COMMUNITAS

Newsletter of the Association of Faculties for the Advancement of Community College Teaching

From the AFACCT Coordinator…
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January 9, 2019

Welcome to *Communitas*, a publication of the Association of Faculties for the Advancement of Community College Teaching (AFACCT). On behalf of the AFACCT Board of Directors, let me offer my new year's greetings to all veteran and newly-appointed faculty members of Maryland's community colleges.

Since the end of last year's conference, held at Anne Arundel Community College (on January 11-12, 2018), the AFACCT Board has been planning this year's conference hosted by Cecil College, North East, Maryland. The theme is *Learning for Life and Critical Thinking in the Era of Web 3.0.* The conference promises to be provocative, informative, and entertaining, with 63 presentations scheduled, and including three statewide organizational meetings held

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Communitas Staff
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Dr. Richard Siciliano, AFACCT Assistant Coordinator, Editor

Communitas is published online during the academic year. Also in November, the preliminary program is published prior to each January conference. See the AFACCT website for further details.

during the conference, along with six poster sessions, three on each day.

For those unfamiliar with AFACCT, allow me give you an overview. Begun in the mid-1980s, AFACCT was the brainchild of a joint committee of senior faculty members and

academic deans from several Maryland community colleges. It grew out of a need to provide advancement opportunities for faculty members by sharing both institutional and intellectual resources and organizing a series of conferences located at geographically accessible (and convenient) locations around the state. AFACCT's main mission is to provide a forum for community college faculty to meet and share their expertise and experience in a yearly conference held in early January at one of Maryland's community colleges. Although a faculty-managed organization, we are supported by the chief academic officers (CAOs) of our respective colleges. Each community college is represented by at least one faculty member on its board of directors, and each representative is listed on the AFACCT website (http://www.afacct.csmd.edu/). If you have any questions about AFACCT please feel free to contact your AFACCT representative on your college campus; or, you may contact me at gmateja@ccbcmd.edu.

Introducing the Keynote Speakers for the AFACCT Conference '19:

Dee Kanejiya
Keynote address: Thursday, January 10, 2019

At this year's conference, we are pleased to have two distinguished keynote speakers. On Thursday, January 10, at 10:15 a.m., our speaker is Dr. Dee Kanejiya, founder and chief executive officer of Cognii, Inc., a leading provider of Artificial Intelligence-based educational technologies. Dr. Kanejiya started *Cognii* out of his passion for enveloping innovative technologies with a real social impact. He has over 18 years of experience in technology and business development in the areas of artificial intelligence, natural language processing, machine learning, and cognitive science. Before he started *Cognii*, he was part of the core technology teams at artificial

intelligence companies such as Nuance Communications and Vlingo Corporation, pioneers in the virtual assistant technology for smartphones. He studied Electrical Engineering at Indian Institute of Technology, Delhi, India, earning M.S. and Ph.D. degrees with a focus on speech recognition and educational technology for automatic grading of student essay answers. His post-doctoral research at Carnegie Mellon University and Karlsruhe Institute of Technology, Germany focused on developing spoken language translation systems and automatic lecture transcription systems.

Dr. Kanejiya believes that access to quality education played a key role in his personal and professional journey from a childhood carpenter and a kite-seller to the CEO of a leading artificial intelligence company in the education sector. He is therefore committed to improving the quality and affordability of education with the help of advanced technologies. As an innovation leader, he has spoken at dozens of academic institutions and education technology conferences on the topic of *Artificial Intelligence in Education*.

Dr. Dee Kanejiya

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Wes Anthony

Keynote address: Friday, January 11, 2019

Wes Anthony

As the sixth Director of the Kellogg Institute of the National Center for Developmental Education of Appalachian State University, Wes Anthony is the first since Dr. Hunter Boylan to be a member of the faculty of the Kellogg Institute. Mr. Anthony has authored two novels, over 50 professional presentations, and has engaged in scholarly publishing throughout his career. Most recently, he co-authored, along with Hunter Boylan and Patti Levine Brown, "The Perfect Storm of Policy Issues and Their Impact on Developmental Education" (*NADE Digest*, 2017). In this article, the authors point out that the mistake of confusing remediation with developmental education has caused an assault on the latter, particularly by policy makers. They point out that most of those who conduct research or make policy are ignorant of the distinction. The terms and their underlying principles are not synonymous. As Mr. Anthony and his co-authors state, "remediation is and always has referred to the teaching of stand-alone

courses teaching pre-college material. Developmental education, on the other hand, is known by professionals in the field as the integration of courses and services governed by the principles of adult learning and development."

Wes Anthony has served as President of the North Carolina Association for Developmental Education, and is head of its Professional Liaison Committee. He will serve as the Exhibits Coordinator for the 2019 and 2020 NADE Conferences. He also serves the North Carolina community college system as a member of the Advisory Board for their Reinforced Instruction for North Carolina's Student Excellence Program.

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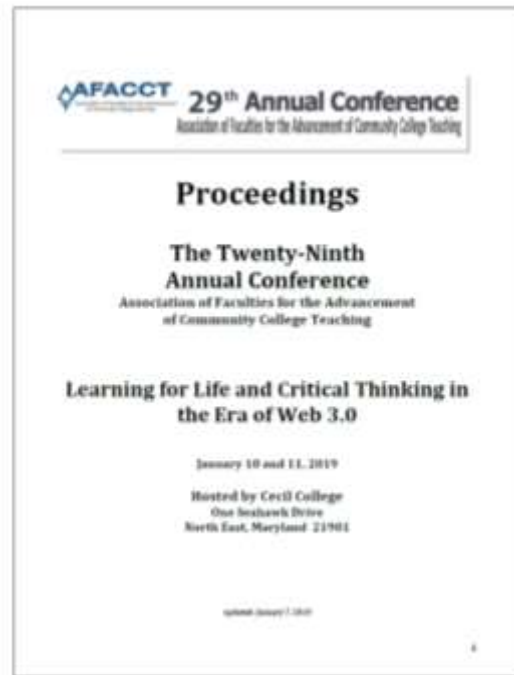
Presenters participating in the 2019 AFACCT Conference are encouraged to submit an abstract of their presentations, along with a PowerPoint to the *Conference Proceedings*. See the AFACCT website for the guidelines for submissions.

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Our conference host: Cecil College, North East, Maryland

-- *Richard Haubert, Public Relations Coordinator, Cecil College*

Founded in 1968 to meet the postsecondary and continuing education needs of Cecil County residents, Cecil College has been serving the community and shaping its future for 50 years. With a diverse student population, Cecil College enrolls 3,000 credit students and more than 4,000 non-credit students annually.

Cecil offers a variety of associate degrees and certificate programs, along with non-credit classes. The college has formalized articulation agreements with public and private four-year institutions throughout Maryland and the United States to expedite the transfer process for Cecil students and graduates. Cecil College has 2+2 partnerships with Wilmington University and University of Maryland University College. Students can complete a bachelor's degree in materials engineering from Frostburg State University or a bachelor's degree in social work from Salisbury University without leaving Cecil County.

Students can also opt to take non-credit courses to upgrade their job skills or expand their horizons. Certifications are available for various healthcare careers. Additionally, students can earn computer certifications in several areas as well as business and management training certificates.

Cecil College is a member of the Maryland Junior College Athletic Conference in all sports and competes in the National Junior College Athletic Association. The college fields men's teams in baseball, basketball, and soccer; and women's teams in basketball, softball, soccer, and volleyball. The college is adding cross-country for Fall 2019. The athletic programs have won numerous titles, including the 2018 NJCAA Region XX championship.

Cecil College's locations include the North East campus, Elkton Station, College Crossing, and the Bainbridge Center.

For more information, visit www.cecil.edu or call 410-287-1000.

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In the Trenches…
-- *Dr. Eileen Abel, Vice President of Academic Affairs (and former professor)*

Reading a recent Harvard Business Review article, I was reminded that individuals higher up in hierarchical organizations are frequently perceived as being less empathetic to individuals in the trenches and less sympathetic about the daily challenges these individuals face. This struck me for two reasons. I am heading into my ninth year as a vice president in academic affairs, a position that means I am firmly entrenched, as one of my faculty colleagues deemed it, in "the meeting class," but which also means, in the

day-to-day business attendant to this position, I have limited opportunities to meet, work with and get to know the very people my entire area is designed to serve: the students. While I make an effort to meet regularly with SGA representatives and other student leaders and do walk-abouts at least once a week, I still have very little formal or even informal interaction with students. I read of them in CCSSE, in developmental completion and retention numbers, and heaven knows in their multiple complaints and appeals, but still and all it's important to be reminded that without them my job, my institution, would simply cease to exist. And it was further important to be reminded that the front line of working with students entirely, completely, thrillingly, exhaustingly, is you, the faculty.

Which brings me to my first reason to have considered the article a timely nudge. I was invited last week, as I have been once or twice a semester, to be a guest lecturer in a class, to cover a topic in which I have teaching experience and a personal interest-- so a double pleasure. I'd been a full-time faculty member for fifteen years prior to going into administration, so I was happy about the familiar frisson of stepping in front of students and engaging in the process of discussing ideas. Most of the students were fully engaged--one or two perhaps too much and one or two perhaps too little--which made that two hours fun and just a little bit challenging. And I was reminded of the pleasure and challenge you face every day. Managing the occasional fraught interaction with a difficult student; making your students love your subject matter as much as you do (or even just getting them to read the daily assignment!); navigating the complaints from "Velcro" parents (a step above the helicopter variety); facing the grind of massive grading and prep; mustering genuine enthusiasm to engage students for hours about the topic du jour..... Well. I was reminded of all that and above all to thank you.

Being reminded to be sympathetic and empathetic to those over whom we have

some perceived authority, I was struck on another level that this has an important application to the faculty role. There was an era where a faculty member would walk into a classroom and say, "Look right; look left. Of the three of you, only one of you will still be here at the end of the semester." I remember in graduate school listening to my TA peers brag about how many students dropped after the first class. Thankfully, we've moved away from that to a place we recognize that students need help understanding how to navigate the discourse of our discipline, to grasp our expectations of performance, to balance their complicated lives, and to cultivate habits of mind expected of college students. That takes deep wells of patience, sympathy and compassion, most of which you have, thankfully.

Especially today when the value of a college degree is being seriously challenged, faculty and administrators have roles of great responsibility, one that should be accompanied with the knowledge that we do not work in isolation. Because of that, because our work is crucially dependent on others, because our relationships are based on knowing and valuing--sympathizing and empathizing with--those with whom we work, our responsibility to each other is even greater. Thank your students; thank each other; thank yourselves.

Eileen Abel, former professor

From Access to Completion: A New GPS for Students

-- Dr. William Buckley (Frederick Community College).

How is one local open-access community college maximizing the probability of student completion? What if students could receive guidance for their education that drivers receive for their car, as a kind of GPS, or Guided Pathway to Success? Frederick Community College in Maryland has tasked a Strategic Advisory Team with exploring "Pathways" measured by a presidential mandate and explicit state requirements to meet targeted goals, contending election promises about community college education and job prospects as well as wide cultural debates about how formation for a life well-lived is related to a life well-off. These ideas are detailed in Bailey *et al*., *Redesigning America's Community Colleges* (Harvard 2015). This Committee has begun its Problem-Vision-Solution agenda with a pathway to action, including a problem space (definitions and causes), vision space, solution space (consensual) and implementation (assessment-evaluation of impact). Three recurrent problems include too much time and money and too few graduates. Four reasons for these problems are both personal choices and structural-institutional; "Credit Creep," Broken Policies, Uninformed, and Overwhelming Choices. Essential components of proposed solutions include students choosing whole programs of study as entire coherent programs, not random, individual courses. Critical questions ask whether learning curves and mistakes are undervalued. *([Go to the complete article](#))*

Meet our AFACCT Representatives…

Dr. Lucinda Stanley, Representing Wor-Wic Community College, [Website](#):

Lucinda is an Associate Professor of Business and Office Technology at Wor-Wic Community College, where she has taught for 10 years. A graduate of Capella University, she earned her PhD in Instructional Design and Online Learning. She also holds an MS in Instructional Design and Technology, an MS in Business Education, and a BS in Business Administration. In addition to her college teaching, Lucinda has taught in P-12 and has worked for state and federal governments, as well as the banking industry. When not teaching, Lucinda enjoys reading science fiction and fantasy novels and going to Renaissance Fairs.

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Margaret Wyatt, representing Anne Arundel Community College (AACC).

Margaret is a nurse, having started her nursing career at the age of 18. She has been an emergency room nurse and pediatric emergency room nurse, along with educating new employees at the hospital. When she retired from the hospital in 2014, she started her teaching journey in 2007, helping the hospital with their orientation program. Once she earned her Masters in Education, she started her teaching career at AACC as an adjunct, and began as a full-

time nursing faculty member in 2014,
teaching first semester nursing students.
Margaret's first taste of the responsibilities of
organizing an AFACCT conference came
this past year when she was conference host
at Anne Arundel CC.

Wanda York, representing Montgomery
College – Takoma Park campus

Wanda York holds a
Masters degree from
George Washington
University in Special
Education with a focus on
Early Intervention.
Joining Montgomery
College, School of
Education in 2003,
Wanda has taught classes under the Early
Childhood Education program as well as the
Elementary Education Program. Wanda
worked at the World Bank for 30+ years and
traveled to Central Banks around the world
teaching financial technical assistance. The
opportunity to teach diverse audiences
worldwide proved invaluable as a means to
hone her skills critical for teaching at an
institution of higher learning. When she is
not teaching, Wanda enjoys reading, quilting
and spending quality time with her family.

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Dr. Carol Howald, representing Howard
Community College, Mathematics
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E. Lynn Mackessy-Lloyd, representing
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From Access to Completion: A New GPS for Students[1]
William Joseph Buckley, PhD, MA
Frederick Community College, wbuckley@frederick.edu

Introduction and Overview

How is one local open-access community college adapting to maximize the probability of student completion? What if students could receive guidance for their education that drivers receive for their car, a kind of GPS or *Guided Pathway to Success*?[2]

We proceed in five steps. First, we concisely chart a tale of two Terrys to *illustrate a contrast* between cafeteria and guided pathways models of education. Second, we *narrate the local, regional and national context* that situates this debate. Third, we describe *macro problems* and *proposed solutions* faced by community college education. Fourth, we describe how *Frederick Community College* is addressing this issue in concrete steps. Fifth, we report on their ongoing *progress* and *challenges* ahead in this process.

I.   **A Tale of Two Terrys**.[Table 1][3]

To illustrate differences between the cafeteria and guided pathways models, we compare the experience of two hypothetical students. They are first generation in college—who worked hard, performed well in high school and want to pursue a career in business (yet influenced by social science offerings)—a cafeteria college student and a guided pathway student, across the four phases of connection, entry, progress and completion.

At the Connection Phase from Interest to Enrollment, Cafeteria College Terry attends a high school that is poorly informed about the local community college's program offerings and readiness standards, delays enrollment, gets a low wage job and enrolls later and part time. Guided Pathways Terry attends a high school that aligns senior year curriculum to the local community college's readiness standards in its main program areas, gets a low wage job but enrolls full time with credits toward a business degree. At the Entry Phase from enrollment to entry into program of study, Cafeteria College Terry skips the orientation, is placed in remedial math and lacks direction. Guided Pathways Terry selects a business meta-major, a prescribed first year sequence, a statistic oriented math course

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[2] Complete College America. 2012 "Guided Pathways to Success" 5. Retrieved February 27, 2017. (http://completecollege.org/docs/GPS_Summary_FINAL.pdf).

[3] Bailey, Thomas R., Shanna Smith Jaggars, Davis Jenkins, 2015. Redesigning America's Community Colleges: A Clearer Path to Student Success Cambridge, MA; Harvard University Press, 200-206.

(despite not having liked math), has a program goal and a completion plan. At the Progress Phase from program entry to completion of program requirements, Cafeteria College Terry uses poor self-advising to take extra courses and excess credits, does not participate in clubs, fails Economics 101, does not know college has transfer center and lacks direction. Guided Pathways Terry uses E-advising to monitor progress, gets success alert in Economics and with advice, uses tutoring to pass, participates in young entrepreneur club and follows advice about applying to business program at two universities. She has a program goal and completion plan. At the Completion Phase, including completion of credential of value for further education and labor market advancement, Cafeteria College Terry has not completed business program after 5 years of sporadic, part-time enrollment. She realizes some of the courses she took will not transfer for credit toward business program at state university; she discovers that the university's business program has restricted enrollment; she decides to graduate with a general studies associate degree, and is disengaged by lecture-based courses and engaged in low wage employment. Guided Pathways Terry completes business program in 2 years, is accepted into bachelor's program at state university; transfers all credits for junior standing in major, works part-time at marketing company where she interned, while starting at the university, graduates in 2 years, she is on track to complete bachelor's in 5 years and employed part-time in her field of interest.

In one sense, the two Terry's are ideal types where non-ideal circumstances meet ideal theory. Each has assumptions. What is life like in the real world?

II.   Contexts

Both local and wide social contexts shape questions and answers. These speak to different audience expectations.

Located an hour northwest of Washington, D.C. and an hour west of Baltimore, Frederick Community College began in 1957 with 77 students and in 2016 offers an assorted scope of courses to more than 16,000 students per year in the second largest city in Maryland (66, 893), with a county population of 241,000.

Total FCC credit students in Fall of 2016 included 6252 (66% women, 44% men) whose graduates by area of study were general studies, health sciences, social sciences, business, STEM, Career Certifications and liberal arts among a culturally diverse population (white 66%, African American/Black 12.4%, Hispanic-Latino 10.9%, Asian 4.5%, multiple race 4.5%, other .9%, native American .3%).[4] New Programs added in 2016 include Radio Frequency Technician, Game Simulation and Development, Game Programming, Computer Animation, Network Engineer, Sign Language Interpreter (Pending MHEC Approval) and Cyber Technology.

Like other community colleges that link occupational and transfer programs, Frederick Community College has a mission: "With teaching and learning as our primary focus, FCC

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[4] Frederick Community College, 2016. FCC Quick Facts. Retrieved February 27, 2017. (http://www.frederick.edu/about-fcc/downloads/fcc_quick_facts_2016p2.aspx).

prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities."

Begun in 1947 by President Truman, as of 2016 some 1300 community colleges educate nearly 40 percent of USA undergraduates, or some seven million students each year.[5] But the shift from a focus on *access* to colleges to the *performance* of colleges and universities—the outcomes of enrolled students—happened only in the 1990's due to ten factors. *First*, with the passage of the Student Right to Know (SRK) and Campus Security Act (1990) came a realization that graduation rates were low; "For many community colleges, the percentage of first time, full-time students who graduated from their original institution within three years was below twenty percent, "public four year 'open admissions' institutions had a national six-year completion rate of 29 percent—compared to 89 percent among their more selective peers."[6] Frederick Community College rates are slightly higher; 150% Grad rate at three years; 2014, 24%; 2015, 21%; 2016, 23%; 2017, 27%; 200% Grad rate at four years, 2014, 30%; 2015, 29%; 2016, 29%; 2017, 33%.[7] *Second*, just as an earlier generation saw high school as an economic necessity, college was now seen as "necessary to earning a family sustaining wage."[8] *Third*, prospective students' stated goal was to complete a degree, yet after six years of initial enrollment only 15 percent [of community college] students have done so.[9] Frederick Community College rates are slightly higher; the overall transfer out rate after two years was 2014, 21%, 2015, 20%, 2016,17%, 2017, 19%.[10] *Fourth*, the cost of college has become greater due to cuts in subsidies-"taking more of a typical family's income than a generation ago" at a time when everyone is asking who is getting what for the money.[11] *Fifth*, came a realization that reform was needed, because, as United States loses its leadership in education, it loses its leadership in being competitive in a global marketplace.[12]

Hence, *sixth*, effective educational completion is measured by a presidential mandate and *seventh* explicit state requirements to meet targeted goals, as well as *eighth* contending election promises about community college education and job prospects.[13] Free

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[5] Bailey et al., 2015, 1-2.

[6] Bailey et al.2015, 5. U.S. Department of Education. September 13, 2016. Education Department Releases America's College Promise Playbook: Resource Guide Offers Best Practices to Expand College Opportunity, Increase College Affordability, September 13, 2016, Retrieved February 27, 2017. (https://www.ed.gov/news/press-releases/education-department-releases-americas-college-promise-playbook).

[7] Thanks to Dr. Jacob Ashby, Frederick Community College, 11/23/17.

[8] Bailey et al., 2015, 6.

[9] Bailey et al., 2015, 6 and 31

[10] Thanks to Dr. Jacob Ashby, Frederick Community College, 11/23/17.

[11] Ibid.

[12] Ibid.

[13] In 2015, President Barack Obama announced America's College Promise, including focused expectations for community colleges: *Building High-Quality Community*

Community College is either part of the solution or part of the problem.[14] *Ninth*, this includes wider cultural debates about how formation for a life well-lived is related to a life well-off. [15] "Governors and legislators, as well as the media, treat colleges as purveyors of

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Colleges: *Community colleges will be expected to offer programs that either (1) are academic programs that fully transfer to local public four-year colleges and universities, giving students a chance to earn half of the credit they need for a four-year degree, or (2) are occupational training programs with high graduation rates and that lead to degrees and certificates that are in demand among employers. See King, John. U.S. Department of Education. America's College Promise Playbook: Expanding the Promise of a College Education and Economic Opportunity for All Students. 2016, Retrieved February 27, 2017, (*https://www2.ed.gov/documents/press-releases/college-promise-playbook.pdf)* and White House, Office of the Press Secretary January 09, 2015. FACT SHEET - White House Unveils America's College Promise Proposal: Tuition-Free Community College for Responsible Students. Retrieved February 27, 2017.* (https://obamawhitehouse.archives.gov/the-press-office/2015/01/09/fact-sheet-white-house-unveils-america-s-college-promise-proposal-tuitio)*. Every Student Succeeds Act (ESSA) replaced "No Child Left Behind Act" (NCLB) but shifts accountability to states. Maryland General Assembly, 2013. College and Career Readiness and College Completion Act. Retrieved February 27, 2017.* (http://mgaleg.maryland.gov/2013RS/fnotes/bil_0000/sb0740.pdf).* Maryland General Assembly, November 30, 2015. Every Student Succeeds Act. Retrieved February 27, 2017. (http://edworkforce.house.gov/uploadedfiles/every_student_succeeds_act_-_conference_report.pdf). Koerth-Baker, Maggie, Erica Fuchs, Elizabeth Mann, Maryann Feldman, Sept 23, 2016 ."The Science Of Clinton: Education, Advanced Manufacturing And More Money For Research" FivethirtyEight Retrieved on February 27, 2017.* (http://fivethirtyeight.com/features/the-science-of-clinton-education-advanced-manufacturing-and-more-money-for-research/).* Chideya, Farai, Sept 16, 2016 .Trump's Blue Collar Base Wants More Jobs And An America Like The Past Fivethirtyeight. Retrieved on February 27, 2017. (http://fivethirtyeight.com/features/trumps-base-is-blue-collar-his-voters-looking-for-a-return-to-better-times/).*

[14] Hubbard, Saul 2017. Oregon Promise aid for community college students going heavily to higher-income families, review finds: An advocate of the program says families who earn too much to get federal grants deserve the assistance. The Register-Guard [Oregon] FEB. 4, 2017,1. Retrieved February 27, 2017. (http://registerguard.com/rg/news/local/35246664-75/story.csp). Cooper, Preston, 2017. Let Them Eat Free Community College, Forbes, February 7, 2017. Retrieved February 27, 2017. (http://www.forbes.com/sites/prestoncooper2/2017/02/07/let-them-eat-free-community-college/#64b2981353cb).

[15] Foroohar, Rana, 2016. How the Financing of Colleges May Lead to Disaster! The New York Review of Books, October 13, 2016. Retrieved on February 27, 2017. (http://www.nybooks.com/articles/2016/10/13/how-the-financing-of-colleges-may-lead-to-disaster/?utm_medium=email&utm_campaign=NYR%20Space%20higher%20education%20Cuba&utm_content=NYR%20Space%20higher%20education%20Cuba+CID_49e1b156587a7eb211fd07e0d69cb4d6&utm_source=Newsletter&utm_term=How%20the%20Financing%20of%20Colleges%20May%20Lead%20to%20Disaster).

goods, students as consumers and degrees as products…[forgetting that students and faculty and others] have to take an active and risk-taking role if [college's] potential value is to be realized." [16]

New criteria also agree with *tenth* what the *Chronicle of Higher Education* has saluted as some of the best recent scholarship about shifting the goal posts from the idea of open *access* in cafeteria style learning to "pathways for *success*" of guided completion in fields that promise a fulfilling life with career promise that are good for communities.[17] Some of these ideas are both pioneered and detailed in T.R. Bailey, S.S. Jaggars and D. Jenkins, in their 2015 work from Harvard University Press, *Redesigning America's Community Colleges*.[18] By defining success as "completion" rather than "income," there is both a *suspicion* that many contemporary practices are not working (sheer *number* of courses being inchoate), and a *retrieval* to link education (as assisted by *guided pathways*) with personal well-being as equality of opportunity and community well-being first envisioned by the founders of community colleges.[19] Personal and communal well-being are demonstrably connected to economics but not reduced to sheer market interpretations of value, expense, cost and price.

III.   Macro-Problems of Cafeteria College and Proposed Solutions: Guided Pathways

What have emerged as *problems everywhere?* In general the cafeteria college emphasizes access to courses rather than completion of programs.[20] Three recurrent problems include

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[16] Rawlings, Hunter. 2015. College Isn't a Commodity: Stop Treating it Like One, Washington Post, June 14, 2015. Retrieved on February 27, 2017., https://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/

[17]Mangan, Katherine, 2015. A simpler Path Authors Say is Key to Community College Completion. Chronicle of Higher Education. April 07, 2015. Retrieved on February 27, 2017. (http://www.chronicle.com/article/A-Simpler-Path-Authors-Say/229133/). Smith, Ashley A. 2015. Re-Designing Community Colleges. Inside Higher Ed. Aporil 02, 2015. Retrieved on February 27, 2017. (https://www.insidehighered.com/news/2015/04/02/qa-authors-book-about-redesigning-americas-community-colleges). Kamenetz, Anya, 2015. To Get More Students Through College, Give Them Fewer Choices. April 23, 2015. Retrieved on February 27, 2017. (http://www.npr.org/sections/ed/2015/04/23/401216144/to-get-more-students-through-college-give-them-fewer-choices).

[18] Bailey et al., 2015; Palmer, Jim 2016. Community College Review, 44 2016: 89-9. Bailey, Thomas, Shanna Smith Jaggers and Davis Jenkins, 2015. Community College Research Center, Columbia University. "Practitioner's Packet". Retrieved on February 27, 2017. (http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html)

[19]President's Commission on Higher Education. 1947. Higher Education for American Democracy. A Report of the President's Commission on Higher Education, vol.1. New Yrok:Harper and Brothers.

[20] Bailey et al., 2015, 127.

(1) too few students graduate and even fewer on time (34% BA graduate on time; 10% Associate graduate on time).[21] (2) Students earn "unnecessary" credits (BA 136 earned, 120 needed; AA 80 earned, 60 needed). (3) There are billions of dollars and millions of hours either "wasted" on "unnecessary" courses—or, conversely argue others, "education" is a "sorting out" process according to John Gardner that will inevitably involve some "excess credits" (ex-ducere, "to lead out" [of darkness]) ($19 billion spent on excess credits; 8 billion by students, 11 billion by taxpayers).[22]

Why are these problems? Four reasons for these problems are both personal choices and structural-institutional; "Credit Creep," Broken Policies, Uninformed, and Overwhelming Choices:

> *(1) Poor Choices*: Credits earned don't count toward degrees often represent unwise choices. (2) *Unavailable Courses*: When needed courses aren't offered, students get stuck in costly holding patterns to maintain financial aid eligibility. (3) *Excess Credits*: Withdrawals and no-credit repeats are very costly. (4) *Unnecessary Credits*: Too many programs require too many credits, wasting time and money. Even though states and colleges have made progress in recent years, too many institutions still require more than 120 credits for a bachelor's degree, more than 60 credits for an associate degree, and more than 30 credits for certificates. The result: Too few full-time students can graduate on time. Money is lost, too. [23]

> What are essential components of *proposed solutions*?

> (1) *Whole Programs of Study*: Students choose coherent programs, not random, individual courses. Students make the "big choices" of academic majors or programs — and all the other choices of necessary credits and course sequences are laid out for them. In this way, a clear path to on-time completion is prepared for them, semester by semester, all the way to graduation day. (2) *No Wasted Credits:* All courses count toward degrees. Students no longer choose courses "cafeteria style" with no consideration for whether they lead to a credential. To be discussed are options for students choosing different majors, longer time periods or multiple majors.

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[21]Complete College America. 2012 "Guided Pathways to Success" 5. Retrieved February 27, 2017. (http://completecollege.org/docs/GPS_Summary_FINAL.pdf) and http://completecollege.org/the-game-changers/#clickBoxTeal;
[22] John Gardner from the Johnson administration wrote about "Education as a sorting out process"" in his 1995 book "Excellence: Can We be Equal and Excellent Too?" New York: Norton, 1995: 78-86) . See PBS, "Education and Excellence," available online. Retrieved February 27, 2017. (http://www.pbs.org/johngardner/chapters/3.html). Complete College America. 2012 " Guided Pathways to Success" 5. Retrieved February 27, 2017. (http://completecollege.org/docs/GPS_Summary_FINAL.pdf).
[23]Complete College America. 2012 "Guided Pathways to Success" 5. Retrieved February 27, 2017. (http://completecollege.org/docs/GPS_Summary_FINAL.pdf).

(3) *Informed Choice*: Choice becomes more informed, deliberate, and simpler. (4) *Default Pathways:* Students remain on their chosen path unless given approval to change. Students stay on track for graduation — and fully understand the time and money consequences of making a change. (5) *Intrusive, On-Time Advising*: Academic advising is intrusive, just in time, efficient, and cost effective. Academic advisors can focus their attention almost exclusively on students most in need of services instead of spreading themselves over burdensome caseloads of all students. (6) *15 To Finish*: All degree pathways are built for on time graduation. (6) *Block Schedules:* Highly structured schedules add even more student success. (7) *Clear Progress to Guaranteed Courses:* Students receive real-time feedback. (8) *End-To-End Design:* Students are more motivated to fulfill their career goals. Aimless wandering is replaced with highly motivating and intentional routes to careers and more learning. (9) *Milestone Courses:* Milestone courses signal student success. Not only do these courses provide realistic assessments of student progress; milestones give students early signals about their prospects for success in a given field of study. (10) *Workforce Connection*: States and students win as GPS creates academic maps to high-demand jobs. New program pathways are tailored to produce graduates to fill high-demand careers, facilitating better cooperation with the state's business sector. Students enter programs of study with a clear sense of the job opportunities that await them, boosting motivation for graduation.[24]

IV. How Is Frederick Community College Addressing these Problems?

What is being done locally? In addition to (1) weighing audience metrics by various faculty administrative personnel, (2) Frederick Community College in Maryland has tasked a special faculty Strategic Advisory Team with exploring "Pathways". These include constructing four interactive, discursive spaces as a "pathway to action" to promote maximum involvement beginning with a (1) *pathway design space* naming goals, process, strategy, stakeholders, outcomes and decisions; (i) a *problem space* of definitions and causes (ii) a *vision space* of some ideal future state of success or solution (e.g. performative equivalence in assessment) (iii) a *solution space* that is consensual and (iv) *implementation* with assessment-evaluation of impact and process.

This faculty SAT Committee has begun its Problem-Vision-Solution agenda by analyzing an inventory of statistics about past and current student enrollments that discloses patterns.

V. What are Frederick Community College's Progress and Challenges in this Process?

What has been FCC's Progress? These include four goals measured as desired outcomes. We further explore College Intake, Student Instruction, Helping Underprepared Students, Engaging Faculty and Staff, and Economics of College Redesign.

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[24]Complete College America. 2012 "Guided Pathways to Success" 5. Retrieved February 27, 2017. (http://completecollege.org/docs/GPS_Summary_FINAL.pdf).

Results are from the Strategic Advisory Team, 2016-17 Workgroup Summary.[25] Annual Strategic Priority A: Design guided pathways for degrees, certificates, continuing education, and workforce development that maximize student access, student support, and affordability.

Desired Outcomes: Develop career and transfer pathways for new students that are coherent, rigorous, and include milestones to measure student success and progress.[26]

- The SAT group has worked to develop a guided pathways process for students based on best practices utilizing a model of Facilitative Leadership. The workgroup is at the *visioning* stage of the model.
- 30 FCC faculty, staff, students and one parent attended the Maryland Association of Community College (MACC) Completion Summit on December 2, 2016. FCC made 3 presentations at the summit.
- The workgroup developed a *Guided Pathways: Helping Student Complete Programs Faster* newsletter to share information and best practices regarding pathways with the Academic Affairs Team.
  - Volume 1: Message from the Provost
  - Volume 2: The Secret of Success is Enthusiasm
  - Volume 3: Inside Outside Learning

Desired Outcomes: Develop umbrella transfer and career program degree and pathways.[27]

- The College developed four umbrella degrees in the general studies that were reviewed and approved by the Board of Trustees. They include:
  - AA Arts & Humanities
  - AS Social Sciences
  - AS STEM
  - AAS STEM Technology
- Curriculum plans were developed to provide students with guidance to complete their programs of study. The curriculum plans include semester structure as well as course sequencing to help students taking courses both part- and full-time to understand the sequence of courses that will help them achieve completion.
- Identified 34 Letters of Achievement for students who complete Arts & Science courses prior to earning a degree.

Desired Outcomes: Develop a system to guide students from orientation through their first semester, monitor the progress of their degree plans, and budget for professional development and stipends to assess whether the system is improving outcomes.[28]

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[25] Frederick Community College, January 2017 Workgroup A Summary Report to the FCC Board of Trustees. Committee Members Angela Cochran, Brian Stipelman, Britney Carter, Chad Adero, Chianti Blackmon, Deirdre Weilminster, Ivania Amador, James Hatch, Jennifer Moxley, Jerry Haynes, Nancy Dankanich, Samuel Martin, Sunil Konath, Susan McMaster, Wen Nellis, William Buckley.

[26] Outcome leaders: Jacob Ashby, Tony Hawkins, Jessica Young

[27] Outcome leaders: Alanka Brown, Tony Hawkins, Brian Stipelman

[28] Outcome leaders: Appropriate Academic Affairs and Learning Support members

- To be completed during spring semester (2017).

Desired outcome: Increase access to career pathway information through the use of the Career Coach software.[29]

- Small subgroup is working with the Career Coach vendor to determine the utility and function of the product. Also a meeting was had with a colleague at Montgomery College to seek information on how they currently maximize the use of Career Coach.

College Intake Process Linkage With Feeders, Orientation And Registration

What is the current college intake process according to linkage with feeders, orientation and registration?[30] What is the process of pre-enrollment to enrollment, class and completion? How is completion defined; graduation, transfer, continuing enrollment with minimum GPA? One benchmark is a 60-70% completion rate. One context is that some software shows what turns applicants into enrollments reveals data points that demonstrate some 56% of applicants are lost, with some 48-63% within a month before a semester begins and 2-10% lost to other institutions.[31]

The "Problem Space" has four key activities. It aims to (1) learn more about student pathways from orientation to their first semester of enrollment (2) legitimize and understand all perceptions of problems along the pathway; (3) analyze the problem; (4) agree on a problem definition and root cause.

As an overview of the enrollment process at Frederick Community College (FCC), the Admission Office (including Dr. Chad Adero and Britney Carter) are out in the local community from four to eight times per year including many community events (e.g. Asian American day).[32] Some who attend these events and are unsure about FCC get invited and advice through "Walk-In Career Exploration" opportunities. Application to FCC is free and entitles one to an ID email and follow-up welcome packet by mail. Each person receives an "Enrollment checklist" that includes who to contact with referral for testing (SAT, ACT, Math exemptions).[33] An Orientation process inventories what steps need to be completed for registration. Partnerships with high schools access community college courses such as PASS, the Partnership to Achieving Student Success that targets historically under-represented populations of model students. This includes resume writing and career training. Seventy percent are attending all required sessions. Yet financial aid remains one threshold that is often a hurdle. The handout "Roadmap for Financial Aid,"

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[29] Outcome leaders: Chad Adero, Alanka Brown, Beth Duffy, Jerry Haynes, Patricia Meyer
[30] Bailey et al., 2015, chapter 2, "Guiding Students", 52-81.
[31] Data reported by Dr. Tony Hawkins 10/18/17 SAT Meeting
[32] *10/18/17 (Presentation at SAT Meeting, Dr. Chad Adero)*
[33] Frederick Community College, 2016. "Achieve Your Goals, Set the Bar High, Access for All" STEPS TO ENROLL Frederick Community College; Frederick Community College 2016 "Welcome" Admissions Office.

shows it is not one step but a sequenced series of multiple interactive steps.[34] In Broad terms, this involves at least six steps, (1) Complete the FAFSA application (Free Application for Federal Student Aid) (2) complete the admissions process at FCC (3) receive a student aid report (SAR), (4) check your financial aid status on PeopleSoft on the FCC website—students need only register for six credits to receive aid; (5) await award notification letter (6) note any refunds. Separate applications available for work-study can help students who have interest in some particular major area of study (up to 15 hours per week during the semester, up to 30 during J term). Adult Services offers help with financial literacy.

Orientation focuses on brand new students.[35] Legislation requires all new students to meet with an advisor and have a degree plan in place. A four prong process was combined as a first year experience including a high school night (offered three times a year); after applying and placement test a ROAR program (ROAR=?"Required Online Advising and Registration"?). This includes a fifteen minute online required online orientation and advising. After the online orientation, there follows a sign-up for thirty minute meeting with advisor, then registration for lab for class selection meeting for thirty minutes (ICAP). There then follows a new student convocation the Friday before the semester begins with an orientation by a faculty member, which is followed by a "Success Week" as the third week after orientation. Once a person becomes a student, Student Learning Support, offers support for special populations of students ("Special Pops"). Multicultural Student Services serves historically underrepresented populations including gender, gay who are identified, referred and self-selected students. Students with documented disabilities are provided with services and accommodation including a letter for students with Disabilities. Adult Services assists returning students including help with financial success grants. Veterans Services works with special laws and procedures as well as Adult Services to prepare for college readiness. All roads lead to advising. Advising and Counseling Services works with faculty to use Student Success Alerts along with advisors of Special Pops. The population of transfer students and adult students merits more research. As of Fall 2016 3% of FCC population or 194 students are transfer students. This population applies for and receives financial aid. They may or may not need placement tests. They do walk-in meetings with advisors. They register for classes, pay and buy books, and receive advising check-ins at days 15, 30 and 45.

According to Dr. Chad Adero, items to think about include;
- *No ROAR for Spring admissions*
- *No check points for faculty*
- *No career assessment at beginning*
- *No mandatory follow-up after orientation*
- *No special orientation for transfer or adult students*

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[34] Frederick Community College, 2016. Roadmap for Financial Aid, Frederick Community College 2016; Financial Aid Essentials, Earn, Continue, Maintain. Frederick Community College 2016 Counseling and Advising Office; "Money for College, College 411, Scholarship Guide, 2017-2018 State Financial Aid Awards" Maryland Higher Education Commission Published in July 2016

[35] Presentation, Dr. Chad Adero *10/25/16*

- *Marketing needed for career Coach*
- *Earliest to fill out financial Aid form is Oct 1 (FAFSA)*

To get and keep students on track, some services that have begun and are being improved include enhanced advising, student success alerts and courses, and e-advising systems. Possible improvements include advising for general studies students, connecting success courses to academic departments, follow up to success alerts, and departmental integration of e-advising management systems by adding advisors to programs to better enable self-advising of students. [36]

Student Instruction
Another area asks about student instruction and inquires about whether and how a knowledge transmission model is reinforced by cafeteria style education that emphasizes procedural rather than a guided pathways approach which favors conceptual knowledge that instead stresses a learning facilitation approach "which pays more explicit attention to metacognitive skills (how to learn) and student motivation."[37] In the learning facilitation approach, instructional improvement happens from faculty who seek adaptive collaborative inquiry among peers. Some of these initiatives have already begun at FCC with the development of a Learning Commons, Core Learning competencies—influenced by K-12 Common Core State Standards (CCSS)[38]—as Knowledge and Skills explicitly stated in all syllabi, cooperation among professional, as well as instructional and academic colleagues and the leveraging of technology among online and hybrid courses.[39] Possible improvements include enabling library and faculty to integrate enhanced student "information literacy" in a way that enables technology to support inductive learning and enabling teaching faculty to pool adaptive pedagogical insights through peer collaboration.[40]

Helping Underprepared Students
FCC currently has developmental courses for students in math and English, as well as learning support for students needing accommodations on a case-by-case basis. Possible improvements include rethinking developmental education as an "on-ramp" to specific programs of study, that might involve some redesign to customize assessment and placement (to correct underplacement), accelerate developmental curricula (using co-requisites and context-specific skill development) and integrate academic support into programs of study (by integrating developmental education into meta-majors akin to Washington State's IBEST Program).[41]

Engaging Faculty and Staff

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[36] Bailey et al., 2015, 56-80.
[37] Bailey et al., 2015, 117
[38] Bailey et al.,2015, 139-140.
[39] Bailey et al., 2015, 90, 98, 102, 112.
[40] Bailey et al.,2015, 102-104, 112-113
[41] Bailey et al., 2015, 129-139.

FCC currently engages faculty and staff in many ways to enable guided pathways in governance, professional development, hiring and promotion. With respect to governance, a new President and administration has brought fresh innovation, shifting from reactive to proactive policies regarding guided pathways with transparency, respectful listening and power-sharing through collaborative cross-functional teams of volunteers from faculty, staff and administration.[42] To build on the shared values of faculty who have come to FCC to help students in learner-centered ways—as exemplified in FCC's mission—FCC already has in service and training that emphasizes student centered learning. One way to enhance awareness by using data to question current practices, could be to examine how confusion over transfer credits in matriculation experiences can be enhanced by a pathways approach to programming.[43] More cross- functional teams can also be used and will build relational trust. Through professional development, instructional faculty can learn "advising as teaching" and collaborative inquiry that need not be merely exhaustive but can be energizing. "By repurposing existing time and money, leaders can provide most faculty and staff with sufficient resources to engage in guided pathways activities."[44] Policies of hiring, promotion and recognition that advance guided pathways for success promote faculty and staff collaboration and inquiry. Because part-time faculty make up the majority of majority of faculty appointments at community colleges and FCC, literature shows that any successful improvement in teaching and learning (including implementation of guided pathways for success) optimally must include adjuncts, but will track along a continuum of treatment of adjuncts from "destructive" to "neutral" to "inclusive" to "learning centered", with "inclusive and learning centered" maximizing the potential for guided pathways to success (Kezar, 2013). FCC already uses "inclusive" and "learner centered" approaches with continuing professional development and in-service training and mentoring.

> The research literature on adjunct faculty suggests that that if colleges want to improve teaching and learning, they cannot afford to exclude adjuncts from the process. Kezar's [2013] study also suggests that the leverage point of faculty cultures lies within individual departments, and is deeply influenced by the department chair. Accordingly, if the larger institution wishes to be inclusive and respectful of adjunct faculty, then the college's leadership needs to work with department chairs to develop policies for part-time faculty employment. These polities might indicates the resources to which adjunct faculty are entitled (including office space, administrative support staff, and professional development), require the scheduling of courses reasonably far in advance, and outline a path to promotion that emphasizes collaborative, inquiry based professional development and teaching improvement. For example, one community college with which we work is considering creating a new category of "associate adjunct" for both part-time and full-time non-tenure track faculty, which would include a pay raise and provide recognition for improvements in teaching and learning.[45]

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[42] Bailey et al., 2015, 151, 156ff.

[43] Bailey et al., 2015, 153-156.
[44] Bailey et al., 2015, 165.
[45] Bailey et al., 2015, 169-170.

Economics of College Redesign

What are the economics of shifting from a traditional model of efficiency that measures funding cost per student enrollment to a cost per completion model?

> Until recently, the cafeteria structure has been the foundation of a successful business model for community colleges. Low-tuition, widespread locations, and a welcoming attitude to full-and part-time students generated a steady flow of enrollments-and if a self-service approach to course enrollment and student support services contributed to many students exiting college after only one or two semesters, that fact did not hurt (an indeed may have helped) a college's financial bottom line.
>
> In reaction to increasing political pressure for higher graduation rates over the past two decades, colleges began to reexamine their student outcomes and to experiment with new approaches to improve those outcomes.[46]

A utilitarian argument essentially suggests that in the long-run, the marginally increased investment in in completion pays off for individuals and society in terms of income earned and taxes for society. However short-run cheaper choices remain a false temptation and bad economy. "Because students are cheaper to educate at the outset of their college careers and become more expensive as they persist in school, colleges that are paid on the basis of enrollments have stronger incentives to enroll first semester students than they have to retain students in later semesters."[47]

> As part of this commitment to access, community colleges have worked hard to restrain tuition by keeping their per-student cost low….Nevertheless, community colleges are experiencing fiscal pressure and continue to look for ways to lower costs. Yet the ways in which they typically cut spending—by an increased reliance on part-time instructors, increased student-to-faculty ratios, and growing use of fully online instruction—reduce completion rates and likely hurt quality. In general, the strategy of cutting per student costs may weaken the capacity of community colleges to provide well-documented labor market returns and other benefits to students and society.
>
> Successful implementation of the guided pathways model promises to improve student outcomes—but it may increase colleges' per student cost, in part because more students will persist and thus incur more costs, and in part because implementing the reforms may involve significant costs. Improvements in student retention and progression will also increase revenue, but our models suggest that any revenue increase may not entirely cover the increase in costs. An, unfortunately, current funding policies tend to serve as a disincentive: they discourage investment in reforms that

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[46] Bailey et al., 2015, 217.
[47] Bailey et al., 2015, 178.

improve retention, thus undercutting colleges' abilities to lower the cost per completion of high-quality credentials and to maximize returns on investment in higher education.

To resolve this problem, policymakers must think more seriously about how to create incentives for the development of guided pathways. [1] Well-designed and appropriately implemented performance funding strategies seem poised to provide a necessary but insufficient foundation for change. [2] States should therefore also consider enacting policies designed to encourage two and four-year institutions to work together to improve transfer outcomes, as well as policies that strengthen pathways to degree completion and labor market advancement. [3] Finally state policymakers should recognize that community colleges produce high returns on investment for students and taxpayers: thus rather than focus single-mindedly on cutting costs, they should encourage colleges to use their resources more efficiently. Moreover, states may need to provide a modest level of additional resources to cover the costs necessary to implement guided pathways and thereby substantially improve the completion of high-quality credentials. The evidence suggests that these additional investments will be justified by the resulting increases in the returns on investment that already yields high dividends for both individuals and society.[48]

FCC is part of the State of Maryland that has initiated performance funding. FCC is also working to improve transfer outcomes, as well as policies that strengthen pathways to degree completion and labor market advancement. The conversation about how and why FCC graduates are wise investments for their individual earnings and eventual tax contributions to society continues.

FCC has begun to do many items on the way to guided pathways, including connections with secondary schools through dual enrollments early alerts, the integration of technology and online learning with face-to-face classroom learning, small classrooms and hybrid learning and continues to explore E-Advising, local labor force connections among departments[49]

Critical questions include whether and how "pathways" is an effort to influence education overly inflected by outcomes based metrics in automotive (directional) or economic terms ("wasted credits") that undervalues "learning curves" (even mistakes) essential to human growth and resilience (Gardner).Likewise, academic faculty must be involved early and deeply in transition to guided pathways models. Finally, the use of technology among students, faculty, staff and administration is a shifting reality that is generational and likely to influence successful implementation of integrating technology with guided pathways implementation.

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[48] Bailey et al., 2015, 197-198
[49] Bailey et al., 2015, 199-219, "Conclusion".

The pre-industrial model of education was guild trade as apparent in many family names. An industrial model of the car has faced brand loyalty and globalization. A post-industrial model of the GPS seeks multiple centers of employment yet must be alert to various kinds of communication. Consider how different generational expectations about education are ideologies of human flourishing that are shaped by cultural memories which are becoming global as orbital telemetry expands abilities of communications technology; e.g. traditionalist (*"face to face conversation"*); boomer (*"call me on my cell"*); X'er (*"send me an email"*); Y'er (*"text me"*); Millennial ("*Facebook*"; "*Tweet me*"); Z'r, (*"talk to my wearables"*).[50]

To conclude, we proceeded in five steps. First, we concisely charted a tale of two Terry's to *illustrate a contrast* between cafeteria and guided pathways models of education. Second, we *narrated the local, regional and national context* that situates this debate. Third, we described *macro problems* and *proposed solutions* faced by community college education. Fourth, we described how *Frederick Community College* is addressing this issue in concrete steps. Fifth, we reported on their ongoing *progress* and *challenges* ahead in this process.

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[50] Cultural memories of at least six different generations of Americans about "education" include the *Greatest Generation, or G.I. Generation (1900-1924), (https://en.wikipedia.org/wiki/Greatest_Generation); Silent Generation (1925-1942) (https://en.wikipedia.org/wiki/Silent_Generation); Baby boomers* (post-war), (*https://en.wikipedia.org/wiki/Baby_boomers*); *Gen X* (early 1960s to the early 1980s) (*https://en.wikipedia.org/wiki/Generation_X*); *Millennials* (early 1980s to the early 2000s), (*https://en.wikipedia.org/wiki/Millennials*); *Generation Z* (late 1990s to 2025), (*https://en.wikipedia.org/wiki/Generation_Z aka "Plurals") . Retrieved February 27, 2017.*

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TABLE 1: A Tale of Two Terrys[51]

Connection Phase: from Interest to Enrollment

Cafeteria College Student	Guided Pathways College Student
• Attends high school that is poorly informed about the local community college's program offerings and readiness standards	• Attends high school that aligns senior year curriculum to the local community college's readiness standards in its main program areas
• Not helped to explore career and college options while in high school	• Participates in pre-career assessment and exploration offered in collaboration with the community college
• Takes dual-enrollment course in photography	• Takes dual enrollment course in field of career interest: business
• Graduates high school, gets low-wage job, delays enrollment in college, enrolls later part time	• Graduates high school, gets a low wage job, but enrolls full-time in community college in the fall with credits towards business degree
No clear direction *Enrolled part time*	*On a program path* *Enrolled full time*

Entry Phase: from enrollment to entry into program of study

Cafeteria College Student	Guided Pathways College Student
• Skips optional orientation, meets with advisor to select first term courses	• Based on required orientation, career assessment and advising, selects business meta-major and begins degree plan
• Despite interest in business, takes no business courses; unaware of college career center	• Takes prescribed first year sequence, including a business course and a business focused student success course

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[51] Bailey, Thomas R., Shanna Smith Jaggars, Davis Jenkins, 2015. Redesigning America's Community Colleges: A Clearer Path to Student Success Cambridge, MA; Harvard University Press, 200-206.

• Placed in remedial math based on standardized test, will need 2 semesters to get to college-level math	• Takes a statistic oriented math course that enables her, despite not having liked math in high school, to complete college level math in 2 semesters
• Disengaged by lecture-based courses	• Engaged particularly in social science course, based on topical readings and participation in class projects
⬇	⬇
Lacks direction *Getting discouraged*	*Has program goal and completion plan* *Gaining early momentum*

Progress Phase: from program entry to completion of program requirements

Cafeteria College Student	Guided Pathways College Student
• Poor self-advising leads to extra courses/excess credits	• E-advising system enables student and her advisor to monitor progress on student's degree plan
• Fails Economics 101, considers retaking it	• Early alert initiated by Economics 101 Instructor leads advisor to recommend tutoring, which enables her to pass the course
• Does not participate in clubs or activities	• Participates in young entrepreneur club suggested by business faculty; this helps connect her with internship
• Does not know college has transfer assistance center	• Applies to business programs at 2 universities with assistance from department advisors
⬇	⬇
Still lacks direction *Getting discouraged*	*Has program goal and completion plan* *Builds on early momentum*

Completion Phase: completion of credential of value for further education and labor market advancement

Cafeteria College Student	Guided Pathways College Student

• Has not completed business program after 5 years of sporadic, part-time enrollment	• Completes business program in 2 years
• Realizes some of the courses she took will not transfer for credit toward business program at state university; discovers that the university's business program has restricted enrollment; decides to graduate with a general studies associate degree	• Accepted into bachelor's program at state university; transfers all credits for junior standing in major
• Continues working in low-wage jobs	• Works part-time at marketing company where she interned, while starting at the university
• Disengaged by lecture-based courses	• Engaged particularly in social science course, based on topical readings and participation in class projects
Earns a general studies degree *Employed in a series of low-wage jobs*	*Graduates in 2 years* *On track to complete bachelor's in 5 years* *Employed part-time in field of interest*