Knowledge Development for Scaling Guided Pathways in Ohio

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.
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
Guided Pathways College

- Clear roadmaps to career goals
- Intake redesigned as an on-ramp
- Students’ progress closely tracked
- Learning outcomes/assessments aligned across programs

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
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?

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

<table>
<thead>
<tr>
<th>Analysis Type</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPIs</td>
<td>• ODHE computes for each college using HEI</td>
</tr>
<tr>
<td>College-level pathway analyses</td>
<td>• Colleges and data coaches conduct analyses</td>
</tr>
<tr>
<td>System-wide pathway analyses</td>
<td>• CCRC conducts using HEI</td>
</tr>
</tbody>
</table>

## 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
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
% FTEIC STUDENTS WHO EARNED 15+ COLLEGE LEVEL CREDITS IN YEAR 1

<table>
<thead>
<tr>
<th>Institution</th>
<th>FALL 2010 %</th>
<th>FALL 2011 %</th>
<th>FALL 2012 %</th>
<th>FALL 2013 %</th>
<th>FALL 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus State Community College</td>
<td>32.4%</td>
<td>31.8%</td>
<td>33.5%</td>
<td>36.1%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Cuyahoga Community College</td>
<td>22.4%</td>
<td>22.5%</td>
<td>24%</td>
<td>26.7%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Zane State College</td>
<td>18.6%</td>
<td>17.3%</td>
<td>21.4%</td>
<td>26.7%</td>
<td>28.9%</td>
</tr>
<tr>
<td>AACC Cohort Average</td>
<td></td>
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</tr>
</tbody>
</table>

% STUDENTS WHO COMPLETED COLLEGE LEVEL MATH AND ENGLISH IN YEAR 1

<table>
<thead>
<tr>
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<th>FALL 2013 %</th>
<th>FALL 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus State Community College</td>
<td>35.7%</td>
<td>33.1%</td>
<td>35.5%</td>
<td>39.5%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Cuyahoga Community College</td>
<td>14.3%</td>
<td>9.5%</td>
<td>9.5%</td>
<td>12%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Zane State College</td>
<td>9.8%</td>
<td>7.9%</td>
<td>9.5%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>AACC Cohort Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KPIs

% STUDENTS WHO PERSISTED FROM TERM 1 TO 2 (FALL TO SPRING)

<table>
<thead>
<tr>
<th></th>
<th>FALL 2010 %</th>
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<th>FALL 2012 %</th>
<th>FALL 2013 %</th>
<th>FALL 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus State Community College</td>
<td>65%</td>
<td>67%</td>
<td>69%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Cuyahoga Community College</td>
<td>70%</td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>Zane State College</td>
<td>68%</td>
<td>69%</td>
<td>70%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>AACC Cohort Average</td>
<td>62%</td>
<td>63%</td>
<td>64%</td>
<td>65%</td>
<td>66%</td>
</tr>
</tbody>
</table>

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

Momentum Benefits: CC Students

Source: Belfield, Jenkins & Lahr, 2016.
**Momentum Benefits: CC Students**

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

Source: Belfield, Jenkins, Lahr, 2016.

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

**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.
**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

**Scale of Adoption Self-Assessment**

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Steps Needed to Implement Practice at Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale</td>
<td>•</td>
</tr>
<tr>
<td>b. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</td>
<td>☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale</td>
<td>•</td>
</tr>
<tr>
<td>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.</td>
<td>☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale</td>
<td>•</td>
</tr>
</tbody>
</table>
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.