

Guided Pathways: The Case for Urgency and Exploring Implementation

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Portland Community College
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Overview

- Taking the pulse / poll questions
- Urgency and the case for change: Social justice / economic mobility
- Momentum metrics & Portland data
- Overview of key GP transformations
- Early Evidence from GP Colleges (separate ppt)
- *Guided Pathways Demystified I & II*
- Leave-behind slides we won't get to
 - ✓ *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





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...

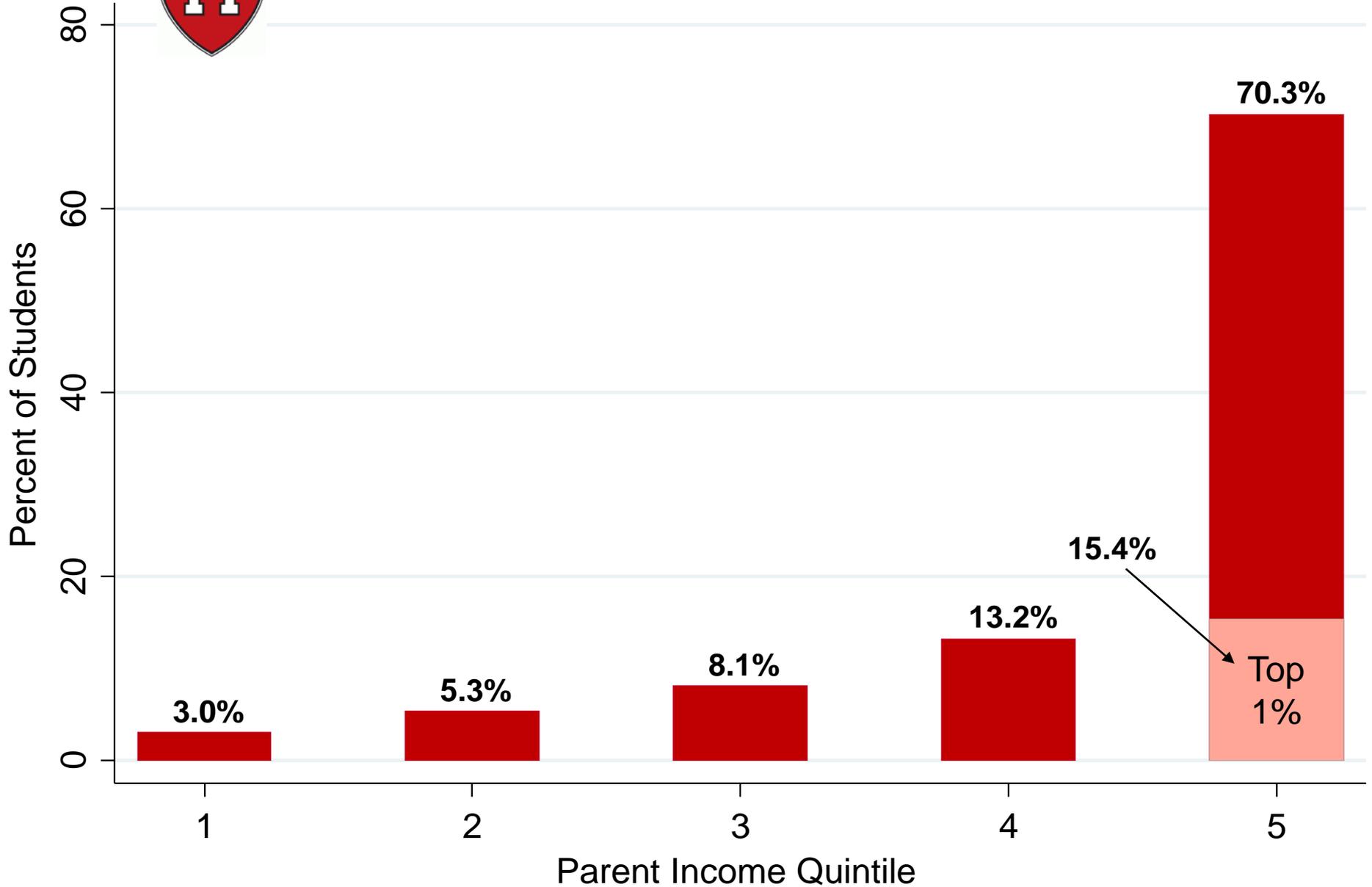
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
 - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





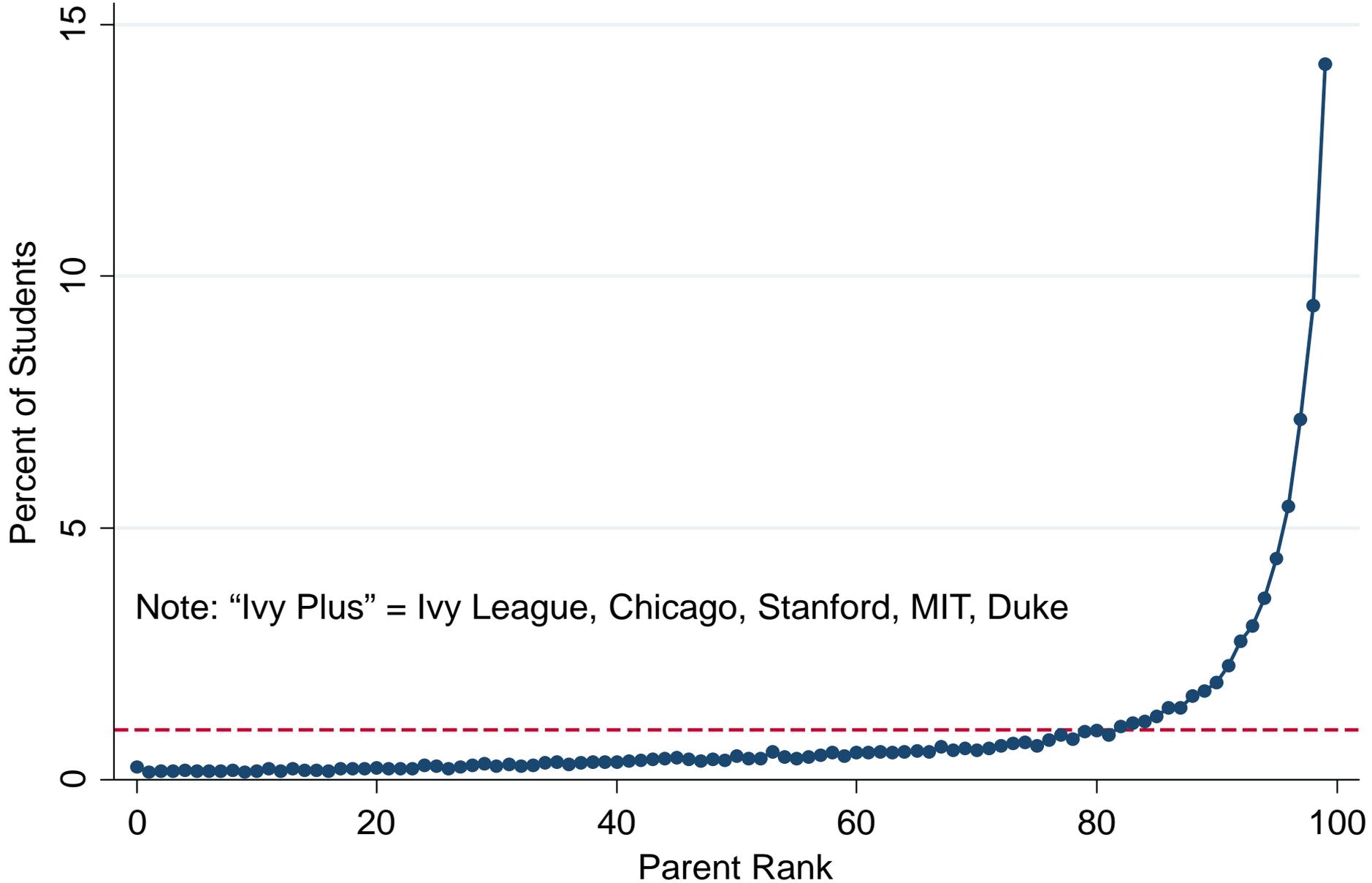
Parent Income Distribution at Harvard

1980-82 Child Birth Cohorts



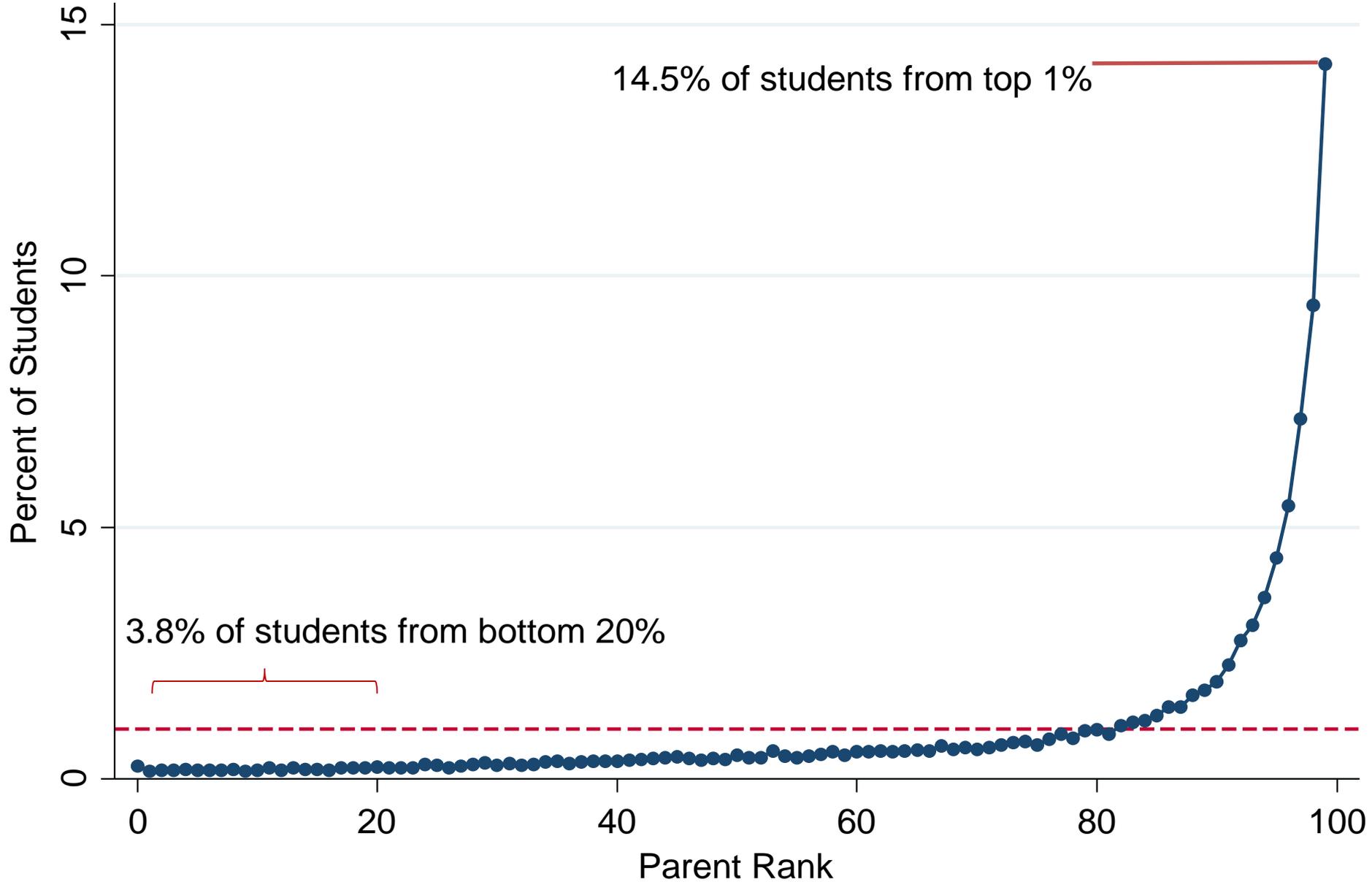
Parent Income Distribution by Percentile

Ivy Plus Colleges

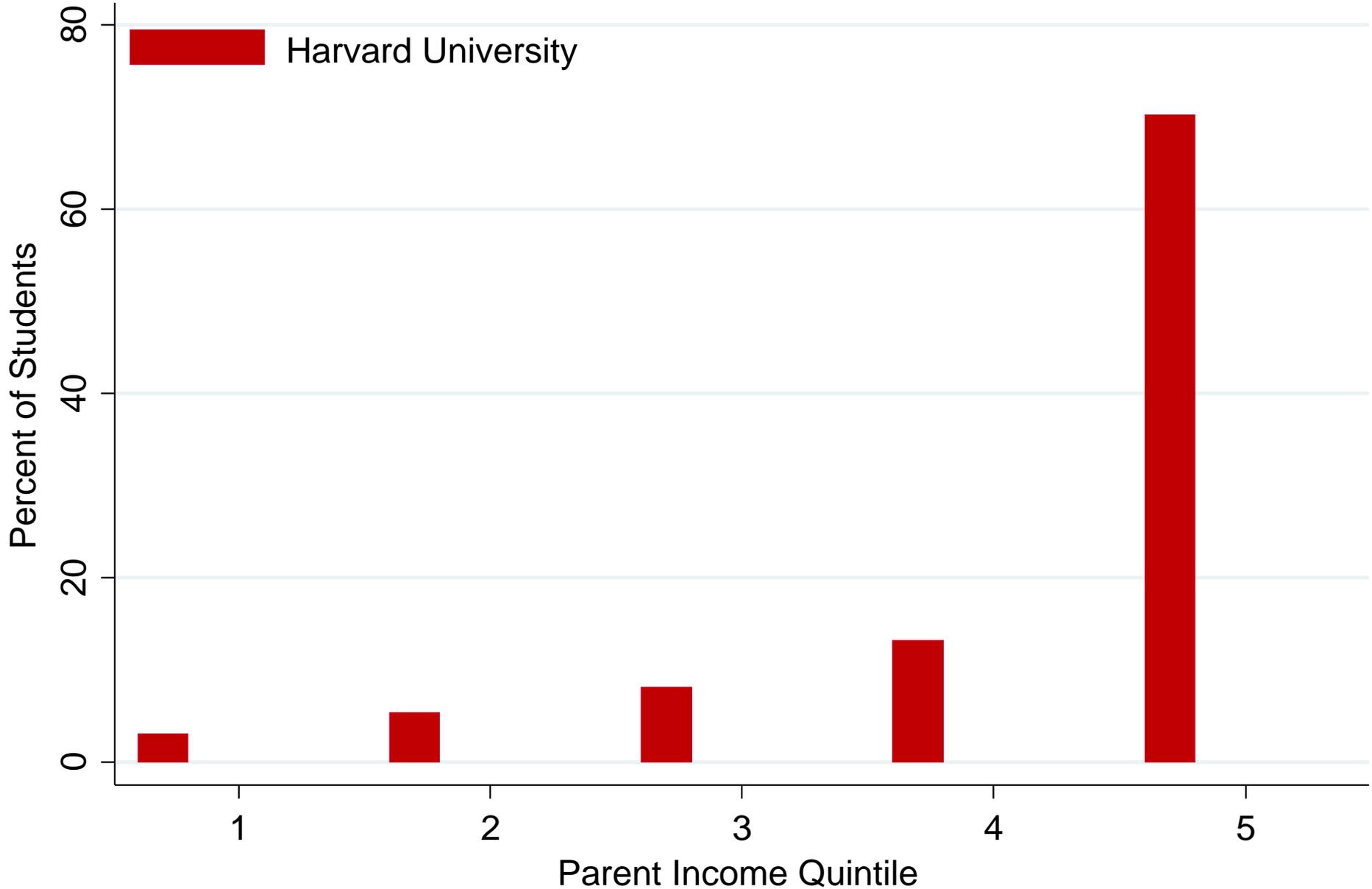


Parent Income Distribution by Percentile

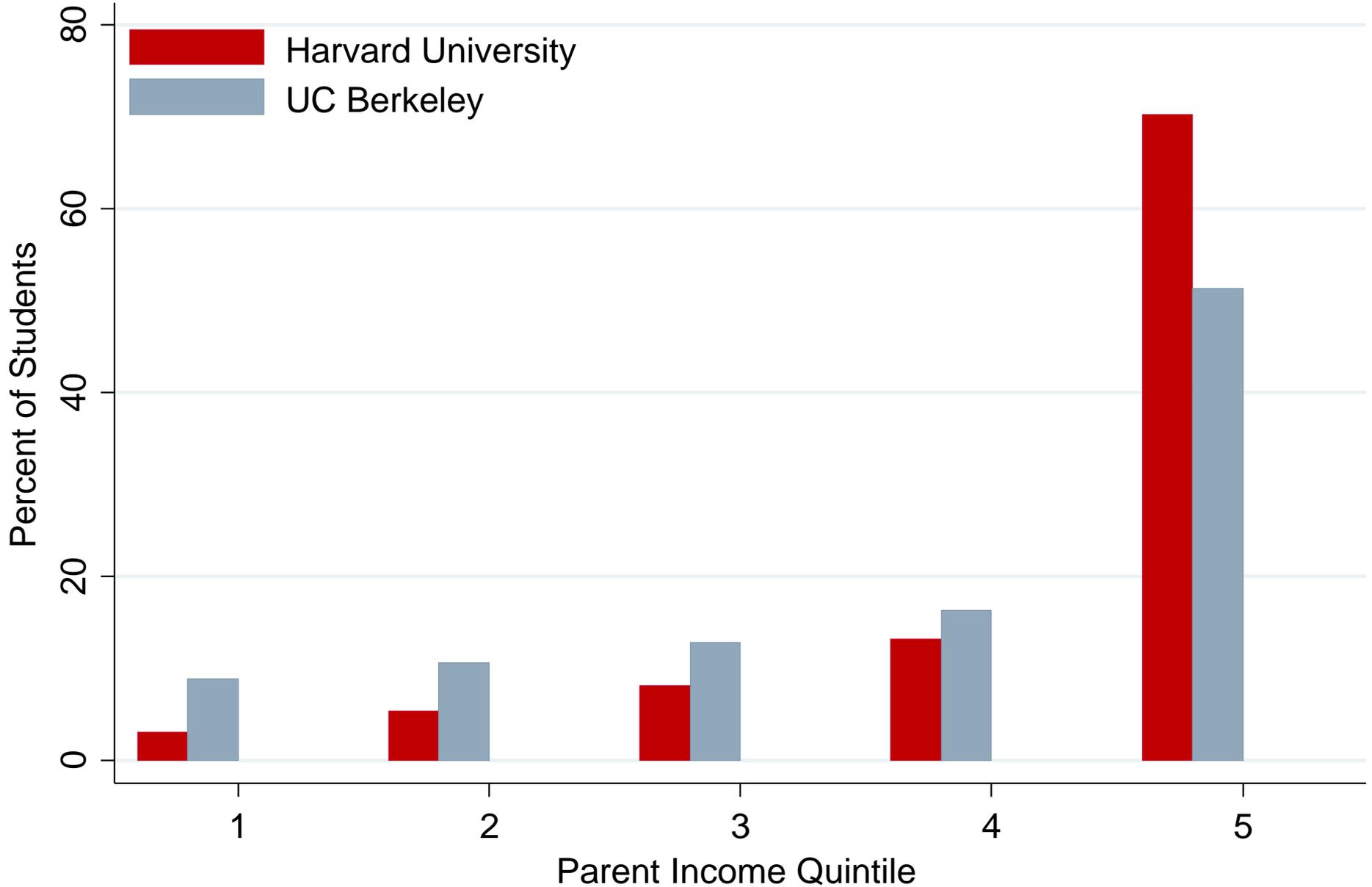
Ivy Plus Colleges



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

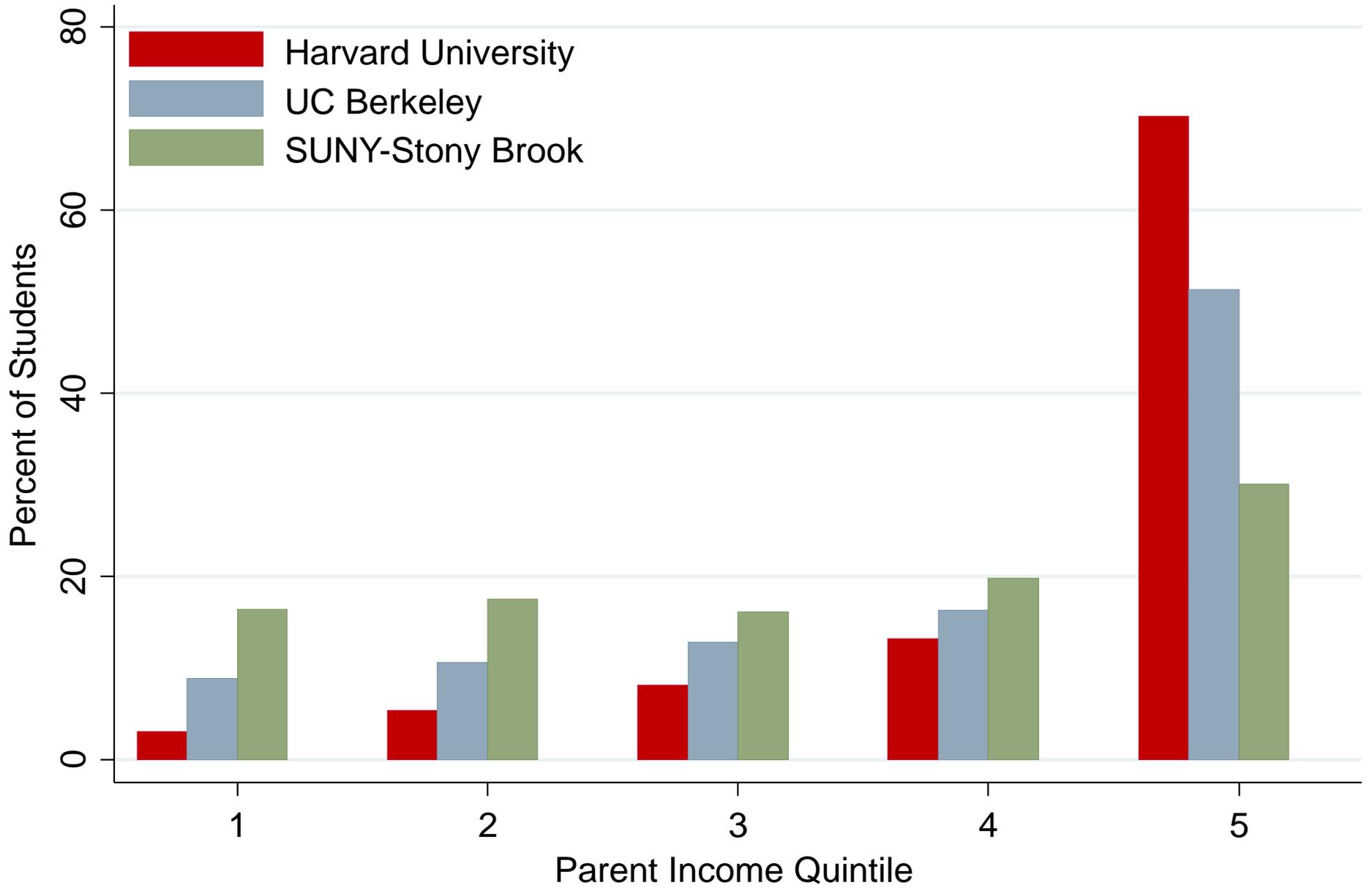


Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges

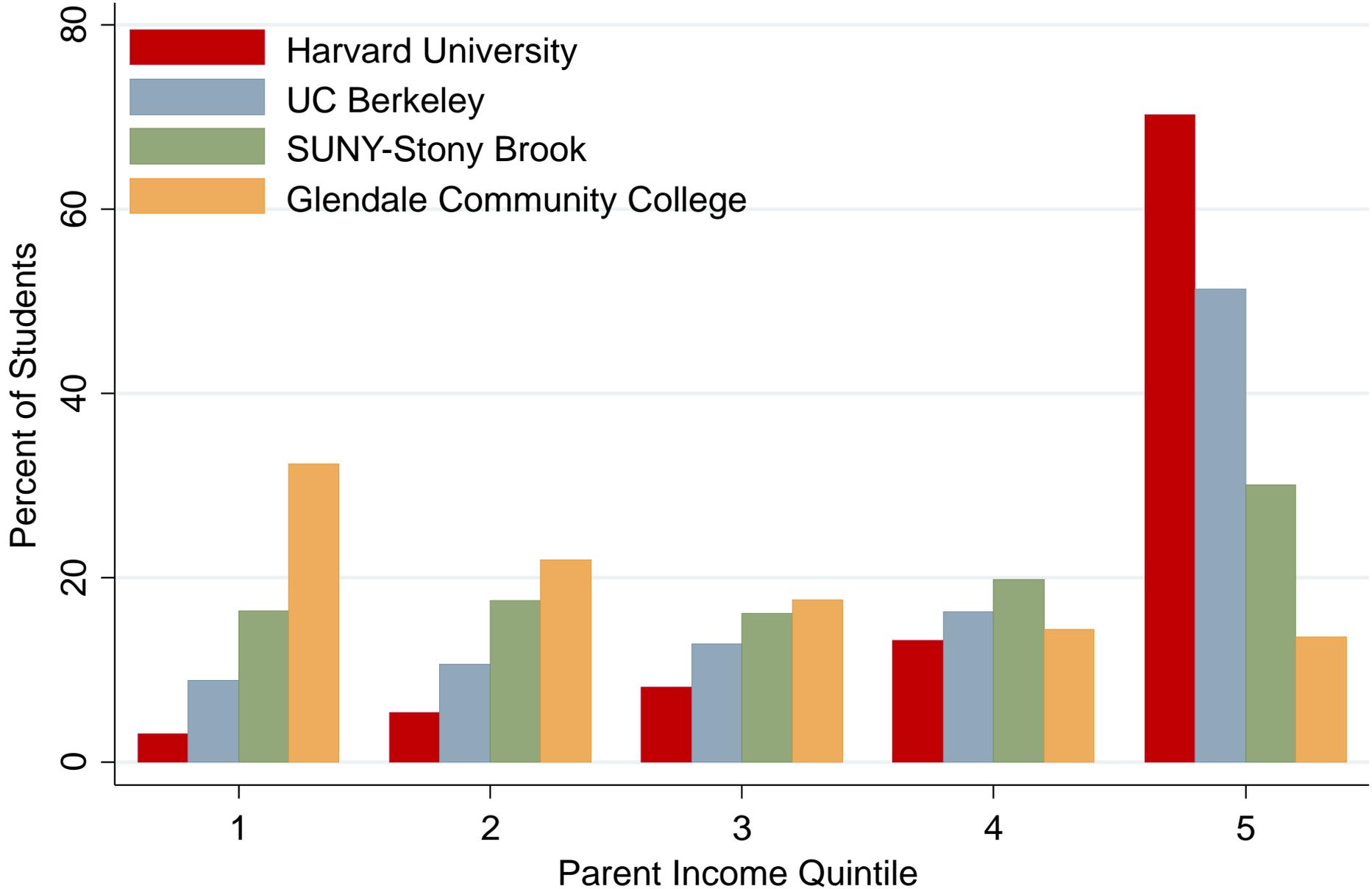


Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

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 & Portland 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 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 / Year

* Note: First-Year metrics are based on semester units; will convert to quarter system for PCC



Early Momentum Matters

CCRC RESEARCH BRIEF

Number 65 | February 2017

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.

In this brief, we propose three measures of "early momentum" for both of the reasons 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 are particularly important for solidifying the foundation for student success. While these measures are valuable individually, as a group they give a better picture of the impact of reforms on students, and thus are more valuable if used together. These measures include:

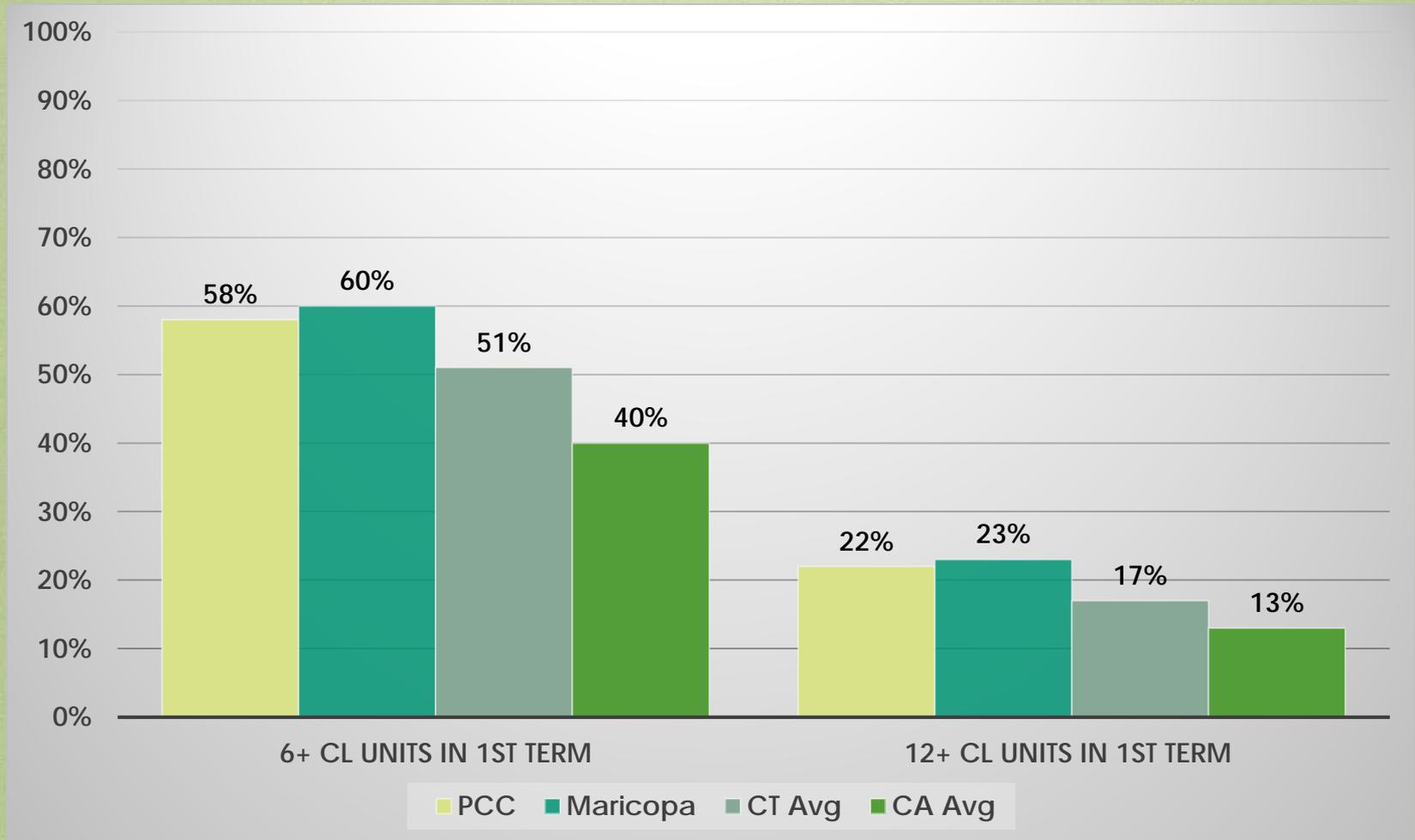
An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

Comparison Groups for PCC Data

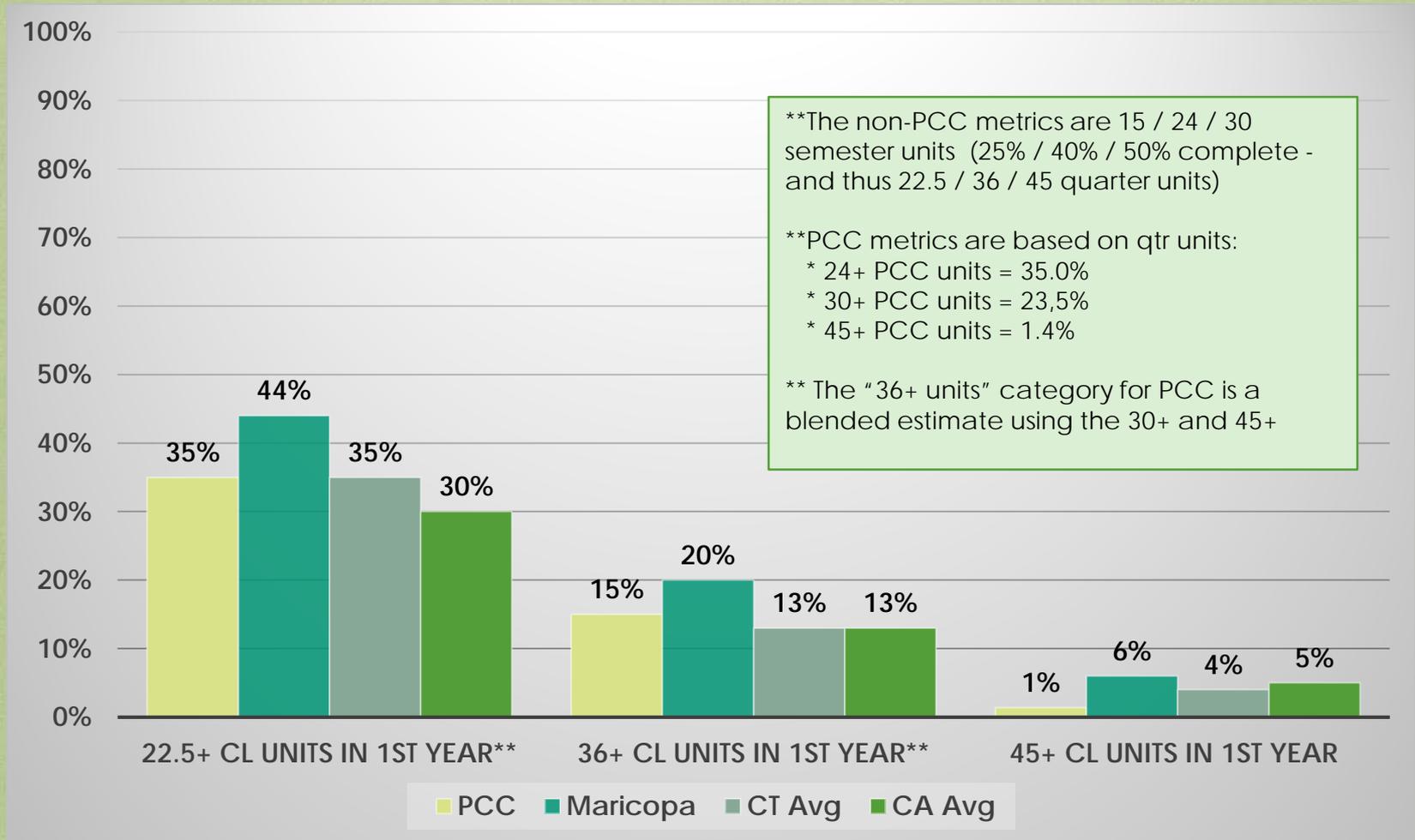
- The data slides will include PCC Data & data from Maricopa (AZ), Connecticut, and California.
- Note that the data from Maricopa, CT and CA are averages of all the colleges.
- It is important to note that the three comparison groups differ widely from Portland on an important variable – the % of FTEICs who are full-time:
 - ✓ Portland – 56%
 - ✓ Maricopa – 60%
 - ✓ Connecticut – 55%
 - ✓ California – 35%



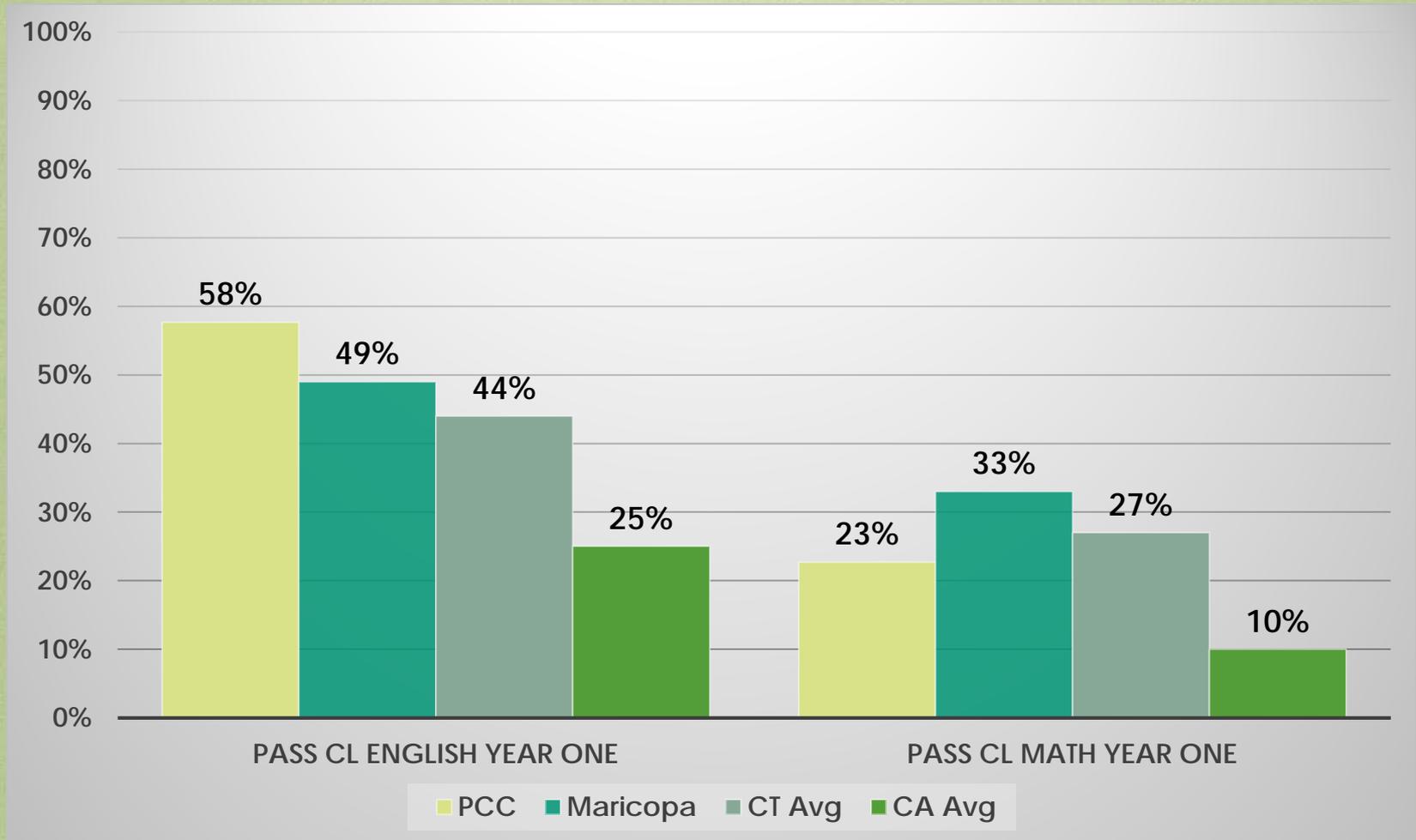
Portland CC Credit Threshold Attainment in 1st Term with Comparison Colleges



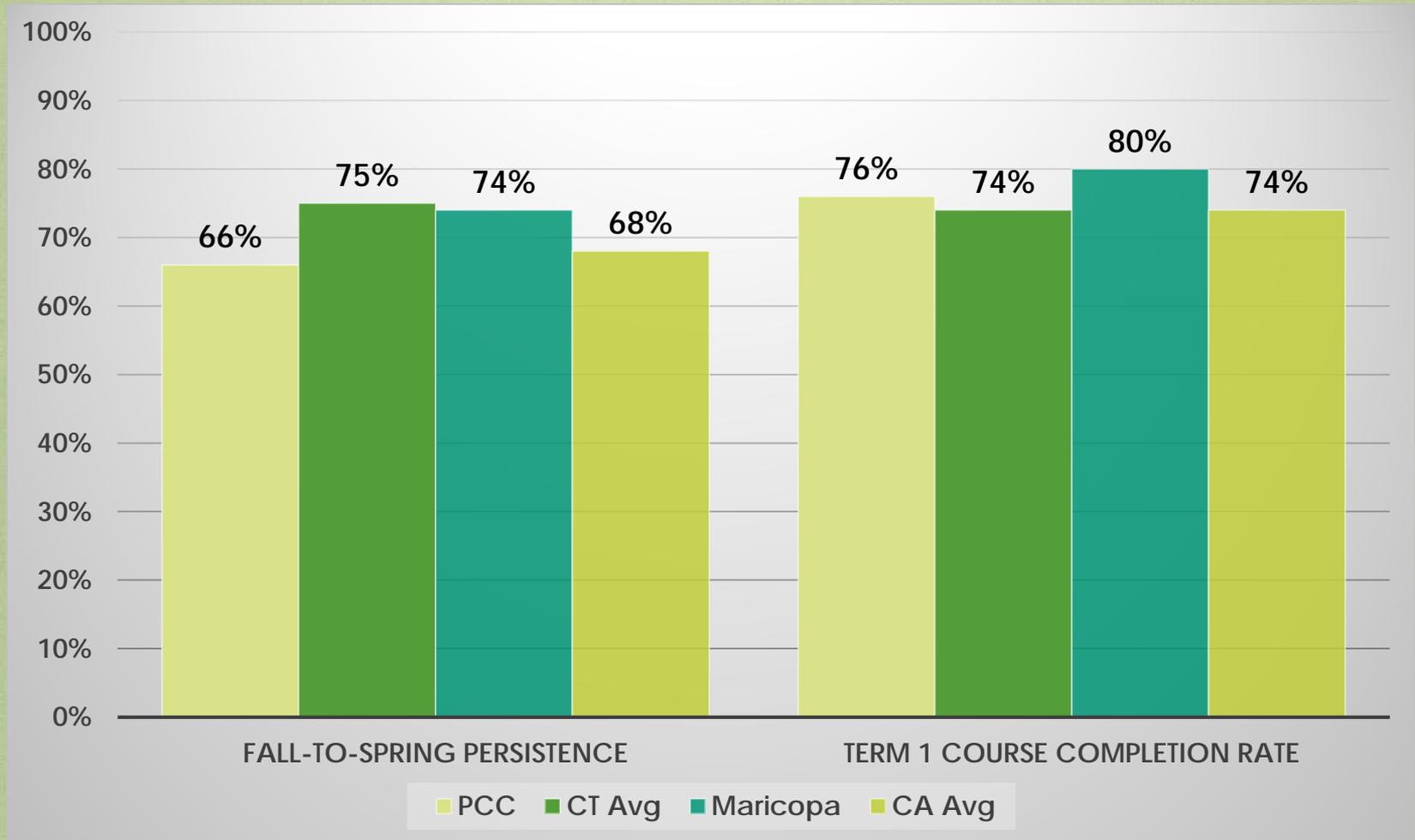
Portland CC Credit Threshold Attainment in 1st Year with Comparison Colleges



Portland CC Passing CL Math & English in Year One with Comparison Colleges



Portland CC Fall-to-Spring Persistence & Course Pass Rate* with Comparison Colleges





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

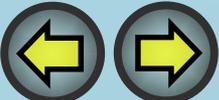
How much fin. Aid can I get? 9

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



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?

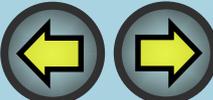


Round 2

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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College Practices that Drive Students Away

- Intake process discourages many students from enrolling
- Education paths to degrees, careers and transfer are unclear
- New students not helped to explore options/interests, develop a plan
- Pre-requisite dev ed sorts out students; fails to prepare for success in college-level courses
- Students' progress not monitored; advising grossly inadequate
- Colleges fail to schedule courses students need, when they need them
- Too many students experience abstract, rote instruction in subjects they see as irrelevant; too few experience active learning on issues of interest
- Too many poorly prepared students allowed to take fully on-line courses
- Instructors not systematically helped to adopt high-impact practices
- Students not helped to gain program-relevant experience

Guided Pathways Essential Practices

1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

Helping Students with Major Decisions on their Program Paths

CONNECTION

From interest and application to first enrollment



ENTRY

From entry to program choice and entry



PROGRESS / COMPLETION

From program entry to completion of program requirements



ADVANCEMENT

From completion of credential to career advancement and further education

- What careers would be a good fit for me?
- What jobs can I get with a degree from your college?
- How much will it cost, and how will I pay?

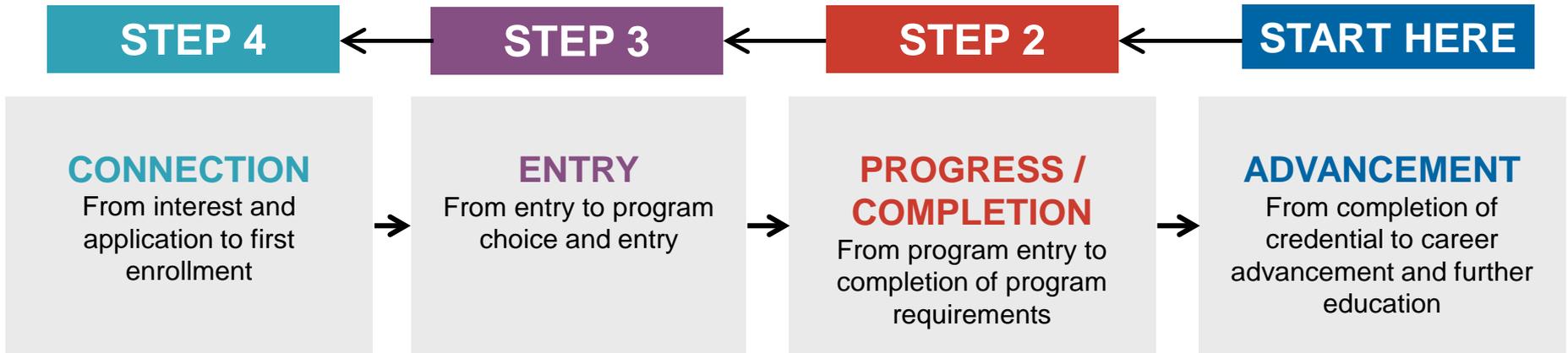
- Who can I talk to about my career and program options?
- What program is a good fit for me?
- What will I need to take?
- Will my credits transfer?
- How much will it cost, and how will I pay?

- How do I balance my other obligations?
- What if I'm struggling academically?
- What if I want to change majors?
- How do I get relevant work experience?
- How do I apply to transfer?
- How much time and money until I finish?

- How do I transfer successfully?
- What further education and training will help me advance in my career?
- How much will it cost and how much will I have to pay?



Redesign the College with the **End in Mind**



- Market program paths
- Build pathways into high schools and adult ed programs

- Help students explore options/ make full-program plan
- Integrate academic support into critical program gateway courses

- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed

- Align program outcomes with requirements for success in career-path employment and further education



Early Evidence from Guided Pathways Colleges (separate PPT)





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.ncii-improve.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



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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 & NCII A2I2 websites:**

www.ncii-improve.com & www.ncii-improve.com/A2I2

- **Dr. Rob Johnstone, Founder & President, NCII**

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