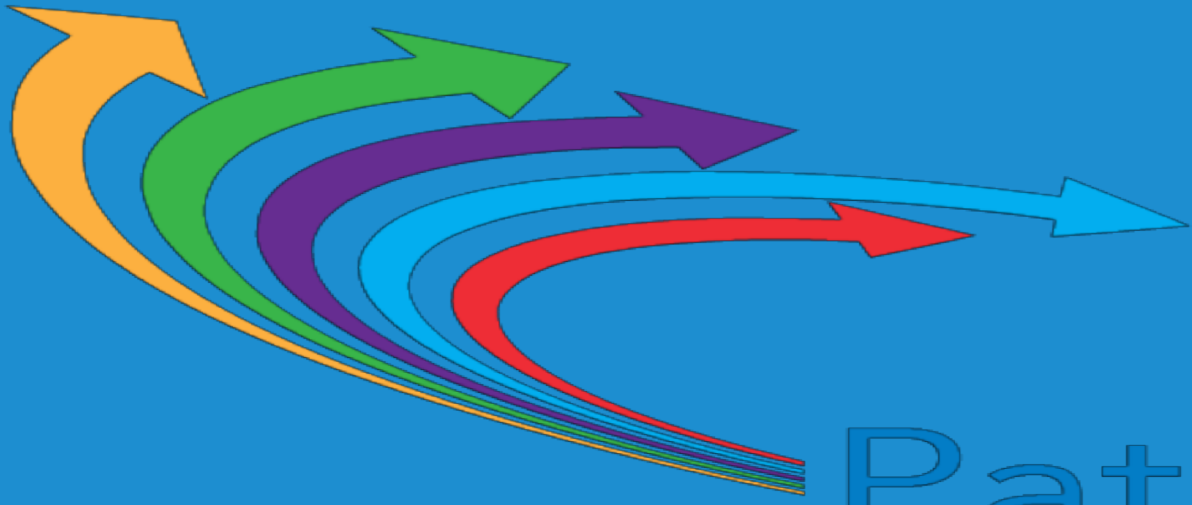# Pathways 101

Texas Pathways Institute #6

GUIDED PATHWAYS
What We've Learned

Building Blocks
Student Completion & Equity

Initiatives

First Year Experience/Foundations of Excellence
ASAP, CUNY Start
Achieving the Dream, Completion By Design
Developmental education reforms
Institutional and state initiatives

Involving

Examination and use of data,
Data depicting student success and equity
Multiple evidence-based interventions – very few of them scaled
And now, Guided Pathways

DATA QUESTIONS

Early Momentum & Prompts for Change

What % of entering students present at census date **never complete a college credit**?

What % of entering students **complete college-level gatekeeper courses** (ENG, MA, other) in their first year?

What % of students **complete a full-program academic plan** by the end of their first semester?

What % of entering students **complete at least 3 courses in their program of study** in their first year?

Bonus: What is the **average # of college-level credits earned** by an associate degree graduate?

Discrete practices will not lead to substantial improvements in outcomes at scale.

Every college is perfectly designed to produce precisely the results it is currently getting.

If nothing changes, nothing changes.

This work is not something we are doing, it's something we are becoming

Behavioral Economics and Decision Theory

- Too many choices cause indecision, procrastination, decision paralysis, bad choices, *BRAIN FREEZE*

- A clear and simplified set of options, with clear information   on costs and benefits—or provision of a "default option" — helps people make better decisions.

- Reminders, assistance, and feedback help keep people on track

Behavioral Economics and Decision Theory

"Completing college is the result of successfully navigating a multitude of smaller decisions from start to finish. But for many college students, finding a path to completion is the equivalent of **navigating a shapeless river on a dark night**—and the wider the river, the more difficult it can be to find the way."

Judith Scott-Clayton (2011)

Pathways

Cognitive Science

Students benefit when they have clear goals and a concrete sense of how they are progressing toward those goals.
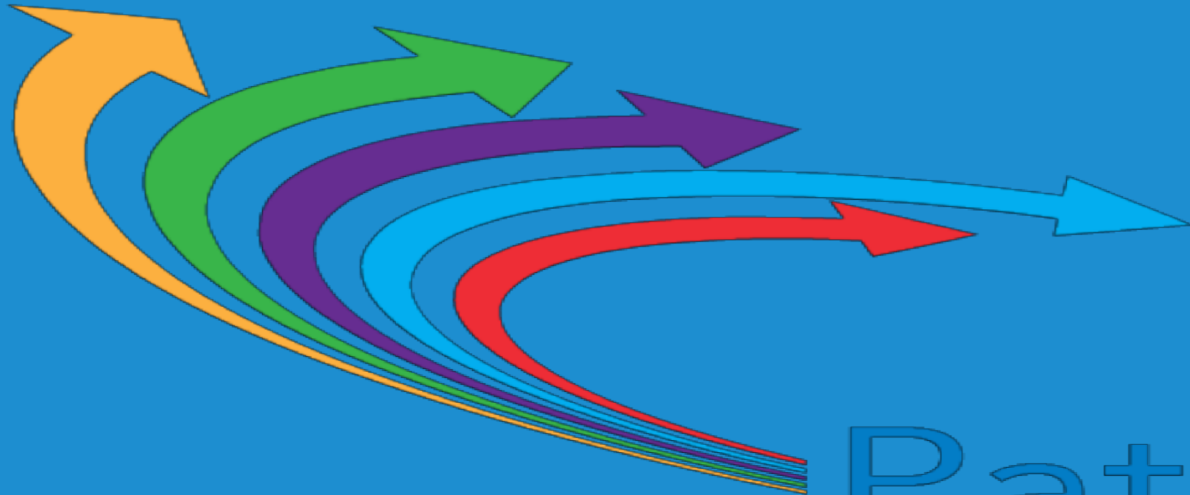
Instructional program coherence improves learning.

Pathways

Lessons

Connection

What's provided vs. what's experienced

"Students don't do optional!"

**Guided Pathways
to Completion and Equity:**

An Overview

THE GUIDED PATHWAYS MODEL

Pillars of
The Pathways Model

Pathways

CLARIFY THE PATH

HELP STUDENTS CHOOSE AND ENTER A PATH

HELP STUDENTS STAY ON THE PATH

ENSURE THAT STUDENTS ARE LEARNING

Pathways

Clarify the Path

Organize programs into **"meta-majors,"** map programs to career-path jobs and transfer in majors

Simplify students' choices with **default program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.

Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Align **high school pathways**, including dual credit courses and student learning outcomes, with community college certificate and degree programs.

Pathways

Help Students Choose and Enter a Pathway

Help all students **explore career/academic options** and develop a **full-program plan** by the end of their first term

Redesign traditional remediation to integrate academic skill building into students' pathways

Align math and other foundation skills development with a student's program of study, integrating/ contextualizing instruction to build academic and non-academic foundation

Ensure that students **complete college-level math and English** in the first academic year

Help Students Stay on Path

Support students through strong **advising**, embedded and ongoing in the pathway experience and **supported by appropriate technology**

Help students make **informed choices**

Strengthen **clarity about transfer and career opportunities**

Ensure students develop an **academic plan with predictable schedules**

Monitor their progress, and **intervene** when they go off track

Integrate academic support into college program gateways

Embed **academic and non-academic supports** throughout students' programs to promote learning and persistence.

Essential Practices

Ensure that Students are Learning

Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education

Apply results of learning outcomes **assessment to improve the effectiveness** of instruction across programs

Integrate **experiential/applied learning and other active/collaborative learning approaches** to enhance instruction and student success in courses across programs of study

Ensure incorporation of **effective teaching practice (*student engagement*)** throughout the pathways

Essential Capacities

for Pathways Reforms

Leadership demonstrating skills for managing and sustaining large- scale transformational change.

Broad and authentic **engagement** of college faculty and staff— particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.

Institutional will and capacity to use data and evidence to design academic and career pathways, monitor student progress, and implement needed improvements over time.

Essential Capacities
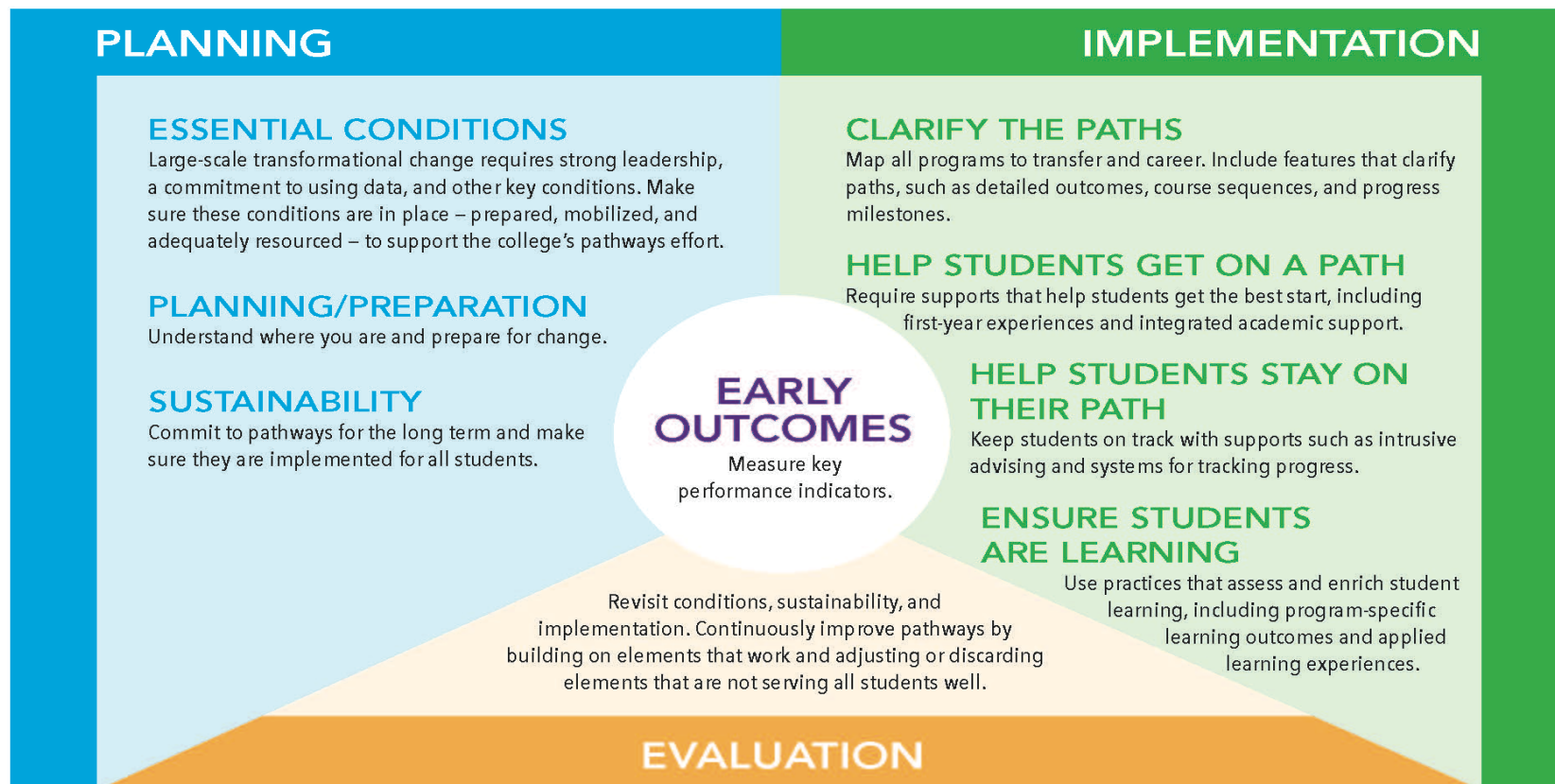## for Pathways Reforms

Technological tools and infrastructure appropriate to support student progress through guided pathways.

 Commitment to the level of **strategically targeted professional development** that will be required to design and implement pathways at scale.
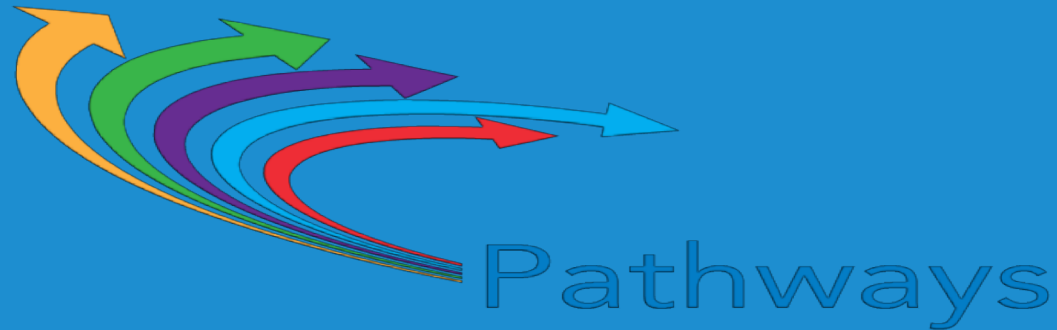
Guided Pathways: Planning, Implementation, Evaluation

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.

Guided Pathways
Design and Implementation:
EQUITY BY DESIGN

- **Won't happen by itself**

- Is **accomplished through change in the educational experience** designed for students – as it incorporates the best of what we've learned about what matters

- Requires getting well past disaggregation of data…to the difficult work of **uncovering and the addressing sources of institutional racism** and unconscious bias

- Equality ⚏ Equity

ACHIEVING EQUITY

- Examining **program** mix

- Reviewing **processes** through which we support students in exploring options and making choices

- Integrating dramatically **redesigned developmental education** into pathways

ACHIEVING EQUITY

- Embedding **academic support** within courses

- Attending to **financial stability**/collective impact

- Strengthening **culturally responsive teaching**; addressing unconscious bias across campus community

- **Diversifying** faculty/staff/administration
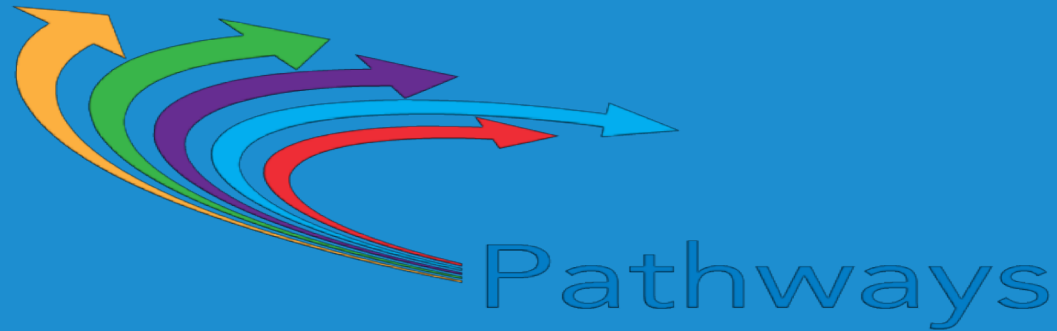
Guided Pathways Implementation: Early Institutional Outcomes

EARLY MOMENTUM
KEY PERFORMANCE INDICATORS

Number of college credits earned in first term

Number of college credits earned in first year

Completion of college-level math and English courses in the student's first year

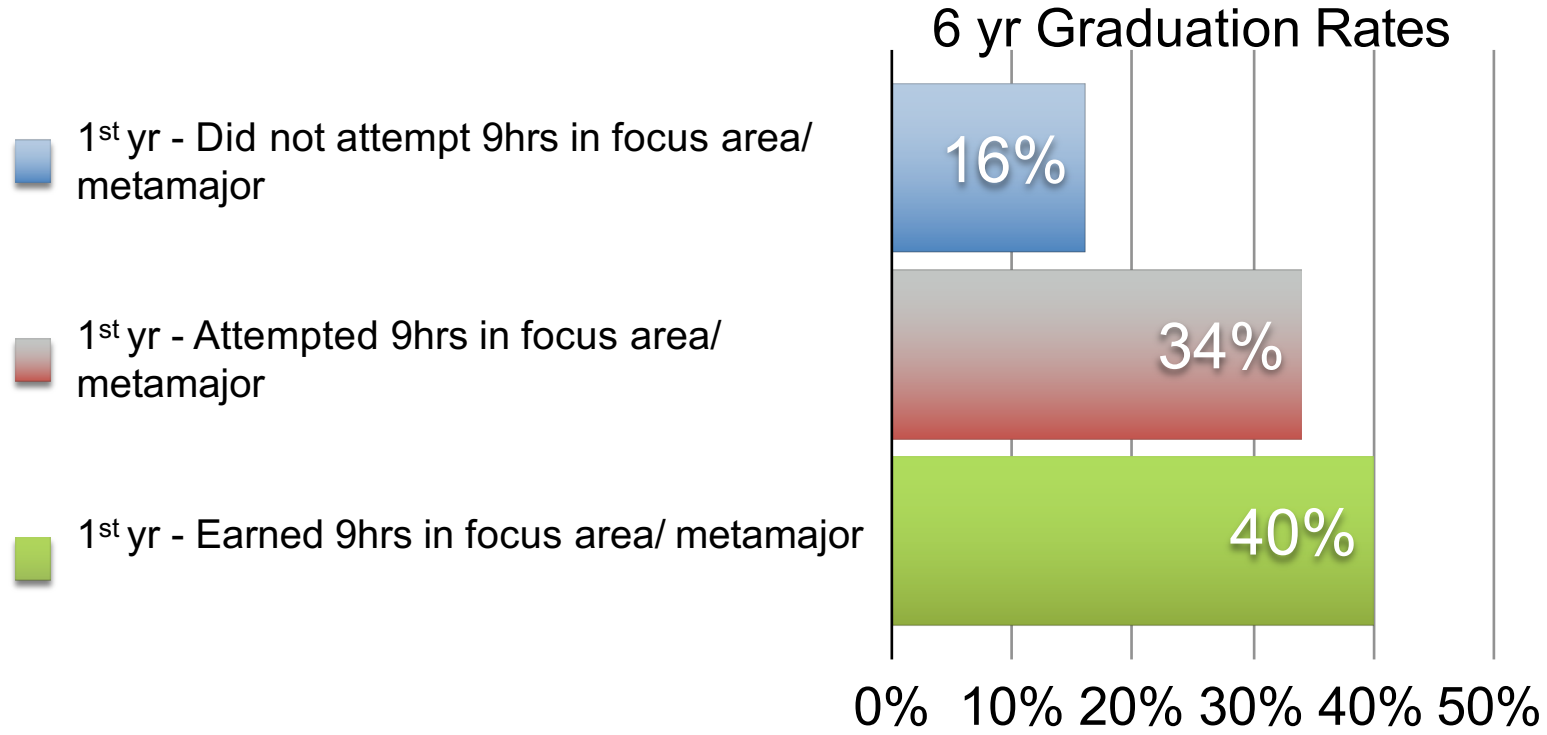Number of college credits earned in the program of study in first year

Persistence from term 1 to term 2

Equity in outcomes

Tennessee Community Colleges GPS

Community College Graduation Rates

6 yr Graduation Rates

1st yr - Did not attempt 9hrs in focus area/ metamajor — 16%

1st yr - Attempted 9hrs in focus area/ metamajor — 34%

1st yr - Earned 9hrs in focus area/ metamajor — 40%

0% 10% 20% 30% 40% 50%

Since 2013...

**Community College
3yr Graduation Rate**

↑ 42%

**University
4yr Graduation Rate**

↑ 26%

Since 2013...

**Community College
3yr Graduation Rate**

⬆ 88%

**University
4yr Graduation Rate**

⬆ 51%

Under-represented Minority Students

Lorain County Community College (Ohio)
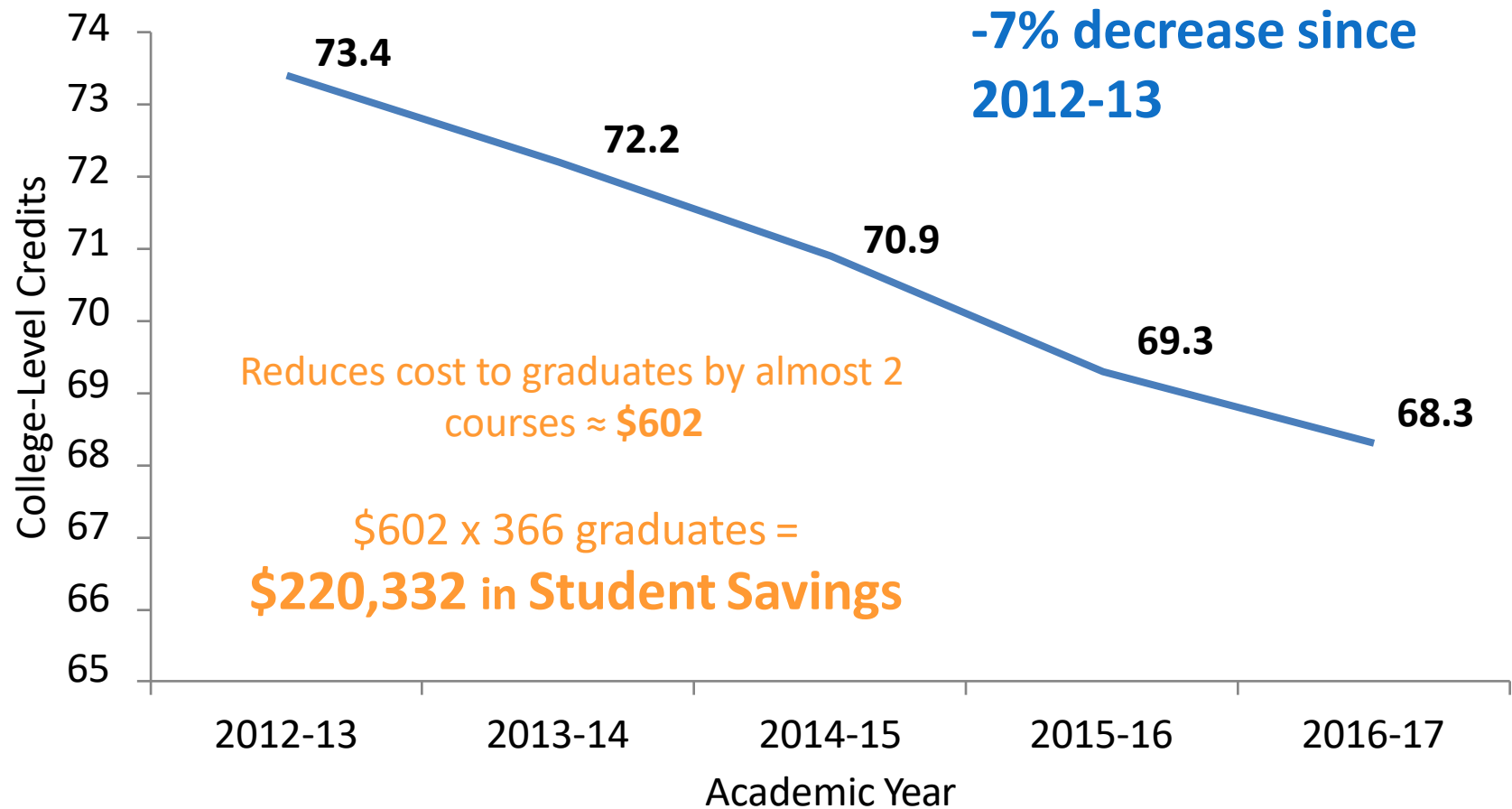
LCCC Conferred Highest Number of Degrees and Certificates in 2016-17 at 1,810 - 53% Increase
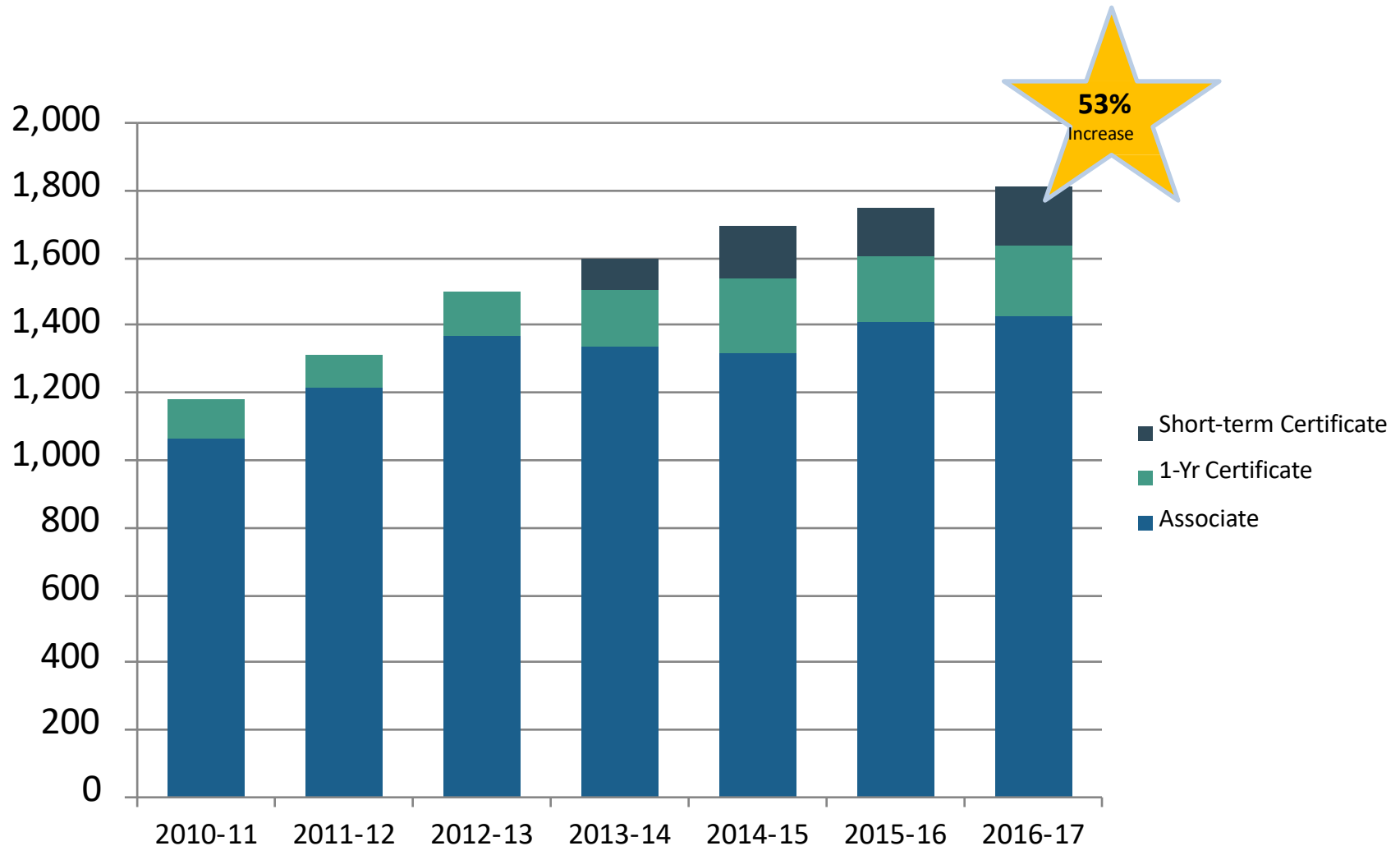
138% Increase
IPEDS First time, Full Time Graduation Rate
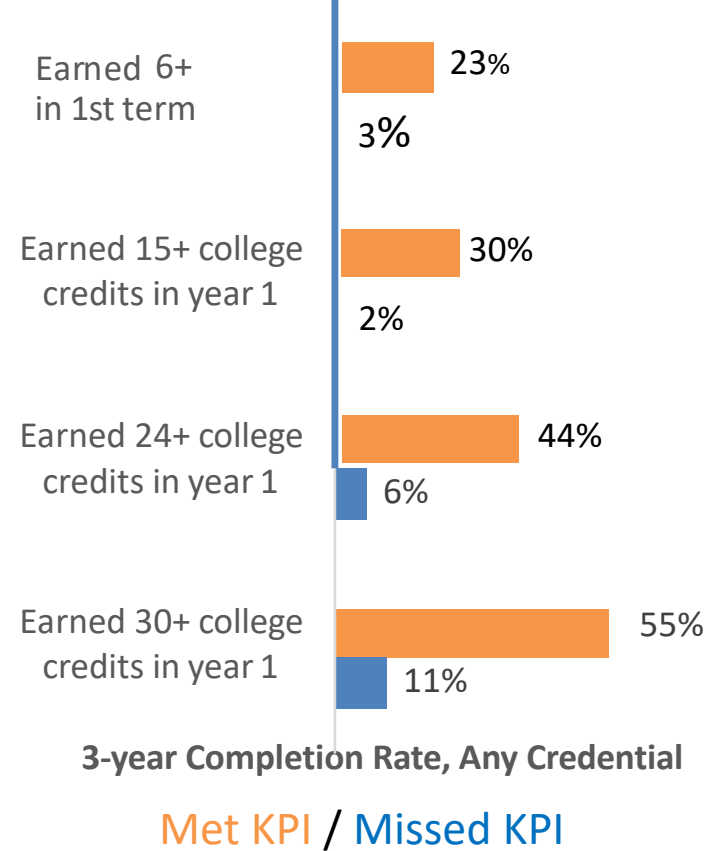**2008 to 2013 Cohorts (3 year grad rate)**
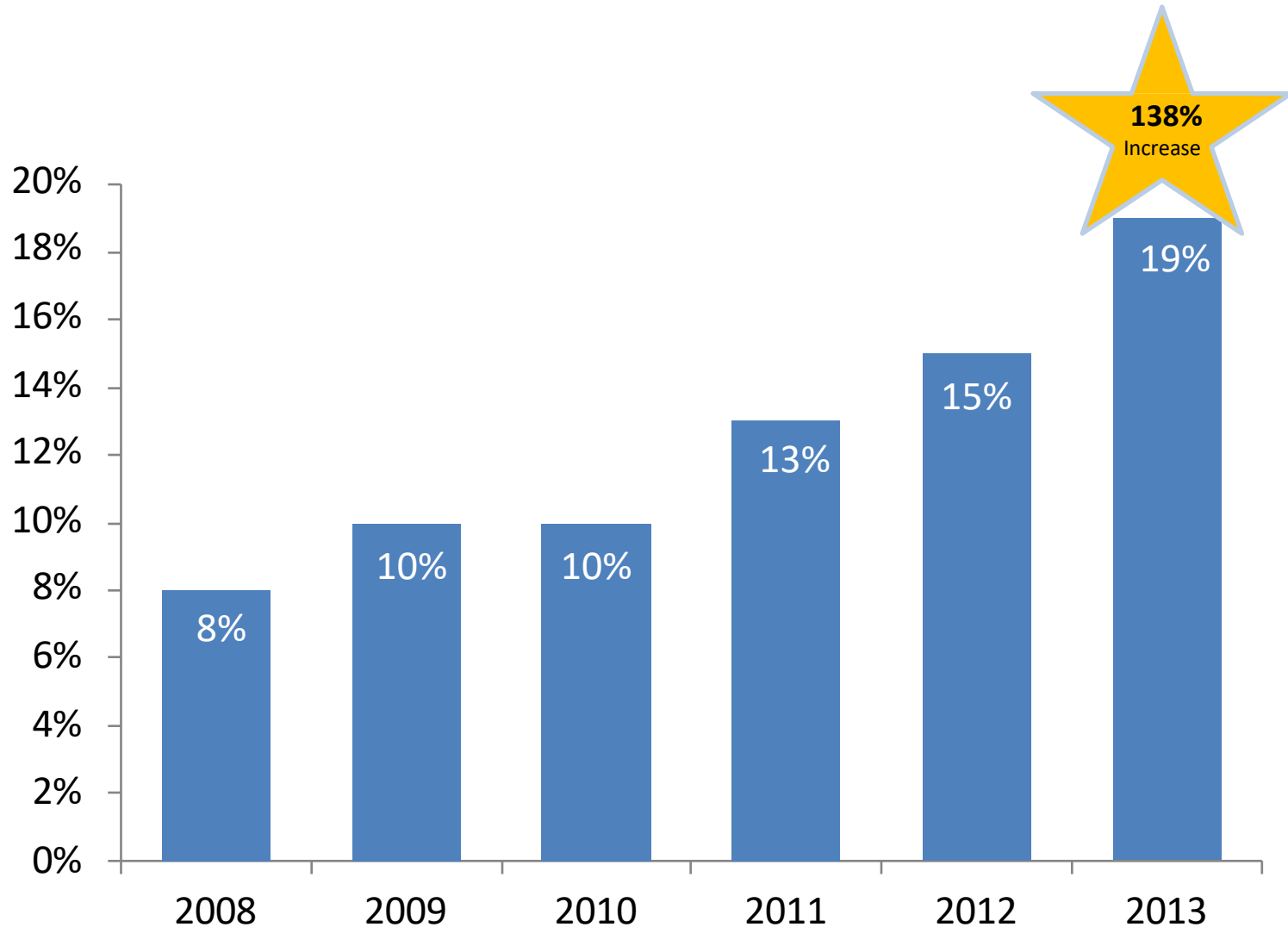
Alamo Colleges (Texas)

Alamo Colleges Credit Momentum KPIs

100%

75%

Earned 6+ college credits in 1st term

50%

33%

25%   27%

11%

5%

0%

64%

49%

Earned 15+ college credits in year 1

23%

Earned 24+ college credits...

Earned 30+ college credits...

10%

2010 2011 2012 2013 2014 2015 2016

Fall FTEIC Cohort

Alamo Colleges 3-year Completion Rates by KPI Status

Earned 6+ in 1st term
23%
3%

Earned 15+ college credits in year 1
30%
2%

Earned 24+ college credits in year 1
44%
6%

Earned 30+ college credits in year 1
55%
11%

3-year Completion Rate, Any Credential

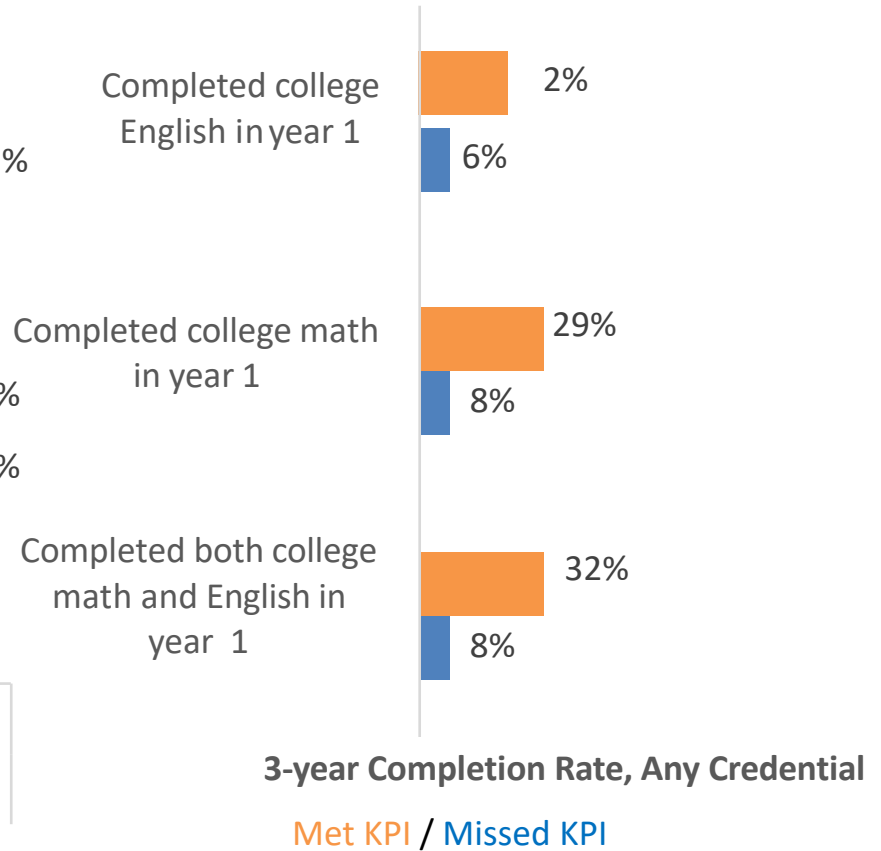Met KPI / Missed KPI
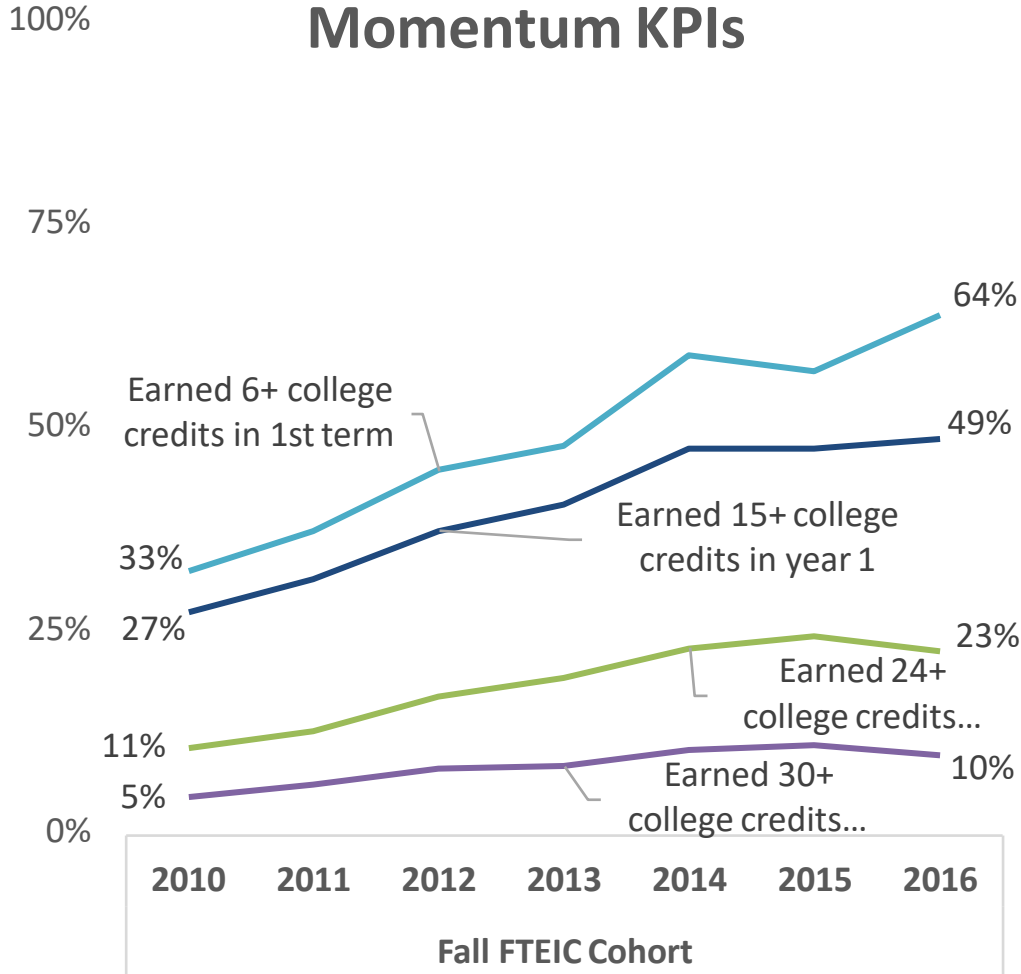
Note. Trends in Alamo Colleges Credit Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.

Alamo Colleges Gateway Math & English Momentum KPIs

- Completed college english... — 62%
- Completed college math... — 34%
- Completed both college math and... — 29%

Y-axis: 0%, 25%, 50%, 75%, 100%
Starting values: 37%, 14%, 11%

X-axis (Fall FTEIC Cohort): 2010, 2011, 2012, 2013, 2014, 2015, 2016

Alamo Colleges 3-year Completion Rates by KPI Status

Completed college English in year 1: Met KPI 2%, Missed KPI 6%

Completed college math in year 1: Met KPI 29%, Missed KPI 8%

Completed both college math and English in year 1: Met KPI 32%, Missed KPI 8%

3-year Completion Rate, Any Credential

Met KPI / Missed KPI
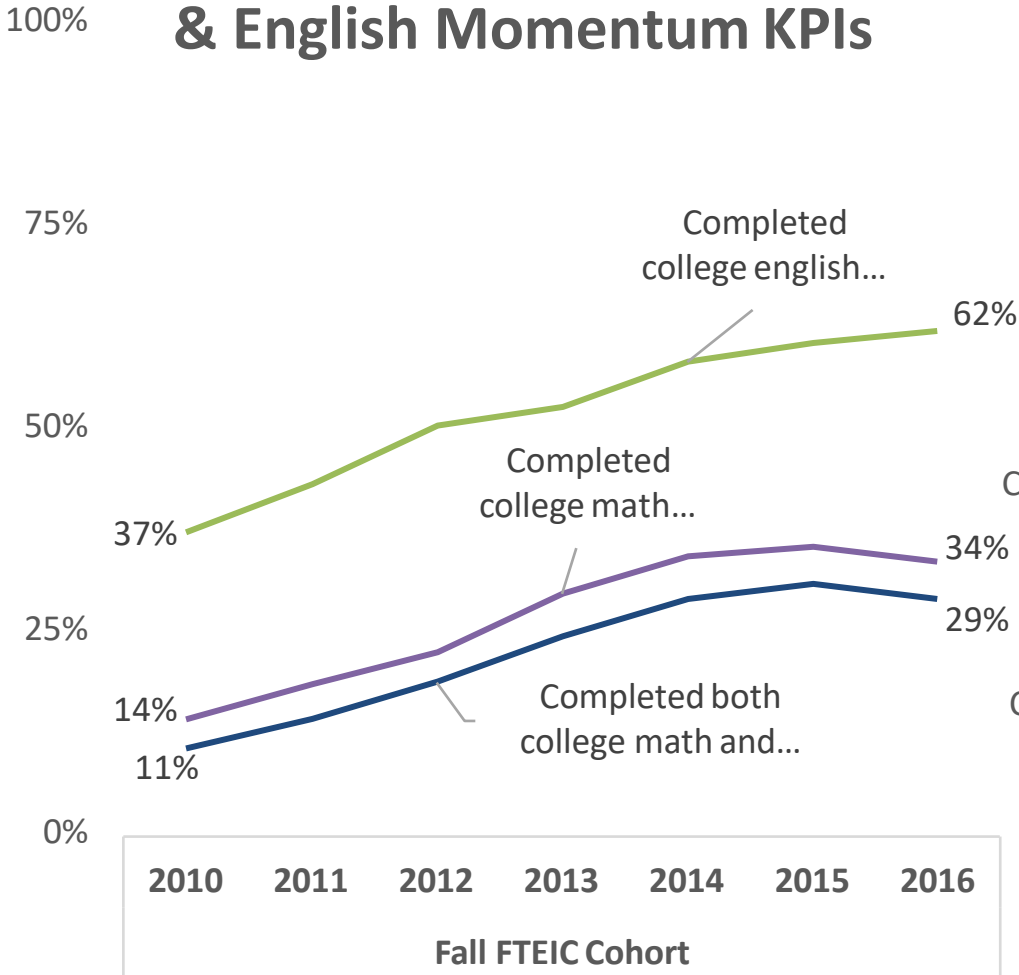
Note. Trends in Alamo Colleges Gateway Math and English Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.

Indian River State College (Florida)

Indian River State College (FL) Full Time FTIC 2-Year Graduation Rate by Ethnicity
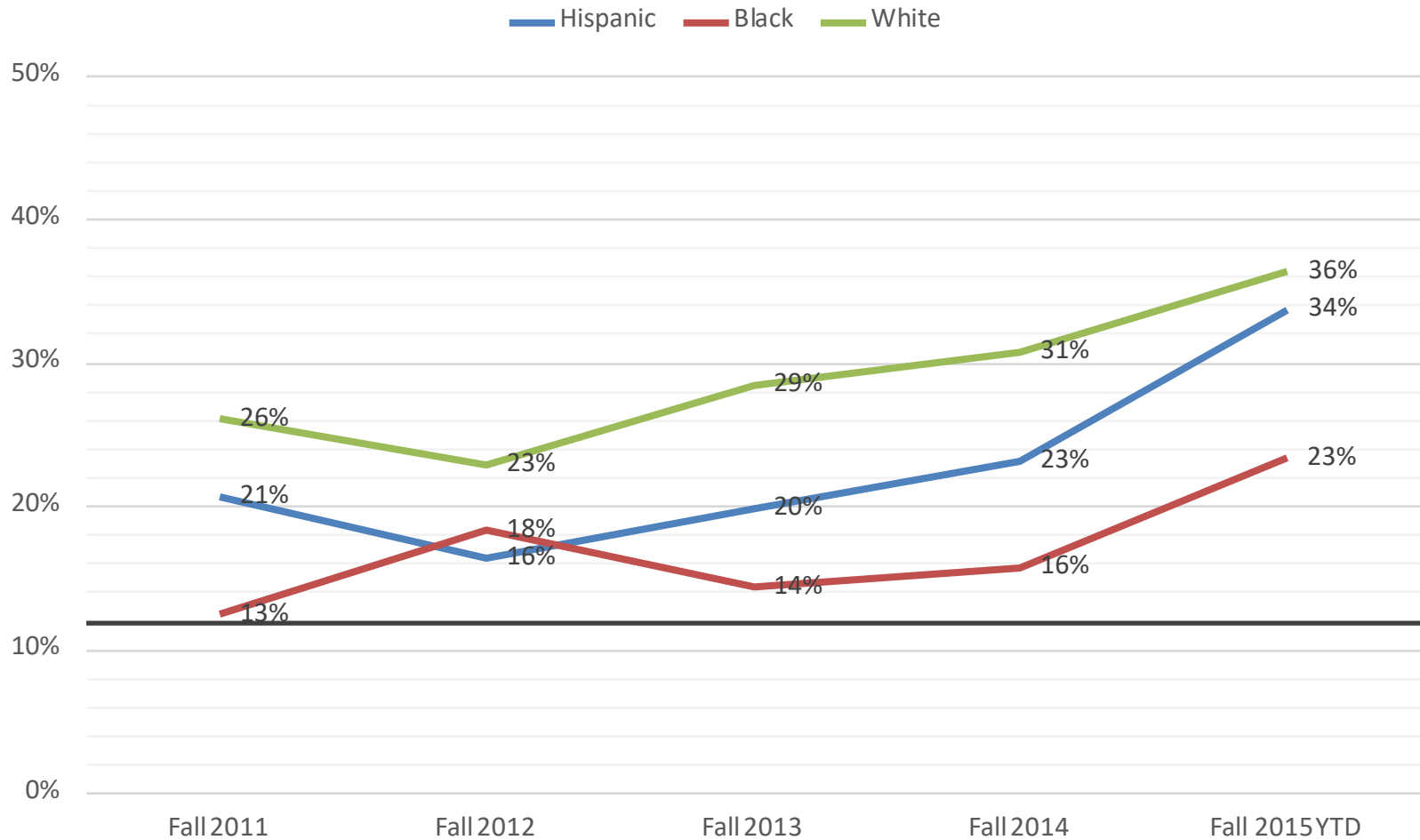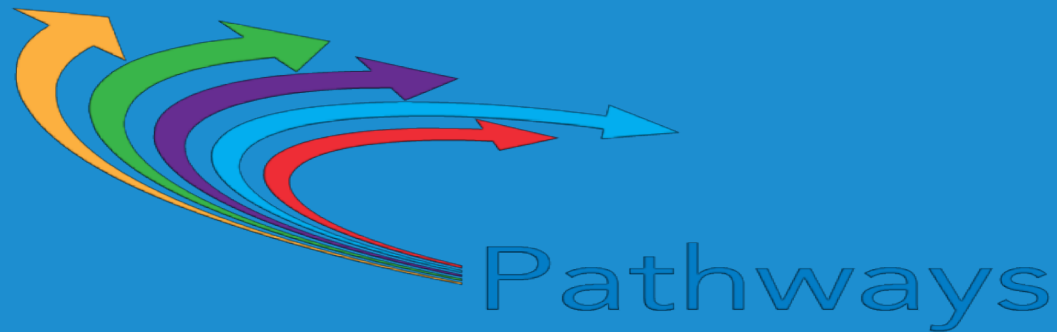
So, what do we stop doing?
San Jacinto College

Re-Thinking the Way We Work

- Best practices should become institutional practices. *Don't keep doing what you know does not work.*
- "Pockets of excellence" do not serve students equitably. Every institutional touch point should be a touch of excellence. *Stop doing things that cannot be scaled effectively.*
- Pilots should be short-term and lead to institutional change. *Stop doing pilots when evidence supports change.*
- No change for change's sake. *Change should be intentional and based on what you know about students.*

Re-Thinking the Way We Work

- Too many meetings / committees are not examples of time well used. *Re-examine committee structures and agendas.*

- Siloed work is ineffective and inefficient. *Establish short-term, cross-functional work groups, each with a clear charge and an end date.*

- Collecting "shiny objects" through grant funding has become a normative pattern for community colleges. *Do not seek grants or develop new projects that do not further the limited number of strategic priorities identified for the college.*