

It Really Does Take A Village:
Creating Academic Pathways for
Student Success

FAIR Conference - March 19, 2015

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Discussion Highlights:

- What are Academic Pathways at SPC?
- Evolution of Academic Pathways at SPC
- Engaging the “Village”
- How to Replicate at Your Institution

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The Cheesecake Factory Experience



- 70 minute average wait time (Urban Spoon reviews)
- 20 page menu
- 200 menu items (or is it 250?)
- Limited selection guidance

Is it worth it???



What are Academic Pathways at SPC?

An SPC academic pathway is a chronological listing of all program courses in the order in which they should be completed by a student.

Academic pathways are:

- tools that enable students to successfully plan for, enter, progress through, and complete their academic goals*
- mapped out by faculty, advisors, and deans*
- highly prescriptive*
- educationally coherent (curricular relevance)*

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Features of SPC Academic Pathways:

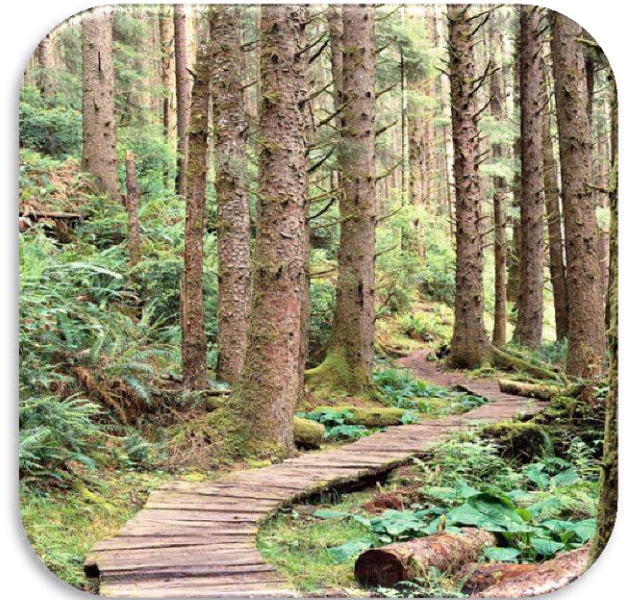
Pathways Do:	Pathways Do NOT:
<ul style="list-style-type: none">• Present <i>highly</i> recommended courses and sequence with an “opt out” feature• Recommend specific general education courses and elective courses, based on curricular relevance• Identify “on” and “off” ramps via embedded certificates and industry certifications• Allow for customization and flexibility based on each student’s unique situation	<ul style="list-style-type: none">• Replace professional guidance from faculty and advisors• Limit students’ options of courses• Require students to take any additional courses for a specific requirement that was previously satisfied• Require students to be full-time or part-time, college-ready or college-prep, online or on campus• Change due to scheduling or modality



Evolution of Academic Pathways at SPC



“Before”



“After”

Evolution of Academic Pathways at SPC

Build upon work from previous Summer Institutes:

- 2012: Curriculum Philosophy and Guiding Principles; Course Inventory:
 - Academic Quality
 - Student Focus
 - Articulation Assurance
 - Structural Integrity/Consistency
- 2013: Integration of Curriculum and Assessment; Program Learning Outcomes; ACT Committee
- 2014: Academic Pathways

Progress to Date:

- 95 programs (Certificates, AA, AS, BAS, BS):
 - 136 total pathways created
 - Versions begin with Fall 2014
- Implementation and Training:
 - Implemented for Fall 2015 registration
 - Spring Training will kick-off campus-wide training events
- Sustaining and Improving:
 - Updates part of the C&I cycle; Pathways maintained in CurricUNET
 - Identify 'Course Attributes' to measure effectiveness



Recommended Academic Pathway - Effective Fall 2014

Computer Networking (COMPNET-AS)

Networking Administration Subplan with embedded

Computer Support Certificate (APLS-CT)

Linux System Administrator Certificate (LINUXA-CT) and

Microsoft Certified IT Professional: Server Administrator Certificate (MCITPS-CT)

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req	Options Available
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	MAC 1105	College Algebra	3	Gen Ed	F, Sp, Su	Y	Y
3	COP 1000	Introduction to Computer Programming	3	Core ^{1,2}	F, Sp, Su		
4	CET 1171C	Computer Repair Essentials	3	Core ^{1,2}	F, Sp, Su		
5	CNT 1000	Local Area Network Concepts	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
6	CET 1172C	Computer Support Technician	3	Core ¹	F, Sp, Su		
7	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
8	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
9	SPC 1065	Business and Professional Speaking	3	Gen Ed	F, Sp, Su		Y
10	CTS 1327	Configuring and Administering MS Windows Client	3	Subplan ^{1,2,3}	F, Sp, Su		
11	CTS 1328	Installing and Configuring Windows Server	3	Subplan ^{1,3}	F, Sp, Su	Y	
12	CTS 2106	Fundamentals of the Linux/Unix Operating Environment	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
13	POS 2041	American National Government	3	Gen Ed	F, Sp, Su		Y
14	CTS 2321	Linux System Administration I	3	Subplan ²	F, Sp	Y	
15	CTS 2322**	Linux System Administration II	3	Subplan ²	F, Sp	Y	
16	HUM 2270	Humanities (East-West Synthesis)	3	Gen Ed	F, Sp, Su		Y
17	CTS 1334	Administering Windows Servers	3	Subplan ³	F, Sp	Y	
18	CTS 1303**	Configuring Advanced Windows Server Services	3	Subplan ³	F, Sp	Y	
19	CIS 2321	Systems Analysis and Design	3	Core	F, Sp, Su	Y	
20	CTS 1411	Fundamentals of Information Storage and Management	3	Core	F, Sp	Y	
21	CTS 2370	Configuring and Managing Virtualization	3	Core	F, Sp	Y	
22	CNT 2940	Computer Networking Internship	3	Core	F, Sp, Su		

Part of Computer Support Certificate¹

Part of Linux System Administrator Certificate²

Part of Microsoft Certified IT Professional: Server Administrator Certificate³

Denotes last course required for a Certificate*

Total Program Credits

61 (Includes Computer Competency)

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

Term Offered

F: Fall
 SP: Spring
 Su: Summer

Features:

- At a glance, students know when courses are typically offered, if a course has prerequisites, and if options to a recommended course exist.
- Students know how other course requirements will impact their total pathway hours (e.g., MAT 1033, CGS 1070)
- Students can easily see progress toward and points at which credentials may be earned (e.g., embedded certificates)

Course Attributes (TBD)

- At a glance, students know which courses are reading/writing intensive, are required for an industry certification, or include work-place application (e.g., internships, capstone)
- Enable deans and CS to measure the effectiveness of pathways by identifying DEV ED and gateway courses

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Engaging the “Village”

- Program administrators: SACS, State, institutional requirements, student success rates across sections/campuses
- Program faculty: Industry requirements; student success rates by course; writing/math-intensive courses; field experiences
- Advisors: Gateway courses; student feedback; general education requirements
- General education faculty/deans: Recommendations on general education courses, based on curricular relevance of programs

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Replicating at Your Institution:

1. Map all active programs
2. Create semester plans
3. Regroup and reflect
4. Automate and sustain

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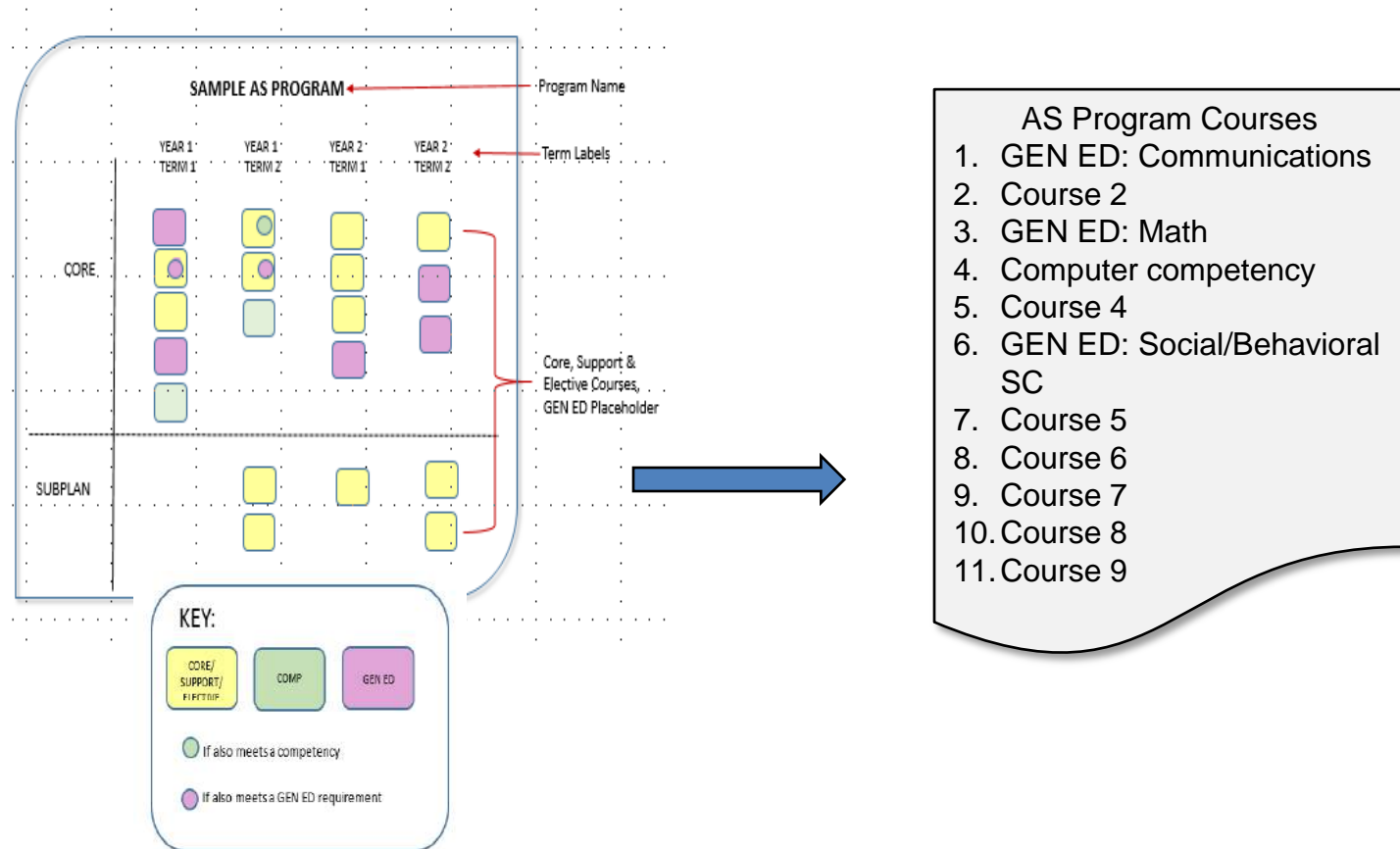
Step 1: Map all active programs

Level 1 Academic Pathway:

Document a baseline snapshot of how students move through a program of study and identify:

- Progression patterns
- Early general education competency areas & gateway courses
- Hidden prerequisites
- Overlapping requirements
- *TIP: Keep conversations focused on curriculum--content and competencies—not scheduling; and on the critical mass of students, not the exceptions*

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Step 2: Create Semester Plans

Level 2 Academic Pathway: Create semester plans from Level 1 Pathways; identify specific “default” general education courses and electives and entry/exit points (embedded certificates)

List all courses from your Level 1 Pathway and indicate the course type (Support, Core, Gen Ed, Subplan, Elective)				Computer Networking AS (COMPNET-AS) Networking Engineering Subplan Course Sequencing by Semester Full-time College Ready							
Seq #	Course	Credit	Type	Year 1		Year 2		Year 3		Year 4	
				Fall	Credit	Fall	Credit	Fall	Credit	Fall	Credit
1	CGS 1070T	0									
2	MAC 1105	3	Gen ED	CGS 1070T	0	CET 2670	3	Satisfies requirements for CCNA-CT			
3	COP 1000	3	Core	MAC 1105	3	CTS1411	3				
4	ENC 1101	3	Gen ED	COP 1000	3	HUM2770	3				
5	CET 1600	3	Subplan	ENC 1101	3	CET 2856 (complete CCNA-CT)	3				
6	CET 1610	3	Subplan	CET 1600	3	CTS 2001	3				
7	CET 1171C	3	Core	CET 1610	3						
8	PHI 1600	3	Gen ED	Spring	Credit	Spring	Credit	Spring	Credit	Spring	Credit
9	CET 2615	3	Subplan	CET 1171C	3	CIS 2321	3				
10	CET 2620	3	Subplan	PHI 1600	3	CET 2685	3				
11	SPC 1065	3	Gen ED	CET 2615	3	CET 2682	3				
12	CET 1172C	3	Core	CET 2620	3	CNT 2940	3				
13	POS 2041	3	Gen ED	SPC 1065	3						
14	CET 2670	3	Subplan								
15	CTS1411	3	Core	Summer	Credit	Summer	Credit	Summer	Credit	Summer	Credit
16	HUM2770	3	Gen ED	CET 1172C	3						
17	CET 2856	3	Subplan	POS 2041	3						
18	CTS 2001	3	Core								
19	CIS 2321	3	Core								
20	CET 2685	3	Subplan								
21	CET 2682	3	Subplan								
				Total Credits by year							



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Step 3: Regroup and Reflect

Identify key learnings from the process; discuss implications to the curriculum and student success

- Provided a vehicle for cross-program dialogue
- Helped to ask the right questions about student success and our curriculum
- Advisors input was invaluable
- Facilitated mapping exercise helped to engage everyone
- Prevented us from “overthinking” and “getting stuck in the weeds”
- Helped us to think about sequencing differently (e.g., for curricular relevance/student success, and not scheduling purposes)
- Helped us to define better tracks within our programs
- Helped us to realize this could promote student success

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- “
- In addition to math and communications, computer competency and ethics need to be taken early in most programs
 - Confusion over course types may cause students to take additional, unnecessary courses (e.g., support; general education)
 - We offer too many course choices; we try to meet a variety of career options through one program
 - Choosing specific electives from a list of options was difficult
 - Choosing one general education course from a list of options was difficult
 - Hidden prerequisites make it difficult for students to graduate within timeframes
 - Our program takes much longer to complete than anticipated
 - Students get the certificate at the same time they get the AS (at the end!)
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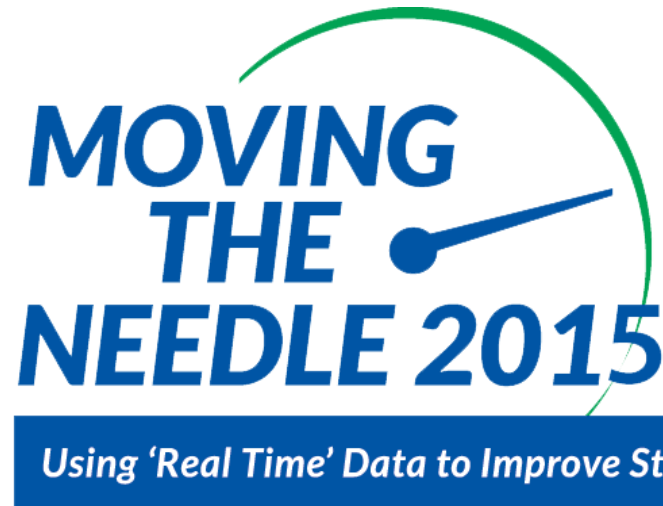
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