Guided Pathways: Implications for Student Services Programs

Rhonda Mohr, Vice Chancellor for Student Services & Special Programs, CCCCOC
Alice Perez, Vice Chancellor for Academic Affairs, CCCCOC
Monica Green, Vice President of Student Services, Norco College

CSSO Association Spring Conference 2018
Completion Initiative

- Only 9.8% of first time students complete a degree or certificate in four years.
- African Americans, African American males, Hispanics, part-time students, older students are lowest performing across all metrics.
Aspen Prize Winning Schools recognize exceptional outcomes in:
- student learning
- certificate and degree completion
- employment and earnings
- high levels of access and success for minority and low-income students

Game Changers recognized measurable results with:
- Performance Funding
- Corequisite Remediation
- Full-Time is Fifteen
- Structured Schedules
- Guided Pathways to Success
Two days 5 Take A-Ways

- Clear & Directed Pathways
- Meta Majors
- Faculty Advisement Models
- Linking College to Careers
- Student Ambassador/Care
5-Area Implementation

- Completion Initiative Workgroup
- Awarded a Guided Pathways Grant
- California Guided Pathways School
- State Chancellor’s Office Guided Pathways
Building Pathways and Student Success Teams

Each of the Four Schools Has…

✓ Dedicated Counselors
✓ Faculty Leads
✓ Peer Mentors
✓ Faculty Advisors
✓ Career-based Infographics
✓ ADT Pathways
✓ CTE Pathways
✓ AOE Pathways (spring 2018)
✓ School Trailheads (spring 2018)

www.norcocolege.edu/schools
Statewide Alignment

Completion Initiative

2015 Launch

California Guided Pathways

California Community Colleges Guided Pathways
Simultaneous California Efforts

**Guided Pathways: AACC Projects**
- 30+ colleges participating nationally
- Competitive process
- Guided by national leaders with guided pathways efforts

**CA Guided Pathways: Demonstration Project**
- 20 colleges in California participating
- Competitive process
- Paid to participate
- One year of intensive support

**California Community College Guided Pathways**
- Eligible participation for all 114 colleges
- Requirements for participation, regardless of previous GP affiliation
- Five years of support
Guided Pathways – Strategic Goals

**Goal 1:**
Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal 2:**
Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state’s needs for workers with baccalaureate degrees.

**Goal 3:**
Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.
Guided Pathways – Strategic Goals

**Goal 4:**
Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%—the average among the top 5th of colleges showing the strongest performance on this measure.

**Goal 5:**
Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

**Goal 6:**
Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.
Closing the achievement gap
Increasing degree & certificate completion
Decreasing time for completion for students

Intentionally designed experience to help all students succeed
Georgia State University
Tennessee Community Colleges GPS

Community College Graduation Rates

- 1st yr - Did not attempt 9hrs in focus area: 16%
- 1st yr - Attempted 9hrs in focus area: 34%
- 1st yr - Earned 9hrs in focus area: 40%

6 yr Graduation Rates

0% 10% 20% 30% 40% 50%

Incoming Freshmen Who Successfully Completed at Least 9 hours in Their Focus Area During Their 1st Academic Year

Community College Freshmen

Source: Denley, TBR, 2018
Since 2013…

Community College 3yr Graduation Rate: 42%

University 4yr Graduation Rate: 26%

BAM!

Tennessee Community Colleges GPS

Since 2013…

Community College 3yr Graduation Rate: 88%

University 4yr Graduation Rate: 51%

Under-represented Minority Students

www.tn.gov/thec
## LCCC Before & After Guided Pathways

<table>
<thead>
<tr>
<th>Cafeteria Model</th>
<th>Current Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to 2012-13</strong></td>
<td><strong>Incremental after 2012-13</strong></td>
</tr>
<tr>
<td>- Student applies</td>
<td>- Student applies</td>
</tr>
<tr>
<td>- Assess &amp; enrols in upper level DE – needs addition term for more DE math</td>
<td>- Student is contacted &amp; given info to prepare for next steps in the process</td>
</tr>
<tr>
<td>- May meet briefly w/Advisor for registration (not required)</td>
<td>- Student attends mandatory orientation including completion of College Student Inventory</td>
</tr>
<tr>
<td>- No major defined – declares AA to get Financial Aid</td>
<td>- Attends Mandatory meeting with Advisor</td>
</tr>
<tr>
<td>- Struggles in DE math &amp; repeats basic Algebra before enrolling in Intermediate Algebra</td>
<td>- Career discussion (referral if needed)</td>
</tr>
<tr>
<td>- Repeats Intermediate Algebra</td>
<td>- Non-cognitive factors from CSI discussed along with assessment results</td>
</tr>
<tr>
<td>- Self-advises &amp; registers for career/technical courses not knowing they will not transfer</td>
<td>- Interventions for possible issues are identified early &amp; acted upon</td>
</tr>
<tr>
<td>- After 2+ years of taking scattered coursework, checks in with Advisor</td>
<td>- Advisor &amp; student map out courses together for current term &amp; map out plan for future based on major &amp; transfer institution</td>
</tr>
<tr>
<td>- Hasn’t taken economics or accounting or appropriate math &amp; needs 30 more hours</td>
<td>- Advisor remains with student throughout career (academic knowledge, support, &amp; encouragement)</td>
</tr>
<tr>
<td>- More wasted time and money</td>
<td>- Frequent advisor check-ins are encouraged &amp; welcomed</td>
</tr>
<tr>
<td>- Life happens as well as frustration with needing more courses – student drops out before completing</td>
<td>- Student places in accelerated DE courses reducing the “leaky pipeline” to completion</td>
</tr>
<tr>
<td></td>
<td>- Advisor tools (Inspire for Advisor) informs caseload of student progression or warning when help is needed most</td>
</tr>
<tr>
<td></td>
<td>- Positive nudges from Advisor along the way</td>
</tr>
<tr>
<td></td>
<td>- More students progress through DE and complete their program</td>
</tr>
</tbody>
</table>
Lorain County Community College (Ohio)

Decreased Credits to Degree

-7% decrease since 2012-13

- Reduces cost to graduates by almost 2 courses = $602
- $602 x 356 graduates = $220,332 in Student Savings

138% Increase
IPEDS First time, Full Time Graduation Rate
2008 to 2013 Cohorts (3 year grad rate)

Notes: First Associate degree completion within 4 years with 15 or fewer transfer in credits
A Clearer Path to Student Success
Four Pillars of Guided Pathways

Clarify the Path
Create Clear Curricular Pathways to Employment and Further Education

Enter the Path
Help Students Choose and Enter Their Pathway

Stay on the Path
Help Students Stay on Their Path

Ensure Learning
Follow Through, and Ensure that Better Practices are Providing Improved Student Results.
Look at all we have done!
Four Pillars of Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

Equity, Social Mobility, Economic Health for All Students
Equity, Social Mobility, Economic Health for All Students
<table>
<thead>
<tr>
<th>Programmatic Reform</th>
<th>Structural Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small scale</td>
<td>Scalability for all</td>
</tr>
<tr>
<td>Independent systems</td>
<td>Integration of systems</td>
</tr>
<tr>
<td>Smaller outcomes</td>
<td>Scaled outcomes</td>
</tr>
<tr>
<td>Small stakeholder group</td>
<td>Every stakeholder</td>
</tr>
</tbody>
</table>
Conditions for Transformation

“Change moves at the speed of trust”

Shared moral compass

Co-creation not buy-in

Rigorous evaluation

Recursive structure that engages risk
Implications for Student Services Programs

Clarify the Path
- Simplify choices to meet needs
- Curriculum maps
- Package options
- Connect to career

Enter the Path
- Informed choice
- Interest clusters
- Connected segments
- MMAP
- Seamless onboarding

Stay on the Path
- Nudge and track
- Motivate
- Recalibration support
- Build success teams

Ensure Learning
- Rigor balanced with clarity
- Learning outcomes
- Student basic support
Call to Action

✓ Get rid of all red-tape and barriers
✓ Redesign front-end and back-end processes
✓ Empower all staff to assist students in need
✓ Get involved in guided pathway planning and implementation
Pillar Self-Reflection Questions

1. In your role at your college, with what institutional barriers have you seen students struggle?

2. In your current role at your college, how do you support the Four Pillars of Guided Pathways?

3. What are some new ways you might be able to support the Four Pillars of Guided Pathways?
### Student Services Pillar Discussion Questions

<table>
<thead>
<tr>
<th><strong>Clarity of the Path</strong></th>
<th><strong>Enter the Path</strong></th>
<th><strong>Stay on the Path</strong></th>
<th><strong>Ensure Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarify the path</strong></td>
<td><strong>Enter the path</strong></td>
<td><strong>Stay on the path</strong></td>
<td><strong>Ensure Learning</strong></td>
</tr>
</tbody>
</table>

1. *Clarify the path* – how do we start with the end in mind for transfer and career?
2. *Enter the path* – how can we broaden & enhance career exploration to give students the best start?
3. *Stay on the path* – how do we support students on the path and/or make their education relevant?
4. *Ensure learning* – how can we produce a highly skilled and knowledgeable workforce through enriched student learning?
What Can the Chancellor’s Office Do?

- Integration with reporting and indicators
- Regulatory relief
- Support for local implementation
- Professional learning
- Tool development
Thank you

Rhonda Mohr, Vice Chancellor for Student Services & Special Programs
Rmohr@CCCCO.edu

Alice Perez, Vice Chancellor for Academic Affairs
Aperez@CCCCO.edu

Monica Green, Vice President, Student Services
Monica.Green@NorcoCollege.edu