

Concurrent Session II/Presentation 3

Data Based Approach to Building Exploratory Pathway Maps

Step by Step Guide

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Identification Stage

Step One—Identify Pathways.

Step Two— Organize your programs of study in each Pathway (Associate Degrees, Certificates, Skill Sets, and Concentrations) [Figure A].

Step Three—Determine the number of students in each program.

Step Four—Calculate the total number of students in each pathway (sum of each program).

Step Five— Convert number of students in each program to a percentage of the total student population within the appropriate pathway.

Figure A

| Pathway (N = Fall 2014 #) | Degrees | Current # Students | Percentage of Pathway |
|--|--|-----------------------|-----------------------------|
| Business & Computer Technology Total Students = 1000 | AAS - Accounting | 100 | 10% |
| | AAS - Accounting/Finance | 100 | 10% |
| | AAS - Administrative Assistant | 75 | 7.5% |
| | AAS - Business Administration | 400 | 40% |
| | AAS - Culinary Arts & Hospitality Management | 100 | 10% |
| | AAS – Entrepreneurship | 100 | 10% |
| | AAS - Executive Assistant | 50 | 5% |
| | Certificate – Accounting | 25 | 2.5% |
| | Certificate - Business Administration | 25 | 2.5% |
| | Certificate - Culinary Arts | 25 | 2.5% |

Organization Stage

Step Six—Create an Excel document (or other preferred method) [Figure B].

Step Seven— List every unique class within the pathway (represented by its own row).

Step Eight—List all programs of study within the pathway (represented by its own column).

Step Nine— Identify percentage of pathway from Figure A and assign it to the cell above the specific program of study on the Excel document.

Step Ten— For each individual class, mark the corresponding cell in which it is a requirement for the specific program of study.

Step Eleven— Add the percentages of pathway (listed above each program from Figure A) for each class (as identified by your marks) to give you the total percentage of the entire pathway the individual class is required (assigned to the left of each class cell).

Figure B

| Liberal Arts | | 41.80% | 1.40% | 0.80% | 0.00% | 17.50% | 1.00% | 6.90% | 16.40% | 0.20% | 0.40% | 2.20% |
|--------------|---------|---------|----------|----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|----------|
| | Class | arts.aa | grde.aas | muwd.aas | muwd.cert | gest.ags | diph.cert | gled.cert | gltr.cert | grde.cert | star.cert | ddda.aas |
| 66.20% | ADO 10 | G | | | | G | | G | | | | |
| 88.60% | MAT 139 | G | G | G | G | G | G | G | G | G | G | G |
| 87.00% | ADO 4 | G | G | G | | G | | G | G | | | G |
| 75.70% | ADO 4 | G | | | | G | | | G | | | |
| 87.00% | PSY 140 | G | G | G | | G | | G | G | | | G |
| 75.70% | ADO 5 | G | | | | G | | | G | | | |
| 41.80% | ADO 5 | G | | | | | | | | | | |
| 76.50% | ADO 6 | G | | G | | G | | | G | | | |
| 41.80% | ADO 6 | G | | | | | | | | | | |
| 70.60% | ADO 8 | G | G | G | | G | | G | | | | G |
| 9.70% | ART 101 | | R | | | | C | E | | | C | |
| 3.60% | ART 103 | | | | | | E | | | | C | R |
| 87.60% | ART 112 | G | G | | | G | E | G | G | | C | G |
| 0.40% | ART 121 | | | | | | | | | | C | |
| 3.00% | ART 137 | | R | | | | C | | | E | E | |
| 0.40% | ART 201 | | | | | | | | | | | |
| 2.00% | ART 205 | | | | | | | | | | C | |
| 1.00% | ART 237 | | | | | | C | | | | | R |
| 61.50% | BUA 122 | E | R | E | | E | | | | | | |
| 0.80% | BUA 130 | | | E | | | | | | | | |
| 44.80% | CIS 101 | E | | C | C | | | | | | | C |
| 0.80% | CIS 122 | | | C | C | | | | | | | |
| 1.60% | CIS 126 | | C | | | | | | | C | | |
| 1.60% | CIS 127 | | C | | | | | | | C | | |
| 1.60% | CIS 128 | | C | | | | | | | C | | |

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Mapping Stage

Step Twelve— Starting with the highest percentages of pathway classes (listed on the left of each course in Figure B) begin building first semester. At Jackson College we have all students taking SEM 140 in their first semester and tried to get a class that was specific to the pathway (outside of math and English). Based on faculty feedback and pre requisite issues certain percentages are higher further down a pathway [See Figure C].

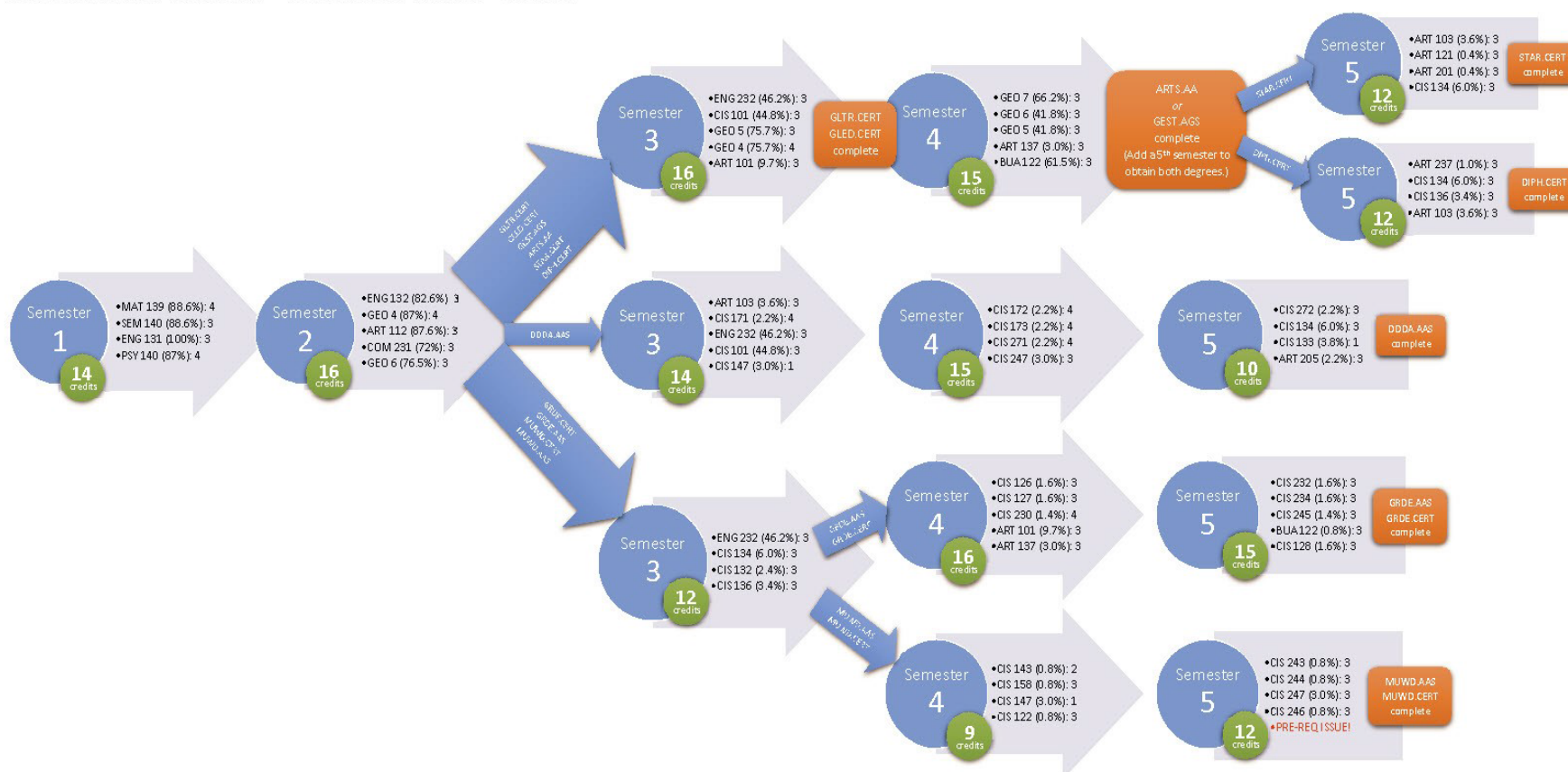
Step Thirteen— Build as many common semesters as possible (Jackson College attempted two common semesters per pathway).

Step Fourteen—Begin branching out common programs based on class requirements.

Step Fifteen—Identify completion points for Associate Degrees, Certificates, Skill Sets and Concentrations.

Figure C

LIBERAL ARTS PATHWAY MAP



Thank you to Rob Johnstone: <http://completionbydesign.org/blog/using-data-to-determine-exploratory-pathways-the-jackson-college-approach>

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