


# Equity, Economic Mobility & Guided Pathways

Dr. Rob Johnstone  
Santa Monica College  
January 2018




NATIONAL CENTER FOR INQUIRY & IMPROVEMENT

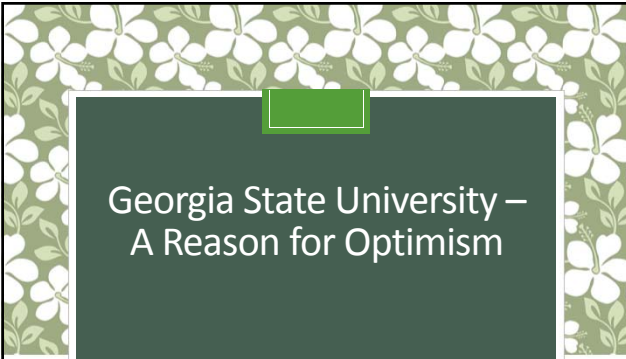
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## Agenda


- A Story of Hope: Georgia State University
- Building Urgency and the Case for Change
  - Equality of Opportunity Project National Data
- Guided Pathways Introduction & Brief Exploration



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# Georgia State University – A Reason for Optimism



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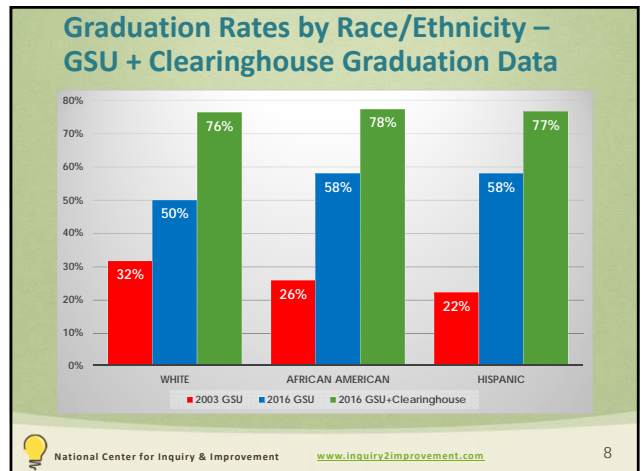
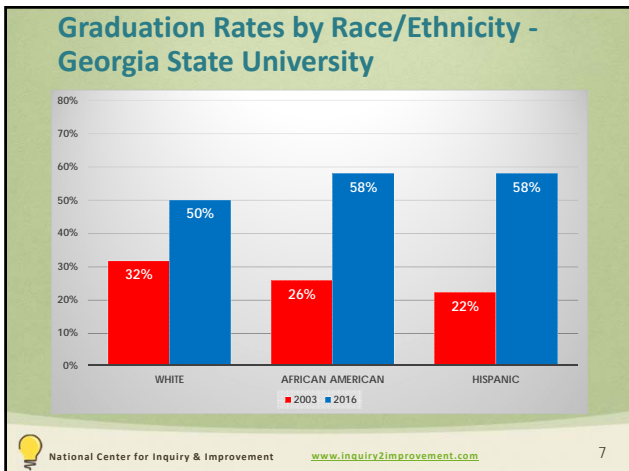
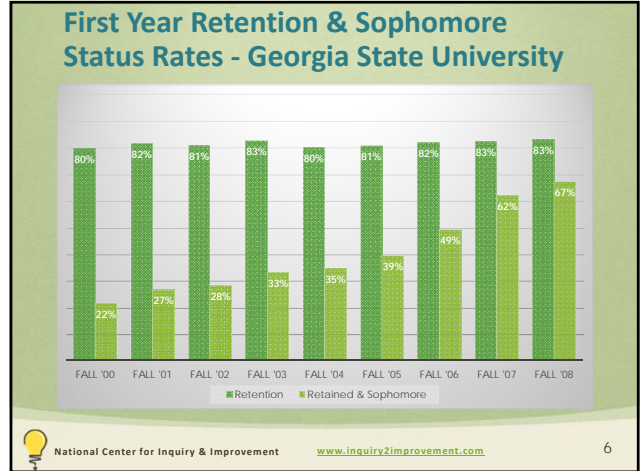
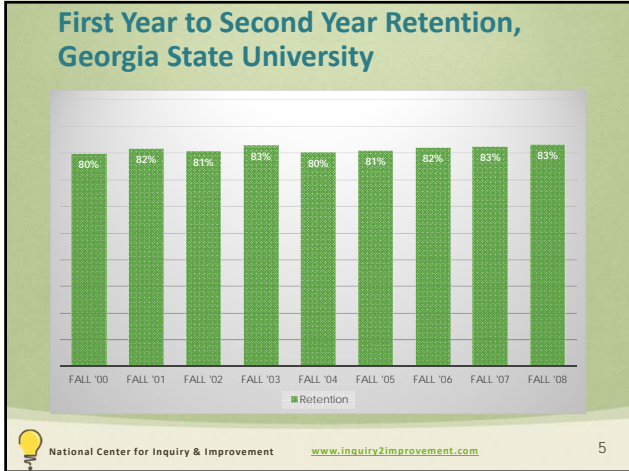
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## A Mystery...

- The graduation rate at Georgia State University was 31% in the early 2000s
  - Not unusual for an urban, regional 4-year state university
- So they looked at a common metric – Fall-to-Fall retention, but didn't stop there...



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## Some High-Impact Strategies at GSU

- Advising model's use of predictive analytics and a system of 800+ alerts
  - Added financial indicators and alerts in 2016
- Panther Retention Grants
- Summer Success Academy
- Keep Hope Alive
- Meta-Majors

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## Building Urgency and the Case for Change

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## Economic Mobility & Higher Education: The Equality of Opportunity Project

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## 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 imp. - 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

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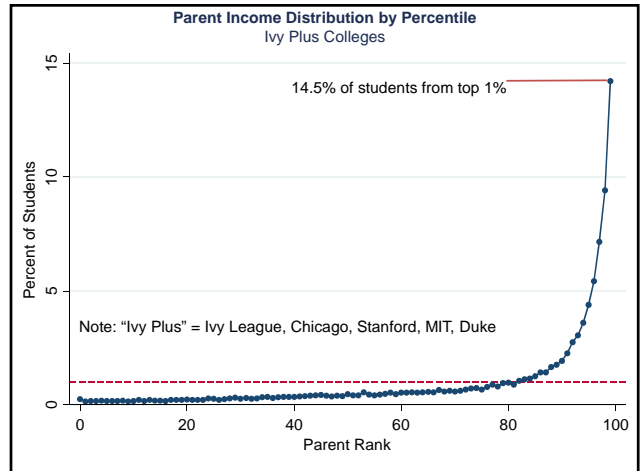
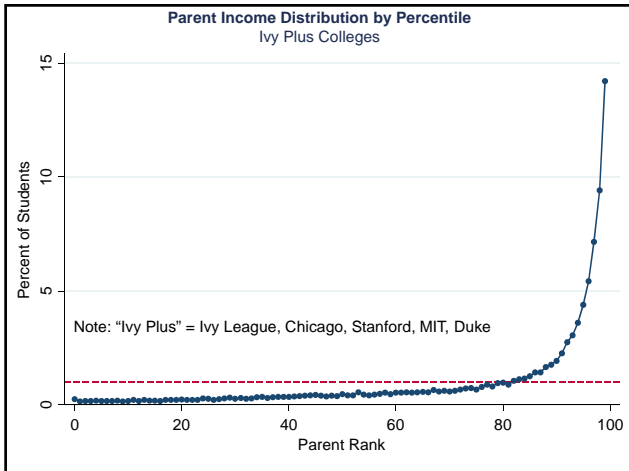
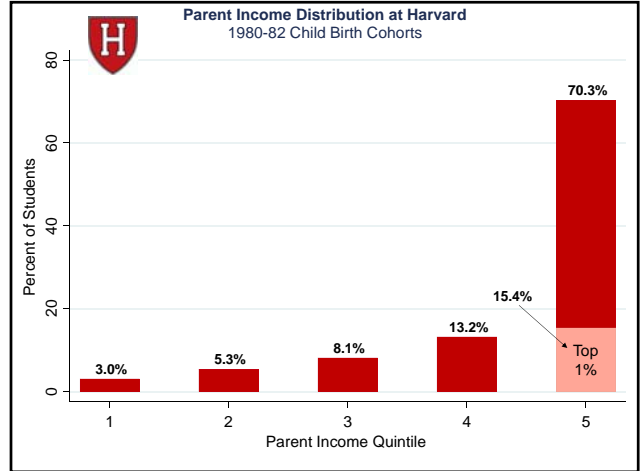
### Incredible work...

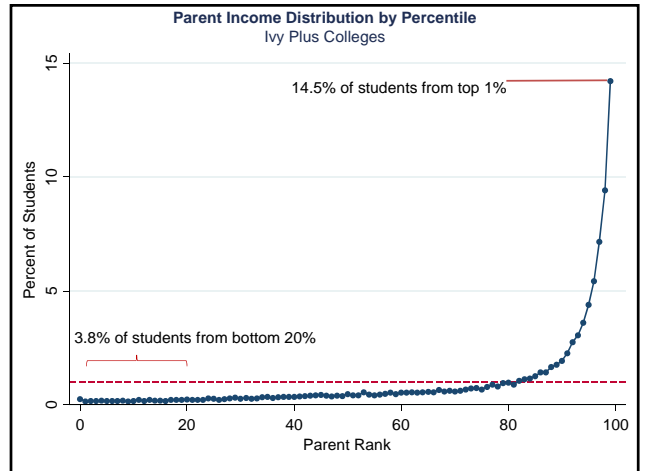
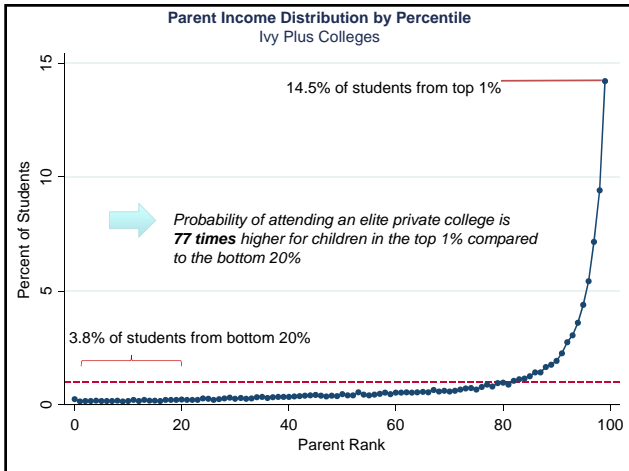
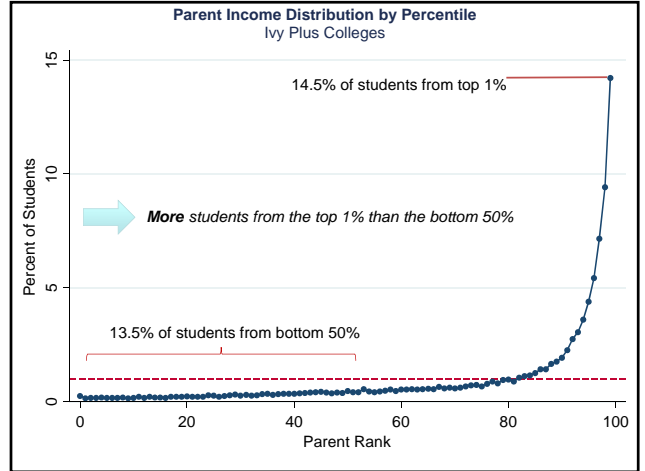
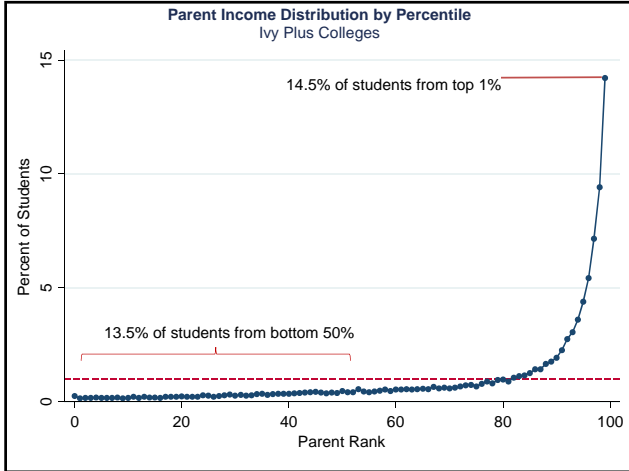
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
- ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets

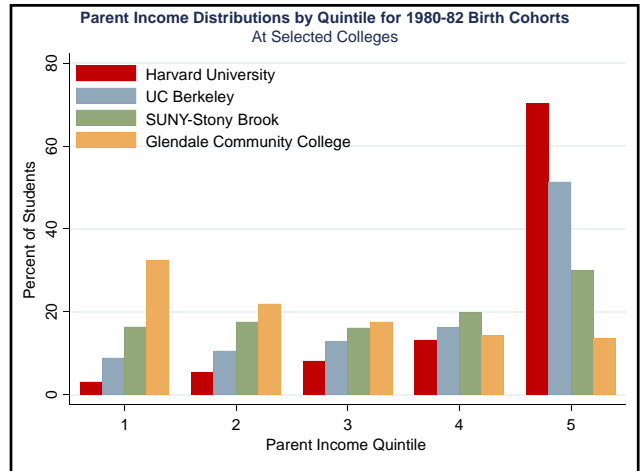
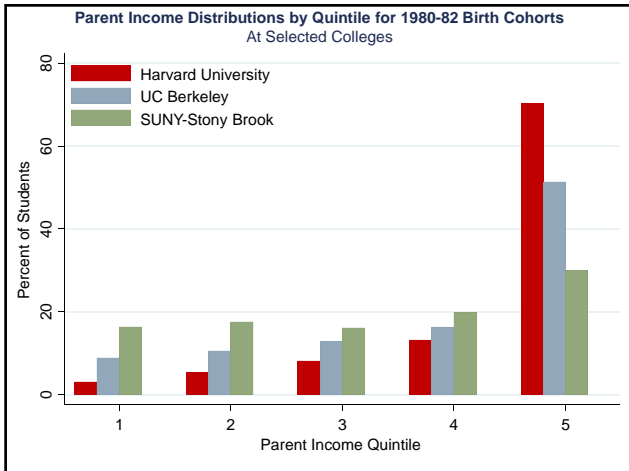
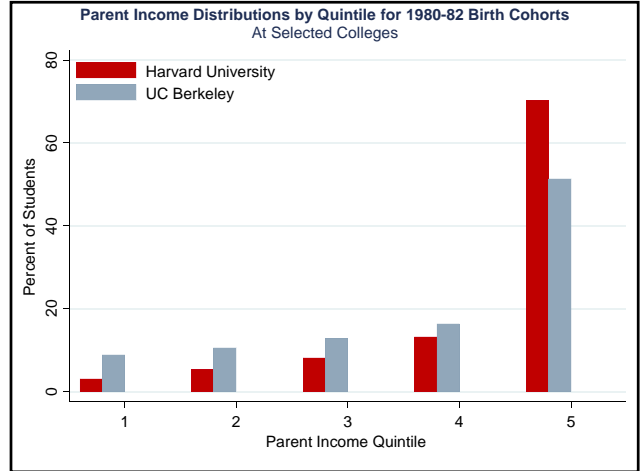
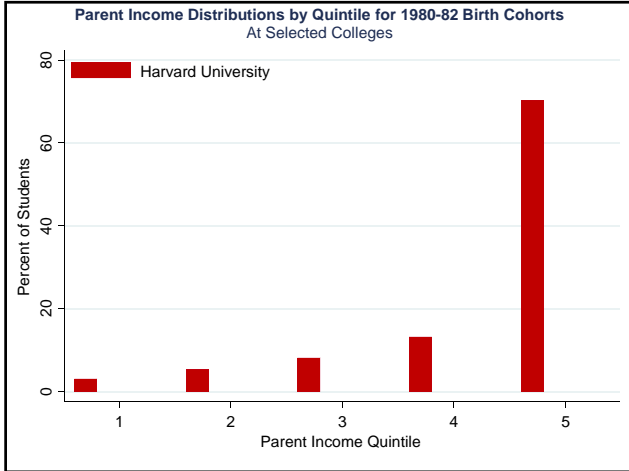


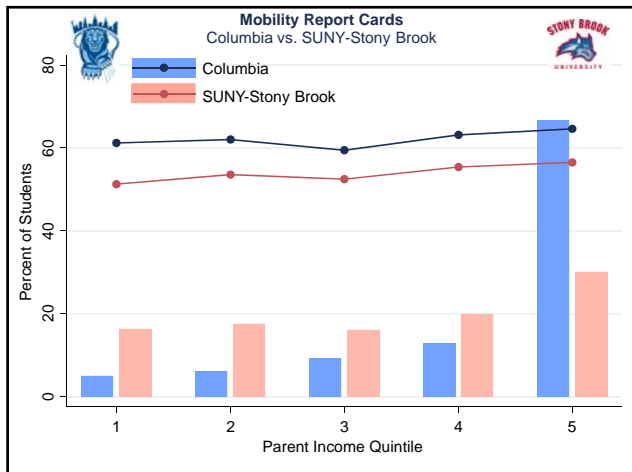
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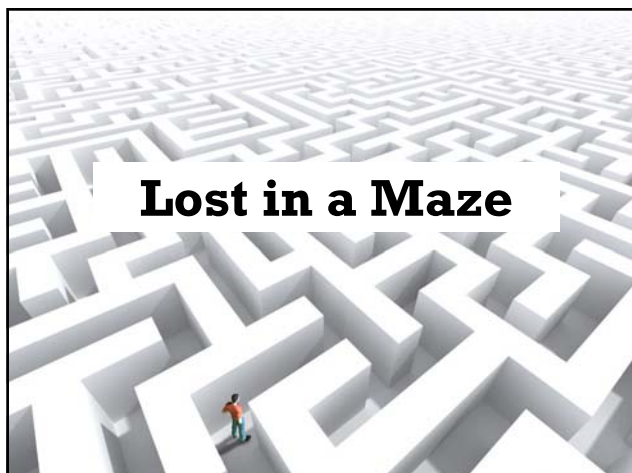






**Our Best Chance for Equity:  
Guided Pathways &  
Financial Stability  
Approaches**

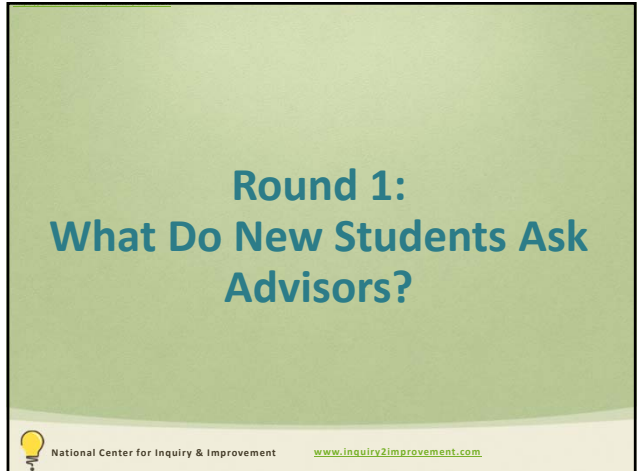
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**GENERAL EDUCATION REQUIREMENTS**  
(Select 12 courses from this list of more than 300)

**Basic Liberal Studies Requirements: 12 courses must include the Diversity (D) overlay**

**English Communication:** 6 credits; 3 credits must be in a writing course  
ENGL 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 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Round 1 XXX

**FAMILY FEUD**

Career Options <span style="float: right;">31</span>	How much fin. Aid can I get? <span style="float: right;">9</span>
What Courses Should I Take? <span style="float: right;">25</span>	Will my credits Transfer? <span style="float: right;">3</span>
How long will it take? <span style="float: right;">18</span>	
How much will it cost? <span style="float: right;">14</span>	

← → SHOW QUESTION HIDE QUESTION Win Loss Check Stop Change ⊗

### 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%\*
- 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...

💡 National Center for Inquiry & Improvement \* Judith Scott-Clayton's Brookings Report (Jan 2016) [www.inquiry2improvement.com](http://www.inquiry2improvement.com) 34

**Round 2:**  
**Why Are \_\_\_\_\_**  
**So Successful?**

💡 National Center for Inquiry & Improvement [www.inquiry2improvement.com](http://www.inquiry2improvement.com)

Round 2 XXX

**FAMILY FEUD**

Motivation <span style="float: right;">24</span>	Peer support <span style="float: right;">11</span>
Clear course Paths <span style="float: right;">20</span>	Ticking time clock <span style="float: right;">7</span>
Chair / Coach <span style="float: right;">17</span>	Discipline / accountability <span style="float: right;">5</span>
Mandatory Support <span style="float: right;">14</span>	Uniforms <span style="float: right;">2</span>

← → SHOW QUESTION HIDE QUESTION Win Loss Check Stop Change ⊗

# Guided Pathways Overview

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## “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



Start here.  
**GO ANYWHERE.**

### 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.

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.

#### EVALUATION

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**  
Investment 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:

- Demonstrating benefits to sustainability (time, system, and institutional level)
- Establishing the role of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Assessing resources as needed
- Continuing to engage key stakeholders (faculty, students)
- Integrating pathways into existing and evolving practices

#### IMPLEMENTATION

**CLARIFY THE PATHS**  
Map all programs to transfer and career and include these features:

- Detailed information on longer career and transfer outcomes
- Course sequences, critical courses, embedded internships, and progress milestones
- Math and other core coursework aligned to each program of study

**HELP STUDENTS GET ON A PATH**  
Require these supports to make sure students get the best start:

- Use of multiple measures to assess student needs
- First-year experiences to help students explore the field and choose a major
- All program plans based on required coursework exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career-college program exploration

**HELP STUDENTS STAY ON THEIR PATH**  
Apply practices to track with these supports:

- Ongoing intrusive advising
- Systems for students to study track their progress
- Systemic procedures to identify students at risk and provide needed supports
- Attention to student outcomes who are not progressing in a program to a more viable path

**ENSURE STUDENTS ARE LEARNING**  
Use these practices to create and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Assessable student engagement
- Faculty-led improvement of teaching practices
- Systemic procedures for the college and students to track history of learning experiences that lead to internships, transfer, and/or employment

#### EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first year
- Completion of gateway math and English courses the student’s first year
- Number of college credits earned in the program of study in first year
- Retention from term 1 to term 2
- Rate of college-level course completion in student’s first semester
- Equity in outcomes

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.

#### EVALUATION

Contributors to this model for Guided Pathways are American Association of Community Colleges (AACTC), 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), The National Center for Inquiry and Improvement (NCII), and Public Agenda.

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## Rethinking Mapping Programs

<i>From:</i>		<i>To:</i>
Career programs vs. academic transfer programs	➔	Academic / career communities ("meta-majors")
A lá carte courses (distribution requirements and electives)	➔	Program maps with course sequences, critical courses, co-curricular requirements
Algebra as default math path	➔	Program/field-specific math paths
Certificates vs. degrees	➔	Degree pathways with embedded certificates/certifications

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## Rethinking Student On-boarding

<i>From:</i>		<i>To:</i>
Job/transfer support for near completers	➔	Career/college exploration and planning for all from the start
Current semester schedule	➔	Full-program plan
Academic assessment	➔	Holistic assessment
Pre-requisite remediation	➔	Co-requisite academic support
Algebra and English comp	➔	Critical program courses
A lá carte dual HS credit	➔	Exploration of program pathways beginning in HS

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## Rethinking Student Advising

<i>From:</i>		<i>To:</i>
Info "dump" at orientation	➔	JIT support for major decisions along the path
Advising vs. teaching	➔	Advisors teach and faculty advise
Full-time vs. part-time	➔	On-plan vs. off-plan
Scheduling available courses to suit college schedule	➔	Scheduling courses on the student's plan to suit their schedule

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## Rethinking Teaching and Learning

<i>From:</i>		<i>To:</i>
Gen ed learning outcomes	➔	Meta-major learning outcomes
Generic gen eds	➔	Contextualized gen eds
In-class learning	➔	Curricular + co-curricular learning
Student transcripts	➔	Portfolios

## Rethinking Financial Supports...

<p><i>From:</i></p> <ul style="list-style-type: none"> <li>Traditional financial aid (grants, loans, scholarships)</li> <li>Waiting for students to ask for assistance</li> <li>Isolated services</li> <li>Off-campus referrals to community partners</li> </ul>	<p>➔</p>	<p><i>To:</i></p> <ul style="list-style-type: none"> <li>Holistic supports (public benefits like SNAP, housing assistance)</li> <li>Standard intake / screening form</li> <li>Bundled, integrated services</li> <li>On-campus partner presentations and individualized assistance</li> </ul>
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## Major Decisions Along the Path

**CONNECTION**  
From interest to application

**ENTRY**  
From entry to passing program gatekeeper courses

**PROGRESS**  
From program entry to completion of program requirements


**COMPLETION / TRANSITION**  
From program completion to career advancement and further education

<ul style="list-style-type: none"> <li>• What are my career options?</li> <li>• Which college offers programs in my field of interest?</li> <li>• How much will it cost and how will I pay?</li> <li>• How will I get the financial supports I need to be able to attend/succeed?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my program options?</li> <li>• What are program requirements?</li> <li>• Which program is a good fit?</li> <li>• What will I take?</li> <li>• Will credits transfer?</li> <li>• How much time and money to finish?</li> <li>• What if I change my mind about a major?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I making progress?</li> <li>• How do I get related work experience?</li> <li>• What if I want to change majors?</li> <li>• What if I am struggling academically?</li> <li>• How much time and money to complete?</li> <li>• How do I balance my other obligations?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I transfer?</li> <li>• How do I get a job in my field of interest?</li> </ul>
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## A Brief Exploration of Advising Under Pathways

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	Welcome Call	Modified Jan. 14, 2017
<p>1. Time of Day Greeting</p> <p>a. "Good Morning (Afternoon) &lt;Student Name&gt;! This is &lt;advisor name&gt; from St. Petersburg College, how are you?" [Respond to their response]</p> <p>2. Reason for the call</p> <ul style="list-style-type: none"> <li>a. "The reason I am calling is to first and foremost Welcome YOU to St. Petersburg College! We know there are a lot of options out there, and we are happy to know you chose SPC!</li> <li>b. I would also like to make you aware of what your next steps for enrolling are, and answer any questions you may have"</li> </ul> <p>3. Community</p> <ul style="list-style-type: none"> <li>a. I show that you have applied for &lt;Insert Major&gt; and that is part of our &lt;Insert Community&gt;.</li> <li>b. Have you had a chance to review the Community page inside of MySPC?             <ul style="list-style-type: none"> <li>i) Yes - Fantastic. That is a wonderful area that will provide you with information about your Community, your next steps and your advisor.</li> <li>ii) No - I recommend that you visit the page when you have a moment. From that page you will be able to see information about the Community, explore next steps and your advisor.</li> </ul> </li> </ul> <p>4. Advisor Email</p> <ul style="list-style-type: none"> <li>a. After spotting you should have received an e-mail from &lt;Insert Assigned Advisor Name&gt;, your advisor. Have you had a chance to review it yet?             <ul style="list-style-type: none"> <li>i) No - That's okay, within that e-mail, we have listed out what you will need to do next, how you can access a Career Assessment and how to sign up for an appointment. I would be more than happy to help you sign up for an appointment today. Can I help you with that?                 <ul style="list-style-type: none"> <li>1. Yes - Fantastic! (Sign student up for an appointment).</li> <li>2. No - That is fine. Our appointment process will allow you to set an appointment from the comfort of your home.</li> </ul> </li> <li>ii) Yes - Fantastic! Have you had a chance to explore our Career Assessment tool called Focus /?                 <ul style="list-style-type: none"> <li>1. Yes - Great! Bring that information with you when you meet with your advisor. Have you signed up for an appointment to see an advisor?                     <ul style="list-style-type: none"> <li>a. Yes - When you meet with your advisor, I would recommend that you discuss your career assessment results.</li> <li>b. No - Would you like me to set up an appointment between you and your advisor?                         <ul style="list-style-type: none"> <li>i. Yes - Fantastic! (Sign student up for an appointment).</li> <li>ii. No - That is fine. Our appointment process will allow you to set an appointment from the comfort of your home.</li> </ul> </li> </ul> </li> <li>2. No - Focus 2 will help you identify specific areas of focus related to your career interests.</li> </ul> </li> </ul> </li> </ul> <p>5. Go over To Do List</p> <ul style="list-style-type: none"> <li>a. Explain how they can locate their To Do List             <ul style="list-style-type: none"> <li>i. Verify residency is completed. If not provide steps to do so</li> <li>ii. Verify FAFSA is completed. If not provide steps to do so</li> </ul> </li> <li>b. Check if student is required to take a placement test. If so provide CPT information</li> </ul>		



## Pathways Summarized: College Videos



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### Links to Videos

- **St. Petersburg College (3:34 running time)**  
✓ [St. Petersburg Video](#)
  
- **Sinclair Community College (5:16 running time)**  
✓ [Sinclair Video](#)
  
- **Indian River State College (0:55 running time)**  
✓ [Indian River Video](#)




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### Conclusion

- **Economic mobility matters – and it matters most to your FTIC and low-income students**
  
- **Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement.**
  - ✓ **Strengthening the financial stability of students can improve their chances of staying on path and succeeding**
  
- **Excitement about the next five years – especially when we tie guided pathways reforms to financial stability (teeing up the next session!).**



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### Find Out More

- **NCII & CCRC websites:**  
[www.ncii-improve.com](http://www.ncii-improve.com) & [ccrc.tc.columbia.edu](http://ccrc.tc.columbia.edu)
  
- **Dr. Davis Jenkins, Sr. Research Fellow, CCRC**  
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