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
April 13, 2019
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 3: Timeline and Tips for Implementing Pathways Reforms

By Davis Jenkins, Haana 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;
- Redesigning 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.
AACC Pathways Project Colleges
CCRC Research on AACC 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)

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>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)</th>
<th>Next Steps Toward Implementing Practice at Scale &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</td>
<td></td>
<td></td>
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<tr>
<td>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</td>
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</tr>
<tr>
<td>f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</td>
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</tr>
</tbody>
</table>
Area 1: Mapping Pathways to Student End Goals

1A. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.

1B. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.

1C. Programs are clearly mapped out. Students know which courses they should take and in what sequence. Courses critical for success and other key progress milestones are clearly identified. This information is easily accessible on the college’s website.

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

<table>
<thead>
<tr>
<th>February 2016</th>
<th>December 2016</th>
<th>December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td>2A. Every new student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.</td>
<td>At Scale 1</td>
<td>Scaling in Progress 5</td>
</tr>
<tr>
<td>2B. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</td>
<td>At Scale 1</td>
<td>Scaling in Progress 6</td>
</tr>
<tr>
<td>2C. Required math courses are appropriately aligned with the student’s field of study</td>
<td>At Scale 4</td>
<td>Scaling in Progress 6</td>
</tr>
<tr>
<td>2D. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible</td>
<td>At Scale 4</td>
<td>Scaling in Progress 6</td>
</tr>
<tr>
<td>2E. College works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</td>
<td>At Scale 3</td>
<td>Scaling in Progress 7</td>
</tr>
</tbody>
</table>
Area 3: Keeping Student on Their Path

3A. Advisors monitor which program every student is in and how far along he/she is toward completing their program plan.

3B. Students can easily see how far they have come and what they need to do to complete their program.

3C. Advisors are able to identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track.

3D. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.

3E. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
Area 4: Ensuring that Students are Learning

4A. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

October 2017 (unverified) N=29

December 2018 (N=30)

4B. 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, study abroad and other active learning activities that program facu

4C. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

4D. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

4E. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

4F. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.
## Scale of Adoption Assessment Highlights

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

- **MAPPING PROGRAM PATHWAYS**
  Year 2
  - Organize programs into career-focused meta-majors
  - Backward map all programs to jobs and transfer opportunities

- **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

- **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

- **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

- **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

**GP AREA 1** Clarifying pathways to student and goals

- **Fall 2014** Introduced 10th grade Showcase event

**GP AREA 2** Helping students get on a path

- **Fall 2013** Hired first success coaches through TACOCT grant

**GP AREA 3** Keeping students on path

- **Summer 2014** Established Teaching and Learning Academy for new faculty

**GP AREA 4** Ensuring that students are learning

- **Fall 2015** Began program mapping process
- **Spring 2016** Detailed program map for all programs, introduced meta-majors
- **Fall 2016** Detailed full- and part-time maps
- **Spring 2017** Held transfer summit
- **Fall 2017** Completed mapping and established process for iterative updating of maps
- **Fall 2018** Implemented first-year experience course at scale and with modules on meta-majors and embedded success coaches
- **Fall 2018** Implemented corequisite remedial coursework at scale
- **Spring 2019** Implemented yearlong course schedule
- **Summer 2018** Established Teaching and Learning Academy for adjuncts

**INSTITUTIONAL** Related policies/processes/changes

- **Pre-Implementation 2015**
  - Joined AACC Pathways Project
  - Developed new strategic plan for 2017-2022 that reflected the college’s shift to guided pathways
  - Alabama legislature created Board of Trustees to govern state community college system (it was previously governed by the State Board of Education)
  - 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
  - Alabama adopted performance (outcomes) based funding
- **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**

**STATE** Policy developments

- **Fall 2012** Joined Achieving the Dream
- **Spring 2013** Participated in AACC Roadmap Project
- **Spring 2014** Formed cross-functional coalition called Pipeline to examine “leakage” points in student progression
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 AACC 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: AACC 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
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

- 12+ CL credits in term 1
- 24+ CL credits in term 1
- Completed college math in year 1
- Completed college English in year 1
- Completed both college math and English in year 1
- CL course completion rate in year 1
- Persisted term 1 to 2
Early Momentum Metrics

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

- College 16 (+28pp)
- College 5 (+20pp)
- College 23 (+19pp)
- College 8 (+17pp)
- College 24 (+15pp)

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

College 16 (+22pp)
College 1 (+16pp)
College 23 (+15pp)
College 5 (+13pp)
College 24 (+10pp)

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

- College 18 (+22pp)
- College 16 (+21pp)
- College 1 (+21pp)
- College 28 (+19pp)
- College 3 (+14pp)

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

Increase in Gap
Decrease in Gap

12+ term 1  24+ year 1  CL math year 1  CL English year 1  Course completion rate
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

Increase in Gap

Decrease in Gap

Percentage point (PP) change: 2012-2017

12+ term 1  24+ year 1  CL math year 1  CL English year 1  CL math & Eng year 1  Course completion rate
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

Increase in Gap

Decrease in Gap

<table>
<thead>
<tr>
<th>Course Completion Rate</th>
<th>12+ term 1</th>
<th>24+ year 1</th>
<th>CL math year 1</th>
<th>CL English year 1</th>
<th>CL math &amp; Eng year 1</th>
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AACC Pathways Colleges Percentage Point Change on Selected KPIs
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</tr>
<tr>
<td>CL math &amp; Eng year 1</td>
<td></td>
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</tbody>
</table>

Course completion rate
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

- Increase in Early Momentum KPI and increase in the equity gap
- Decrease in Early Momentum KPI and increase in the equity gap
- Decrease in Early Momentum KPI and closing of the equity gap
- Increase in KPI (pp)
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

- Increase in Gap (pp)
- Decrease in Gap (pp)
- Increase in KPI (pp)
- Decrease in KPI (pp)

12+ CL credits in term 1
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

Increase in Gap (pp)  
Decrease in Gap (pp)  
Decrease in KPI (pp)  
Increase in KPI (pp)
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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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**

- Increase in Gap (pp)
- Decrease in Gap (pp)
- Increase in KPI (pp)
- Decrease in KPI (pp)

- Completed both college math and English in year 1
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

- **Increase in Gap (pp)**
- **Decrease in Gap (pp)**
- **Increase in KPI (pp)**
- **Decrease in KPI (pp)**

CL course completion rate in year 1
AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Hispanic Gap

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

- Increase in Gap (pp)
- Decrease in Gap (pp)
- Increase in KPI (pp)
- Decrease in KPI (pp)

12+ CL credits in term 1
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- Increase in Gap (pp)
- Decrease in Gap (pp)
- Decrease in KPI (pp)
- Increase in KPI (pp)
AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Hispanic Gap

Completed college math in year 1

Increase in Gap (pp)

Decrease in Gap (pp)

Decrease in KPI (pp)

Increase in KPI (pp)
AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Hispanic Gap

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

- Increase in Gap (pp)
- Decrease in Gap (pp)
- Increase in KPI (pp)
- Decrease in KPI (pp)

Completed college English in year 1
AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in White-Hispanic Gap

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

- Increase in Gap (pp)
- Decrease in Gap (pp)
- Increase in KPI (pp)
- Decrease in KPI (pp)

- Completed both college math and English in year 1
AACC Pathways 1.0 Colleges: Plotting Change in KPIs by Change in **White-Hispanic** Gap

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

- **Increase in Gap (pp)**
- **Decrease in Gap (pp)**
- **Increase in KPI (pp)**
- **Decrease in KPI (pp)**

CL course completion rate in year 1
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**

**STEP 4**
- Market program paths
- Build pathways into high schools and adult ed programs

**STEP 3**
- Help students explore options/make full-program plan
- Integrate academic support into critical program gateway courses

**STEP 2**
- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed

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

**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
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

- What careers would be a good fit for me?
- What jobs can I get with a degree from your college?
- How much will it cost, and how will I pay?
- Who can I talk to about my career and program options?
- What program is a good fit for me?
- What will I need to take?
- Will my credits transfer?
- How much will it cost, and how will I pay?
- How do I balance my other obligations?
- What if I’m struggling academically?
- What if I want to change majors?
- How do I get relevant work experience?
- How do I apply to transfer?
- How much time and money until I finish?
- How do I transfer successfully?
- What further education and training will help me advance in my career?
- How much will it cost and how much will I have to pay?
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”
<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic divisions and departments</td>
<td>“Career and academic communities” (aka metamajors)</td>
</tr>
<tr>
<td>Transfer vs. CTE; credit vs. non-credit</td>
<td>Career-connected transfer paths or livable-wage jobs w/clear degree paths</td>
</tr>
<tr>
<td>Degrees vs. certificates</td>
<td>Degrees w/ embedded skill certificates (plus experience and contacts)</td>
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<tr>
<td>Job/transfer support for near completers</td>
<td>Career/transfer exploration and planning for all students from the start</td>
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<tr>
<td>Standardized placement tests</td>
<td>Multiple measures + in-class diagnostic assessment</td>
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<tr>
<td>Pre-requisite remediation</td>
<td>Integrated/contextualized academic support (aka “corequisites”)</td>
</tr>
<tr>
<td>Algebra and English comp “gatekeepers”</td>
<td>Critical program courses (including field-appropriate math)</td>
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<td>FROM:</td>
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<td>Information “dump” at orientation</td>
<td>Support for major decisions along students’ paths</td>
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<tr>
<td>Students self-advice while registering</td>
<td>Advisors monitor student registration and must approve changes</td>
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<tr>
<td>Classes scheduled to fit college’s preferences</td>
<td>Classes scheduled so students take the courses they need when needed</td>
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<tr>
<td>Full-time vs. part-time</td>
<td>On-plan vs. off-plan</td>
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<td>Gen ed transfer curriculum</td>
<td>“Pre-major” transfer curriculum</td>
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<tr>
<td>In-class vs. co-curricular</td>
<td>Program-relevant active/experiential learning</td>
</tr>
<tr>
<td>Career pathways and Articulation agreements</td>
<td>Regional talent pathways partnerships</td>
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Factors driving community colleges to implement whole-college guided pathways reforms
12-Month Undergraduate Enrollment by Sector

12 Month Undergraduate Enrollment, 1995-2015

- CC
- Pub4
- For-profit
- Non-profit
- Other

Source: IPEDS
Fall Undergraduate Enrollment by Sector, Age 25 or above

Source: IPEDS
Fall Undergraduate Enrollment by Sector, Age 18-24

Fall Undergraduate Enrollment, Age 18-24, 1995-2015

Source: IPEDS
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 $\rightarrow$ 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, online 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.
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

Source: Xu, Jaggars, & Fletcher, 2016.
Returns Over Time – Male

Source: Xu, Jaggars, & Fletcher, 2016.
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

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- Few non-credit students enroll in credit programs
Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)

- **Community College (CC) Entrants (N=845K)**
  - Not Enrolled: 47%
  - Still Enrolled: 10%
  - Completed Any Degree or Credential: 35%
  - Earned Bachelor's Degree: 9%
  - Earned Associate Degree: 14%
  - Earned Certificate: 12%
  - Completed Any Degree or Credential: 4%

- **Lower-income CC Entrants (N=255K)**
  - Not Enrolled: 52%
  - Still Enrolled: 9%
  - Completed Any Degree or Credential: 31%
  - Earned Bachelor's Degree: 9%
  - Earned Associate Degree: 12%
  - Earned Certificate: 12%
  - Completed Any Degree or Credential: 4%

- **Higher-income CC Entrants (N=243K)**
  - Not Enrolled: 39%
  - Still Enrolled: 12%
  - Completed Any Degree or Credential: 40%
  - Earned Bachelor's Degree: 20%
  - Earned Associate Degree: 12%
  - Earned Certificate: 3%

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.
Excess Credits Attempted among CC Transfers who Completed a Bachelor’s Degree

- **All students**
  - State B Completers (n = 12,722): 27
  - State A Completers (n = 666): 29

- **Asian**
  - State B Completers (n = 12,722): 31
  - State A Completers (n = 666): 35

- **American Indian**
  - State B Completers (n = 12,722): 35
  - State A Completers (n = 666): 35

- **Black**
  - State B Completers (n = 12,722): 36
  - State A Completers (n = 666): 46

- **Hispanic**
  - State B Completers (n = 12,722): 28
  - State A Completers (n = 666): 23

- **Unknown**
  - State B Completers (n = 12,722): 27
  - State A Completers (n = 666): 27

- **White**
  - State B Completers (n = 12,722): 28
  - State A Completers (n = 666): 25

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 developed 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!