



# Jumpstart and Sustain Your Guided Pathways Whole-College Redesign Workshop for Texas Community Colleges

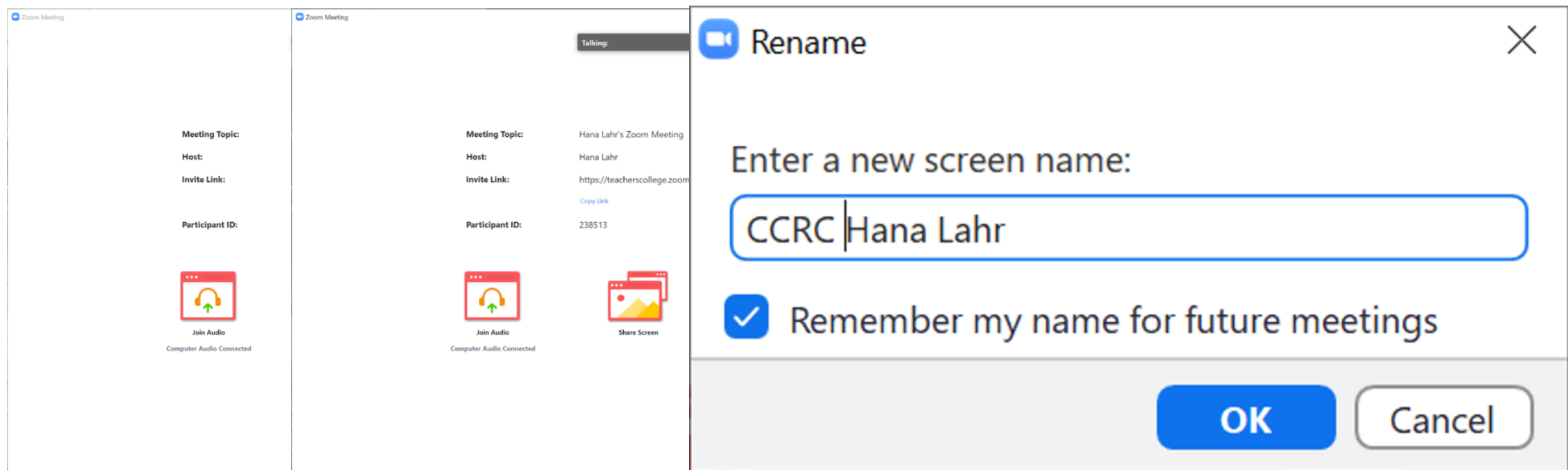
Davis Jenkins, Maggie Fay, Hana Lahr, John Fink, and Amy Brown  
Community College Research Center  
Teachers College, Columbia University  
June 25, 2020

# Workshop Overview

- Welcome, Instructions, and Introduction (Programs in guided pathways)
- Team Session #1 (Enrollments by program)
- Team Session #2 (Coursetaking patterns)
- Team Session #3 (Program selection planning next steps)
- Thank you! Workshop Feedback

# Team time prep

- 1) Change your “zoom name” to include your college name



- 1) Download docs
  - a) Open “Schedule” and “Worksheet” docs
  - b) Go to “File”, “download”, “Microsoft Word”

# Meet the CCRCers in today's workshop

Amy Brown

- Alvin College, Cisco College, Coastal Bend

Maggie Fay

- Kilgore College, Laredo College, McLennan CC

John Fink

- Temple, Western, Weatherford

Davis Jenkins

- Austin, Paris, Texarkana

Hana Lahr

- floating





# Guided Pathways to What? For Whom?

## CCRC ANALYTICS

COMMUNITY COLLEGE RESEARCH CENTER | JUNE 2020

### Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.<sup>1</sup> The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called “meta-majors”; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only “Are students persisting and completing?” but also “Do our programs really lead to the education and career outcomes students seek?” and “Is student representation across our programs equitable?”

Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor’s degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor’s degrees in math-intensive fields, for example, leading to stronger labor market returns.

**“A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.”**

# Cafeteria College: Designed for Access, Not Success

## 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

## 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

## Students progress isn't monitored

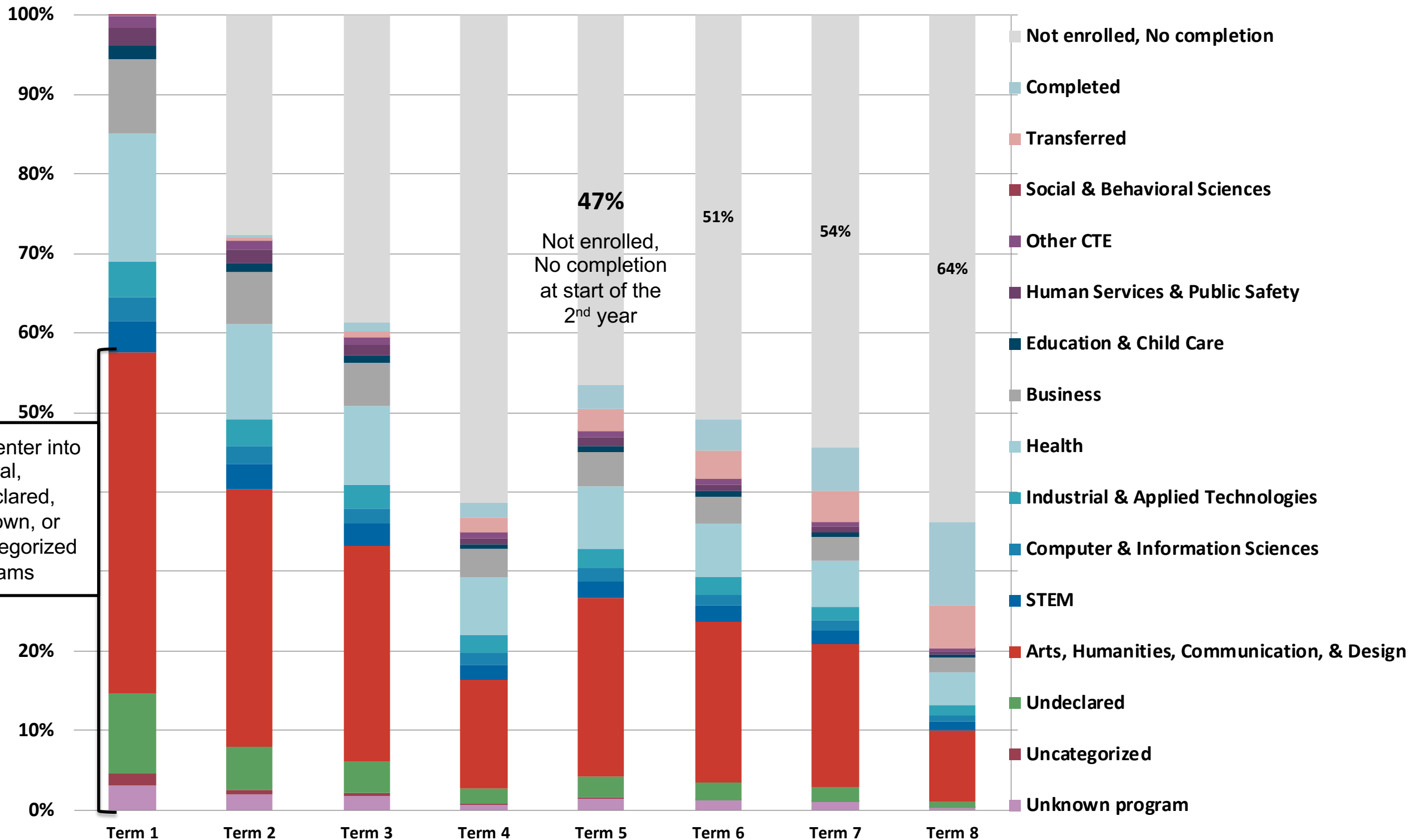
- Students typically self-advise yet can't monitor their progress toward completion
- Colleges often fail to schedule courses students need, when they need them

## Too few students experience engaging teaching/learning

- Too many intro classes fail to engage students in learning on topics relevant to them
- Most students have few opportunities to gain program-relevant experience
- Many students poorly prepared to succeed in fully on-line course
- Instructors not systematically helped to learn effective teaching practices

# Half of students don't return for a second year

*Term-by-term program enrollments among degree-seeking CC entrants in one state*



58% enter into general, undeclared, unknown, or uncategorized programs

47% Not enrolled, No completion at start of the 2<sup>nd</sup> year

51%

54%

64%

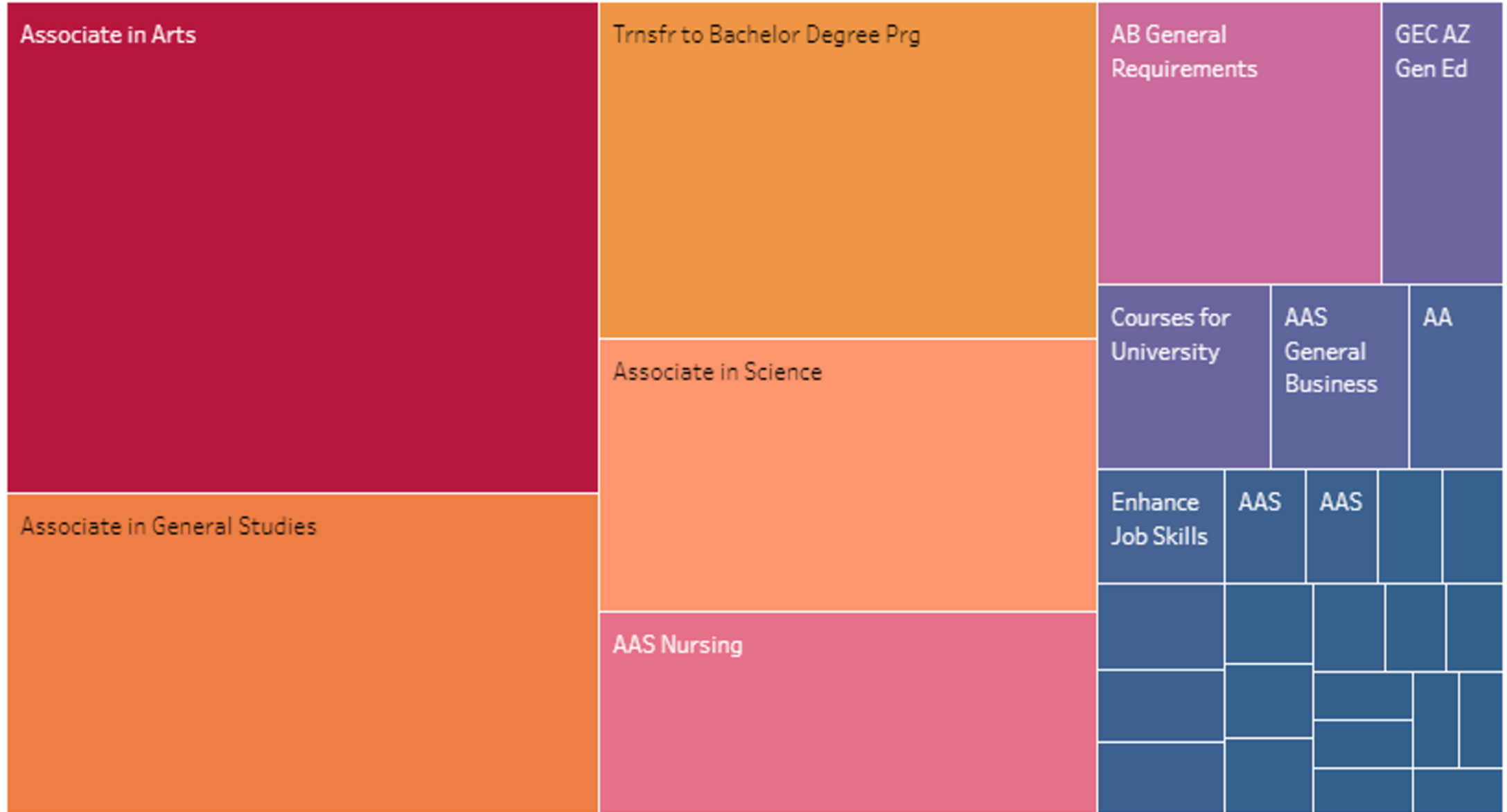


# DECLARED MAJORS AT MCCC

(MARICOPA COUNTY COMMUNITY  
COLLEGE DISTRICT)

## DECLARED MAJORS

All | Academic Plans and Subplans



# TOP TRANSFER PROGRAMS (ASU, UA, NAU)

## TOP TRANSFER PROGRAMS

\* **Students** Transferring to All

Registered Nursing/Registered Nurse	Psychology, General	Criminal Justice/Law Enforcement Administration	Elementary Education and Teaching	Business	Social Work
Business, Management, Marketing, and Related Support Services, Other	Biology/Biological Sciences, General	Science	Foods,	English	Political Science and
		Special Education and Teaching, General			
Liberal Arts and Sciences/Liberal Studies	Speech Communication and Rhetoric	Health and Physical Education/Fitness, Other	Public Health, General	Computer Science	Electrical and Electronics
		Secondary Education and Teaching	Economics, General		
	Multi-/Interdisciplinary Studies, Other	Health/Medical Preparatory Programs, Other	Mechanical Engineering	Accounting	
			Sociology	Kinesiology and Exercise	Art/Art Studies, General

# Guided Pathways Essential Practices

## 1) 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

## 2) 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

## 3) Keep students on path

- Schedule courses and monitor students’ progress based on plans

## 4) 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

# COVID Challenges for Colleges and Students

- 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
- Students will be even less able to afford college (and support themselves and their families while enrolled) so they will expect programs that enable them to achieve goals as quickly and affordably as possible
- Demand for HS dual credit offerings that save time and money required to earn a bachelor's degree will increase
- Competition from online degree completion providers, regional public universities, less-selective privates will intensify
- Community colleges can improve recruitment and retention by helping students develop and follow program plans leading to jobs and further education



# Guiding Questions for the Workshop

College teams will reflect on, discuss, and plan around the following questions:

1. What programs are your students enrolled in, and what do they lead to?
2. What first-term courses are students in your highest enrollment programs taking?
3. How can we best support students to make purposeful program choices?

# Equity in Program Enrollments and Completions

## 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

- Is the college engaging underrepresented students in high schools, adult education, and non-credit programs to explore the college's pathways and pursue a program of study?

- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high- and low-remuneration CC awards being conferred equitably?

- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor's completion outcomes equitable?

# Categorizing Community College Programs by Post-Graduation Opportunity

Category	Description	Examples
<b>Workforce: Low</b>	Program places students into jobs with low average earnings (e.g., less than \$14/hour)	Criminal Justice, Automobile Technology, Early Childhood
<b>Workforce: Medium</b>	Program places students into relatively middle-paying job (e.g., between \$14-\$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
<b>Workforce: High</b>	Program places students into a relatively high-paying job (e.g., more than \$17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
<b>Transfer: Unstructured</b>	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
<b>Transfer: Structured</b>	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
<b>Undeclared or Unknown</b>	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
<b>Uncategorized or Other</b>	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Dual Credit

# Team Session #1: Top Enrolled Programs

## Top Program Enrollments

All Students Enrolled in Fall 2018 (incl first-time and continuing students, full-

## PROGRAM ENROLLMENTS WITHIN CATEGORIES

■ TRANSFER-STRUCTURED   
 ■ TRANSFER-UNSTRUCTURED   
 ■ UNKNOWN/UNDECLARED   
 ■ WORKFORCE-HIGH  
■ WORKFORCE-LOW   
 ■ WORKFORCE-MEDIUM   
 ■ (blank)

(A) Program Name	TRANSFER-UNSTRUCTURED					TRANSFER-STRUCTURED										UNKNOWN/UNDECLARED																																																																
	1. General Liberal Arts	General Liberal Arts, 432					AA-Transfer-Business, 96					AS-Transfer-Construction, 80					AS-Transfer-Chemistry, 40		Unknown / Undeclared, 352																																																													
2. Dual Enrollment	AS-Transfer-Nursing, 84						AS-Transfer, 38					AS-Transfer-Engineering, 24					AA-Transfer-...					AS-Transfer-...																																																										
3. Non-degree							Early Childhood Ed, 76					Medical Office Ast, 46					Early Childhood Ed, 40					Paramedic, 32		Mechatronics, 28		Medical Assistant, 26		Carpentry, 32																																																				
4. Business Administration AS												Human Services, 38					Forest Resources, 16					Culinary Arts, 14					Receptionist, 14					Powerpoint, 14					Phlebotomy, 22					Microcomp Appl, 16					Software Development, 16					Diesel Technology, 14					Nursing, 30																							
5. Health Studies AS							Physical Therapy, 28										Law Enforcement, 16					Automotive Tech, 14					Financial Tech, 14					Office Assistant, 14					Nursing Asst, 14					Web Programming, 20					Dental Assisting, 14					Marine Technology, 14					Accounting, 12					Information Tech, 14																		
6. Psychology AS	AA-Criminal Justice, 22					Legal Admin, 14						Natural Resource, 14					Cosmetology, 14					Admin Assis, 14					Criminology, 14					Welding, 20					Business Management, 14					Human Services, 14					Kinetics, 14					Aviation, 14					Dental Hyg, 24					Information Tech, 14																		
7. Criminal Justice AS						Psychology, 22					Repair Tech, 14					Env Resou, 14					Forensic, 14					Profession, 14					Vocational Tech, 14					S... Tech, 14					Welding, 20					Business Management, 14					Human Services, 14					Kinetics, 14					Aviation, 14					Dental Hyg, 24					Information Tech, 14									
8. Nursing AAS	Global Studies, 16										AA-Transfer-Biology, 22					Funeral Service Ed, 16					Pre-Law, 14					Graphic Design, 14					Political Science, 14					Phlebotomy, 22					Microcomp Appl, 16					Software Development, 16					Diesel Technology, 14					Nursing, 30																								
9. Engineering Science AS						Occupational Therapy, 12					Visual Arts, 16					History, 14					Theatre/Acting, 14					Geoscience, 14					Web Programming, 20					Dental Assisting, 14					Marine Technology, 14					Accounting, 12					Information Tech, 14																													
10. Human Service AS	Studio Arts, 12										Photography, 16					Philosophy, 12					Written Arts, 12					World Language, 8					Physics, 8					Welding, 20					Business Management, 14					Human Services, 14					Kinetics, 14					Aviation, 14					Dental Hyg, 24					Information Tech, 14														
All others, N=(unique count of other programs w/ at least 1 student enrolled)						Total					Physical Therapy, 28					AA-Criminal Justice, 22					Photography, 16					Philosophy, 12					Written Arts, 12					World Language, 8					Physics, 8					Welding, 20					Business Management, 14					Human Services, 14					Kinetics, 14					Aviation, 14					Dental Hyg, 24					Information Tech, 14				
	Total										Human Services, 38					Psychology, 22					Global Studies, 16					Occupational Therapy, 12					Health/Wellness, 12					Studio Arts, 12					Forest Resources, 16					Culinary Arts, 14					Receptionist, 14					Powerpoint, 14					Phlebotomy, 22					Microcomp Appl, 16					Software Development, 16					Diesel Technology, 14				
						Total					Physical Therapy, 28					AA-Criminal Justice, 22					Photography, 16					Philosophy, 12					Written Arts, 12					World Language, 8					Physics, 8					Welding, 20					Business Management, 14					Human Services, 14					Kinetics, 14					Aviation, 14					Dental Hyg, 24					Information Tech, 14				



# Team Session #1: Discussion Questions

- What programs are students enrolled in, and what opportunities for further education and careers do those programs lead to? How many students are not in a clear program (e.g., unknown/undeclared categories)? What percent of students are in dual credit or are non-degree-seeking?
- What are your college's processes to know what programs students are in? Do students indicate their program on their initial application to the college? When and how is program information verified and updated?
- What processes are currently in place to help students explore program options and interests, gain experiences in a program of interest, and develop academic and career plans?
- Are there designated faculty/staff who are responsible for the students in their respective programs, including through recruitment and retention efforts?



# Team Session #2: First-term course enrollments within top programs

## First term course enrollments among entrants into top programs

Fall 2018 courses attempted among all **first time** fall 2018 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

### #2 Program (N= 1,545 students): AS Liberal Arts General Studies (Transfer)

Rank	Course Title	Course ID	Number of Program Students who took this Course	Percent of Program Students who took this Course
1	<i>College Composition</i>	<i>ENG101</i>	723	46.8%
2	<i>College Orientation &amp; Success</i>	<i>COS133</i>	548	35.5%
3	<i>Basic Math (non-credit)*</i>	<i>TRS092</i>	377	24.4%
4	<i>Pre-Algebra (non-credit)*</i>	<i>TRS094</i>	340	22.0%
5	<i>College Orientation</i>	<i>COS101</i>	295	19.1%
6	<i>Intro to Psychological Science</i>	<i>PSY101</i>	278	18.0%
7	<i>Intermediate Algebra</i>	<i>MTH104</i>	270	17.5%
8	<i>Intro Read &amp; Writ (non-credit)*</i>	<i>TRS100</i>	262	17.0%
9	<i>Elementary Algebra (non-credit)*</i>	<i>MTH098</i>	151	9.8%
10	<i>Physical Fitness</i>	<i>PEC148</i>	148	9.6%
>10	275 other different courses attempted by at least 1 student from this program			



## Team Session #2: Discussion Questions

- What courses are new students taking their first term and does it correspond with program maps or program requirements?
- Are all students getting a “light the fire” learning experience in term 1?
- What processes are in place to help students make first-semester and full-program educational plans?
- What processes are in place to monitor and/or update plans?
- What changes in process are needed to help first-term coursetaking and program plans better correspond with program maps and requirements?



# Top course taken in AA/General Studies



# Team Session #3: How does onboarding fit in? & Planning next steps

CCRC COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
MAY 2020

## Redesigning Community College Student Onboarding Through Guided Pathways

### Part 1: Rethinking New Student Onboarding

By Davis Jenkins, Hana Lohr, and Lauree Pellegrino

*Apply to college. Take a placement test. See an advisor (maybe). Register for first-term courses. Attend a college orientation (maybe). Start attending classes.*

This is the typical experience for the nearly two million first-time students who begin community college every year. The process is designed to enable large numbers of students to start taking college courses right away. But the institutions have limited staff to shepherd new students, and the process is not well designed to help students explore career and academic interests, find a program of study that is a good fit, and develop a plan for completing such a program.

Research generally finds that college students are more likely to complete a program of study if they choose a major that aligns with their interests and goals (Allen & Robbins, 2010; Tracy & Robbins, 2000). Yet many new community college students do not have clear goals. Nearly 40% of community college students report being undecided about their major at the end of their first year (authors' calculations from the 2004/09 Beginning Postsecondary Students Longitudinal Study), and the actual proportion who are truly undecided may be much higher, as students must declare a program of study to qualify for financial aid.

Community colleges, of course, want to help students develop their goals and find their way. All community colleges have academic advisors, and most provide career services. Yet it is often left to students to seek out these supports. As a result, community college students—and particularly those most in need of assistance—tend to self-advise, relying on the course catalog, the college website, and friends and family members (who may have no higher education experience themselves) to help them navigate a myriad of college choices (Center for Community College Student Engagement [CCCSE], 2018; DeL-Azzen & Rosenbaum, 2005). It is perhaps not surprising, then, that community college students often express confusion and frustration with advising and registration, with many indicating later that they took courses they did not need or that would not transfer to their chosen major at a four-year destination college (Keller & Gupta, 2014; Schudde, Bradley, & Aisher, 2020).

**Community college students tend to self-advise, relying on the course catalog, the college website, and friends and family members to help them navigate a myriad of college choices.**

CCRC COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
MAY 2020

## Redesigning Community College Student Onboarding Through Guided Pathways

### Part 2: Student Perspectives on Reformed Practices at Two Florida Colleges

By Elvishah Kopylova and Sarah Griffin

Until recently, most community colleges have done little through the new student onboarding process to help entering students explore academic and career interests, choose a program of study aligned to their interests, and develop a plan for completing such a program. This has been the case even though many students start college without clear goals or even a good sense of how academic programs are connected to particular career areas. Students can visit the campus career center for help—if they are aware of this resource and choose to use it. But most students do not make use of the career center until they near graduation, if at all. And while students may be assigned an academic advisor and indeed may be required or encouraged to attend an advising session before or during their first term, advising is typically focused on selecting and registering for courses for the upcoming semester rather than on helping students explore interests, develop goals, and build an appropriate educational plan. While this characterizes the situation at many community colleges, those that are undertaking whole-college guided pathways reforms (see Jenkins, Lohr, Fink, & Gupta, 2018) are modifying the onboarding process to give entering students active support with exploration, goal-setting, and educational planning.

**Community colleges undertaking guided pathways reforms are modifying the onboarding process to give entering students active support with exploration, goal-setting, and educational planning.**

This is Part 2 of a three-part packet designed to provide guidance to colleges seeking to redesign their new student onboarding practices. Part 1 of the packet reviews research on why the conventional community college approach to new student onboarding is often unsuccessful in helping students choose and plan a program; it also describes how some colleges are rethinking the onboarding process as part of larger guided pathways reforms. This second part summarizes students' experiences with, and reactions to, the onboarding process as it occurs at two Florida community colleges that have redesigned their onboarding practices for degree-seeking students: Indian River State College (IRSC) and St. Petersburg College (SPC). We organize the discussion around three key onboarding goals: helping students to (1) explore interests and programs of study, (2) gain experiences in a program so as to gain confidence in their selected pathway, and (3) engage in academic and career

# Rethinking Onboarding From a Guided Pathways Perspective

## FROM

Orientation to college

Optional career and transfer advising and planning

Engaging with programs after prerequisites

À la carte high school dual enrollment coursetaking

## TO

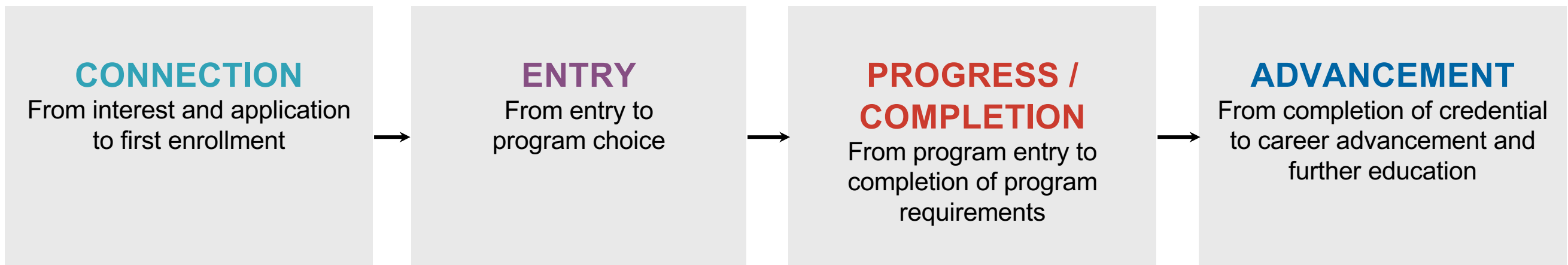
Orientation to fields of study

Required career and transfer advising and program planning

Engaging with programs from the start

Dual enrollment as an on-ramp to a program pathway

# A Planning Exercise: Mapping the *ideal* student experience to help students enter the college and a program



- When would students (a) **explore** program options and interests, (b) **gain experiences** in a program of interest, and (c) **develop** academic and career **plans**?
- What do you want to know about incoming students' program interests? How would you learn this systematically?
- How might different student groups experience these onboarding activities (first-time students, older students, etc.)?
- How can you move from current practice to the ideal?



## Team Session #3: Discussion Questions

- **Data:** How could these data inform pathways redesign at our college? Which data demonstrate inequities you'd like to address? What additional data would you like to collect and analyze?
- **People:** How can you share what you're learning with others at the college? Who else should be involved in planning and next steps? How will you incorporate student input?
- **Redesigning the front end:** How can we improve how students choose, enter, and progress through programs of study? What changes do you want to make to onboarding, early program exploration, educational planning, first term course taking, and teaching in these courses?

# Thank you! and Resources

\*Before you go, please complete the short survey.

New CCRC resources on program enrollments and onboarding:

[Unpacking Program Enrollments and Completions With Equity in Mind](#)

[Redesigning Community College Student Onboarding Through Guided Pathways](#)

New data tools on college enrollments and funding:

[How Will COVID-19 Affect Community College Enrollment? Looking to the Great Recession for Clues](#)

[More Clues from the Great Recession: How Will COVID-19 Affect Community College Funding?](#)

# Thank you!