Using Pathway Frameworks to Organize Guided Pathway Work

*Ed Bowling, Pathways Coach
November, 2018*
Completion by Design 2011-2018

- First national guided pathways initiative
- Goal: Raise community college completion rates for low-income students under 26
- North Carolina, Florida, Ohio
- 3 phases
  - Planning
  - Implementation
  - Scaling and Adoption
Loss/Momentum Framework

• Engage stakeholders
• Think about the student experience in four distinct phases
• Identify the experiences students have that cause them to stop
• Identify the experiences students have that move them forward
Leadership focused on completion and successful student outcomes

Proactive student engagement

Technology to support student engagement

Local and state policies that support student progress

Connection

INTEREST THROUGH REGISTRATION

Entry

ENROLLMENT THROUGH GATEWAY COURSE COMPLETION

Progress

ENTRY INTO COURSE OF STUDY THROUGH 75% OF CREDENTIAL REQUIREMENTS MET

Completion

COMPLETE COURSE OF STUDY THROUGH TRANSITION TO LABOR MARKET OR COLLEGE TRANSFER

Texas Pathways November 2018
### “Loss Points”

<table>
<thead>
<tr>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students never apply or delay entry into college</td>
<td>Poor academic preparation</td>
<td>Poor work-school balance</td>
<td>Transfer without credential</td>
</tr>
<tr>
<td>Poor placement testing preparation</td>
<td>Weak study and computer skills</td>
<td>Schedule courses not in program</td>
<td>Accumulate credits not aligned with completion</td>
</tr>
<tr>
<td>Insufficient career and program advising</td>
<td>Unstructured programs or too many choices</td>
<td>Part-time enrollment results in long completion times</td>
<td>Never complete credit-level math</td>
</tr>
<tr>
<td>Late application for financial aid</td>
<td>Fail to enroll in or pass gateway courses</td>
<td>Progress not monitored / no feedback</td>
<td>Financial aid runs out</td>
</tr>
<tr>
<td></td>
<td>Not accepted into limited program</td>
<td>Life events / “stop out”</td>
<td>Uncertain how to transition</td>
</tr>
<tr>
<td>Connection</td>
<td>Entry</td>
<td>Progress</td>
<td>Completion</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Foster college-going norms in high school</td>
<td>Assigned adviser</td>
<td>Complete 50% of program requirements</td>
<td>Prepare for graduation / order cap and gown</td>
</tr>
<tr>
<td>Dual enrollment and AP credit</td>
<td>Completion of dev ed</td>
<td>Complete certificate / stackable credential</td>
<td>Work-based learning opportunities</td>
</tr>
<tr>
<td>Take placement test in high school / provide bridge programs</td>
<td>Passing math requirement</td>
<td>Receive emergency aid for unexpected event</td>
<td>Complete applications for transfer</td>
</tr>
<tr>
<td>Orient students to college life</td>
<td>Complete student success and study skills course</td>
<td>Receive credit for prior learning</td>
<td>Capstone projects</td>
</tr>
<tr>
<td></td>
<td>Pass gateway courses</td>
<td>Connections</td>
<td>Program awards and recognitions</td>
</tr>
</tbody>
</table>
The Loss/Momentum Framework is a way to think about the student experience...

The Guided Pathways Four Pillars is a way to think about how we organize our colleges to respond to that experience.
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

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

PLANNING/PREPARATION
Understand where you are and prepare for change.

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

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career. Include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

HELP STUDENTS GET ON A PATH
Require supports that help students get the best start, including first-year experiences and integrated academic support.

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with supports such as intrusive advising and systems for tracking progress.

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

EARLY OUTCOMES
Measure key performance indicators.

EVALUATION

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

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.
Using the Framework

**Connect District or System initiatives to local pathways work**

**SuccessNC – System Initiatives**

**Improving Access**
- Basic Skills Plus (Accelerating Opportunity)
- Career and College Promise
- Career and College Ready
- Career & Technical Education
- High School to College Articulation

**Enhancing Quality**
- Development Education Initiative
- RISE – Co-req model
- HS-Dev Ed
- Math Pathways CIP (Curriculum Improvement Project)
- Multiple Measures/High School GPA for Placement

**Increasing Success**
- Minority Male Mentoring
- Code Green Super CIP (Curriculum Improvement Project)
- Integrated Teaching & Learning Gateway
- Comprehensive Articulation Agreement and Reverse Transfer Credit

**Performance Measures/Funding**

**State Policies to Mitigate Barriers to Student Success**

**Student Success Center/Student Success Learning Institute**
Using the Framework to connect all local initiatives to pathways work…

The Davidson County Community College "placemat"
2018-2019 Success Strategies

**Learning**
- Career & College Readiness
  - Career Coaches – Davie/South
- High School Transitions
  - Homeschool Engagement
  - DCCC Advantage Scholarship
  - Pre-Apprenticeships
- Recruitment
  - Enrollment Van
  - Latino Outreach
  - Redesign of College Website
  - Faculty K-12 Connections
  - Recruitment Day
  - Emphasis on Online Programs
  - Call Campaigns & School Messenger
- Apprenticeship Consortium
- Davie Campus Identity

**Equity**
- Developmental Education
  - RISE
- Student Connection
  - Career & College Promise in high schools
  - Student to Student calls
  - Peer Mentors
  - Legacy Program
- Online Enhancement
  - Readiness Assessment
  - Quality Matters
- Guided Pathways
  - Refinement of student pathways (NC-GPS)
  - Credit for Prior Learning
  - Con Ed to Curriculum Pathways
  - Career in a Year

**Completion**
- Equity
  - Student Engagement
    - Student Connection
      - Student to Student calls
    - Peer Mentors
    - Legacy Program
- Student Engagement/Support
  - International Education Center
  - Educational Travel Opportunities
  - Call Campaigns & School Messenger
- Center for Teaching & Learning
  - Incorporating Teaching Principles
  - Digital Learning
  - Universal Design/Accessibility
  - Assessment of Student Learning
- Year-long Registration
- Transfer Certificate

**Labor Market**
- Workforce Partnerships
  - Internships
  - Job Development/Placement
  - Finish Line Grants
- Foundation Partnerships
  - Completion Scholarships
- Transfer Partnerships
  - Articulation Agreements
  - Bachelors’ degrees offered locally
- Career Services
  - Clothes Closet/Interview Attire
  - FT/PT Job Placement Services
  - Employer Interviews on campus
  - Diversified Job Fairs

**Guided Pathway**
- CONNECTION
  - Interest to Application
- ENTRY
  - Enrollment to completion of 1st college-level course
- PROGRESS
  - Entry to Program of Study to 75% completed
- COMPLETION
  - Complete remaining 25% of requirements

**Expected Outcomes**
- ↑ Percentage of students moving from Application to Enrollment
- ↑ Percentage of high school students earning college credit
- ↑ Overall enrollment
- ↑ Percentage of students entering that are college-ready
- ↑ Percentage of students who start below college level and complete recommended remediation within 1 year
- ↑ Percentage of students who pass required entry-level math and English in year one
- ↑ Proportion of students persisting to second term
- ↑ Percentage of students persisting to second year
- ↑ Percentage of credits earned of those attempted
- ↑ Graduation Rate (150% of normal time)
- ↑ Number of Completions
- ↑ % of credential-seeking students completing certificates, associate’s degrees or transferring within 3 years of first enrollment

Texas Pathways November 2018
RISE (Reinforced Instruction for Student Excellence)

Program Overview
Students entering a NC Community College will be placed by unweighted high school GPA into one of three buckets.
- Students with a GPA 2.8+ may register for any class without mandatory additional supports.
- Students with a GPA 2.2-2.799 may enroll in a gateway course with a mandatory co-requisite.
- Students with a GPA < 2.2 must enroll in a one semester transition course.

Program Objectives
- Increase successful completion of gateway math and English within two years of enrollment at the community college and on their first attempt
- Positively impact traditionally underserved populations
- Decrease cost of attendance and time to completion

Placement Rules
- Applies to graduates of a U.S. high school within 10 years of graduation
- Unweighted high school GPA
- ACT/SAT scores (if do not hit GPA benchmark)
- Eliminates fourth high school math requirement under Multiple Measures Policy
- High School GPA of >2.2 places students in all other curriculum classes

NC-GPS (NC Guided Pathways to Success)

Based on the AACC Guided Pathways framework, NC-GPS is an integrated institution-wide approach to creating highly structured student experiences that guide them on the pathway to completion. Seventeen NC community colleges are in the first cohort of the year-long program led by the NC Success Center.

Essential Practices
- Clarify paths to student end goals
- Help students choose and enter a pathway
- Help students stay on path
- Ensure that students are learning

Aspen Student Success Outcomes

C Completion - High levels of student completion of workforce certificates, two-year degrees, and transfer to four-year colleges driven by institutional practices and policies that promote completion.

M Labor Market - High rates of employment and earnings for graduates achieved through institutional practices and policies aligned with labor market needs and student labor market success.

L Learning - Evidence that students learn at high levels, resulting from institutional practices and policies that result in strong and improving levels of student learning in courses, within programs, and at the college-wide level.

G Equity - High levels of access and success for students who are often underserved, underrepresented and from low-income backgrounds, stemming from an institutional commitment to close achievement gaps.

Guiding Teaching Principles

1. Effective teaching centers on facilitating student learning to meet the requirements of a changing global economy.
2. Effective teaching is inspirational, providing clear expectations for students regarding learning goals, course policies and assignments.
3. Effective teaching encourages students to engage in critical thinking, reflective reasoning, problem solving, collaboration, and application.
4. Effective teaching helps students understand how course content is relevant to them and their community throughout their lives, preparing students for enhanced career and educational opportunities.
5. Effective teaching fosters a collegial and dynamic process in which faculty share and learn strategies and approaches focused on improving student learning.
6. Effective teaching infuses a culture of assessment of student learning into the instructional environment to inform improvements in curriculum, pedagogy, resources and student success.
Completion in the Classroom

Loss Points
1. 
2. 
3. 
4. 

Connection by Design Pathway

CONNECTION
Registration to census date

ENTRY
Census date to first major test/project

Progress
First major test/project to 75% date

Completion
75% date to end of course

Momentum

1. 
2. 
3. 
4. 

Texas Pathways November 2018
Guided Pathways Approach at Rockland Community College

Pathways Goals

• ALL STUDENTS WILL BE ON A CLEAR PATHWAY TO AN EDUCATIONAL OR CAREER GOAL THAT INCLUDES A SOUND FINANCIAL PLAN.

• ALL STUDENTS ON CREDENTIAL SEEKING PATHWAY WILL COMPLETE ALL GATEWAY COURSES WITHIN THE FIRST YEAR.

• ALL FACULTY/STAFF WILL HAVE THE SKILLS, TRAINING AND KNOWLEDGE REQUIRED TO IMPLEMENT GUIDED PATHWAYS.

• AT LEAST 50% OF OUR CREDENTIAL SEEKING STUDENTS WILL COMPLETE IN 3 YEARS.

Pathways Leadership Team

Pathway Leadership Co-Leads
Connection Team Co-Leads
Entry Team Co-Leads
Progress Team Co-Leads
Completion Team Co-Leads
Communication and Logistics Team Co-Leads

Pathways Working Groups

• Connection
• Entry
• Progress
• Completion
• Communication & Logistics
On average, CBD colleges met three out of five of their 2019 target goals three years ahead of schedule.

- 10% more students completing entry-level Math in their first term
- 12% more students completing 12+ credits in their first term
- 8% more students completing 24+ credits in their first year
- 9% more students choosing a concentration in their first year
- 12% more students completing entry-level English in their first term

Source: www.CompletionbyDesign.org
GTCC Completions are UP!

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<tr>
<th>1-D. Number of annual completions (awards):</th>
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<tr>
<td></td>
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<tr>
<td>Assoc Degrees</td>
</tr>
<tr>
<td>2017: 1,453</td>
</tr>
<tr>
<td>2016: 1,447</td>
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<tr>
<td>2015: 1,334</td>
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<tr>
<td>2014: 1,342</td>
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<tr>
<td>2013: 1,194</td>
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<tr>
<td>2012: 1,197</td>
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<tr>
<td>2011: 1,122</td>
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<tr>
<td>Change: 29.5%</td>
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<tr>
<td>Total Credentials</td>
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<td>2017: 2,306</td>
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<td>2016: 2,485</td>
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<td>2015: 2,554</td>
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<tr>
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<td>2013: 3,476</td>
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<td>2012: 2,148</td>
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<td>2011: 1,573</td>
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<td>Change: 46.6%</td>
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<td>Total Completers</td>
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<td>2017: 1,978</td>
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<td>2012: 1,735</td>
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<td>2011: 1,339</td>
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<tr>
<td>Change: 47.7%</td>
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<tr>
<td>Fall Enrollment</td>
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<td>2017: 10,010</td>
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<td>2014: 12,438</td>
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<td>2013: 13,662</td>
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<td>2012: 14,803</td>
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<tr>
<td>2011: 15,141</td>
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<tr>
<td>Change: (33.9%)</td>
</tr>
<tr>
<td>IPEDS Completion (Reporting year)</td>
</tr>
<tr>
<td>2017: 18.5%</td>
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<td>2016: 17.0%</td>
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<tr>
<td>2015: 12.6%</td>
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<tr>
<td>2014: 12.1%</td>
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<tr>
<td>2013: 9.6%</td>
</tr>
<tr>
<td>2012: 11.8%</td>
</tr>
<tr>
<td>2011: 14.0%</td>
</tr>
</tbody>
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For more information:

www.completionbydesign.org

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www.davidsonccc.edu

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