Guided Pathways: The Case for Urgency and Institutional Transformations



Dr. Rob Johnstone Solano Community College January 2019

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



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Economic Mobility & Higher Education: The Equality of Opportunity Project





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 impt. 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



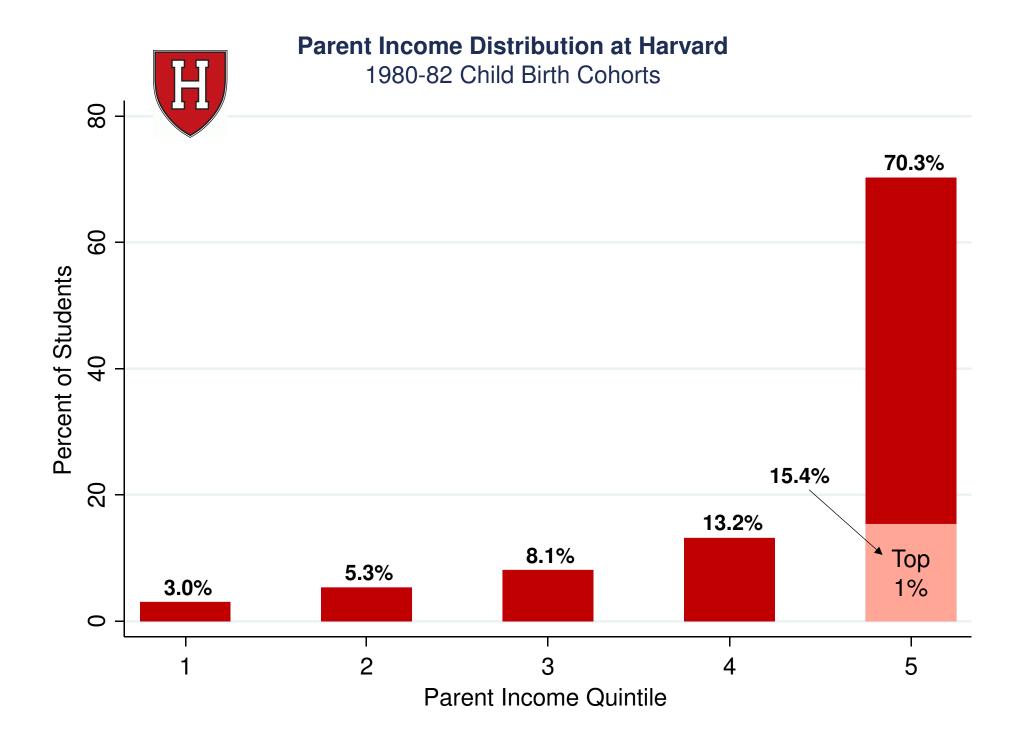
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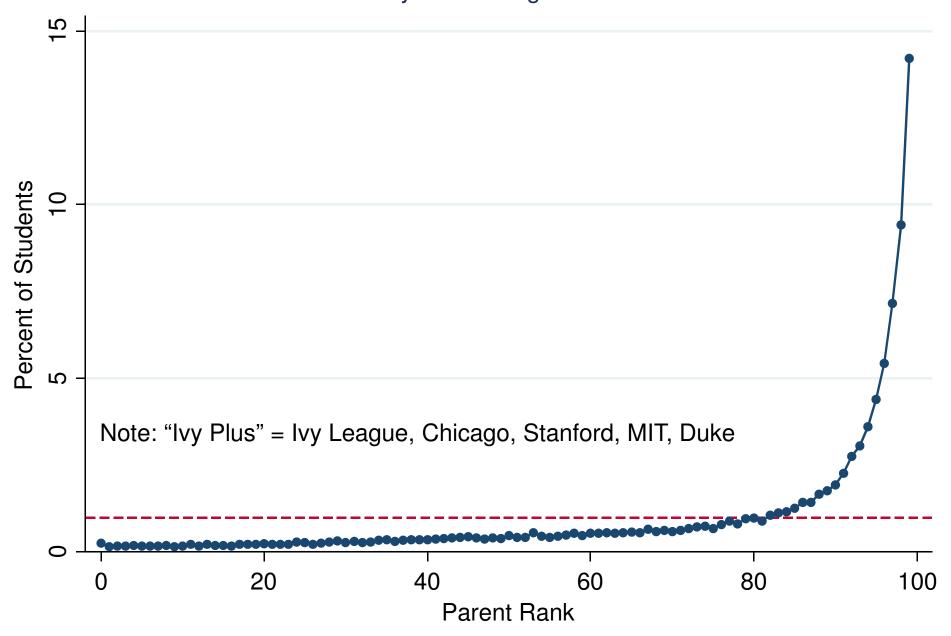
Incredible work...

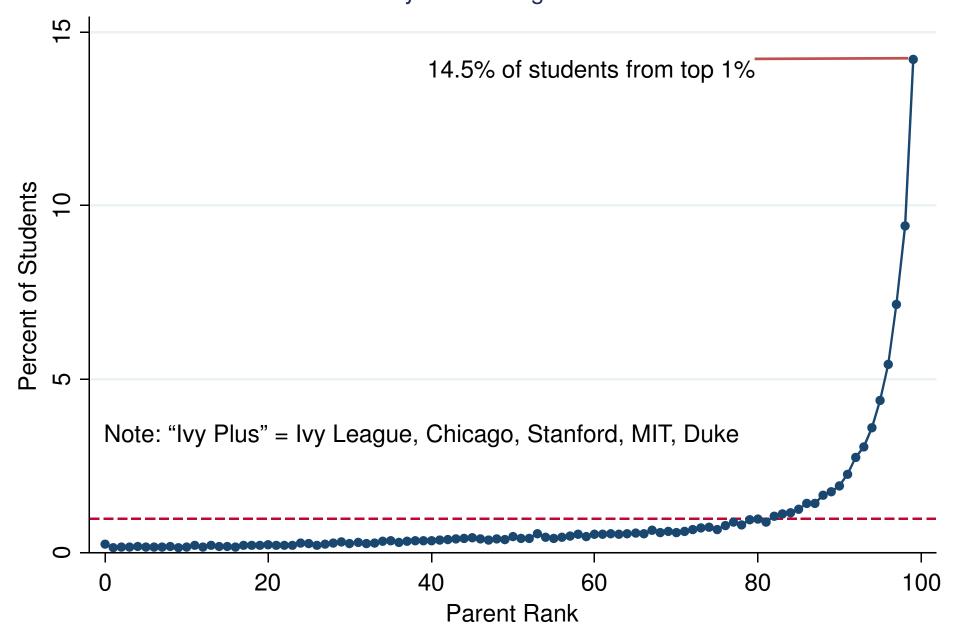
- Check out the resources at <u>http://www.equality-of-opportunity.org/</u>
- Collaboration between Stanford, Brown and Harvard
 - **Other contributors UC Berkeley, MIT, Cambridge**
- Papers, slides, executive summaries, data sets

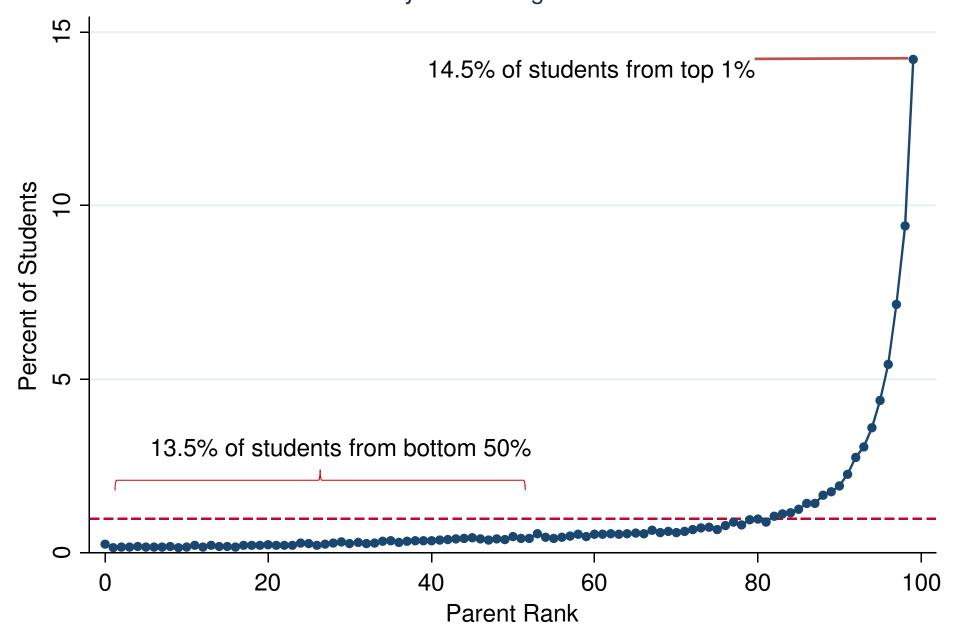


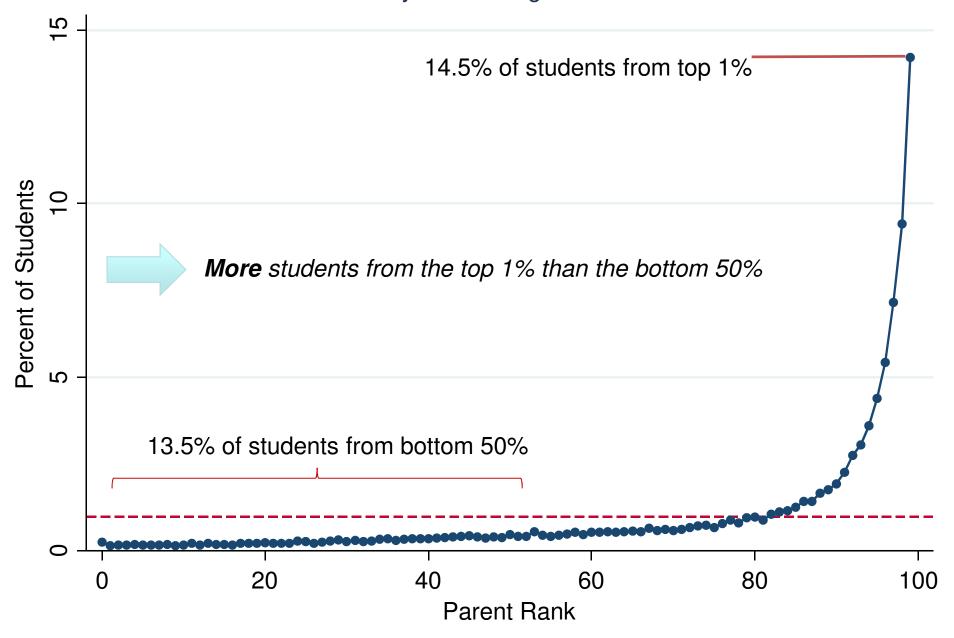
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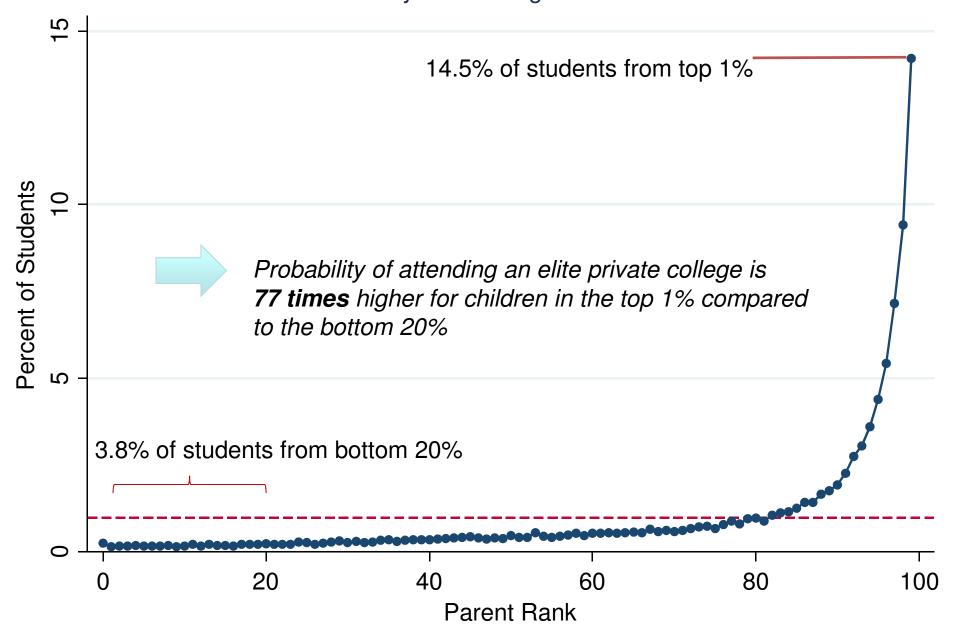


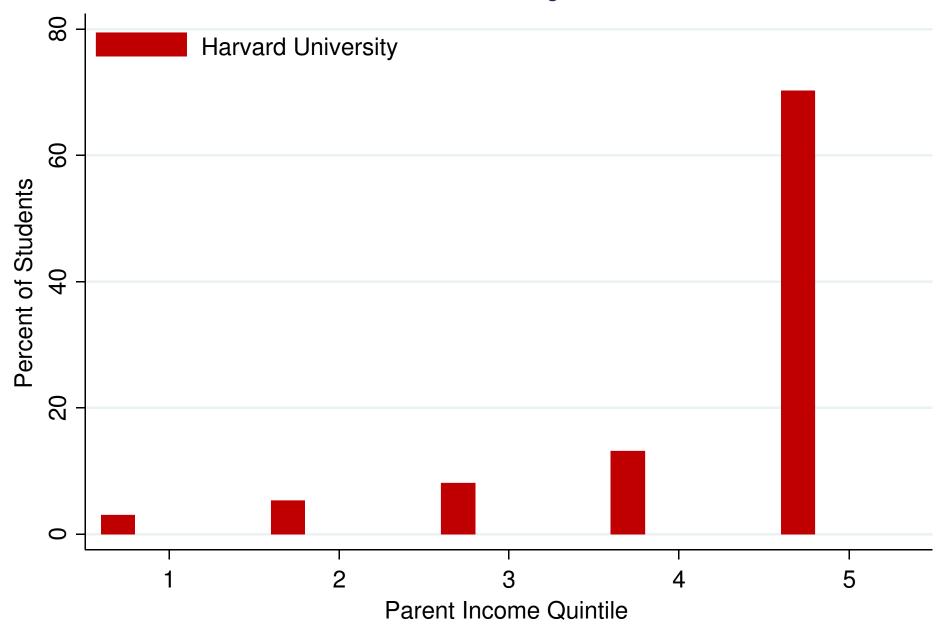


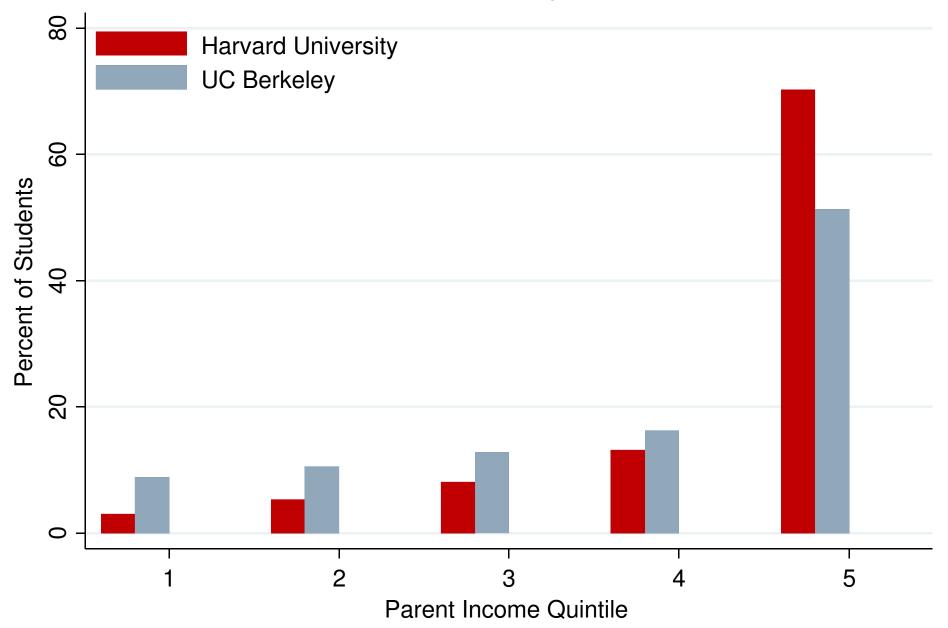


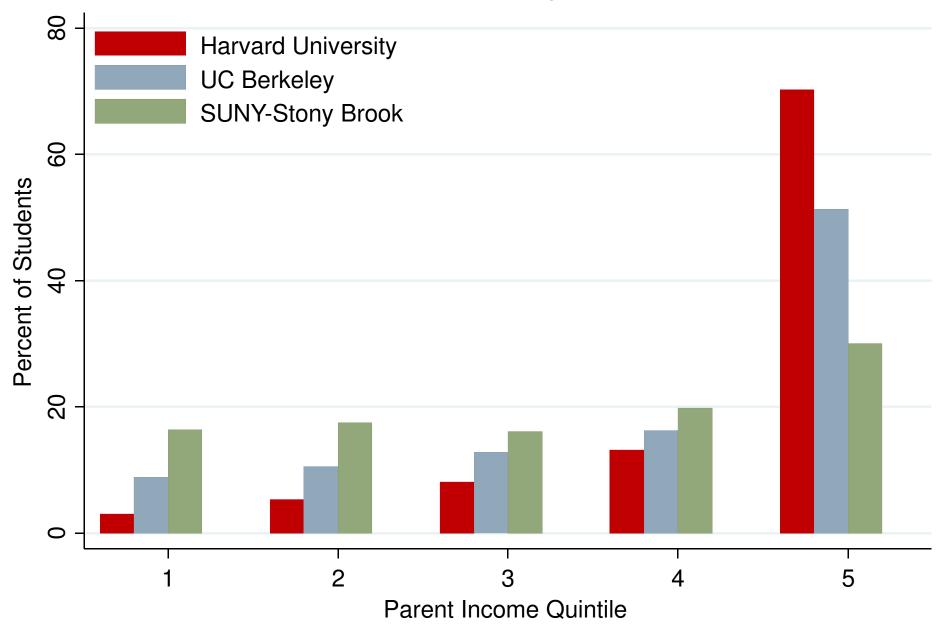


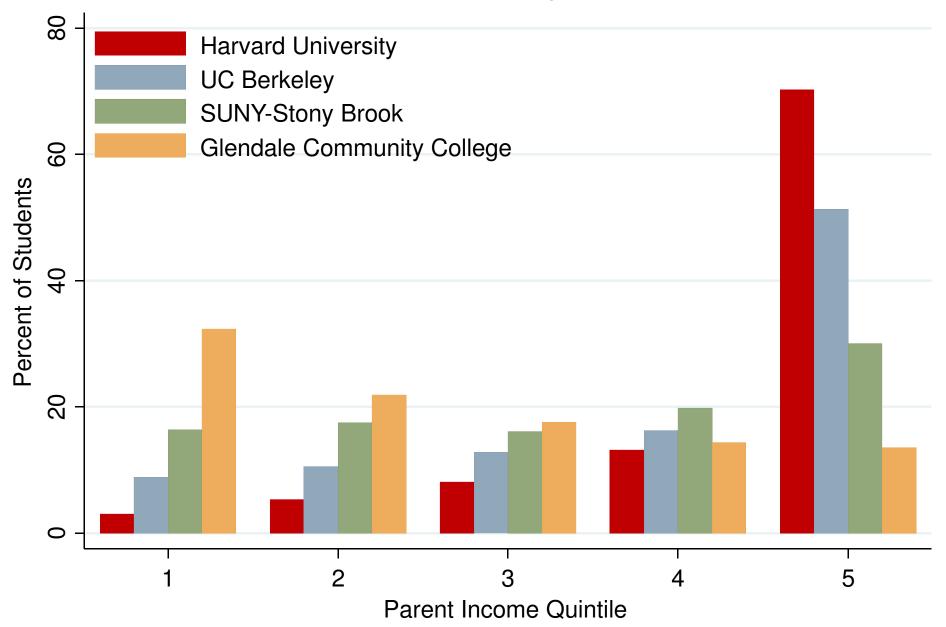












Further Evidence of the Challenge...

- 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



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* Judith Scott-Clayton's Brookings Report (Jan 2018) www.ncii-improve.com

Momentum Metrics & Solano Community College





Completion & Momentum Metrics

- Guided pathways movement crystallizes into first national project with CBD in 2011
- In the end, improving completion and postgraduation 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



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AACC GP Early Momentum KPIs

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



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Early Momentum Matters

CCRC RESEARCH BRIEF

Early Momentum Metrics: Why They Matter for College Improvement

By Davis Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students' chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures-such as overall increases and improved equity in completion rates and employment outcomes-will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the reforms much earlier. While near-term progress does not guarantee longer term success, it is unlikely that long-term success will occur if near-term outcomes are stagnant.

Second, focusing on near-term outcomes is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students' time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

An examination of first-year metrics can introduce practices

In this brief, we propose three measures of "early momentum" for both of the reasons motivate colleges to described above: Research is beginning to show that these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that that oreate the initial are particularly important for solidifying the foundation for student success. While these conditions necessary measures are valuable individually, as a group they give a better picture of the impact of for subsequent reforms on students, and thus are more valuable if used together. These measures include: SUCCOSS.

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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



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Comparison Groups for Solano Data (2)

As you consider the data, also consider the % of fulltime 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%

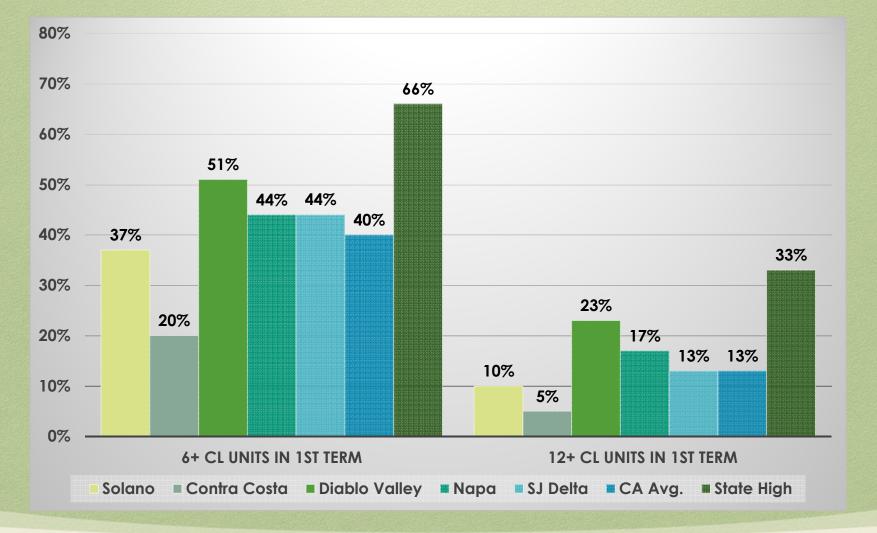
San Joaquin Delta – 40%

California CC Average – 35%

California High – 71%

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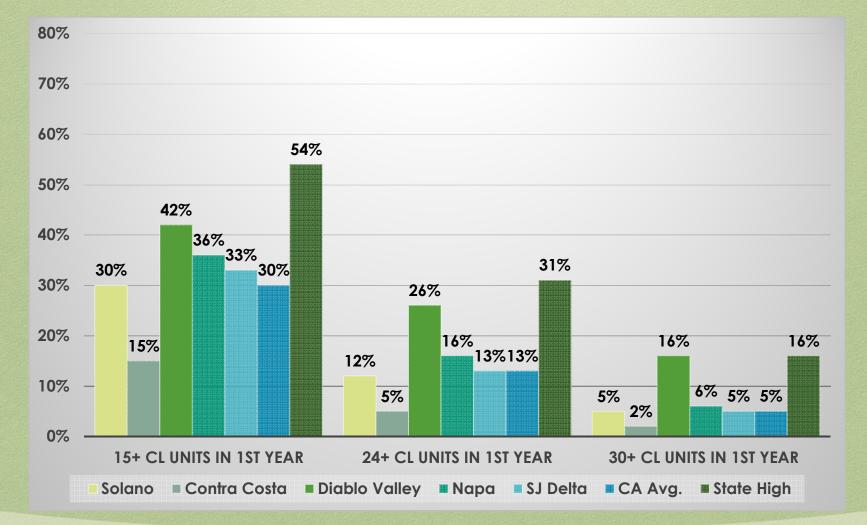
Solano & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Term





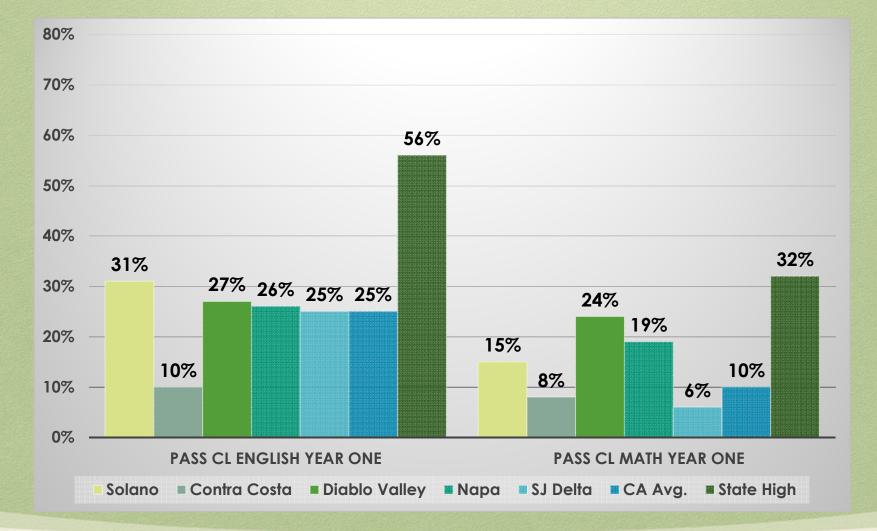
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Solano & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Year





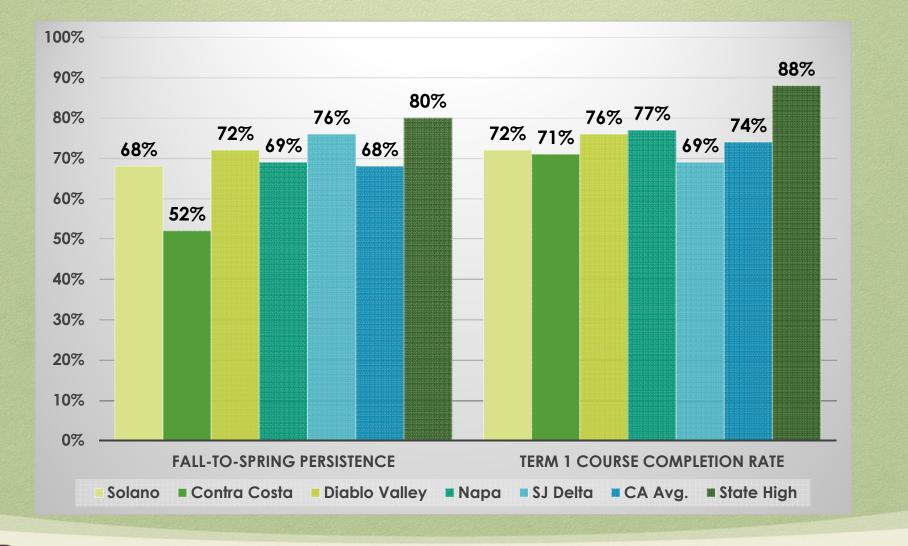
Solano & Other Local Colleges FTEIC Passing College Level Math & English in Year One





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Solano & Other Local Colleges Level Persistence & Course Pass Rate





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





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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 - <u>52% vs. 26%</u>*

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%*



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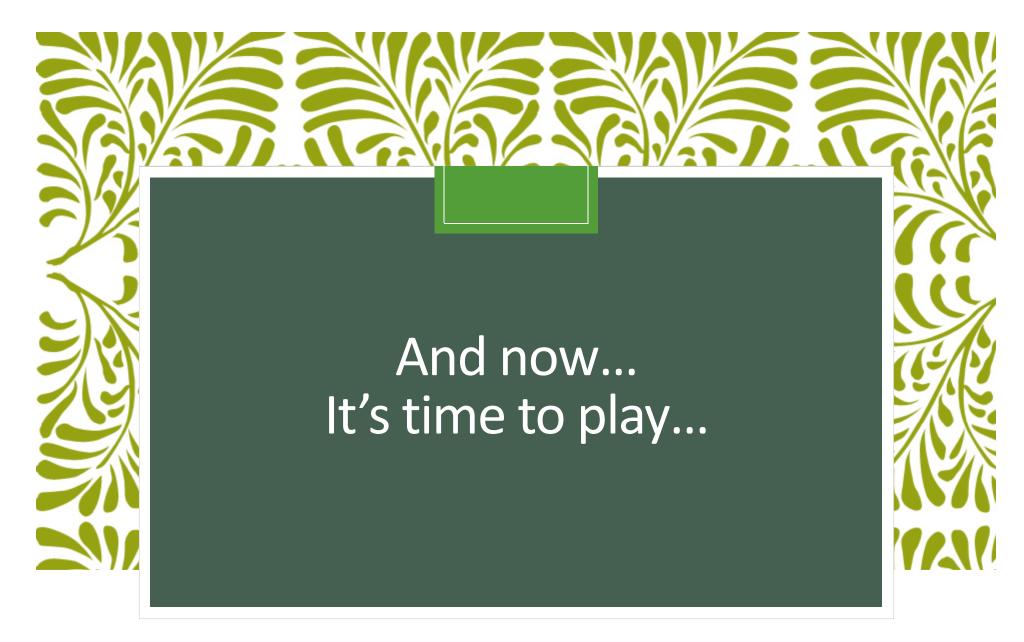
Why Completion and Losing Students to For-Profit Institutions are Equity Issues (2)

- Even more disturbing when you dive in <u>White</u> students <u>not</u> at for-profits have a <u>4% default</u> <u>rate vs. Black non-completers at for-profits with</u> a <u>67% default rate</u>*
- 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...



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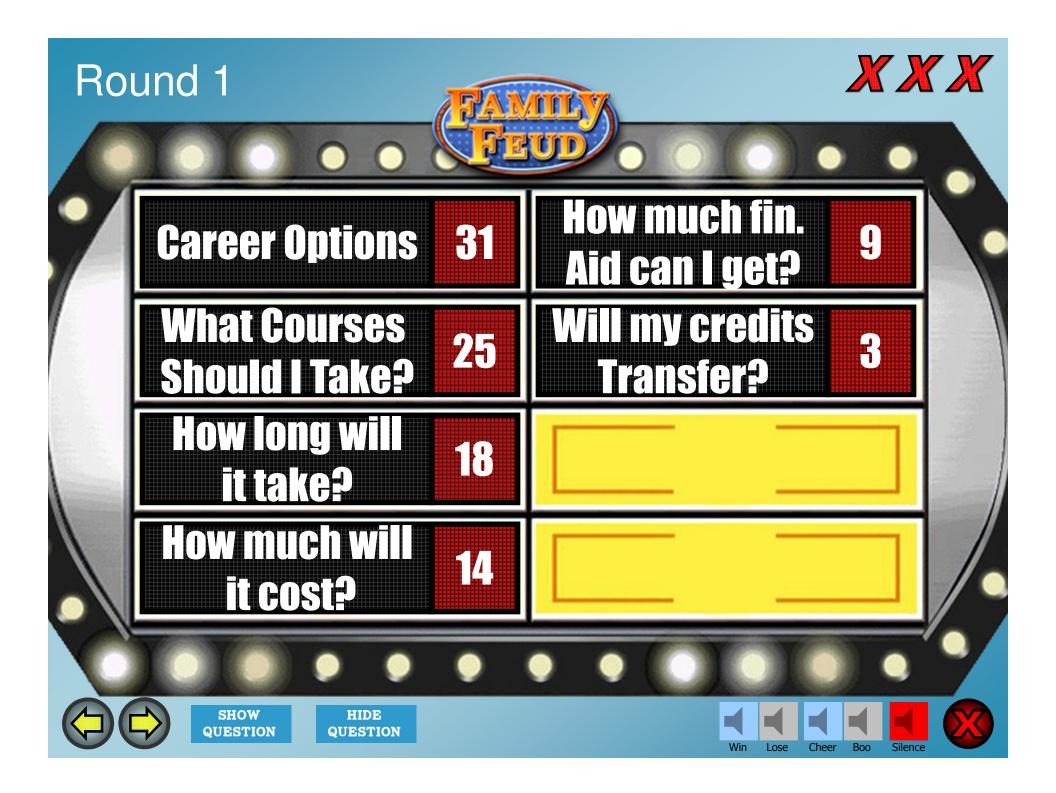




Round 1: What Do New Students Ask Advisors?



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Round 2: Why Are So Successful?



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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.

PLANNING

ESSENTIAL CONDITIONS

Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort.

PLANNING/PREPARATION

Understand where you are and prepare for change.

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students.

CLARIFY THE PATHS

Map all programs and include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

HELP STUDENTS GET ON A PATH

Require supports that help students get the best start, including first-year experiences and integrated academic support.

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with supports such as intrusive advising and systems for tracking progress.

IMPLEMENTATION

ENSURE STUDENTS ARE LEARNING

Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EARLY

OUTCOMES

Measure key

performance indicators.

EVALUATION

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:

Alphabetical program list



Academic / career communities ("meta-majors")

A lá carte courses (distribution requirements and electives)

Program maps with course sequences, critical courses, cocurricular 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 lá carte dual HS credit

To:

Career/college exploration and planning for all from the start

Full-program plan



Co-requisite academic support

Critical program courses

Exploration of program pathways beginning in HS

Rethinking Student Advising

From:

To:

Info "dump" at orientation

Scheduling available courses to suit college schedule

Full-time vs. part-time

JIT support for major decisions along the path

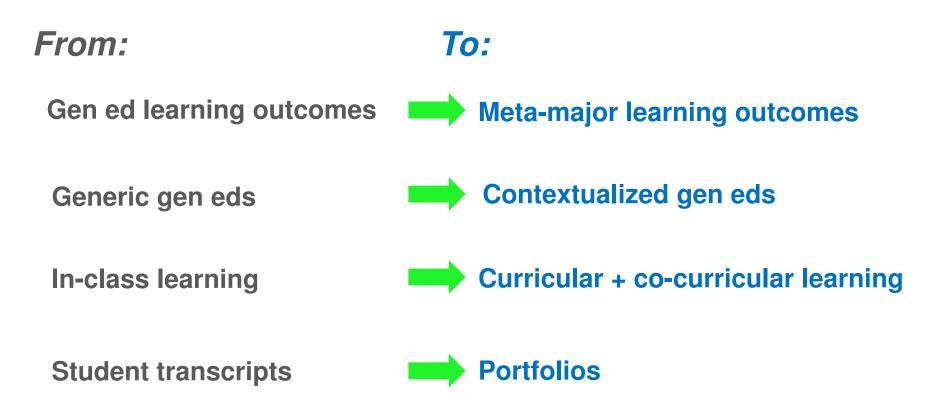
Scheduling courses on the student's plan to fit their schedule

On-plan vs. off-plan

Advising vs. teaching

Advisors teach and faculty advise

Rethinking Teaching and Learning



Rethinking Financial Supports...

From:

Traditional financial aid (grants, loans, scholarships)

Holistic supports (public benefits like SNAP, housing assistance)

Waiting for students to ask for assistance

Standard intake / screening form

Isolated services

Off-campus referrals to community partners

Bundled, integrated services

To:

On-campus partner presentations and individualized assistance



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