CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Knowledge Development for Scaling Guided Pathways in Ohio

OACC SSLI Institute #5
September 15, 2016

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Community College Research Center

@CommunityCCRC
#RedesigningCCs

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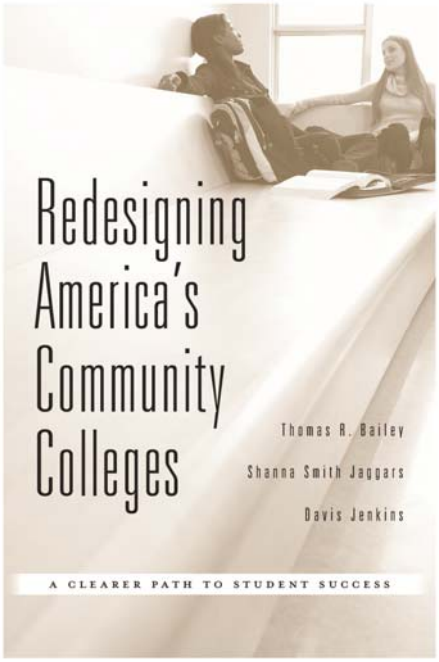
Project Goal

Support scale implementation of guided pathways practices by Ohio's 23 community and technical colleges in order to improve the rate and reduce the time and cost at which the more than 275,000 degree-seeking students served annually earn postsecondary credentials that enable them the advance in the labor market and pursue further education.



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Cafeteria College

- Paths to career goals unclear
- \+ Intake sorts, diverts students
- \+ Students' progress not monitored
- \+ Learning outcomes not defined and assessed across programs

=

- ↑ *Churning*
- ↑ *Early transfer*
- ↓ *Completion*
- ↑ *Excess credits*
- ↑ *Time to degree*
- ↓ *Skill building*

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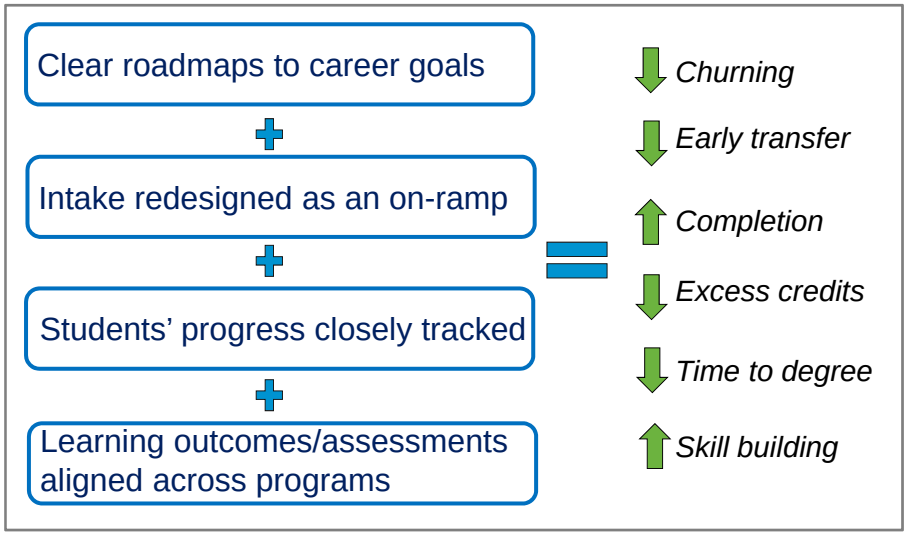
Guided Pathways College



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CCRC's Role in Ohio SSLI

1) Conduct qualitative research to:
   - Document progress on guided pathways implementation, identify opportunities for improvement
   - Identify effective change management strategies
2) Help conduct supporting quantitative analyses
3) Assist with SSLI technical assistance activities
4) Advise on state policy
5) Produce and disseminate practitioner guidance and tools

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Guiding Questions

- Adoption
  - To what extent and at what scale are OH colleges implementing model guided pathways practices?
- Implementation
  - How are colleges managing transformative change and what practices are effective?
- Impact
  - How are changes in college practice affecting student outcomes?

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Focus Issues

- Program mapping and embedded credentials
- Strategies for career/academic exploration
- Math pathways
- Accelerated dev ed
- Advising redesign
- Transfer pathways
- Serving adult learners
- HS dual enrollment

Quantitative Work

Analysis Type	Roles
KPIs	• ODHE computes for each college using HEI • CCRC advises
College-level pathway analyses	• Colleges and data coaches conduct analyses • CCRC advises
System-wide pathway analyses	• CCRC conducts using HEI • ODHE, OACC, data coaches advise

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KPIs

- FTEIC students cohort ("first-time ever in college")
- Include all students enrolled in at least 1 course
- Exclude dual enrollment students
- Measured over 1 year

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KPIs

- **Early Momentum – College credits accumulated**
  - 6+ college credits in 1st term
  - 12+ college credits in 1st term
  - 15+ college credits in 1st year
  - 24+ college credits in 1st year
  - 30+ college credits in 1st year
- **Gateway math and English completion**
  - Completed college math in year 1
  - Completed college English in year 1
  - Completed both college English & college math in Year 1
- **Persistence**
  - Term 1 to Term 2
- **College course completion rate**
  - College credits earned vs. attempted in first year

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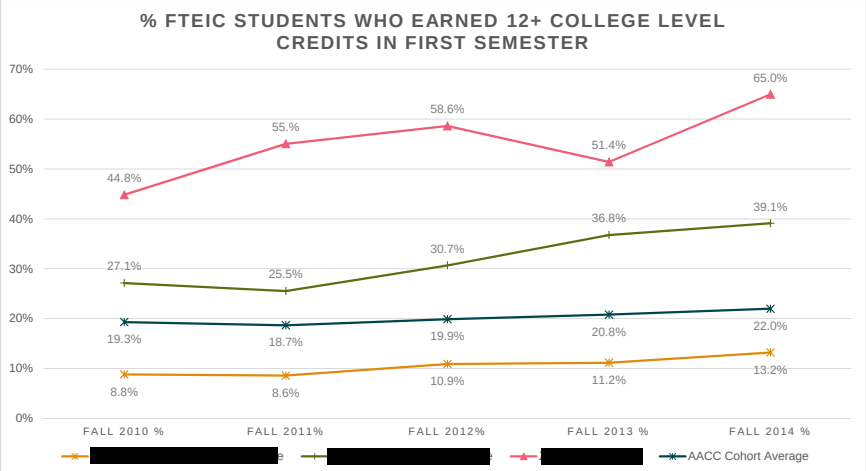
KPIs



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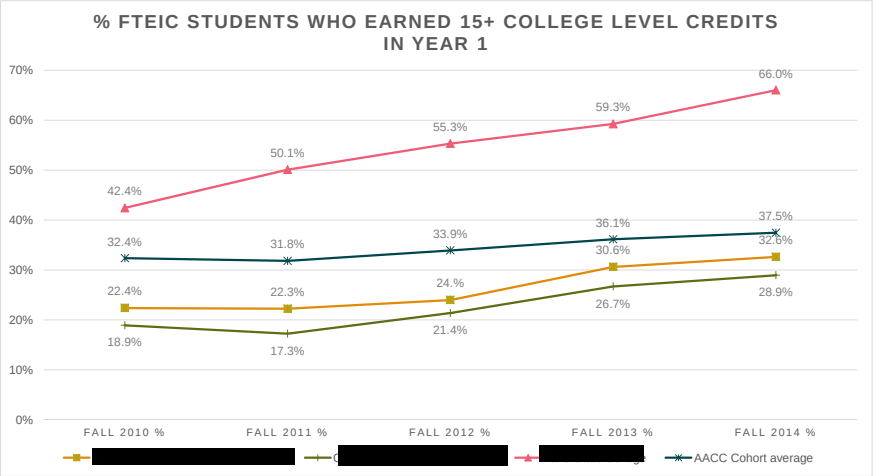
KPIs



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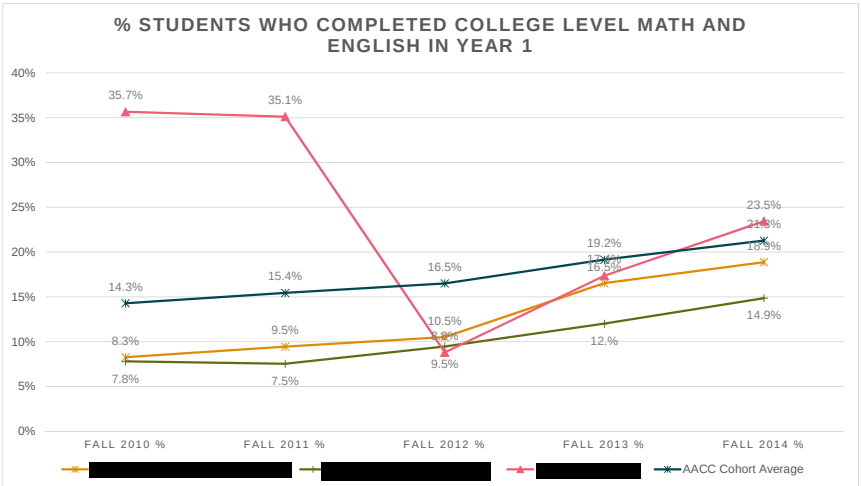
KPIs



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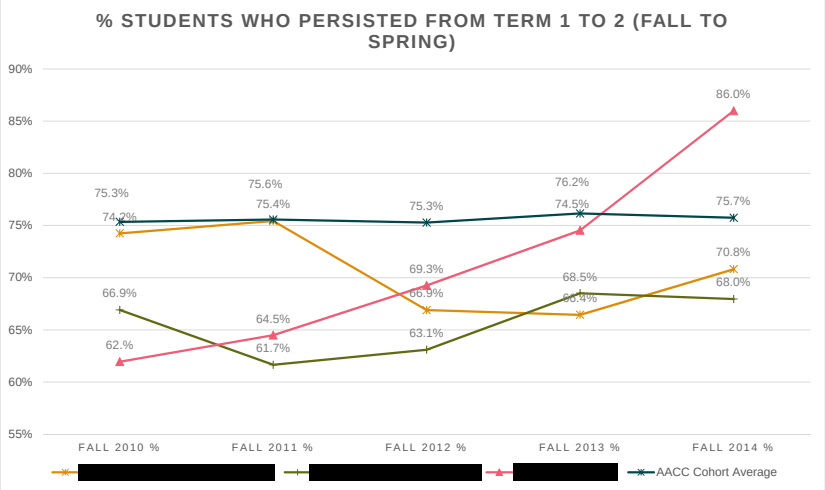
KPIs



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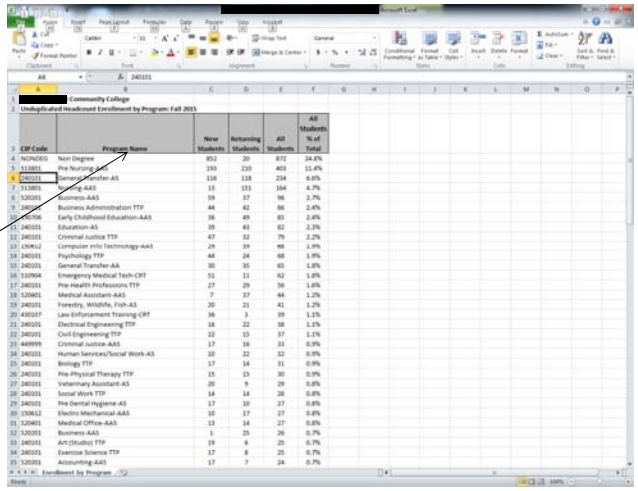
Program Enrollment/Outcome Report

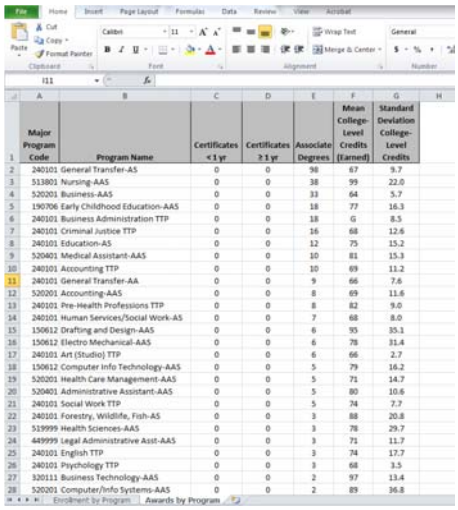
- Due to OACC prior to Oct 27 pre-institute

Include all certificate and degree programs, including students who are "undeclared" or in exploratory majors



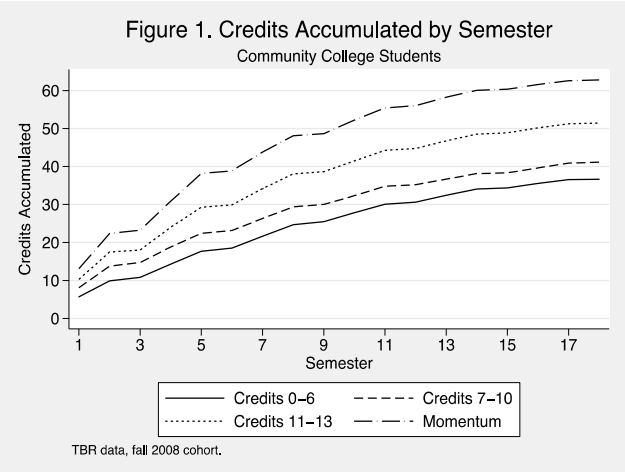
Program Graduate Report

- Include all certificate and associate degree graduates by program during most recent academic year
- Include average college-level credits per program and standard deviation



Major Program Code	Program Name	Certificates < 1 yr	Certificates ≥ 1 yr	Associate Degrees	Mean College-Level Credits (Earned)	Standard Deviation College-Level Credits
240101	General Transfer-AS	0	0	98	67	9.7
513801	Nursing-AAS	0	0	38	99	22.0
520201	Business-AAS	0	0	33	64	5.7
190706	Early Childhood Education-AAS	0	0	18	77	16.3
240101	Business Administration TTP	0	0	18	G	8.5
240101	Criminal Justice TTP	0	0	16	68	12.6
240101	Education-AS	0	0	12	75	15.2
520401	Medical Assistant-AAS	0	0	10	81	15.3
240101	Accounting TTP	0	0	10	69	11.2
240101	General Transfer-AA	0	0	9	66	7.6
520201	Accounting-AAS	0	0	8	69	11.6
240101	Pre-Health Professions TTP	0	0	8	82	9.0
240101	Human Services/Social Work-AS	0	0	7	68	8.0
150612	Drafting and Design-AAS	0	0	6	95	35.1
150612	Electro Mechanical-AAS	0	0	6	78	31.4
240101	Art (Studio) TTP	0	0	6	66	2.7
150612	Computer Info Technology-AAS	0	0	5	79	16.2
520201	Health Care Management-AAS	0	0	5	71	14.7
520401	Administrative Assistant-AAS	0	0	5	80	10.6
240101	Social Work TTP	0	0	5	74	7.7
240101	Forestry, Wildlife, Fish-AS	0	0	3	88	20.8
519999	Health Sciences-AAS	0	0	3	78	29.7
449999	Legal Administrative Asst-AAS	0	0	3	71	11.7
240101	English TTP	0	0	3	74	17.7
240101	Psychology TTP	0	0	3	68	3.5
320111	Business Technology-AAS	0	0	2	97	13.4
520201	Computer/Info Systems-AAS	0	0	2	89	36.8

Momentum Benefits: CC Students



Source: Belfield, Jenkins & Lahr, 2016.

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Momentum Benefits: CC Students

	1st semester momentum	1st year momentum
Additional credits earned	8	22
Probability of degree attainment	7pp (.27/.34)	18pp (.25/.43)
Tuition and fees	+$650	+$1,740
Lower cost per degree	-9%	-20%
Price per credit	-4%	-5%

Source: Belfield, Jenkins, Lahr, 2016.

*Adjusted results, controlling for student characteristics
*After 6 years, or 18 semesters

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Qualitative Work

1) Scale of adoption assessment (fall 2016 and 2017)
2) Site visits to sample of 6 colleges (in spring 2017 and 2018). Interviews and focus groups with senior leadership, deans, advisors, faculty, IT, IR.

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Guided Pathways Essential Practices

1) Mapping pathways to student end goals
2) Helping students choose and enter a path
3) Keeping students on a path
4) Ensuring that students are learning

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Scale of Adoption Self-Assessment

	Guided Pathways Essential Practices	Scale of Adoption at Our College	Steps Needed to Implement Practice at Scale
MAPPING PATHWAYS TO STUDENT END GOALS	a. 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.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
	b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
	c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•

Scale of Adoption Self-Assessment

- Colleges will be asked to turn in draft self-assessment following the September 15-16 OACC SSLI meeting
- CCRC will follow-up with calls to all colleges following the September meeting
- Report and summary of responses will be sent to all colleges prior to the October 27 OACC Pre-meeting

For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We're also on Facebook and Twitter.

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