

# Guided Pathways: The Case for Urgency and Institutional Transformations

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Solano Community College  
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# Overview

- Taking the Pulse: Poll Questions
- Urgency and the case for change: Social justice / economic mobility
- Momentum metrics & Solano data
- Overview of key GP transformations
- Leave-behind slides we won't get to
  - ✓ *Guided Pathways Demystified I & II (breakout on this after lunch)*
  - ✓ *NCII's A2I2 Cohort Model*







# Taking the Pulse: Poll Questions



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# Building Urgency and the Case for Change



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# Economic Mobility & Higher Education: The Equality of Opportunity Project



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# Economic Mobility & Equity...

- It's true that higher education may be about more than just economic mobility. But:
  - ✓ What % of your students attend your college solely because of the love of learning?
    - I would argue 98%+ of your students are “career focused”
    - Doesn't mean liberal arts ed. isn't imp. - might be more so
  - ✓ Economic mobility is particularly important to the lower half of the income spectrum – which describes a majority of our CC students
  - ✓ Unfortunate correlation in U.S. between race and income level – this is 100% an exploration of equity





# Incredible work...

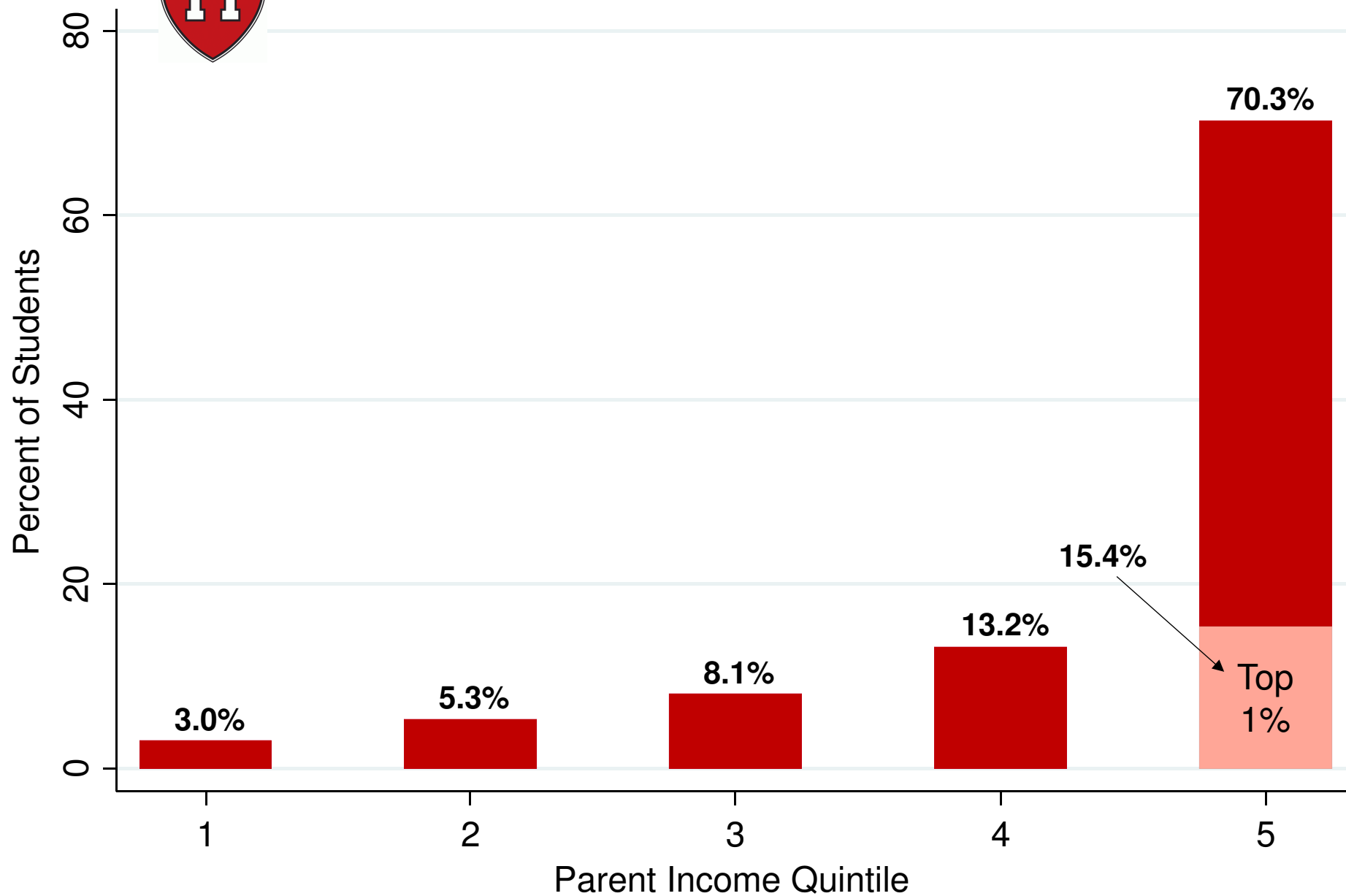
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
  - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





## Parent Income Distribution at Harvard

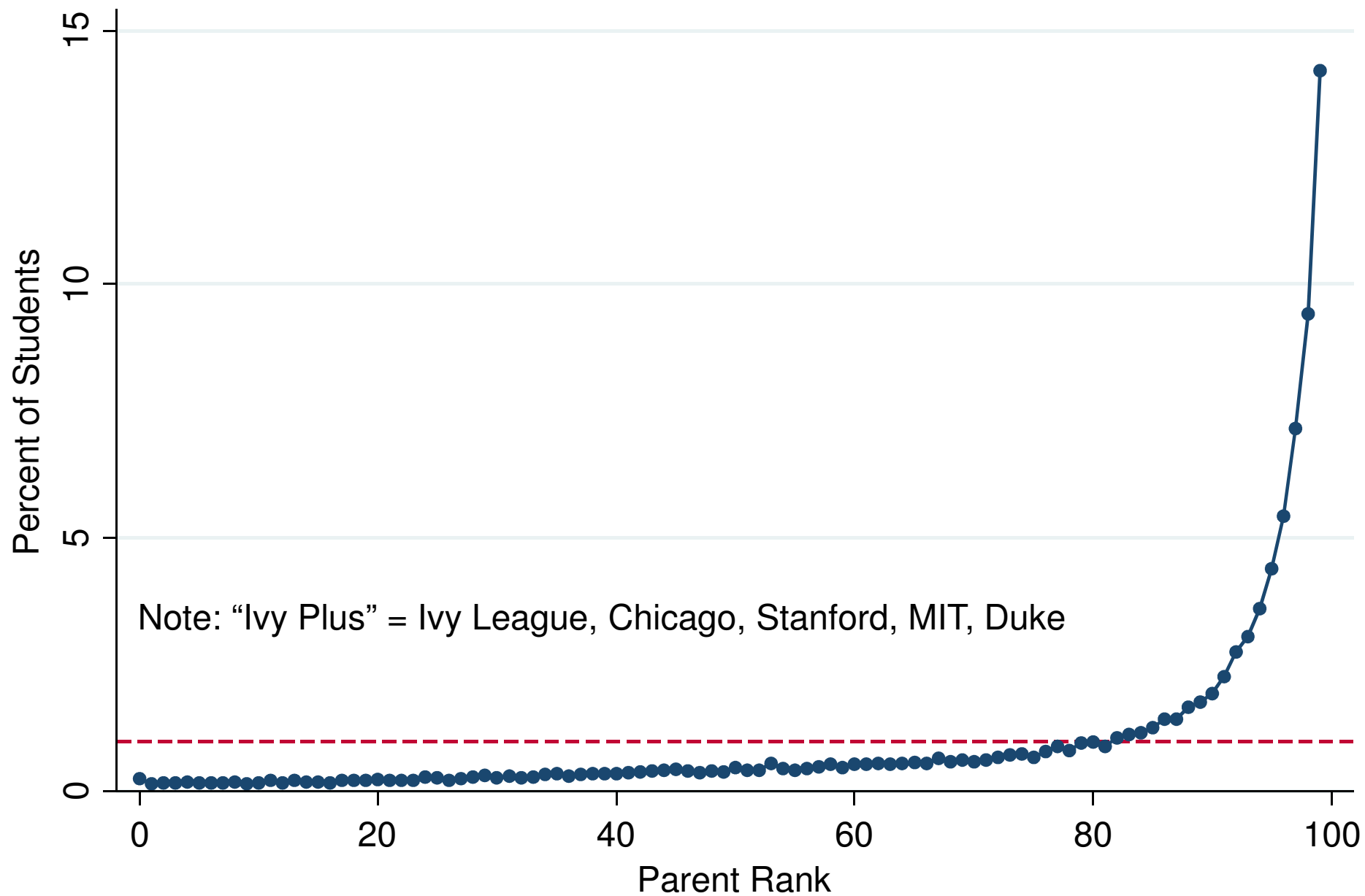
1980-82 Child Birth Cohorts





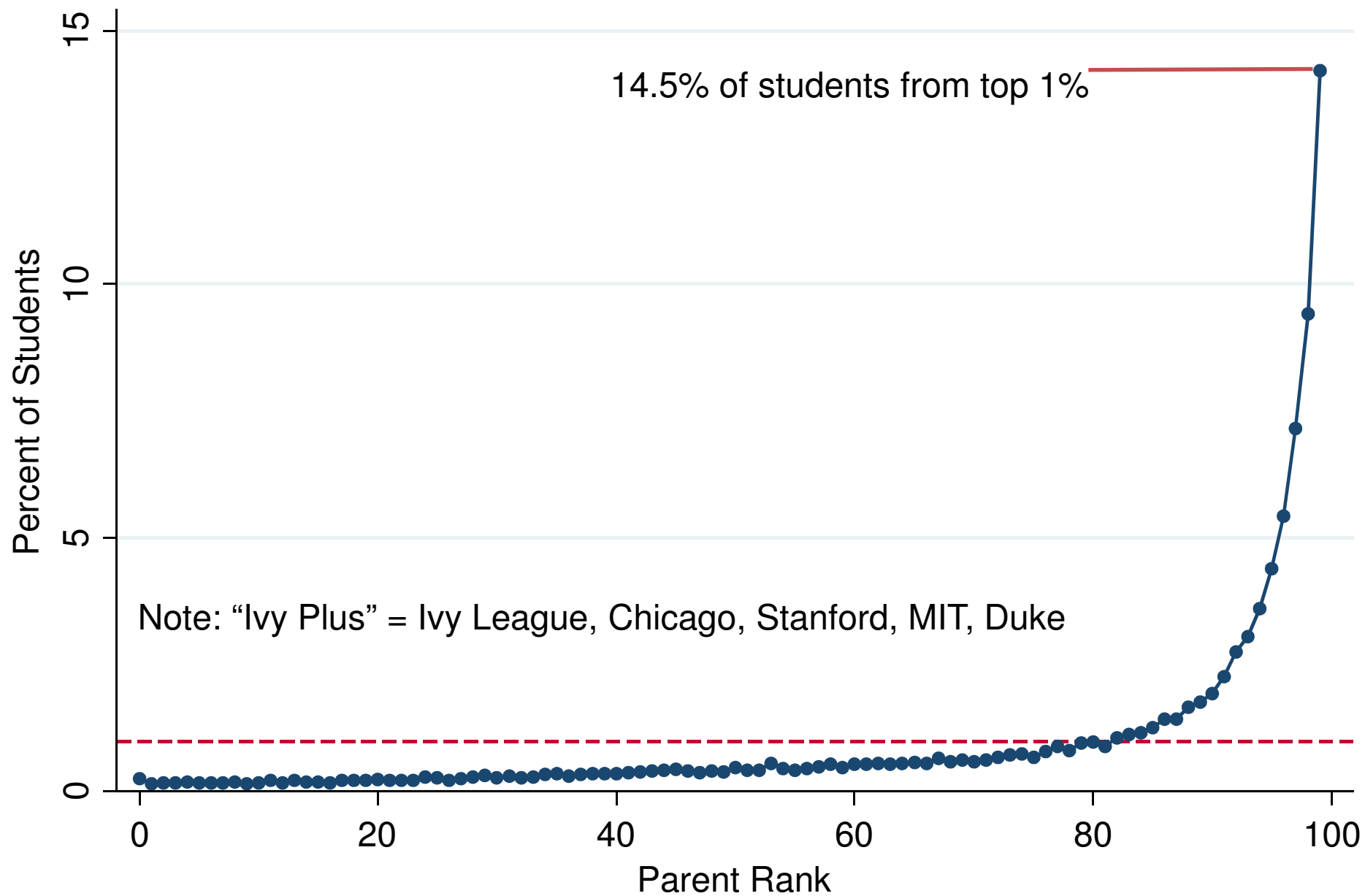
# Parent Income Distribution by Percentile

## Ivy Plus Colleges



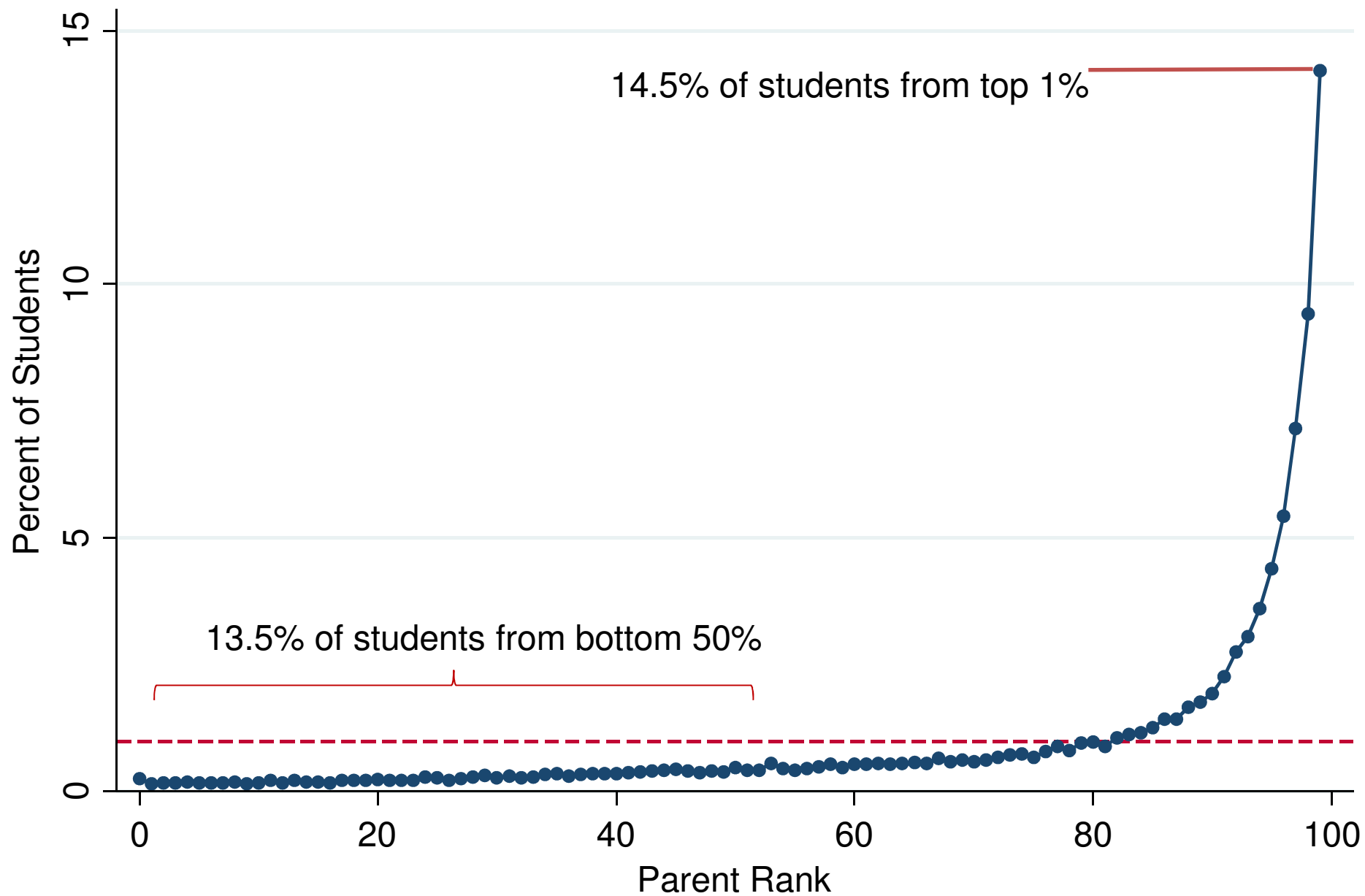
# Parent Income Distribution by Percentile

## Ivy Plus Colleges



# Parent Income Distribution by Percentile

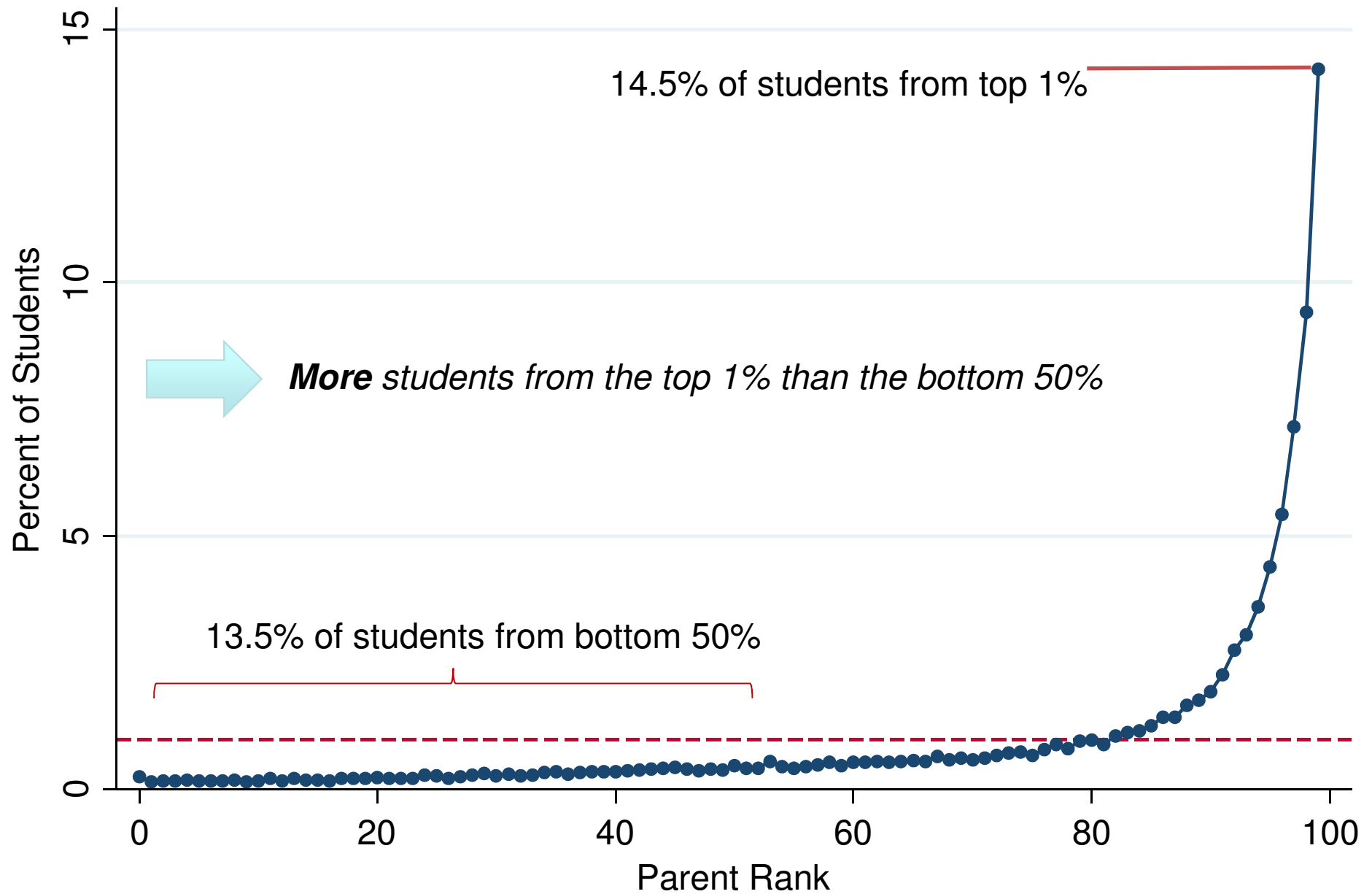
## Ivy Plus Colleges





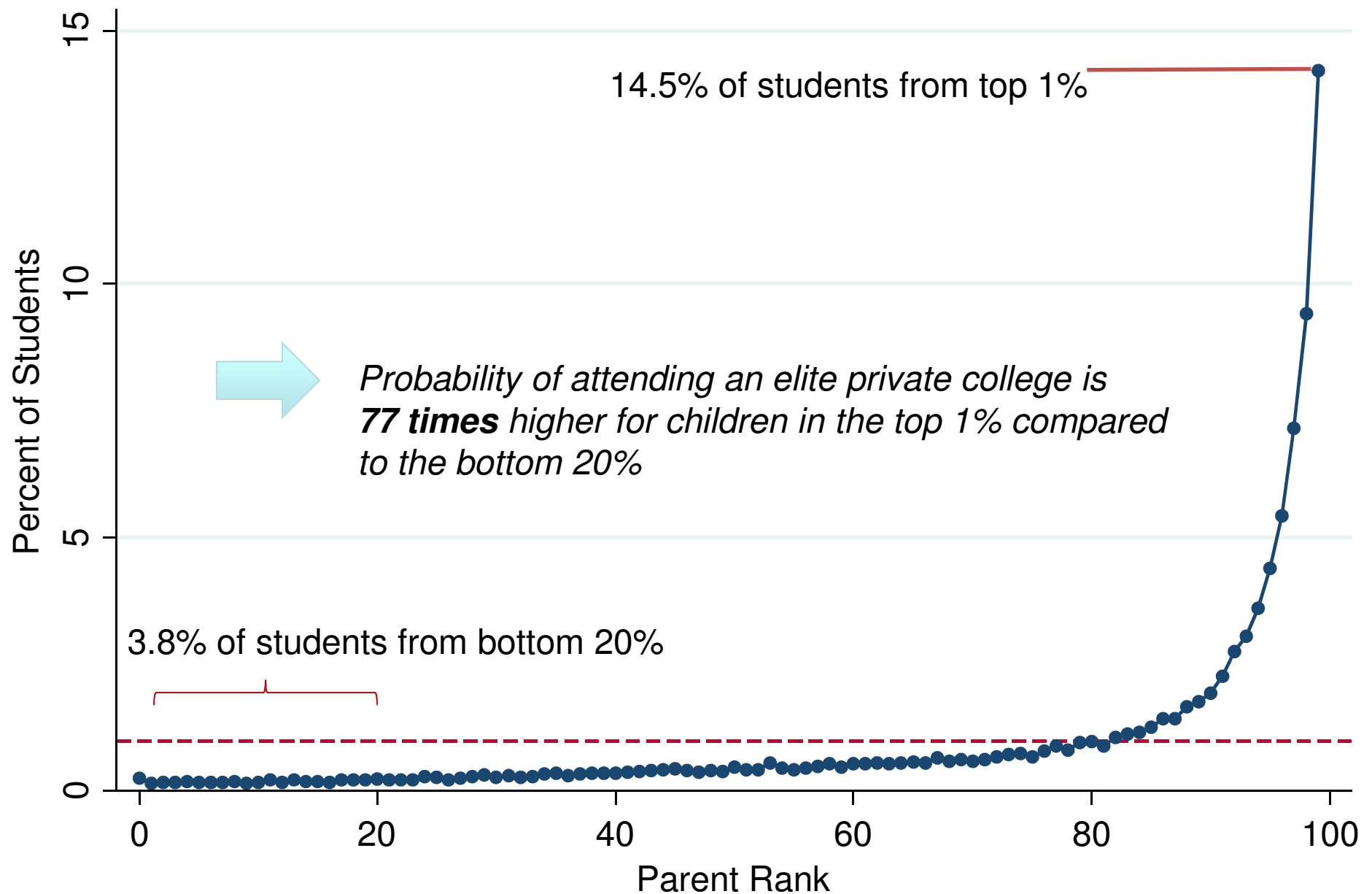
# Parent Income Distribution by Percentile

## Ivy Plus Colleges



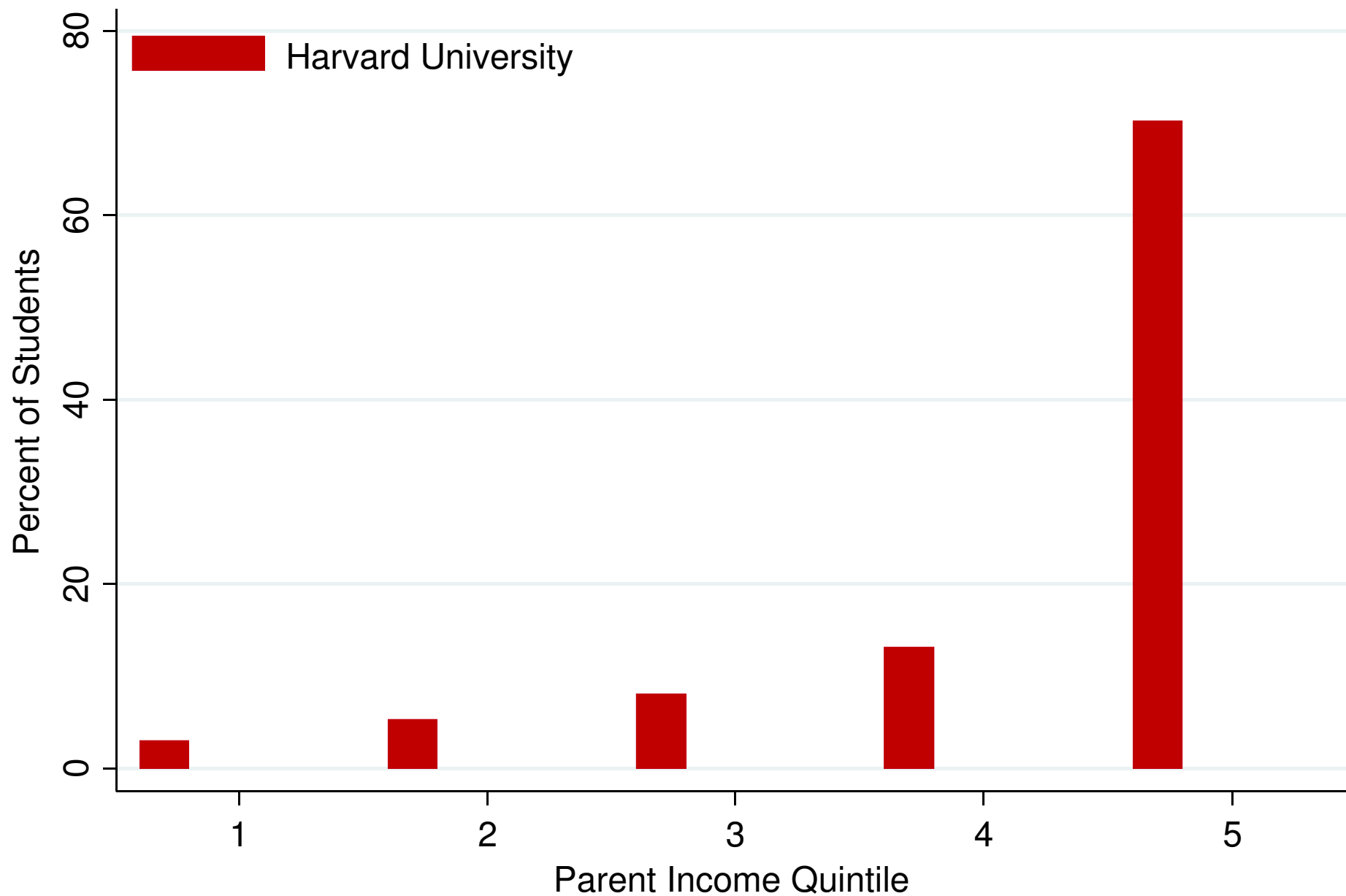
## Parent Income Distribution by Percentile

### Ivy Plus Colleges



# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

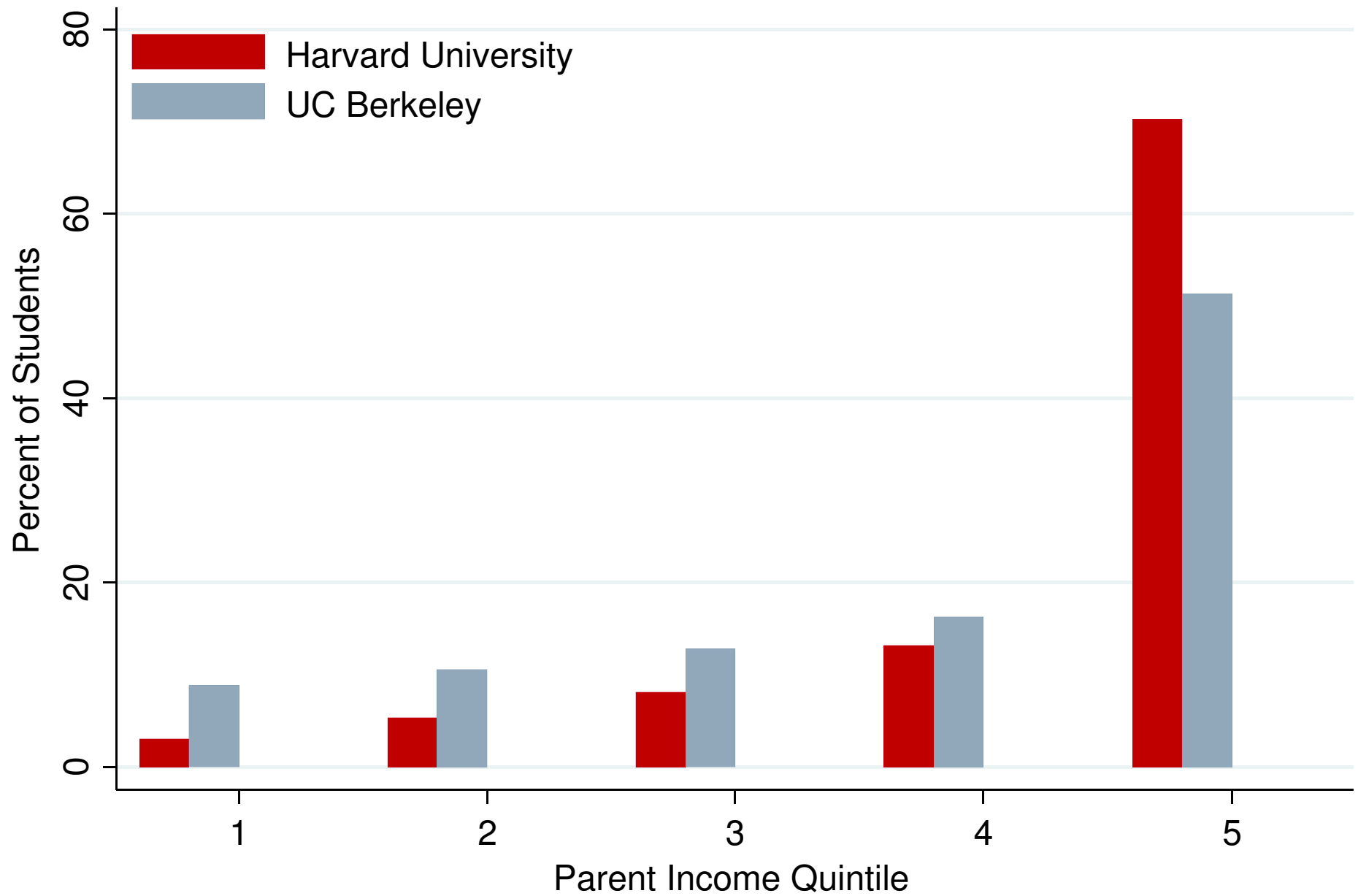
## At Selected Colleges





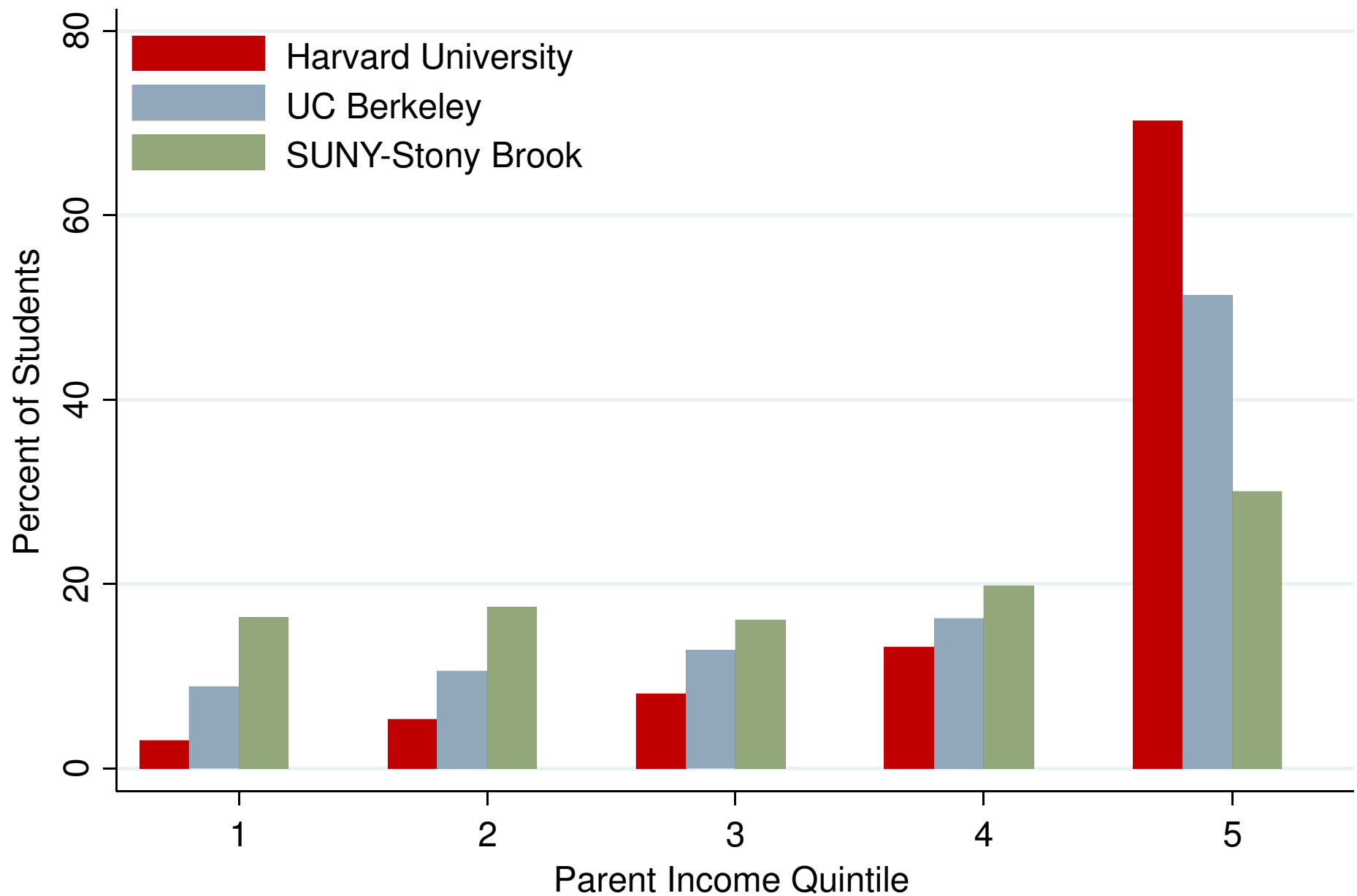
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



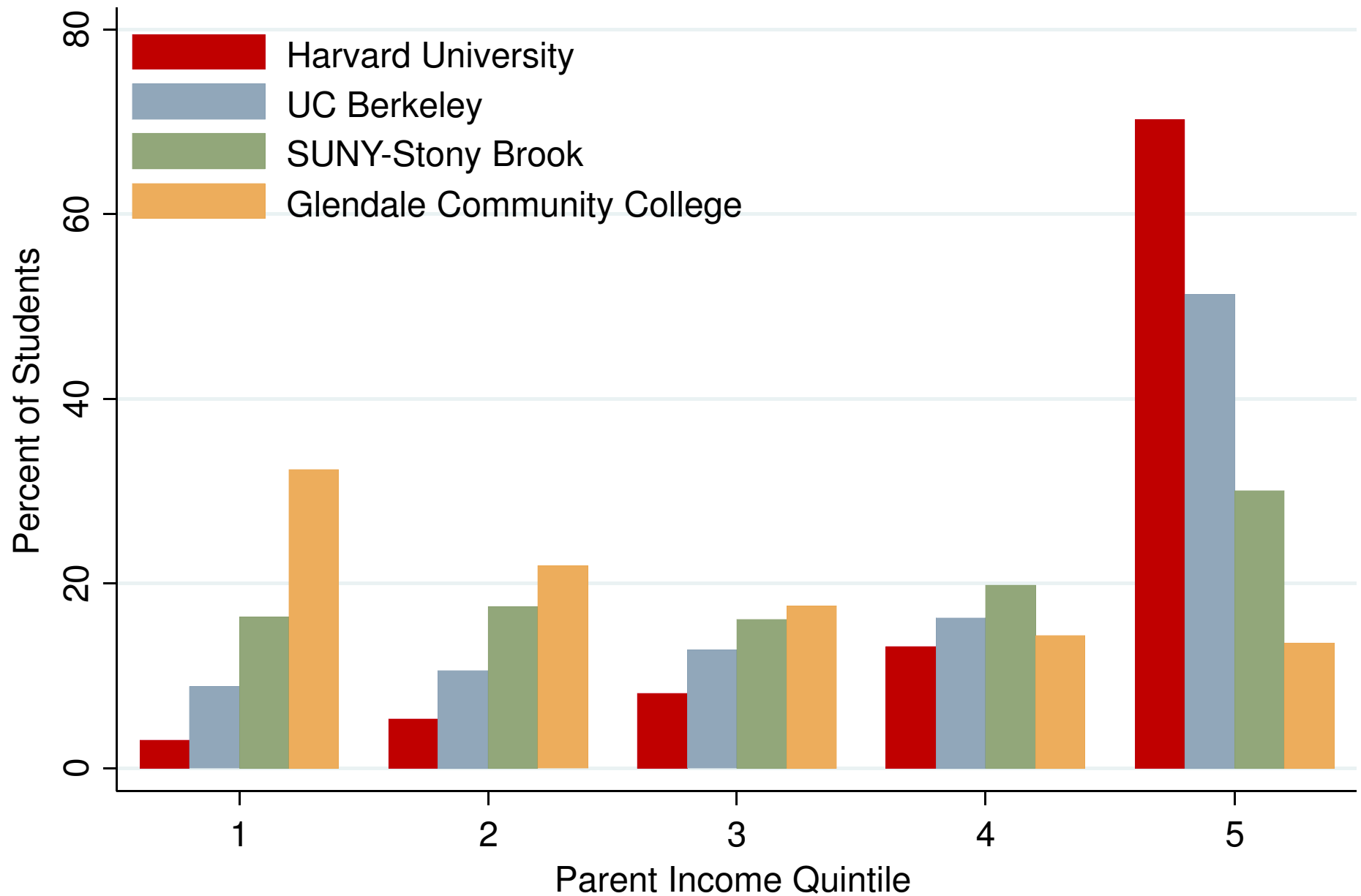
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges





# Further Evidence of the Challenge...

- Make sure you're sitting down for this one...
- Good news: from 2013-2016, median net worth increased 46% for Hispanic families, 29% for Black families, and 17% for White families...
- BUT....In 2016, the actual median net worth:
  - ✓ White citizens was \$171,000
  - ✓ Hispanic citizens was \$20,700
  - ✓ African-American citizens was \$17,600





# Momentum Metrics & Solano Community College



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# Completion & Momentum Metrics

- Guided pathways movement crystallizes into first national project with CBD in 2011
- In the end, improving completion and post-graduation or post-transfer outcomes are our ultimate goal
  - Too long a timeframe to use data for improvement formatively
- Needed a shorter set of indicators that were predictive of longer-term completion outcomes



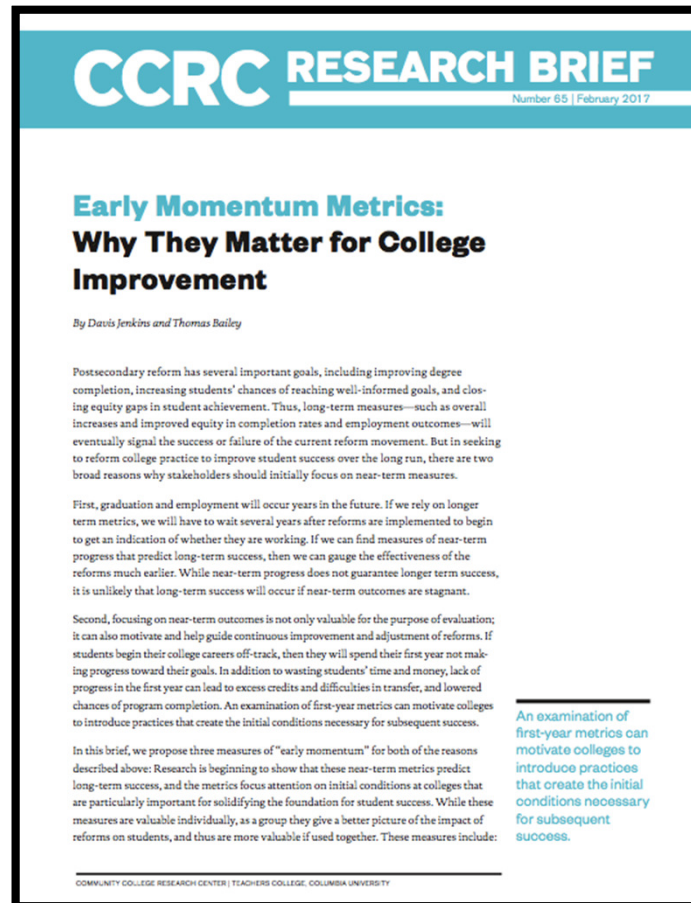
# AACC GP Early Momentum KPIs

- CCRC, NCII & others help identify shorter, more predictive set of “momentum” metrics
  - (\*) College-level credit thresholds (15+, 24+, 30+ units in 1<sup>st</sup> year; 6+ and 12+ units in 1<sup>st</sup> term)
  - (\*) Gateway Math & English Completion in 1<sup>st</sup> Year
  - Fall-to-Spring Persistence
  - College level Course Pass Rate
  - Units Attempted in 1<sup>st</sup> Term / 1<sup>st</sup> Year





# Early Momentum Matters





# Comparison Groups for Solano Data (1)

- The data slides will include data from:
  - Solano
  - Contra Costa
  - Diablo Valley
  - Napa
  - San Joaquin Delta
  - California CC Average
  - Highest Rate from a California CC
- This data is derived from the Launchboard's Guided Pathways tab for the 2015-16 cohort for FTEIC (first time ever in college) students



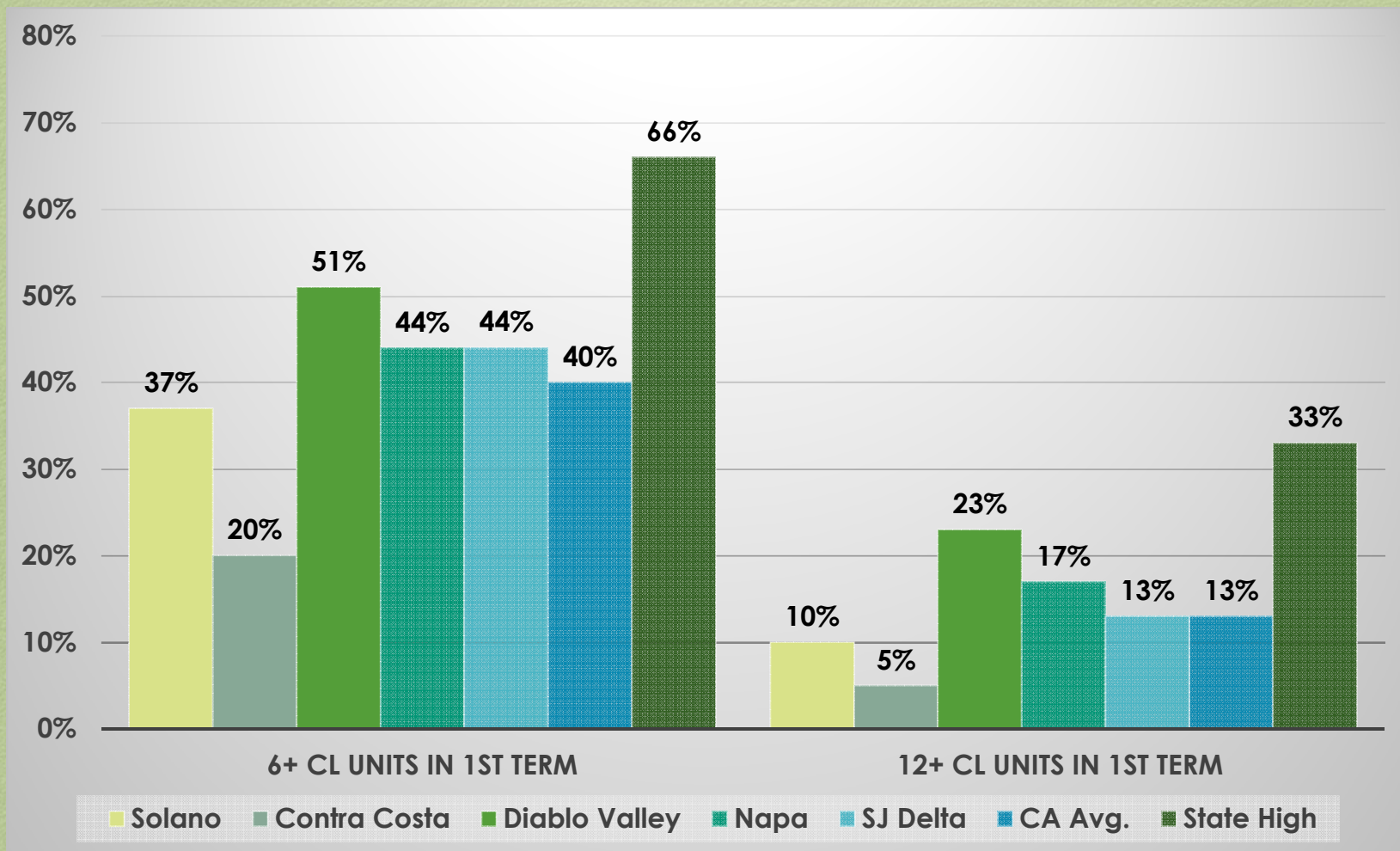


# Comparison Groups for Solano Data (2)

- As you consider the data, also consider the % of full-time students in each college's entering cohort, which is a very strong predictor of these outcomes:
  - Solano – 35%
  - Contra Costa – 21%
  - Diablo Valley – 40%
  - Napa – 34%
  - San Joaquin Delta – 40%
  - California CC Average – 35%
  - California High – 71%

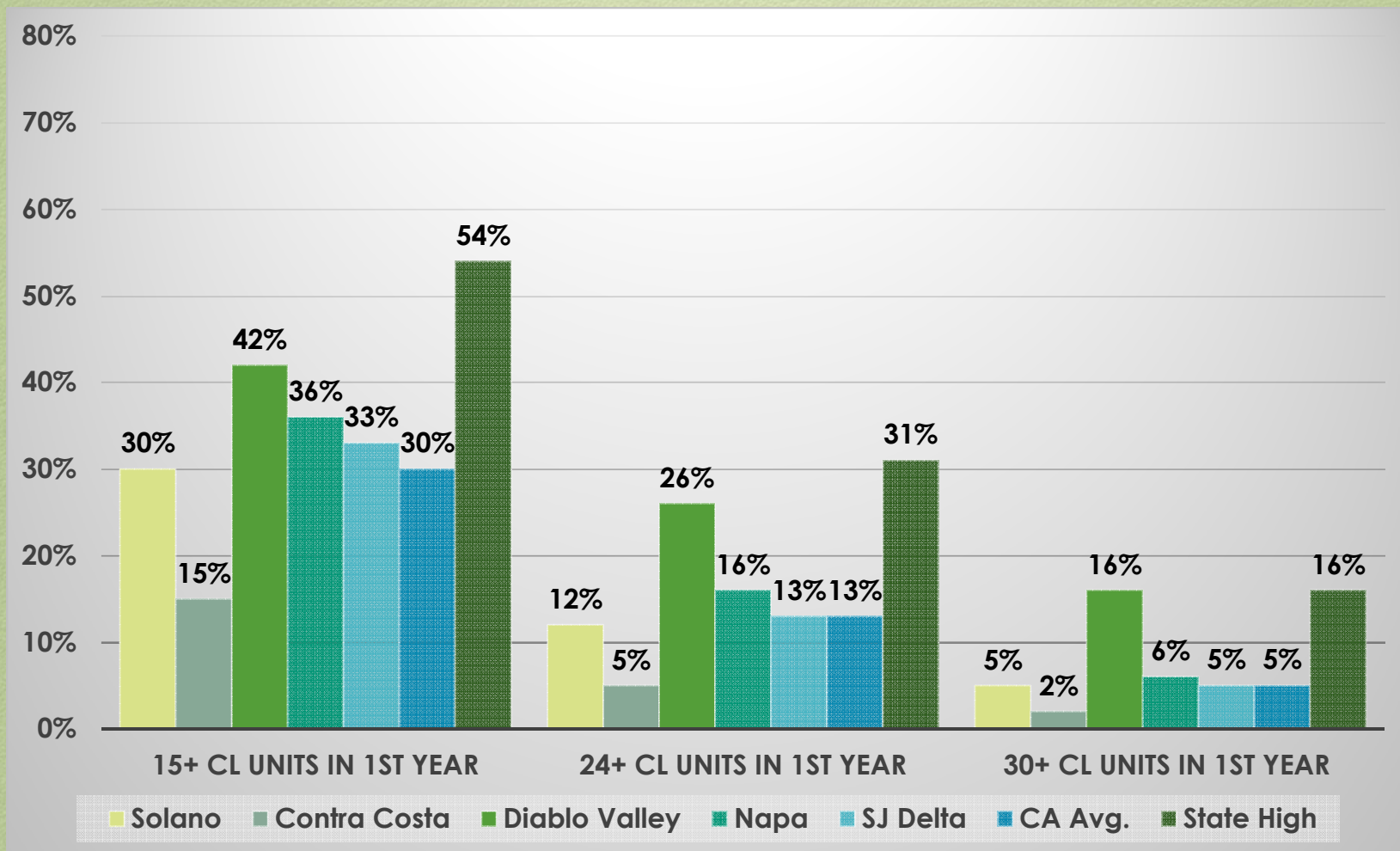


# Solano & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Term

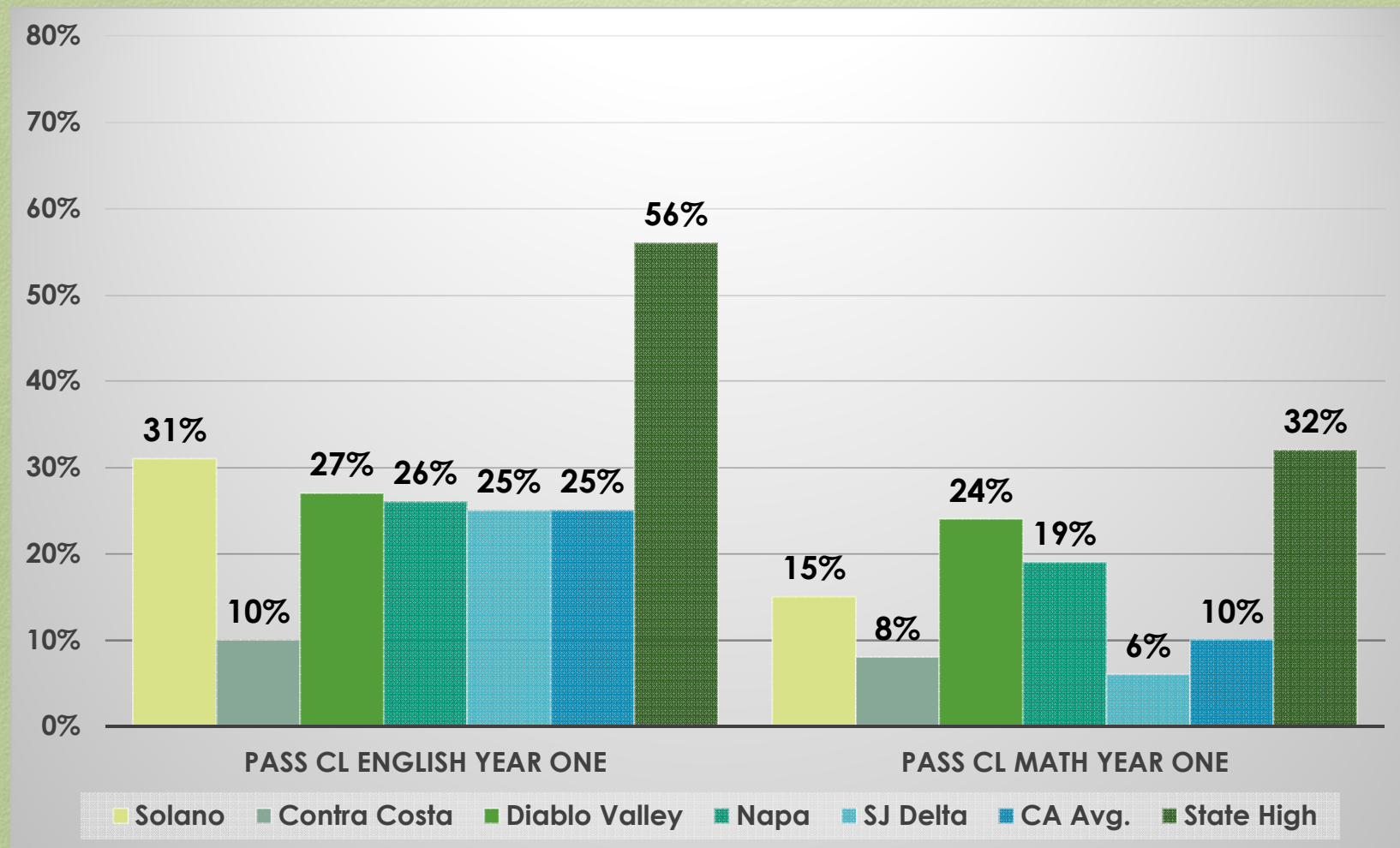




# Solano & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Year

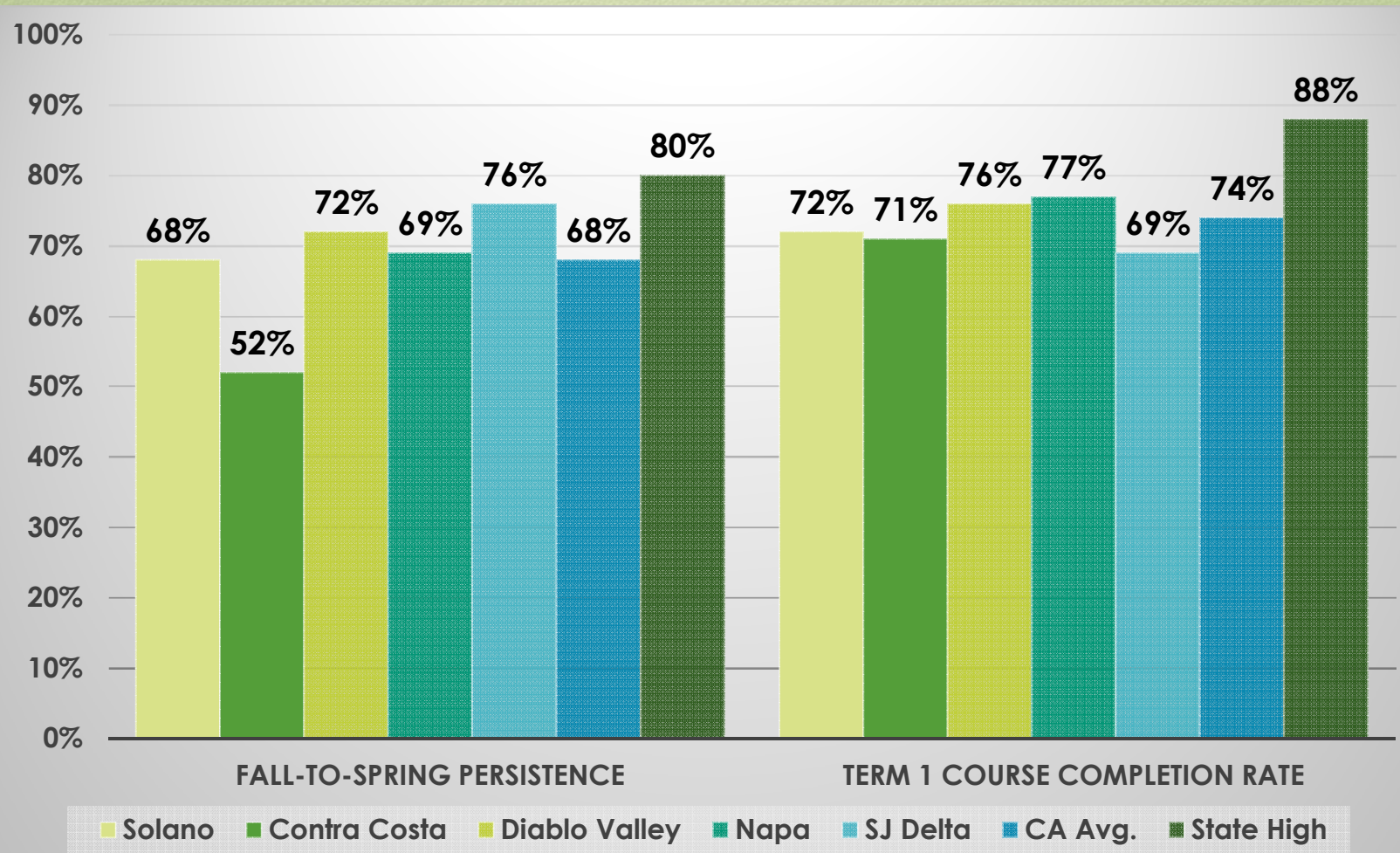


# Solano & Other Local Colleges FTEIC Passing College Level Math & English in Year One

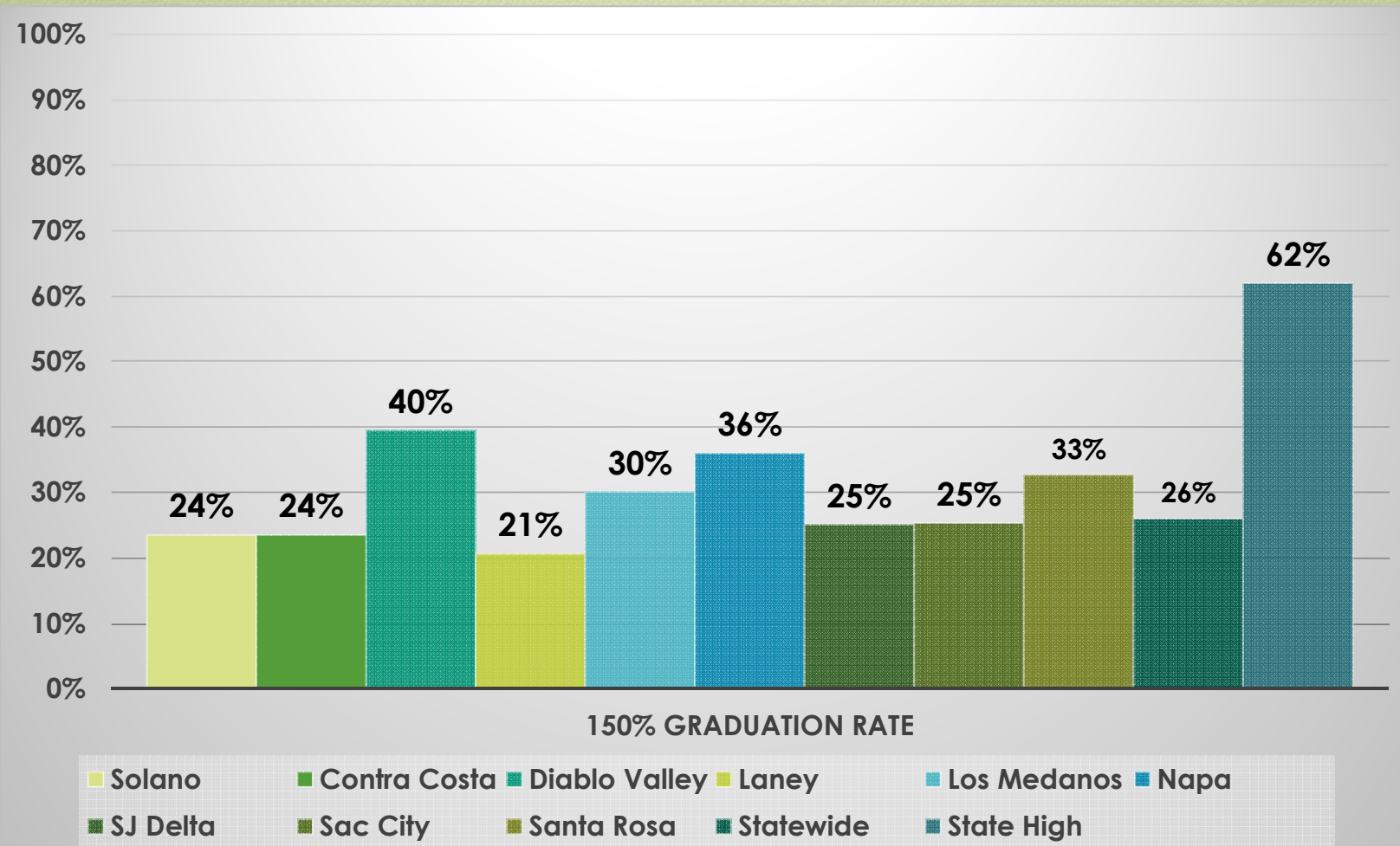




# Solano & Other Local Colleges Level Persistence & Course Pass Rate



# Select NorCal Colleges 150% Graduation Rate from Chronicle for Higher Ed. (Solano 58<sup>th</sup> in CA)





# Why Completion and Losing Students to For-Profit Institutions are Equity Issues

- Students at for profits default on their student loans at 2x the rate of those taking loans at CCs - 52% vs. 26%\*
- Worse, because students at for profits have to take loans more, the rate of default among all entrants at for-profits is 4x as high as entrants at CCs – 47% vs. 13%\*





## Why Completion and Losing Students to For-Profit Institutions are Equity Issues (2)

- Even more disturbing when you dive in – White students not at for-profits have a 4% default rate vs. Black non-completers at for-profits with a 67% default rate\*
- Bottom line? We in the CC system need to be better for all students but perhaps most importantly for low-income URM students – and we absolutely can do so...





And now...  
It's time to play...



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# Round 1: What Do New Students Ask Advisors?





Round 1

**XXX**



**Career Options**

**31**

**How much fin.  
Aid can I get?**

**9**

**What Courses  
Should I Take?**

**25**

**Will my credits  
Transfer?**

**3**

**How long will  
it take?**

**18**

**How much will  
it cost?**

**14**



SHOW  
QUESTION

HIDE  
QUESTION



Win



Lose



Cheer



Boo



Silence



# Why Losing Students to For-Profit Institutions is an Equity Issue

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# Round 2: Why Are \_\_\_\_\_ So Successful?



# Round 2

**XXX**



**Motivation**

**24**

**Peer support**

**11**

**Clear course  
Paths**

**20**

**Ticking  
time clock**

**7**

**Chair / Coach**

**17**

**Discipline /  
accountability**

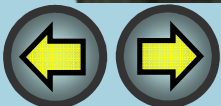
**5**

**Mandatory  
Support**

**14**

**Uniforms**

**2**



**SHOW  
QUESTION**

**HIDE  
QUESTION**



Win



Lose



Cheer



Boo



Silence







# Guided Pathways: Quick Overview & Transformations



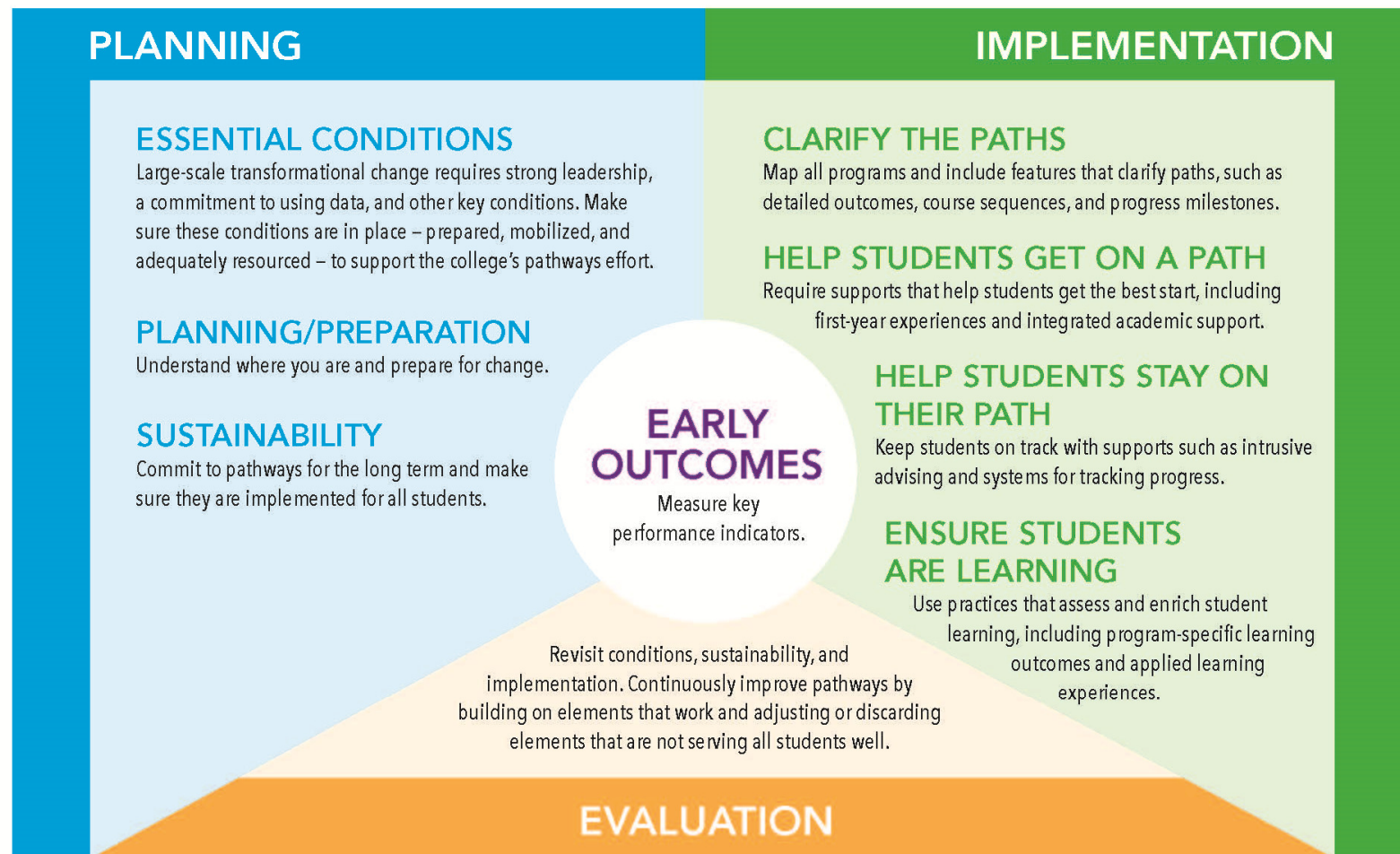
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## Guided Pathways: Planning, Implementation, Evaluation

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.



The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.



# Rethinking Mapping Programs

*From:*

*To:*

Alphabetical program list



Academic / career communities  
("meta-majors")

A la carte courses (distribution  
requirements and electives)



Program maps with course  
sequences, critical courses, co-  
curricular requirements

Algebra as default math path



Program/field-specific math paths

Certificates vs. degrees



Degree pathways with embedded  
certificates/certifications

Connections to careers &  
transfer unclear



Career & transfer opportunities/  
requirements clearly specified

# Rethinking Student On-boarding

## *From:*

Job/transfer support for near completers

Current semester schedule

Academic assessment

Pre-requisite remediation

Algebra and English comp

A la carte dual HS credit

## *To:*



Career/college exploration and planning for all from the start



Full-program plan



Holistic assessment



Co-requisite academic support



Critical program courses



Exploration of program pathways beginning in HS

# Rethinking Student Advising

*From:*

*To:*

Info “dump” at orientation



JIT support for major decisions  
along the path

Scheduling available courses  
to suit college schedule



Scheduling courses on the student's  
plan to fit their schedule

Full-time vs. part-time



On-plan vs. off-plan

Advising vs. teaching



Advisors teach and faculty advise



# Rethinking Teaching and Learning

*From:*

*To:*

Gen ed learning outcomes



Meta-major learning outcomes

Generic gen eds



Contextualized gen eds

In-class learning



Curricular + co-curricular learning

Student transcripts



Portfolios

# Rethinking Financial Supports...

## *From:*

Traditional financial aid  
(grants, loans, scholarships)



## *To:*

Holistic supports (public benefits  
like SNAP, housing assistance)

Waiting for students to ask  
for assistance



Standard intake / screening form

Isolated services



Bundled, integrated services

Off-campus referrals to  
community partners



On-campus partner presentations  
and individualized assistance

