Agenda for the Day

• Equity, Economic Mobility and the Case for Change

• Exploring the Guided Pathways Model and Examples from Colleges Farther Down the Path

• Guided Pathways Demystified / Questions about Guided Pathways

• Guided Pathways at Los Rios: Design Principles and the Path Forward

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Building Urgency & Making the Case for Change: Momentum Metrics at Los Rios
Economic Mobility & Higher Education: The Equality of Opportunity Project
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 impt. - 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

Percent of Students

Parent Income Quintile

Top 1%: 70.3%
Income Quintile 1: 3.0%
Income Quintile 2: 5.3%
Income Quintile 3: 8.1%
Income Quintile 4: 13.2%
Income Quintile 5: 15.4%
Parent Income Distribution by Percentile
Ivy Plus Colleges

Note: “Ivy Plus” = Ivy League, Chicago, Stanford, MIT, Duke
14.5% of students from top 1%

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14.5% of students from top 1%

13.5% of students from bottom 50%
14.5% of students from top 1%

More students from the top 1% than the bottom 50%

13.5% of students from bottom 50%
Probability of attending an elite private college is **77 times** higher for children in the top 1% compared to the bottom 20%.

- 14.5% of students from top 1%
- 3.8% of students from bottom 20%
3.8% of students from bottom 20%

14.5% of students from top 1%
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

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

Harvard University
UC Berkeley
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

Harvard University
UC Berkeley
SUNY-Stony Brook
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

- Harvard University
- UC Berkeley
- SUNY-Stony Brook
- Glendale Community College

Percent of Students

Parent Income Quintile

1 2 3 4 5

Percent of Students

0 10 20 30 40 50 60 70 80

At Selected Colleges

- Harvard University
- UC Berkeley
- SUNY-Stony Brook
- Glendale Community College
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

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Guided Pathways, Equity & For-Profit Institutions
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...

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Building Urgency & Making the Case for Change: Momentum Metrics at Los Rios Colleges
Start with the End in Mind

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- 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
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 / 1st Year
Early Momentum Matters

Early Momentum Metrics: Why They Matter for College Improvement

By Dan Gold 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 in graduation rates and improvements in graduation rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But for working to reform college practices to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

Here, 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 what, if anything, we are working. If we are our first indication of near-term progress that predicts long-term success, then we can gauge the effectiveness of the reforms much earlier. While near-term progress does not guarantee long-term success, it is unlikely that long-term success will occur if near-term measures are ignored.

Several, well-designed near-term measures are not only valuable for the purpose of evaluating them also continuously help to sustain improvements and adjustments to 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 the students’ time and money, lack of progress or the first year can lead to increases in difficulties in transfer, and decreased chances of program completion. An examination of five-year improvements on measure college to reduce this practice that creates 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 indicators that collapse to any particular importance for successfully building the foundation for student success. These measures are valuable individually, and 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.
Los Rios Colleges & State Average Credit Threshold Attainment in 1st Term

6+ CL UNITS IN 1ST TERM

- American River: 33%
- Cosumnes River: 42%
- Folsom Lake: 51%
- Sacramento City: 24%
- CA Avg: 40%

12+ CL UNITS IN 1ST TERM

- American River: 9%
- Cosumnes River: 13%
- Folsom Lake: 21%
- Sacramento City: 8%
- CA Avg: 13%
Los Rios Colleges & State Average Credit Threshold Attainment in 1st Year

<table>
<thead>
<tr>
<th>Units in 1st Year</th>
<th>American River</th>
<th>Cosumnes River</th>
<th>Folsom Lake</th>
<th>Sacramento City</th>
<th>CA Avg</th>
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</thead>
<tbody>
<tr>
<td>15+ CL UNITS</td>
<td>22%</td>
<td>29%</td>
<td>37%</td>
<td>30%</td>
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</tr>
<tr>
<td>24+ CL UNITS</td>
<td>16%</td>
<td>10%</td>
<td>17%</td>
<td>6%</td>
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</tr>
<tr>
<td>30+ CL UNITS</td>
<td>8%</td>
<td>6%</td>
<td>13%</td>
<td>3%</td>
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Los Rios Colleges:
- American River
- Cosumnes River
- Folsom Lake
- Sacramento City

State Average:
- CA Avg
Los Rios Colleges & State Average Passing CL Math & English in Year One

<table>
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<tr>
<th></th>
<th>American River</th>
<th>Cosumnes River</th>
<th>Folsom Lake</th>
<th>Sacramento City</th>
<th>CA Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS CL ENGLISH YEAR ONE</td>
<td>21%</td>
<td>22%</td>
<td>28%</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>PASS CL MATH YEAR ONE</td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
<td>5%</td>
<td>10%</td>
</tr>
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</table>
Los Rios Colleges & State Average Persistence & Course Pass Rate

FALL-TO-SPRING PERSISTENCE
- American River: 64%
- Cosumnes River: 67%
- Folsom Lake: 69%
- Sacramento City: 46%
- CA Avg: 74%

TERM 1 COURSE COMPLETION RATE
- American River: 75%
- Cosumnes River: 70%
- Folsom Lake: 76%
- Sacramento City: 79%
- CA Avg: 74%
Guided Pathways Overview
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 and 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.
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. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.

PLANNING

**ESSENTIAL CONDITIONS**
Make sure the following conditions are in place — prepared, mobilized, and adequately resourced — to support the college’s large-scale transformational change:
- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data

**PREPARATION/AWARENESS**
Understand where you are, prepare for change, and build awareness by:
- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers

**SUSTAINABILITY**
Commit to pathways for the long term and make sure they are implemented for all students by:
- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

**CLARIFY THE PATHS**
Map all programs to transfer and career and include these features:
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

**HELP STUDENTS GET ON A PATH**
Require these supports to make sure students get the best start:
- Use of multiple measures to assess students’ needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

**EARLY OUTCOMES**
Measure key performance indicators, including:
- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway 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
- Rates of college-level course completion in students’ first academic year
- Equity in outcomes

**HELP STUDENTS STAY ON THEIR PATH**
Keep students on track with these supports:
- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

**ENSURE STUDENTS ARE LEARNING**
Use these practices to assess and enrich student learning:
- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

**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.

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCI), and Public Agenda.
Essential Pathways Practices

- Organize programs into “meta-majors,” map programs to career-path jobs and transfer in majors
- Help all students explore career/academic options and develop a full-program plan by end of term 1
- Make schedules and monitor progress based on students’ plans
- Integrate academic support into college program gateways
- Integrate experiential learning into every program
- Build pathways into high schools, starting with dual enrollment
“We are Already Doing It”
(Don’t Need Another State or National Initiative)

What I Knew

- We provide all students what they want, when they want, where they want and how they want.
- Students, faculty, and staff understand how it is all connected.
- Students should have max flexibility, meaning can opt in or out (orientation, college success course, overriding placement results).
- Maximum choice provides maximum flexibility.
- Students use tutoring and coaching as they need it.
- Students reach out for help when need it (if you have it, they will come).
- Curriculum listed in catalog is sufficient direction to student.
- Students know what their goals are.
- We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income).
- Part-time student needs same as full-time students (children are little adults).
- Processes and services should be available and applied equally to all.

What I Know Now

- What we had was fragmented and informed by many varied beliefs and experiences (depended who you talk to or worked with).
- Default decision is to make no choice.
- What you think is obvious is not always obvious to others.
- To many, seeking help is an admission of failure.
- Natural tendency is accept failure, overestimate ability, or wait too long.
- Wrap around services part of business of education.

Equality ≠ Equity

"We are Already Doing It"
(Don’t Need Another State or National Initiative)
Find Out More

• NCII & CCRC websites:
  www.ncii-improve.com & ccrc.tc.columbia.edu

• Dr. Davis Jenkins, Sr. Research Fellow, CCRC
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• Dr. Rob Johnstone, Founder & President, NCII
  rob@ncii-improve.com
Find Out More

• NCII, AACC & CCRC websites:

  www.ncii-improve.com

  https://www.aacc.nche.edu/programs/aacc-pathways-project/

  ccrc.tc.columbia.edu