, students on a Guided Pathway know their location along their chosen pathway in real time. They can see the progress made to date and a clear path of courses."

- Complete College America
How Are Guided Pathways Organized?

**Meta-Majors**
- A collection of programs, organized under a broad topic umbrella
- Aligned with general fields such as business, health sciences, education
- Should be easy for external stakeholders to understand (e.g., prospective students, employers, transfer institutions)

**Programs**
- A specific field of study that lives within a meta-major
- After completing a set of general education and introductory courses, students choose a program within their meta-major to complete
- Student receives their credential in the chosen program upon completion
Using Data to Align Curricula & Identify Barriers

- Deciding which courses to include in program maps
- Identifying hidden barriers during map creation
Guidelines for Course Inclusion

Weighing Mandated Requirements with Student-Centric Arrangements

Accreditation Requirements

Transfer Requirements

Employer & Industry Council Recs

Existing Completion Requirements

Course Guidelines to Promote Student Success

- Past student success in General Education courses
- Courses that can be transferred to other programs, allowing time for exploration
- Early exposure to pre-rec courses to allow students to gauge fit
Identifying Hidden Barriers & Requirements

Program Map Creation Provides Opportunity to Expose Barriers

- Hidden pre-reqs
- Courses listed rarely offered
- Courses that no longer align with industry standards
- Courses that can count towards both GE, program requirements
- Elective courses not eligible for transfer requirements
Schedule Optimization to Promote Pathway Accessibility

- Course access considerations for underserved students
- Scheduling metrics for success
“A lot of colleges think that guided pathways is basically mapping out programs and putting them on websites and organizing them into metamajors. That might provide better information, but it doesn’t change the student experience.”

- Davis Jenkins, Senior Research Scholar
  Community College Research Center
The Impact is Not Equal

Pathway Accessibility Challenges Hurt Those Most Underserved

- Students with children
- Students relying on public transit
- Employed students
- Students with disabilities
- Low-income students
- Students with federal financial aid
- Previously incarcerated students
- Active military students
How Well Do You Know Your Students?

Understand How Student Needs Intersect with Pathway Accessibility

- **Students with children**
  - How far away are the local schools from campus?
  - What times are local schools in session?
  - Do the local schools or nearby organizations offer before and/or after school child care?

- **Employed students**
  - How many students hold jobs off-campus?
  - What types of industries are students employed in and what does this mean for their schedule?
  - How far away from campus are major employers of students?

- **Students relying on public transit**
  - How many students rely on public transportation?
  - What type of do they rely on (e.g., buses, trains)?
  - What time does the first public transportation option arrive to campus and when does the last one depart?

- **Low-income students**
  - What types of services do low-income students rely on your institution for?
  - Can students readily access these services before and/or after their courses?
## Follow the Data

### Metrics to Understand

<table>
<thead>
<tr>
<th>Course distribution throughout day, week</th>
<th>Are a high percentage of courses clustered on certain days, between certain hours?</th>
<th>Course and section fill rates</th>
<th>What courses, sections are consistently at maximum capacity? At low capacity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment data by academic program, course</td>
<td>Which program have seen an increase in enrollment? A decrease in enrollment?</td>
<td>Time to completion by academic program</td>
<td>Which academic programs have higher rates of students not completing on time?</td>
</tr>
<tr>
<td>Enrollment trends by course modality</td>
<td>How have modality trends changed over time? How did the pandemic impact this data?</td>
<td>Time to completion by student segments</td>
<td>Which student groups take longer to complete programs? How might course access inhibit them?</td>
</tr>
</tbody>
</table>
Creating & Advertising Accessible Maps

- Program map essentials
- Following accessibility guidelines
- Establishing consistency across program map locations
More Than Just a Course List

Elevating Program Maps to Their Fullest Potential

The Basics

- Course list for each term included
- Different types of courses denoted (e.g., GE, pre-rec, elective, milestone)

Program Maps

Essential Additions

- Job information (e.g., occupations, job titles, earning potential)
- Recommended minimum grade
- Explanation of how to use the map
- Benefits of following the maps
- Target audience for the map (e.g., transfer)
- Milestone actions
- Requirements to be admitted to a program (e.g., nursing)
Making Maps Accessible to All Students

Requirements Essential for Online Catalogs

- Screen reader
- Navigation by keyboard
- Color contrast options
- Screen magnification
- Grayscale color scheme option
- Moving elements elimination
Program Maps Live in More Than One Place

Ensure Consistency Across Locations to Prevent Confusion

- The "contract" between the institution and the student for program requirements and policies
- The first place prospective and current students often go to for information
- Where students go to plan for upcoming and future terms
- Planning takes into account personal considerations
Improving student success is a holistic initiative – your academic operations should be, too.

Student-centric
Improve access, engagement, persistence, and completion of program pathways.

Flexible technology
Technology that fits the needs and processes of your institution.

Data driven
Democratize access to data to inform decisions across campus.

Learn more at www.coursedog.com