Faculty Leadership for Mapping Program Pathways

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What is a Structured Program Pathway at Sinclair?

- Term specific curriculum sheet
- Rich with notes and context
- Recommended electives instead of “open gen eds”
- Developed by departments and reviewed by advisors
- Able to be adjusted based on student test results and course taking behavior
### Laying Out Program Requirements

**My Academic Plan (MAP) Tool**

<table>
<thead>
<tr>
<th>Course 8</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Pre-Reqs</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Advisor Only Notes</th>
<th>Student Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO 1101</td>
<td>First Year Experience</td>
<td>1</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>PSY 1101</td>
<td>General Psychology</td>
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<td></td>
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<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition I</td>
<td>3</td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Credit Hours:** 7

### Spring Semester - First Year

Please list any majors/minors or double majors for this semester (i.e. certification, requirement) (skip if not applicable)

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<th>Summer</th>
<th>Advisor Only Notes</th>
<th>Student Notes</th>
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</thead>
<tbody>
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<td>CS 1101</td>
<td>Computer Concepts and</td>
<td>3</td>
<td></td>
<td></td>
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Any Ohio Transfer Module Arts and Humanities elective course may be substituted based on the student's choice.
Below you will see the Academic Plan (MAP) that you have developed in cooperation with an Academic/Faculty Advisor. Please contact your Academic/Faculty Advisor or Counselor if you have any questions or need to make modifications to MAP.

Please Note: Information from the department(s) regarding planned course offerings was used by the advisor to recommend your courses. Courses recommended on your MAP may not be available as planned or at the times, locations, and/or delivery methods you prefer. Courses recommended on your MAP do not secure an open spot in a course or section that you desire; therefore, you are encouraged to register early.  
* - Courses are marked as important by your advisor.  ** - All courses in the term are marked as important by your advisor.

### Fall 2013

**ENG 1101 - English Composition I - 3 Cr. Hrs**

In English Composition I students learn expository, analytical, and argumentative writing strategies, incorporating sources and personal experiences. Students will negotiate between public and private rhetorical positions and purposes to achieve academic literacy. This will involve multiple drafts using a recursive writing process as they work toward fluency in style and mechanics.

**BIO 1111 - General Biology I - 4 Cr. Hrs**

This course is designed to be the first in a series of two general science courses. Covers basic chemistry and biochemistry; cellular and molecular biology. Three lectures, two lab hours per week.

Advisor’s Note: Note: You are required to have a Natural & Physical Sciences elective and can choose from any Ohio Transfer Module (OTM) approved courses assuming you have the required course prerequisites - the choices are listed on the following website: [http://www.sinclair.edu/transfer/otm/](http://www.sinclair.edu/transfer/otm/)

**BIO 1117 - Lab for General Biology I - 0 Cr. Hrs**

The lab for this course is the first in a series of two general science courses. Covers laboratory exercises relevant to basic chemistry and biochemistry; cellular and molecular biology.

**PSY 1100 - General Psychology - 3 Cr. Hrs**

Course covers general topics in psychology including human development, psychology of behavior, sensation, perception, learning, memory, cognition, intelligence, personality, lifespan development, mood, social psychology, motivation, etc., stress, mental disorders and therapies.

**SCC 1101 - First Year Experience - 1 Cr. Hrs**

This course is designed to help new students make a successful transition to Sinclair Community College. Topics include college resources, academic, career and personal goals, learning styles, the learning process, financial responsibility, stress and wellness, and an introduction to the general education competencies at Sinclair.

**MAT 1270 - Beginning Algebra - 3 Cr. Hrs**

Brief review of pre-algebra skills; simplifying algebraic expressions; solving first-degree equations and applied problems; introduction to graphing and graphing lines; systems of linear equations in two and three variables and applied problems; first-degree inequalities and applied problems; compound inequalities and set operations; absolute value equations and inequalities; two-variable inequalities and systems of inequalities and applied problems.
Engagement Strategy #1: Keep It Simple ....

Why do we need to create structured academic pathways?

Students need more direction!!

Simple Presentation of Data

- Acceleration is in Dev Ed is important
- Time is the enemy!
  - 100 students start Basic Arithmetic
  - 55 pass, 45 continue to Intro to Algebra
  - 25 pass, 20 continue to Intermediate Algebra I
  - 10 pass, 8 continue to Intermediate Algebra II
  - 5 pass, 4 continue to Intermediate Algebra III
  - 3 pass, 2 continue to college-level math
  - 1 passes college-level math
Engagement Strategy #2: Tug at Their Heart Strings

• Make them care
• Emotion and motivation

Why Should You Create Structured Pathways for Your Students?

Because you care about your students!
Remind Them Why They Care

The Cost of Poverty Experience: A day in the life of a student

The Completion Game

Engagement Strategy #3: Catch Them Being Good

• Positive reinforcement
Engagement Strategy #4: It’s a Heavy Lift

- Negative reinforcement
  - Negative reinforcement is NOT punishment!

Engagement Strategy #4: It’s a Heavy Lift

- Supportive structures and policies
  - Be careful with punishments
Engagement Strategy #5: Capture the low-hanging fruit

• Use same-level champions to motivate change
• Work with the faculty and staff who show interest

Engagement Strategy #6: Bring Down Silos

• Facilitate long-term relationships between academic departments and advising
• Structure that supports relationship building
The more things change...

- MAP Technology
- Over 200 “Structured” Pathways
- Generalist to Case Management Model for Advising
- Holistic Advising and Student Support
- Advising within 5 Career Communities
- Predictive Analytics
- Performance-based funding in Ohio

What Would We Do Differently?

- Revise initial process to streamline data entry

Simplicity is the glory of expression.
(Walt Whitman)
What Challenges are We Still Grappling With?

- Technological Limitations
- Continual curriculum changes
- Debbie Downers and Negative Nancys
- Initiative Overload
- State & Federal policy change

Contact Information

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