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What We're Learning from Our Research on Guided Pathways

Davis Jenkins
Community College Research Center

Texas Guided Pathways Institute, Nov. 7, 2019, San Antonio

How many colleges are implementing guided pathways reforms and why?

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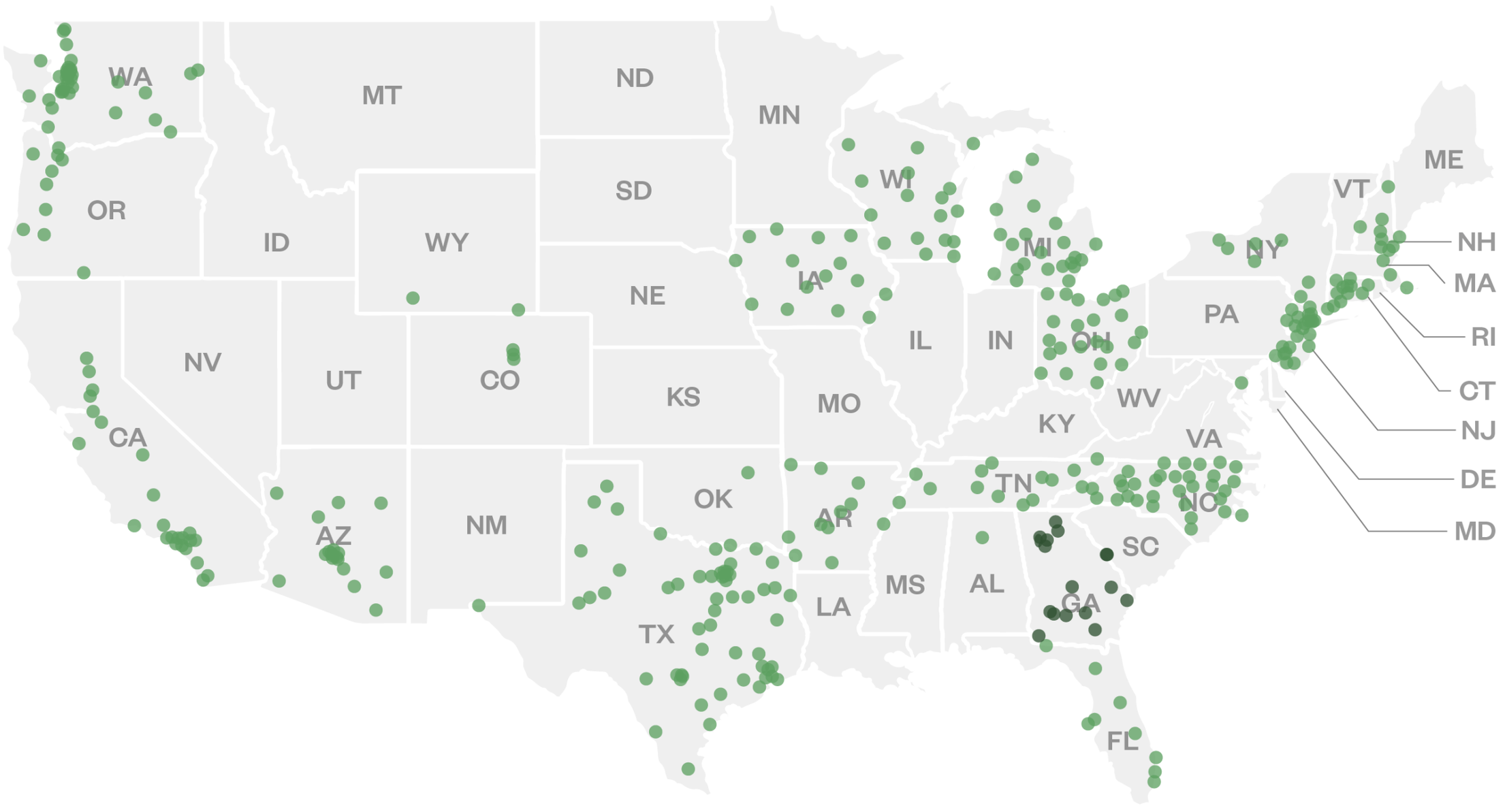
A National Movement: Colleges Implementing Guided Pathways



Updated October 2019

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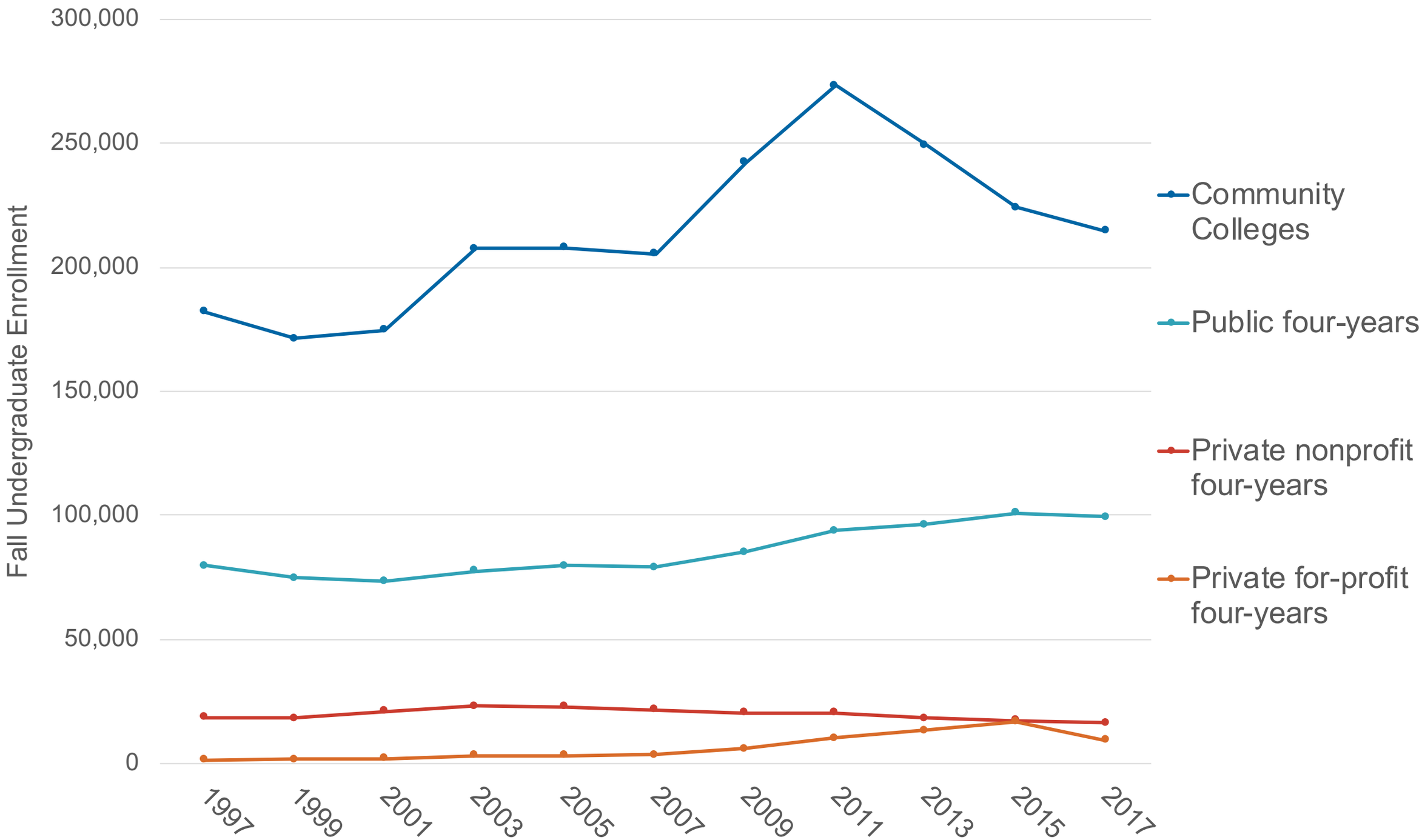
TX Fall Enrollment by Sector, 1997-2017

25 and older undergraduates



Source: CCRC analysis of IPEDS fall unduplicated headcount enrollment data.

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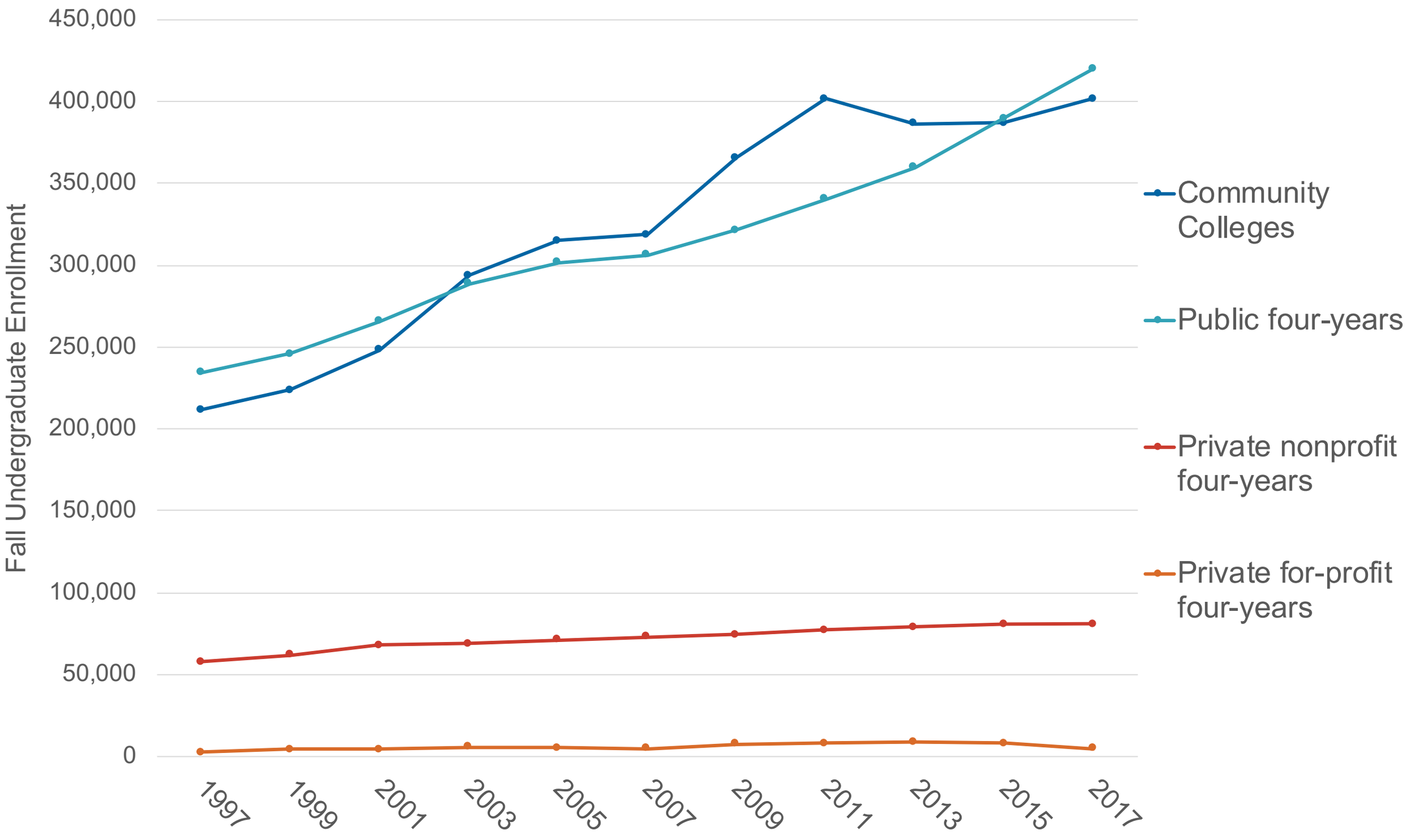
TX Fall Enrollment by Sector, 1997-2017

18-24 year old undergraduates



Source: CCRC analysis of IPEDS fall unduplicated headcount enrollment data.

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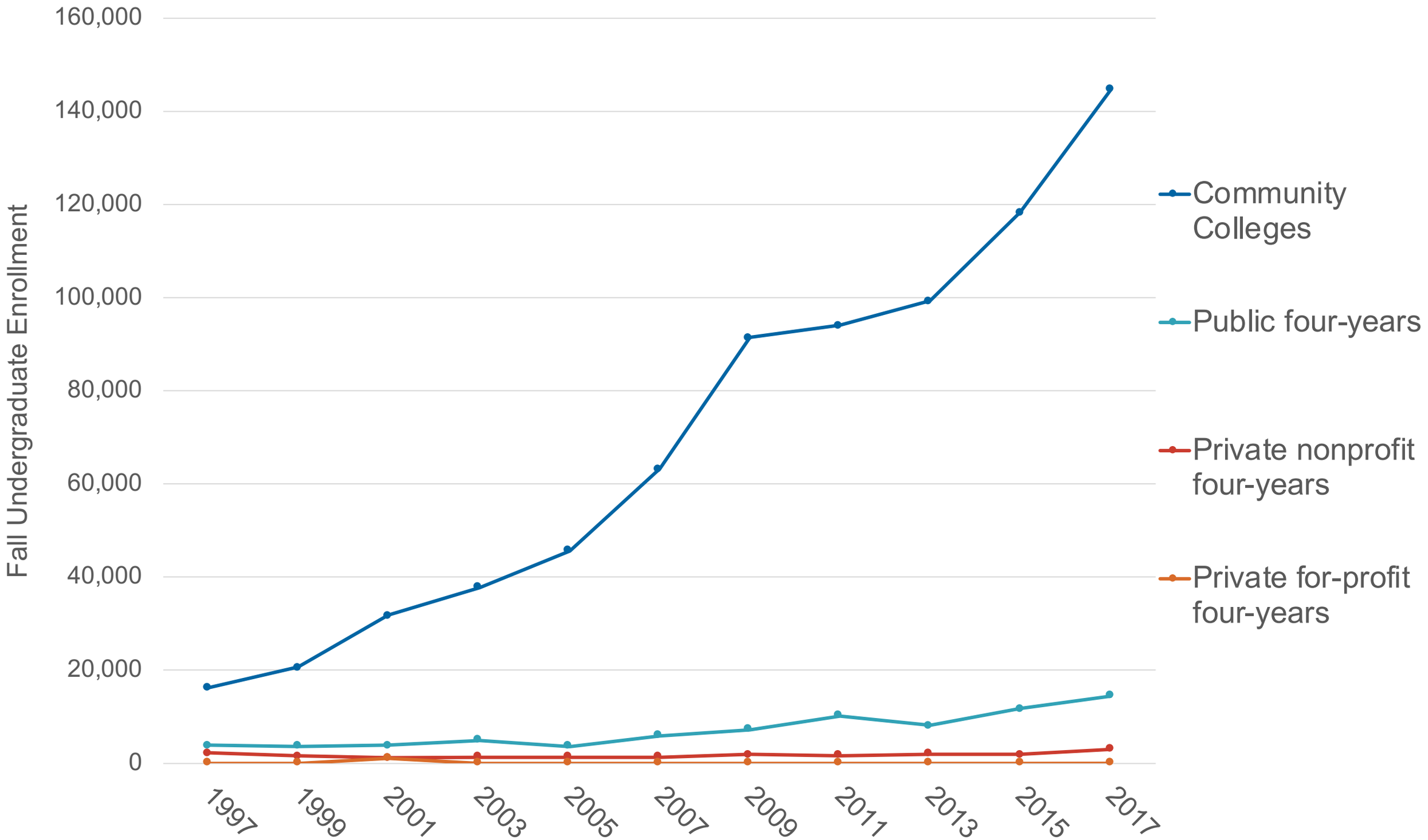
TX Fall Enrollment by Sector, 1997-2017

17 and younger undergraduates

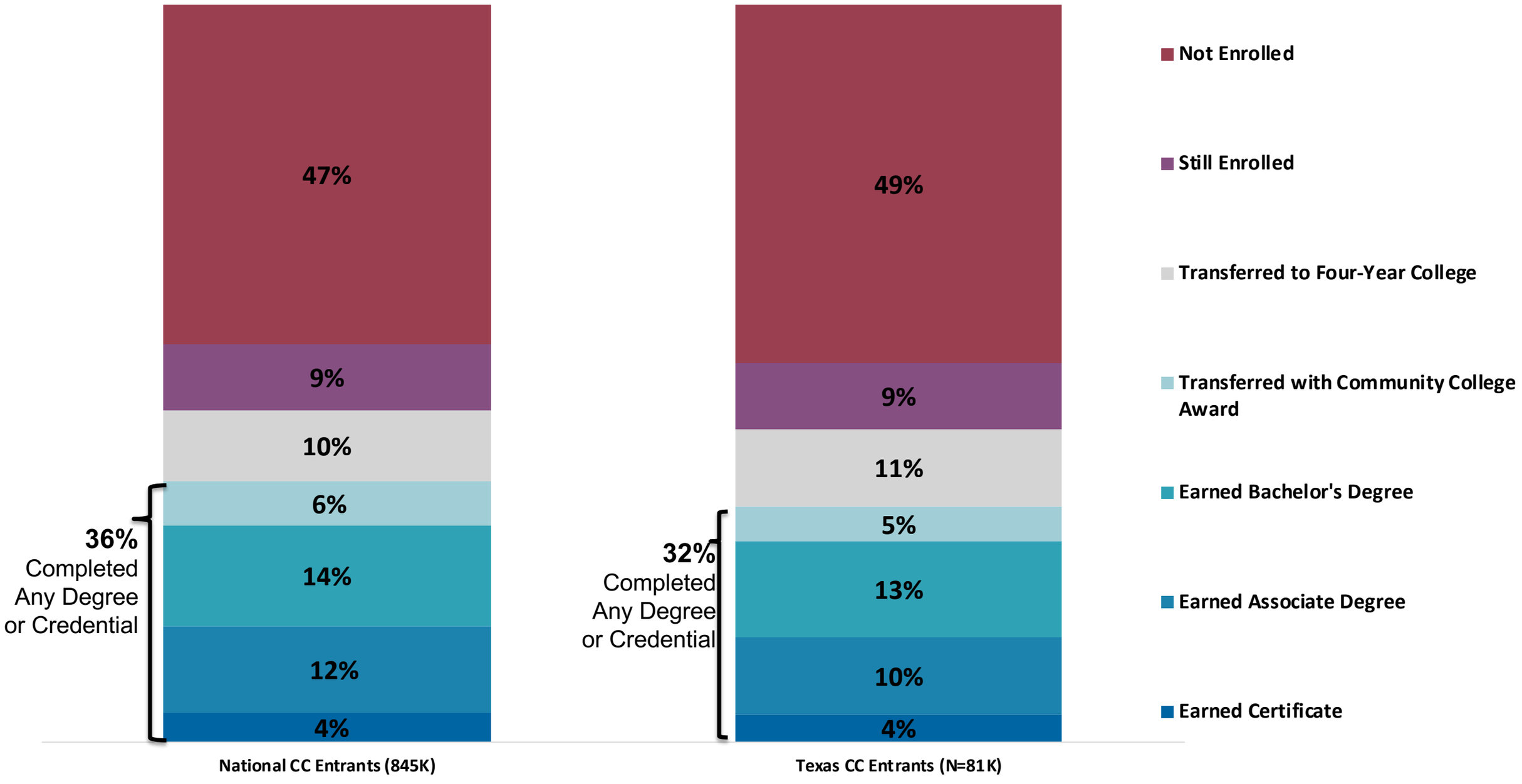


Source: CCRC analysis of IPEDS fall unduplicated headcount enrollment data.

A Very Leaky TX Education Pipeline

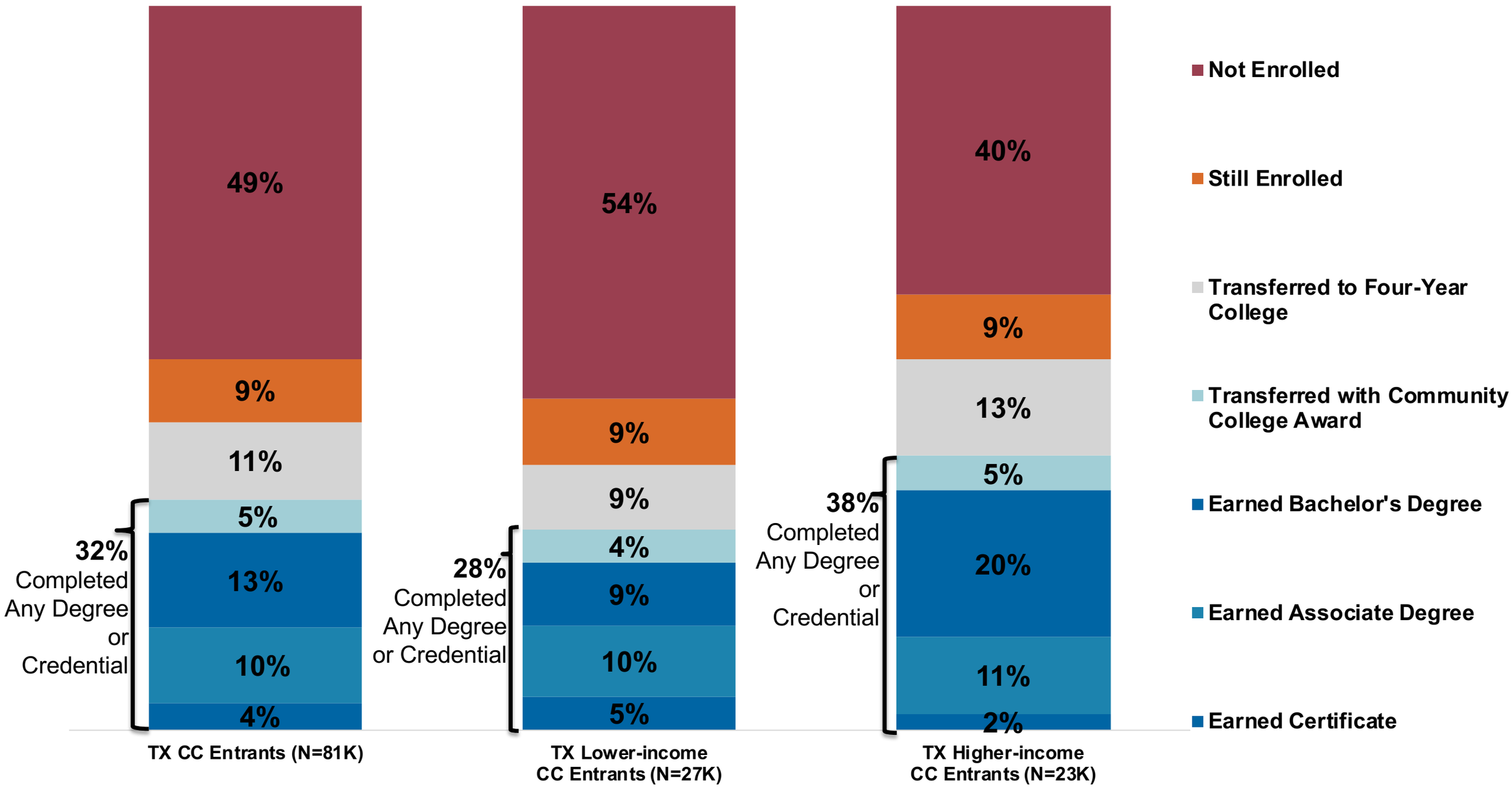
- Many students (10-40%) who apply don't show up on day 1
- Almost 40% of first-time students are gone from higher ed by start of year 2
- Too many students meander, earning credits that don't apply to a degree
- Many students intend to transfer but do not
- Most students transfer without earning cc credential; many students who transfer can't apply credits toward major
- Only about 1/3 complete any credential; achievement gaps by race, income and age are stark
- Over 20% still enrolled or transferred with no credential after 6 years
- Few non-credit students enroll in credit programs

Highest Outcomes in Six Years Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

Texas: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

CC Practices that Drive Students Away

- Education paths to degrees, careers and transfer are unclear
- Intake process discourages many students from enrolling
- 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

New CC Business Model

From: Cheap, accessible college *courses* for **gen ed transfer or technical training**

To: Affordable, well-taught *programs* leading to **degrees + skills + experience + contacts** needed for livable wage, career-path employment

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How is our understanding of the guided pathways model evolving?

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Redesign, Starting with the End in Mind

STEP 4 ← STEP 3 ← STEP 2 ← START HERE

CONNECTION
From interest and application to first enrollment

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

→

ENTRY
From entry to program choice and entry

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

→

PROGRESS / COMPLETION
From program entry to completion of program requirements

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

→

ADVANCEMENT
From completion of credential to career advancement and further education

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

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Guided Pathways Theory of Change

Redesigned institutional practices

Program organization / information
- Program maps
- Career information
- Meta-majors

Student onboarding
- Early career exploration
- Academic planning
- Integrated academic support in math and other critical program courses

Ongoing support
- Progress monitoring, feedback, intrusive support based on plan

Program-specific teaching / learning
- Field-specific learning outcomes
- Active/experiential learning

Student experience stages

CONNECTION
From interest and application to first enrollment

ENTRY
From enrollment to program selection and entry

PROGRESS / COMPLETION
From program entry to completion of program requirements

ADVANCEMENT
Employment and/or baccalaureate transfer

Student behavior metrics

- Enrollment
- Initial program declaration

- Major choice
- Passing college-level math and English
- Success in introductory and gateway program courses
- GPA

- Persistence term-to-term and year-to-year
- Persistence in major
- Program course pass rate
- Program credits earned
- GPA
- Award receipt

- Employment
- Earnings gains
- 4-year transfer
- Bachelor's receipt

Guided Pathways Essential Practices

- Organize programs by field to facilitate exploration and engage students in an academic and career community
- Map all programs to good jobs and/or transfer in a major
- Help all new students explore options and interests
- Ensure all new students have a “light the fire” learning experience
- Replace prerequisite remediation with teaching students to be effective learners in college-level program gateway courses
- Help all new students develop a full-program plan in term 1
- Schedule courses and monitor progress based on plans
- Ensure every student gains program-relevant experience
- Help high school students to explore interests and options, develop a plan, take plan-related courses

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How are colleges managing whole-college guided pathways reforms?

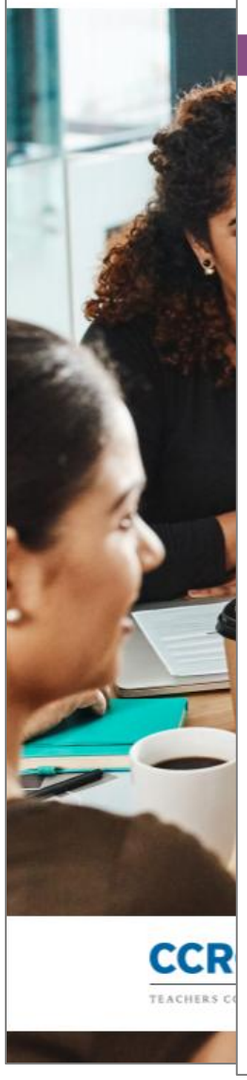
As our research focus has evolved,

What → **How**

(essential practices) **(change process)**

our understanding of guided pathways implementation has become more complex.

Note: Student program pathways should not resemble this figure.



SEPTEMBER 2019

Approaching Institutional Change With Clarity and Commitment

Guided Pathways at Wallace State Community College

By Amy E. Brown and Hana Lahr

SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5

In fall 2018, CCRC researchers conducted site visits at eight community colleges implementing guided pathways to learn how they are managing the whole-college change process involved. These colleges are among the 30 nationally that were in the first cohort of the American Association of Community Colleges (AACC) Pathways Project, a national demonstration initiative that was launched in late 2015 to show how community colleges could create clearer pathways to program completion, employment, and further education for all students.

Our full report on this study, *Redesigning Your College Through Guided Pathways: Lessons From Community Colleges in the AACC Pathways Project*, synthesizes lessons from all eight colleges we visited and shares new findings on how long it takes to implement guided pathways at scale. Here, we provide a case study of Wallace State Community College in Alabama. During a two-day site visit to the college, CCRC researchers conducted one-hour interviews with 14 faculty members, administrators, advisors and counselors, and other staff. Researchers also held hour-long focus groups with 15 additional faculty members, advisors and counselors, and students at the college. Based on the data we collected, in this report we describe the organizational change work that has enabled Wallace State's exceptional progress in redesigning academic programs, student services, and related support systems using the guided pathways model.

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Report and case studies available here: https://ccrc.tc.columbia.edu/publications/redesigning-your-college-guided-pathways.html

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Timeline of Guided Pathways Implementation Activities at Wallace State Community College

GP AREA 1
Clarifying pathways to student end goals

GP AREA 2
Helping students get on a path

GP AREA 3
Keeping students on path

GP AREA 4
Ensuring that students are learning

INSTITUTIONAL
Related policies/ processes/changes

STATE
Policy developments

Pre-Implementation

Fall 2014
Introduced 10th grade Showcase event

Fall 2013
Hired first success coaches through TAACCCT grant

Summer 2014
Established Teaching and Learning Academy for new faculty

Fall 2012
Joined Achieving the Dream

Spring 2013
Participated in AAC&U Roadmap Project

Spring 2014
Formed cross-functional coalition called Pipeline to examine "leakage" points in student progression

2015

Fall 2015
- Begin program mapping process
- Allocated funds to retain success coaches and hire new positions
- Joined AACC Pathways Project
- Alabama legislature created Board of Trustees to govern state community college system (it was previously governed by the State Board of Education)

Spring 2016
- Detailed program map for all programs
- Introduced meta-majors

Fall 2016
- Detailed full- and part-time maps
- Introduced a first-year experience course for new students
- Implemented meta-majors focused student orientation
- Piloted corequisite remedial courses
- Scaled meta-major assignments across general studies courses
- Developed new strategic plan for 2017-2022 that reflected the college's shift to guided pathways

Spring 2017
- Held transfer summit
- Held Humanities/Fine Arts Summit
- AL Community College System Chancellor created College Readiness Task Force, led by WSCC president, to recommend curricular and placement reforms for state's community colleges

Fall 2017
- Completed mapping and established process for iterative updating of maps
- Implemented first-year experience course at scale and with modules on meta-majors and embedded success coaches

Summer 2018
- Established Teaching and Learning Academy for adjuncts

Fall 2018
- Implemented multiple measures placement process (done statewide, led by WSCC)
- Implemented corequisite remedial coursework at scale

Spring 2019
- Implemented yearlong course schedule
- Alabama adopted performance (outcomes) based funding

2020

Fall 2019
- All Alabama colleges will have begun to implement College Readiness Task Force recommendations
- Alabama plans to implement math pathways at WSCC and statewide

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Timeline and Strategies for Leading Guided Pathways Redesigns

Pathways implementation

Laying the Groundwork for Whole-College Redesign

2+ Years Prior to Pathways

- Build awareness that college creates barriers to student success and that only large-scale, cross-college reforms will remove them
- Build a culture of data-informed practice
- Reorganize decision-making roles and structures to facilitate broad engagement in planning and implementing improvements
- Foster individual accountability for contributing to the college's goals for student success
- Encourage creativity and experimentation in developing strategies to improve student success
- Provide time and support for collaborative planning and professional development

Introducing Guided Pathways to the College Community

Starting in Year 1

- Make the case for guided pathways by showing how a lack of clear program paths and supports hurts students
- Communicate a guiding vision for the reforms
- Cultivate a shared understanding of guided pathways through college-wide in-person meetings and virtual communication
- Allow time for reflection and deliberation
- Present guided pathways as a framework for aligning and enhancing existing student success efforts

Supporting Collaborative Planning and Implementation

Starting in Years 2 – 3

- Support cross-functional leadership and collaboration to plan and implement pathways
- Engage faculty and staff from across divisions in mapping program pathways to good jobs and transfer in a major
- Ask staff and faculty to map the entire student experience—both the status quo and what it should be
- Identify and support change leaders throughout the college

Sustaining and Institutionalizing Student Success Reforms

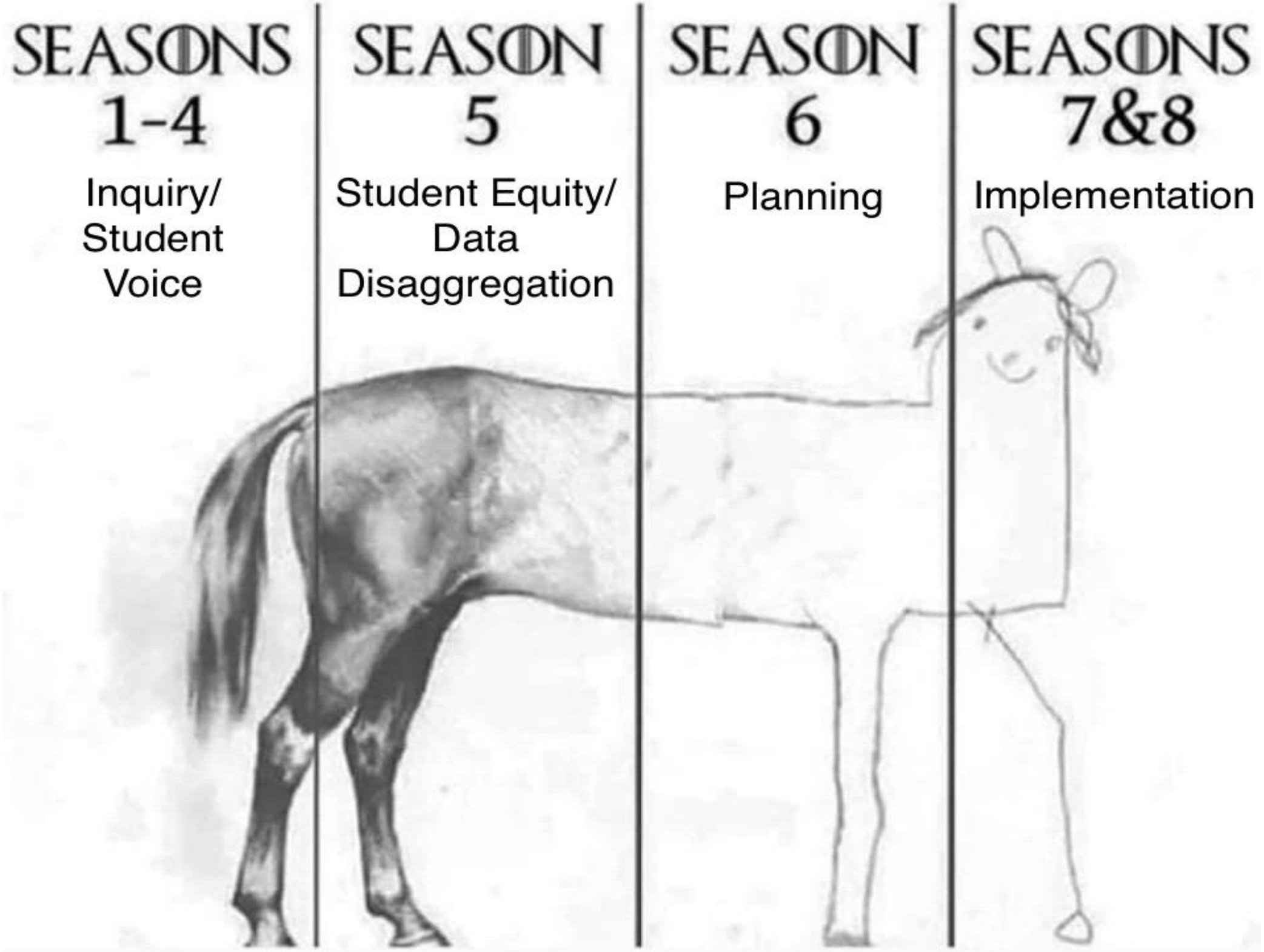
Starting in Years 4+

- Take time to celebrate wins, reflect on progress, and plan next steps
- Reallocate and align resources to help scale and sustain effective practices
- Ensure that employee hiring, onboarding, and promotion practices support a culture focused on improving success for all students

Source: Jenkins, Lahr et al., *Redesigning Your College Through Guided Pathways: Lessons on Managing Whole-College Reform From the AACC Pathways Project*, CCRC, 2019.

Lessons on Leading College Transformation

- Redesigning colleges on guided pathways model is **a big technical challenge, but even bigger cultural one**
- Effective leaders lay the groundwork: a) engage stakeholders across college in examining **barriers the college creates** to student success, b) **develop vision and goals** for improving experience for all students; c) **empower teams to plan and design innovations at scale**
- Critical importance to implementation of well-managed cross-functional teams
- Critical importance to redesign of broad engagement in **program and student experience mapping** (status quo and desired)
- Challenge: **creating time and resources** for reflection, design, planning, professional development and evaluation
- Challenge: **sustaining and institutionalizing innovation** in face of turnover, uncertain policy/fiscal environment; exhaustion


SEASONS 1-4
Inquiry/ Student Voice
SEASON 5
Student Equity/ Data Disaggregation
SEASON 6
Planning
SEASONS 7&8
Implementation

Guided Pathways Guiding Questions

- Does every program lead to: a) a livable-wage job (with clear paths to further education), or b) transfer with junior standing in the student's field of interest?
- How do we help new (and dual enrollment) students explore interests, choose a program that is a good fit, and develop a full-program plan?
- How do we ensure that every entering student has a "light the fire" learning experience in a field of interest in term 1?
- How can we monitor students' progress to make sure they stay on plan?
- How can we schedule classes so that students can take the courses they need to advance on their plans when they need them?
- How do we ensure that all students gain program-relevant experience?
- How can we enable more underrepresented students to enroll and complete programs leading to higher-opportunity outcomes?

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Thank you!

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Findings from new CCRC causal analysis of Tennessee corequisite remediation

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REPORT | SEPTEMBER 2018

Building Guided Pathways to Community College Student Success

Promising Practices and Early Evidence From Tennessee

Davis Jenkins | Amy E. Brown | John Fink | Hana Lahr | Takeshi Yanagiura

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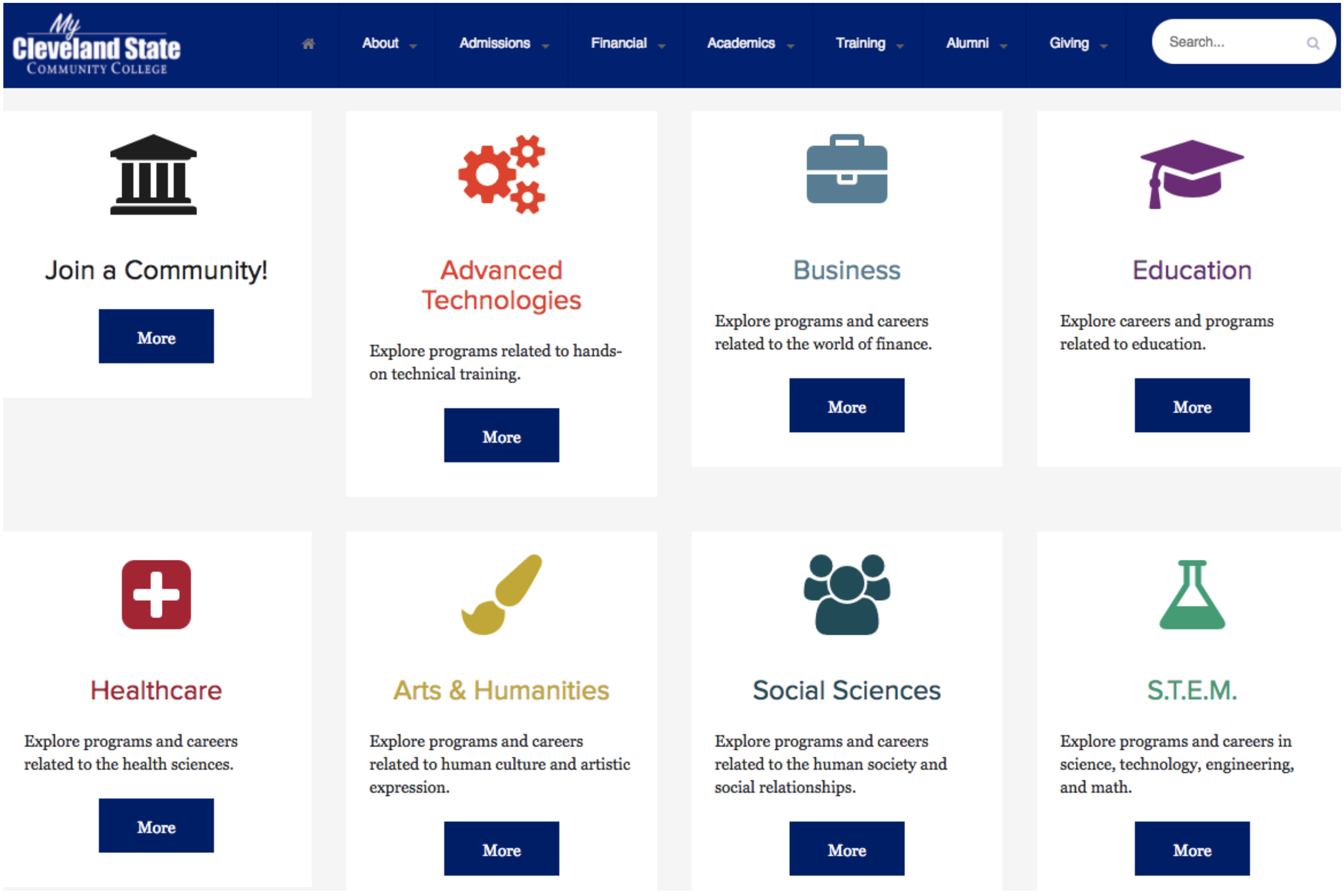
Tennessee "Momentum" Practices

- ✓ Map all programs to career outcomes; include the "right" math on each map
- ✓ Redesign intake experience to help students explore, choose a major or focus area, develop full-program plan
- ✓ Require students with ACT of 13-18 to take "corequisite" math (aligned with math pathway), writing and/or reading
- ✓ Require students with ACT below 13 to develop learning plan and give them intensive support
- ✓ Increase exposure of all students to high-impact teaching practices

Cleveland State Community College (TN)



Elementary Education (K-5)

Transfer Teaching, Elementary Education (K-5)

Associate of Science in Teaching

A day in the life

Elementary education requires patience, creativity and a passion for helping students learn. Teachers are on their feet a lot and spend hours outside the classroom preparing lessons. Few professions are as rewarding.

Three reasons to consider this program.

EDU 101	Introduction to Teaching	EDU 111	Intro to Education of Exceptional Childr...	GEOG 2010	World Regional Geography	EDU 211	Educational Psychology
ENGL 1010	Composition I	ENGL 1020	Composition II	ENGL 2110	Survey of American Literature I	HIST 2020	Survey of US History II
MATH 1530	Introductory Statistics	BIOL 1110	General Biology I	HIST 2010	Survey of US History I	POLS 1030	American Government
SPCH 1010	Fundamentals of Speech	ARTH 1030	Art Appreciation	MATH 1420	Problem Solving Geometry	MSC 1012	Introduction to Physical Science
		MATH 1410	Number Concepts/Algebra Structures	GEOL 1040	Physical Geology		Humanities Elective

1st Fall

- Sept — EDU Advising Session
- Oct — See Coach/Advisor; FAFSA
- Nov — Register

1st Spring

- Feb — EDU Advising Session; Decide Transfer Institution
- Mar — See Coach/Advisor
- Apr — Register

2nd Fall

- Sept — Apply to Graduate; EDU Advising session
- Oct — See Advisor; Praxis Core workshop; FAFSA
- Nov — Praxis Core; Apply institution; Register

2nd Spring

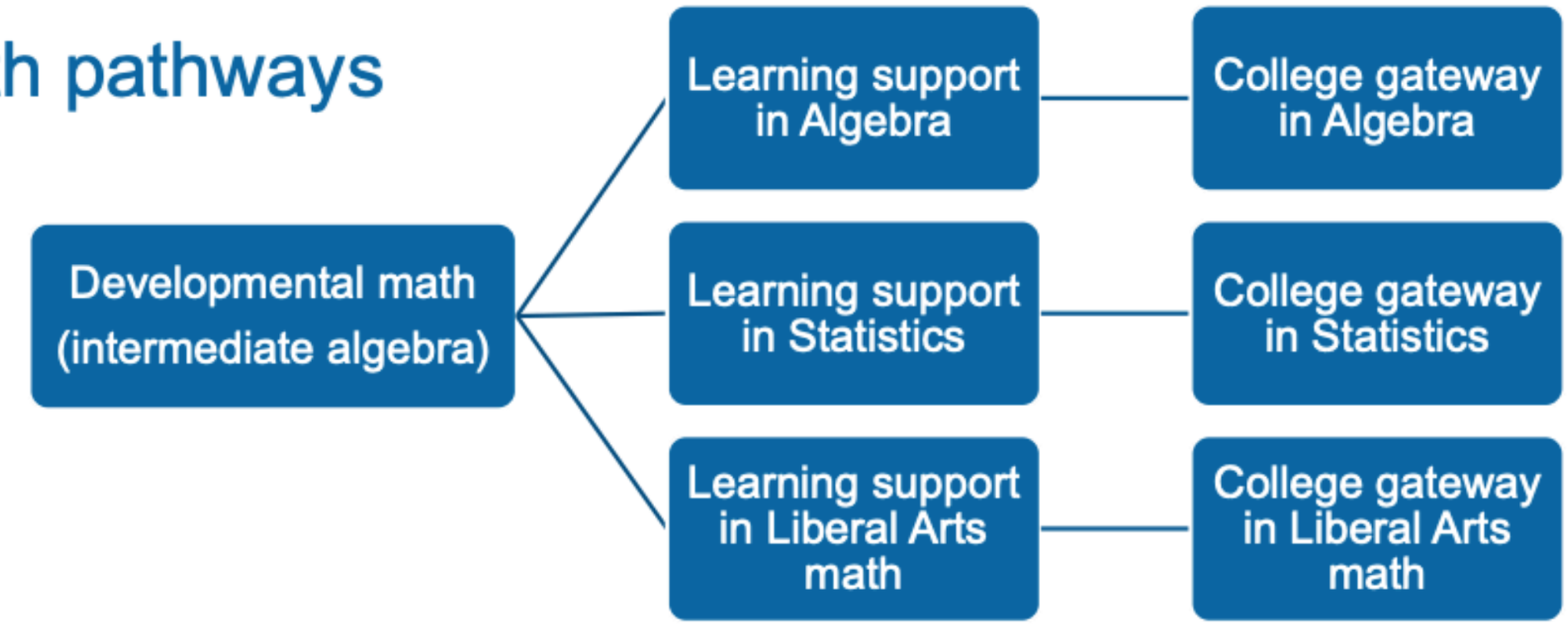
- Feb — EDU Advising Session; Praxis Core workshop; Retake Praxis Core
- Mar — Exit exam; Dispositions Due

Key Course: program faculty have identified this course as key to your success
Recommended Elective: check catalog for other acceptable courses
This map assumes completion of course prerequisites

Tennessee co-requisite reform context

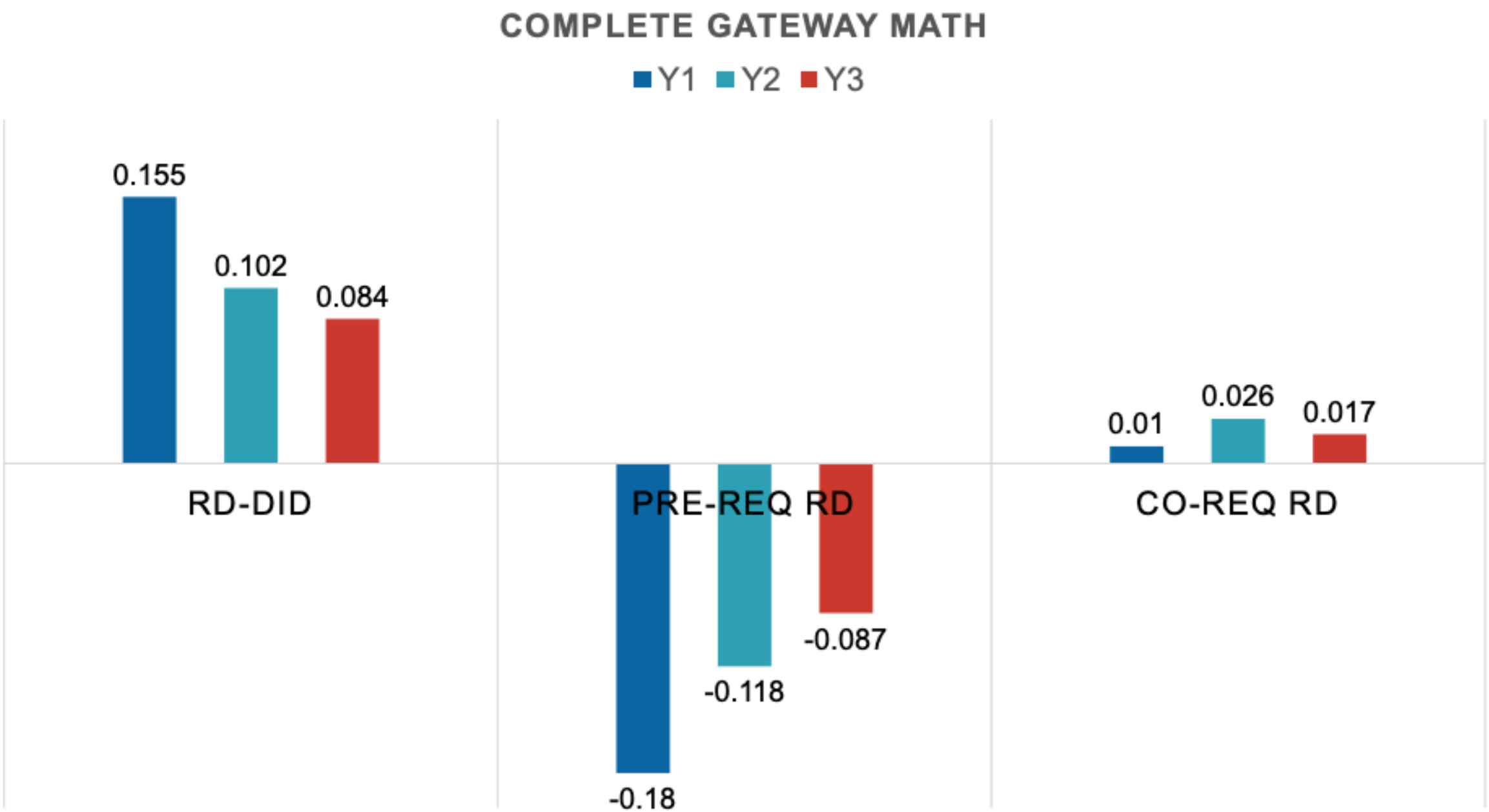
- Timeline
  - Before 2015: pre-requisite design (+ co-requisite pilot)
  - At scale in 2015: 10 institutions
  - At scale after 2015: 3 institutions
  - Some variations in writing/reading versus math

- Math pathways



Ran, F. X., Lin, Y. (Forthcoming). Better Together? The effect of co-requisite remediation in TN Community Colleges.

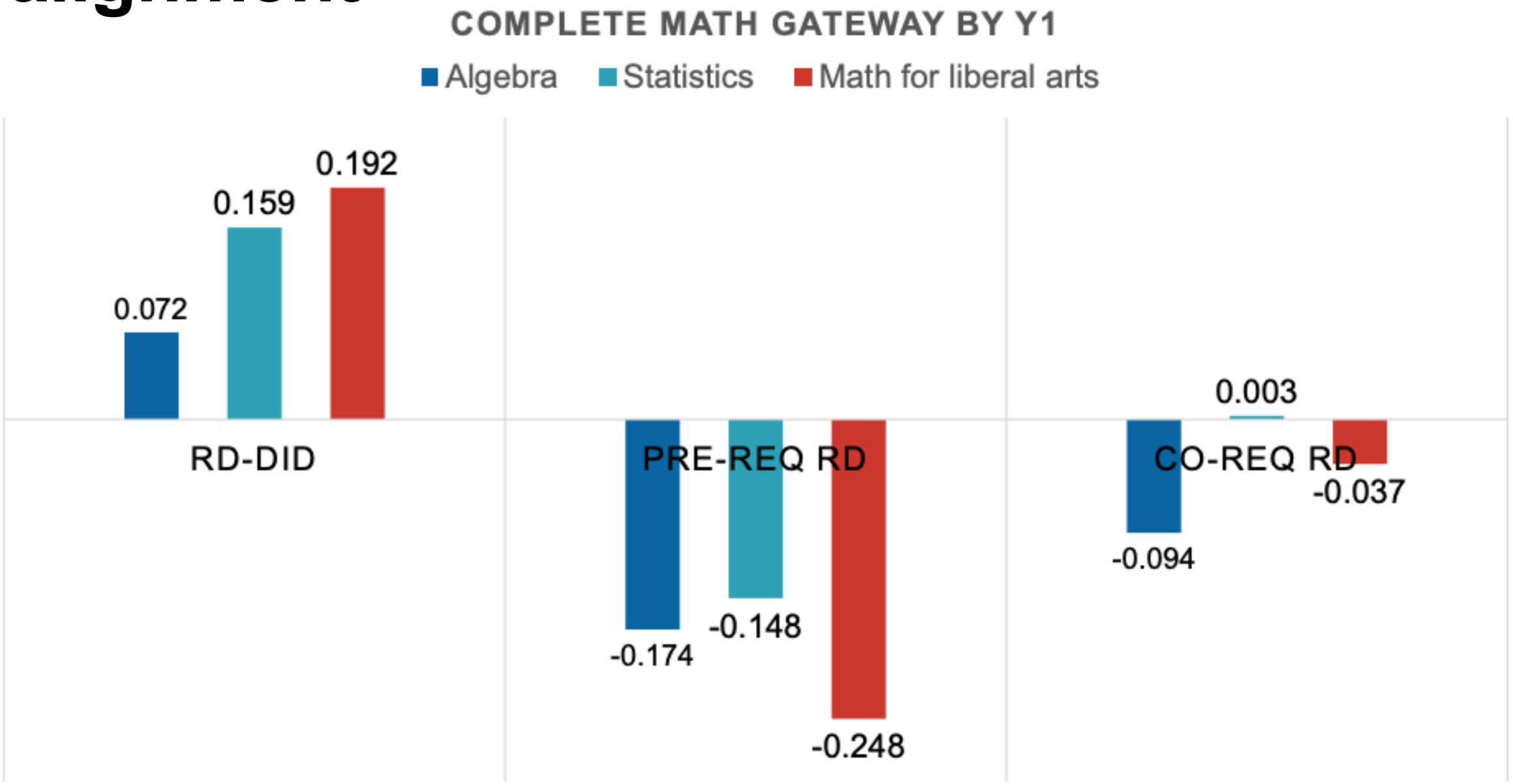
Large impacts on gateway completion



All coefficients of RD-DID and pre-req RD are significant at 1% level; coefficients on co-req RD are not significant.

Ran, F. X., Lin, Y. (Forthcoming). Better Together? The effect of co-requisite remediation in TN Community Colleges.

Math results are driven by pathway alignment

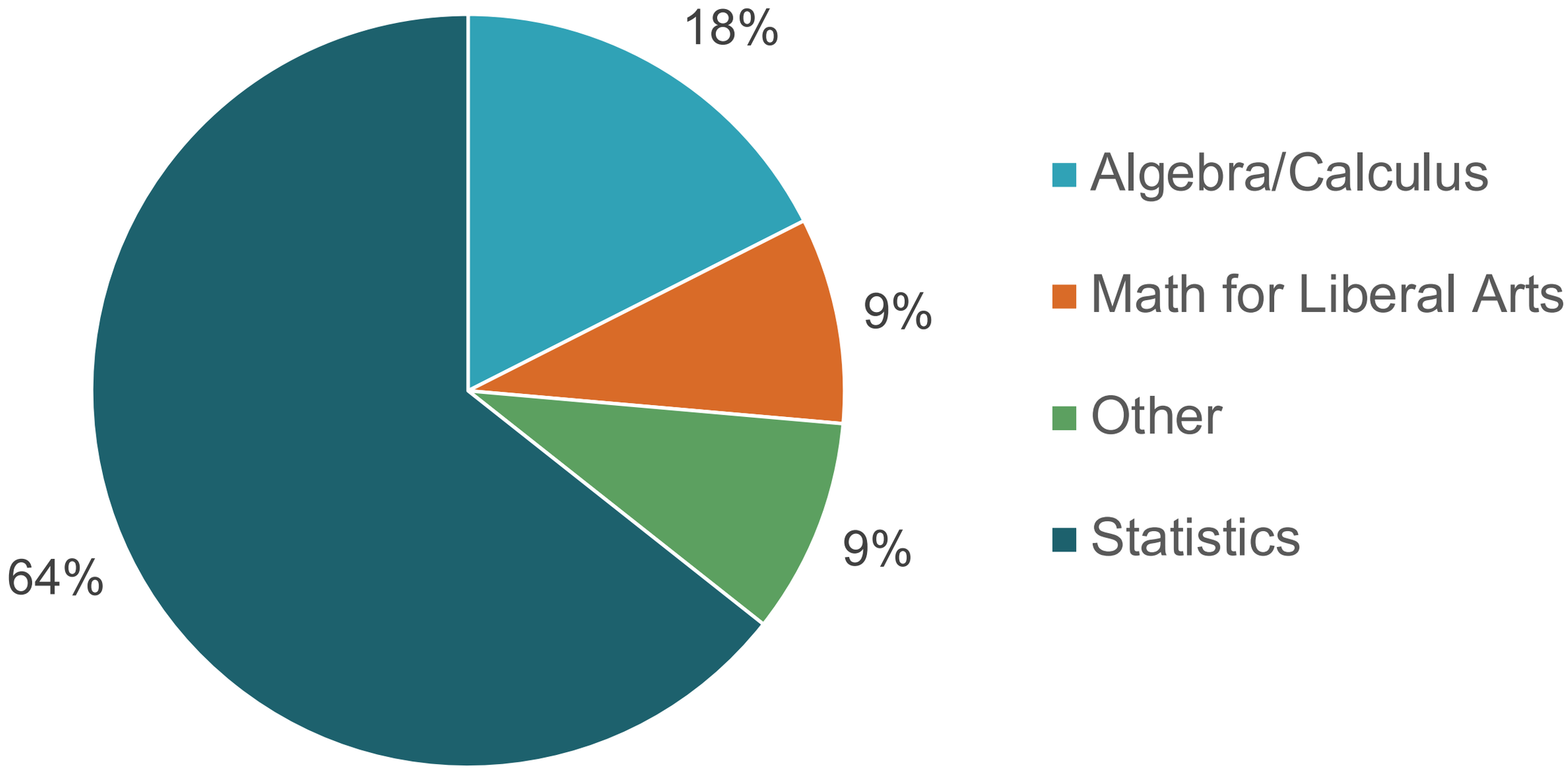


Coefficients for RD-DID for statistics and math for liberal arts are significant; all coefficients for pre-req RD are singificant

Ran, F. X., Lin, Y. (Forthcoming). Better Together? The effect of co-requisite remediation in TN Community Colleges.

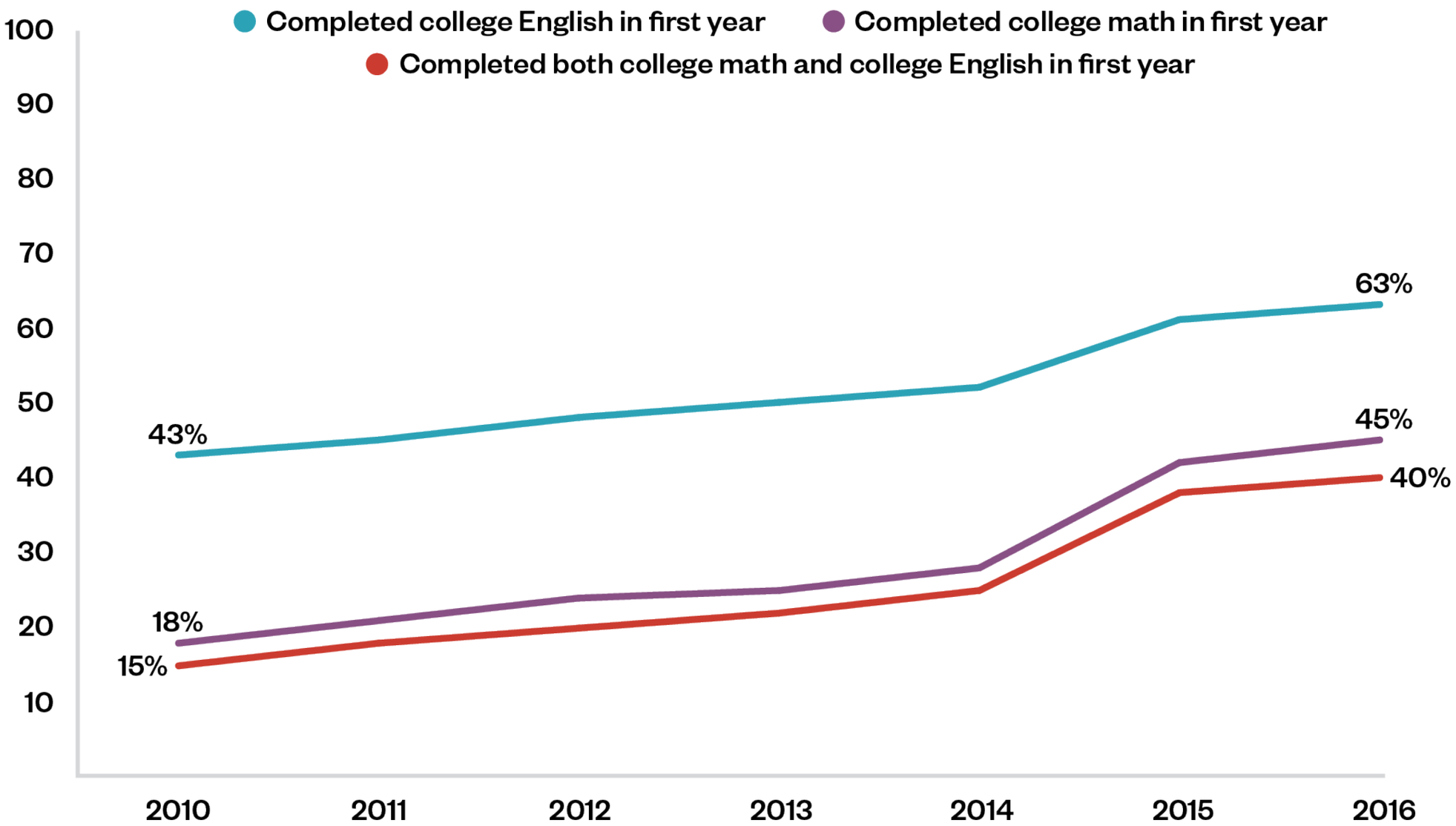
Program-Aligned Math Pathways

Math Courses Taken by First-Time College Students: Tennessee Community Colleges, Fall 2016



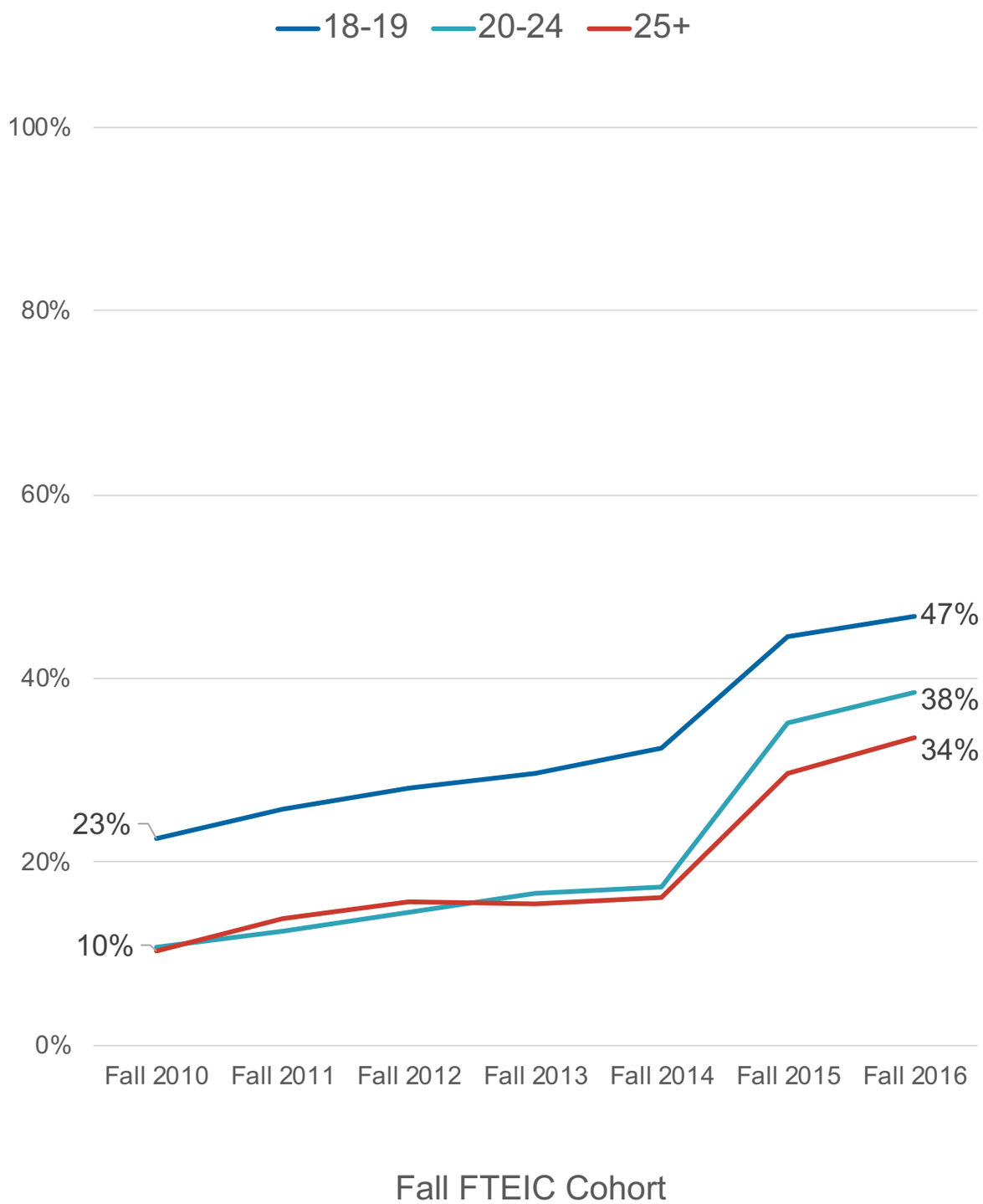
Source: CCRC Analysis of Tennessee Board of Regents data. N = 18,956.

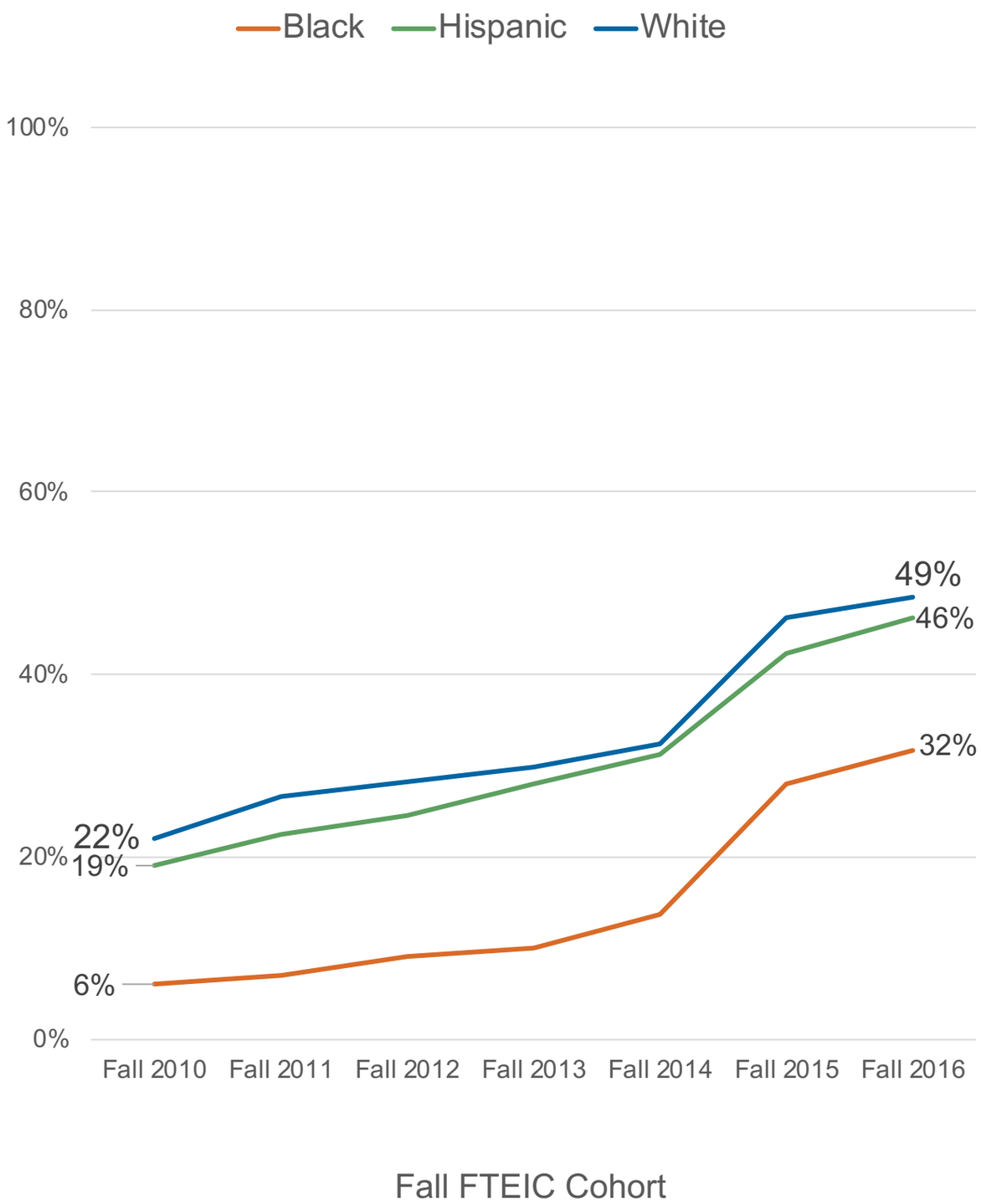
TN CCs: First-Year Gateway Course Completion



Source: CCRC Analysis of TBR Data

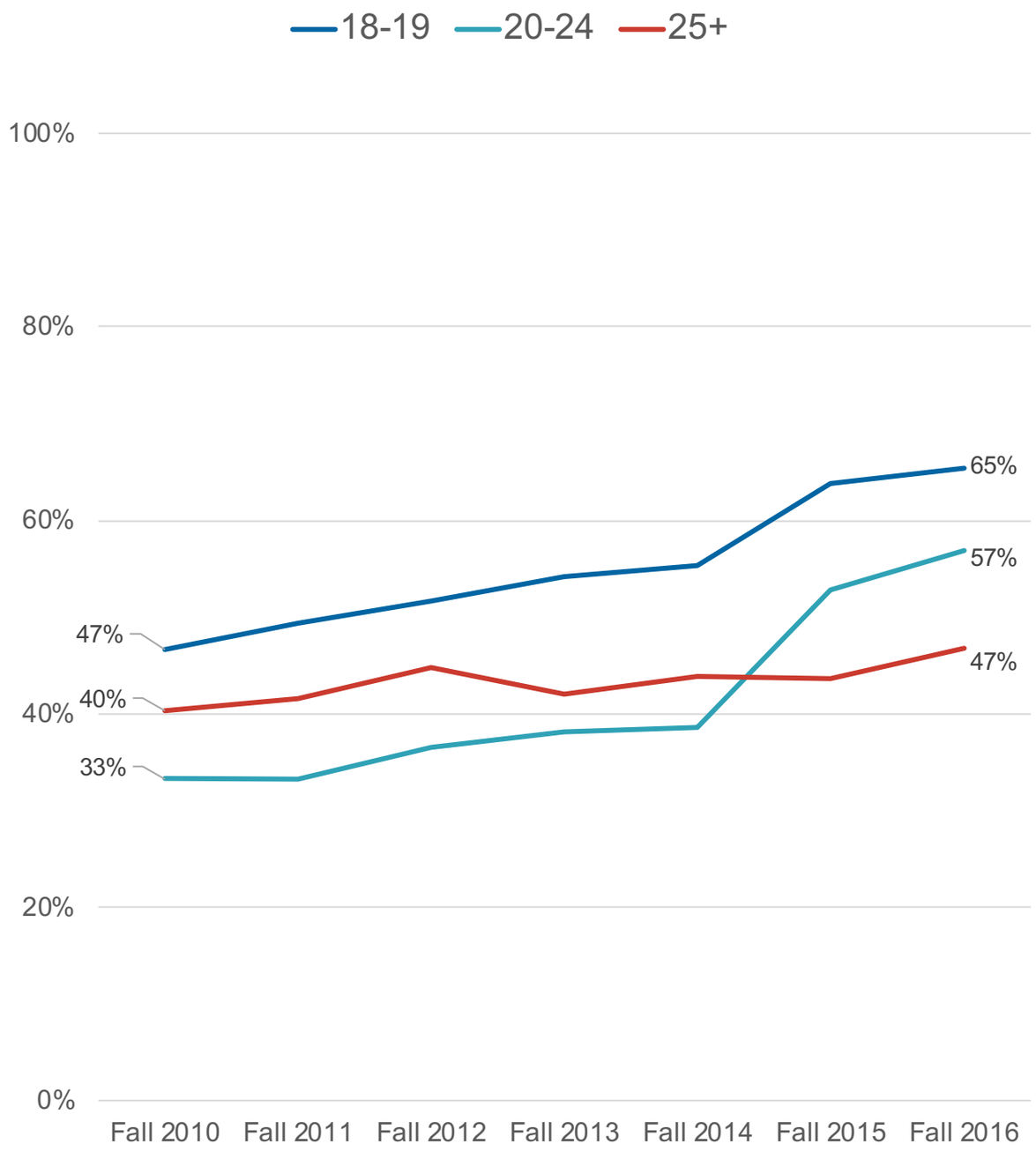
TBR CCs: Passed college math in year 1, by Age Groups and Race

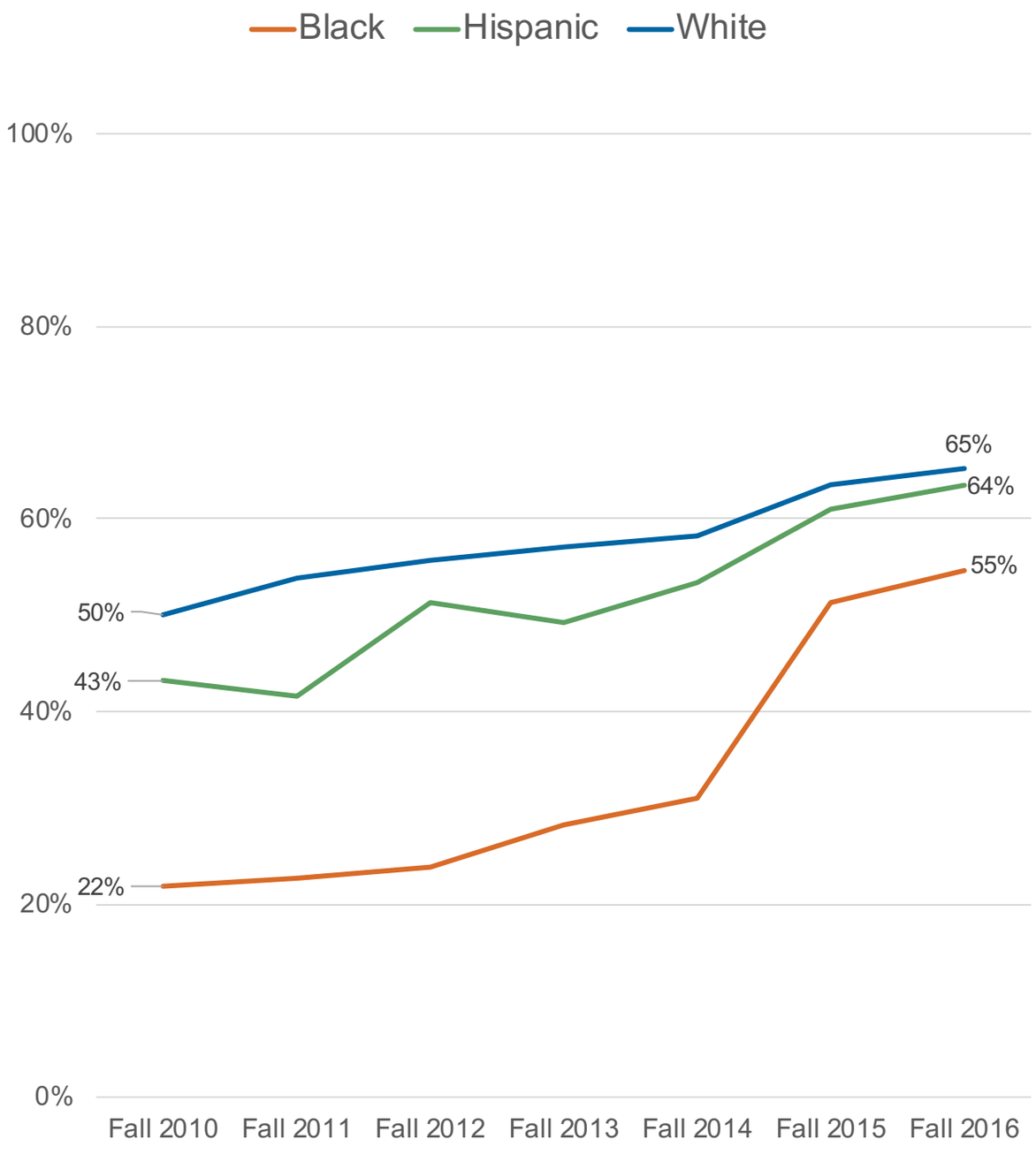




Source: CCRC Analysis of TBR Data

TBR CCs: Passed college English in year 1, by Age Groups and Race





Source: CCRC Analysis of TBR Data

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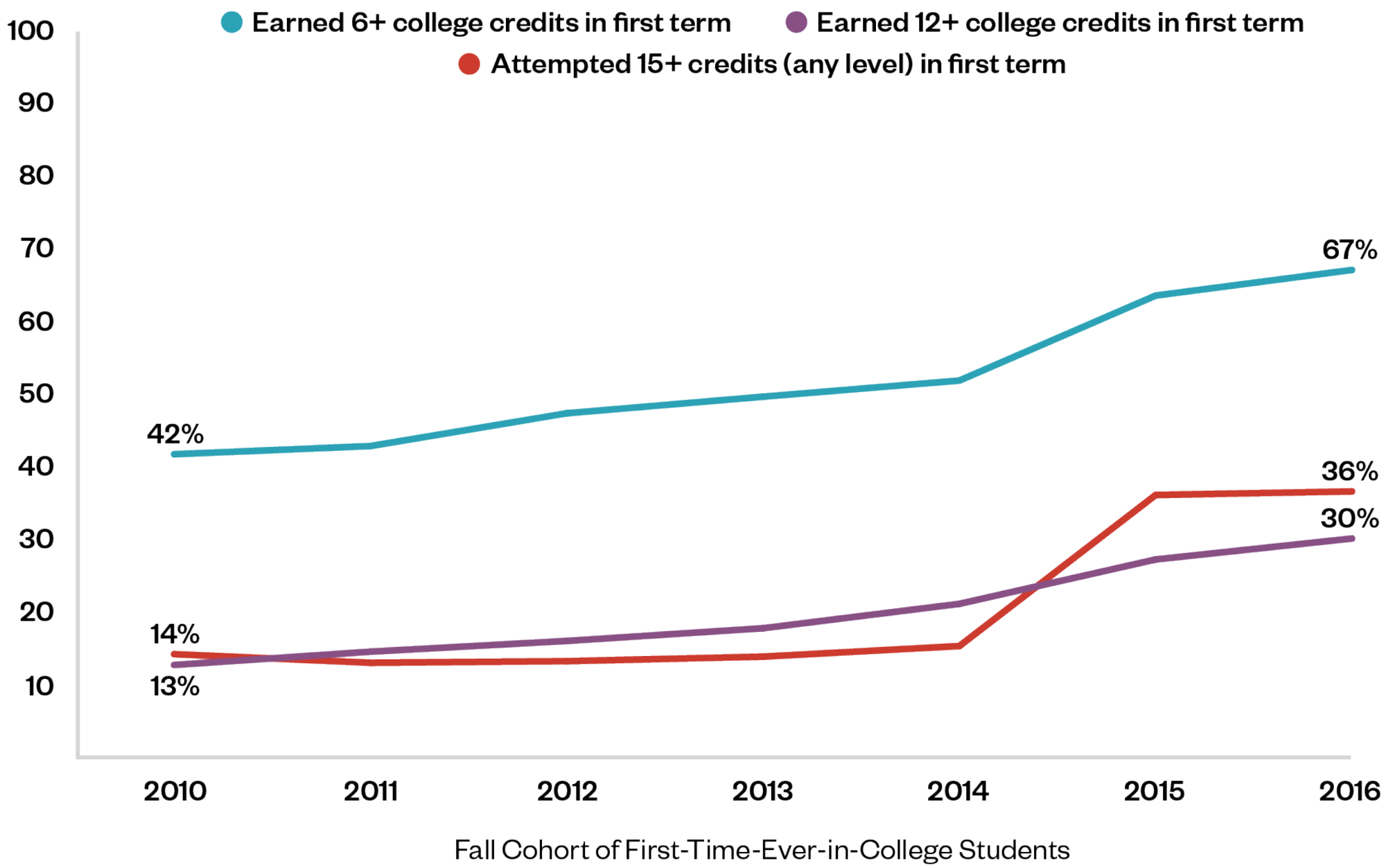
TN CCs: First Term Credit Momentum KPIs



Source: CCRC Analysis of TBR Data

TN Coreq Evaluation Takeaways

1) Corequisite model results in much higher rates of passing college-level Enlish and math (compared to previous modular “emporium” approach)*
2) Benefit of learning support small on average; biggest benefit is starting students in college-level courses
3) For math, biggest effect is guiding students into math pathway aligned with students’ program of interest
4) Co-req students perform well in subsequent courses in math and English sequences, but not more likely to earn more credits or graduate in three years
5) System-wide scale implementation of corequisite and math pathways facilitated by broader whole-college redesign of program pathways, intake and advising on through TBR’s “momentum” reforms (which follow the Guided Pathways model)

* These findings apply to students near the ACT “cut-off,” not to students who score much lower.

TN Coreq Evaluation Implications

1) It's not so much that learning support helps students, but starting them in a pre-college, pre-requisite sequence hurts them
2) One reason for poor performance by community college students in math is the practice of putting all or most students into an algebra pathway
3) More work is needed to understand if coreq is effective for very poorly prepared students (although TBR found weak correlation between ACT scores and success in co-req)
4) Reason so few colleges have failed to implement math pathways at scale is that they have not implemented changes in intake and advising to help students explore options from the start and choose an initial program direction (and develop a plan) early on
5) Co-req by itself is unlikely to improve overall student success (which is not surprising, given that we're talking about 2 courses here); rather broader changes are needed to programs, instruction and on-going support