

# Program Pathways Mapper: Student and Institutional Impact

Program Pathways Mapper Community of Practice

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# Why did we build the program mapper?

- Clarifying the path for students
  - Guided Pathways
    - Program Maps
    - Begin with the end in mind
    - Eliminate cognitive overload
  - Although GP is thought of as a community college initiative, universities aren't entirely off the hook
    - Students often lose units or get lost navigating the transfer process...

# Friction in the transfer function

- GAO research on unit loss among transfer students
  - <https://www.gao.gov/products/gao-17-574>



- Sara Kasmarik interviewing GAO researcher Melissa Emrey-Arras
- About 1/3 of students transfer and “**Students lose about half of their credits** in that process.”
- “Often students don’t have the information they need about what types of credits they should take...or they don’t know what the requirements are of the school that they want to go to.”

# Transfer Challenges Research

- Hechinger research on the challenges faced by transfer students
  - <https://hechingerreport.org/why-so-few-students-transfer-from-community-colleges-to-four-year-universities/>
- NCES research on unit loss among transfer students
  - <https://nces.ed.gov/pubs2014/2014163.pdf>

# Research-based

- Research shows that students experience transfer as a confounding maze
  - *The Transfer Maze* <http://bit.ly/Transfer-Maze>
  - *Through the Gate*
    - <http://bit.ly/Transfer-Odds>
    - <http://bit.ly/Transfer-Navigation>
- Relatively few community college students successfully navigate transfer, even after six years
  - *The Transfer Velocity Project* <http://bit.ly/TVP-Summary>
  - They are superstars once they transfer...but there's the rub



# Cognitive Overload!

23

communication in the English language, and in critical thinking and reasoning. AP credit may not be used for A.3.

- A.1. Oral Communication: COMM B1, B4, B8
- A.2. Written Communication: ENGL B1A
- A.3. Critical Thinking: PHIL B7, B9; ENGL B1B, B2, B3; COMM B5

3. Scientific Inquiry and Quantitative Reasoning: A minimum of nine semester units including instruction in physical (B.1) and life science (B.2) and instruction in math/quantitative reasoning (B.4). One of the two science courses from B.1 or B.2 must include a lab. Courses with a lab are shown with an asterisk (\*) and separate lab courses are listed in B.3.

- B.1. Physical Universe:
  - ASTR B1, B2, B3
  - CHEM B1A\*, B2A\*, B11\*, B18\*, B30A, B30B
  - ERSC B10
  - GEOG B1, B3
  - GEOL B10, B11
  - PHYS B2A\*, B4A\*
  - PHSC B12\*

- B.2. Life Science:
  - ANTH B1
  - BIOL B3A\*, B3B\*, B11\*, B16\*, B18\*, B32\*, B33\*
  - CRPS B5, B10\*
  - PSYC B1B

B.3. Laboratory activity. At least one course shown with an asterisk (\*) in Areas B.1 or B.2 or one of the following:  
CRPS B5

- ERSC B10L
- GEOG B1L
- GEOL B10L, B11L

Courses from B.1 and B.2 with an \* also satisfy the B.3 lab requirement.

- B.4. Mathematics/Quantitative Reasoning:
  - MATH B1A, B1B, B2, B4A, B6A, B6B, B6C, B6D, B6E, B22, PSYC B5

4. Arts and Humanities: A minimum of nine semester units among the arts, literature, philosophy and foreign languages. Every attempt should be made to include western and non-western cultures. At least one course must be taken from arts and one from humanities.

- C.1. Arts (Art, Dance, Music, Theatre):
  - ART B1, B2, B4, B13, B35, B36, B37
  - MUSC B2, B4A, B4B, B21A, B21B, B22, B23, B24, B27
  - THEA B1, B2A, B2B, B12A, B20, B31, B32
- C.2. Humanities (Literature, Philosophy, Foreign Languages):

cultures. See notes below for information concerning additional requirements.

- D.1. Anthropology and Archaeology:
  - ANTH B2, B3, B5
- D.2. Economics:
  - AGBS B2
  - ECON B1, B2
- D.3. Ethnic Studies:
  - ANTH B5
  - COMM B6
  - HIST B20A, B20B, B30A, B30B, B36
  - SOCI B28, B36, B45
- D.4. Gender Studies:
  - HIST B25
  - SOCI B28
- D.5. Geography:
  - GEOG B2, B5
- D.6. History:
  - HIST B1, B2, B4A, B4B, B15, B17A, B17B, B18, B20A, B20B, B25, B30A, B30B, B33, B36
- D.7. Interdisciplinary Social or Behavioral Science:
  - AGRI B1
  - CHDV B21, B42
  - COMM B6, B7
  - PSYC B40
- D.8. Political Science, Government, and Legal Institutions:
  - ADMJ B40
  - JRNL B1
  - POLS B1, B2, B3, B12, B16
- D.9. Psychology:
  - PSYC B1A, B6, B20 (SOCI B20), B33, B40
- D.10. Sociology and Criminology:
  - ADMJ B40
  - CRIM B1, B5
  - SOCI B1, B2, B20 (PSYC B20), B28, B36, B45

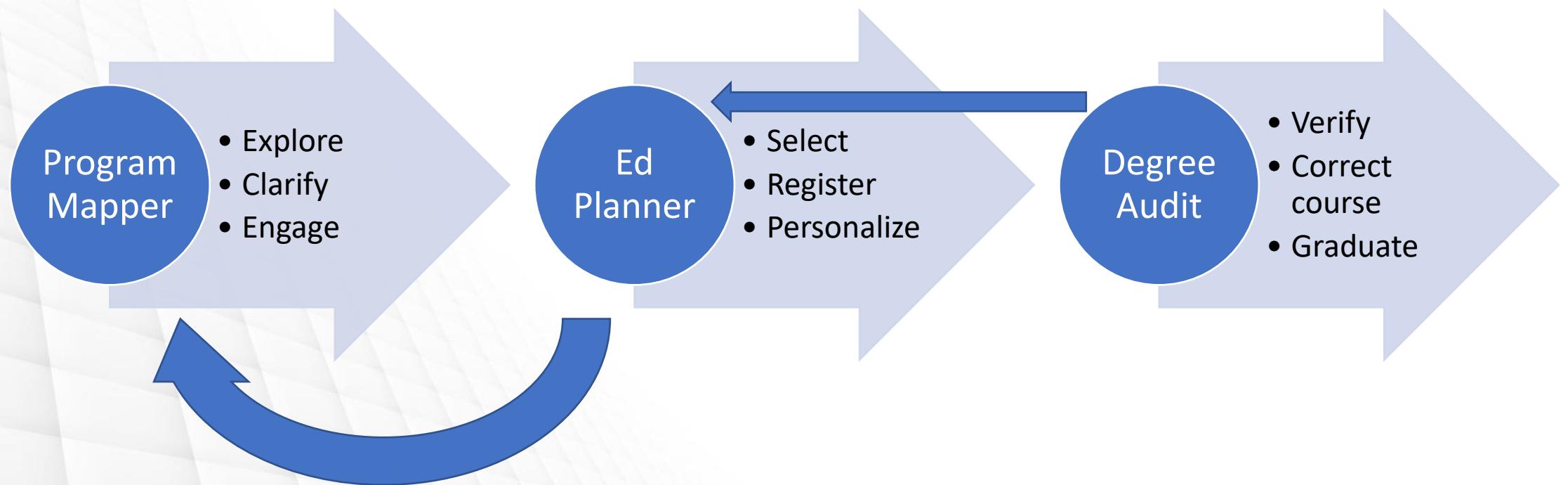
E. Lifelong Learning and Self-Development: A minimum of three semester units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. A maximum of one unit of credit is allowed for physical education activity courses in this area.

- CHDV B21, B42
- COMM B2
- FORE B2
- HLED B1
- MEDS B35
- NUTR B10

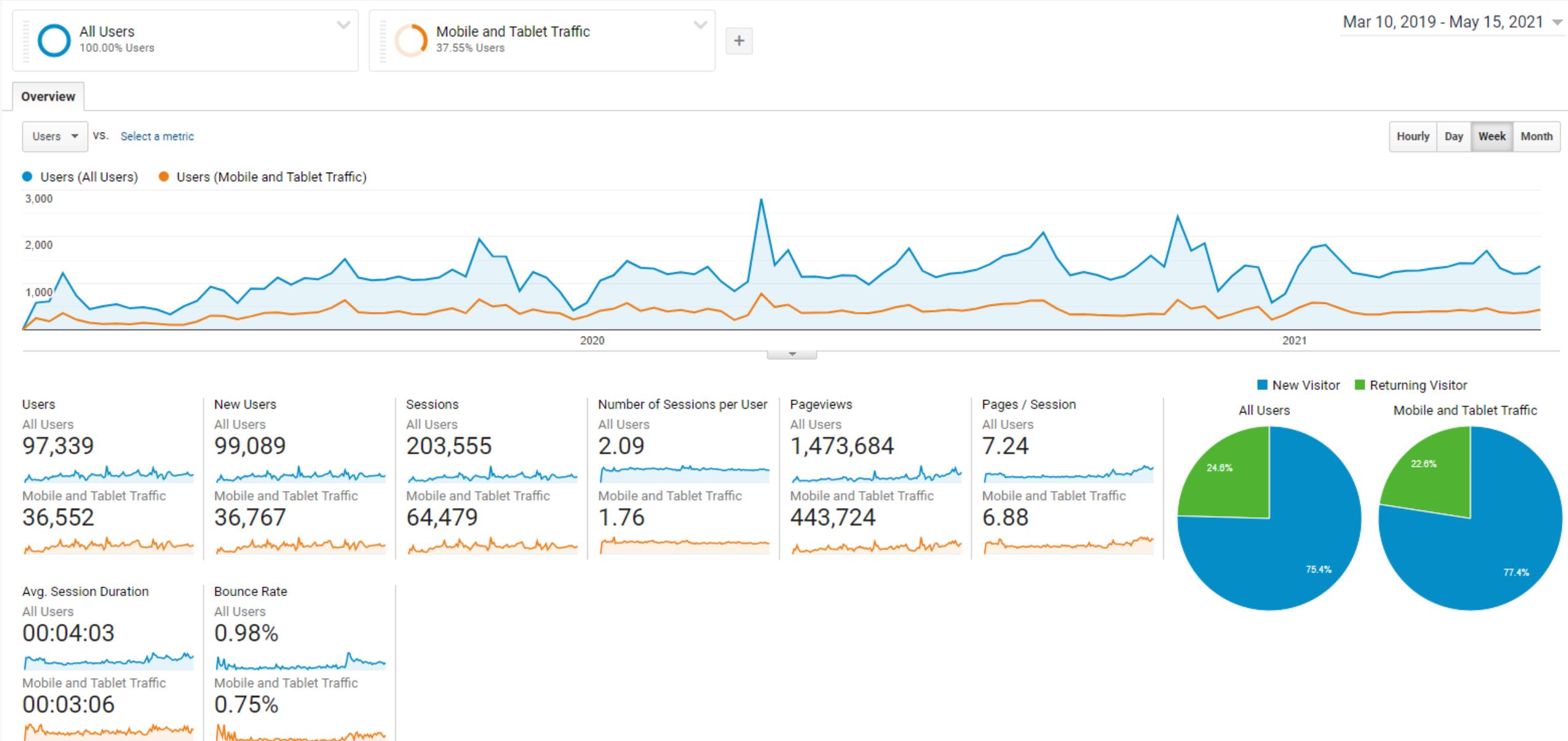
# Principles of the Program Pathways Mapper

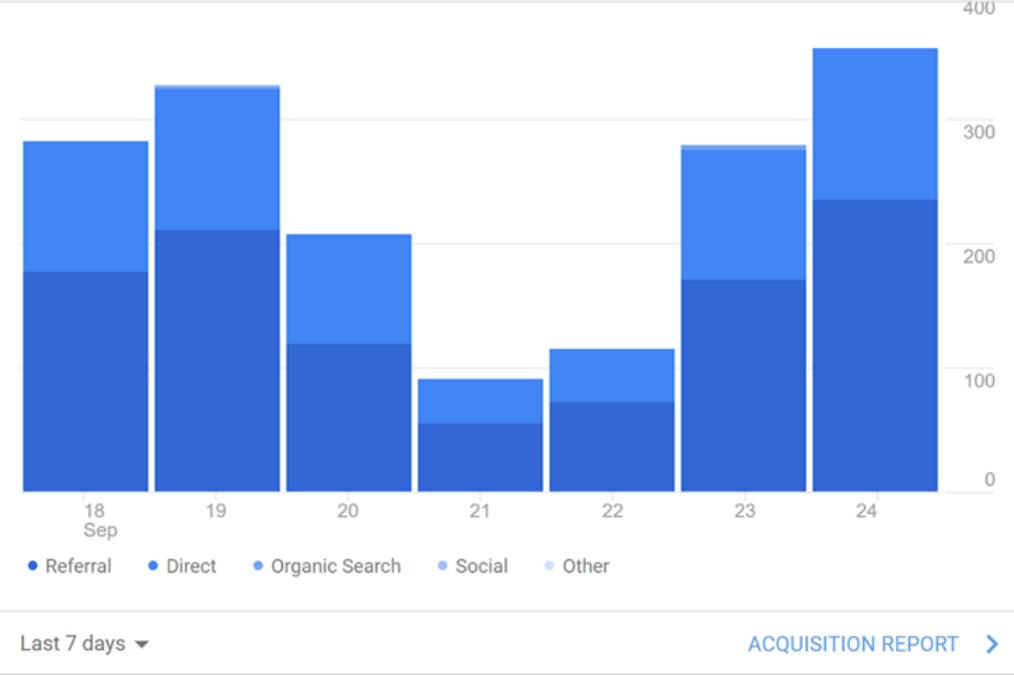
- Clarity above all
- Everything is data
- Don't reinvent the wheel

# The Program Mapper in the Student Journey



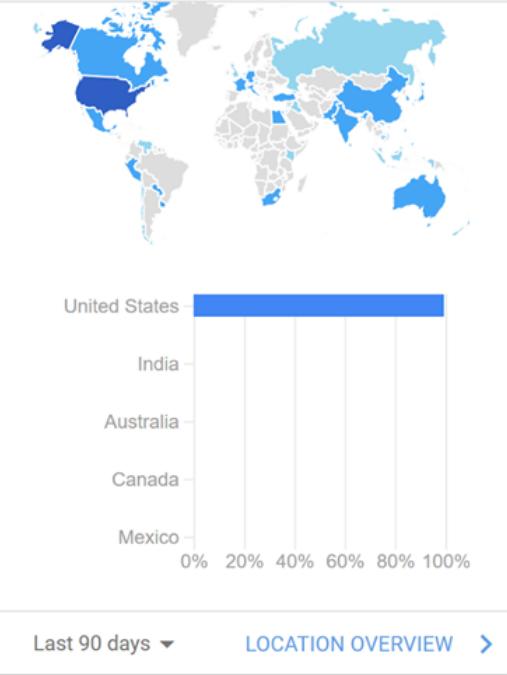
# Impact of the Program Pathways Mapper





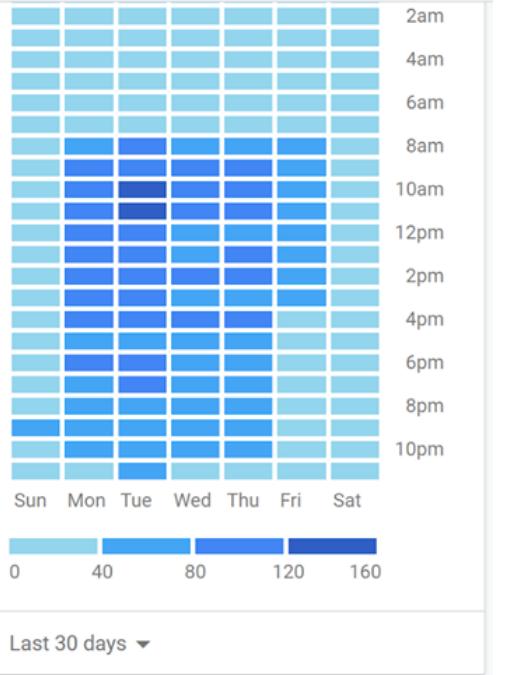
Last 7 days ▾

ACQUISITION REPORT >



Last 90 days ▾

LOCATION OVERVIEW >



Last 30 days ▾

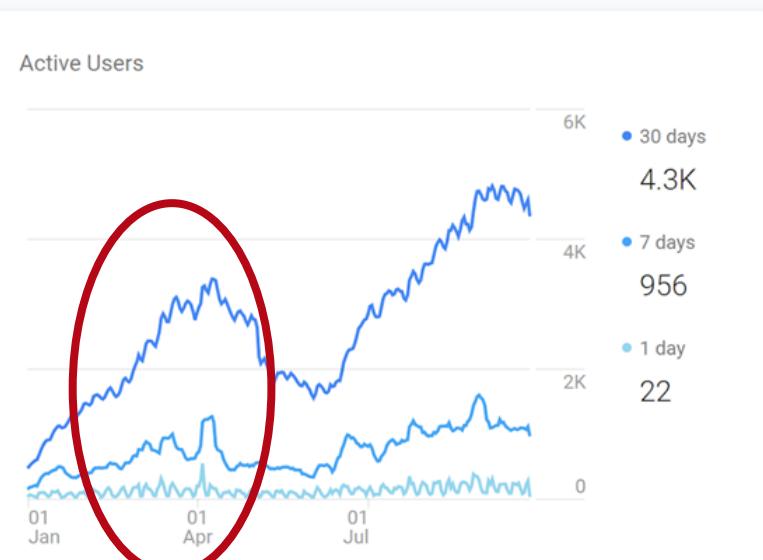
What pages do your users visit?

Page	Page Views	Page Value
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Last 7 days ▾

PAGES REPORT >

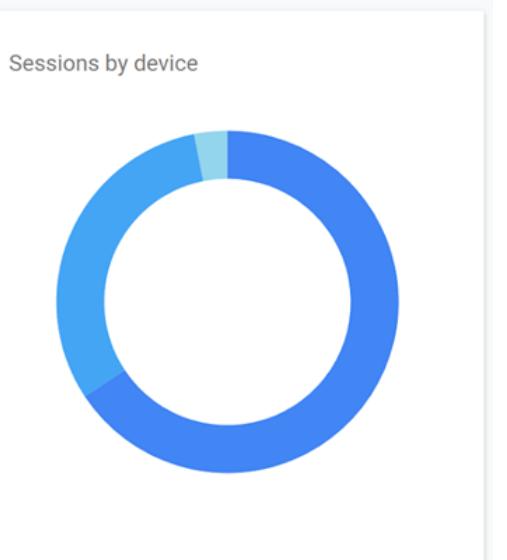
How are your active users trending over time?



1 Jan 2019 - 25 Sep 2019 ▾

ACTIVE USERS REPORT >

What are your top devices?



# Student Voice on Program Mapper

*The salary growth and career section helped me to get a stepping-stone into researching more specifics about what I wanted to start a career in.*

*[Program Mapper] puts you at ease as a college student, like, okay, this is what I need to do. This is what has to happen next. . . . [I like] just **how simple it is** and how organized it is. I think that's my favorite part.*

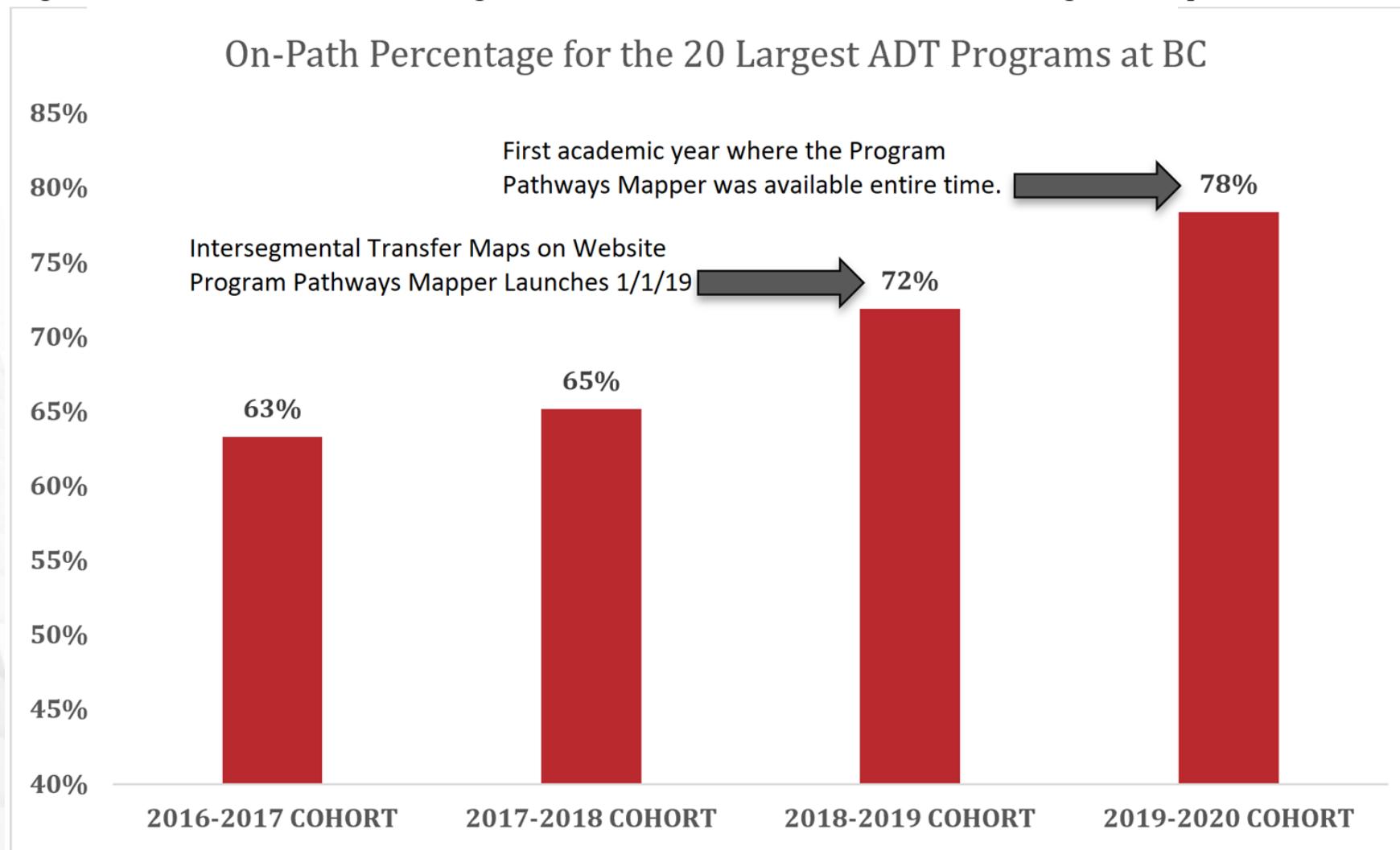
*If you follow Program Mapper or the pathways, you probably could have gotten everything out of the way and then been done on time. . . . So it helps you with efficiency and **being clear about how to get out as quickly as possible.***

*The counseling department . . . [has] become very busy and high volume with a lot of students. So I think that because of that, the program mapper is very helpful...because [students] don't have to worry about waiting for a counselor to show them what to do. And some students want to be hands-on and be independent and do [education planning] on their own. So, it kind of **gives them the ability to map out exactly what they want to do and how they want to do it.** And if they want to change it, they don't have to worry about asking a counselor what classes that they need to take for their new route.*

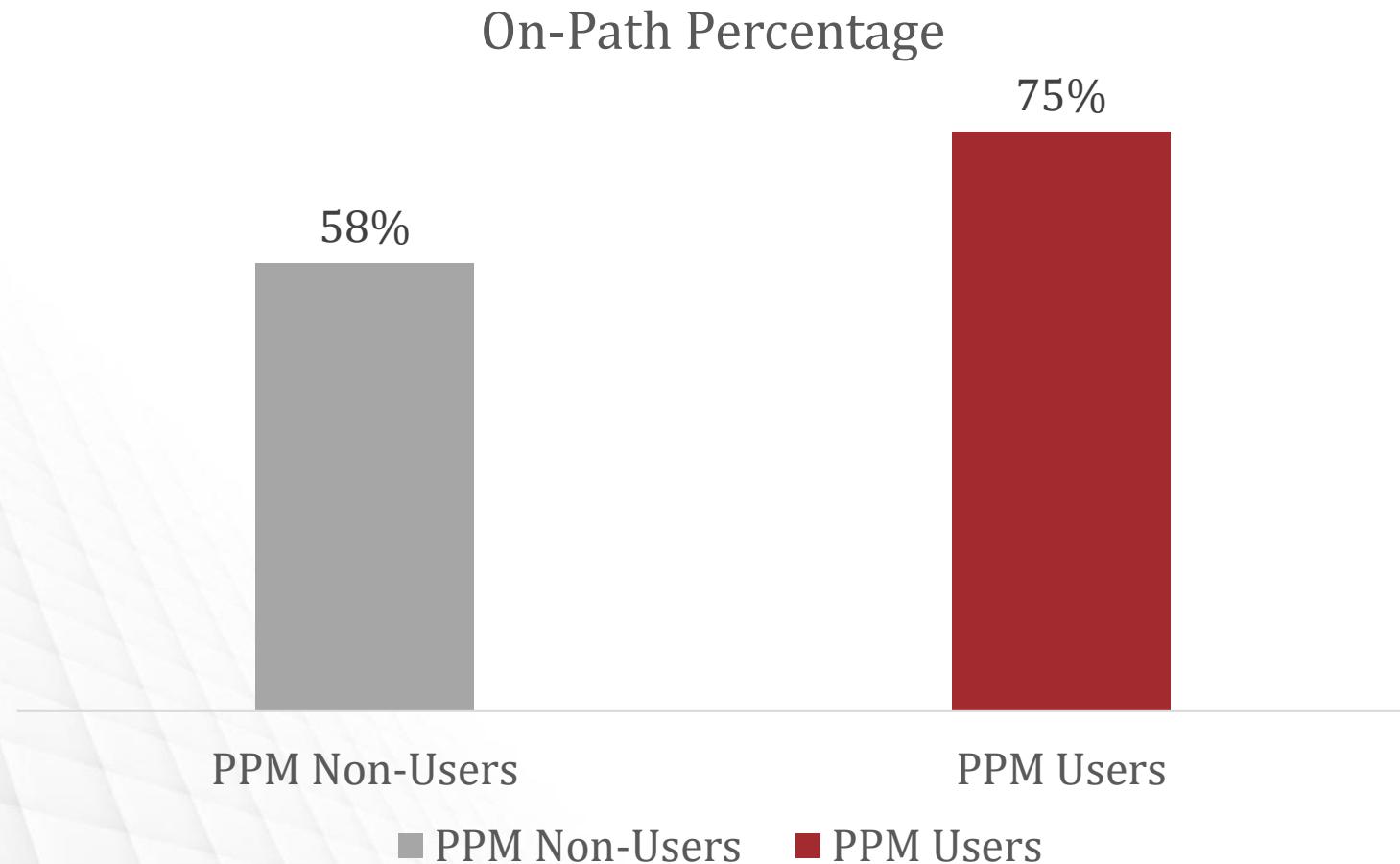
*It's really useful to figure out which [classes] can transfer over into your certain area to the certain [transfer destination] because **you don't want to take a class that's not going to mean anything.***

*When I was still debating on what to major in, it gave me like an understanding of what courses I would be taking. So that was helpful in **helping me make my decision.** . . . And when I was told to double major, I could go [to the maps] and check . . . comparisons of [the] overlap between my current major. . . . I was still able to go back and forth.*

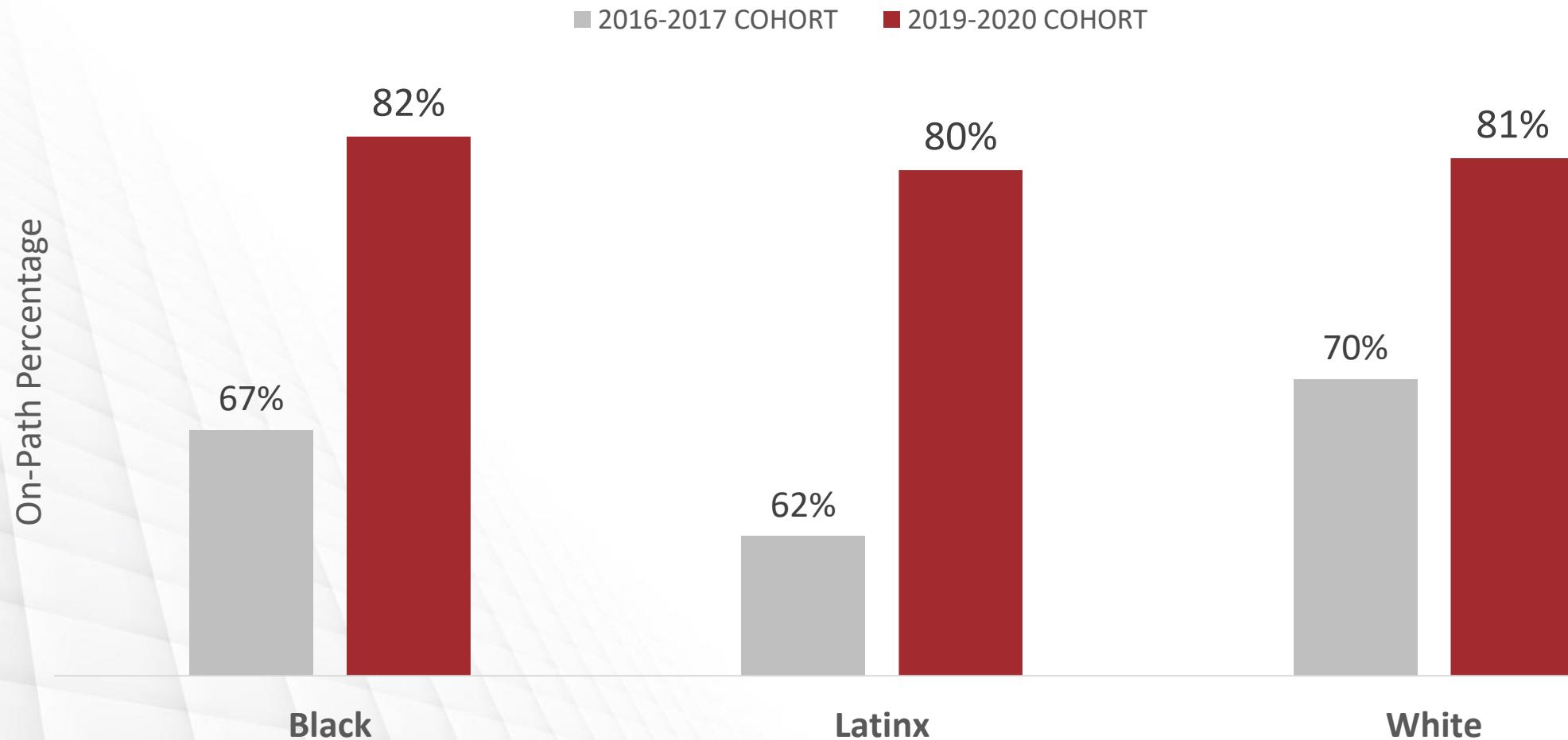
# Student Course-Taking Becomes More Focused



# PPM Users vs. Non-Users



# The Program Mapper Advances Our Equity Agenda



# Positive Effects on the Student Journey

- Closing opportunity gaps
  - Latinx students increased on-path course taking by 18 percentage points
  - Black students increased on-path course taking by 15 percentage points
  - White students increased on-path course taking by 11 percentage points
- Students say the Program Pathways Mapper is:
  - Simple
  - Clear
  - Helpful for making decisions
- Staff use the Program Pathways Mapper extensively for:
  - Outreach
  - Advising
  - Orientation