

# AACC Pathways 1.0 Project

*What CCRC is learning from our research*

Davis Jenkins, Hana Lahr, and John Fink

Community College Research Center  
Teachers College, Columbia University

AACC Structured Pathways Council

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## Recommendation 1 – Completion

### Increase completion rates by 50% by 2020

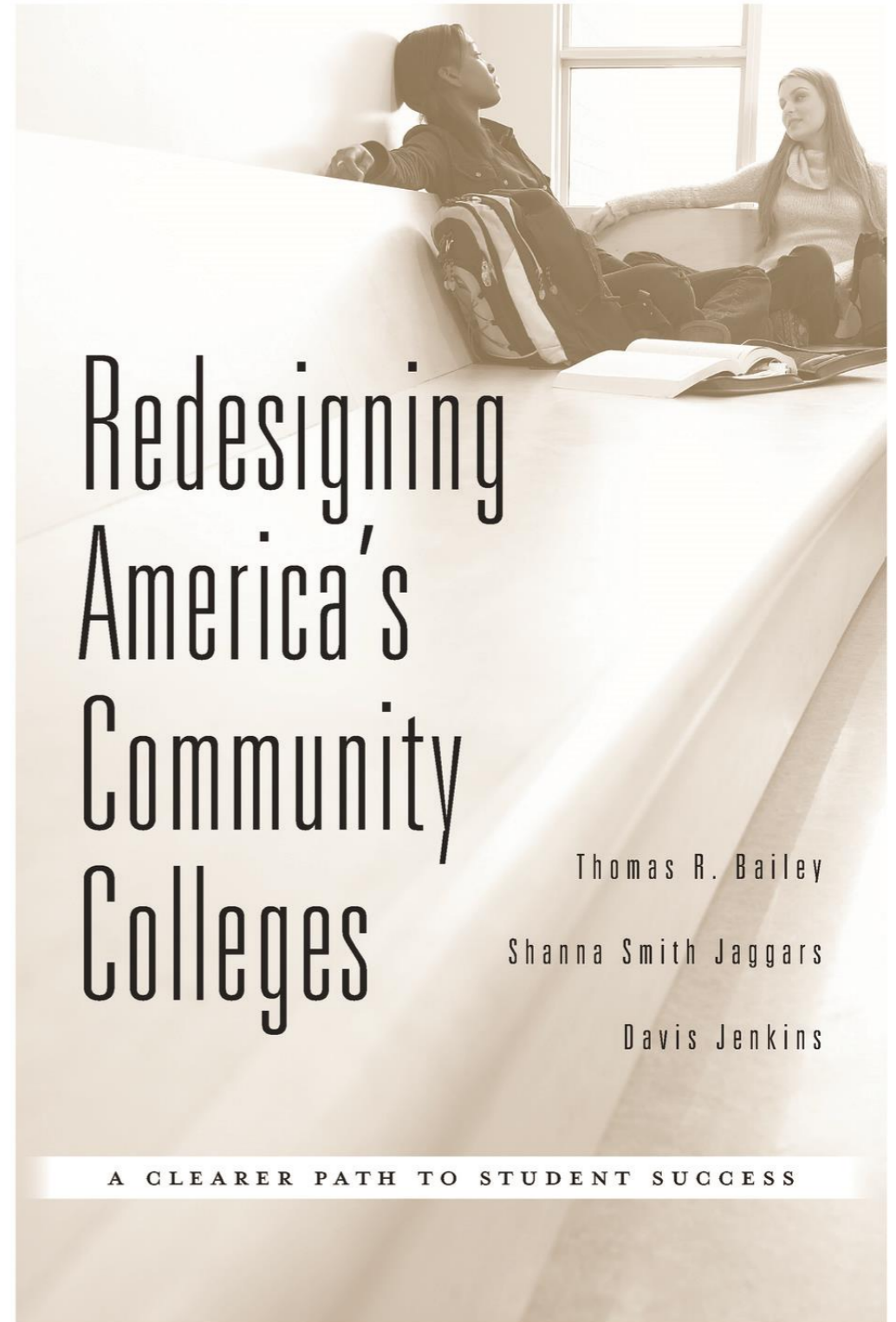
Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.

To meet the challenge of dramatically increasing college completion rates, community colleges will have to fundamentally redesign students' educational experiences.

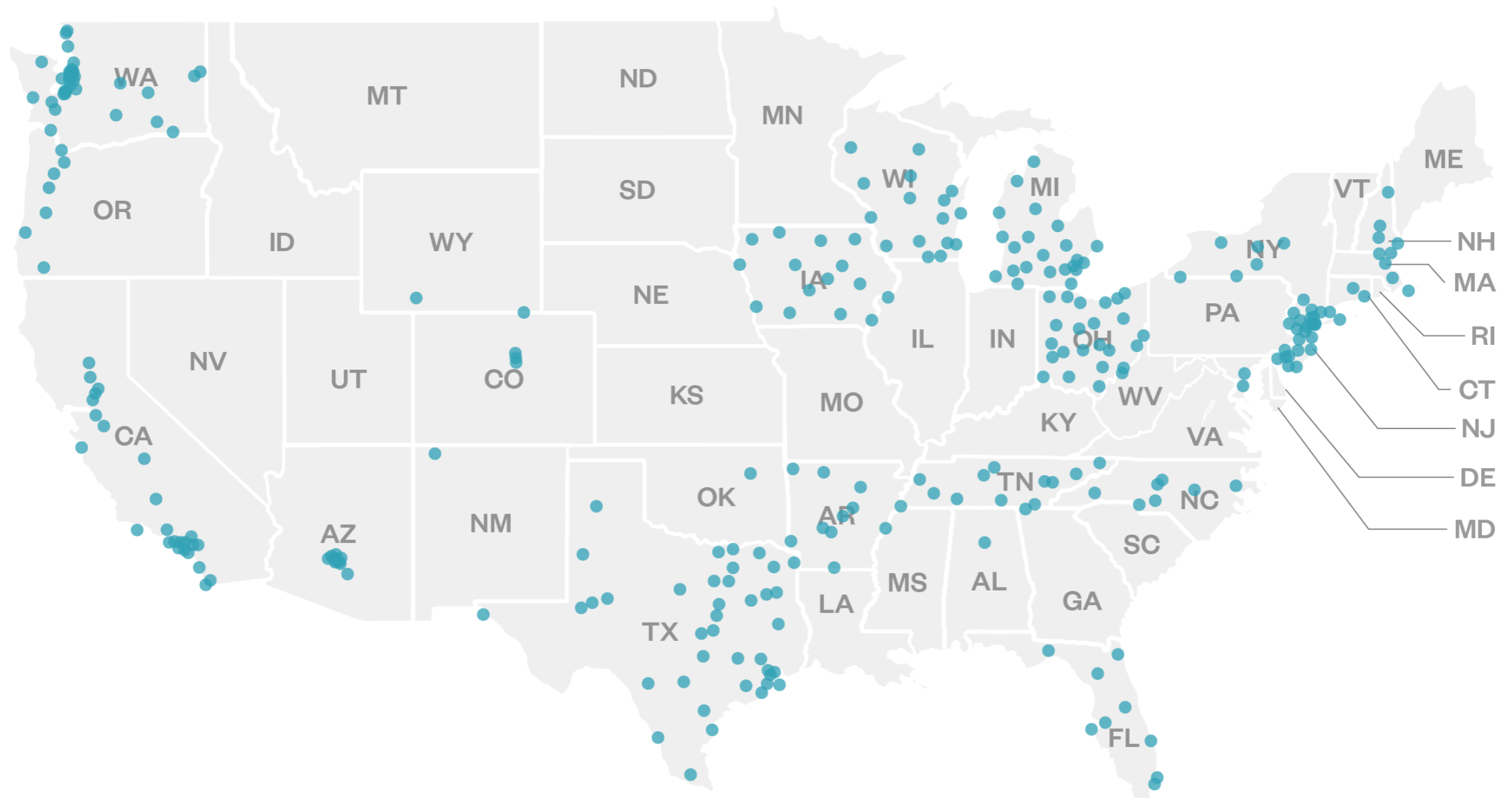
#### How Can Colleges Do This Work?

Advice to colleges focuses on six implementation strategies:

- **Publicly commit to explicit goals for college completion.** At the institution and state levels, articulate aggressive numeric goals, time frames, and the commitment to achieve equity in outcomes for a diverse student population.
- **Create pathways.** Construct coherent, structured pathways to certificate and degree completion, and then ensure that students enter a pathway soon after beginning college.
- **Expand prior learning assessments.** Maximize appropriate awards of college credits for prior learning, such as learning acquired through military service.
- **Devise completion strategies on both ends of the college experience.** Improve student outcomes in high-risk entry-level classes, such as college-prep algebra and college-level mathematics, and help students who have completed 30 credit hours take the final steps toward completion.
- **Establish guarantees for seamless transfer.** Advocate state policy that ensures transfer of designated courses, certificates, and degrees from community colleges to universities and monitors compliance.
- **Implement reverse transfer agreements.** Ensure that students who transfer before completing an associate degree are awarded credit toward community college credentials for courses completed at other community colleges and baccalaureate institutions.



# A National Movement: Colleges Implementing Guided Pathways



## What We Are Learning About Guided Pathways

### Part 1: A Reform Moves From Theory to Practice

By Davis Jenkins, Hana Lahr, John Fink, and Elizabeth Ganga

In their 2015 book, *Redesigning America's Community Colleges: A Clearer Path to Success*, CCRC researchers Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins argued that colleges needed to fundamentally redesign their programs and services in ways that create clearer, more educationally coherent pathways to credentials that in turn prepare students for success in the workforce and further education in fields of economic importance to their regions.

These “guided pathways” reforms address a fundamental problem with how community colleges are organized: Because these colleges were founded with the mission of providing broad access to higher education on attracting students with dozens or hundreds of programs. But students use their own devices to pick a course of study and piece together their schedules, creating confusing and incoherent class lists and program information. In these “cafeteria” models, a majority of students do not complete a credential, and even those who do spend time and money on courses that do not count toward a community college bachelor's degree. Advising and other supports are available, but students lack clear paths out, and the students who need these services most are often the least likely to use them. Students from educationally and economically disadvantaged backgrounds are disproportionately represented at community colleges, are often poorly prepared to navigate the college experience, which exacerbates equity gaps.

At their core, guided pathways reforms involve clearly mapping programs and sequences, progress milestones, and program learning outcomes so that students know what they need to do to prepare for a career and further education and training of interest. With program maps as guides, students are supported from the start of their college experience to explore career and academic options, choose a path of study, and develop a full-program educational plan. The program maps sin-

## What We Are Learning About Guided Pathways

### Part 2: Case Studies

By Davis Jenkins, Hana Lahr, John Fink, Elizabeth Ganga, Amy E. Brown, and Porshèa Patterson

Guided pathways reforms require colleges to rethink how they serve students. The case studies below examine how colleges are transforming their programs and support services by adopting pathways practices: meta-majors, career exploration, and advising. Colleges are participating in the American Association of Community Colleges Project, which is supporting more than 40 colleges nationwide in implementing pathways reforms at scale.<sup>1</sup>

### How Cleveland State Community College Is Using Meta-Majors

*Meta-majors* are clusters of programs in similar academic fields that help students and others to understand a college's offerings—its programs—and help students explore, choose, and plan a path of study. Meta-majors aligned with local and regional labor market needs are redesigning key aspects of the student experience, including first-year seminar courses, and academic advising. Meta-majors are emerging as a framework for marketing and recruitment, program improvement, and professional development.

Cleveland State Community College in Tennessee developed a model which it calls *career communities*, “from a student's perspective, we organized programs into seven clusters based on students' career and academic interests: technologies; arts and humanities; business; education; health science, technology, engineering, and math (STEM). As the college developed the communities, student services and institutional research staff gathered to get feedback about the clusters and ensure that the career communities were clear and useful.”

The college has organized its website around these career communities, making each community an icon and a color.<sup>2</sup> Students can browse the website by or by specific program. Career communities also have been used for materials. Welcome events, career fairs, and even commu-

## What We Are Learning About Guided Pathways

### Part 3: Timeline and Tips for Implementing Pathways Reforms

By Davis Jenkins, Hana Lahr, John Fink, and Elizabeth Ganga

Guided pathways reforms can take several years to implement at scale because they require a thoroughgoing redesign of a college's major functions, including:

- organizing programs into career-focused meta-majors to enhance student recruitment and exploration and program improvement;
- mapping clear paths to degrees, employment, and further education in collaboration with employers and universities;
- structuring advising to help students choose, enter, and complete a program of study;
- rethinking academic support to enable students to take and pass critical program courses in their first year of college; and
- training faculty and staff to facilitate these reforms.

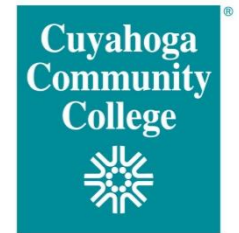
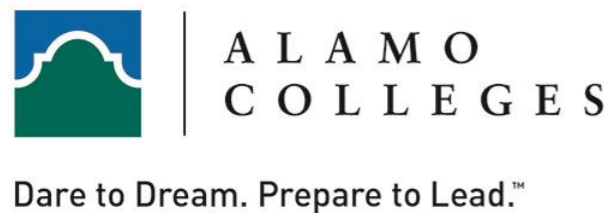
CCRC's research on the implementation of guided pathways has revealed that these reforms often follow a similar pattern of development. Figure 1 shows the general stages of this process and an approximate timeline. In colleges where we have seen substantial improvements in student progression and completion, these improvements became noticeable after colleges began to implement the essential elements of the model in concert with one another.

This visualization represents an idealized conceptualization of the process and timeline based on our observations of colleges that were early adopters of the pathways model. No college will follow these stages precisely as outlined here, and the process is much messier (and probably less linear) in practice.

**“In colleges where we have seen substantial improvements in student progression and completion, these improvements became noticeable after colleges began to implement the essential elements of the model in concert with one another.”**



# AACC Pathways Project Colleges



# **CCRC Research on AACCC Pathways 1.0**

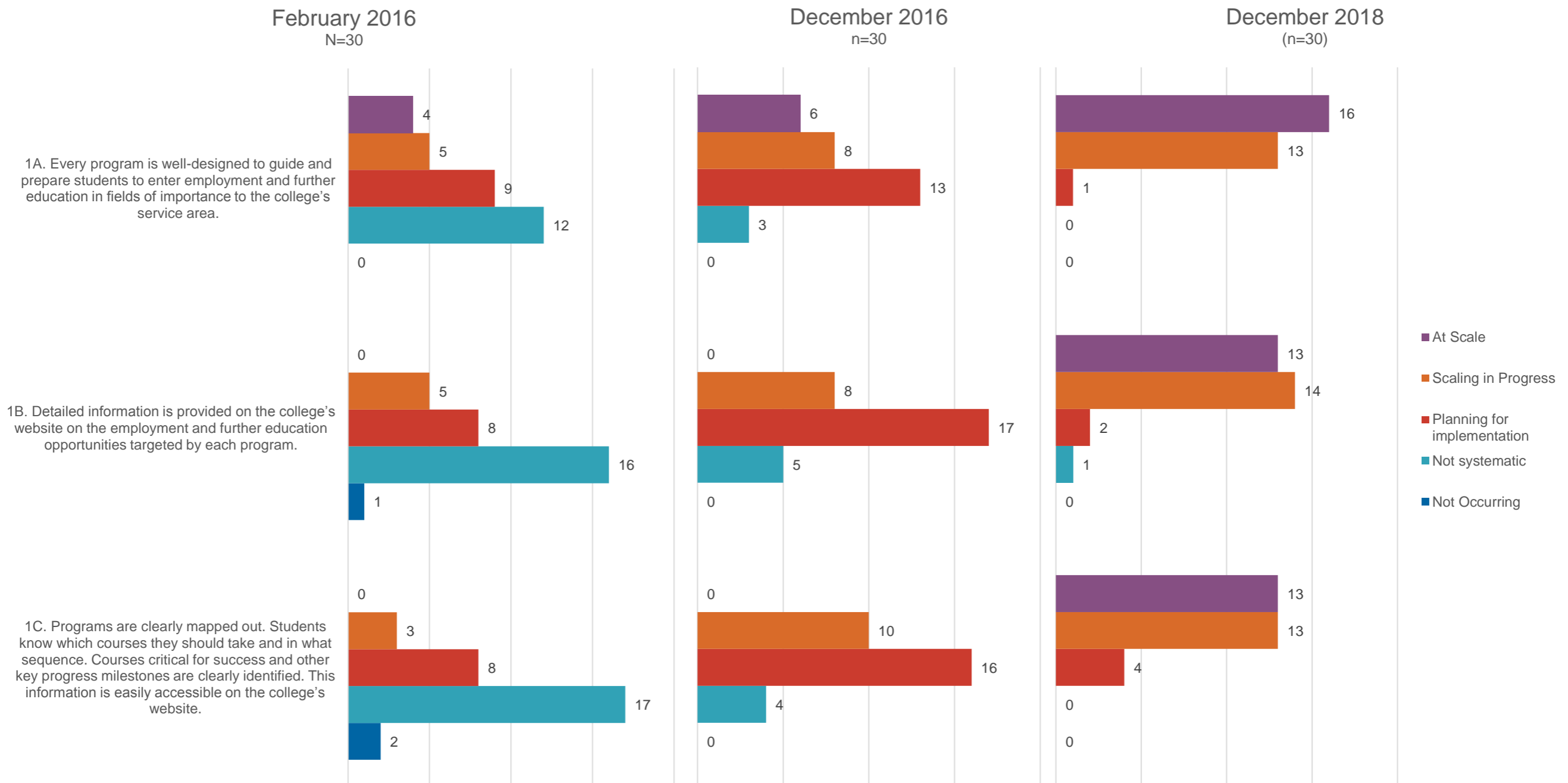
- **Scale of Adoption Assessment (SOAA)**
- **Fieldwork focused on Change Management for Guided Pathways**
  - Alamo Colleges (PAC and SAC)
  - Community College of Philadelphia
  - Cuyahoga Community College
  - Jackson College
  - Linn-Benton Community College
  - Prince George's Community College
  - San Jacinto College
  - Wallace State Community College
- **KPIs**
  - Request sent out in October 2018; submitted February 2019

***Scale of Adoption of Guided Pathways  
Practices by the Pathways 1.0 Colleges***

# GP Scale of Adoption Assessment (SOAA)

					Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
In	The Academic Success Initiative	1. M	2. H	3. K	b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning other active or applied learning activities that program faculty embed into coursework.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • <input type="text"/>  Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> • <input type="text"/>  <i>Timeline for implementing next steps:</i> • <input type="text"/>
					c. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • <input type="text"/>  Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> • <input type="text"/>  <i>Timeline for implementing next steps:</i> • <input type="text"/>
					d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • <input type="text"/>  Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> • <input type="text"/>  <i>Timeline for implementing next steps:</i> • <input type="text"/>
					e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • <input type="text"/>  Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> • <input type="text"/>  <i>Timeline for implementing next steps:</i> • <input type="text"/>
In	ar to	c.	d.	c.	f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> • <input type="text"/>  Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> • <input type="text"/>  <i>Timeline for implementing next steps:</i> • <input type="text"/>

# Area 1: Mapping Pathways to Student End Goals



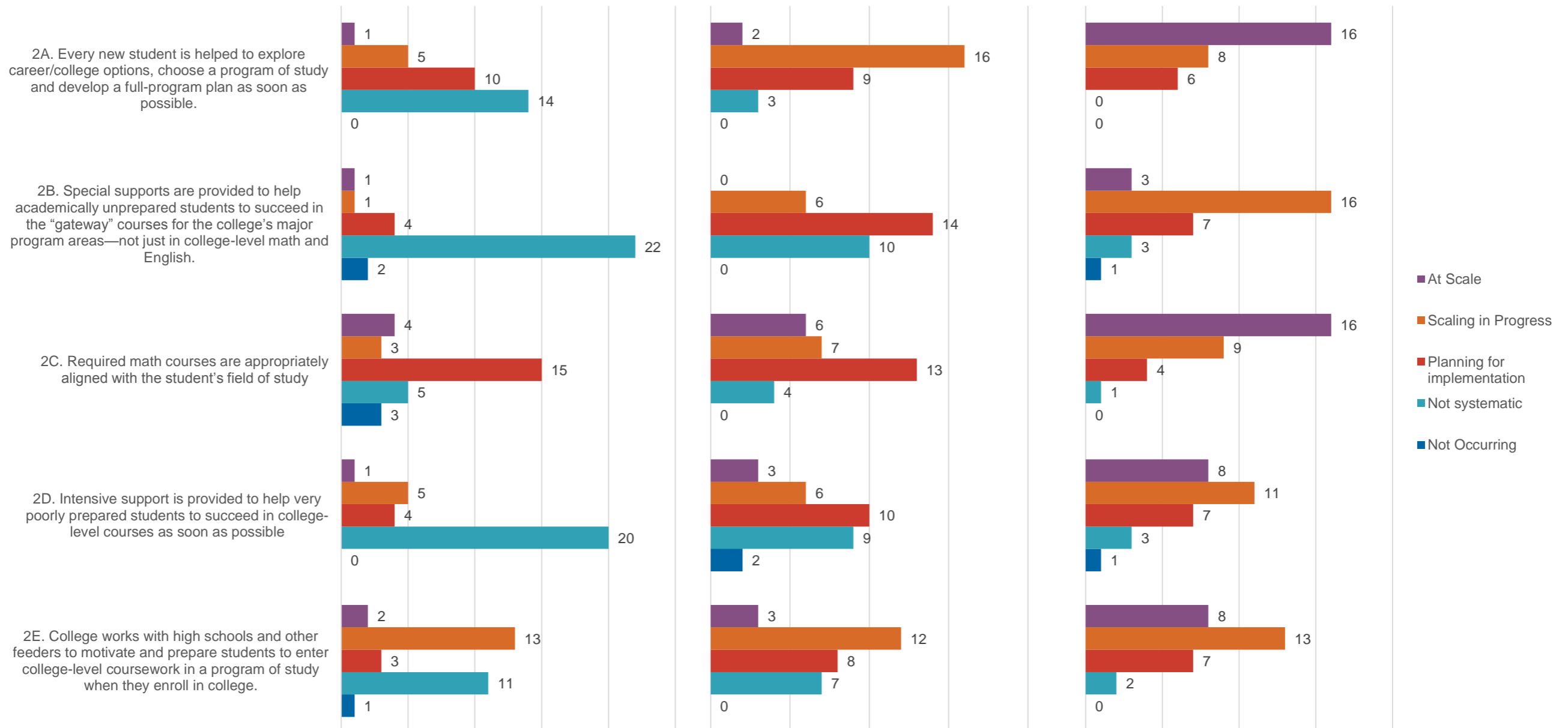
Note: SOAA verification calls were conducted for Feb. 2016, December 2016, and December 2018. Ratings from fall 2017 are not included because we did not conduct the follow-up calls.

# Area 2: Helping Students Choose and Enter a Program of Study

February 2016  
N=30

December 2016  
N=30

December 2018  
N=30

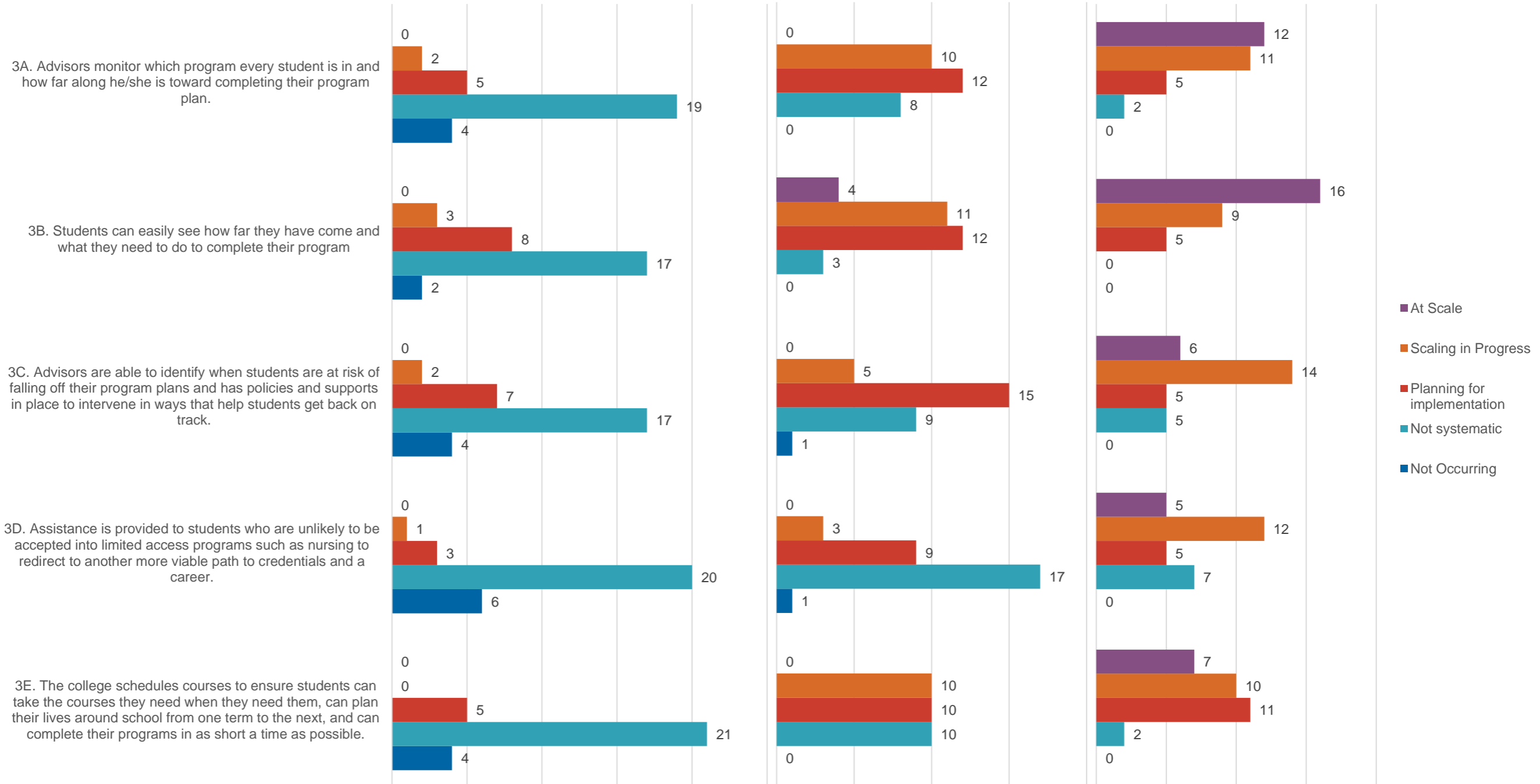


# Area 3: Keeping Student on Their Path

February 2016  
N=30

December 2016  
N=30

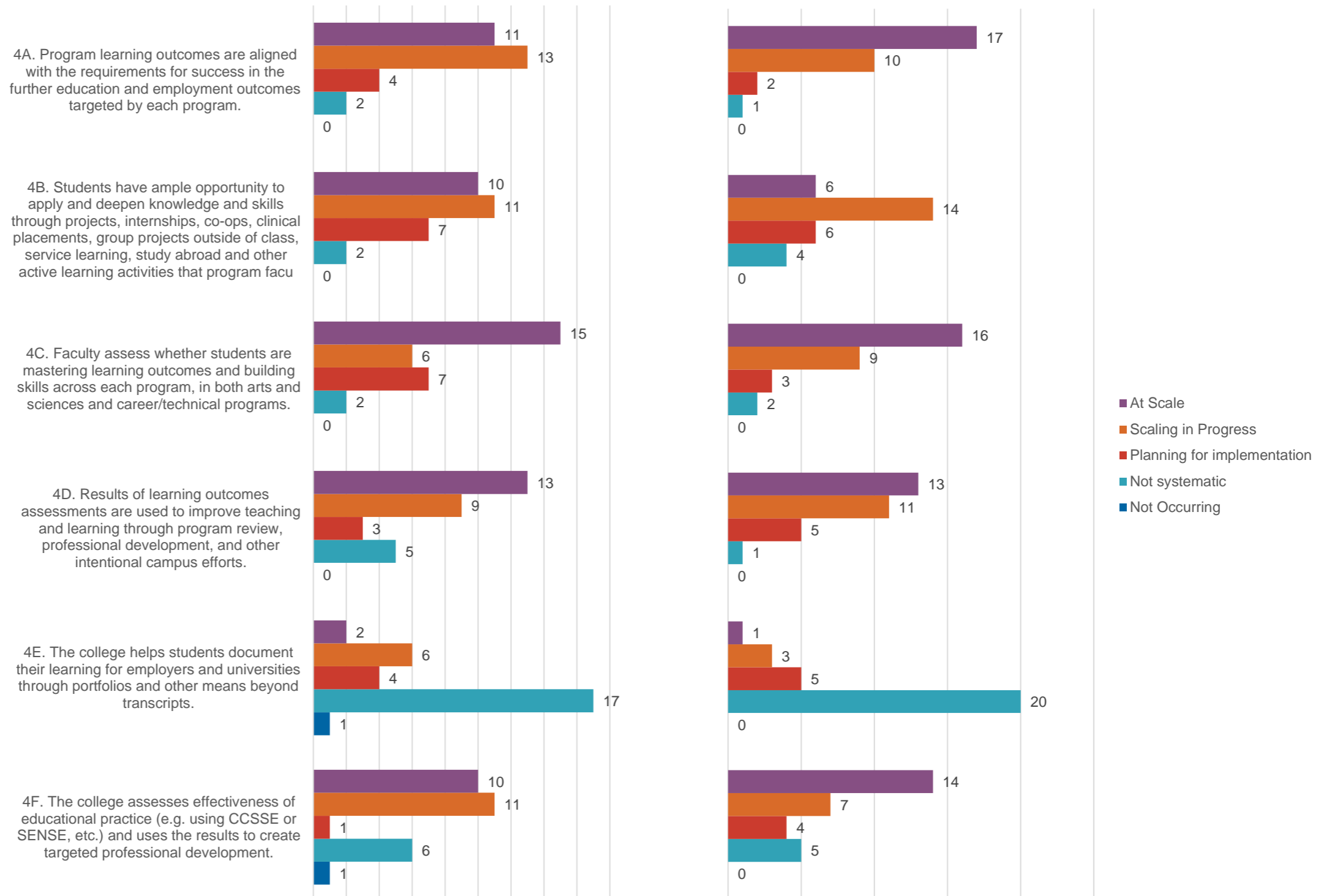
December 2018  
N=30



# Area 4: Ensuring that Students are Learning

October 2017 (unverified)  
N=29

December 2018  
(N=30)



# Scale of Adoption Assessment Highlights

Guided Pathways Practice	# of Colleges	Exemplars
Meta-majors that are closely tied to career fields/integrated into student onboarding and supports	18	Alamo, CCP, Cleveland State, Prince George's, TriC, Wallace State
Completed program maps that are sequenced and on the college's website	17	Bakersfield, Front Range, Linn-Benton
Mapped transfer pathways	9	Alamo
Pathways redesign/mapping/program assessment resulted in changes to programs	6	Prince George's, San Jac
Math pathways identified/default on maps	12	Cleveland State, NWTC
Onboarding around career exploration and program choice	12	Alamo, IRSC, TriC
Helping students create full program plans that are centrally stored, updated, tied to scheduling	3	Cleveland State, IRSC, Jackson
Redesigned advising to monitor/support student progress on their plans	12	Alamo, CCP, Linn-Benton
Integrated, contextualized academic support for Math and English	8	Cleveland State
Faculty engaged in changing teaching to enhance learning along the path (good examples, not typically scaled)	9	CCP, Linn-Benton, NWTC, Wallace State

# AACC 1.0 College **Current Priorities**

- *Metamajor as “academic and career communities”*
  - Colleges are using metamajors as framework for student engagement in “academic and career communities,” student advising, career and transfer supports, program development, review and improvement, and professional development
- *Dev ed redesign*
  - Colleges are replacing prerequisite remediation with integrated and contextualized academic support in field-appropriate math and other critical program gateway courses
- *Advising redesign*
  - Implementing case management advising, embedding advisors and increasing faculty coaching in metamajors, monitoring student progress on their plans

# AACC 1.0 College **Next Frontiers**

- Strengthening program mapping (credit *and* non-credit) to living-wage jobs with clear degree path or transfer in major
- Strengthening on-boarding to support career and program exploration and selection
- Creating full educational plans that are regularly updated, used to monitor student progress, tied to scheduling and financial plans
- Scaling program-appropriate active and experiential learning into all programs
- Working with high schools to help students explore career/college interests and develop plans
- Scrutinizing and further redesigning practices to address equity gaps

# Guided Pathways **Equity Questions**

## 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 reaching out to help underrepresented students in high schools, adult education, and non-credit programs explore the college's pathways and pursue a program of study?
- Are entering 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?

***How AACCC Pathways 1.0 Colleges Are  
Managing the Whole College Redesign  
Required to Implement Pathways***

## Idealized Timeline for Implementing Guided Pathways at Scale

### • LAYING THE GROUNDWORK

3+ Years Prior to Pathways

- Build capacity to collect, report, and use data
- Develop strategic goals and plan, focused on improving student outcomes
- Implement at least one major innovation at scale

### BUILDING A SENSE OF URGENCY

Year 1

- Make the case for change
- Scrutinize current practice from student perspective

### • INTAKE AND ADVISING REDESIGN

Years 2-3

- Redesign intake to enable students to explore career/academic options and develop full-program plan by end of term 1
- Pilot integrated and contextualized academic support for program gateway courses
- Redesign scheduling and advising to support timely student advancement
- Plan upgrading of business process and IT systems and begin training staff

### • IMPROVED SCALE IMPLEMENTATION

Years 4-5

- Evaluate and improve pathways implementation
- Build academic and career communities within meta-majors
- Extend program pathways into high schools (start with dual enrollment) and adult ed programs

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

### MAPPING PROGRAM PATHWAYS

Year 2

- Organize programs into career-focused meta-majors
- Backward map all programs to jobs and transfer opportunities

### • INITIAL SCALE IMPLEMENTATION

Year 3

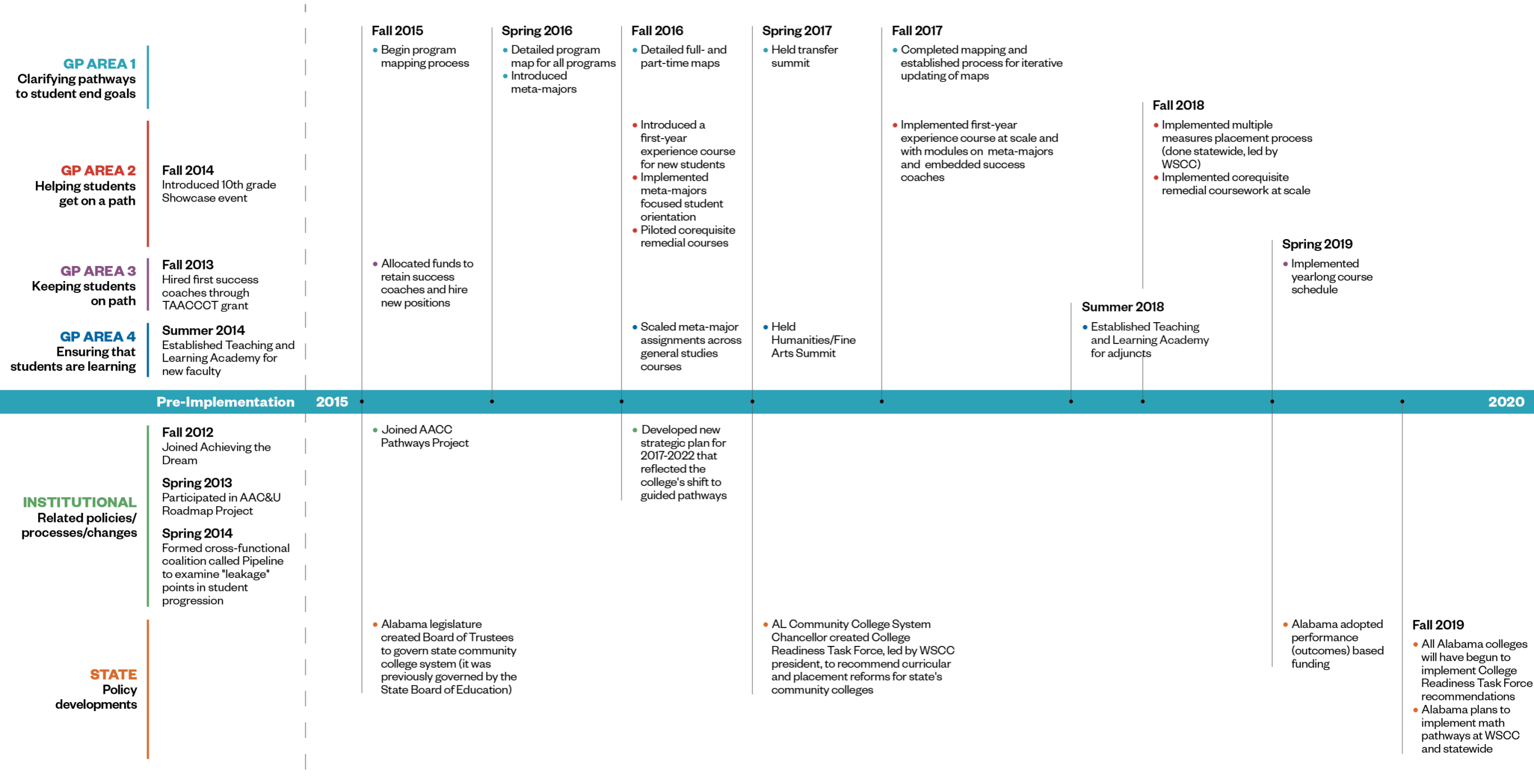
- Begin scale implementation of new student intake, planning, scheduling, and advising
- Reorganize learning outcomes assessment around meta-majors and maps
- Implement IT systems and business processes to support pathways
- Plan extension of program pathways into high schools and adult ed programs

### • ONGOING IMPROVEMENT

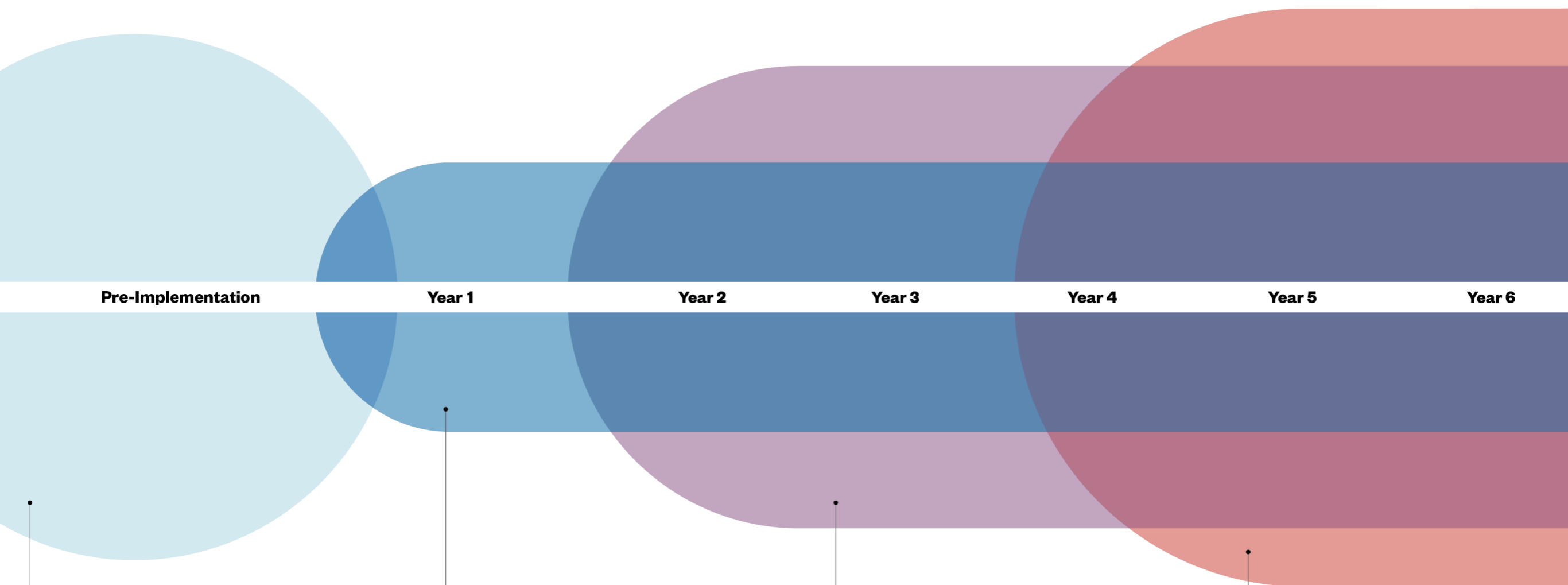
Ongoing

- Institutionalize program review, improvement, and professional development within and across meta-majors

# Timeline of Guided Pathways Implementation Activities at Wallace State Community College



## Process and Timeline for Leading a Whole-College Redesign on the Guided Pathways Model (Based on the Experience of the AACCC Pathways 1.0 Colleges)



### LAYING THE GROUNDWORK FOR A WHOLE-COLLEGE REDESIGN

#### 2+ Years Prior to Pathways

- Convene faculty and staff broadly to examine/discuss data on student experience and outcomes
- Raise awareness of college's responsibility to help students reach their goals
- Build conviction that large-scale redesign of programs, services, and systems is needed to improve student outcomes
- Reorganize decision-making positions and bodies and create incentives to facilitate broad involvement in college redesign
- Foster creativity without fear of failure
- Implement at least one major program, policy, or systems change at scale

### INTRODUCING GUIDED PATHWAYS TO THE COLLEGE COMMUNITY

#### Starting in Year 1

- Cultivate shared understanding of guided pathways through college-wide meetings, faculty-and staff-led workshops, and professional development
- Use data to show need for clearer program maps to jobs and transfer, career exploration, and academic planning monitoring of progress
- Communicate a guiding vision for change
- Promote guided pathways as a framework for enhancing and aligning the college's ongoing efforts to improve student outcomes

### MANAGING A COLLABORATIVE PLANNING AND IMPLEMENTATION PROCESS

#### Starting in Years 2 – 3

- Organize planning and implementation to promote cross-functional leadership and collaboration
- Engage faculty and staff from across disciplines and divisions to organize programs into meta-majors and map them to job and transfer outcomes
- Engage faculty and staff from across the college in mapping student experience—both the status quo and the ideal process
- Provide cross-functional teams implementing reforms with time and support for planning, reflection, learning, and professional development
- Align (or-realign) roles and responsibilities (usually around the college's meta-major structure)

### SUSTAINING AND INSTITUTIONALIZING CHANGE

#### Starting in Years 4+

- Take time to reflect, celebrate accomplishments, and regroup before taking reforms to the next level
- Reallocate and align resources to support scaling and institutionalizing practices
- Rethink hiring, new employee onboarding, and ongoing performance evaluations to support a college culture focused on improving student outcomes

# Lessons on Leading College Redesign

- 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 innovation in face of turnover, uncertain policy/fiscal environment; exhaustion

# Reimagining the Student Experience

**From:** How do students currently explore options and interests, choose a direction, develop a plan and monitor progress to program completion?



**To:** How do we want this experience to change for all students? What special supports do particular groups need?

**How do we engage all segments of the college in this institutional redesign process?**

***AACC Pathways 1.0 Colleges  
Trends in Early Momentum:  
2012-2017***

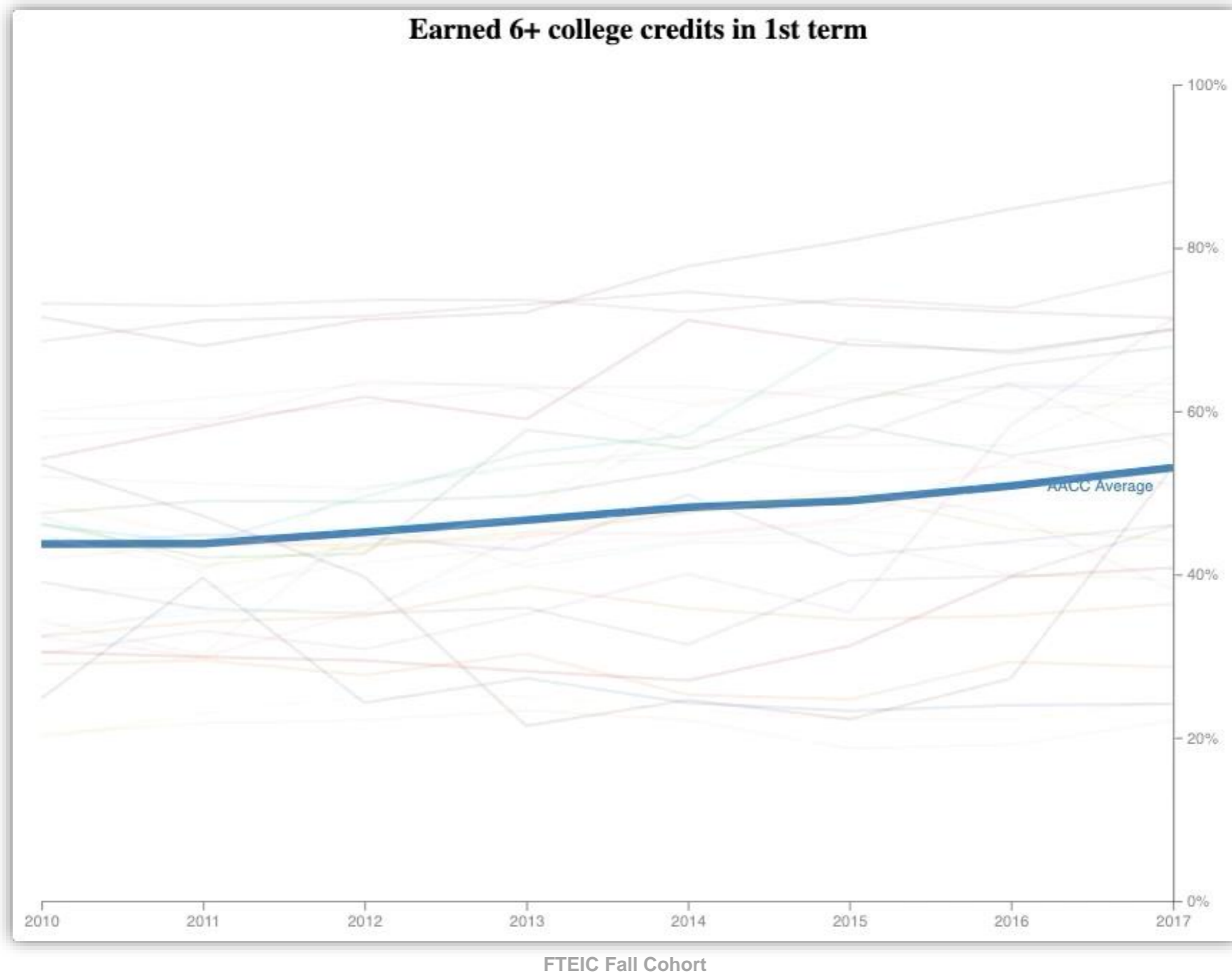
# Findings

- Overall, the AACCC Pathways colleges have shown improvements in first year momentum, though the actual rates and size of improvement varies by college
- In recent years, some colleges have made substantial improvements
- There is variation across colleges in terms of closing racial equity gaps, with some colleges making progress toward closing gaps and others with gaps unchanged or widening
- Racial equity gaps remain persistent for most colleges at the end of the tracking period (2017)

# **Gains in Early Momentum:**

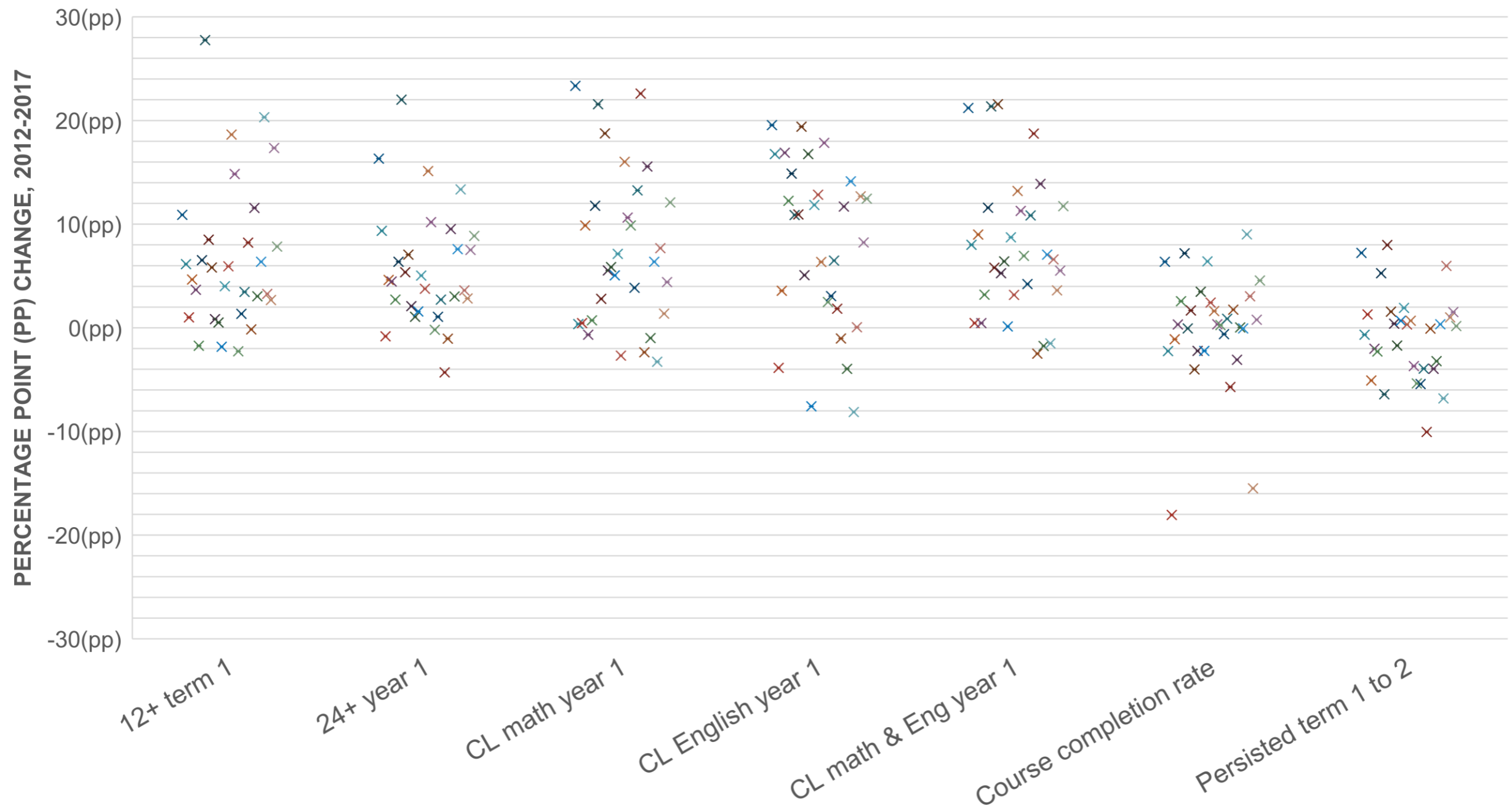
## **AACC Pathways College Improvement 2012-2017**

# Early Momentum Metrics: AACCC Pathways 1.0 Colleges



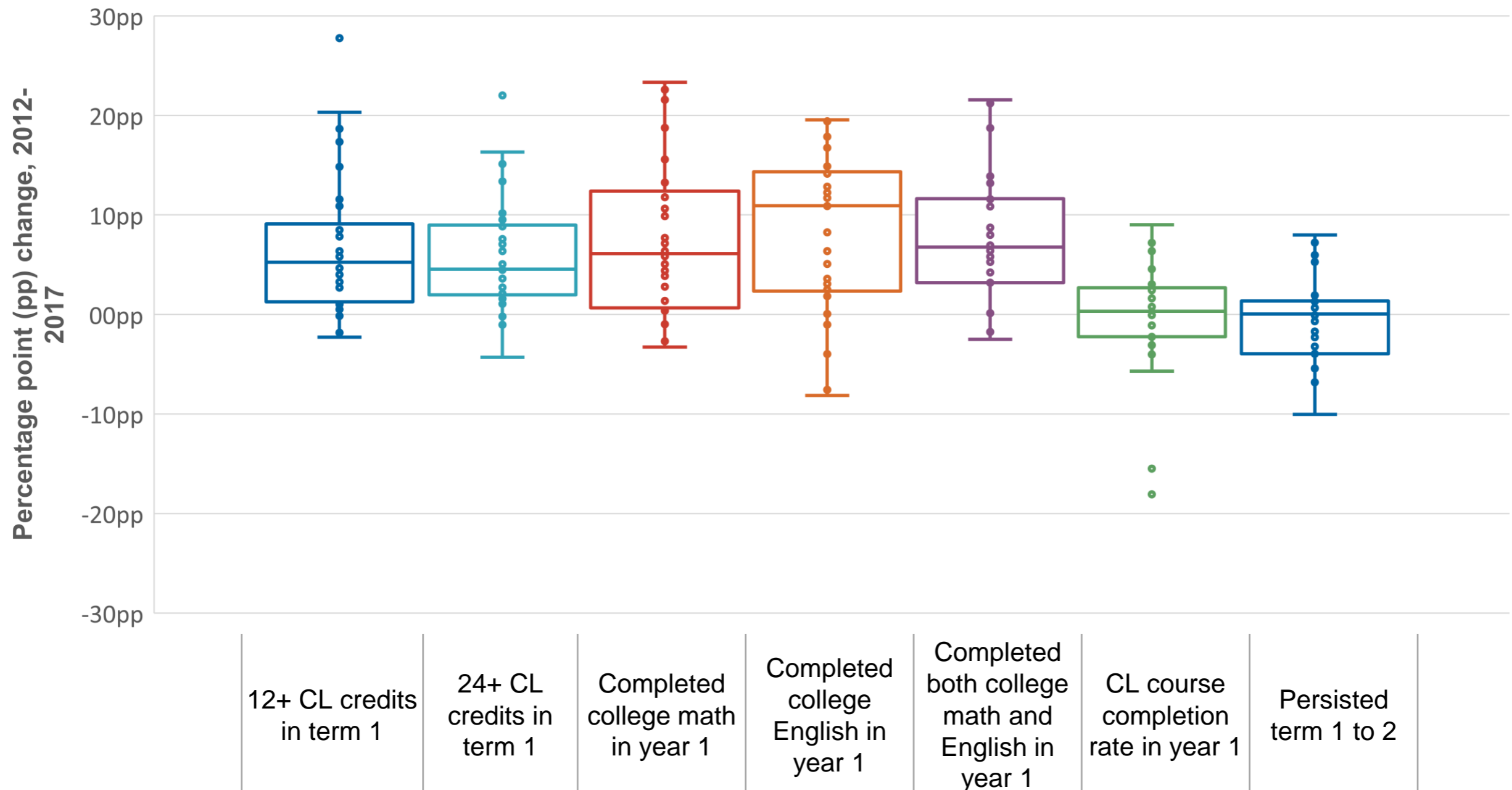
# AACC Pathways 1.0 Colleges Distribution in 2012-2017 Change in Early Momentum Metrics

AACC Pathways Colleges Percentage Point Change on Selected KPIs  
2012 – 2017 FTEIC Fall Cohorts



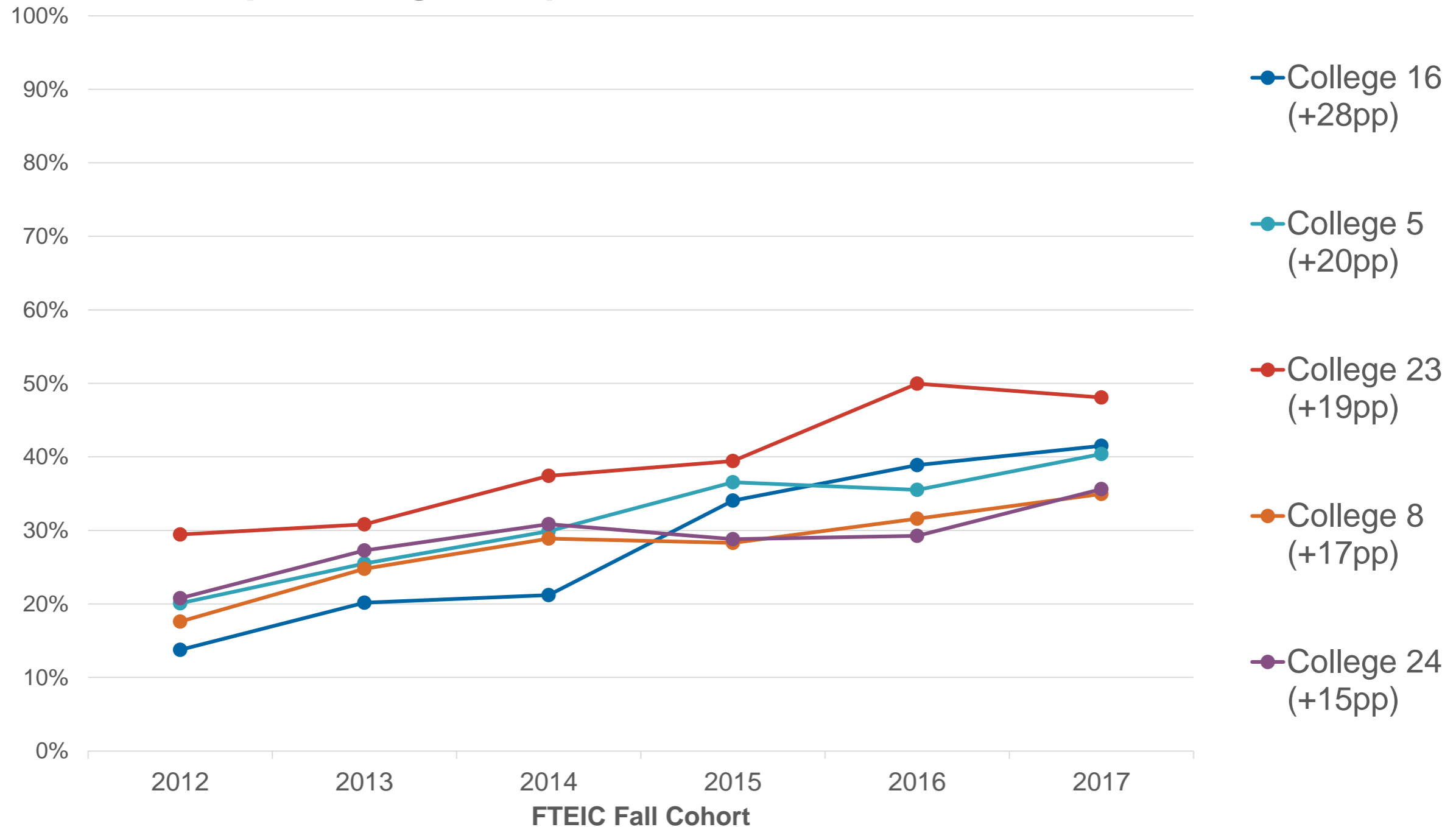
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AACC Pathways Colleges Percentage Point Change on Selected KPIs  
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# Early Momentum Metrics

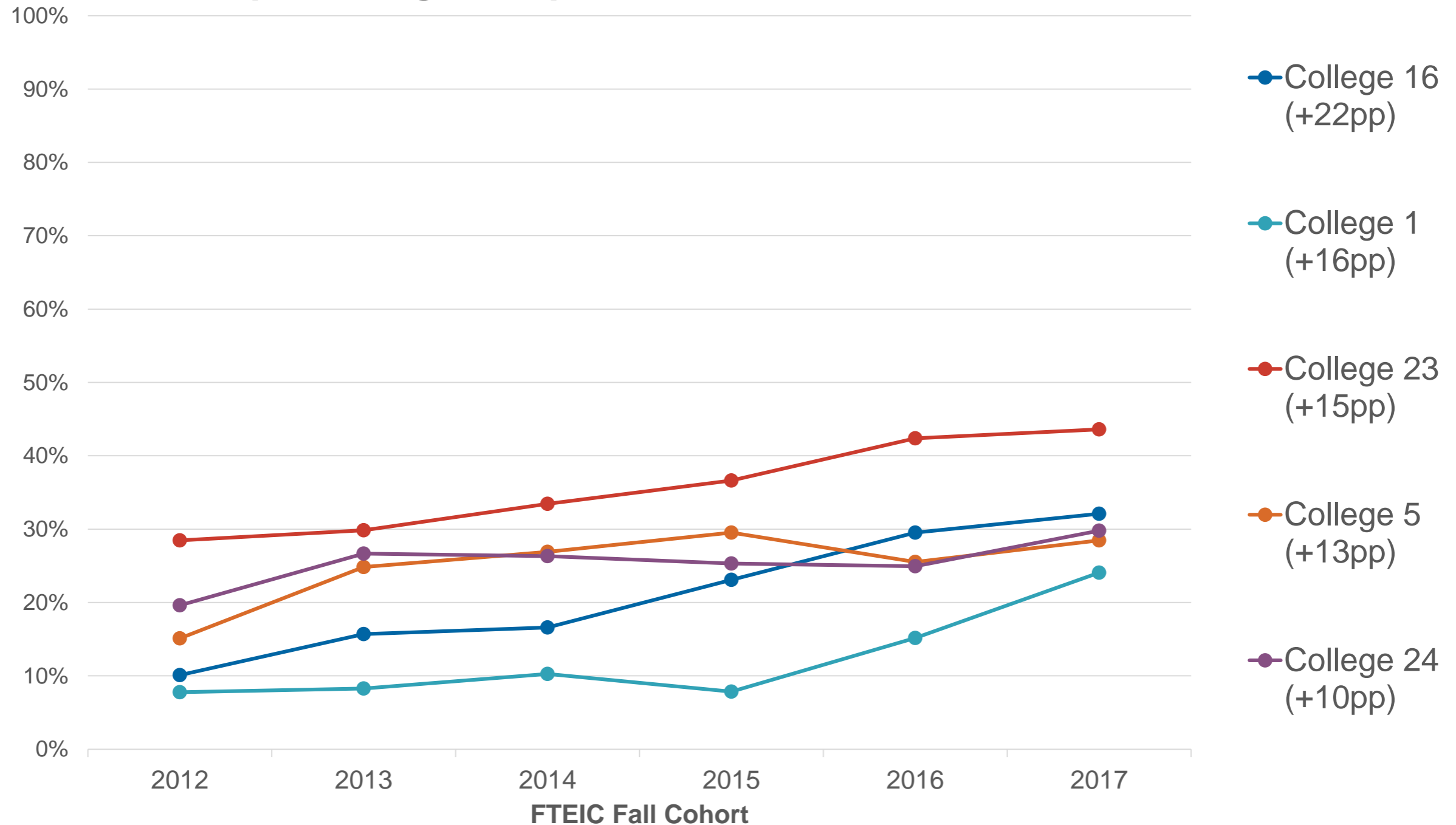
## Top 5 Colleges: Improvement on 12+ CL Credits in First Term



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

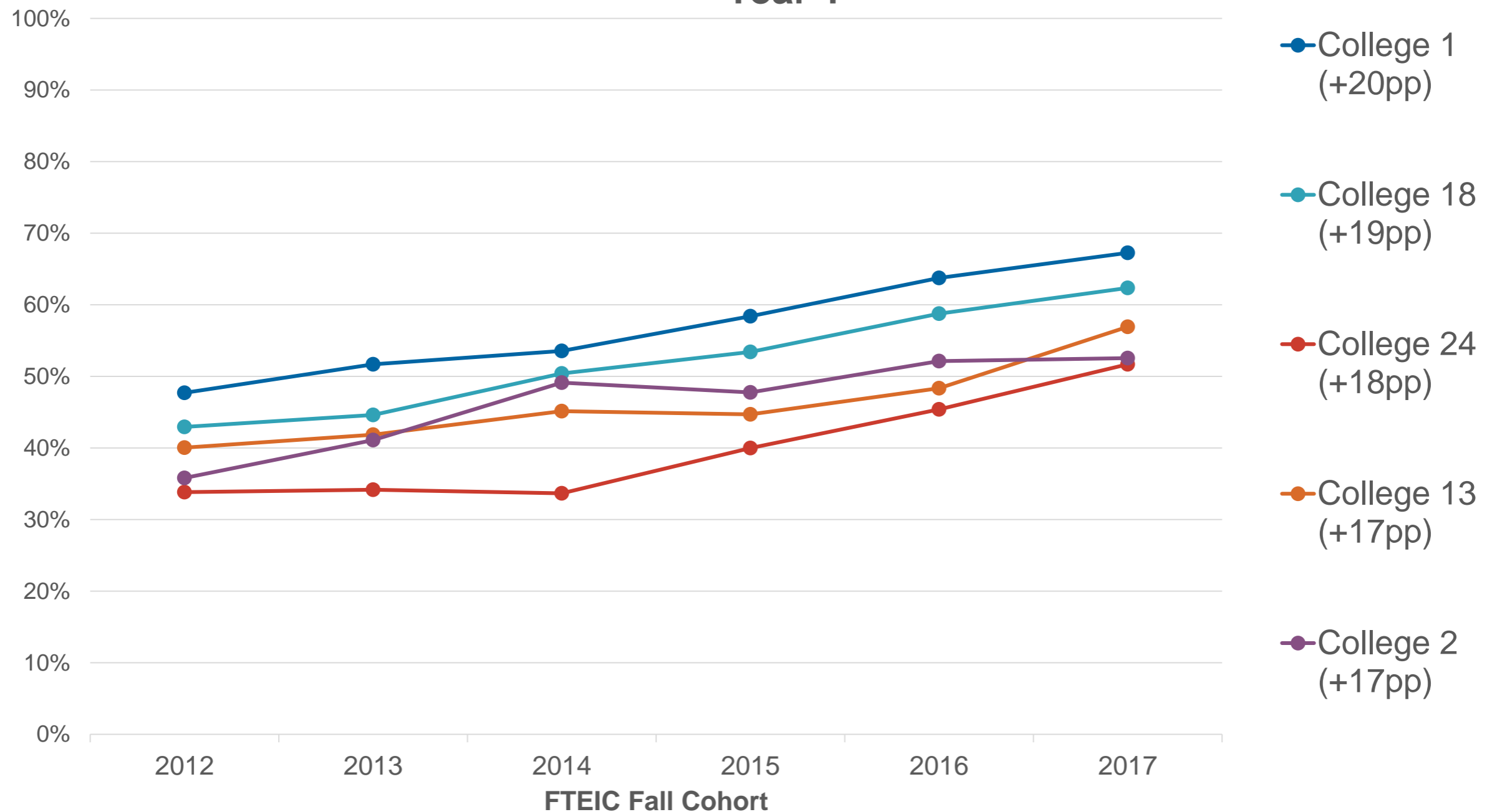
## Top 5 Colleges: Improvement on 24+ CL Credits in First Year



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

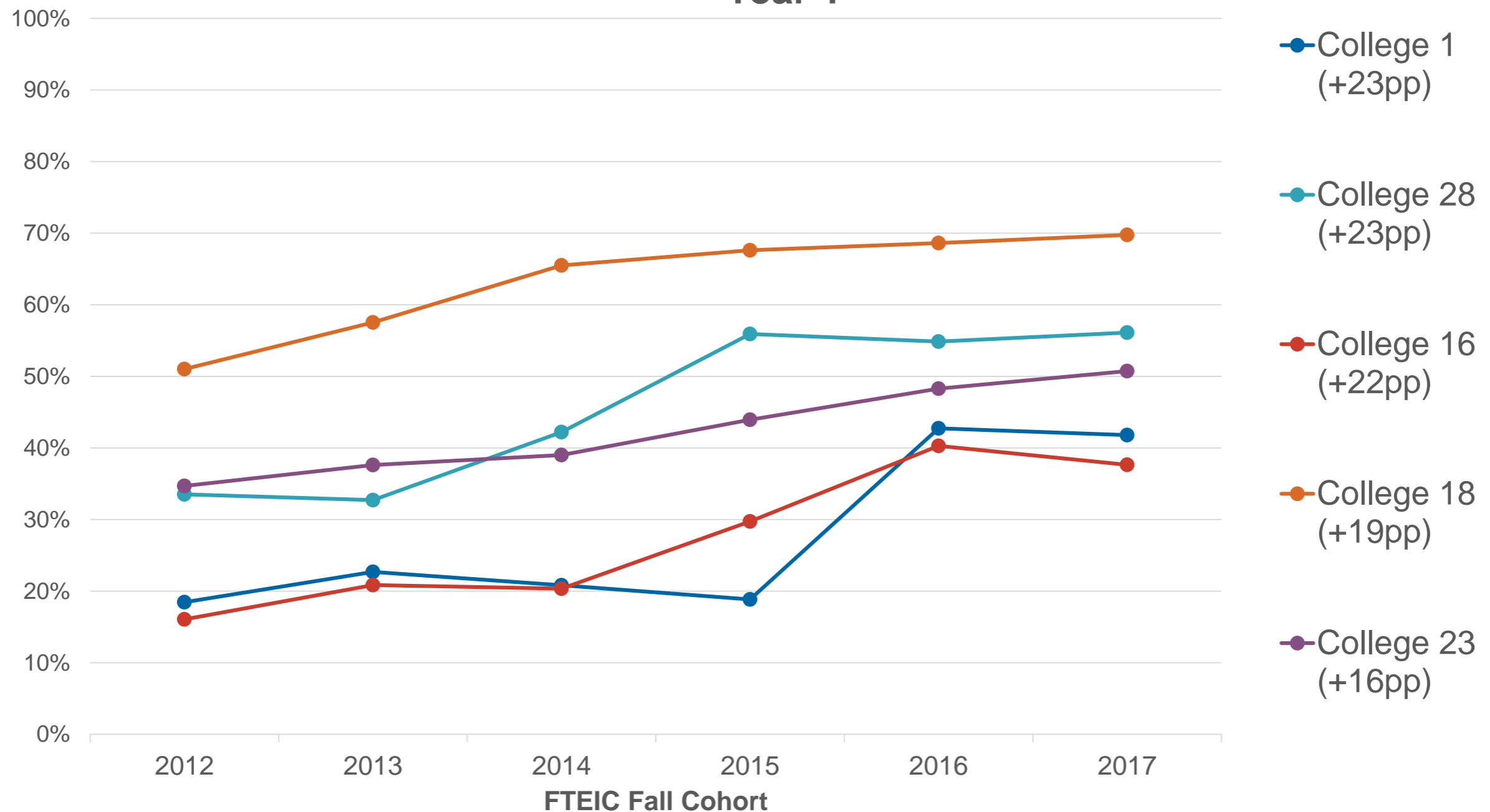
## Top 5 Colleges: Improvement on Completed College English in Year 1



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

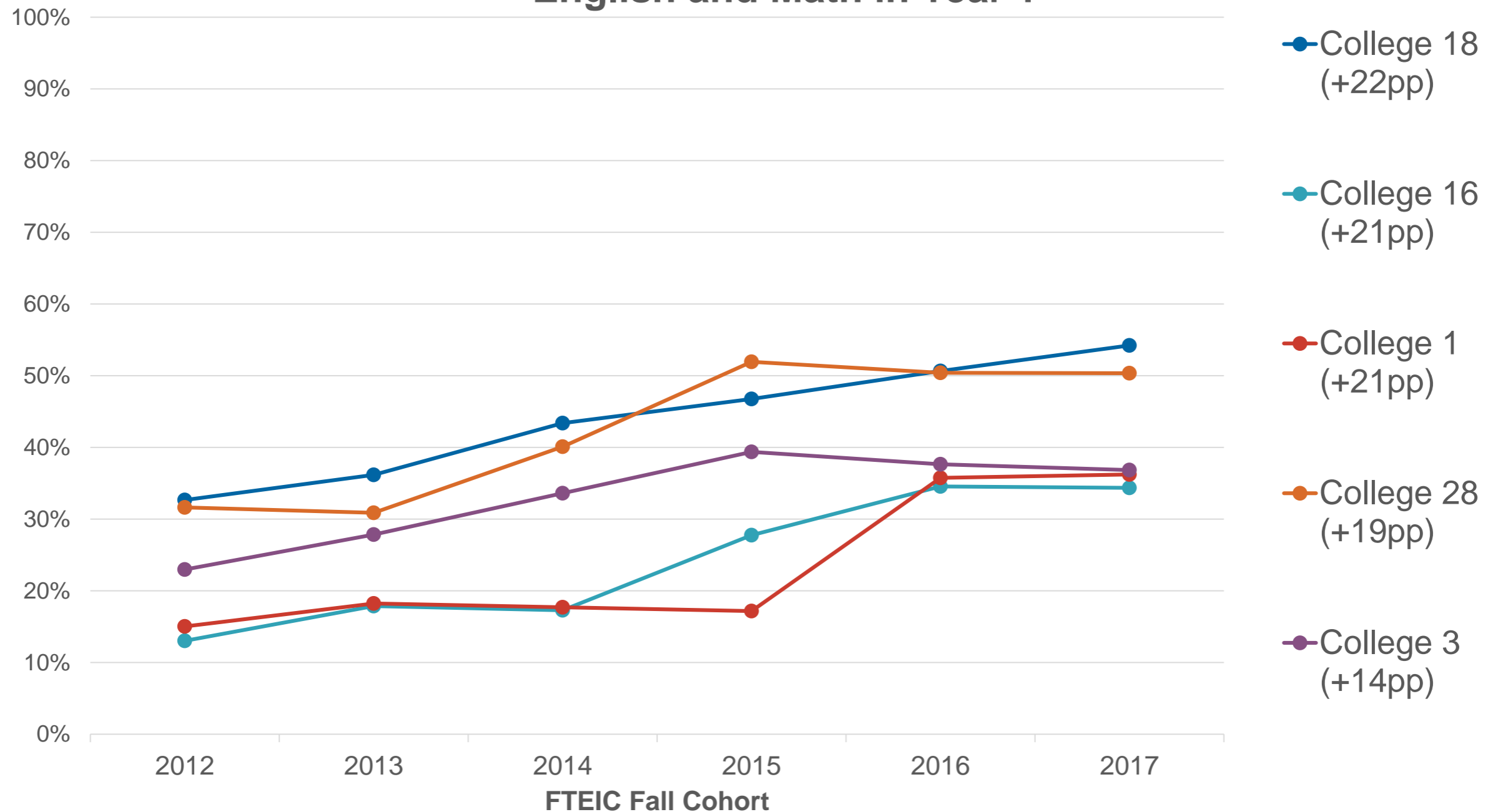
## Top 5 Colleges: Improvement on Completed College Math in Year 1



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

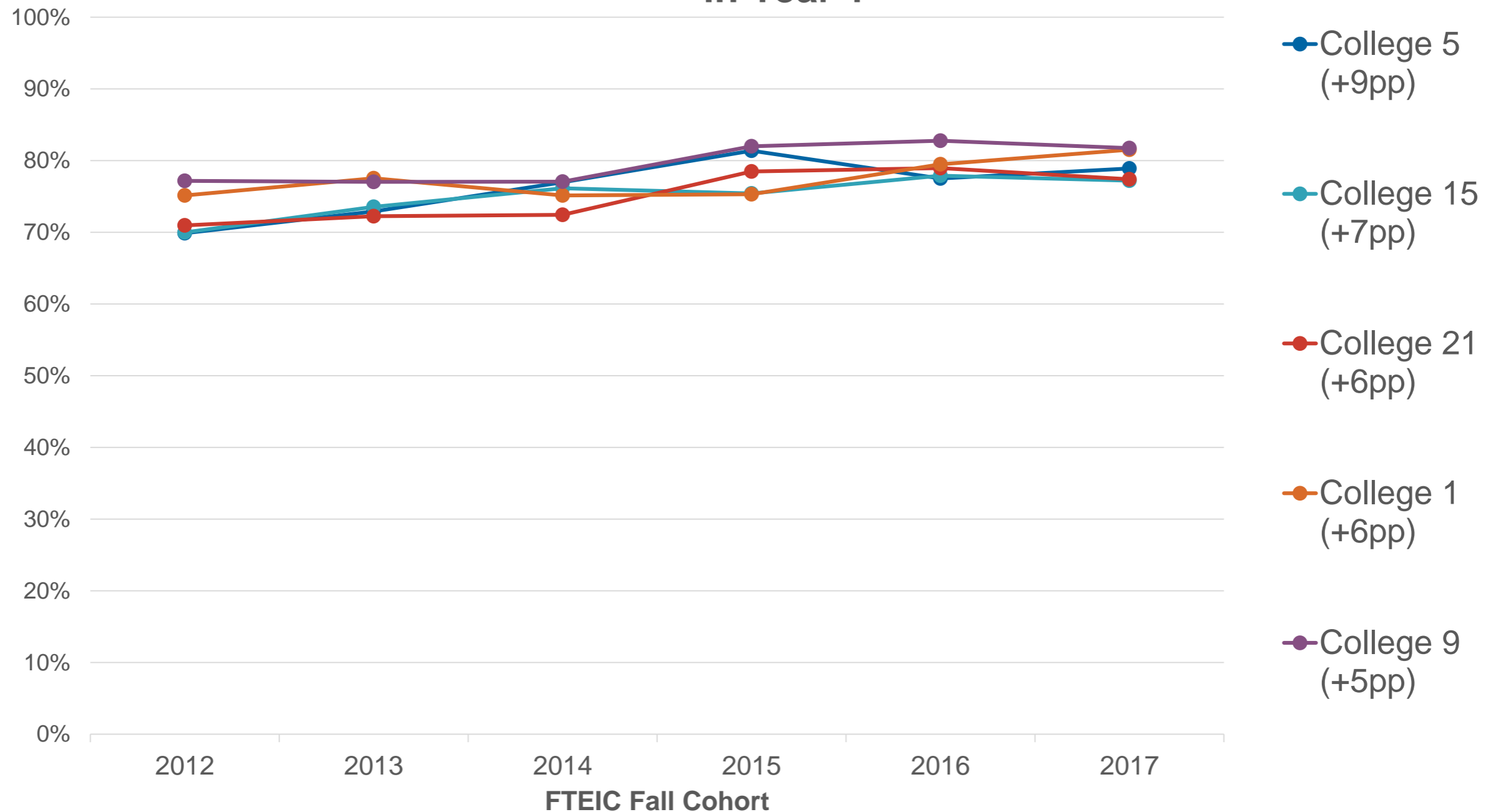
## Top 5 Colleges: Improvement on Completed Both College English and Math in Year 1



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

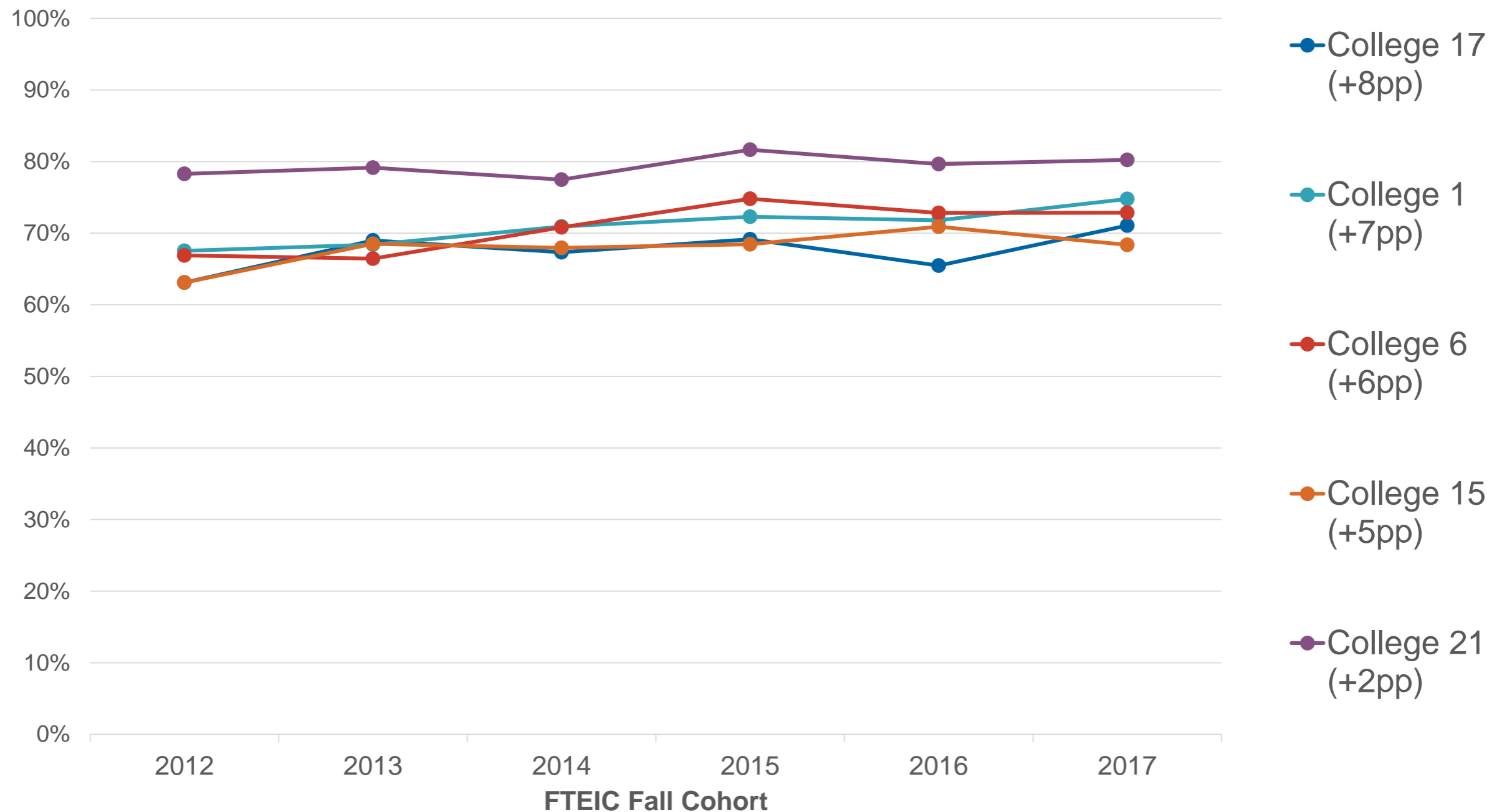
## Top 5 Colleges: Improvement on CL Course Completion Rate in Year 1



Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Early Momentum Metrics

## Top 5 Colleges: Improvement on Term 1 to Term 2 Persistence



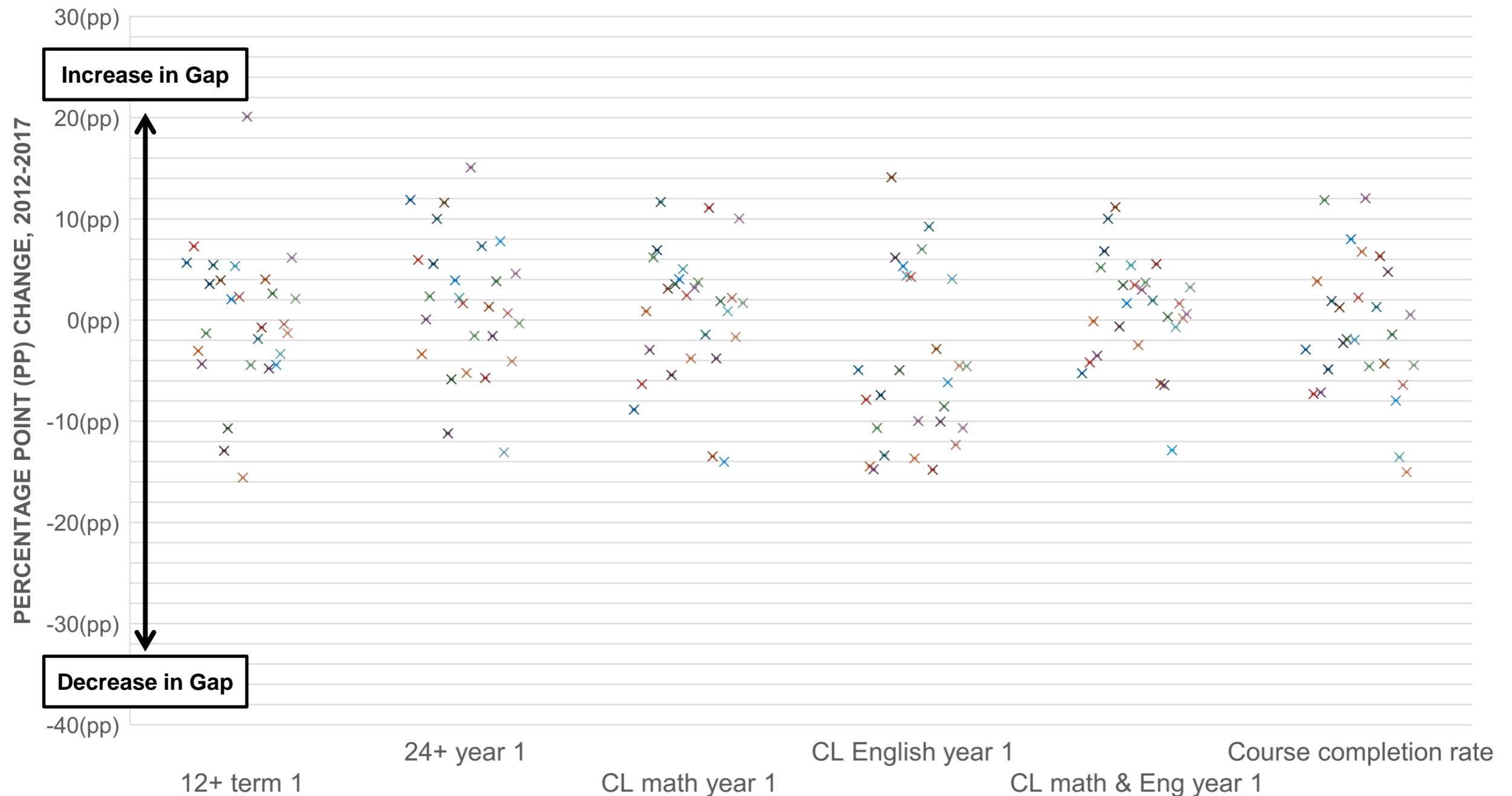
Showing Top 5 AACC Pathways Colleges in terms of 2010-2017 percentage point improvement

# Racial Equity Gaps:

AACC Pathways Colleges Early Momentum Metrics

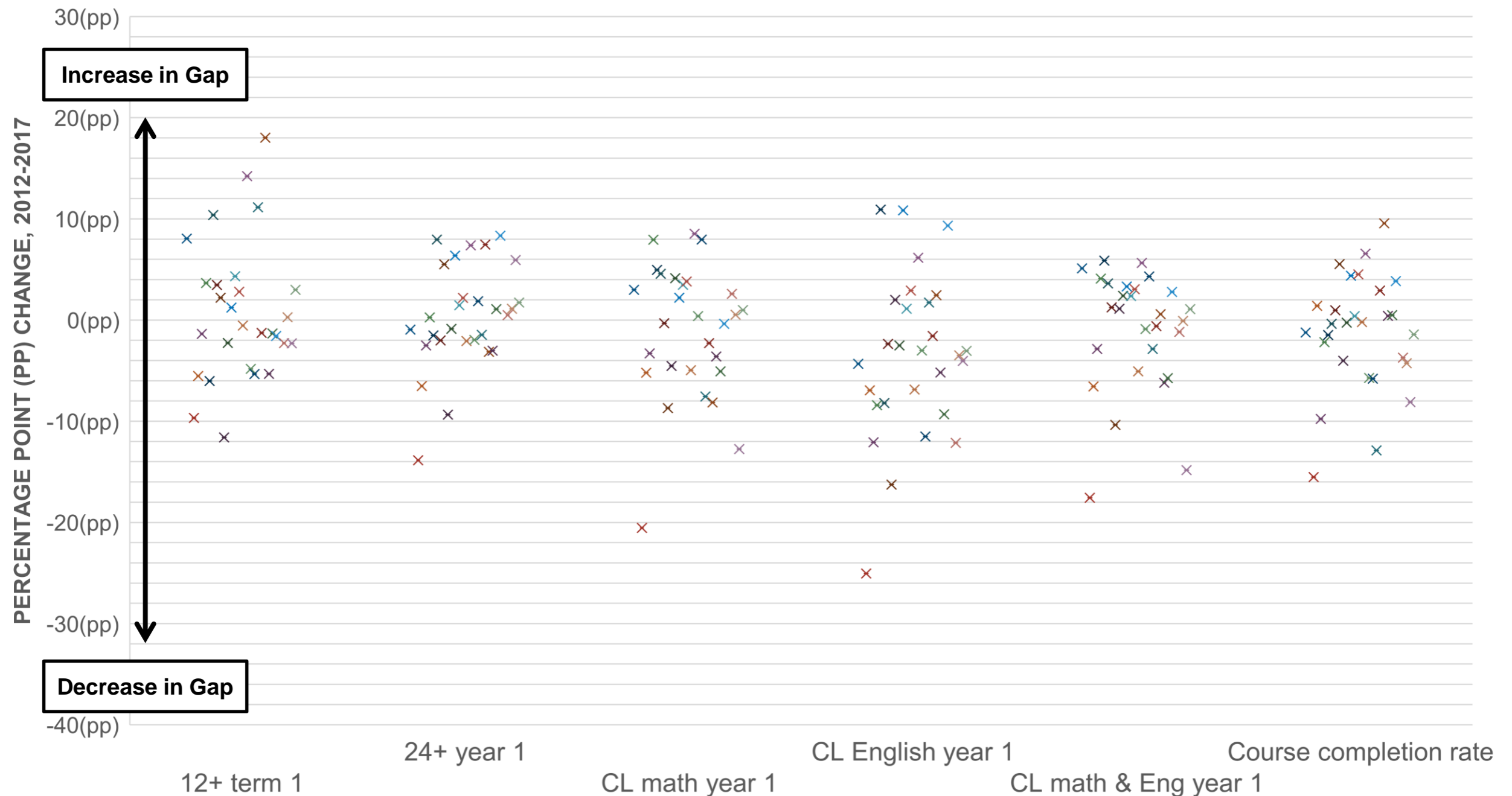
# AACC Pathways 1.0 Colleges Distribution in 2012-2017 White-Black Equity Gap Change

AACC Pathways Colleges Percentage Point Change on Selected KPIs  
2012 – 2017 FTEIC Fall Cohorts



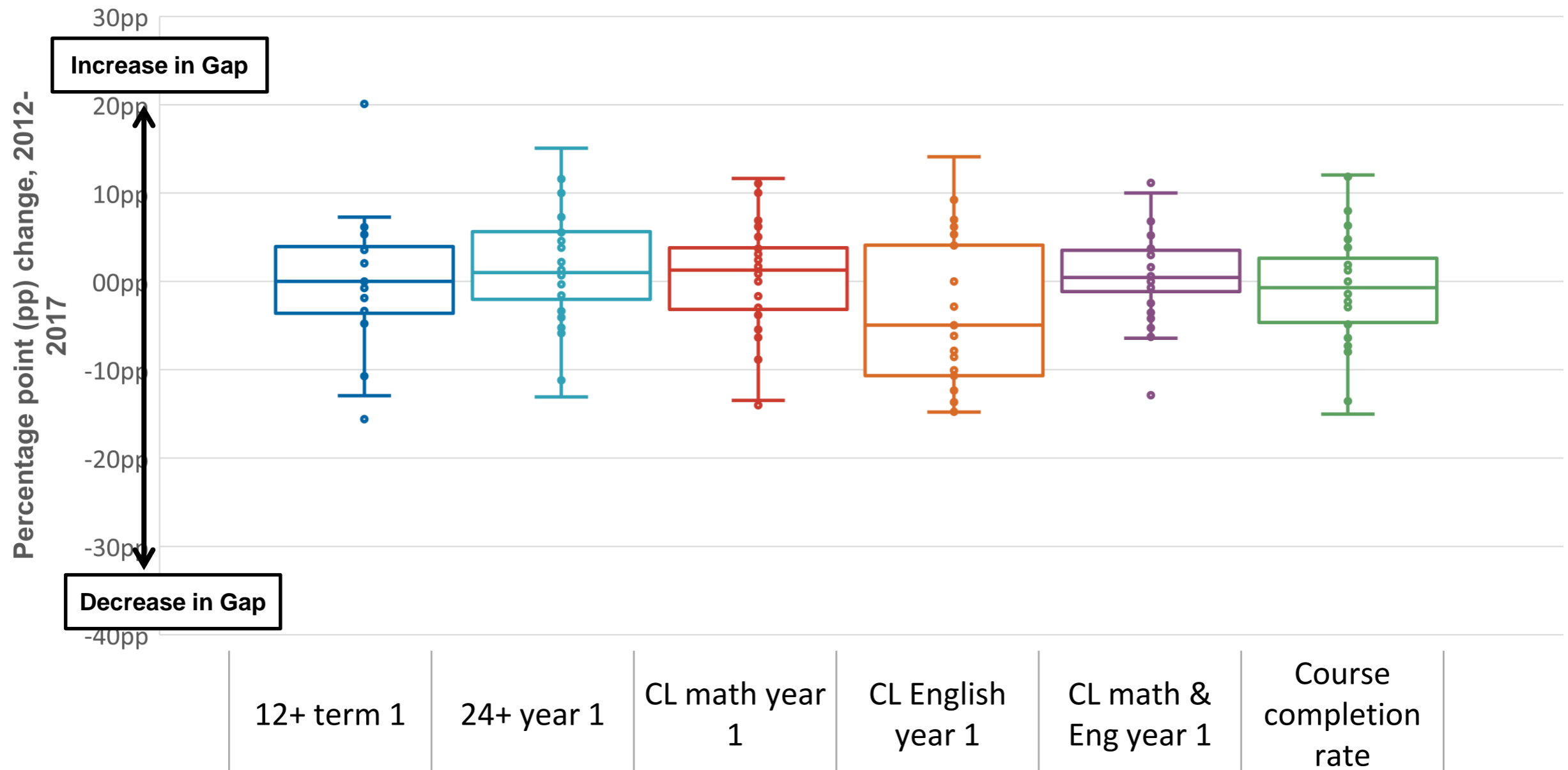
# AACC Pathways 1.0 Colleges Distribution in 2012-2017 White-Hispanic Equity Gap Change

AACC Pathways Colleges Percentage Point Change on Selected KPIs  
2012 – 2017 FTEIC Fall Cohorts



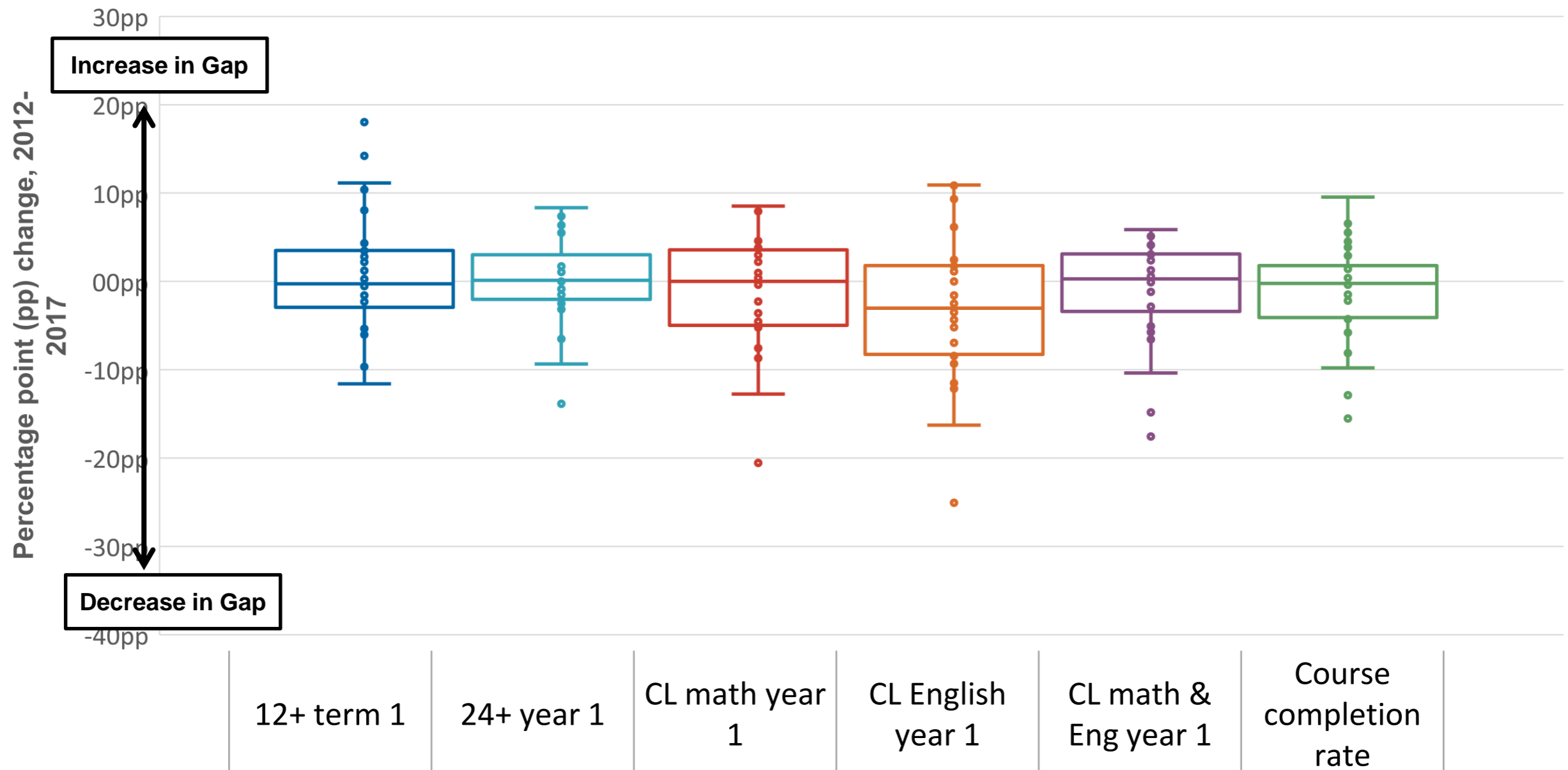
# AACC Pathways 1.0 Colleges Distribution in 2012-2017 White-Black Equity Gap Change

AACC Pathways Colleges Percentage Point Change on Selected KPIs  
2012 – 2017 FTEIC Fall Cohorts



# AACC Pathways 1.0 Colleges Distribution in 2012-2017 White-Hispanic Equity Gap Change

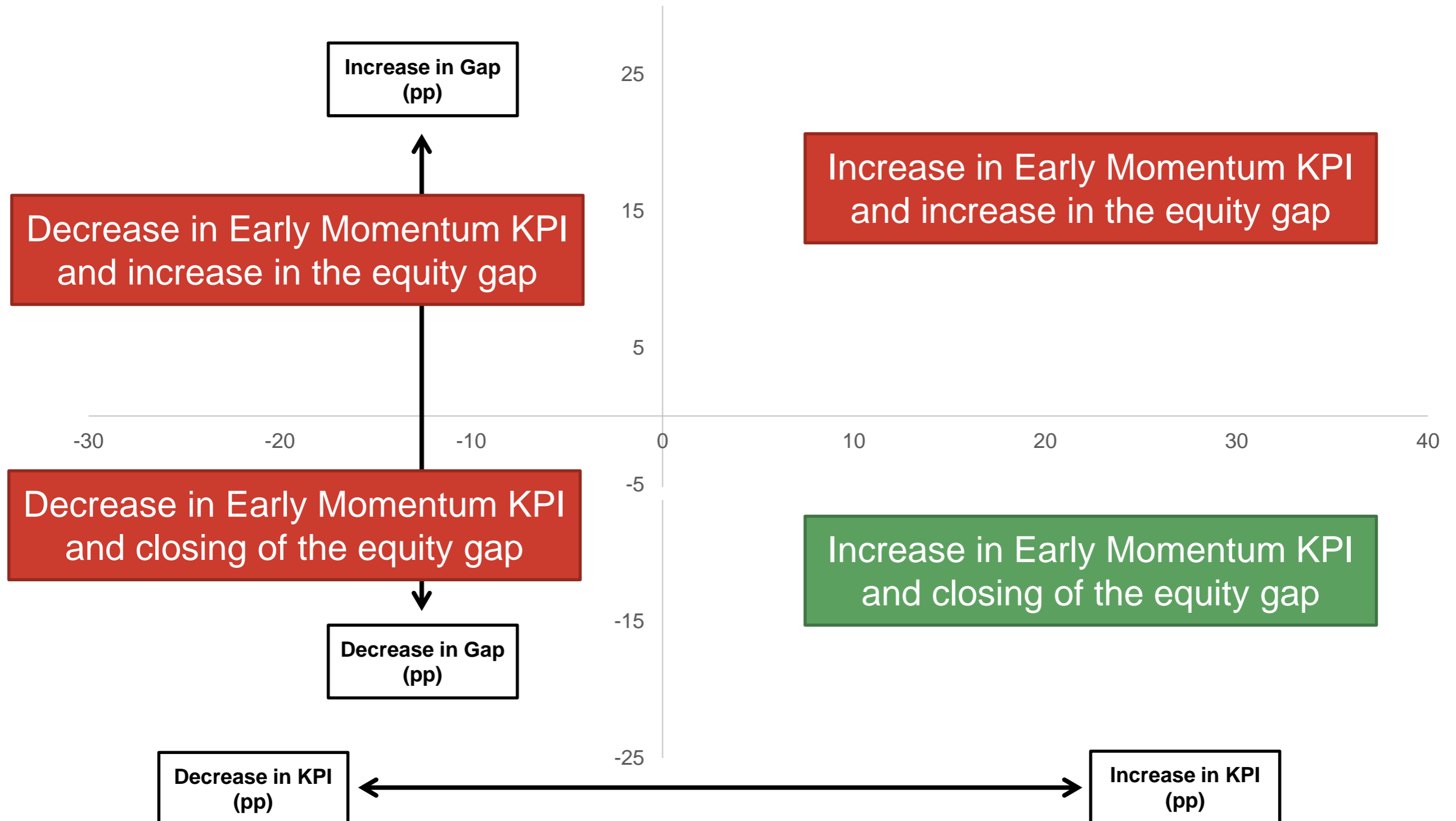
AACC Pathways Colleges Percentage Point Change on Selected KPIs  
2012 – 2017 FTEIC Fall Cohorts



**Change in Early Momentum  
KPIs X Change in Equity Gaps**

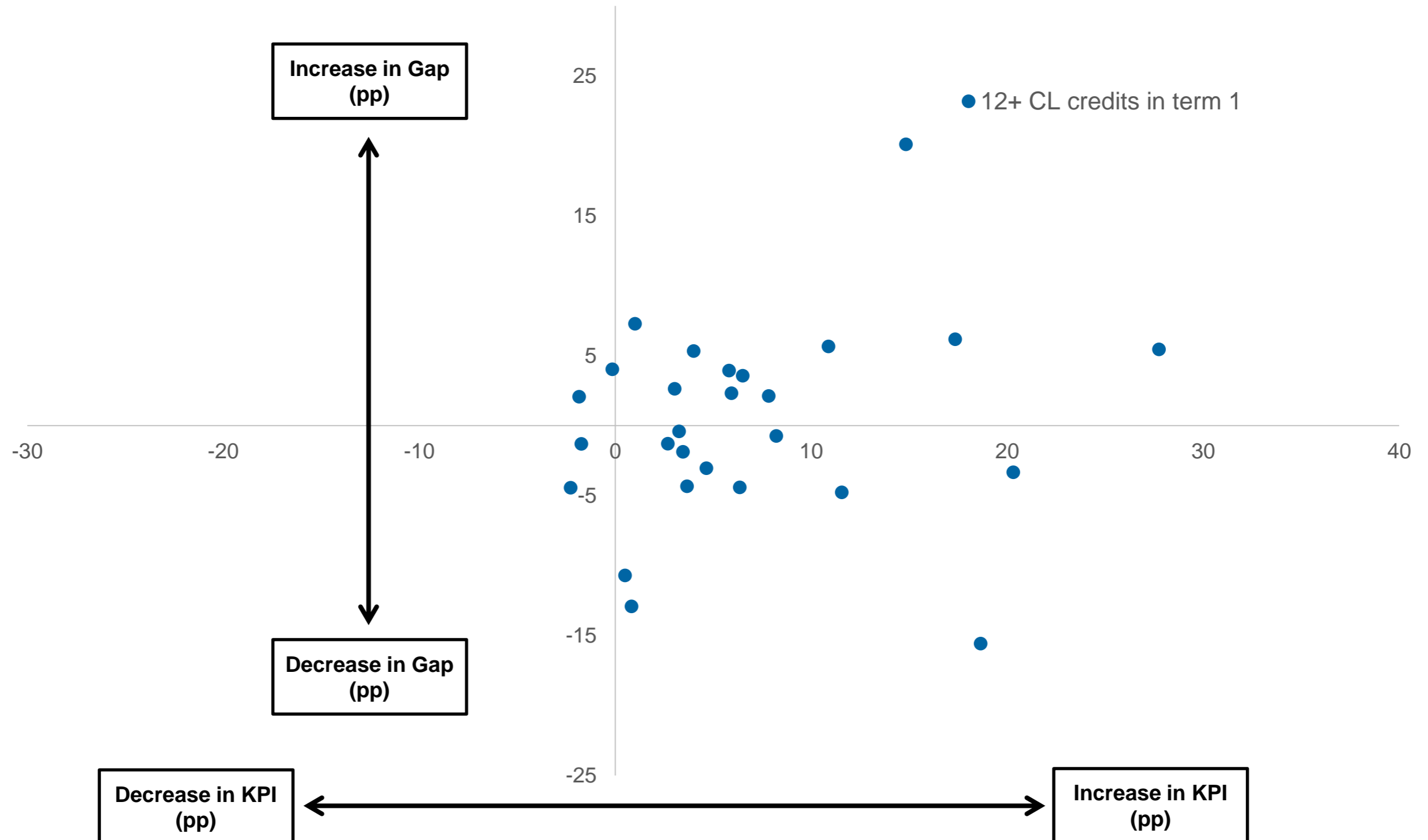
# AACC Pathways Colleges: Plotting Change in KPIs by Change in Equity Gaps -- Instructions

Change in KPI x Change in White-Black Gap, 2010-2017



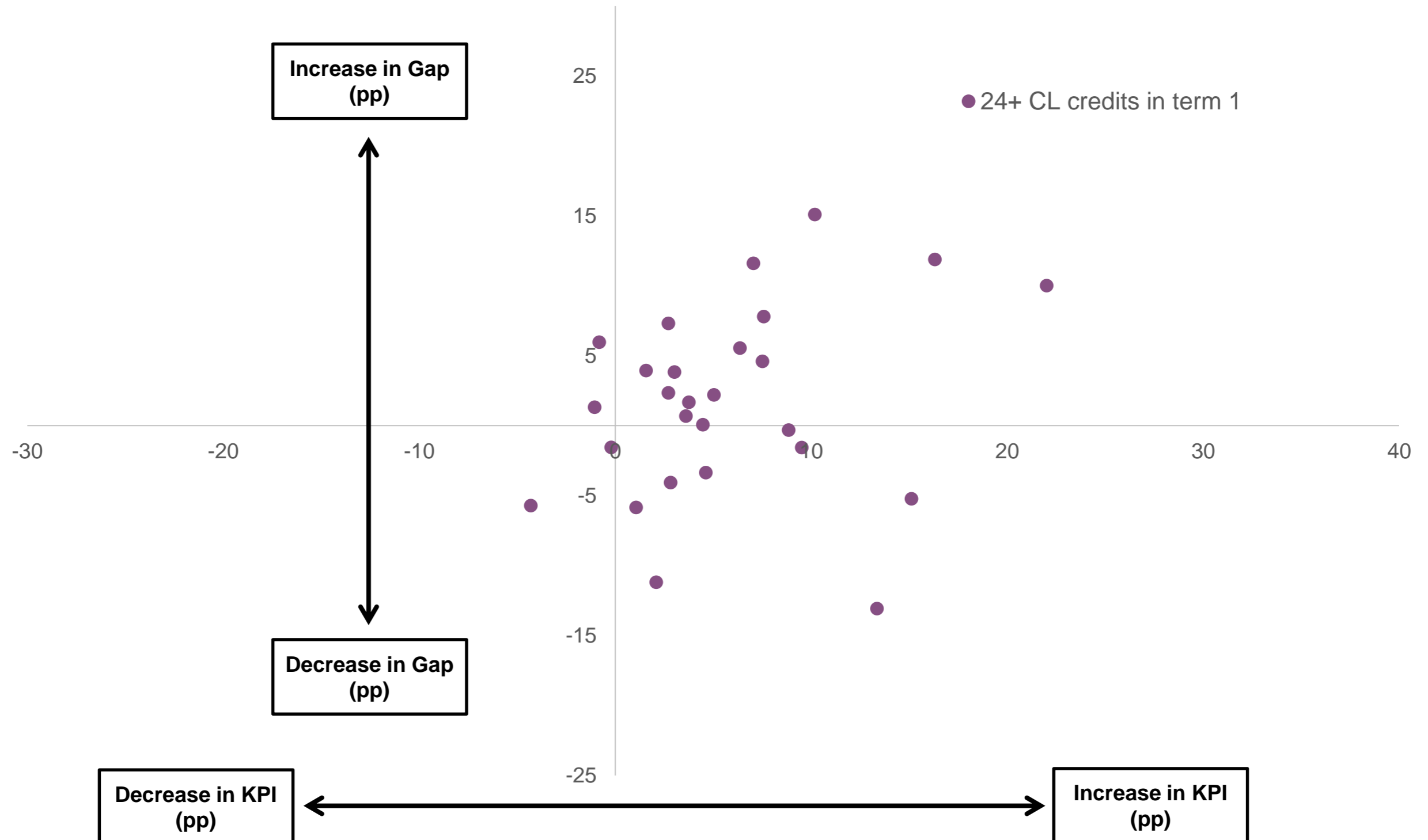
# AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Black Gap

Change in KPI x Change in White-Black Gap, 2012-2017



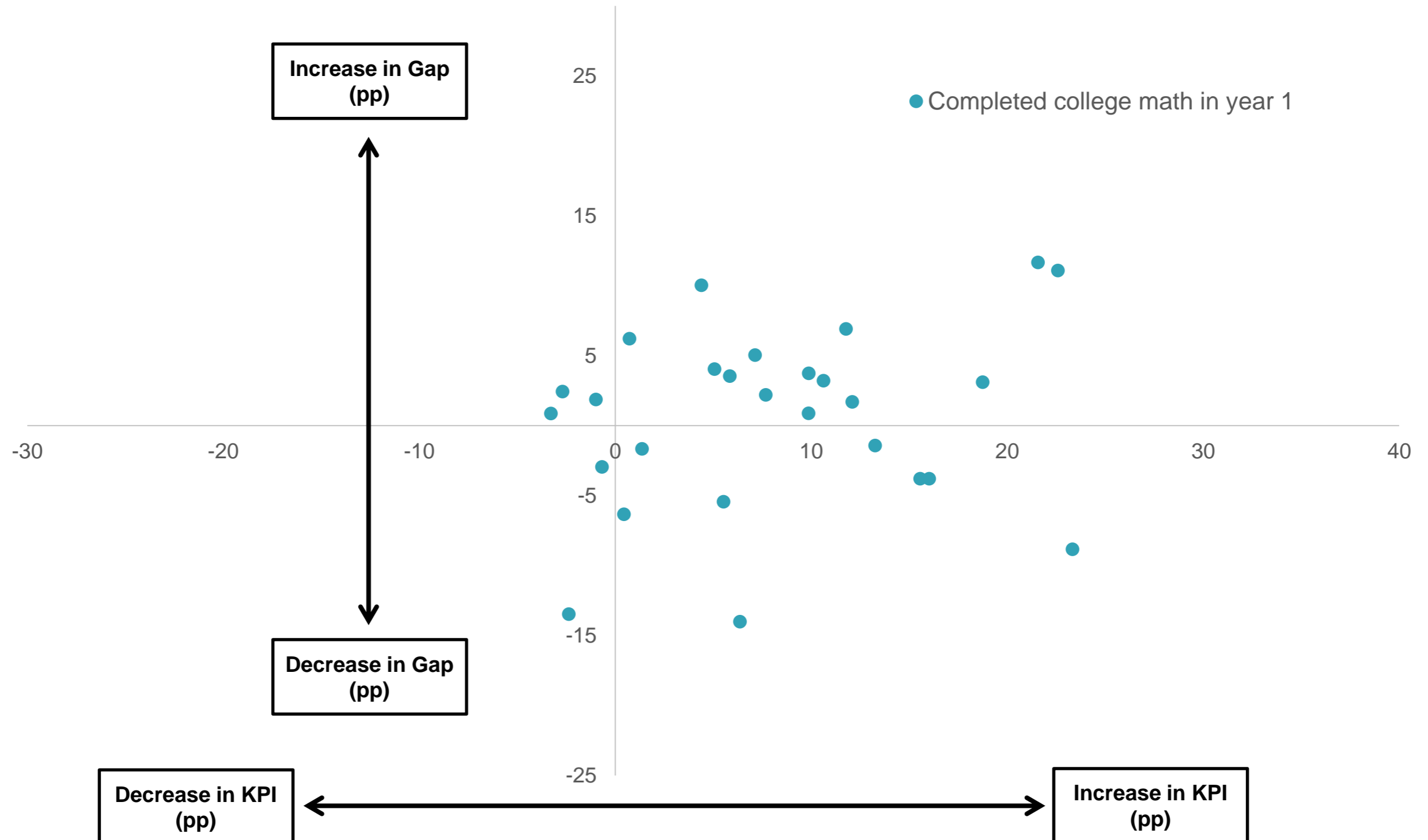
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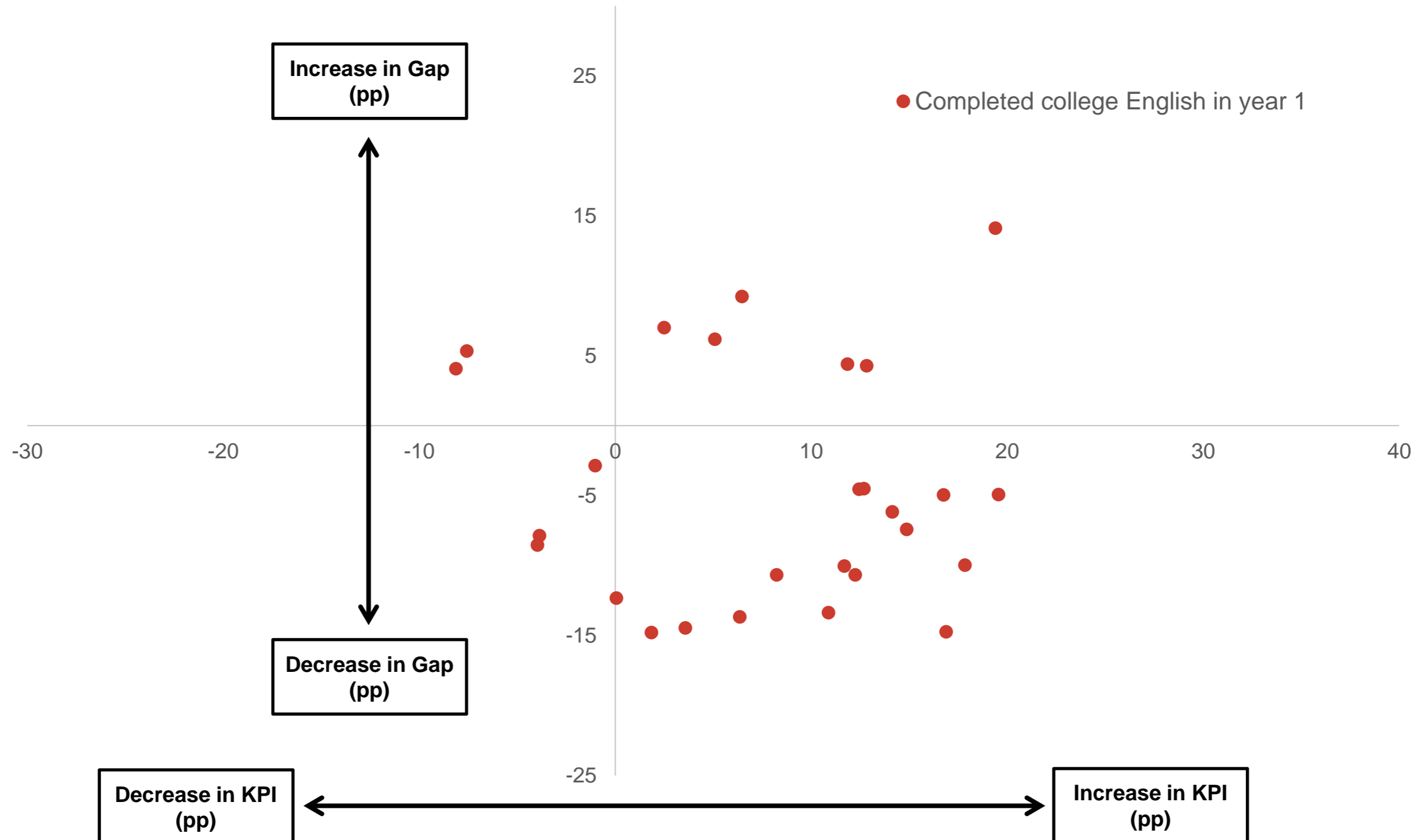
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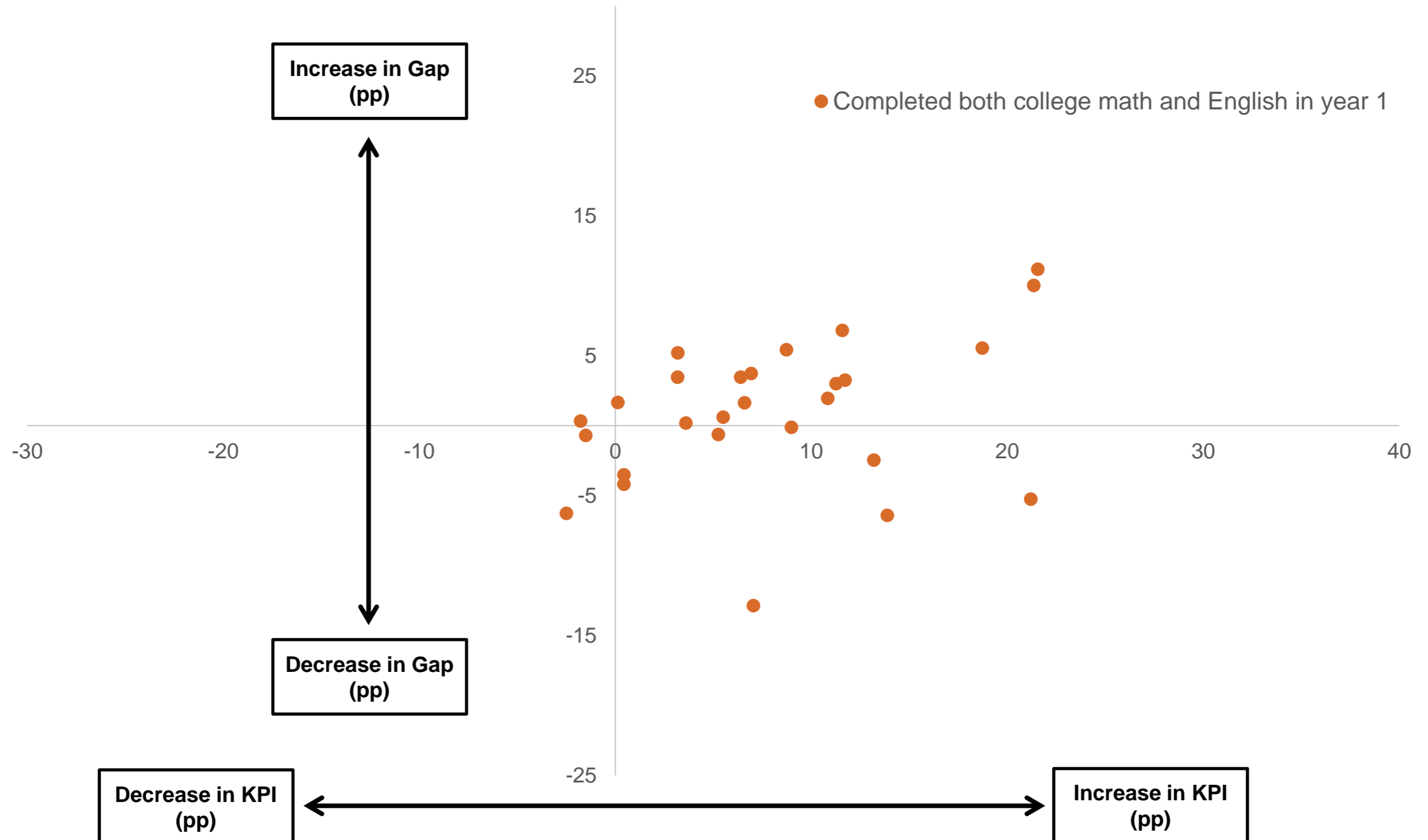
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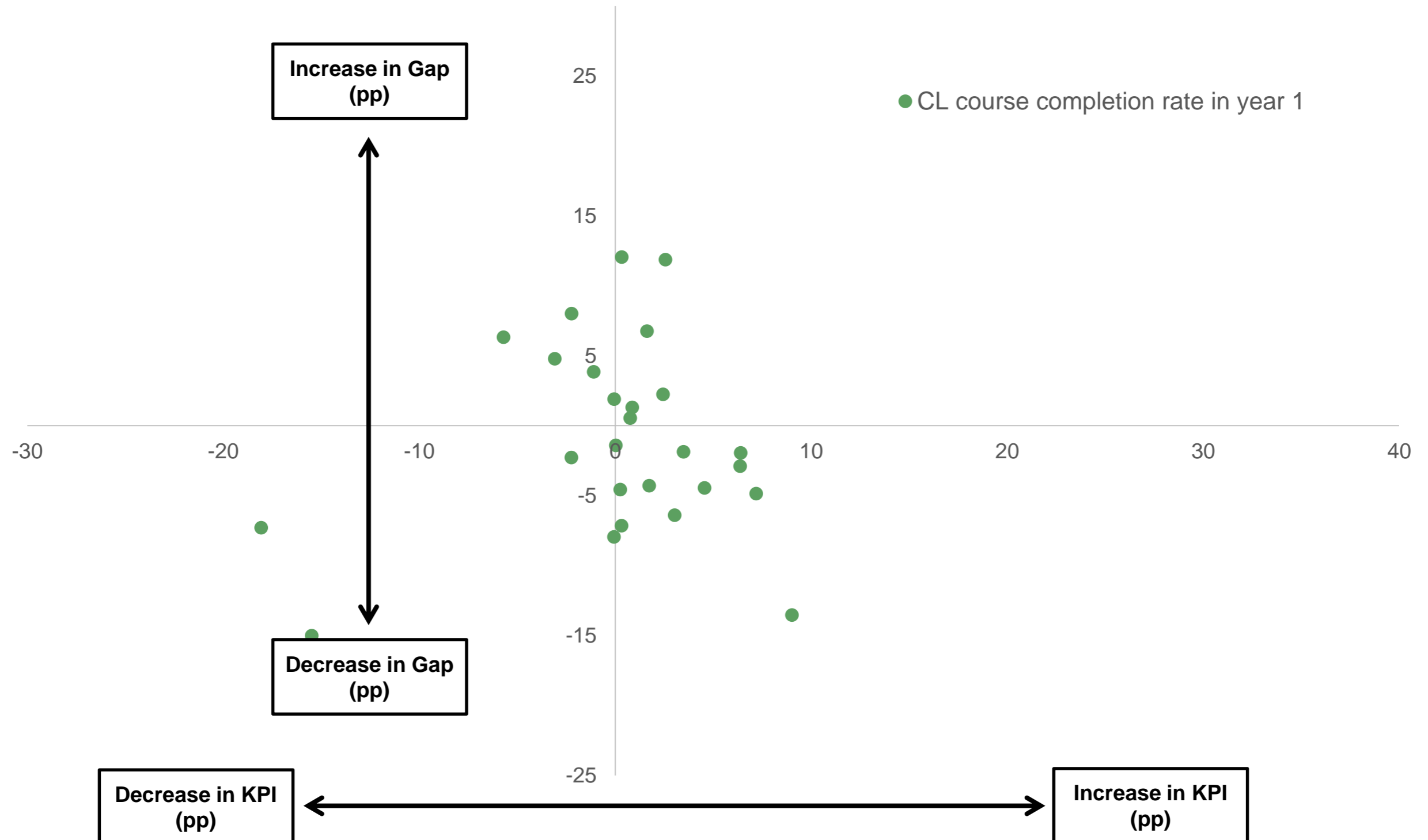
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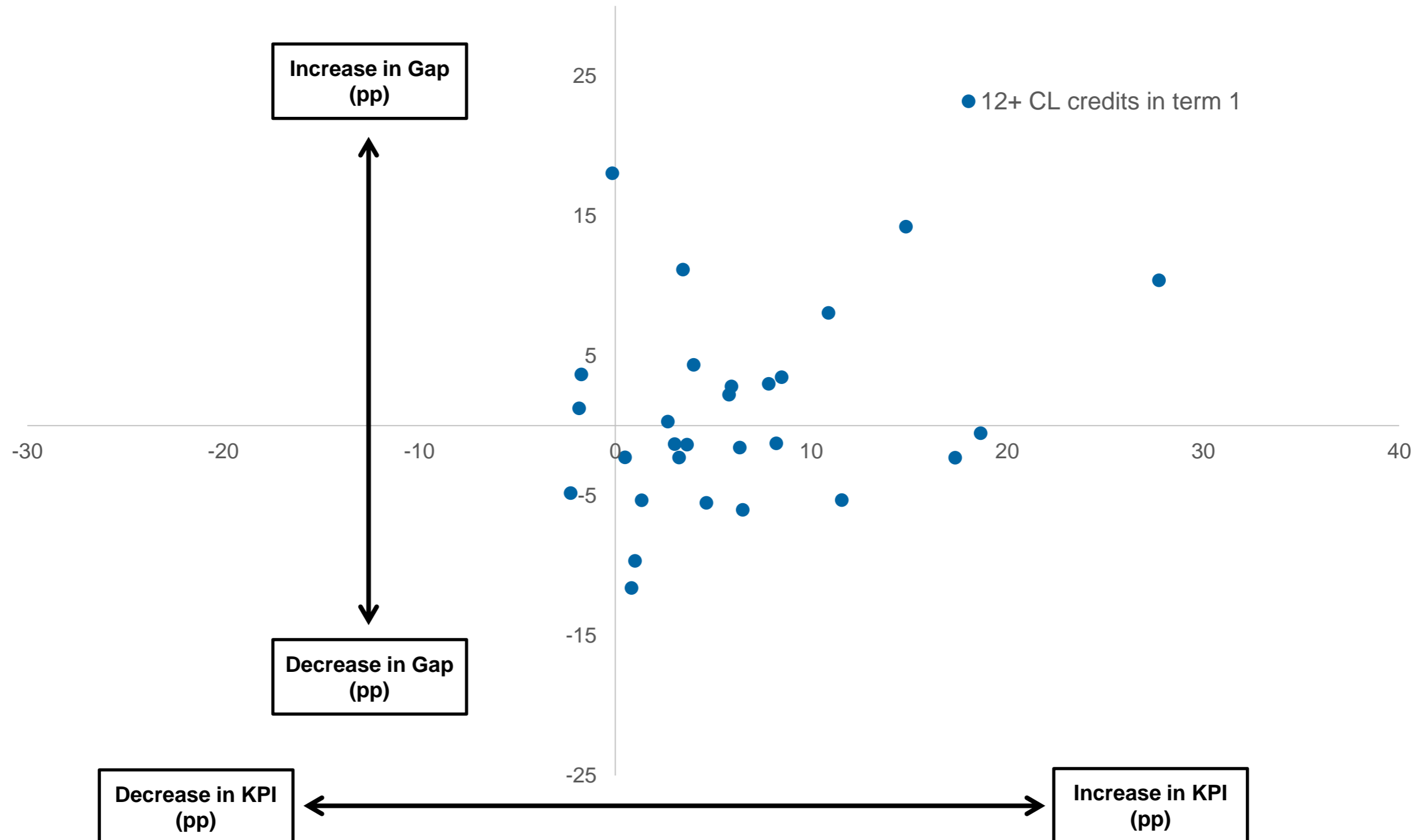
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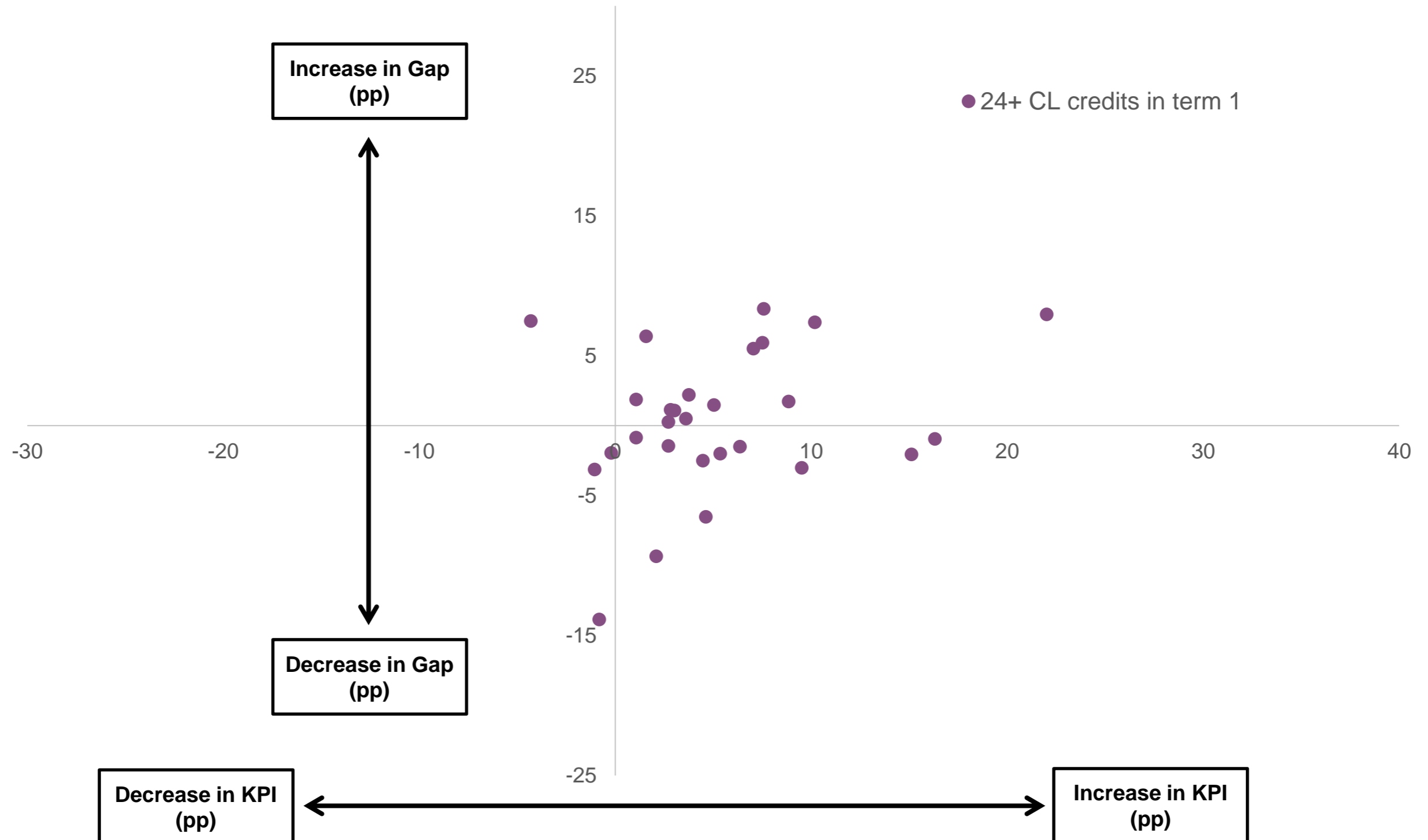
# AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Hispanic Gap

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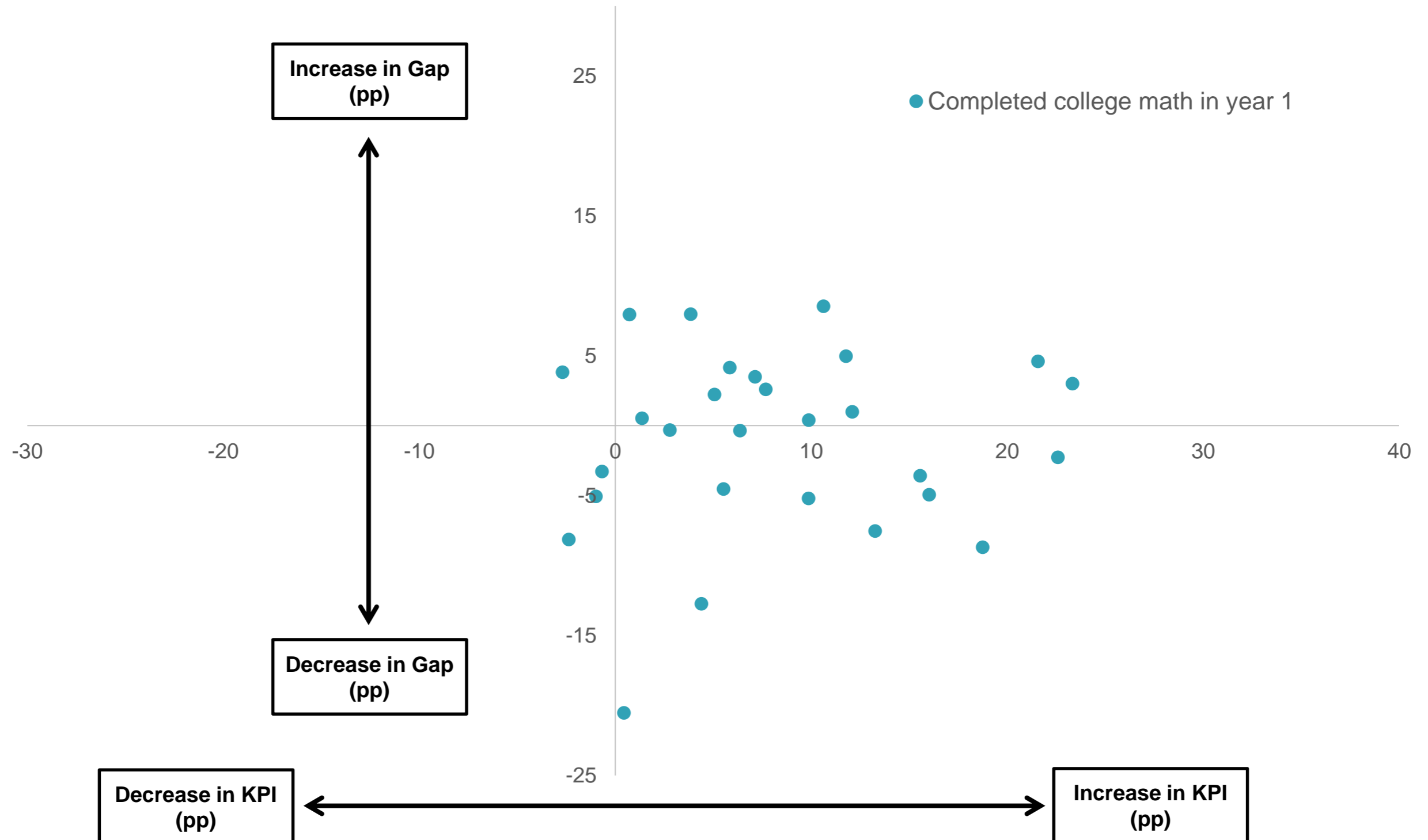
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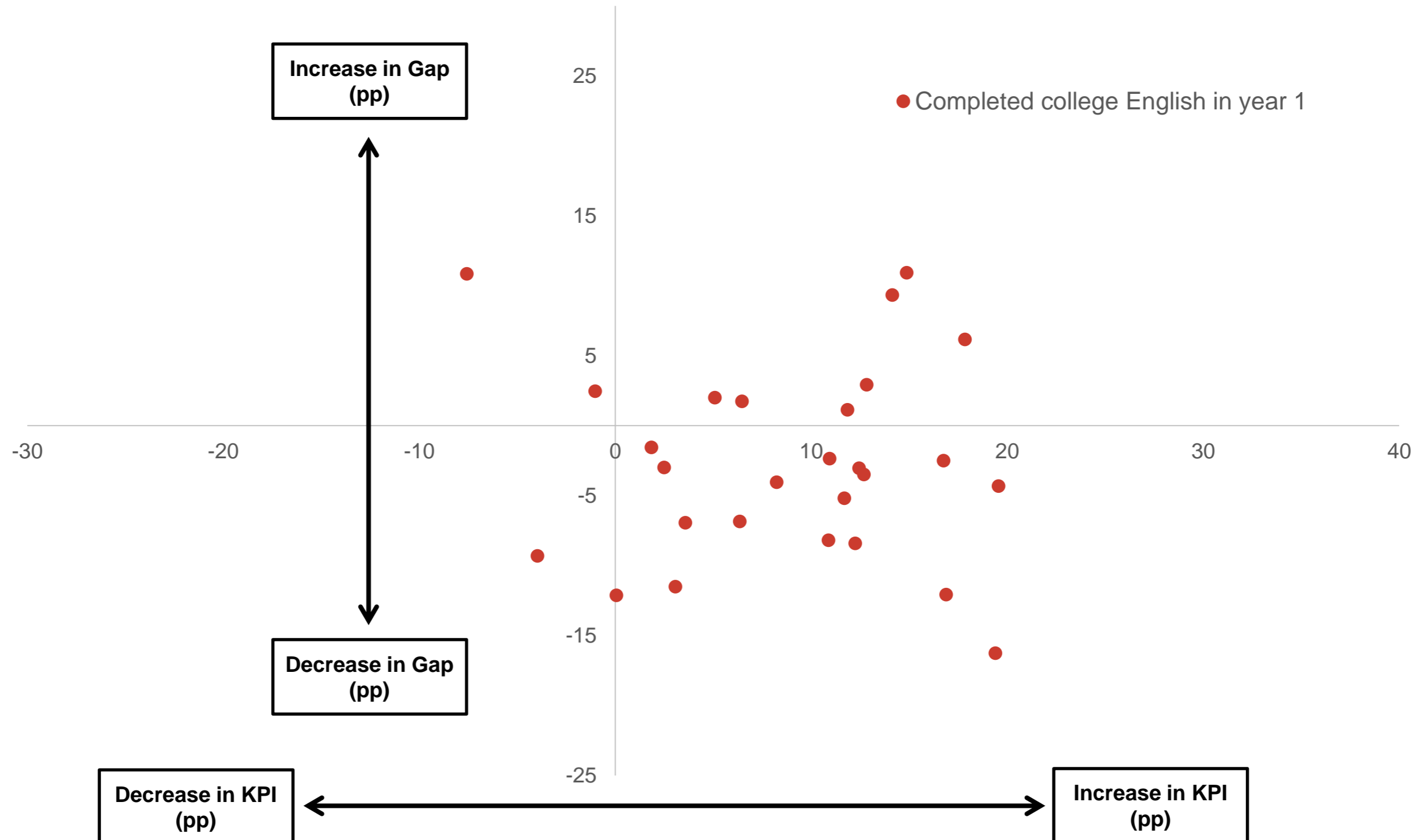
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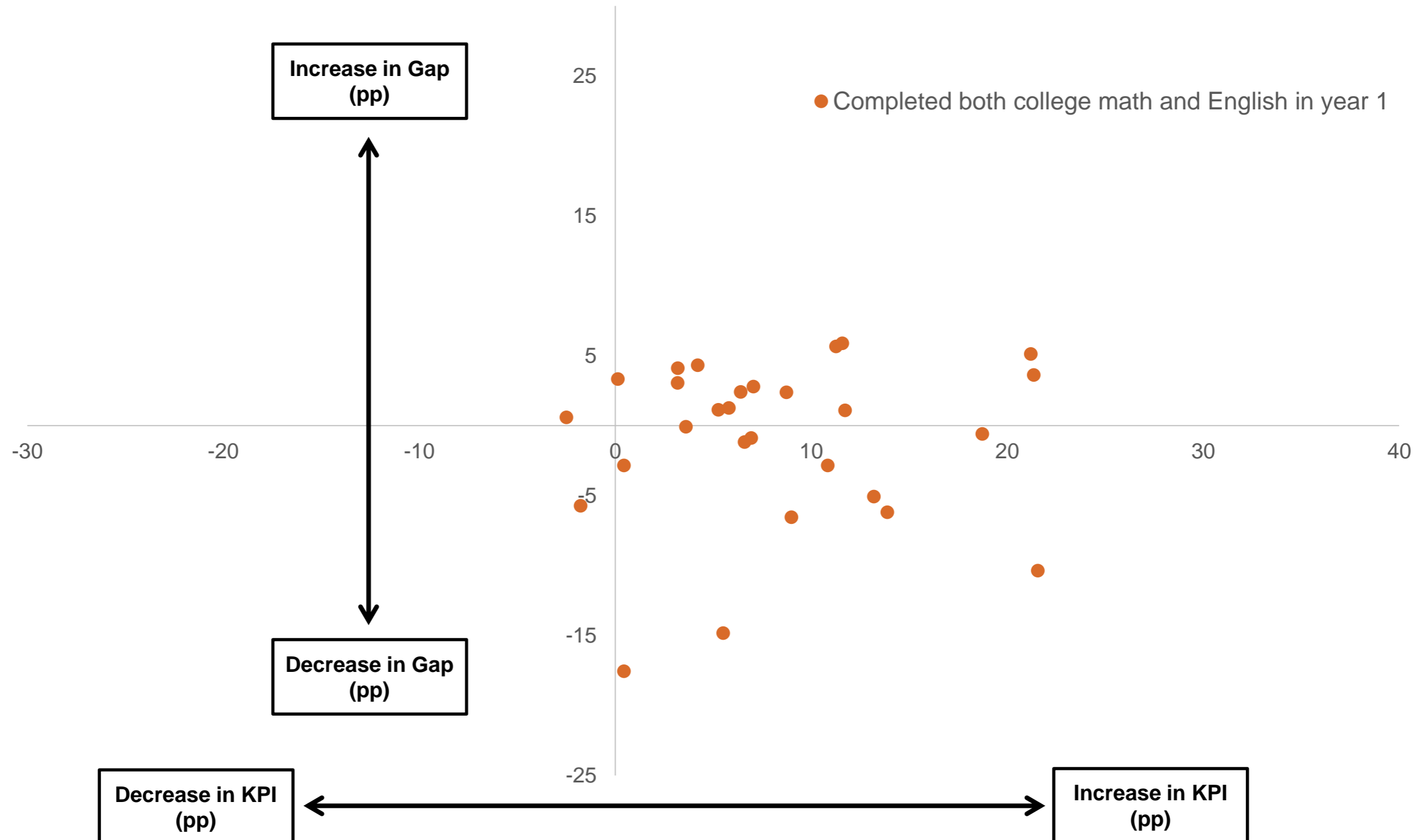
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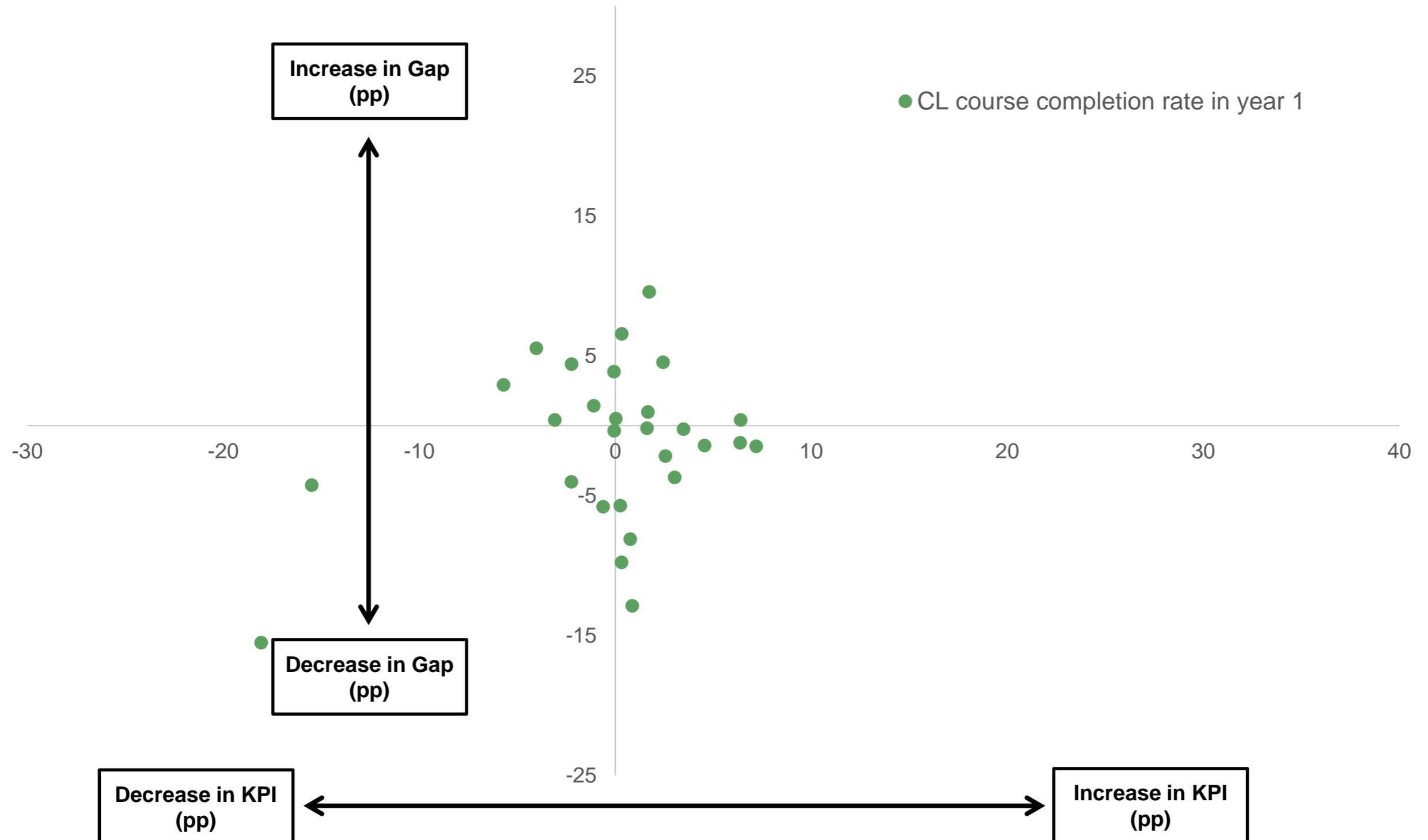
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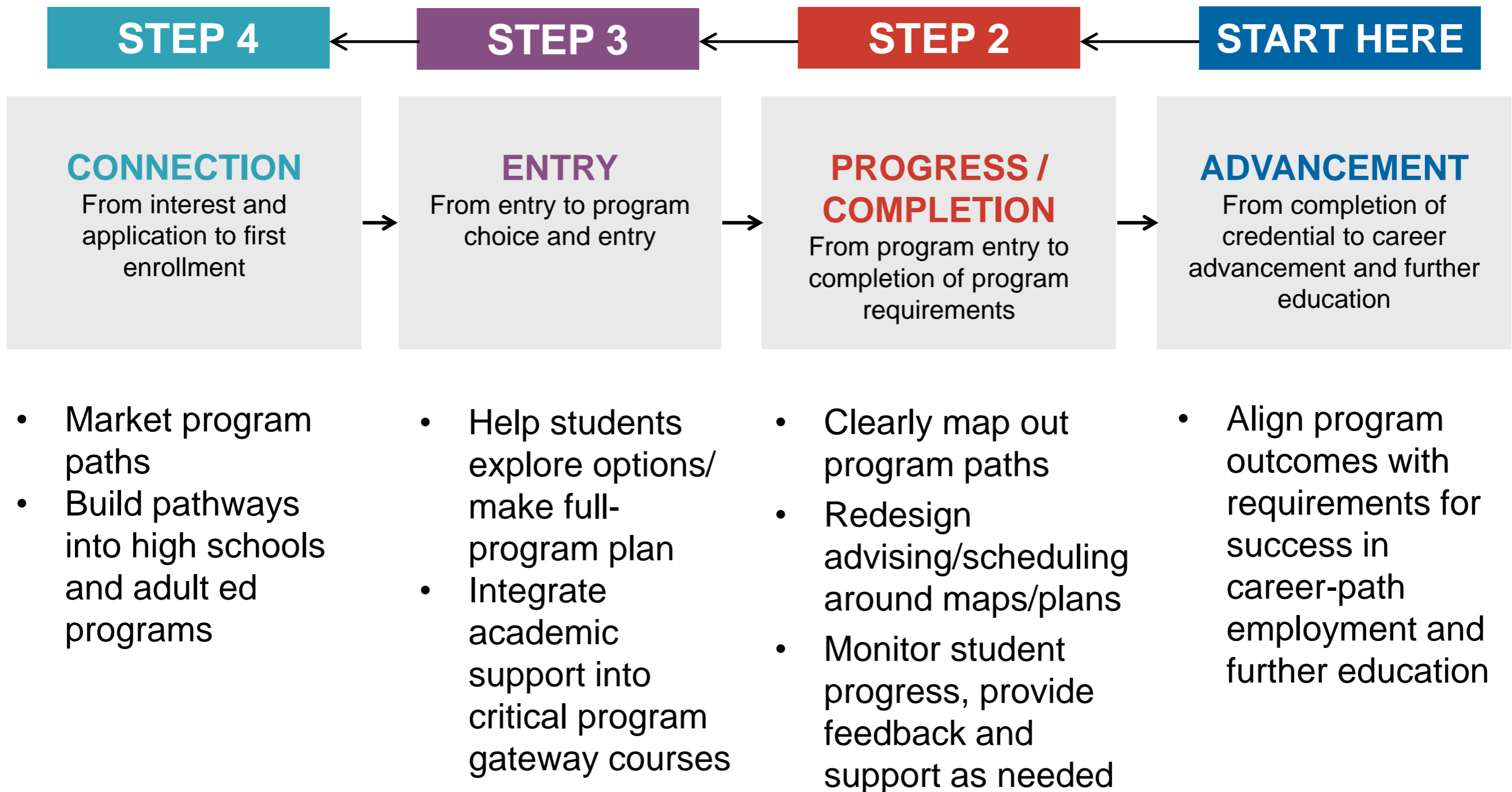


# Conclusions

- For most colleges, 2012-2017 is still “baseline”
- Some early adopters are showing promising increases
- Overall colleges have a lot of work to do to close racial equity gaps
- CCRC will continue to monitor trends as more colleges implement guided pathways at scale
- Colleges should continue to monitor these KPIs, disaggregating both by student characteristics and by meta-major/program of study

# *Our Evolving Understanding of the Guided Pathways Model*

# Redesign, Starting with the End in Mind



# Helping Students with **Major Decisions** on their Program Paths

## 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

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• What careers would be a good fit for me?</li> <li>• What jobs can I get with a degree from your college?</li> <li>• How much will it cost, and how will I pay?</li> </ul> | <ul style="list-style-type: none"> <li>• Who can I talk to about my career and program options?</li> <li>• What program is a good fit for me?</li> <li>• What will I need to take?</li> <li>• Will my credits transfer?</li> <li>• How much will it cost, and how will I pay?</li> </ul> | <ul style="list-style-type: none"> <li>• How do I balance my other obligations?</li> <li>• What if I'm struggling academically?</li> <li>• What if I want to change majors?</li> <li>• How do I get relevant work experience?</li> <li>• How do I apply to transfer?</li> <li>• How much time and money until I finish?</li> </ul> | <ul style="list-style-type: none"> <li>• How do I transfer successfully?</li> <li>• What further education and training will help me advance in my career?</li> <li>• How much will it cost and how much will I have to pay?</li> </ul> |
|--|--|--|---|

# Guided Pathways Essential Practices

## 1 Map paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

## 2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

## 3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

## 4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

# Guided Pathways **at Scale**

- ❑ Map all programs (including non-credit) to jobs and transfer
- ❑ Help all new students explore interests and options
- ❑ Ensure new students take an “awesome” course in term 1
- ❑ Replace prerequisite remediation with integrated and contextualized support
- ❑ Help all new students develop a full-program plan in term 1
- ❑ Schedule courses and monitor progress based on plans
- ❑ Help dual enrollment students to explore options, develop a plan, take plan-related courses
- ❑ Engage area employer and university partners in building a “regional education mobility pathways partnership”

# Rethinking Student Success

## FROM:

## TO:

Academic divisions and departments



“Career and academic communities”  
(aka metamajors)

Transfer vs. CTE; credit vs. non-credit



Career-connected transfer paths or livable-wage jobs w/clear degree paths

Degrees vs. certificates



Degrees w/ embedded skill certificates  
(plus experience and contacts)

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures + in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support (aka “corequisites”)

Algebra and English comp  
“gatekeepers”



Critical program courses (including field-appropriate math)

# Rethinking Student Success

## FROM:

## TO:

Information “dump” at orientation



Support for major decisions along students' paths

Students self-advise while registering



Advisors monitor student registration and must approve changes

Classes scheduled to fit college's preferences



Classes scheduled so students take the courses they need when needed

Full-time vs. part-time



On-plan vs. off-plan

Gen ed transfer curriculum



“Pre-major” transfer curriculum

In-class vs. co-curricular



Program-relevant active/experiential learning

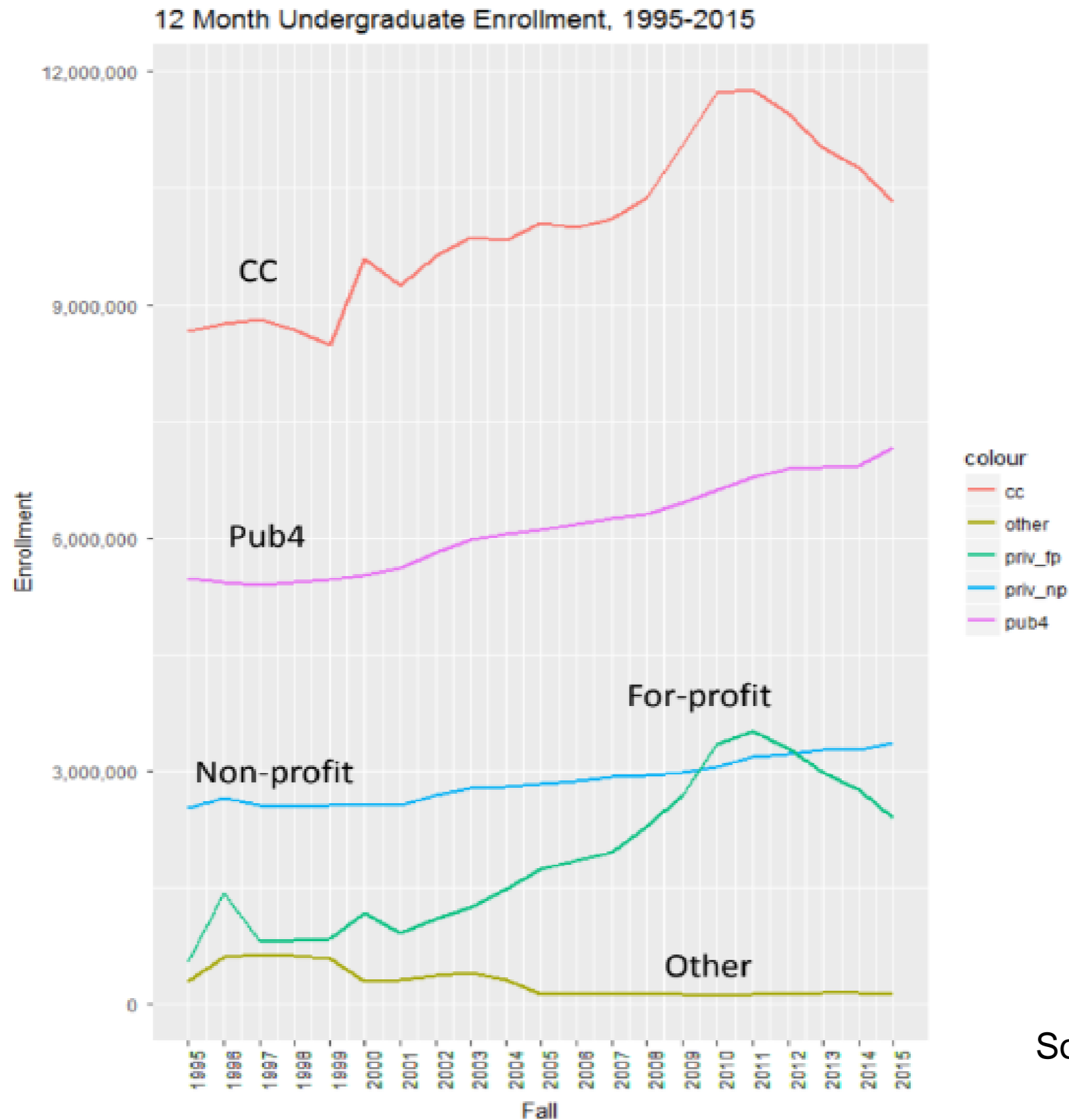
Career pathways and Articulation agreements



Regional talent pathways partnerships

***Factors driving community colleges  
to implement whole-college guided  
pathways reforms***

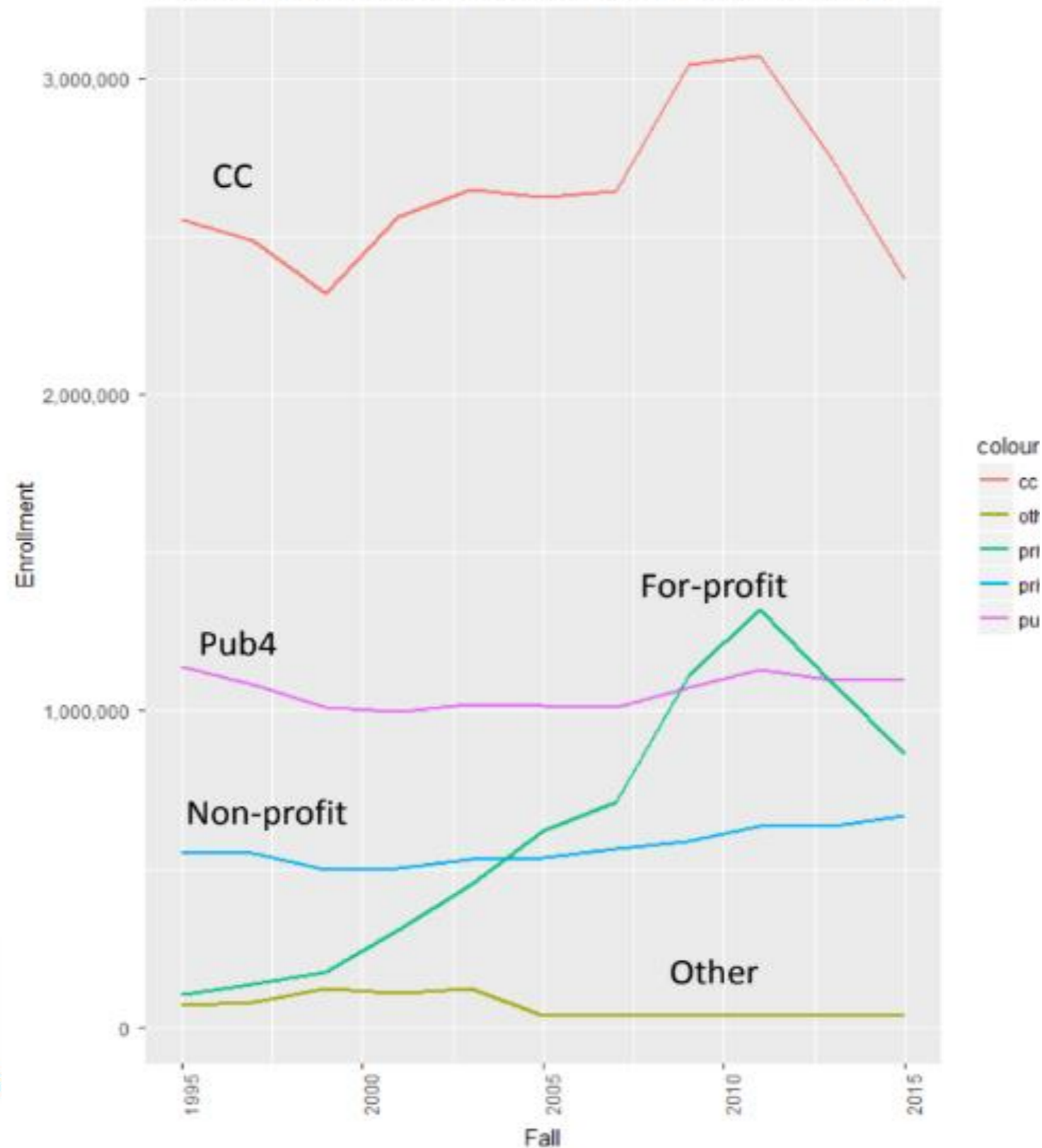
# 12-Month Undergraduate Enrollment by Sector



Source: IPEDS

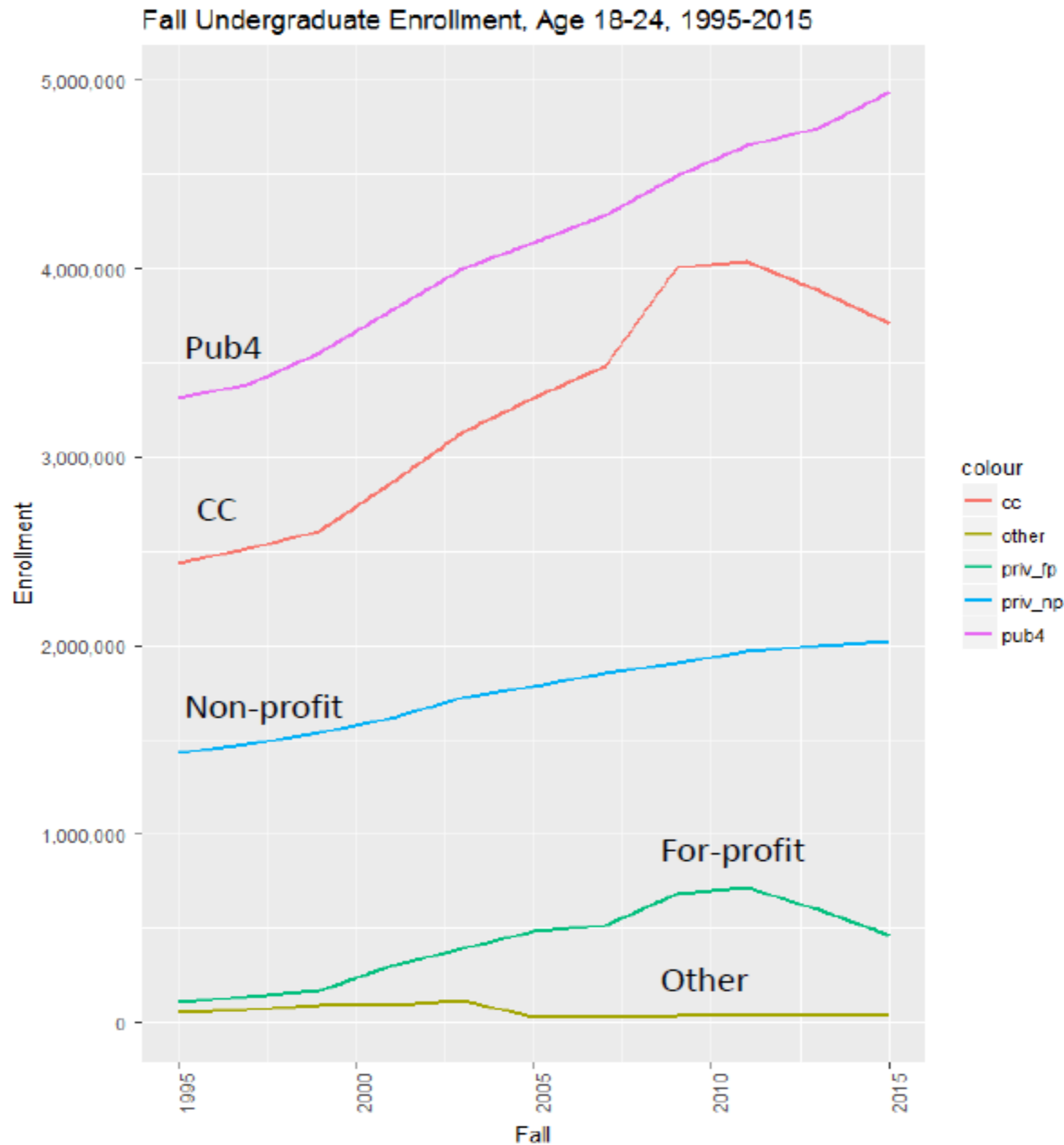
# Fall Undergraduate Enrollment by Sector, Age 25 or above

Fall Undergraduate Enrollment, Age 25 or above, 1995-2015



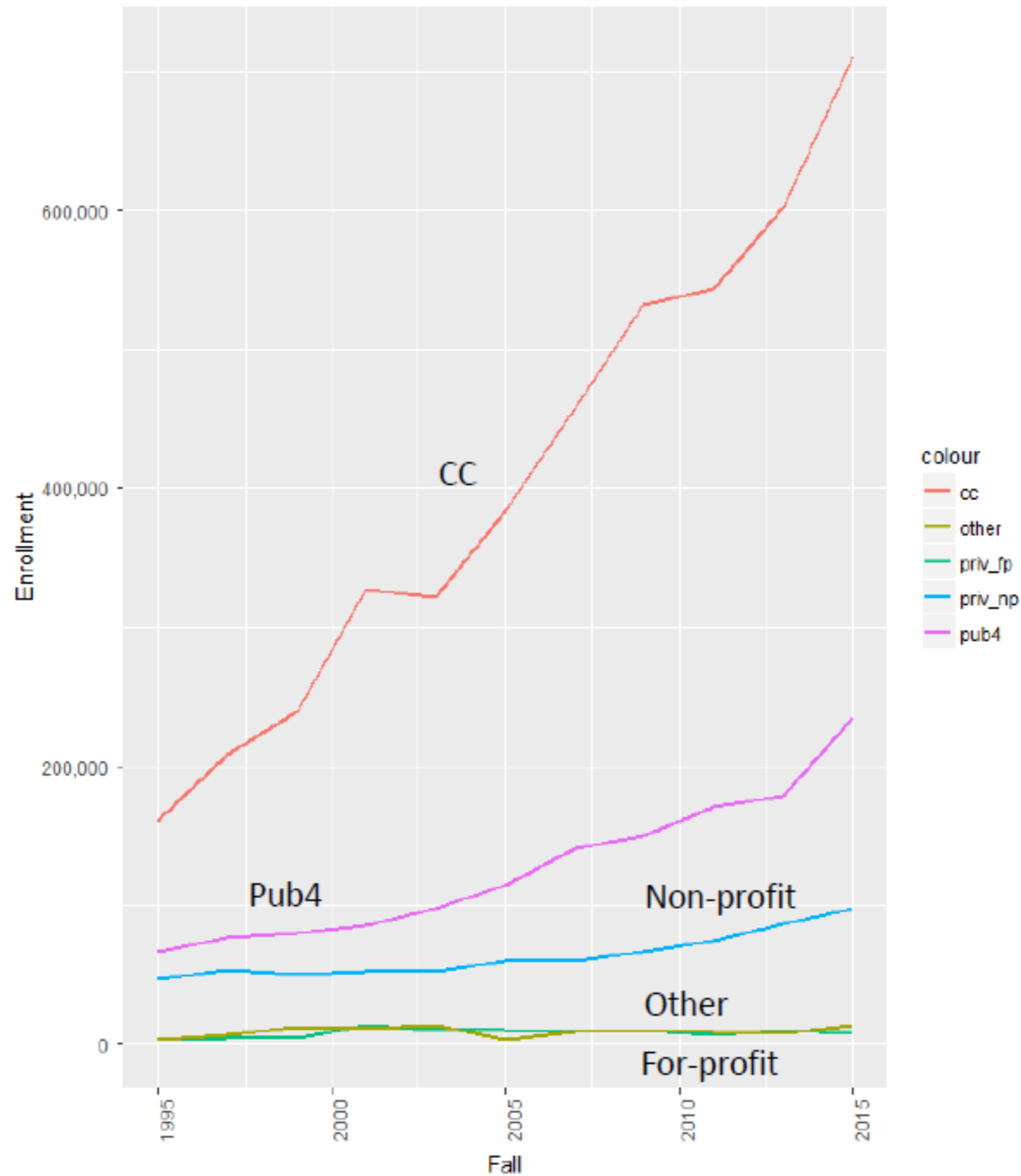
Source: IPEDS

# Fall Undergraduate Enrollment by Sector, Age 18-24



# Fall Undergraduate Enrollment by Sector, Age 17 or below

Fall Undergraduate Enrollment, Age 17 or below, 1995-2015



Source: IPEDS

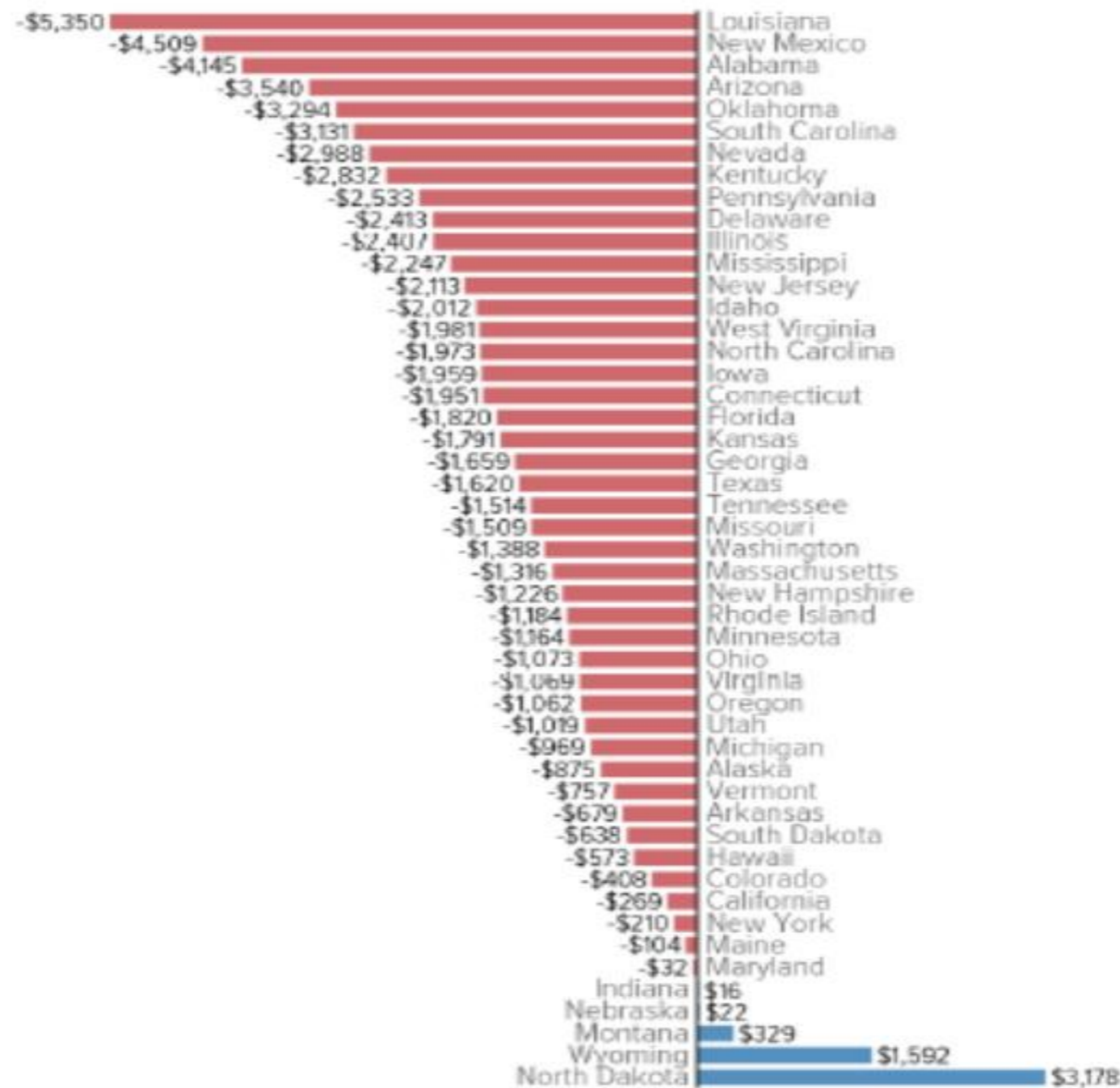
# New CC Business Environment

- State funding cuts → Tuition increases
- Performance funding
- Per FTE federal financial aid declining
- Traditional high school population declining; growing pools more poorly educated
- Declining returns to skill-training only; growing demand for degrees + skills + experience + contacts
- Increased competition (public 4-years, privates, on-line providers)

FIGURE 3

## State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Change in state spending per student, inflation adjusted, 2008-2017



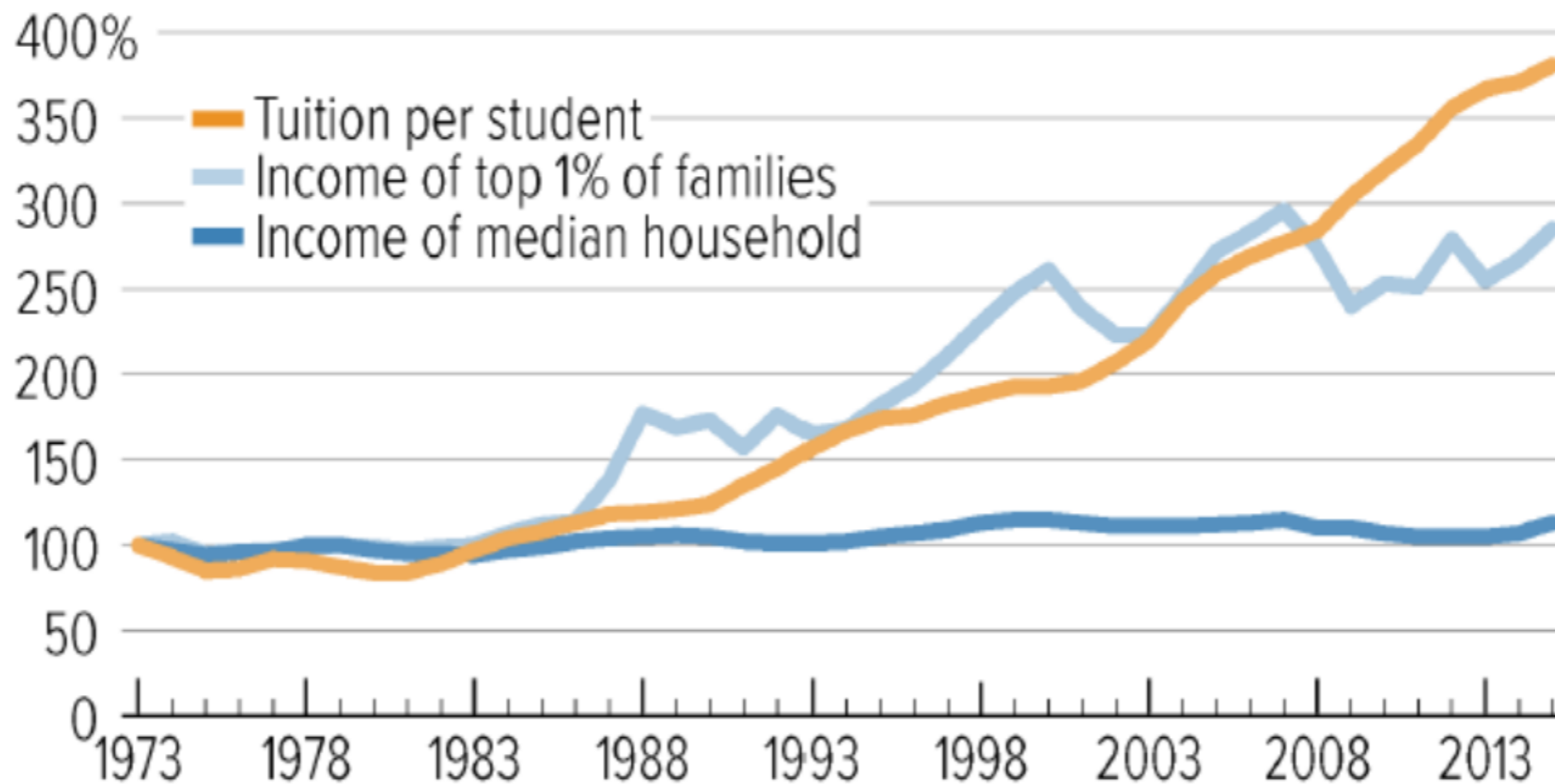
Note: Wisconsin was excluded because the data necessary to make valid comparison was not available. Since enrollment data is only available through the 2015-16 school year, we have estimated enrollment for the 2016-17 school year using data from past years.

Source: CBPP calculations using the "Grapevine" higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index published by the Bureau of Labor Statistics. Illinois funding data is provided by Voices for Illinois Children.

FIGURE 9

## Tuition Growth Has Vastly Outpaced Income Gains

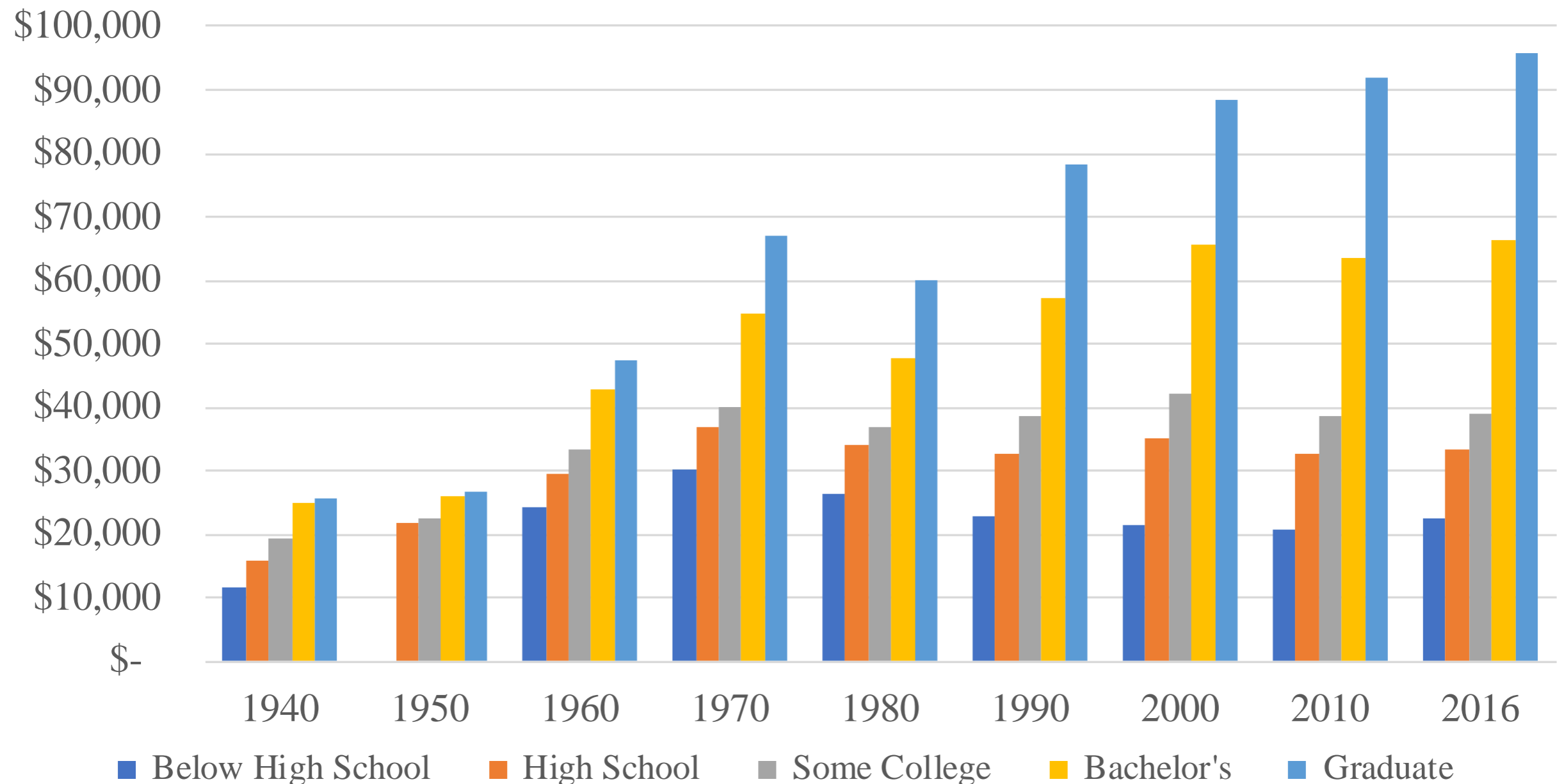
Inflation-adjusted average tuition and fees at public four-year institutions and income for select groups (1973 = 100%)



Source: Center on Budget and Policy Priorities based on the College Board and Census Bureau. Tuition per student and income levels, adjusted for inflation, as a percentage of 1973-1974 price levels. Years shown and income data are for the calendar year. Tuition data cover the school year beginning in the calendar year.

# Average Earnings by Educational Attainment from 1940 – 2016 (in 2016 dollars)

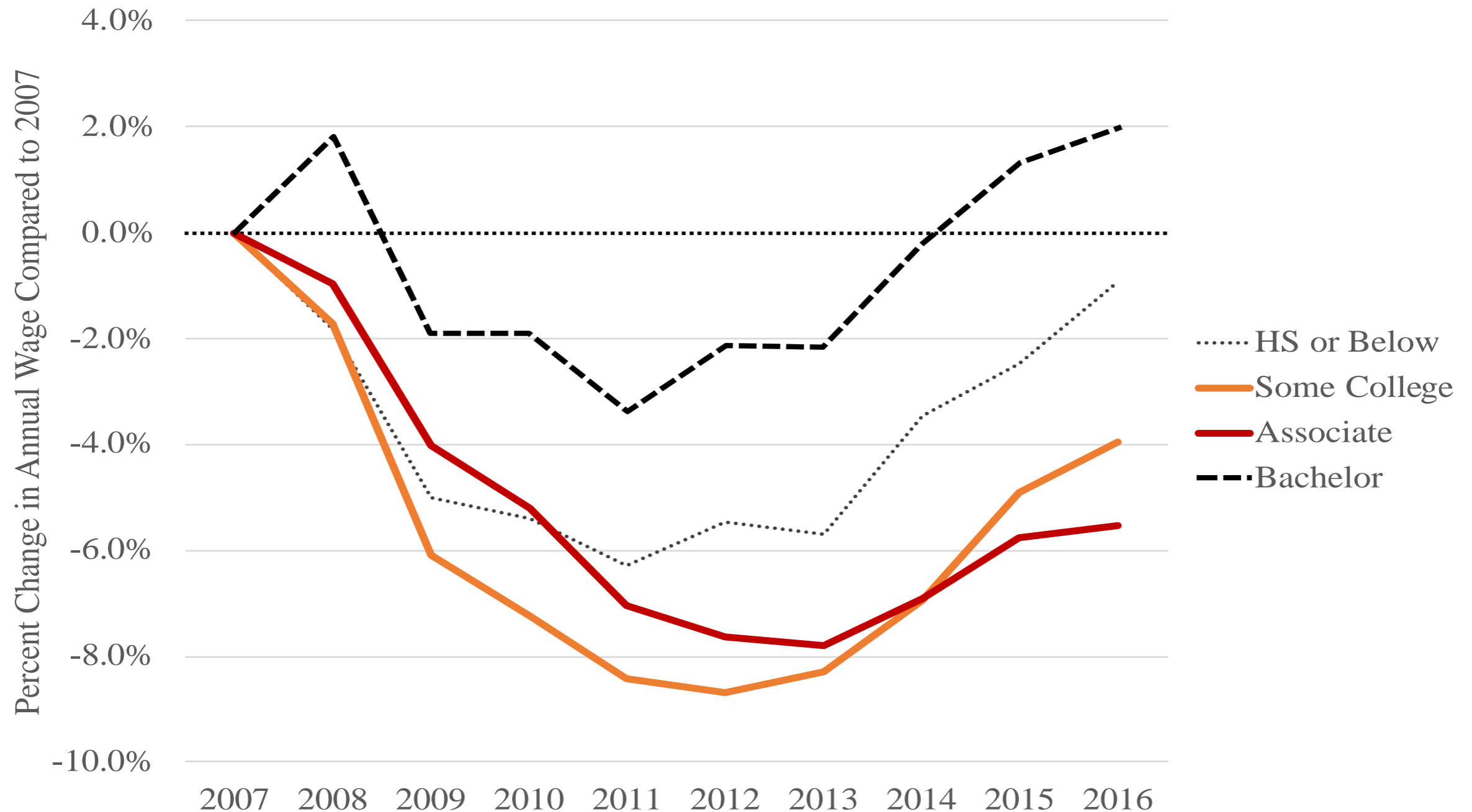
Average earnings of community colleges students today are same as in 1970.



Sources: Censuses from 1940 – 2000, ACS 2010, 2017. 1 or 2 years in college are considered “some college” in 1980 and before. After 1990, some college include associate or some college.

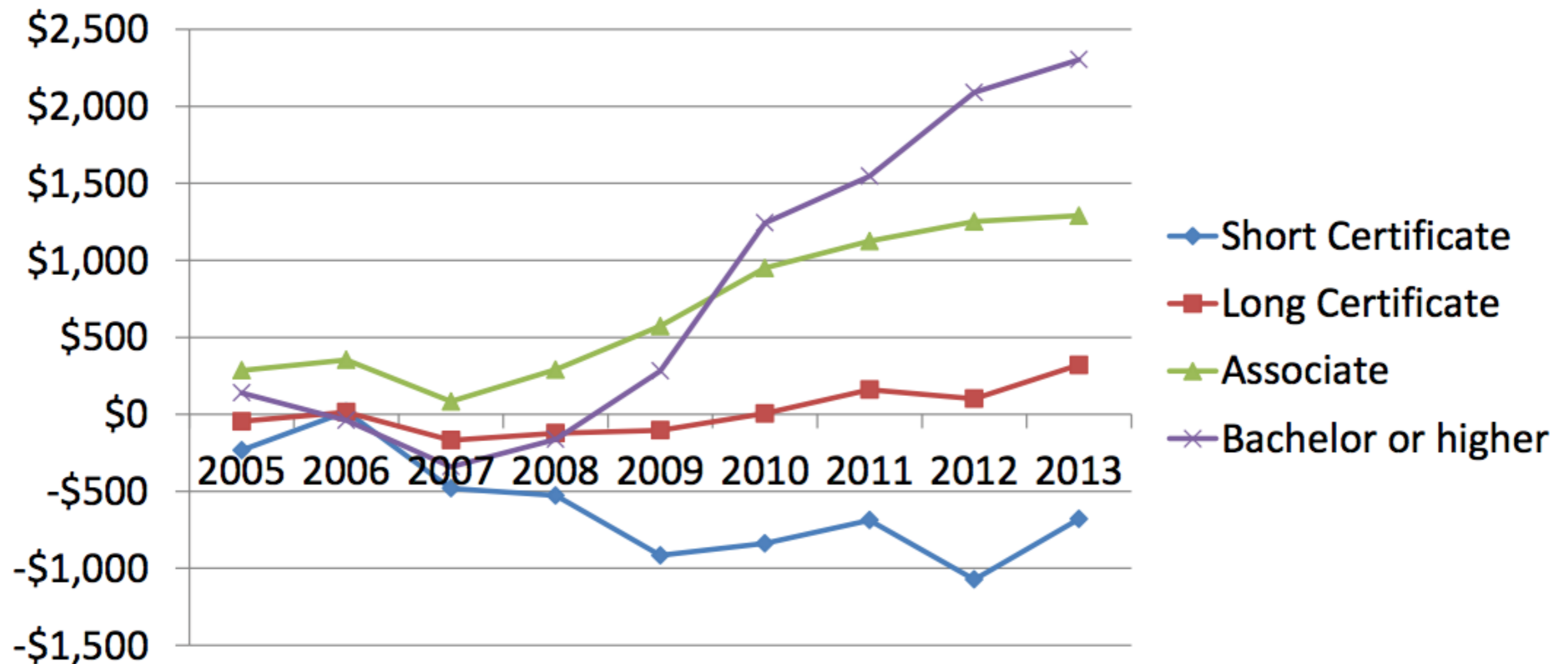
# Difference in Annual Earnings Compared to 2007 (%) in 2016 Dollars

Average earnings of community colleges students not recovered since the Great Recession.



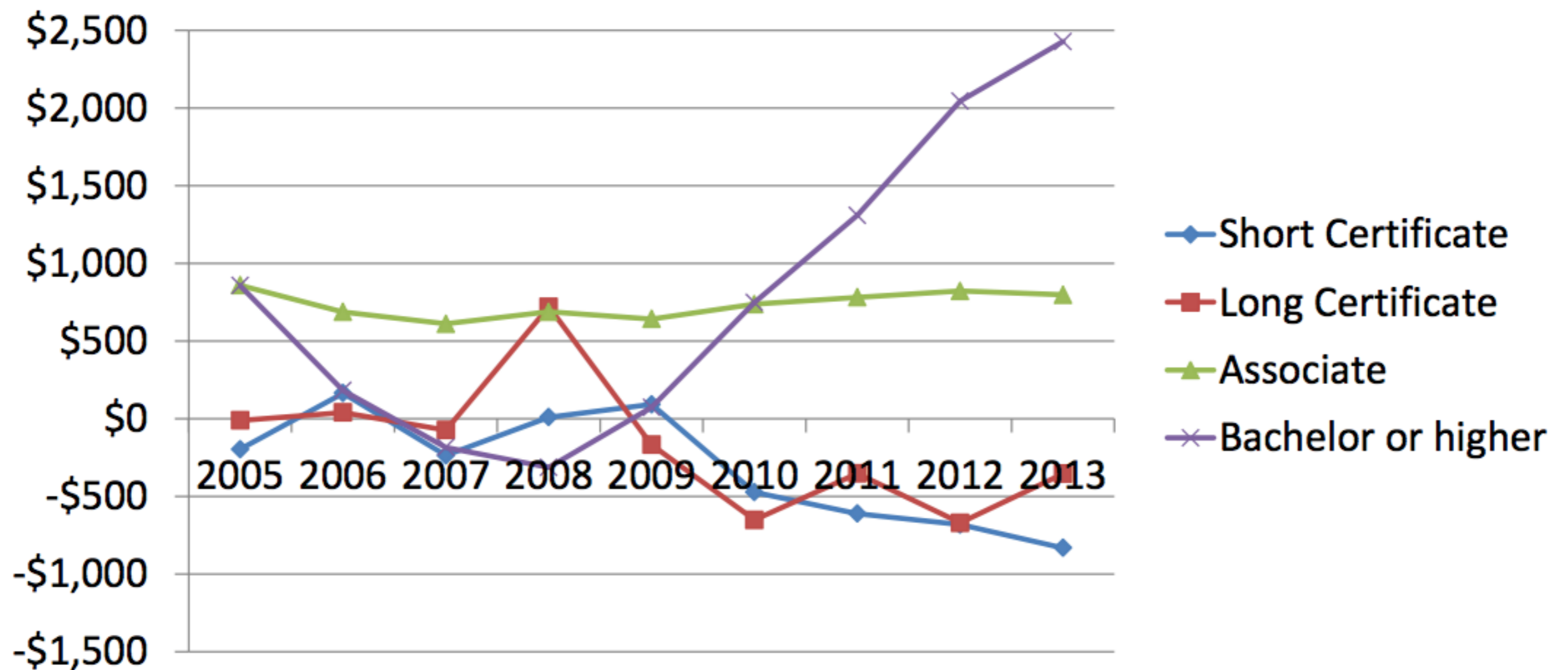
Sources: ACS 2008 through 2017.

## Returns Over Time – Female (2004 VCCS Cohort; quarterly wage earnings 2005 – 2013)



## Returns Over Time – Male

(2004 VCCS Cohort; quarterly wage earnings 2005 – 2013)



# 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

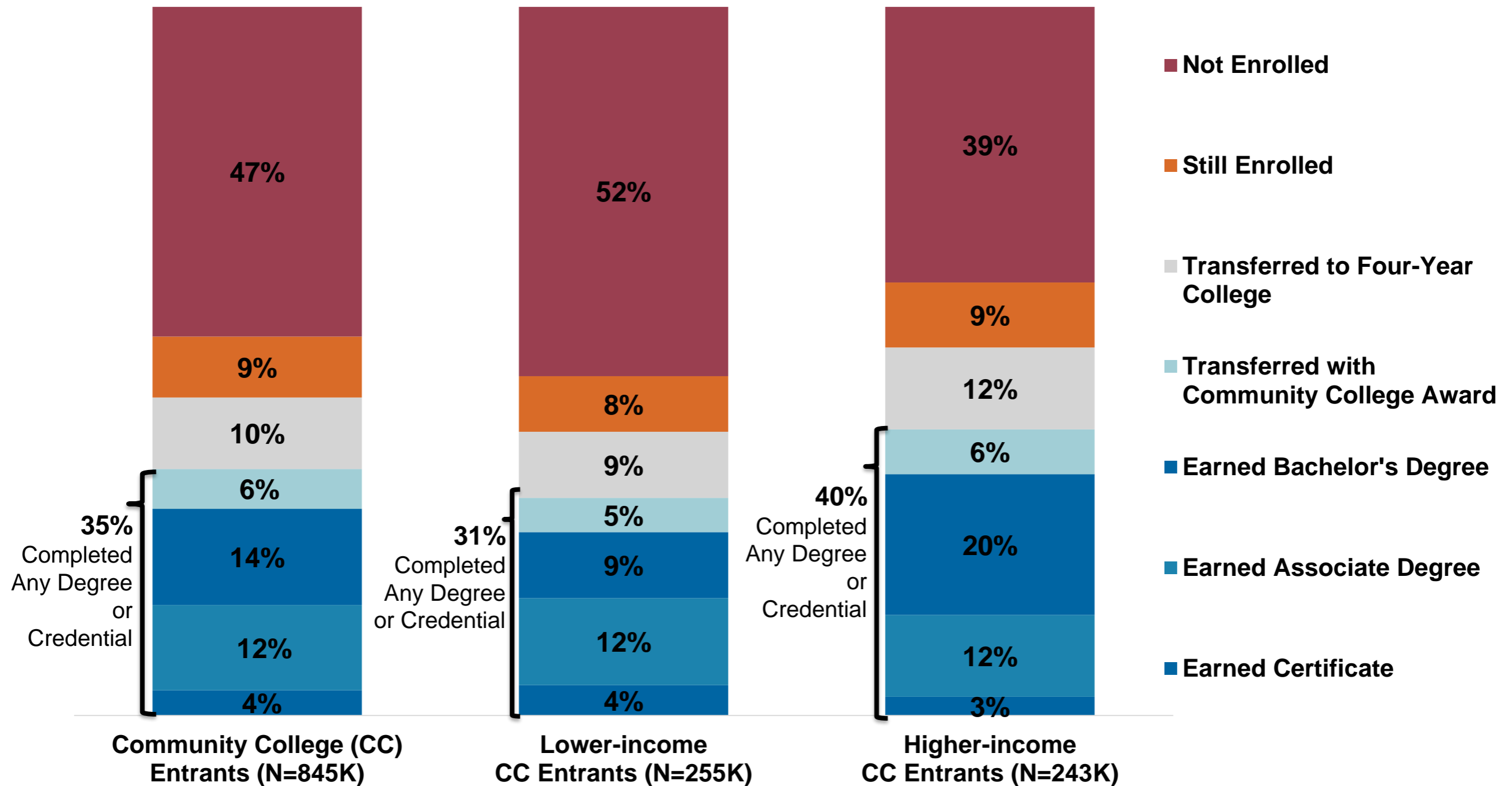
# A Very Leaky Pipeline

- Many students (10-40%) who apply don't show up on day 1
- At least 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
- Most students transfer without earning cc credential; many students who transfer can't apply credits toward major
- Nearly half don't complete a credential; achievement gaps by race, income and age are stark
- Nearly 20% still enrolled or transferred with no credential after 6 years
- Few non-credit students enroll in credit programs

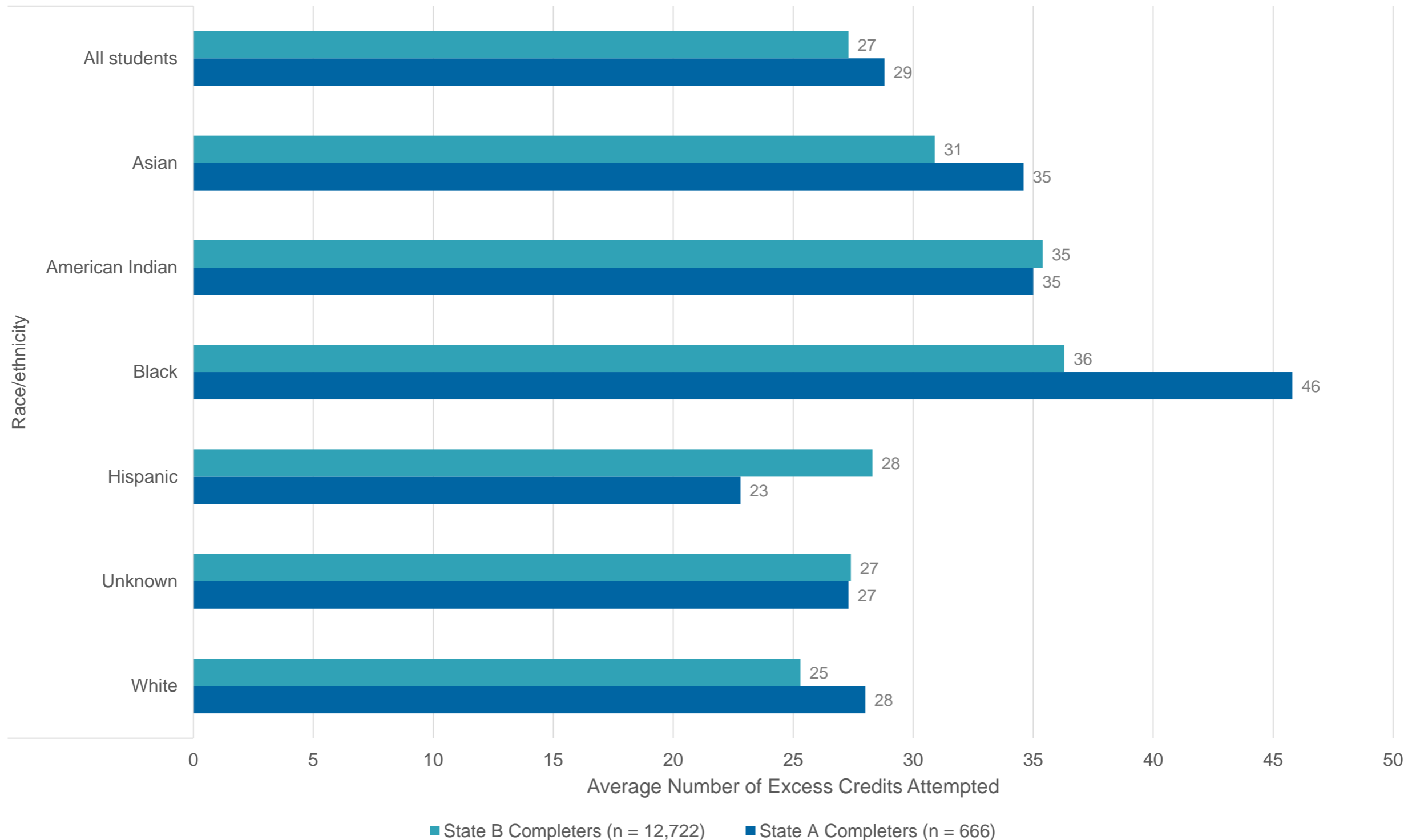
# How CCs Lose Enrollment

- Many students (10-40%) who apply don't show up on day 1
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# Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



# Excess Credits Attempted among CC Transfers who Completed a Bachelor's Degree




# CC Practices that Drive Students Away

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

# Thank you!

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