

Guided Pathways: The Case for Urgency and Institutional Transformations

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Crafton Hills College
August 2018



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Overview of the Morning

- Taking the pulse / poll questions
- Urgency and the case for change: Social justice / economic mobility
- Momentum metrics & Crafton Hills College data
- Overview of key GP transformations





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...

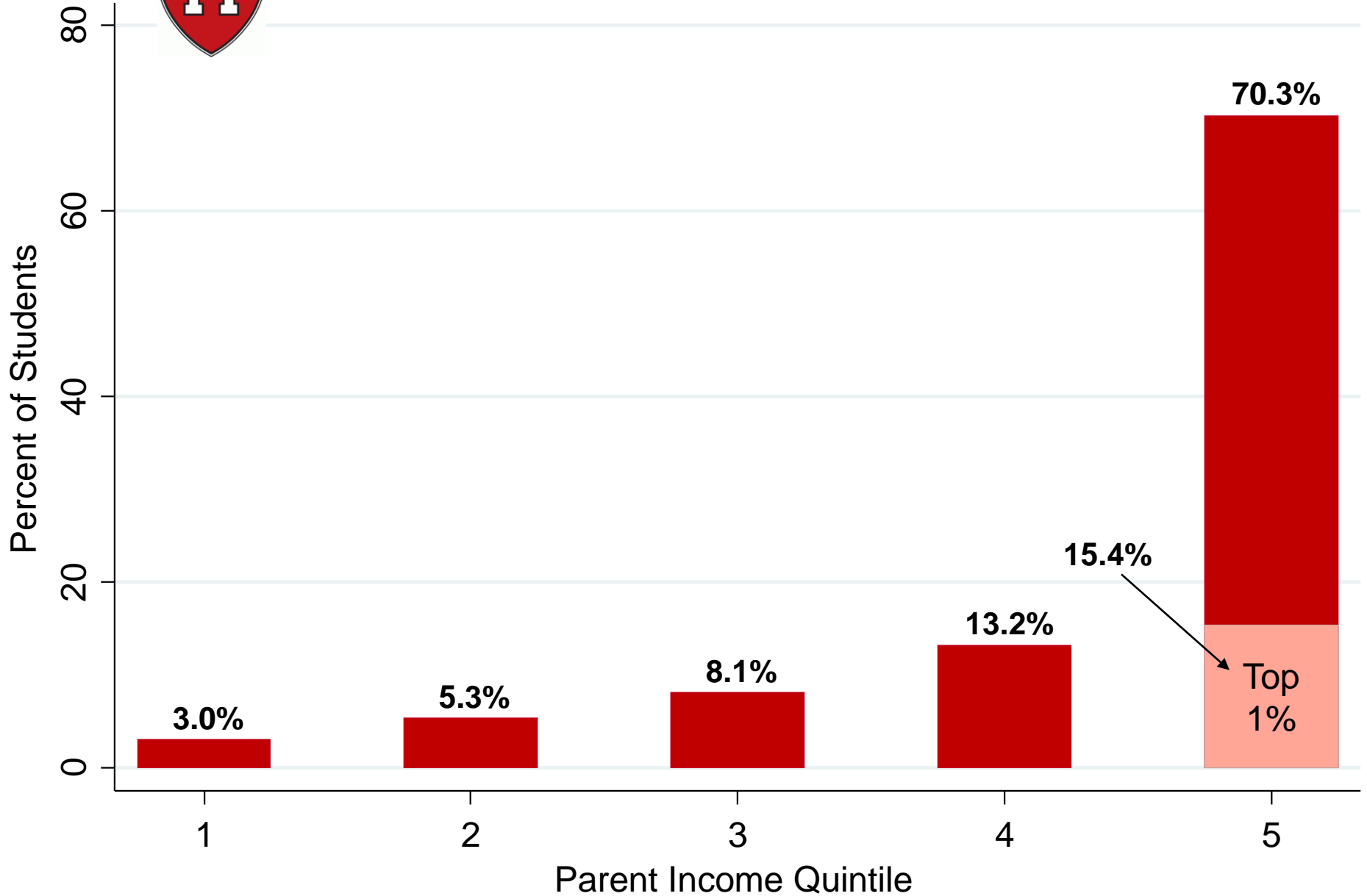
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
 - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





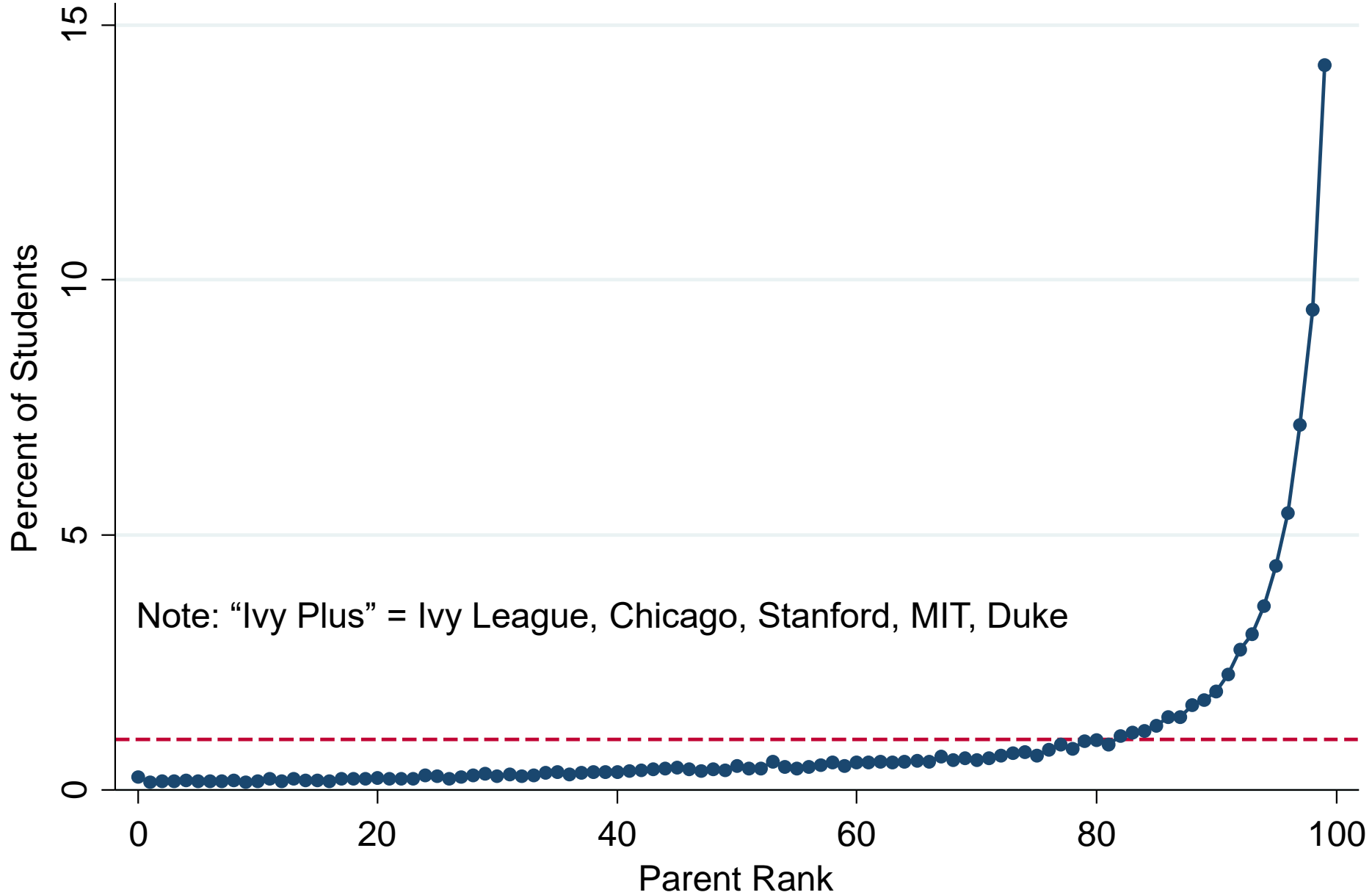
Parent Income Distribution at Harvard

1980-82 Child Birth Cohorts



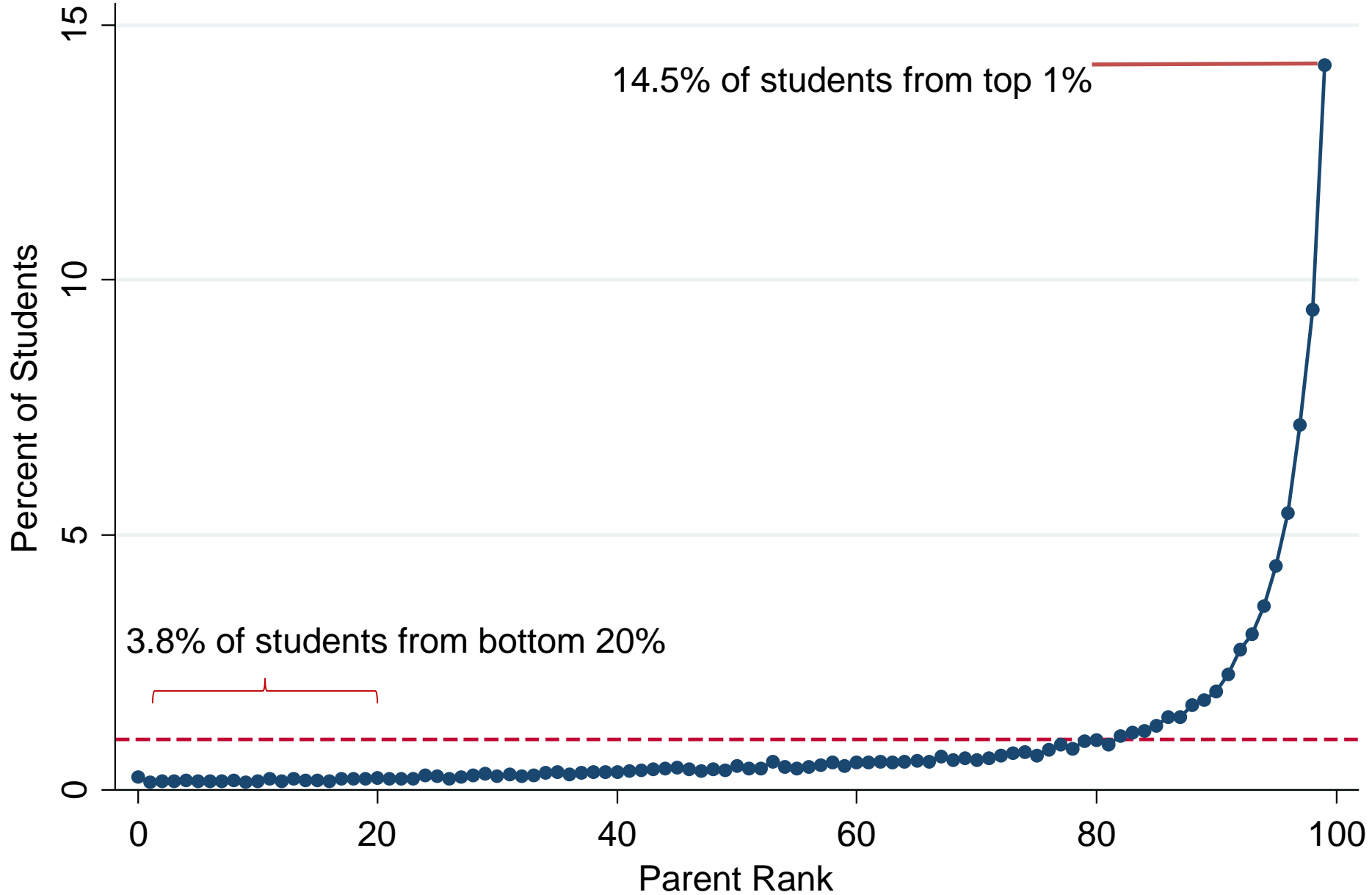
Parent Income Distribution by Percentile

Ivy Plus Colleges

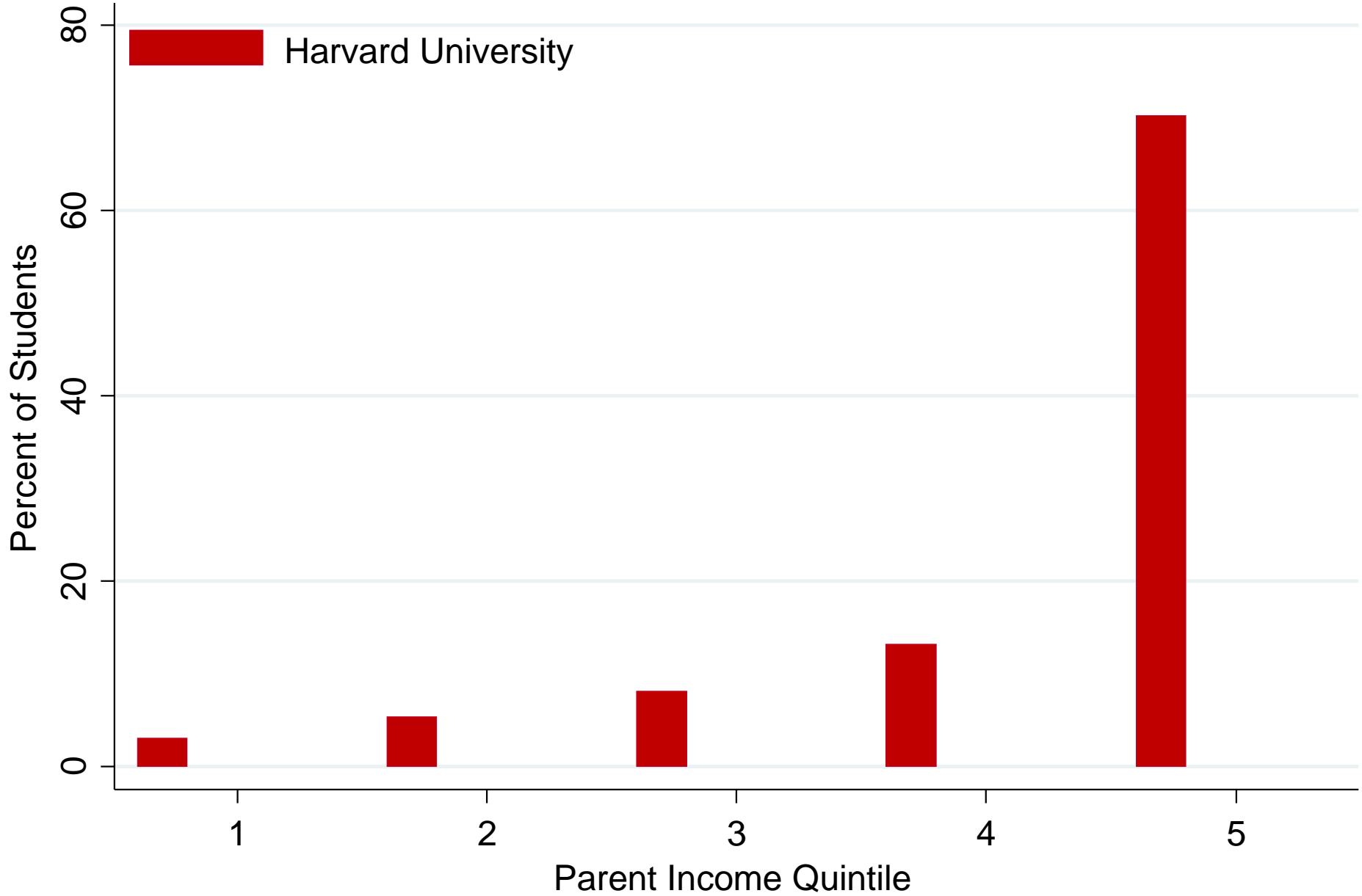


Parent Income Distribution by Percentile

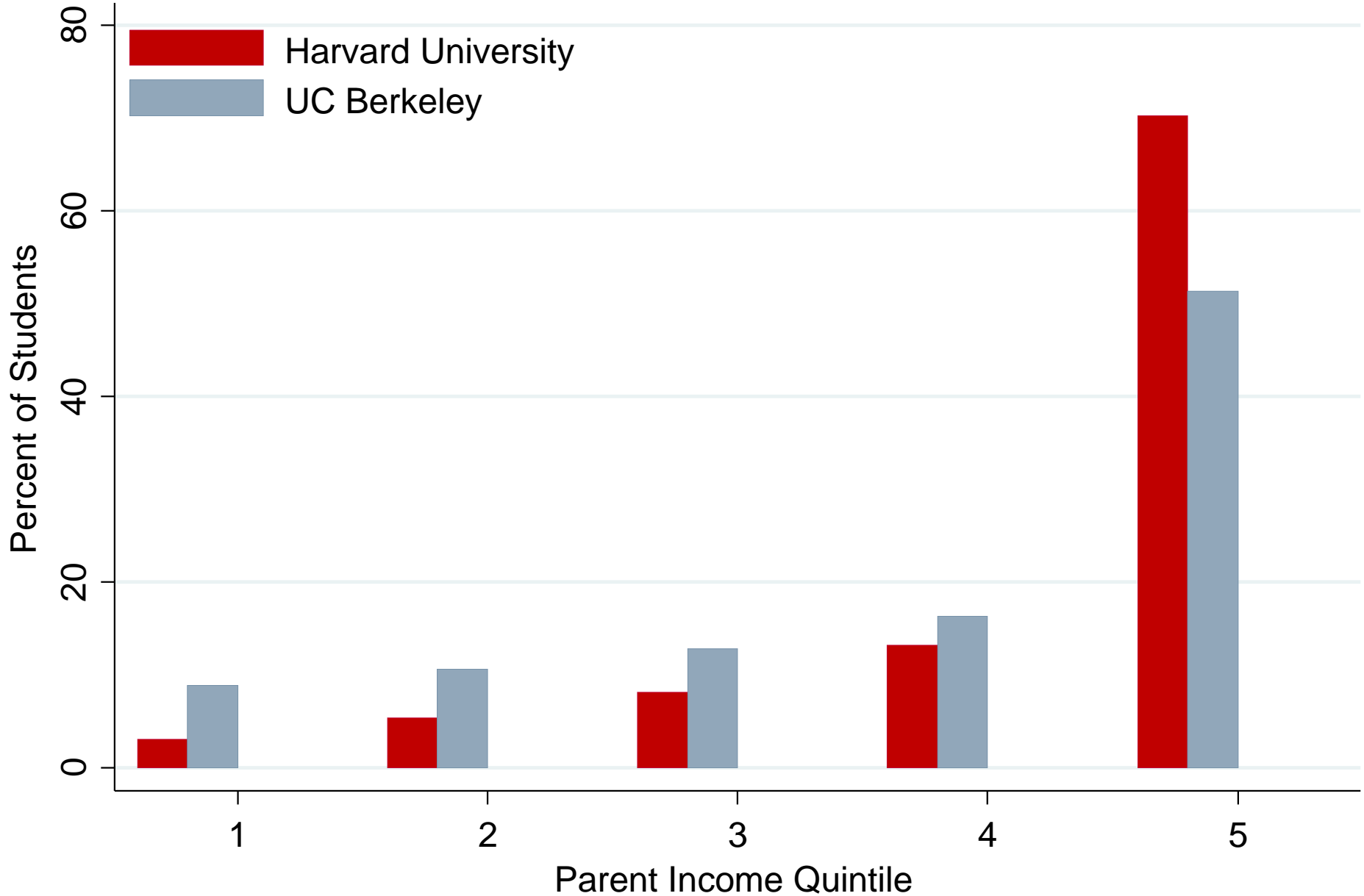
Ivy Plus Colleges



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

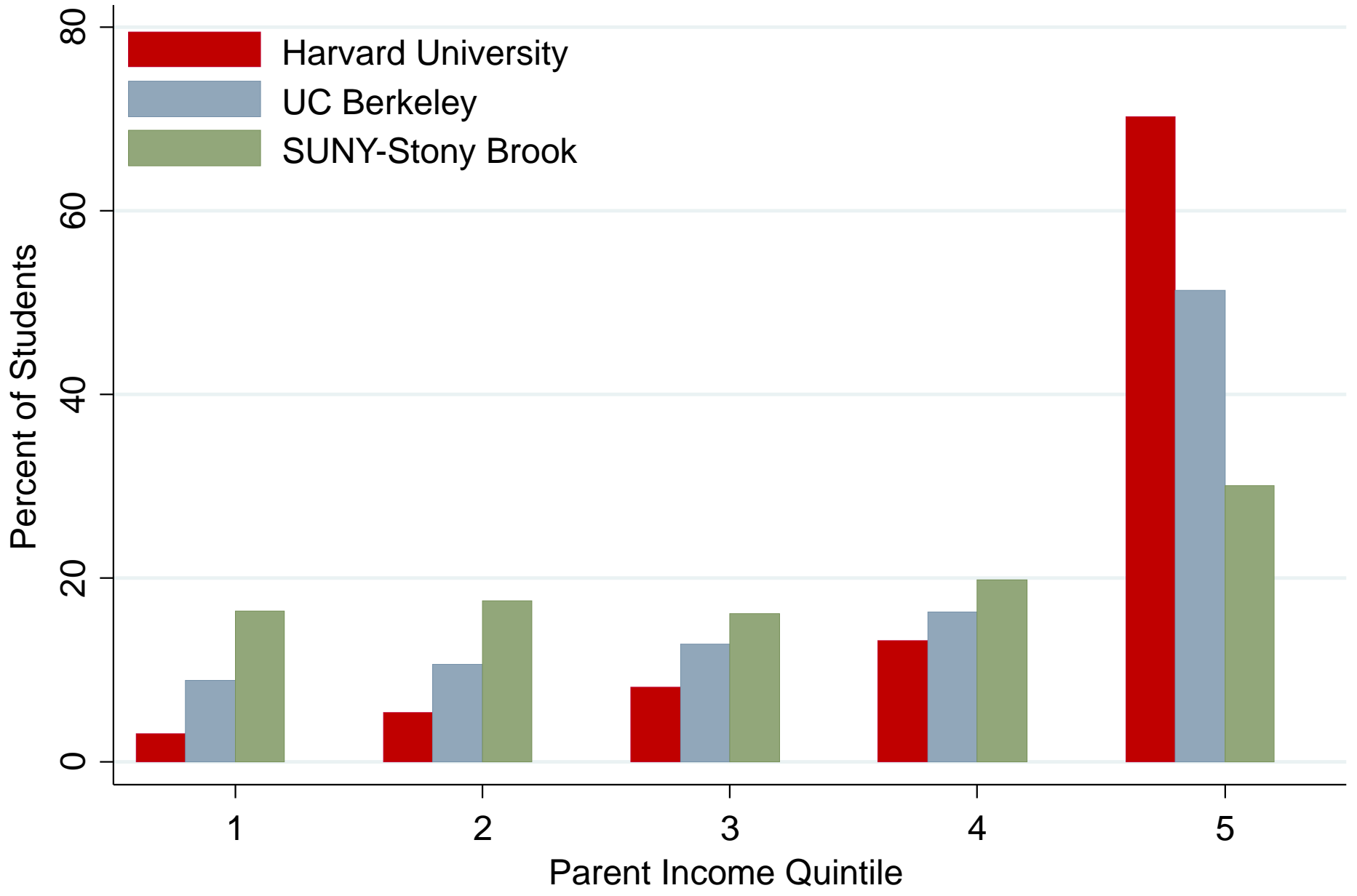


Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges

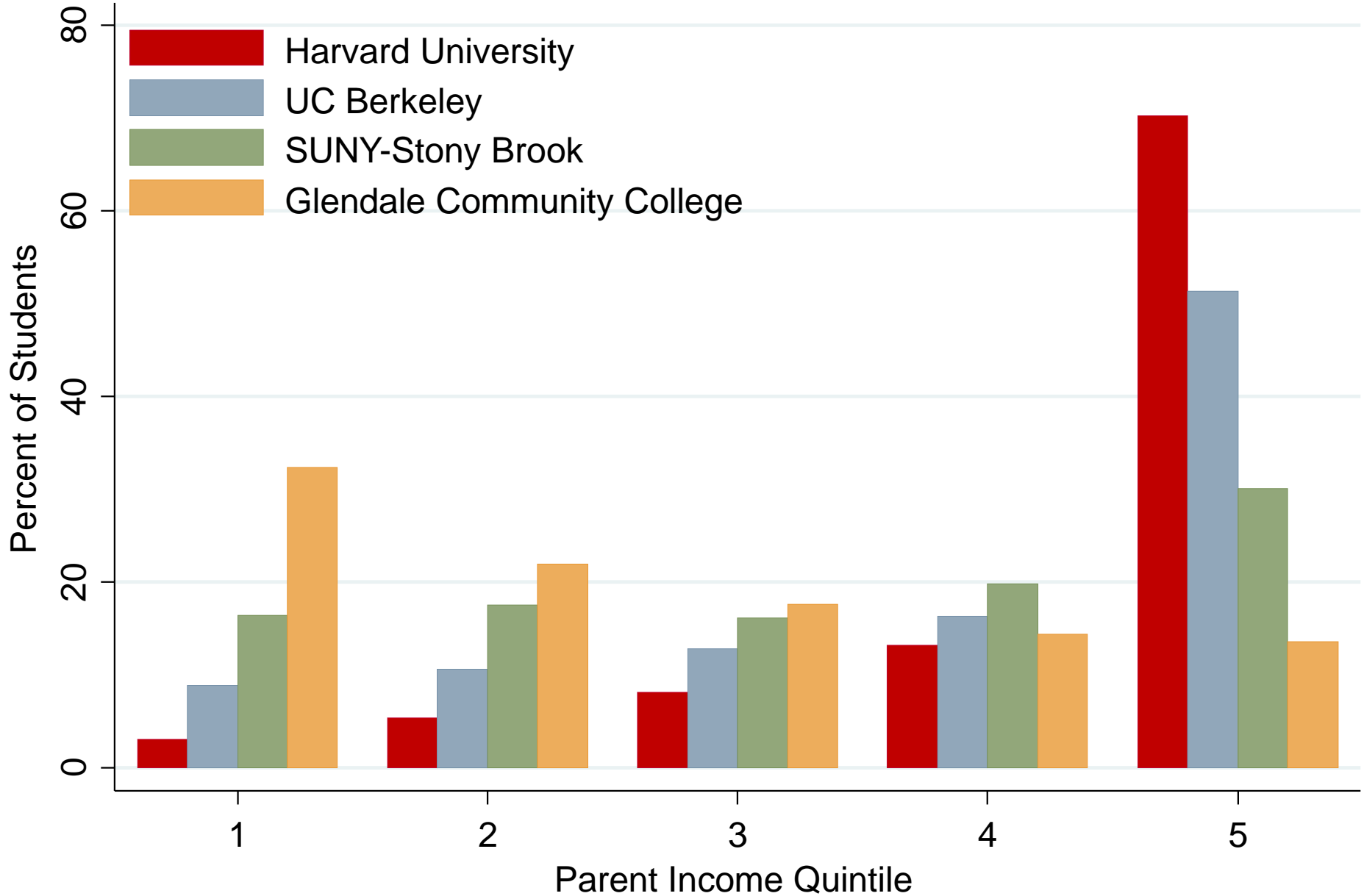


Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

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 & Crafton Hills 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

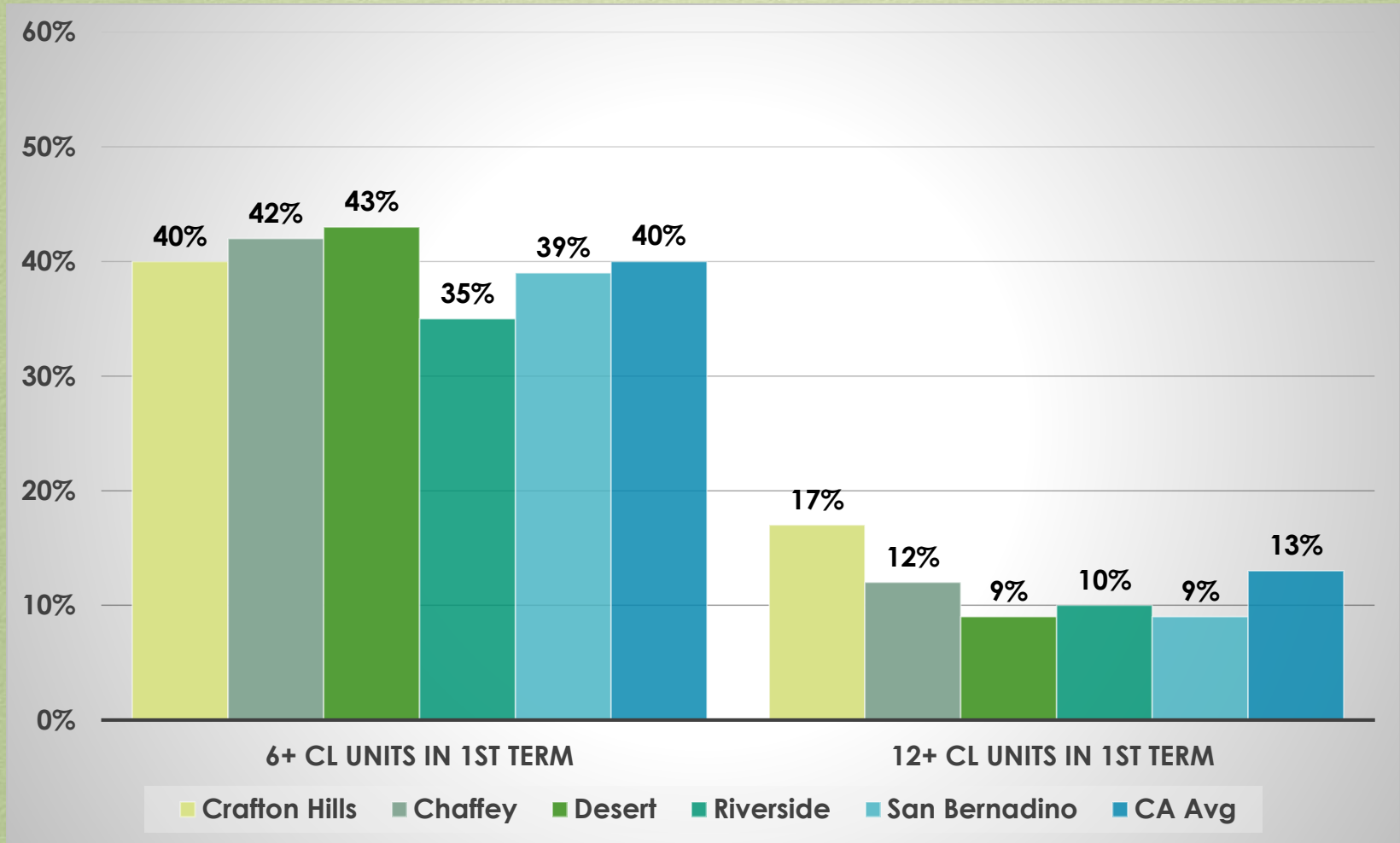


AACC GP Early Momentum KPIs

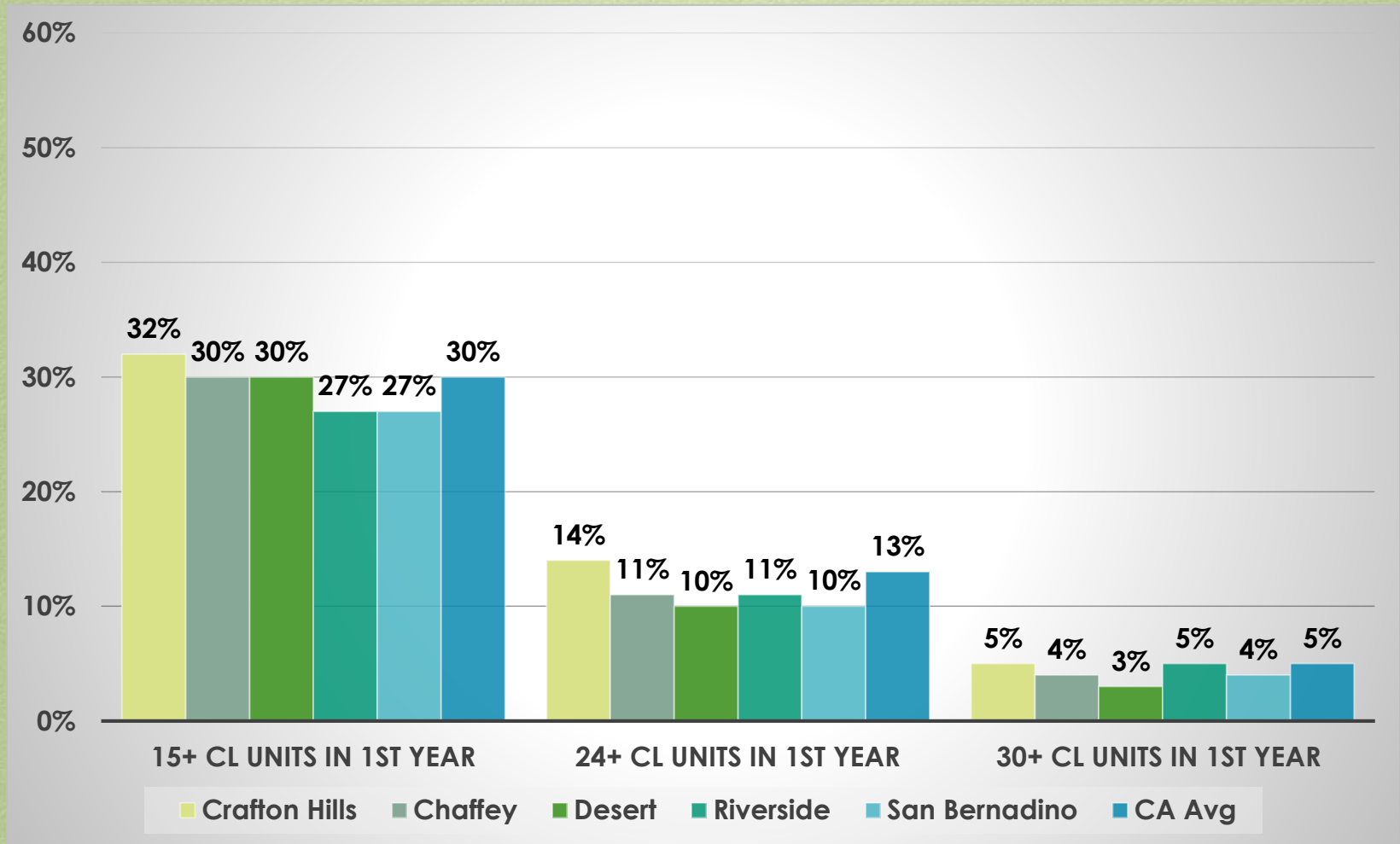
- CCRC, NCII & others help identify shorter, more predictive set of “momentum” metrics
 - (*) College-level credit thresholds (15+, 24+, 30+ units in 1st year; 6+ and 12+ units in 1st term)
 - (*) Gateway Math & English Completion in 1st Year
 - Fall-to-Spring Persistence
 - College level Course Pass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



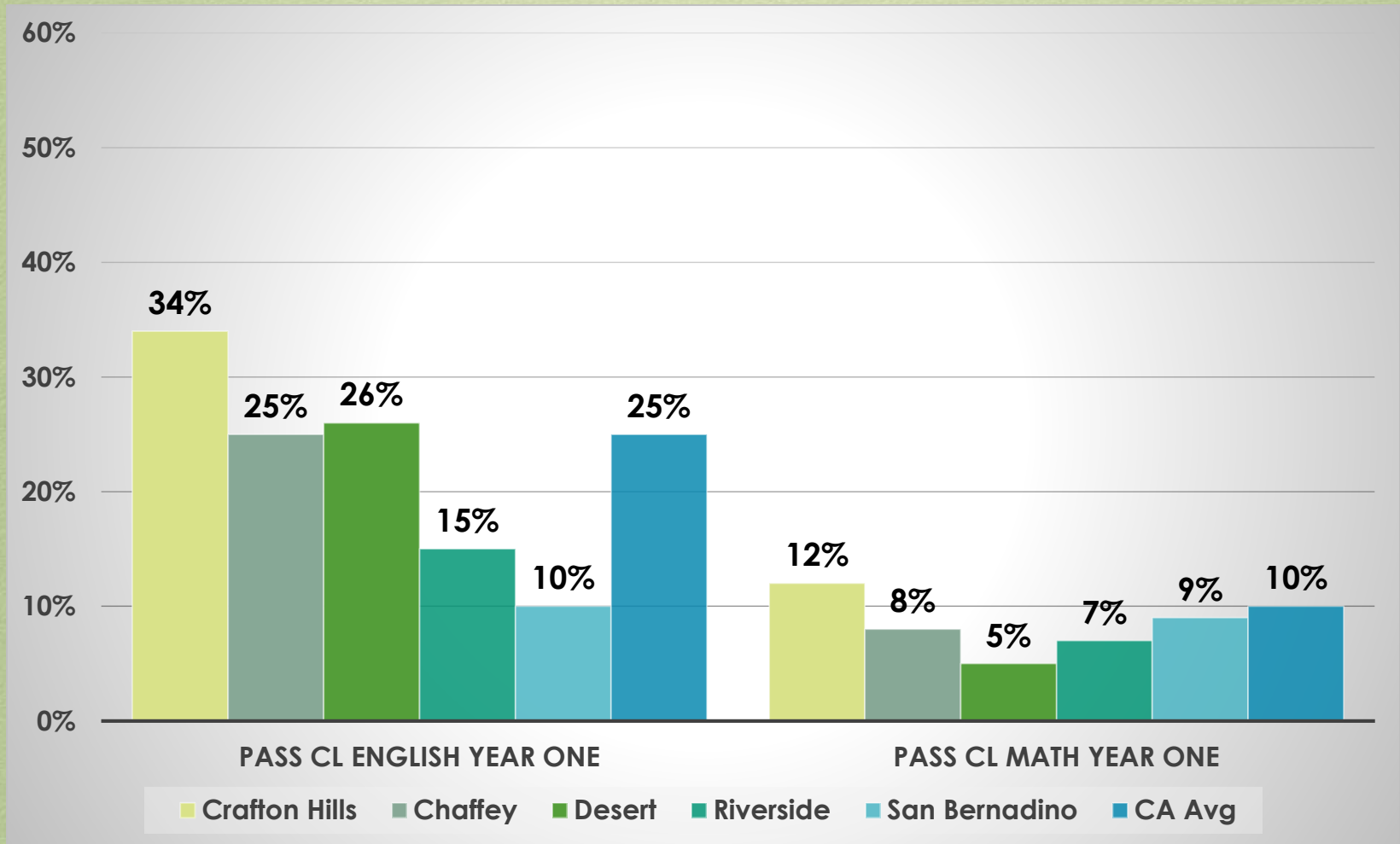
Crafton Hills & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Term



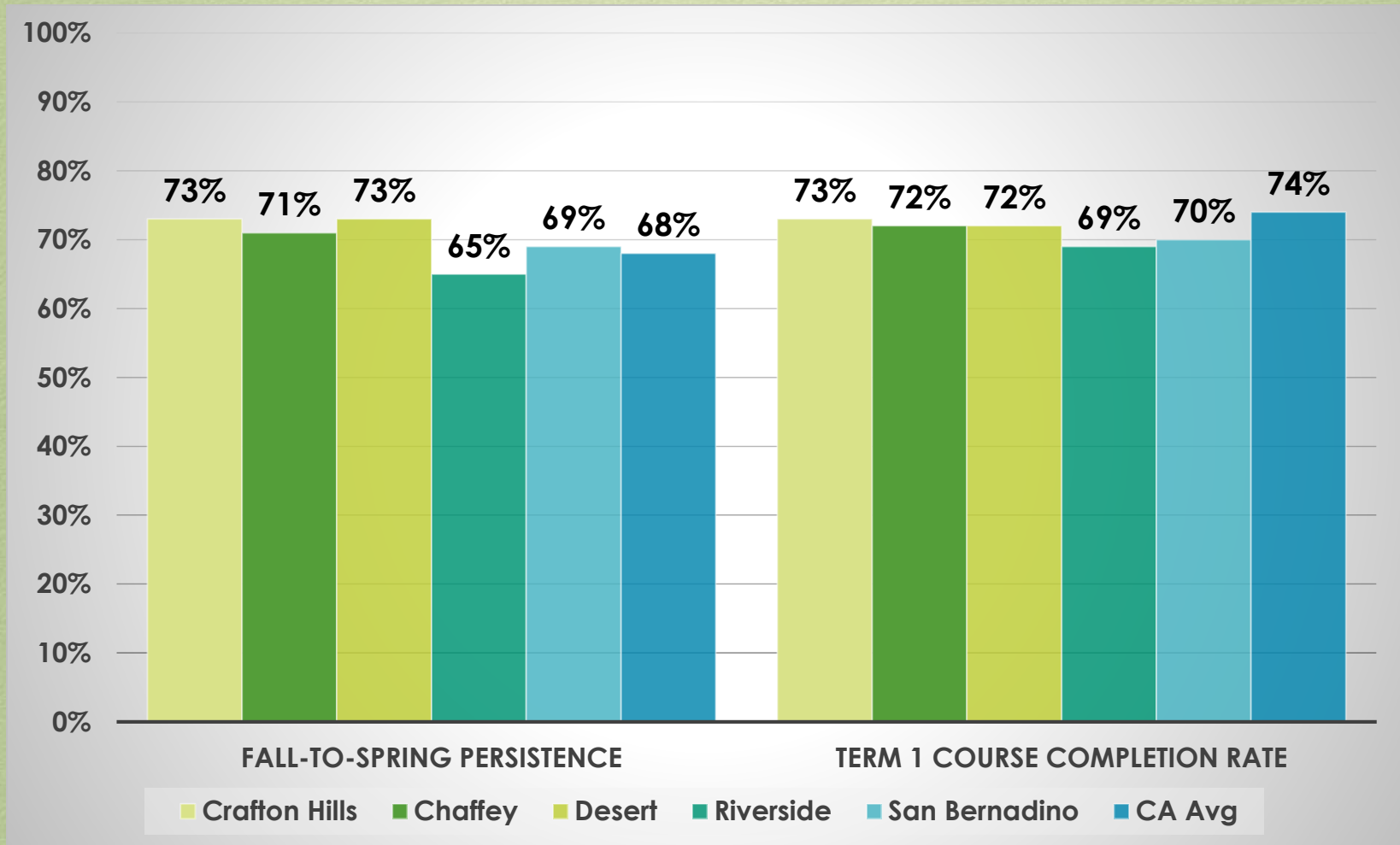
Crafton Hills & Other Local Colleges FTEIC Credit Threshold Attainment in 1st Year



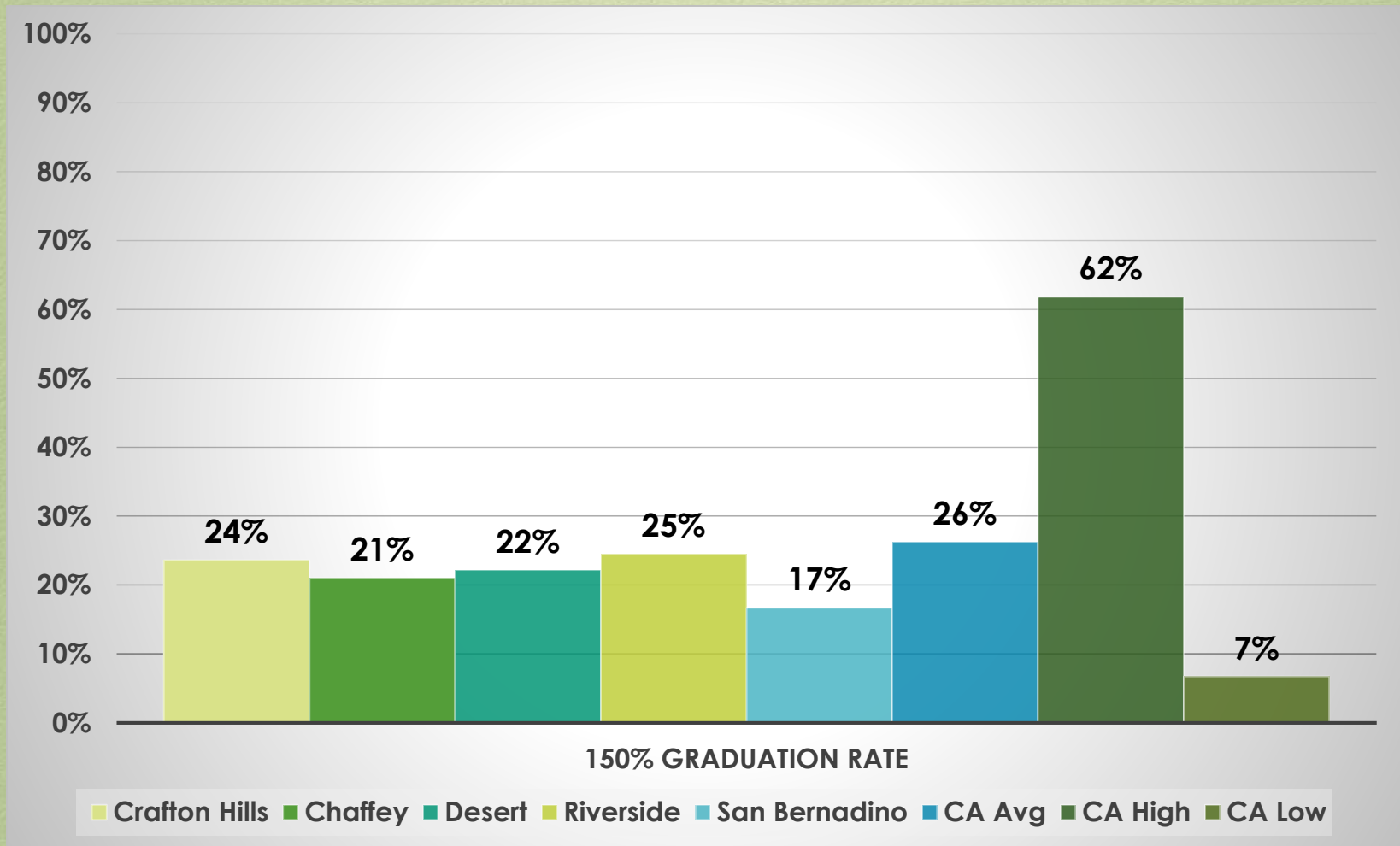
Crafton Hills & Other Local Colleges FTEIC Passing CL Math & English in Year One



Crafton Hills & Other Local Colleges Level Persistence & Course Pass Rate



150% Graduation Rate from Chronicle for Higher Education





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



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Round 1: What Do New Students Ask Advisors?





Career Options

31

How much fin.
Aid can I get?

9

What Courses
Should I Take?

25

Will my credits
Transfer?

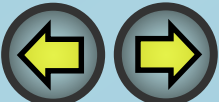
3

How long will
it take?

18

How much will
it cost?

14



SHOW QUESTION

HIDE QUESTION



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 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...



Round 2: Why Are _____ So Successful?

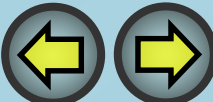


Round 2

XXX

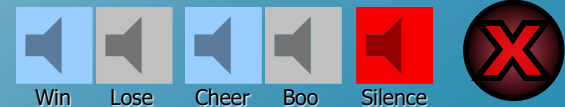


Motivation	24	Peer support	11
Clear course Paths	20	Ticking time clock	7
Chair / Coach	17	Discipline / accountability	5
Mandatory Support	14	Uniforms	2



SHOW QUESTION

HIDE QUESTION





Guided Pathways: Quick Overview & Transformations



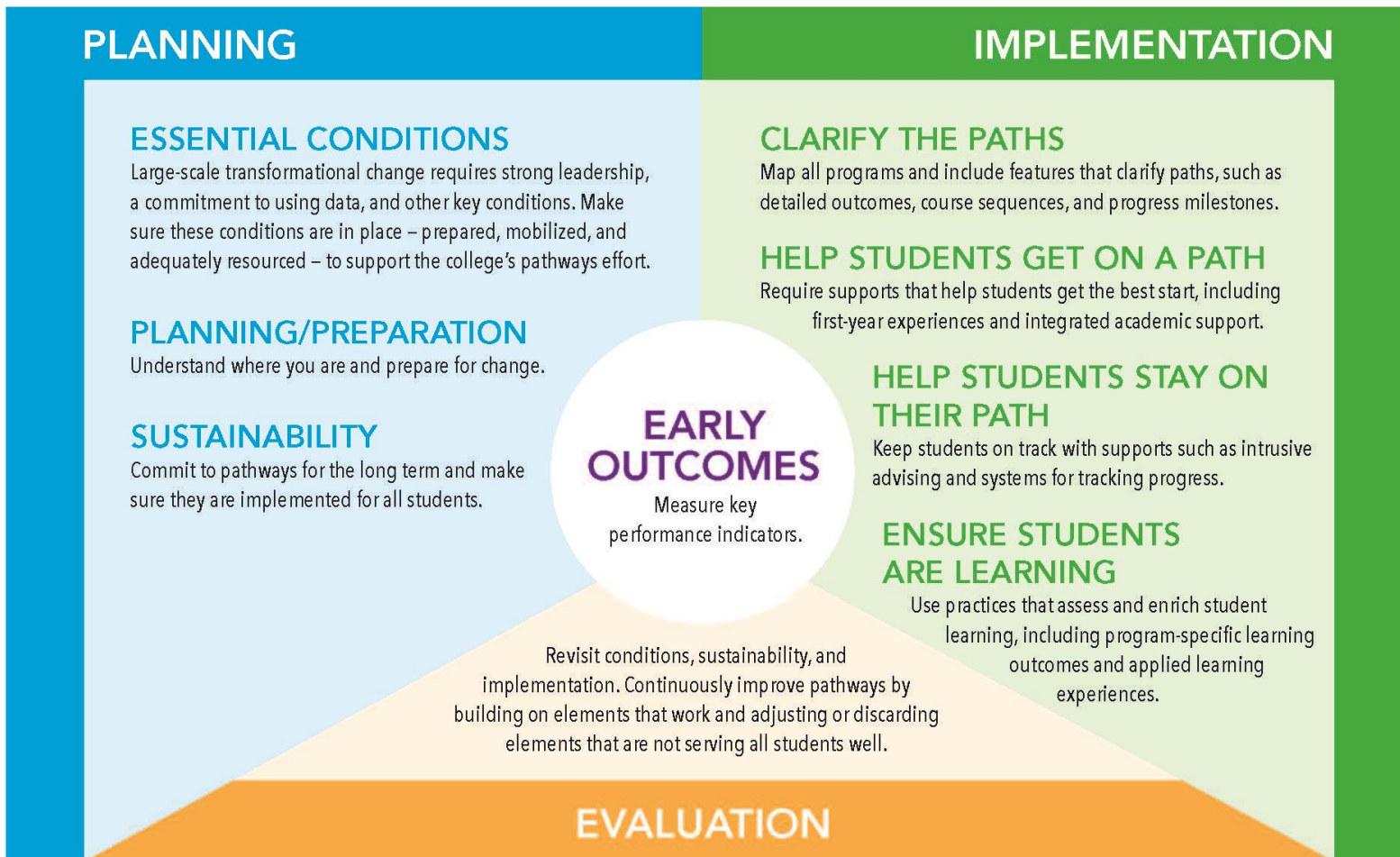
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Guided Pathways: Planning, Implementation, Evaluation

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






Demystifying Guided Pathways One: Exploring Ten Commonly Asked Questions about Implementing Pathways



Demystifying Guided Pathways Paper

- Released November 2015 by NCII
- Companion to excellent CCRC Book
- Available at <http://www.inquiry2improvement.com/publications-resources>
- 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!





Demystifying Guided Pathways Two: Exploring Ten More Operational Questions About Implementing Pathways



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





What are Practitioners Top Questions about Guided Pathways?



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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)?





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



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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 & CCRC websites:**

www.ncii-improve.com & ccrc.tc.columbia.edu

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