

Guided Pathways: The Case for Urgency and Exploring Design & Implementation

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Compton College
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Overview


- Taking the Pulse: Poll Questions
- Urgency and the case for change: Equity, Social Justice & Economic Mobility
- Overview of Guided Pathways
- Things We Won't Get To:
 - ✓ *CAGP Equity Through Pathways Discussion Guides*
 - ✓ *Guided Pathways Resource Series*
 - ✓ *Appendix – NCII's A2I2 Cohort Model*



Attribution and thanks...

- Much of the content in this presentation was put together by the Community College Research Center at Columbia University (CCRC) - and we again thank them for our continued partnership and their efforts helping the field with this important thought capital and research
- Other NCII partners who have contributed included AACCC, Aspen, CCSSE, JFF and Sova






Section 1: Taking the Pulse Poll Questions



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Section 2

Building Urgency and the Case for Change





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
 - ✓ Evidence of systemic racism - correlation in U.S. between race and income level – this is 100% an exploration of equity but we also have to name it



Incredible work...

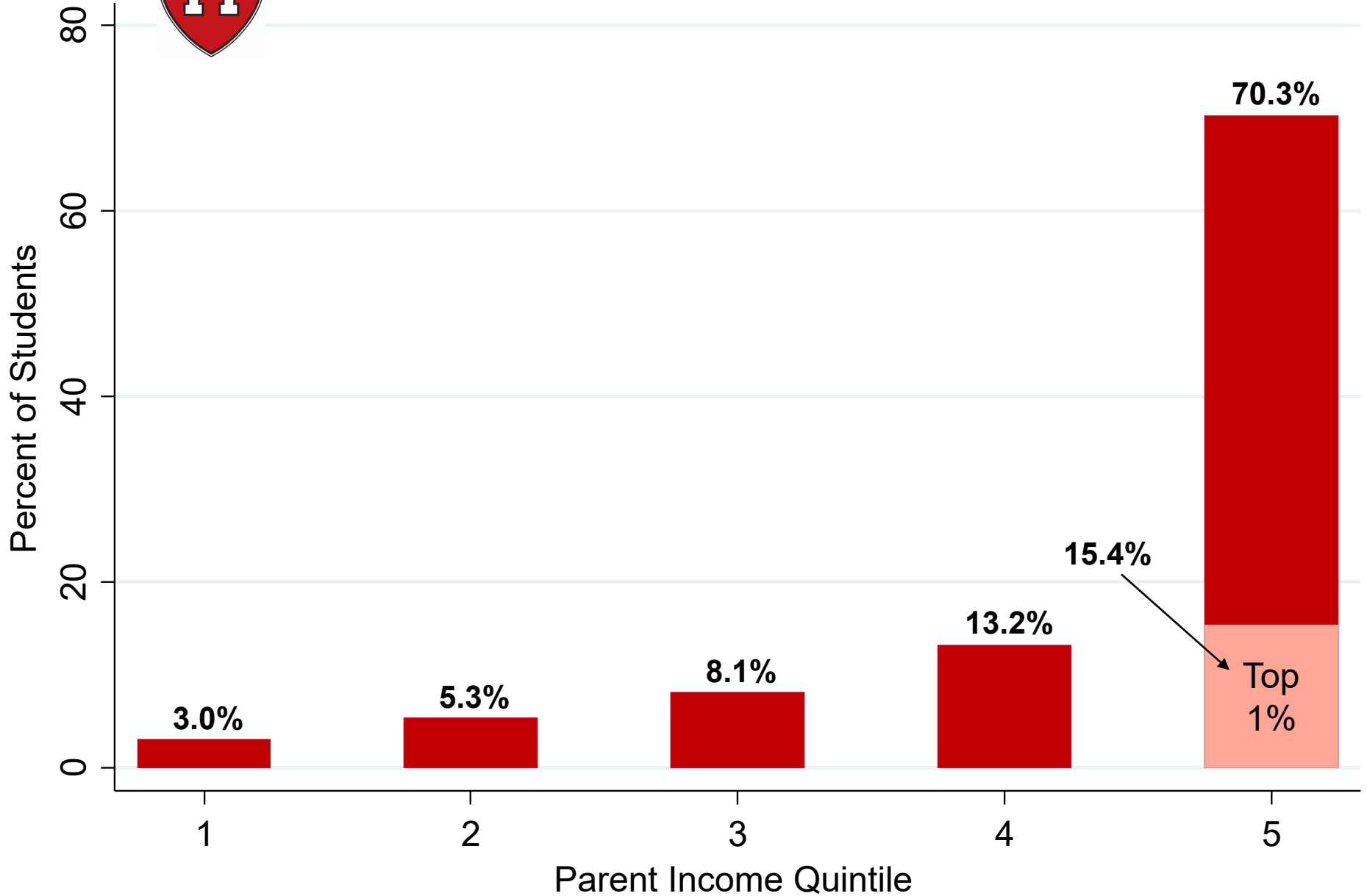
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
 - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





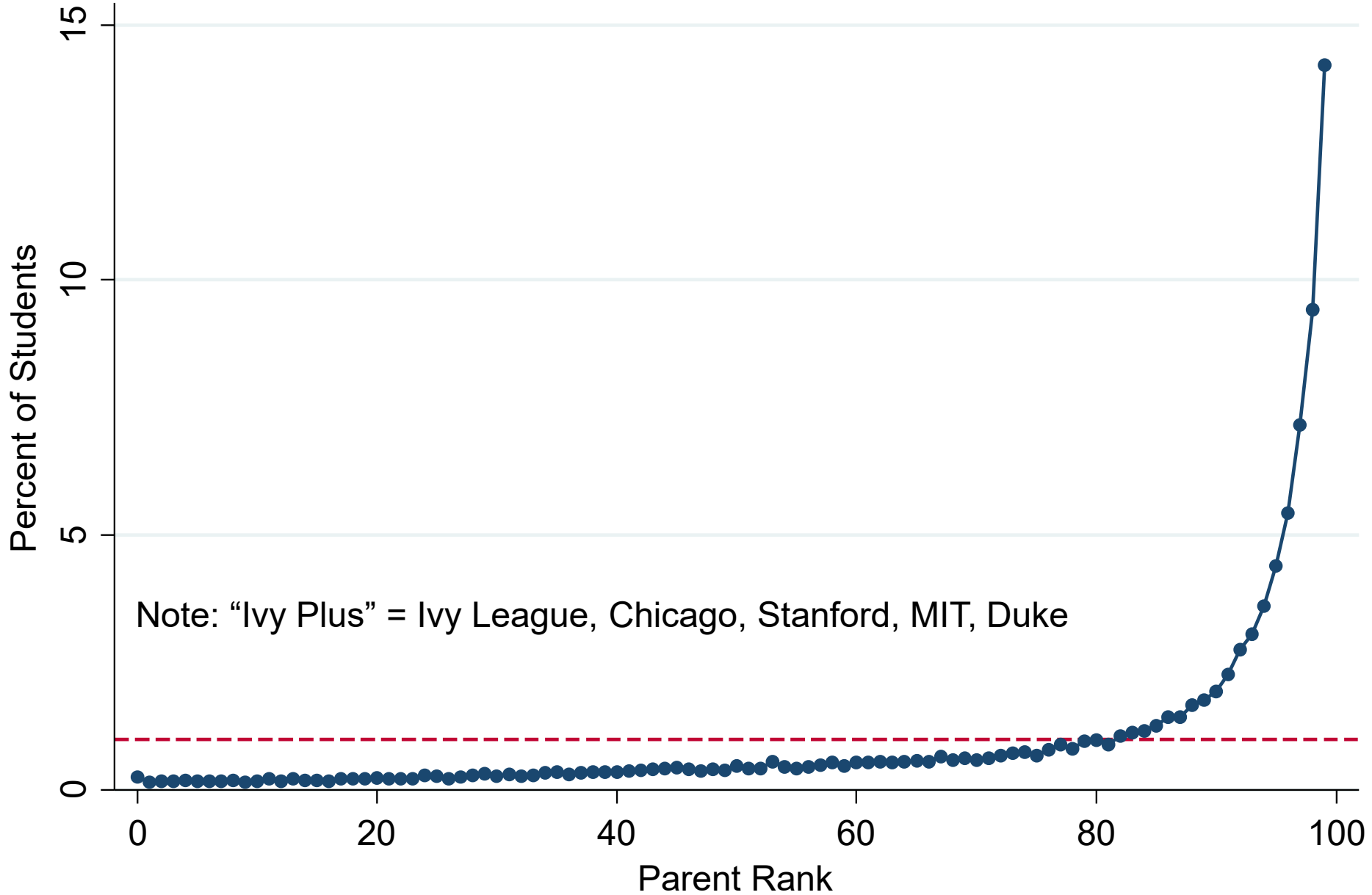
Parent Income Distribution at Harvard

1980-82 Child Birth Cohorts



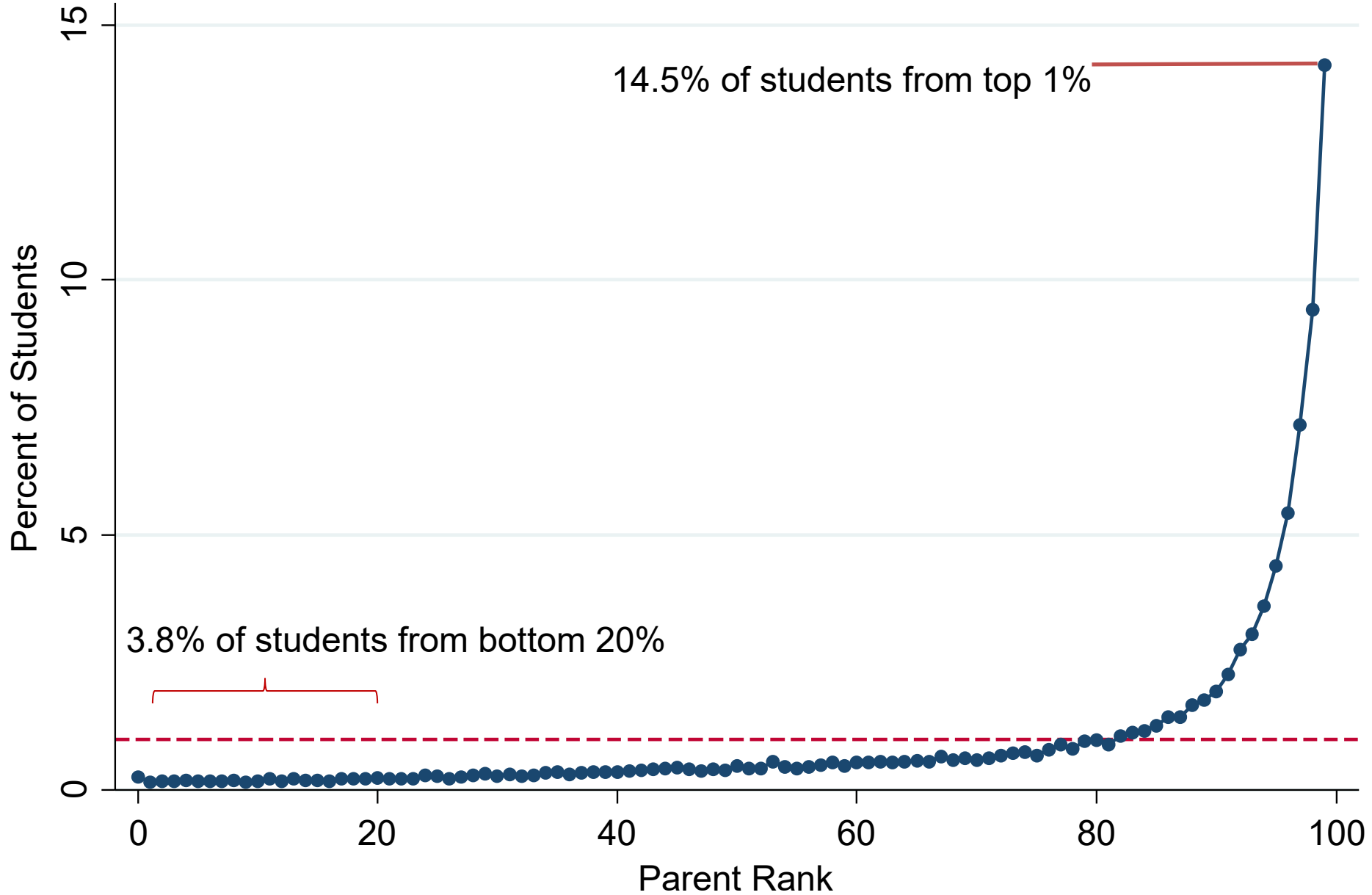
Parent Income Distribution by Percentile

Ivy Plus Colleges

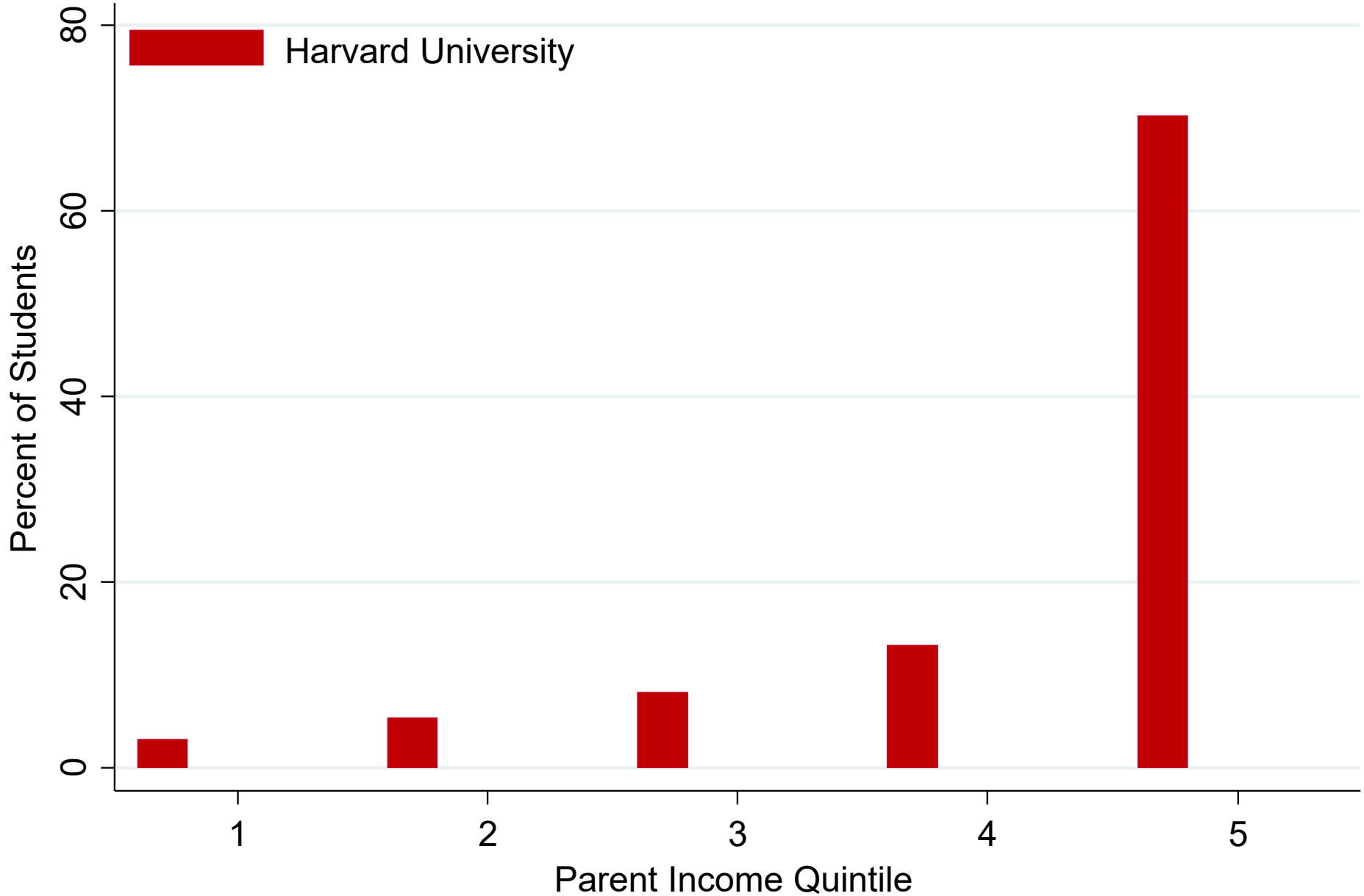


Parent Income Distribution by Percentile

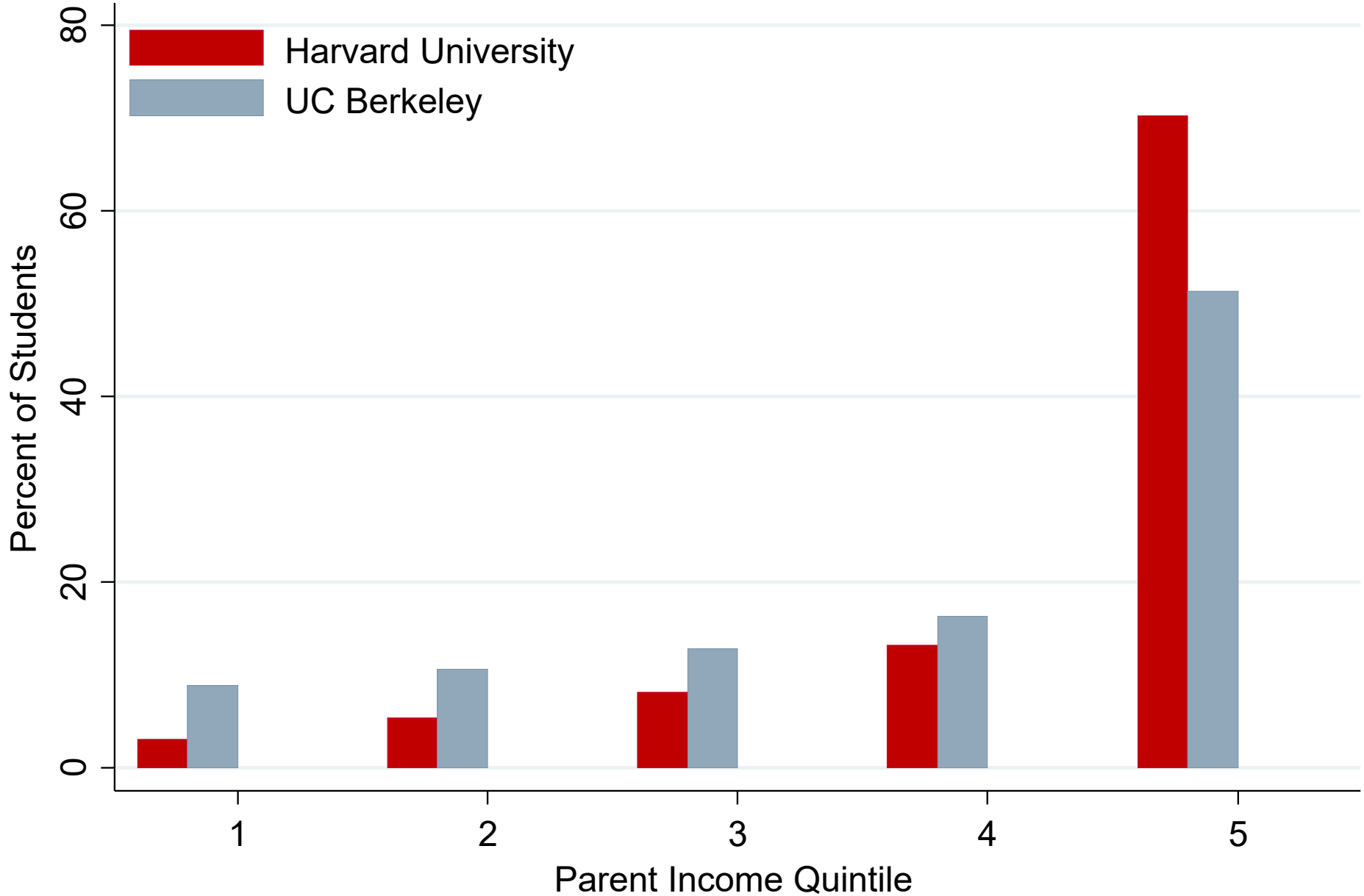
Ivy Plus Colleges



Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges

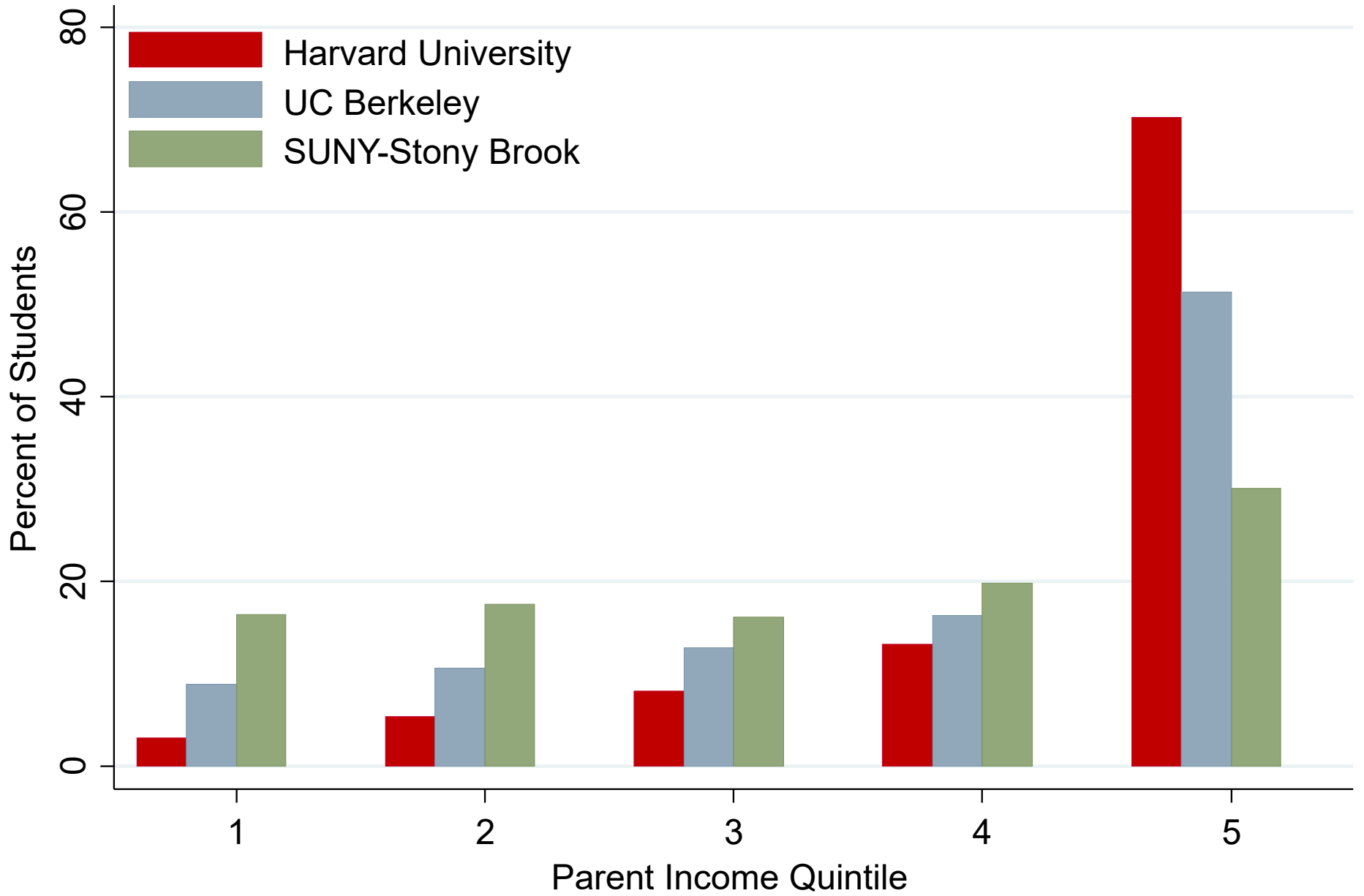


Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges



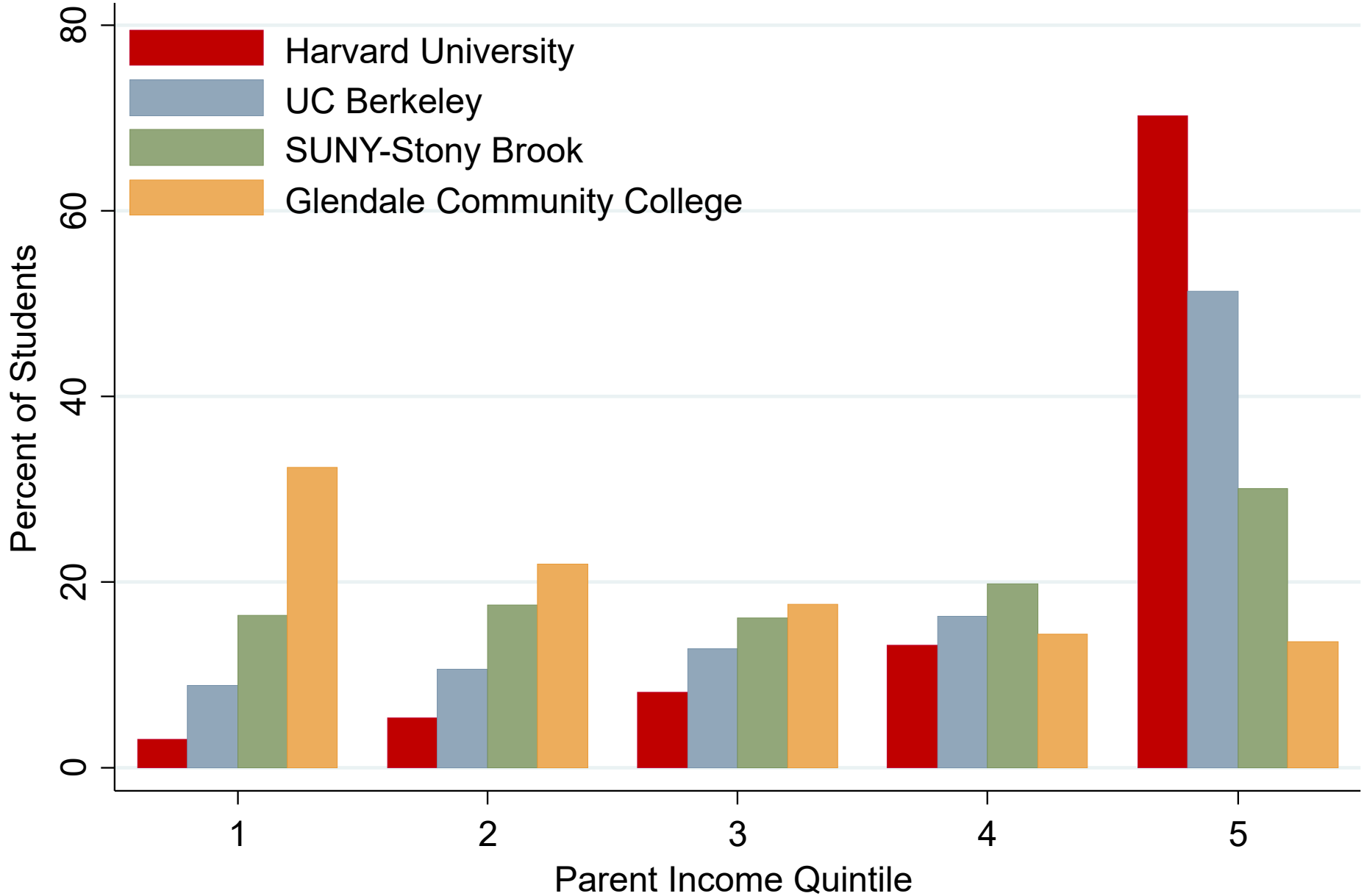
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

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





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

- 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 Losing Students to For-Profit Institutions is an Equity Issue (2)

- Even more disturbing when you dive in – White students who complete 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 students of color and/or low-income students – and we absolutely can do SO...

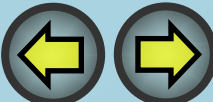


Round 2: Why Are _____ So Successful?



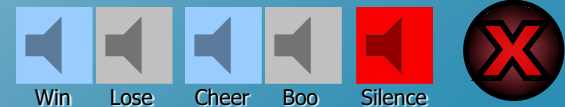



Motivation	24	Peer support	11
Clear course Paths	20	Ticking time clock	7
Chair / Coach	17	Discipline / accountability	5
Mandatory Support	14	Uniforms	2



SHOW QUESTION

HIDE QUESTION





Section 3: A Brief Exploration of the Guided Pathways Movement & Foundational GP Elements





How did we get here?

- Achieving the Dream
 - Over a decade of institutional reform
- Developmental Education Initiative
 - Small pockets of success
- “Get with the Program”
 - Making the connection for students
- Completion by Design
 - Initial investment in structured pathways
- AACCC Pathways Project

CCs Dead End for Too Many Students

- Many cc applicants (10-40%) don't enroll in next term
- Almost 40% of cc starters drop out of college by year 2
- Too many students meander, earning credits that don't apply to a degree
- Many students intend to transfer, show they can, but do not
- Most students transfer without earning cc credential; many students who transfer can't apply credits toward major
- Fewer than 40% complete any credential in 6 years, with stark equity gaps by race, income and age
- 20% of cc starters still enrolled in cc or university with no credential after 6 years
- Few non-credit students advance to credit programs

Cafeteria College: Designed for Access, **Not Success**

1) Program paths to degrees, good jobs and transfer unclear

- Many CTE programs lead to dead-end jobs; few students “stack” credentials
- Most AA programs do not prepare students for transfer in a major field of interest
- Websites often unclear re: program requirements, career and transfer outcomes

2) New students not helped to explore interests, develop a plan

- Few opportunities for students to engage with faculty, others in a field of interest
- Pre-requisite remediation prevents students from taking courses of interest, yet fails to prepare for success in college-level courses

3) Students progress isn't monitored

- Students typically self-advise yet can't monitor their progress toward completion
- Colleges often fail to schedule courses students need, when they need them

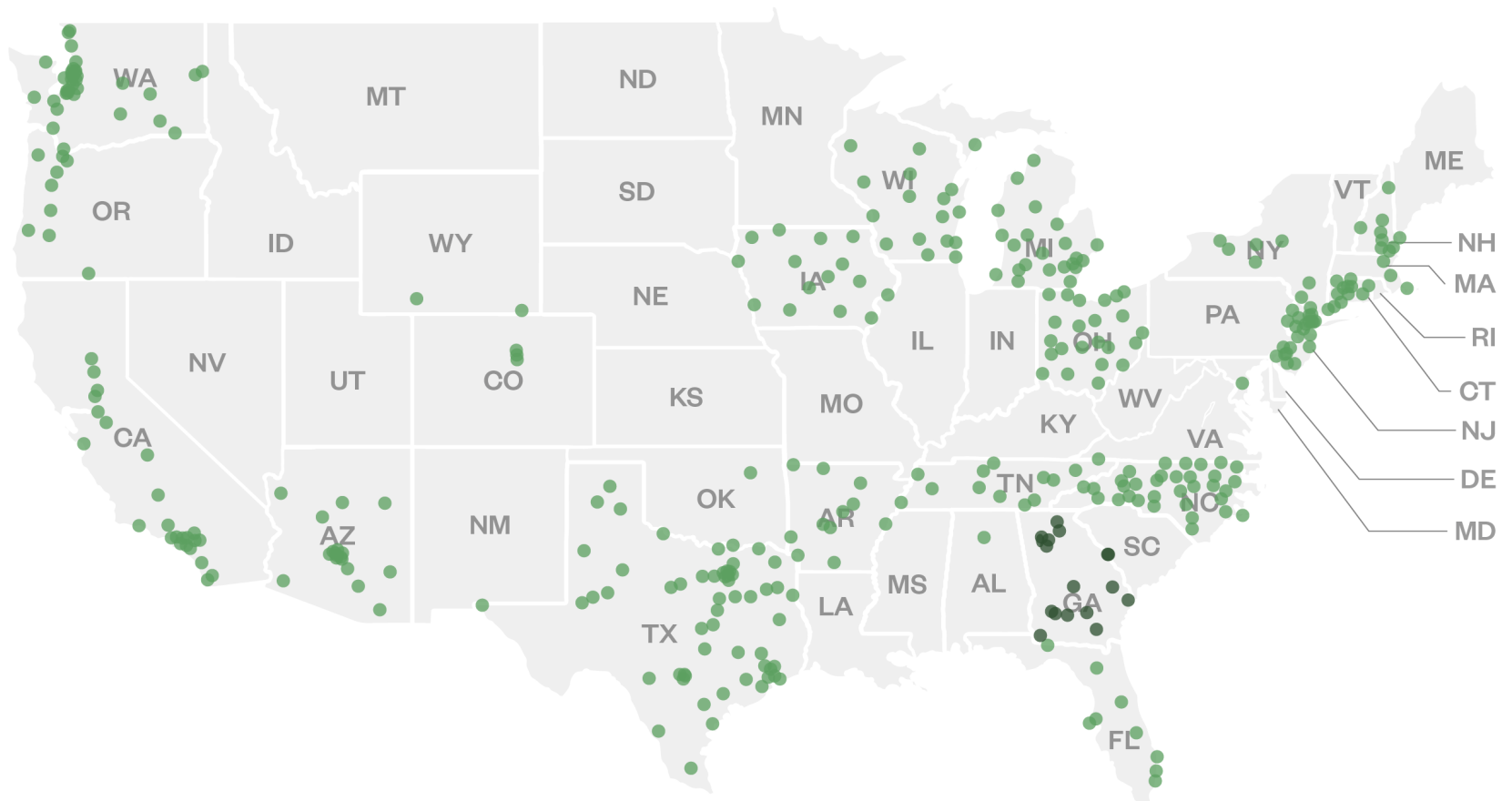
4) Too few students experience active teaching/learning

- Most students lack opportunities to gain program-relevant experience
- Many students poorly prepared to succeed in fully on-line courses
- Instructors not systematically helped to learn effective teaching practices

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

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

CCRC's Guided Pathways Publications

The timeline displays the following publications:

- 2015:**
 - Helping Students Succeed
 - Implementing a System
 - Implementing Pathways
 - Tracking New Efforts
 - Is Core Cost-Effective?
 - THE TV
 - Monthly First
 - Early Why Improve
 - Implementing Early
 - What of Guided
 - What of Guided
 - Laying Out
 - What About Part 1: A Theory?
 - What About Part 2: C...
 - What About Part 3: T...
- 2016:**
 - Building to Student Front
 - Early Leading College
 - Rec Through Less R...
 - From Engin...
 - W Lin...
 - C B...
 - B P...
 - A J...
- 2017:**
 - What About Part 1: A Theory?
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- 2019:**
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 - What About Part 3: T...
 - Building to Student Front
 - Early Leading College
 - Rec Through Less R...
 - From Engin...
 - W Lin...
 - C B...
 - B P...
 - A J...

First-Year Article Preview:

First-Year
 A community college student as they are walking to the library, we want to understand their experience. In this article, we want to understand their experience as they are walking to the library, we want to understand their experience. In this article, we want to understand their experience. In this article, we want to understand their experience.

2015

2016

2017

2018

2019

Guided Pathways Essential Practices

Clarify paths to student end goals

- Organize programs by field (meta-major) to facilitate exploration and engage students in an academic and career community
- Backward map all programs from good jobs and/or transfer in a major

Help students get on a path

- Help all new students (including hs dual enrollment and adult ed students) explore options and interests, make a purposeful program choice
- Replace prerequisite remediation with teaching students be effective learners in college-level program foundation courses
- Ensure all new students have a term 1 “light the fire” learning experience
- Help all new students develop a full-program plan by end of term 1

Keep students on path

- Schedule courses and monitor students’ progress based on plans

Ensure students are learning across programs

- Introduce students to practice of the field through active learning in classes
- Ensure every student gains program-relevant experience

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

Lessons on Leading College Redesign

- Redesigning colleges on guided pathways model is a **big technical challenge, but even bigger cultural one**
- Effective leaders lay the groundwork: a) engage stakeholders across college in examining **barriers the college creates** to student success, b) **develop vision and goals** for improving experience for all students; c) **empower teams to plan and design innovations at scale**
- Critical importance to implementation of well-managed cross-functional teams
- Critical importance to redesign of broad engagement in **program and student experience mapping** (status quo and desired)
- Challenge: **creating time and resources** for reflection, design, planning, professional development and evaluation
- Challenge: **sustaining and institutionalizing innovation** in face of turnover, uncertain policy/fiscal environment; exhaustion

COVID Challenges for Students and Colleges

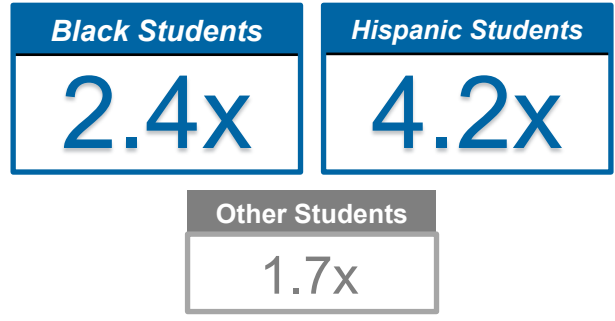
- Students will be even less able to afford college so they will expect programs that enable them to achieve goals as quickly and affordably as possible
- Students will want programs that enable them to secure stable jobs in short term and good jobs in longer term—offered in formats/on schedules that work for adults with intense job and family pressures
- Demand for hs dual enrollment offerings that save time and money required to earn a bachelor's degree will increase
- Students will face higher levels of trauma 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

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

- 1) Ensure all students are in programs that lead to good job or transfer with junior standing in student's major
- 2) Help every student explore career/academic interests and connect with faculty, experienced students, alumni others in the student's field of interest
- 3) Ensure every student takes a "light the fire" course on topics of interest in term 1
- 4) Ensure every student (including dual enrollment) has a career goal and full academic plan by end of term 1

Benefits of Momentum for Transfer

Benefit of completing 12 or more college-level credits on transferring and completing a bachelor's degree



	Benefit of Milestone (Baseline)	Additive Effects		
		Black	Latinx	Low-income
Transfer to a four-year institution				
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x	6x	6-11x	7-8x
Gateway English/Math (College-level)	3-4x	No diff.	6-8x	4-6x
Completed Transfer Degree	6-7x	9-11x	11-18x	11-13x
Transfer & 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)	1.5-3x	2-4x	4-5x	4-5x
Completed Transfer Degree	3-4x	5-6x	5-9x	6-7x

CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.



Appendix A: The Advancing Equity Through Guided Pathways Series Overview



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Equity Through Pathways

- Pathways movement is grounded in a desire for equity in the student experience and the structural reforms necessary to ensure equitable outcomes
- But...pathways does not automatically equal equity
 - ✓ Alone or automatically neither does disaggregating data by race or SES or a focus on cultural competency
- We need mindsets and structures and the efforts of individual practitioners to work together to produce the outcomes we want for all of our students - especially those underserved and discriminated against historically



NCII/CAGP Advancing Equity Through Guided Pathways Series

- July 2019 Convening – twenty national leaders of color from equity & GP colleges identified topics for 1st set
- Each 3-4 page guide has (a) short explorations of a GP topic with an equity lens from the authors' perspectives; (b) 3-5 discussion questions; and (c) 1-3 data tasks
- Released in April 2020 and available from NCII [here](#)

Guides are designed to help start or advance discussions on a college campus – not serve as the definitive word



Organized by Loss-Momentum Framework

- We have used the *Loss-Momentum Framework* from *Completion by Design* as an organizing aid to explore key equity through pathways questions (could also use *Four Pillars*)
- The LMF focuses on students progressing through Connection, Entry, Progress/Completion and Advancement stages on their journey with the college.
-



CAGP *Advancing Equity Through Guided Pathways* Guide Titles (1)

1. Culture: Institutional Self-Assessment for Equity

✓ *N'adrea Njoku & Deshawn Preston, UNCF & Rob Johnstone, NCII*

2. Culture: Leading Culture Change to Promote Equity: Perspectives from a CEO of Color

✓ *Michael Baston, SUNY-Rockland (NY), with Introduction by Kay McClenney, NCII*



CAGP Advancing Equity Through Guided Pathways Guide Titles (2)

3. Culture: Leading Culture Change to Promote Equity: Perspectives from a White CEO

✓ *Bill Scroggins, Mt. San Antonio College (CA), with Introduction by Kay McClenney, NCII*

4. Culture: Fostering Faculty Diversity

✓ *Edward Bush, Cosumnes River College, with Introduction by Kay McClenney, NCII*



CAGP Advancing Equity Through Guided Pathways Guide Titles (3)

5. Connection – Supporting Students From Application Through The First Day of Classes

✓ *Julianna Barnes, Cuyamaca College & Rob Johnstone, NCII*

6. Connection: Creating Student Connection & Belonging upon Entry

✓ *Amelia Parnell, NASPA & Kay McClenney, NCII*



CAGP Advancing Equity Through Guided Pathways Guide Titles (4)

7. Entry: Taking an Asset-Based Approach to Student Onboarding

✓ *Sunita V. Cooke, Miracosta College & Priyadarshini Chaplot, NCII*

8. Entry: Reducing Student Equity Gaps in Transfer-Level Math & English Attainment

✓ *Robert Vela, San Antonio College & Kathy Booth, WestEd*



CAGP Advancing Equity Through Guided Pathways Guide Titles (5)

9. Progress/Completion: Reframing Classroom Instruction to Better Engage a Diverse Community of Students

- ✓ *Luis Ponjuán, Texas A & M University & Kathy Booth, West Ed*



CAGP Advancing Equity Through Guided Pathways Guide Titles (6)


10. Progress / Completion: Creating Active and Culturally-Responsive Learning Environments for Students

- ✓ *Tia Brown McNair, American Association of Colleges & Universities & Rob Johnstone, NCII*

11. Progress / Completion: Integrating Non-Academic Supports into the Student Journey


- ✓ *Linda García, Center for Community College Student Engagement & Priyadarshini Chaplot, NCII*





Appendix B: What are Practitioners Top Questions about Guided Pathways?





Demystifying Guided Pathways One & Two: Exploring Commonly Asked Questions about Implementing Pathways



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Demystifying Guided Pathways Paper

- Released November 2015 by NCII
- Companion to excellent CCRC Book
- Available at <http://ncii-improve.com/gprs/> as NCII Guided Pathways Resource Series (GPRS) #1
- Designed to address questions NCII, CCRC, JFF, and Public Agenda have heard in hundreds of guided pathways sessions with faculty, student services professionals and administrators
- Not the defining word – just food for thought!



Mel Brooks' *History of the World Part 2*: I give You These 10...No...20 Questions...

- But wait, are there more?
- Collected questions for a sequel, given my profit margin on the first paper...
- Title - *Guided Pathways Demystified II: Addressing New Questions as the Movement Gains Momentum*
- Explored starting in Aug 2016 in CBD Blog posts
- Paper Released October 2017
- Also available at <http://ncii-improve.com/gprs/> as NCII Guided Pathways Resource Series (GPRS) #2



First 10 FAQs - Redesigning for Completion

- Q1 - Isn't college a meritocracy, where the strong / smart succeed, and the weak / underprepared don't succeed?
- Q2 - Isn't "free choice" the cornerstone of American higher education?
- Q3 – Won't we sacrifice quality when we move to guided pathways?
- Q4 – Won't we lose the heart of a liberal arts education when we make students' journeys more structured?
- Q5 – Won't faculty lose control over what is taught in their discipline?



First 10 FAQs - Redesigning for Completion

- Q6 – Won't we lose enrollment if we decrease swirl with increased structure or by making things mandatory?
- Q7 – Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace / real world?
- Q8 – Don't students benefit when they "find themselves" by what looks like wandering to an observer?
- Q9 – How can students be expected to make career decisions at age 18?
- Q10 – Don't students change careers 4 to 7 times – why then guided pathways?



The Next 10 Questions about Guided Pathways


- Q11 - Isn't guided pathways just the next educational fad?
- Q12 -How do we further emphasize equity and inclusion in the pathways approach?
- Q13 - How do we build effective guided pathways for part-time students?
- Q14 - What happens when students are below transferrable English and Math?
- Q15 - What happens if students change their minds? Do they have to start over?



The Next 10 Questions about Guided Pathways

- Q16 - What should the institution do when students fall off their guided pathway?
- Q17 - How does a focus on teaching & learning need to evolve / shift under a guided pathways approach?
- Q18 - Doesn't faculty workload go up under a guided pathways model? Aren't we already overworked enough?
- Q19 - How do we best use technology to keep students on the pathways?
- Q20 - How can we get all the work necessary to plan and execute guided pathways done by (insert date here)?





Appendix C

Agency, Attitude & Intensive Implementation: NCII's A2I2 Cohort Model



Colleges Have Made Progress...

- State-level and regional projects – if they are available – are useful to colleges: JFF's Student Success Centers, other state-level GP efforts like CAGP Demonstration
- National projects like AACCC Pathways also can provide professional development, thought capital and catalytic support
- Colleges have a history of internal improvement efforts with varying degrees of success at scale



But...increasingly colleges are asking for:

- Support customized to their unique college context and improvement trajectory – not off-the-shelf
- Support provided on campus, in the college environment, with a broad range of potential participants
- Support provided by national experts who've been leading this hard, on-the-ground institutional change work for over a decade



Why NCII?

- NCII has worked with over 350 colleges in the past 15 years – both directly serving colleges and on state and national projects such as:
 - ✓ Completion by Design
 - ✓ The Aspen Prize for Community College Excellence
 - ✓ AACC Pathways Project 1.0 and 2.0
 - ✓ JFF'S Student Success Centers – with specific guided pathways & student financial stability support in AR, CA, CT, MI, OH, NJ, NC, NY, OR, TX, VA, WA & WI
 - ✓ California Guided Pathways Demonstration Project
 - ✓ Beyond Financial Aid



Why NCII?

- A belief in customized support – there is no binder, color-coded change model or Staples “easy button” for this design & implementation work
- Ability to leverage a wide range of partners who are recognized as national experts on guided pathways and student financial stability
- Resonance with practitioners – faculty, student services, administrators
- Adaptive throughout the change process



NCII's A2I2 Model Features

- Six on-campus visits over two years
- 2-3 NCII consultants, led by Dr. Rob Johnstone
- Office hours between visits
- Document review
- Key Performance Indicator (KPI) support
- Return-on-Investment modeling
- A2I2 Cohort Webinars
- NCII materials designed to support change process



NCII's A2I2 Model – Key Steps

- Making the Case on Campus
- Starting the Next Phase of the College Journey
- Establishing the Foundation
 - ✓ GP & SFS Self-assessments
 - ✓ Visit 2 Interview Day
- Forming and Kicking Off Customized Workgroups
- Supporting Steering Committee & the Progress of Individual Workgroups
- Transitioning to Sustainability & the Path Forward



NCII's Key Consultants

- In addition to NCII VP of Strategy Priya Chaplot, NCII's A2I2 visit teams draw from a pool of the top national experts with deep experience and expertise in guided pathways and student financial stability, including:
 - ✓ Chris Baldwin, Baldwin Consulting; Ed Bowling, GIRC; Davis Jenkins, CCRC; Alison Kadlec, Sova; Melinda Karp, Phase Two Advisory; Paul Markham, Sova; Kay McClenney, AACC; Gretchen Schmidt, AACC; Sarah Zauner, Ada Center
- NCII also utilizes a network of college practitioner experts to provide on-the-ground experience



Find Out More

- **NCII & NCII A2I2 websites:**
www.ncii-improve.com & www.ncii-improve.com/A2I2
- **Dr. Rob Johnstone, Founder & President, NCII**
rob@ncii-improve.com

