

The Evolution of Guided Pathways Implementation – Lessons Learned from the Field

Dr. Gretchen Schmidt
Senior Fellow, NCII
Broome Community College
December 16, 2021



NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT

About NCII

Authentic, large-scale improvement begins with colleges' rethinking how their policies, programs, and services come together to create the optimal student experience.

Focus Areas:

- **Guided Pathways**
- **Student Financial Stability**

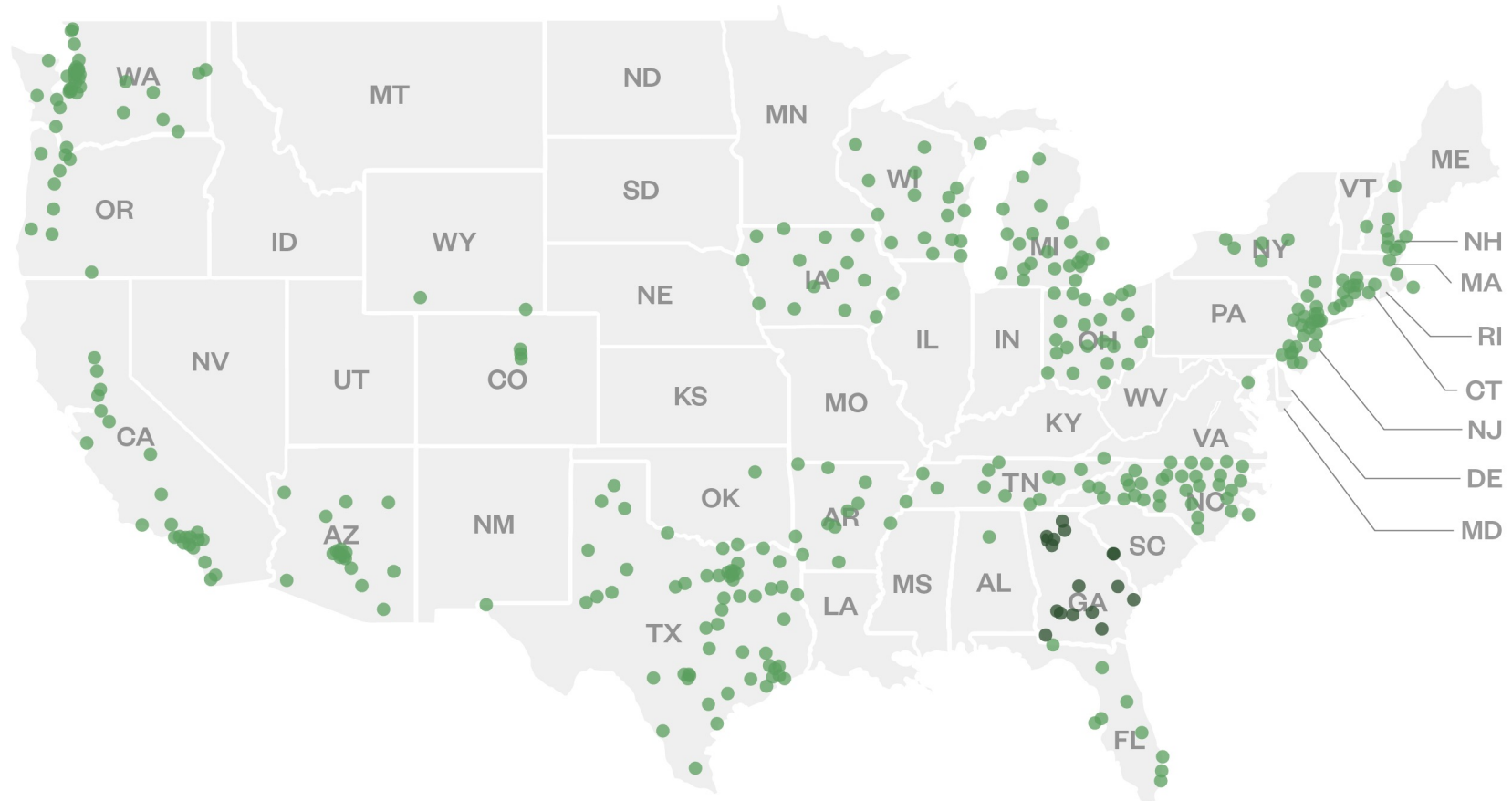


+ ○ Where did Guided Pathways Come from Anyway?

How we got here

- Achieving the Dream
 - Over 15 years of institutional reform (2004)
- Developmental Education Initiative
 - Small pockets of success
- [“Get with the Program”](#)
 - Making the connection for students
- Completion by Design
 - Initial investment in structured pathways (2011)
- AACCC Pathways Project (2015)
- Student Success Center Pathways Projects – 13 states
- Hundreds of institutions implementing as part of state and national projects
- A significant [body of research](#) by CCRC on the impact

A National Movement: Colleges in Formal National and State GP Initiatives



- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives

The Case for Pathways

- **The Business Case**

- Enrollment declining – retention is going to drive enrollment and funding
- Growing accountability for program outcomes
- Financial aid tied to making progress in a program
- Students spending more, want ROI

- **The Academic Case**

- Lack of curricular coherence
- $2 + 2 \neq 4$
- Lacking evidence of learning
- Developmental education divergence

- **The Student Services Case**

- Little support for college/career planning
- Limited (if any) intake advising
- Student's progress not monitored
- Transfer pathway morass
- Students want a clear path

Successful Completion



New Students Want to Know

- What are my career options?
- What are the education paths to those careers?
- What will I need to take?
- How long will it take and how much will it cost?
- How much financial aid can I get?
- Will my credits transfer?

GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

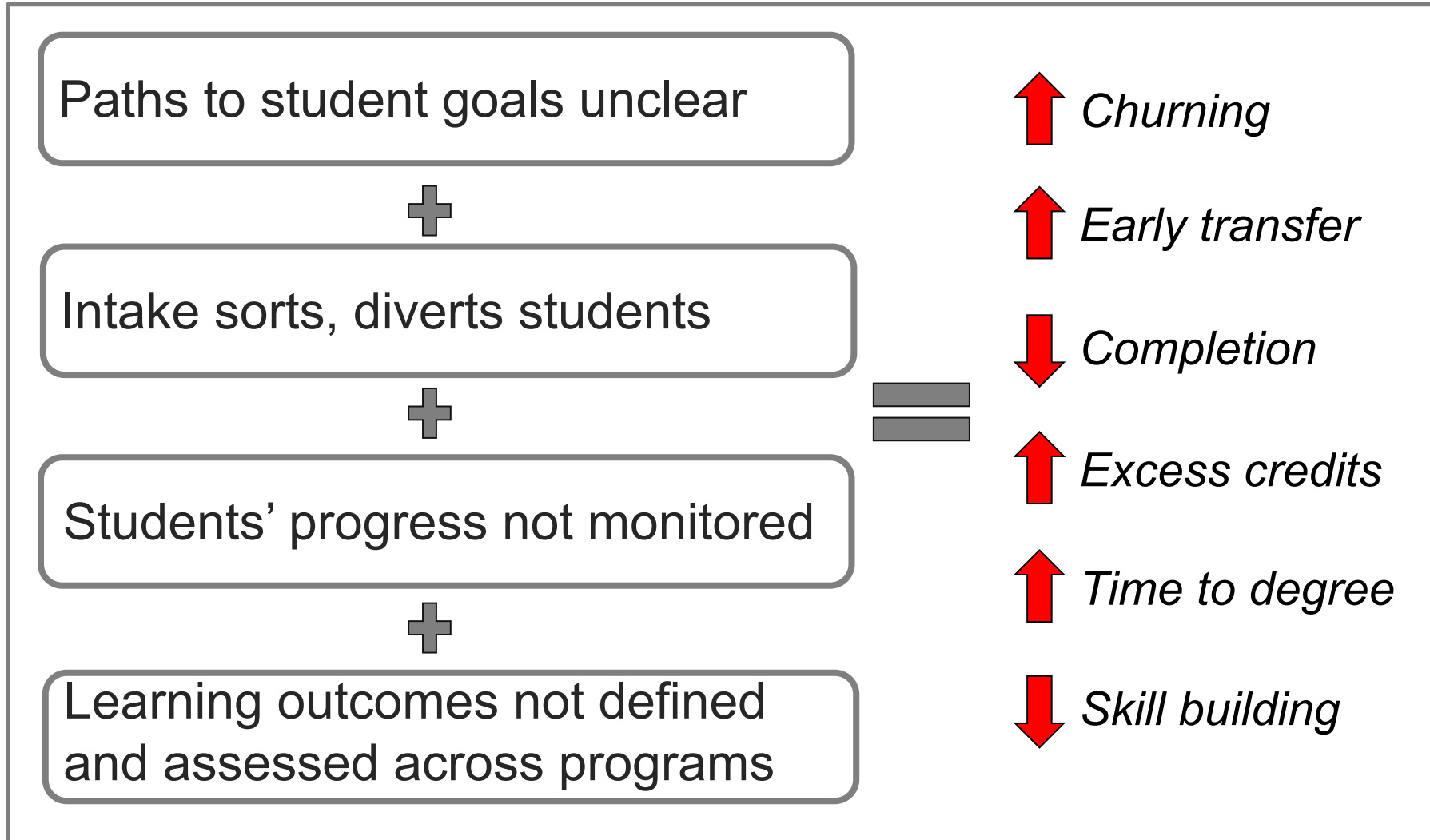
Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

Returning Students Ask

- How far along am I toward completing my program? Am I on-schedule?
- How much more will I have to pay?
- What will I need to take next term and what will my schedule be?
- What if I want to change programs?
- How can I get work experience in my field of interest?

Cafeteria College



Institutional reform has been.....

Change for small numbers of students

OR

Change for large numbers of students

Show Students Their Path

Your pathway to success

Follow this checklist to set and achieve clear career goals

Engineering Technology A.S. (ENG-AS)

Biomedical Systems Subplan with embedded Medical Quality Systems Certificate (MEDQS-CT) and Engineering Technology Support Certificate (ENGTECH-CT)



ETI 1030	REGULATORY ENVIRONMENT FOR MEDICAL DEVICES.....	3
ETI 2031	RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICE.....	3
ETI 2032	CHANGE CONTROL AND DOCUMENTATION.....	3
ETI 2171	QUALITY AUDITING FOR MEDICAL DEVICES.....	3
CGS 1070	BASIC COMPUTER AND INFORMATION LITERACY.....	1
ENC 1101	COMPOSITION I.....	3

0 TO 15 CREDITS

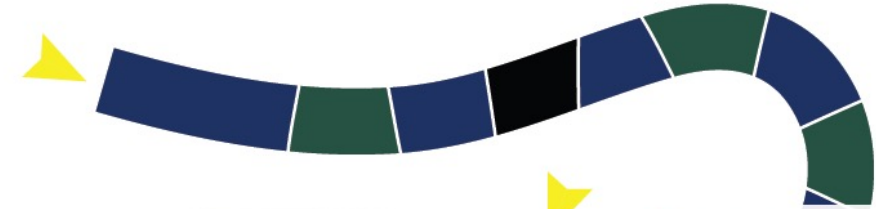
- ✓ Visit Career Services & complete assessments
- ✓ Discover careers & research (using BLS & ONET)
- ✓ Explore degree options & requirements
- ✓ Work with Academic Advising to create a MLP
- ✓ Familiarize yourself with MySPC, MyCourses & SPC Email
- ✓ Volunteer & join Student Government or a club
- ✓ Start a basic resume
- ✓ Locate scholarship opportunities

ETI 1701	INDUSTRIAL SAFETY.....	3
ETI 2041*	MEDICAL DEVICE DESIGN AND MANUFACTURING.....	3
ETI 1622	CONCEPTS OF LEAN AND SIX SIGMA.....	3
MAT 1033	INTERMEDIATE ALGEBRA.....	3
MAC 1105	COLLEGE ALGEBRA.....	3

16 TO 30 CREDITS

- ✓ Confirm degree plan matches career goals
- ✓ Modify My Learning Plan (MLP) if necessary
- ✓ Add Volunteer Activities & Clubs to resume
- ✓ A.S. Programs: Attend events related to program & prepare for industry certifications & exams
- ✓ A.A. Program: Determine transfer institution
- ✓ Make an advising appointment
- ✓ Visit Career Services to discuss work based learning opportunities

Your pathway to success



ETI 1420	MANUFACTURING PROCESSES AND MATERIALS I.....	3
ETI 1628	DEVELOPING & COACHING SELF-DIRECTED WORK TEAMS.....	3
EET 2949	CO-OP WORK EXPERIENCE.....	3
EET 1084C	INTRODUCTION TO ELECTRONICS.....	3
ETI 1110	INTRODUCTION TO QUALITY ASSURANCE.....	3

31 TO 45 CREDITS

- ✓ Gain experiences in your field (volunteer/internships)
- ✓ Build relationships and practice interviewing
- ✓ Create LinkedIn Profile & clean up your online presence
- ✓ Complete all required courses for credit internship
- ✓ Make plans for transfer or continuing at SPC
- ✓ Complete degree audit with an advisor
- ✓ Update My Learning Plan and resume

SPC 1017	INTRODUCTION TO SPEECH COMMUNICATION.....	3
PHI 1600	STUDIES IN APPLIED ETHICS.....	3
ETM 1010C	MECHANICAL MEASUREMENT AND INSTRUMENTATION.....	3
ETD 1320C**	INTRODUCTION TO CAD.....	3
POS 2041	AMERICAN NATIONAL GOVERNMENT.....	3
HUM 2270	HUMANITIES (EAST-WEST SYNTHESIS).....	3

46 TO 60 CREDITS

- ✓ Research jobs & companies
- ✓ Get references/letters of recommendation
- ✓ Complete a graduation check with advisor
- ✓ Finalize plans for transfer or continuing with SPC
- ✓ Apply for graduation & order your cap and gown

Total Program Credits 60
Total Pathway Credits 64
GRADUATION

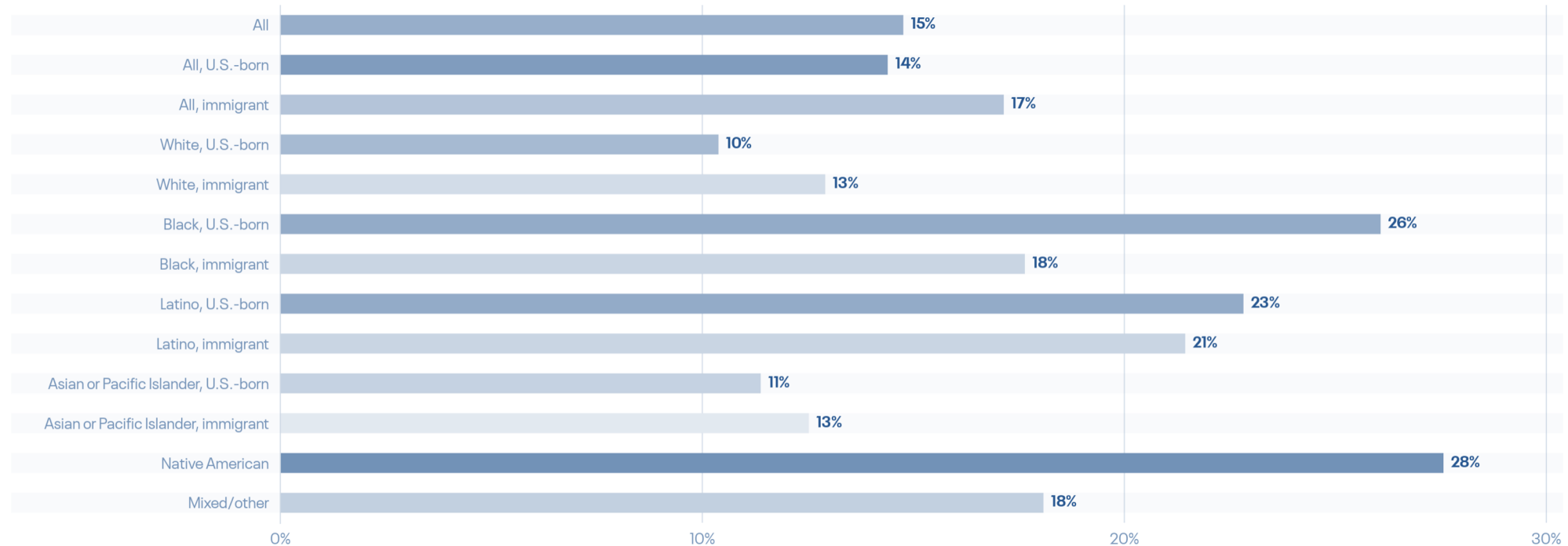


And Now the Why

Poverty by Race

(Data from 2017)

National: Percent people below poverty by race/ethnicity and nativity: 100% of federal poverty line, 2017



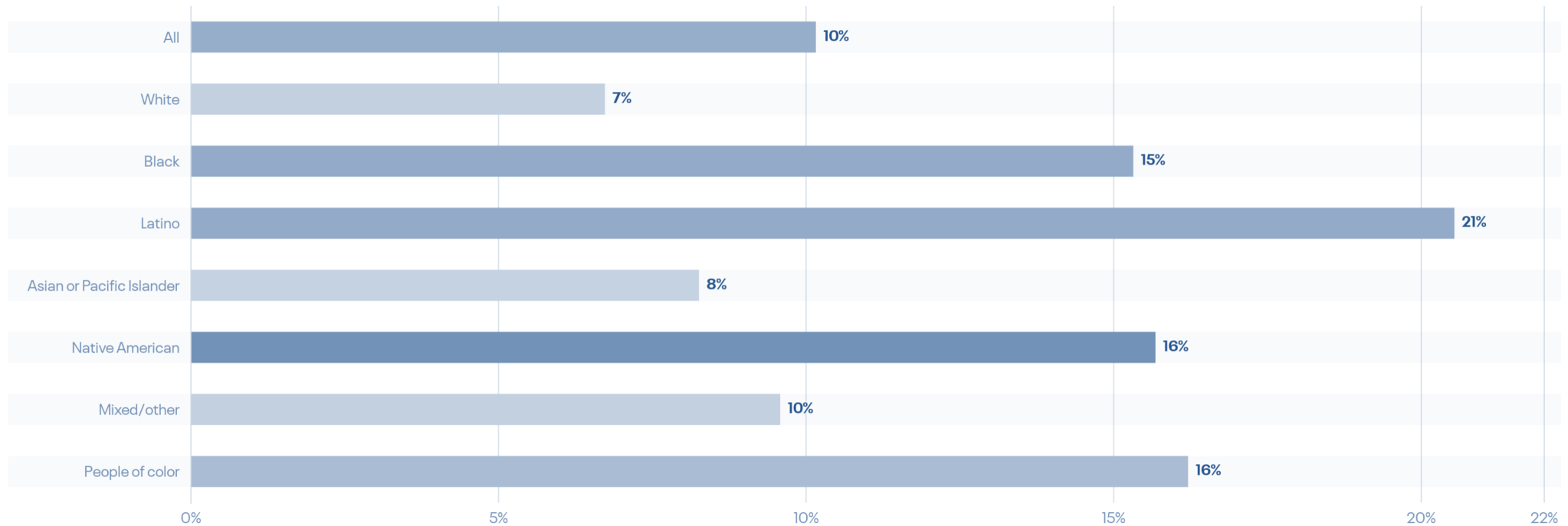
The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2017 for a family of four with two children was about \$25,000 per year

Source: IPUMS, PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Adults Have Been Stranded in Low-Wage Work

(Data from 2017)

National: Percent working poor by race/ethnicity: 200% of federal poverty line, 2017



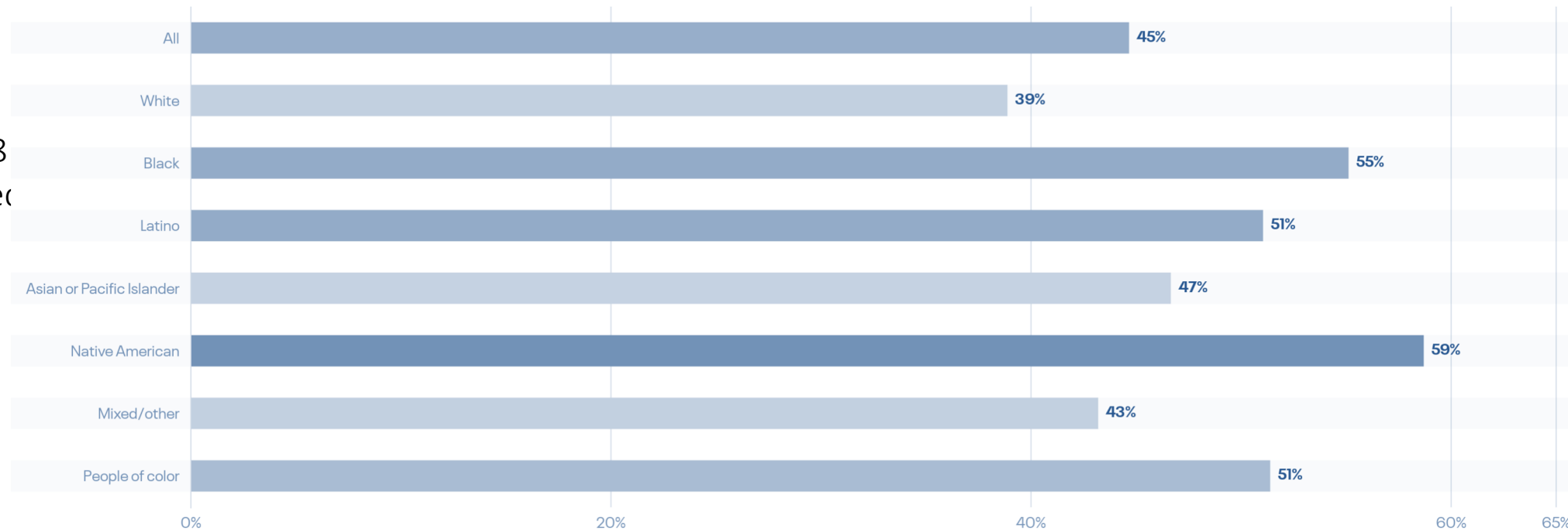
The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2017 for a family of four with two children was about \$25,000 per year (thus, 200% of the federal poverty threshold was about \$50,000).

Source: IPUMS, PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Many Young Adults Cannot Make Ends Meet

(Data from 2017)

National: Percent of youth (ages 18-24) at or below 200% of the federal poverty level, 2017



4.6 million youth between the ages of 18 and 24 are disconnected from work and school.

(Aspen Institute Forum for Community Solutions, 2018)

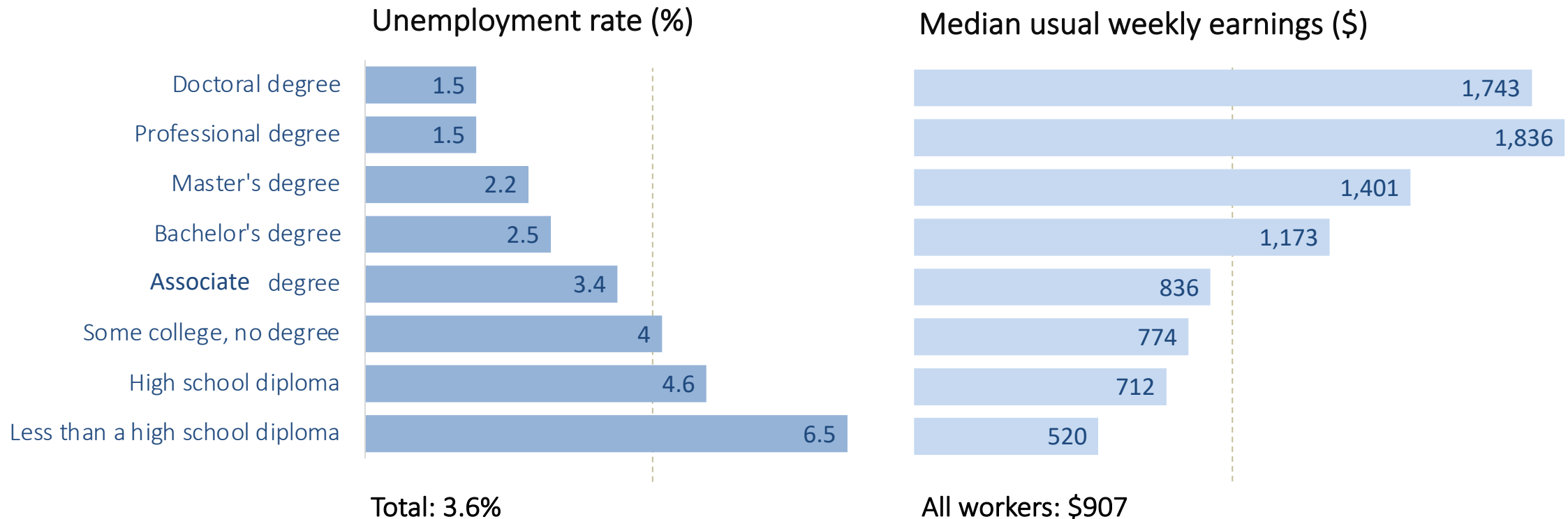


The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2017 for a family of four with two children was about \$25,000 per year (thus, 200% of the federal poverty threshold was about \$50,000).

Source: IPUMS, PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Higher Education is the Surest Path to Living Wages

Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

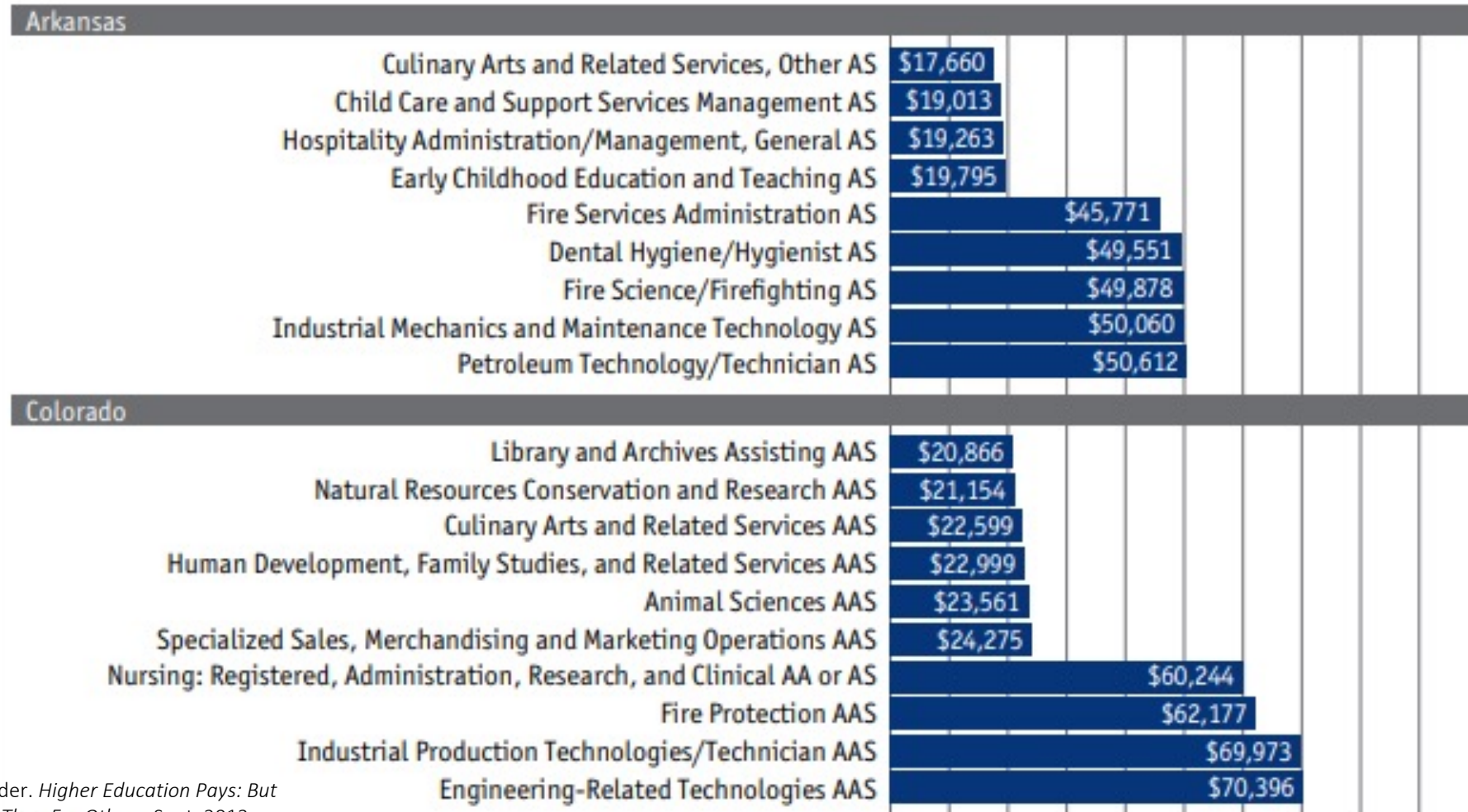
The Impact of Family Income on Postsecondary Completion

Figure 2: College graduation rates by family income and test scores

	Below-average test scores	Above-average test scores
Richest	30% Complete college	70%
Upper middle	19%	50%
Bottom middle	9%	39%
Poorest	6%	26%

Source: *Affluent Students Have an Advantage and the Gap is Widening*, December 12, 2012, New York Times based on research from Bowen, W.G., Chingos, M.M., & McPherson, M.S. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, N.J.: Princeton University Press

Student Success Includes Post-Graduation Success

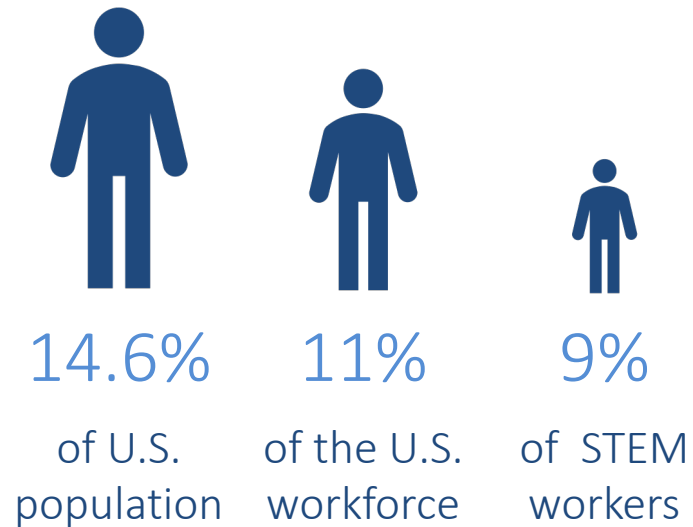


Source: Mark Schneider. *Higher Education Pays: But a Lot More for Some Than For Others*. Sept. 2013.

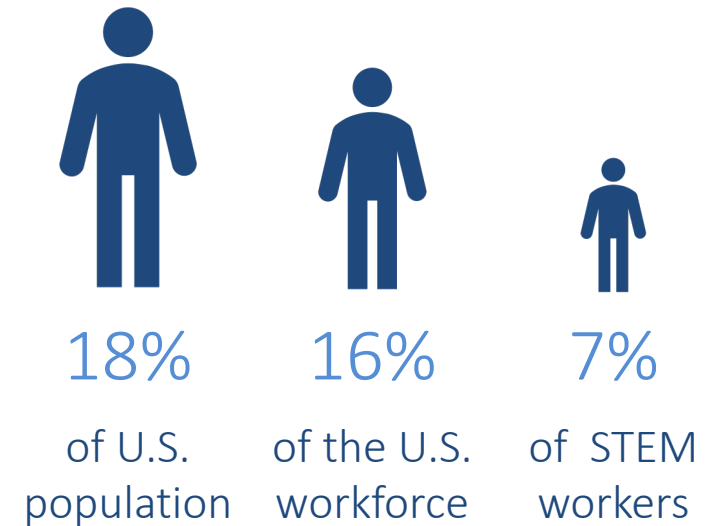
Post-Graduation Success is Inequitable

People of color are underrepresented in STEM majors that lead to high median wages.

Black individuals make up...



Latinx individuals make up...



Source: U.S. Census Bureau, 2017 Report, Pew Research Center

Undergraduate Enrollment Trends by Sector

IPEDS Data, 1996-2019

Sector (CCRC Definition)

- Community colleges
- Public four-years
- Private not-for-profit four-years
- Private for-profits
- Other public two-years, less-than..
- Other private not-for-profits

Select a State/Territory

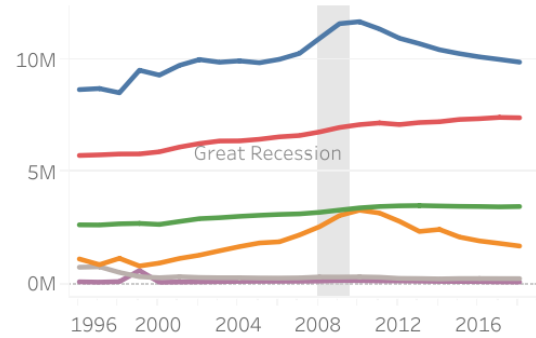
All

Select an Institution

All

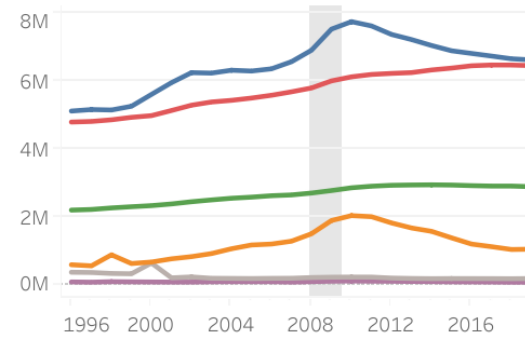
Academic Year Headcount

12-month unduplicated undergraduates



Fall Enrollments

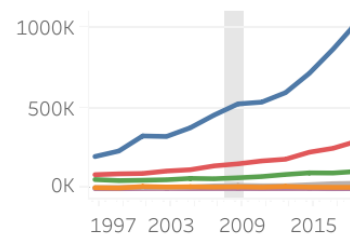
All undergraduates



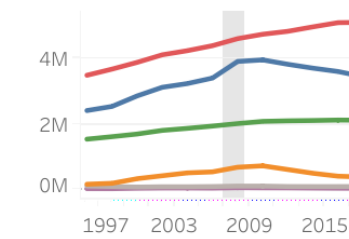
Fall Undergraduate Enrollments

Summary for student age and race/ethnicity

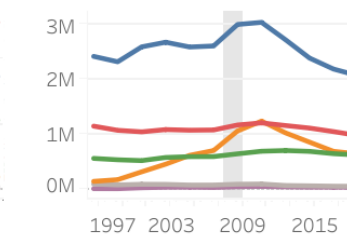
Age: Under 18



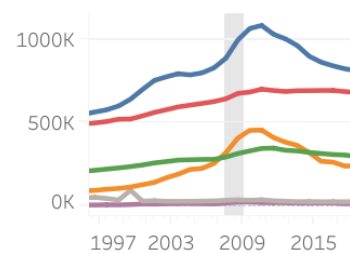
Age 18-24



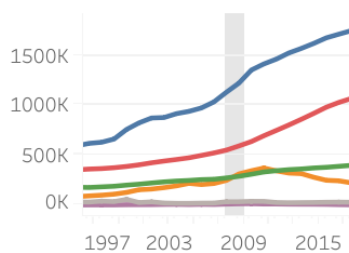
Age 25+



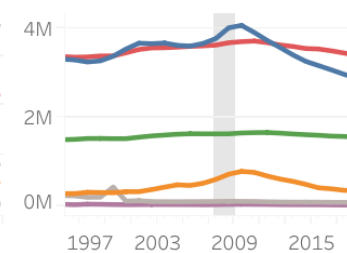
Race/Ethnicity: Black



Race/Ethnicity: Hispanic



Race/Ethnicity: White

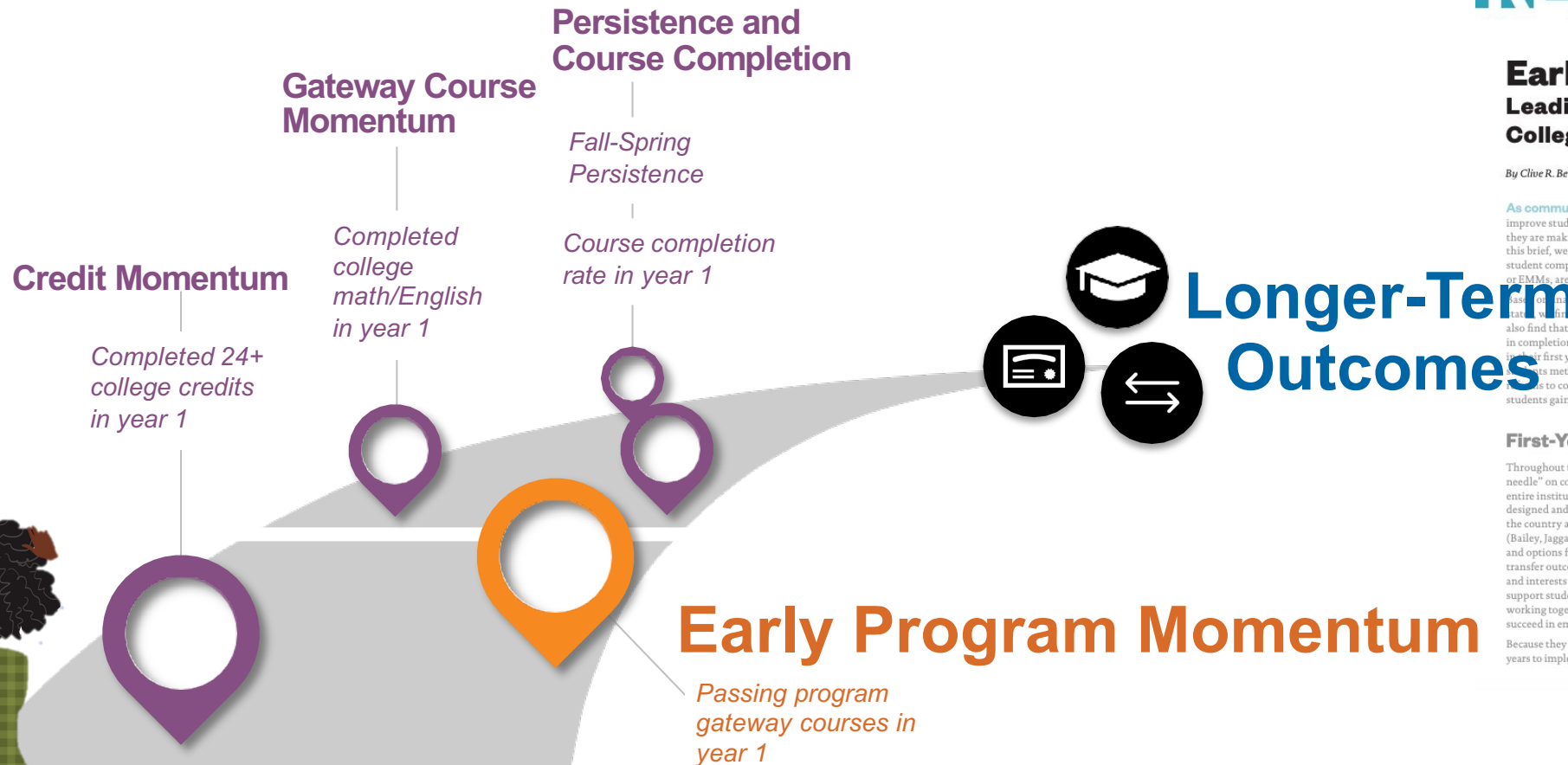




Pathways Implementation

Students who gain early momentum are more likely to complete.

Early Academic Momentum



Early Momentum Metrics Leading Indicators for Community College Improvement

By Clive R. Belfield, Davis Jenkins, and John Fink

As community colleges across the country implement large-scale reforms to improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, we examine how well nine measures of students' progress in their first year predict student completion in subsequent years and thus how suitable these early momentum metrics, or EMMs, are as leading indicators of the effectiveness of institutional reforms.

Based on analysis of student data from all community colleges in three states, we find that EMMs do predict longer term success for students. We also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met EMMs. Our findings indicate the need for comprehensive reforms to community college organization and practice to help more students gain early momentum on their way to earning a credential.

Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.

First-Year Indicators of Longer-Term Success

Throughout the nation, two-year and four-year colleges are recognizing that to "move the needle" on collegewide measures of success (e.g., completion rates) major redesign across the entire institution may be required to ensure that its programs, policies, and practices are well designed and aligned to promote student success. Hundreds of community colleges across the country are adopting whole-college reforms commonly referred to as "guided pathways" (Bailey, Jaggars, & Jenkins, 2015). As part of these reforms, colleges are mapping requirements and options for programs of study so that they are aligned with desired employment and transfer outcomes, redesigning the onboarding process to help new students explore options and interests and develop an academic completion plan, and revamping advising to better support students in making timely progress toward completion of a credential. Faculty are also working together across disciplines to ensure that curricula and teaching prepare students to succeed in employment and transfer in their field of study.

Because they involve a redesign of college practices at scale, guided pathways reforms take several years to implement (Jenkins, Lahr, Fink, & Ganga, 2018, pp. 2-3). Given that whole-college



Early momentum has added benefits for Black, Latinx, and low-income students...

Benefit of completing 12+ college-level credits on transferring and completing a bachelor's degree	Black students	Hispanic students	Other students
	2.4x	4.2x	1.7x

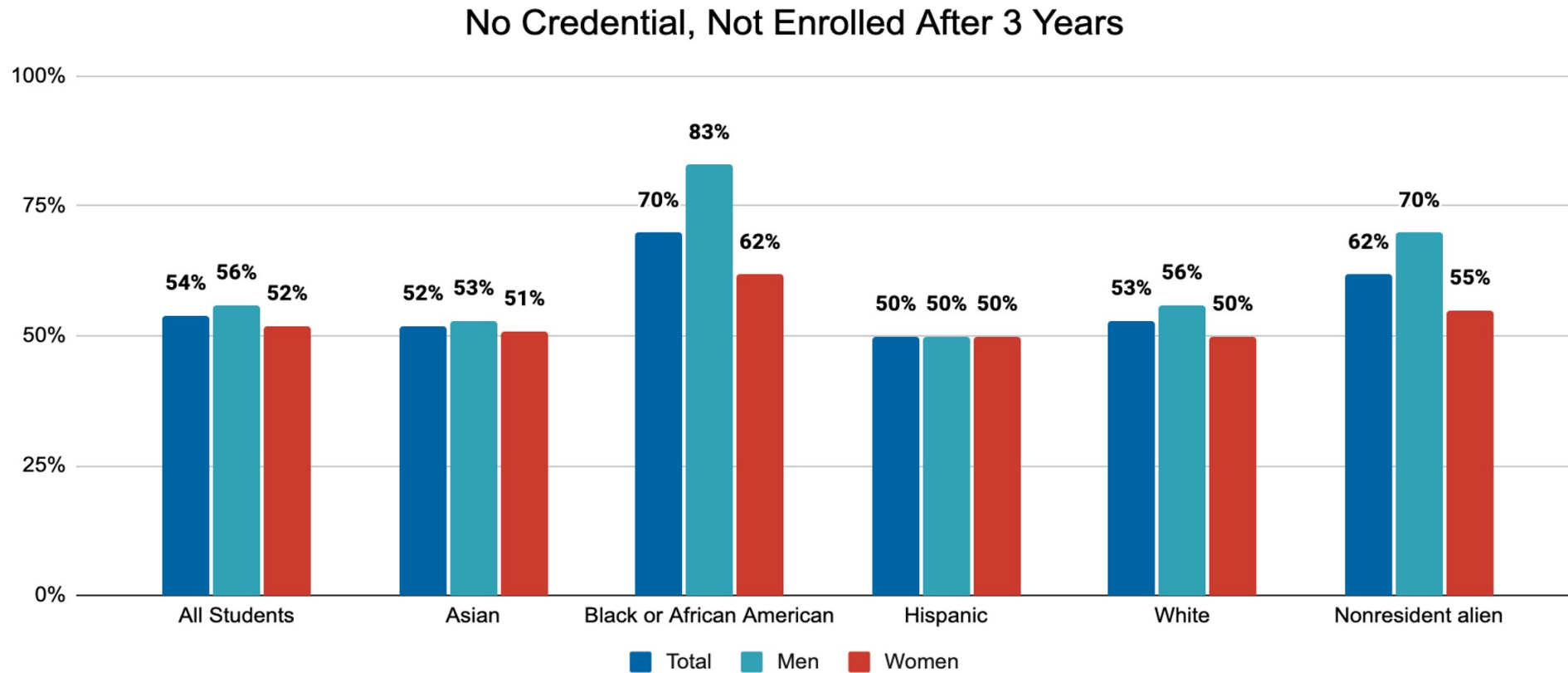
Effects even larger for...

Transfer to a four-year institution	Benefit of milestone (baseline group)	Black students	Hispanic students	Low-income students
Credit momentum (6+, 12+, or 24+ college credits)	3–5x	3–6x	6–11x	7–8x
Gateway English/math (college-level)	3–4x	3–4x	6–8x	4–6x
Completed transfer degree	7–8x	9–11x	11–18x	11–13x
Transfer and bachelor's completion				
Credit momentum (6+, 12+, or 24+ college credits)	1.7–2x	2–3x	4–5x	7–9x
Gateway English/math (college-level)	1.6–3x	2–4x	4–5x	4–5x
Completed transfer degree	3–4x	5–6x	5–9x	6–7x

Source: Yuxin Lin, Maggie Fay, & John Fink (2020). CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009 and 2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for student characteristics, college fixed effects, and cohort fixed effects.



...and we're especially likely to lose racially minoritized students, men of color, and those from low-income families.



Data represent completion rates for 2016 first-time, full-time cohort from one example LACCD institution. Only showing student subgroups with >10 students in the IPEDS FTFT GRS Cohort.
**IPEDS Graduation rate data for Pell men/women not available.

COVID has hit community colleges and their students hard...

The Decline in Traditional-College-Age Students Was Sharper Than Among Students 25 and Older

Attendance by students ages 18 to 24 fell by 5 percent this spring, with community-college enrollment taking the hardest hit within that age group.

% change from previous year

■ 18 to 24 ■ 25+



Source: [National Student Clearinghouse Research Center](#) • [Get the data](#) • Created with [Datawrapper](#)

What Pathways Means for Students



NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT

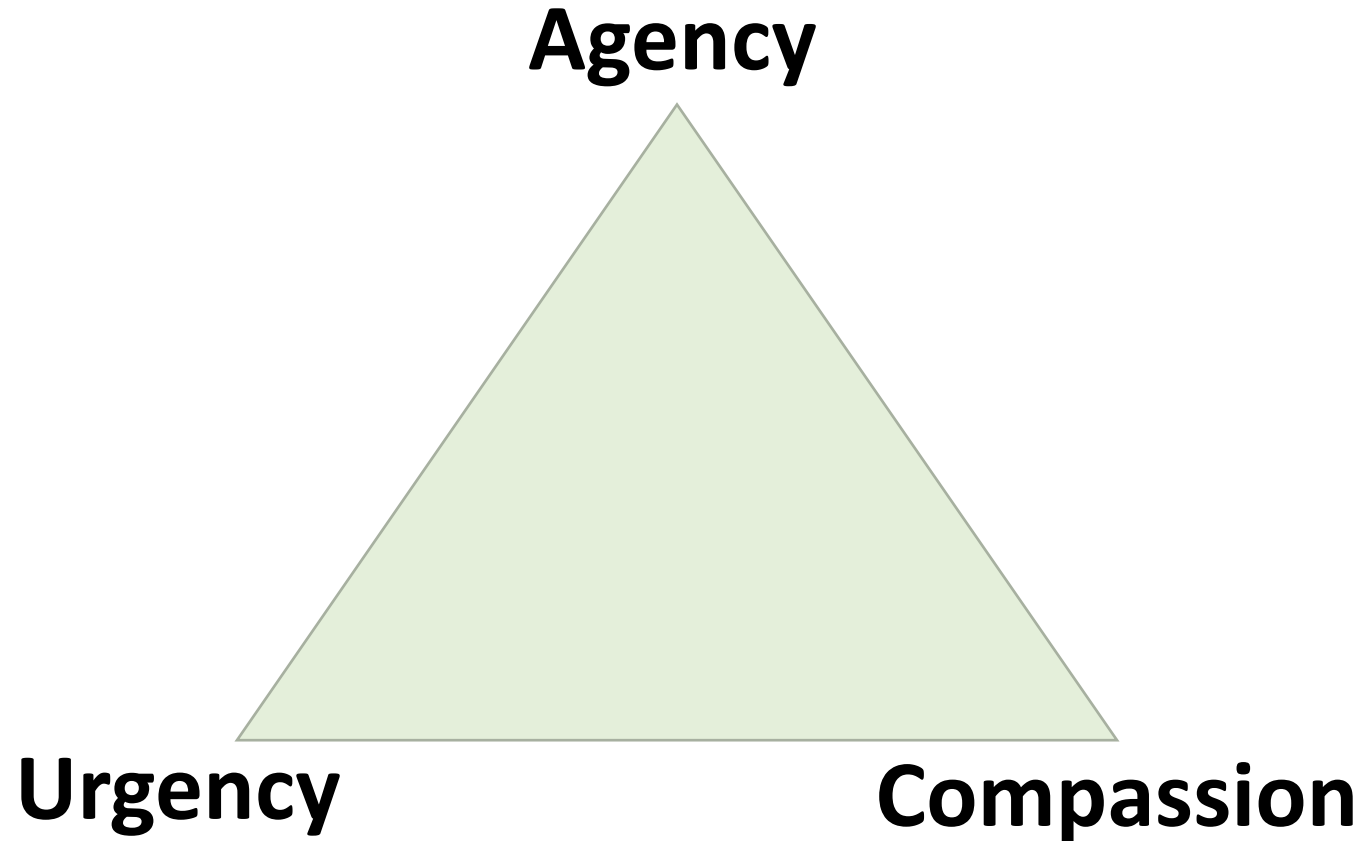
COVID Challenges for **Students and Colleges**

- Students will be even less able to afford college so they will expect programs that enable them to achieve goals as quickly and affordably as possible
- Students will want programs that enable them to secure stable jobs in short term and good jobs in longer term—offered in formats/on schedules that work for adults with intense job and family pressures
- Demand for hs dual enrollment offerings that save time and money to earn bachelor's degree in student's field of interest will increase
- Students will face higher levels of stress and anxiety than usual
- Competition from on-line degree completion providers, regional public universities, less-selective privates will intensify
- State funding will likely be cut substantially; colleges will have to break down silos, work collaboratively to respond to challenges

Strategies for Student Success and College Survival **Post-Covid**

- 1) *Program* – Ensure every student is in high-opportunity program that leads to good job or transfer with junior standing in student's major
- 2) *Purpose* - Help every student explore interests/ strengths and connect with faculty, experienced students, alumni others in fields of interest from the start
- 3) *Empower* - Ensure every student takes a “light the fire” course on topics of interest in term 1
- 4) *Plan* - Help every student (including dual enrollment) develop an educational and financial plan by end of term 1

Positive Things to Carry Forward from the Pandemic



Students' early experiences play a critical role in their likelihood of completing.

10-40%

of community college students are lost between application and the first day of classes

50%

of community college students leave higher education by their second year

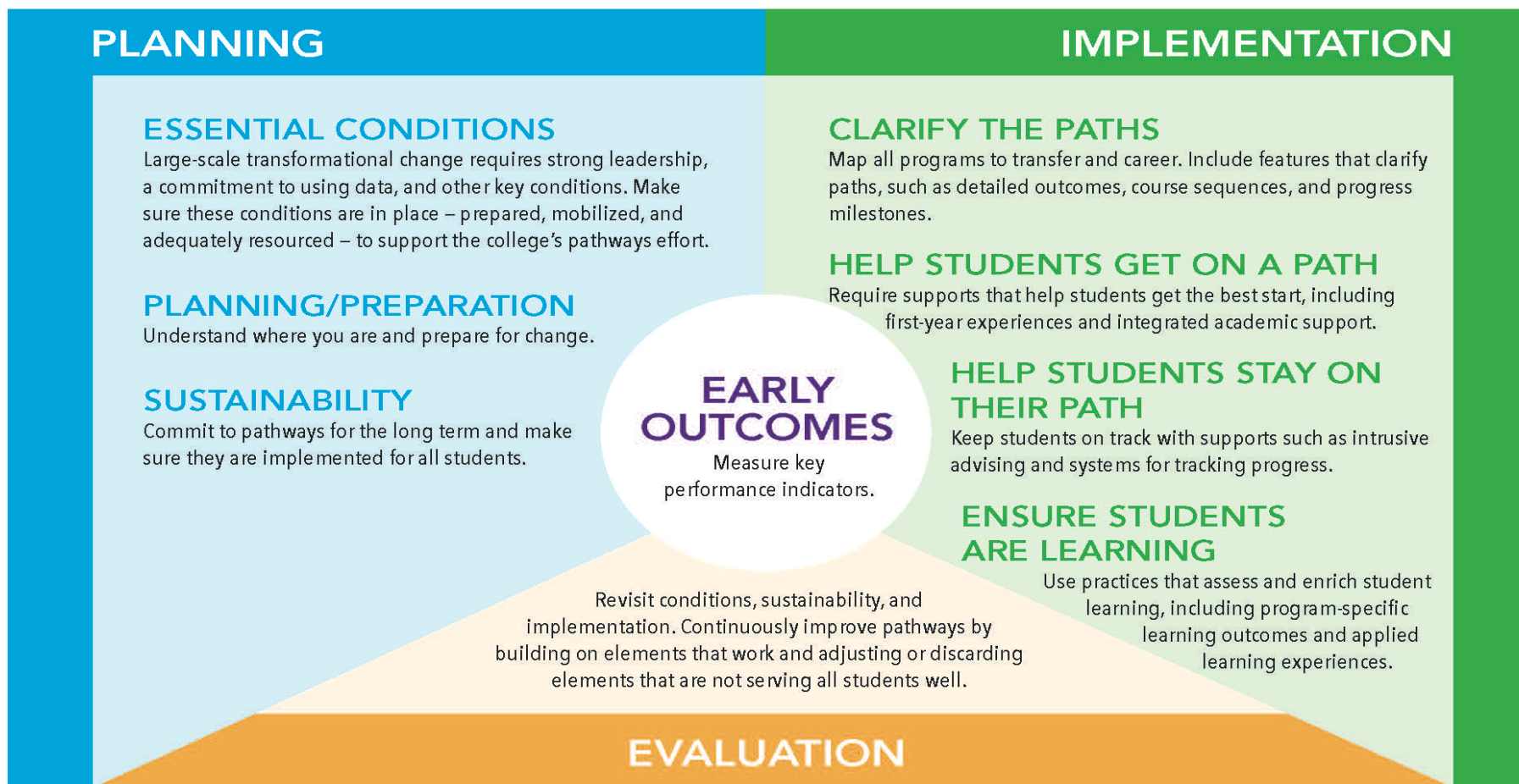
40%

of community college students nationally complete any credential in 6 years



Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



Guided Pathways College: Redesigned for *Access and Success*

- 1. Clarify paths to student end goals* – by ensuring that every program prepares students for good jobs and further education needed for career advancement
- 2. Help students get on a path* – by helping all students actively explore options and interests, become part of an academic and career community, and develop a full program completion plan
- 3. Keep students on path* – by scheduling classes and monitoring student progress based on students' plans to ensure timely and affordable program completion
- 4. Ensure students are learning* – by strengthening active and experiential learning across programs to ensure students have know-how (including soft skills) required for good jobs and further education

Guided Pathways Mindset Shifts

FROM:

TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular



Program-relevant active/experiential learning

Guided Pathways Cultural Shifts

FROM:

TO:

Are students college-ready?



Are colleges student-ready?

Sanctioned wandering



Purposeful direction

Institutional siloes



Cross-functional teams

Discrete strategies/
boutique programs



Evidence-based practices integrated
into coherent student experiences
at scale

Support services optional/
by referral



Integrated/contextualized academic
support

Teaching classes faculty
want to teach when they
want to teach them



Teaching classes students need to
take when they need to take them

Equity as sidebar



Equity as design principle

Pathways to What? For Whom?

- A more integrated approach to pathways implementation
- Focusing on post-graduation success, including bachelor's degrees attainment and jobs with a living wage
- Conducting an examination of an institution's program enrollment and completion data with a focus on equity
- Aligning programs with living wage jobs in the region
- Leading difficult conversations about programs that do not lead to a living wage and the implications
- Fostering a more regionalized approach to pathway implementation – community college as the intermediary with K12, universities, employers, workforce agencies and CBOs at the table



The Benefits of Having an Academic Plan from the Student Perspective

- +
 - • "The best institutions don't just teach; they empower. They meet students where they are and help them get to where they want to go."
-*Dr. Jill Biden*

Career Communities at Stark State

<https://www.starkstate.edu/academics/>

- ▶ Not quite sure where you want to land in your career? We can help.
- ▶ Our 10 Career Communities help you take a look at clusters of occupations that align with your interests, skills, goals and career plans.
- ▶ Whether you have your sights set on a specific career pathway or are exploring your options, Career Communities offer a better way for you to find your career calling amongst the more than 230 degrees and certificates available at Stark State.
- ▶ Admissions application redesigned
 - ▶ Undecided students choose between 10 exploratory majors instead of 200+ degrees/certificates
 - ▶ Undecided as a major is no longer an option

career communities

find success in a profession that's the right fit for you

Career Communities help match you to potential career pathways and occupations where employees share common interests and skills.

You'll be placed in the career community that best aligns with your strengths and interests. If you prefer to explore all your options within that community before you commit to one major, you can first choose an exploratory major to get an overview of a variety of fields.

Benefits

- an advisor specializing in your area of interest
- programs to help you learn the skills you need to be competitive
- emails with jobs and internships, professional development opportunities and industry advice
- alumni and employer connections



Administrative Services, Legal Assisting and Court Reporting

Do you pride yourself on your organizational skills, attention to detail and ability to interact with a diverse set of people? Do you enjoy executing a process with efficiency and accuracy, keeping proper documentation at each step of the way?



Business and Accounting

Would you characterize yourself as a leader, problem solver, and persuader? Are you focused on the importance of numbers, data and accuracy?



Computer Science, Information Technology, Security and Digital Media

Enjoy being creative with accuracy and precision? Like being presented with a technical problem and troubleshooting to find the solution? Thrive on change and learning the newest technology and techniques?



Culinary

Love food and cooking, being creative, working with your hands, and performing with precision?



Education

Is your passion people? Want to help them grow to find their potential and support them through the course of that journey?



Engineering Technology, Industrial, Automated Manufacturing and Automotive Technologies

Are you interested in the way things function? Do you enjoy working with your hands, fixing technical problems and finding better solutions?



Health

Have a desire to help, heal, and care for others? Do you have strong communication skills, endurance, and enjoy working as a team? Whether you prefer working directly with people or behind the scenes in a lab setting, the health field offers something for all.



Human Services, Social Services and Public Safety

Motivated by a desire to serve others and your community? Enjoy hands-on or field work, planning, organizing, managing and research? Human and public services are filled with professions for those with a strong desire to help improve people's lives, making it safer, easier and more fulfilling for others.



Liberal Arts

Desire to create a strong foundation for a career that may require additional higher education? These programs start your pathway to careers in communication, English, humanities, psychology, sociology, technical communications and transfer programs with more than 40 colleges and universities.



Mathematics and Sciences

Do you enjoy complexity and problem solving? Are you analytical, detailed and have a desire to continuously investigate and learn? Do you enjoy working in a mixed setting offering independent and team environments?

Career Communities Overview

Advising Placemat



career communities



Carlon wage Akron wage

ADMINISTRATIVE SERVICES AND LEGAL ASSISTING		
administrative assistant	34,000	35,100
insurance processing policy clerk	37,100	37,300
medical secretary	30,000	32,700
paralegal; legal assistant	40,200	49,400
receptionists/information clerks	25,500	25,900

• organizational skills • attention to detail • ability to interact with people • efficiency • accuracy
administrative office professional, judicial court reporting, legal assisting



Carlon wage Akron wage

ENGINEERING TECHNOLOGIES, INDUSTRIAL, AUTOMATED MANUFACTURING AND AUTOMOTIVE TECHNOLOGIES		
automotive service technician	35,000	42,200
engineering technician	49,900	54,400
HVAC installer	47,200	43,500
machinist	34,300	31,700
welder	37,100	40,100

• interest in how things function • hands-on
• technical problem-solving • look for better solutions
HVAC technology, electrical maintenance technology, civil engineering technology, automotive technology, environmental, health and safety technology



Carlon wage Akron wage

BUSINESS AND ACCOUNTING		
advertising sales agent	62,500	56,900
bookkeeper	37,300	38,200
customer service representative	29,800	36,900
human resources assistant*	34,200	40,000
loan officer*	54,900	69,300

• leader • problem solver • persuader • focused on numbers, data, accuracy
certified public accountant, accounting-corporate, business management, marketing and sales management, corporate finance



Carlon wage Akron wage

HEALTH		
dental hygienist	61,100	66,500
licensed practical nurse	39,300	41,700
medical lab technician	54,700	50,400
physical therapy assistant	56,200	58,700
radiation therapist	72,700	81,600
registered nurse*	60,300	67,700
surgical technologist	47,500	42,100

• help, heal, and care for others • communication skills
• endurance • teamwork
direct patient care: medical assisting, expanded functions dental auxiliary, massage therapy, ophthalmic technology, respiratory care
indirect patient care: surgical technology, health information technology, medical instrumentation sterilization technology, dietary manager



Carlon wage Akron wage

COMPUTER SCIENCE, INFORMATION TECHNOLOGY, SECURITY AND DIGITAL MEDIA		
computer support specialist	42,600	45,700
software applications developer*	91,300	84,400
graphic arts designer*	41,100	44,200
web developer	42,500	65,700
security management specialists	58,700	65,500

• creativity • accuracy • troubleshooting technical problems
• change • new technology and techniques
cyber security and computer forensics technology, computer science and engineering technology, web design and development, music production and engineering



Carlon wage Akron wage

HUMAN SERVICES, SOCIAL SERVICES AND PUBLIC SAFETY		
EMT	28,600	32,700
firefighter	38,400	48,400
police officer	48,000	60,100
social/human service assistant	28,900	31,800
substance abuse counselor*	47,200	49,500

• serve others and the community to make life safer
• hands-on field work • planning • organizing • managing • research
emergency fire services, emergency medical services, police science, human and social services, chemical dependency



Carlon wage Akron wage

CULINARY		
chef	36,400	43,700
first line supervisor/food prep	31,800	34,700
food service manager	45,600	52,300

• love of food and cooking • creativity • hands-on
• precision performance
culinary arts



Carlon wage Akron wage

LIBERAL ARTS		
behavioral analyst; mental health counselor*	49,500	47,200
customer service representative	29,800	36,900
market research analyst*	64,600	64,600
public relations specialist*	50,100	59,300
writer*	38,800	49,800

• strong foundation for a career that may require additional higher education
associate of arts degree, communication, English, psychology, sociology



Carlon wage Akron wage

EDUCATION		
elementary school teacher*	57,100	61,300
high school teacher*	62,500	61,500
middle school teacher*	54,800	64,500
preschool teacher*	23,400	24,900
teacher's assistant	25,400	29,500

• people-oriented • promote growth and support for others
• creativity and organizational skills
education, early childhood education



Carlon wage Akron wage

MATHEMATICS AND SCIENCES		
actuary*	87,300	94,000
chemical technician*	43,500	42,000
mathematician*	75,200	80,700
statistician*	75,300	80,800

• complexity • problem solving • analytical • detailed
• desire to investigate and learn
associate of science, biology, chemistry, mathematics, pre-medical professional concentration

* may require further education
bulleted items – critical characteristics
italics – sampling of SSC majors

high-demand, good-paying occupation: at least 1,000 job openings projected through 2028 in the Northeast Ohio region (10 counties in Akron, Carlon and Cleveland MSAs); jobs pay \$15/hour or more
sources: high demand from 2018.2 QCEW employees; all other fields Bureau of Labor Statistics 2017 from JobsEQ



Holland Code matches your Interests to your Ideal career and work environment. Make an appointment with Career Services to discover your code and what it means for your future.

call 330-966-5459
email careerservices@starkstate.edu
stop in main campus - M104
SSC Akron - Gateway Student Services

Advising Placemat



Canton wage Akron wage

ADMINISTRATIVE SERVICES AND LEGAL ASSISTING		
administrative assistant	34,000	35,100
insurance processing policy clerk	37,100	37,300
medical secretary	30,000	32,700
paralegal; legal assistant	40,200	49,400
receptionists/information clerks	25,500	25,900

- organizational skills
- attention to detail
- ability to interact with people
- efficiency
- accuracy

⊕ = high-demand, good-paying occupation: at least 1,000 job openings projected through 2028 in the Northeast Ohio region (10 counties in Akron, Canton and Cleveland MSAs); jobs pay \$15/hour or more

sources: high demand from 2018.2 QCEW employees; all other fields Bureau of Labor Statistics 2018 from JobsEQ



virtual open houses



Tuesday, June 16
Math and Science



Tuesday, June 30
Administrative services, legal
assisting and court reporting



Thursday, June 18
Education



Thursday, July 9
Business and accounting



Liberal Arts



Culinary



Tuesday, June 23
Engineering technologies,
industrial, automated
manufacturing and
automotive technologies



Tuesday, July 14
Human services, social services
and public safety



Thursday, June 25
Computer science,
information technology,
security and digital media



Thursday, July 16
Health

starkstate.edu/openhouse

SSC First-Year Experience

- ▶ Welcome Week
 - ▶ Students provided with campus information to ensure a great start
 - ▶ Snacks provided
 - ▶ Daily drawings
- ▶ Student Involvement Fair
 - ▶ Student Organizations
 - ▶ Community Resources
- ▶ Jump Start
 - ▶ Habits of Highly Effective Student
 - ▶ Academic Support Services and Campus Resources
 - ▶ Introduction to Academic Faculty
- ▶ SSC101 Course and Career Services

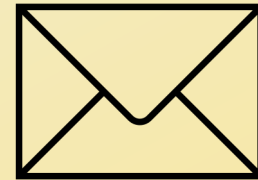
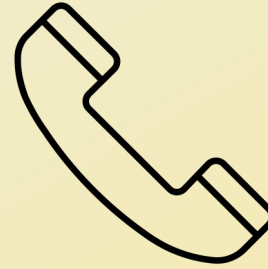
Pathway Advising Model

- ▶ Gateway Advising (0-15 credits)
 - ▶ Hand-off from Gateway Advising
- ▶ Faculty Advising (15+ credits)
 - ▶ Starfish
 - ▶ MAP
 - ▶ Career Communities
 - ▶ All Certificates and Degree Programs
 - ▶ Advising Training
 - ▶ Blackboard Course
 - ▶ SSC Advising Process
 - ▶ Faculty Tools
 - ▶ Advising a Student
 - ▶ Resources
 - ▶ Certificate of Completion

Contact Information

Email: Gretchen@ncii-improve.com

804-316-4523



**NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT**

