The Guided Pathways National Movement: Next Frontiers

Thomas Bailey
Community College Research Center
Ohio Student Success Leadership Institute Meeting, Columbus, OH

Student Outcomes

• Low graduation
• Ineffective dev ed
• Thwarted transfer objectives
• Excess credits
• Excessive time to degree
• Student learning unclear
• Students express confusion and discouragement
Ideal CC Student Pathways

Source: Crosta, 2013.

Actual CC Student Pathways

Source: Crosta, 2013.
Dev Ed Sorting System

Student Progression Through the Developmental Math Sequence

- 100% (63,650) Referred to 3+ Levels of Remediation
- 26% Did Not Enroll in Next Course
- 15% Level 3+ Course
- 7% Level 2 Course
- 4% Level 1 Course
- 4% Gatekeeper
- 2% Passed Gatekeeper Math

Source: CCRC

Dev Ed Sorting System

Student Progression Through the Developmental Reading Sequence

- 100% (11,210) Referred to 3+ Levels of Remediation
- 29% Did Not Enroll in Next Course
- 9% Level 3+ Course
- 4% Level 2 Course
- 5% Level 1 Course
- 29% Gatekeeper
- 29% Passed Gatekeeper English

Source: CCRC
Momentum Works for CC Students

Figure 1. Credits Accumulated by Semester
Community College Students

Source: Belfield, Jenkins, Lahr, 2016.
Widespread Reform – Little Progress

• A decade of the “Completion Agenda”

• Institutional and sector student outcomes have not improved

• WHY?
Problem with the Structure of Community Colleges

- Reforms too small or narrowly focused
  - Reforms not scaled
  - Reforms limited to one segment of student experience

- Colleges built to promote enrollment—Self Service or Cafeteria Model

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

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course
- English Composition: ESL 112, 113 (equivalent to English 110 or 111)
- Freshman Writing (WRT 110)

Fine Arts and Literature: 6 credits; 3 credits in Fine Arts and 3 credits in Literature

General Education Requirements
- 3 credits

Language/Culture: 6 credits
- 2 credits in a language or cultural studies
- 3 credits in a second language

Mathematics (M): 3 credits satisfied by MTH 141

National Science (N): 6 credits; satisfied by PHY

Social Science (S): 6 credits
- 2 credits in a social science course

Note: All courses must be taken with a grade of C or better.
Guided Pathways College

- Clear roadmaps to career goals
- Intake redesigned as an on-ramp
- Students on track to graduation
- Learning outcomes/assessments aligned across programs

- Churning
- Early transfer
- Completion
- Excess credits
- Time to degree
- Skill building
Since 2010, SPC has focused its strategic efforts on student success using an intentional data-driven way to help students “Finish What They Start”.

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**Evolution of Pathways at SPC**

“Before”

“After”

Start your journey today! Choose from one of the new career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

**CHART YOUR PATH BUILD YOUR FUTURE**

| First-Year Learning | 100% Participation | 59% Graduation
<table>
<thead>
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<td>Bachelor’s Degree</td>
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<td>ALL TIME PROGRAMS</td>
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**CAREER + ACADEMIC COMMUNITIES** at St. Petersburg College

**ENGINEERING, MANUFACTURING, AND INNOVATIVE TECHNICAL COMMUNITIES**

**EDUCATION, COMMUNITY, AND HEALTH SCIENCE COMMUNITIES**

**COMMUNICATION, TECHNOLOGY, AND DESIGN COMMUNITIES**

**ARTS AND HUMANITIES** COMMUNITIES

**SOCIETY AND ENVIRONMENT** COMMUNITIES

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*Data from SPC’s Annual Reports and St. Petersburg College’s student success data. Data is available through the Office of Student Innovation and Success.
### Academic Pathway

**Computer Networking Associate in Science Degree**

<table>
<thead>
<tr>
<th>#</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
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<td>2</td>
<td>PRC 1000</td>
<td>Students Study in Applied Ethics</td>
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<tr>
<td>3</td>
<td>COP 1000</td>
<td>Introduction to Computer Programming</td>
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<td>5</td>
<td>CET 1171C</td>
<td>Computer Repair Essentials</td>
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<td>6</td>
<td>MAC 1105</td>
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<td>7</td>
<td>CNT 1000</td>
<td>Local Area Network Concepts</td>
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<td>8</td>
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<td>9</td>
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<td>11</td>
<td>CTS 1232</td>
<td>Configuring and Administering MS Windows Client</td>
<td>3</td>
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<td>12</td>
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<td>13</td>
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<td>Fundamentals of the Linux/Unix Operating Environment</td>
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<tr>
<td>15</td>
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<td>Linux System Administration I</td>
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<td>16</td>
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<tr>
<td>17</td>
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<td>18</td>
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<td>19</td>
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<td>Subplan 1-3</td>
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<td>20</td>
<td>CTS 2331</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>21</td>
<td>CTS 1411</td>
<td>Fundamentals of Information Storage and Management</td>
<td>3</td>
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<td>CTS 2370</td>
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<td>23</td>
<td>CNT 2940</td>
<td>Computer Networking Internship</td>
<td>3</td>
<td>Core</td>
<td>Y</td>
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<td></td>
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</tr>
</tbody>
</table>

**Total program credits: 67**

*Includes MAT 1075 & Computer Competency.*

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### Show Students Their Path

**Your pathway to success**

**Engineering Technology A.S. (ENGS)**

1. **16 TO 30 CREDITS**
   - Industrial Safety
   - Medical Service Equipment Operations
   - Orthotic and Prosthetic Devices
   - Orthotics and Prosthetics
   - Project Management and Materials Control
   - Project Management andnaz
   - Programmable Logic Controllers (PLCs)
   - Programing Industrial Controls
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
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   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Continued)
   - Project Management and Materials Control (Con...
A National Movement

AACC Pathways Colleges:
Scale of Guided Pathways Essential Practices

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 in each program and other progress milestones are identified. This information is accessible on the college’s website.

Source: CCRC.
Guided Pathways Next Frontiers

- Facilitating career/academic exploration
- Accelerating program entry
- Optimizing e-advising for timely and effective feedback/support
- Strengthening transfer outcomes
- Ensuring and documenting student learning across programs

Next Frontier: Facilitating Career/ Academic Exploration
CAREER + ACADEMIC COMMUNITIES
at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

CHART YOUR PATH
BUILD YOUR FUTURE
MEDIAN FIRST-YEAR EARNINGS

<table>
<thead>
<tr>
<th>Career</th>
<th>Year 0</th>
<th>Year 1</th>
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<tbody>
<tr>
<td>HEALTH SERVICES</td>
<td>$34,470</td>
<td>$46,770</td>
</tr>
<tr>
<td>ASSOCIATES IN SCIENCE</td>
<td>$44,670</td>
<td>$54,682</td>
</tr>
<tr>
<td>BUSINESS (Finance)</td>
<td>$54,140</td>
<td>$64,101</td>
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</table>

TECHNOLOGY
DEGREES AND PROGRAMS

BACHELOR'S DEGREES
Technology Development and Management

ASSOCIATE IN ARTS TRANSFER PLAN
Information Systems Management

ASSOCIATE IN SCIENCE
Computer Information Technology
Cybersecurity
Computer Networking
Computer Programming and Analysis
Web Development

CERTIFICATES
Help Desk Support Specialist
Cybersecurity
Cisco Certified Network Associate
Linux System Administrator
Microsoft Certified Solutions Associate
Computer Programmer
Computer Programming Specialist
Web Development Specialist
TECHNOLOGY CAREER OUTLOOK

Employment for computer and information technology occupations is projected to grow 12% nationally through 2024, faster than the average for all occupations. These occupations will add about 488,500 new jobs to the economy, for a total of 4.4 million jobs.

Occupations with the highest expected growth in Florida include computer systems analysts, software application developers and computer user support specialists. In fact, you can thrive in all of these careers at SPC.

The median annual wage for computer and information technology occupations was $79,390 in May 2014, which was higher than the median annual wage for all occupations of $35,540.

MEDIAN SALARY IN TAMPA BAY AREA

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Median Salary</th>
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<tbody>
<tr>
<td>Computer User Support Specialist</td>
<td>$43,000</td>
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<tr>
<td>Network and Computer Systems, Architect, Administration</td>
<td>$90,500</td>
</tr>
<tr>
<td>Work Development</td>
<td>$84,400</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>$70,000</td>
</tr>
<tr>
<td>Computer Network Support Specialist</td>
<td>$91,000</td>
</tr>
<tr>
<td>Information Security Analyst</td>
<td>$86,000</td>
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</tbody>
</table>

AWARD-WINNING

The Tampa Bay Technology Forum (TBT) recently named a candidate career development program the Exploratory Lab Boot Camp as their Student Program of the Year for 2015. The Peer Teacher program is a joint venture between St. Petersburg College, the University of South Florida St. Petersburg, Technical Coast College, and Pinellas Technical College.

A graduate who took part 70% of the class and was hired in the area and was employed by Tech Data. The student, a student at Santa Fe College, is working at a local startup.

The New Student Experience

VALENCIA

STUDENT SUCCESS PATHWAY

TRANSITION TO COLLEGE

VALENCIA'S QEP / NEW STUDENT EXPERIENCE

TRANSITION TO DEGREE PROGRAMS

GRADUATION, CAREER PLACEMENT, & TRANSFER

LIFEMAP

LIFEMAP

COLLEGE TRANSITION---INTRO TO COLLEGE---PROGRESSION TO DEGREE---GRADUATION TRANSITION
The New Student Experience

Extended Orientation to College
Starting a habit that will continue
Start Right

INTEGRATED STUDENT SUCCESS SKILLS

The 6Ps

The New Student Experience Student Learning Outcomes

Purpose: Students will create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations.

Pathway: Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values.

Plan: Students will design an education plan that include goals for learning and a financial plan.

Preparation: Students will apply college success skills.

Personal Connection: Students will demonstrate effective communication skills with diverse groups.

Place: Students will demonstrate awareness of college support systems.
Ethnographies of Work II

- Conduct in-depth investigations of specific occupations and careers of interest
- Analyze data on trends involving salaries, benefits, entry-level requirements, hiring forecasts, geographic saturation, diversity, and promotion opportunities
- Work on effective verbal and written communication, meeting the expectations of the wired office, and establishing professional relationships
- Add reflections to the ethnographic report written in Ethnographies of Work I about the journey of deciding on a career path

CUNY three year graduation rate for first-time full-time students—14%

Guttman three year graduation rate—49%

Source: Stuart Cochran, GCC
Percent of Community College Entrants in Fall 2007 who are in High School Dual Enrollment, by State

Next Frontier: Accelerating Program Entry
Accelerating College Entry

TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: Math

![Math Co-Requisite Results](image)

Source: TN BOR

Accelerating College Entry

TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: English

![English Co-Requisite Results](image)

Source: TN BOR
Co-Req Cost Analysis

Cost-Effectiveness of Co-Requisite Remediation
Tennessee Community Colleges, Scale Implementation, Fall 2015

<table>
<thead>
<tr>
<th>Math</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Corequisite</td>
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<tr>
<td>Model</td>
<td>Model</td>
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<tr>
<td>New remedial</td>
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<td>students (per year per college)</td>
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<tr>
<td>Avg. cost per student</td>
<td>$955</td>
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<tr>
<td>College-level gateway course completion rate</td>
<td>12% *</td>
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<tr>
<td>Avg. cost per successful student</td>
<td>$7,720</td>
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<tr>
<td>Efficiency gain</td>
<td>+50%</td>
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</table>

* One year rate. **One term rate. Source: Belfield, Jenkins, Lahr (2016).

Guttman CC’s developmental education

3 college credits: critical issue in NYC

City Seminar

3 dev ed credits: critical issue in NYC

3 dev ed credits: quantitative reasoning

3 dev ed credits: read/write workshop
Tennessee Academic Focus Areas

Accelerating Program Entry

Focus Area Course First-Year Attempt and Completion Rates:
FTEIC TN Community College Students

Source: Tristan Denley, TN Board of Regents.
Accelerating Program Entry

Six-Year Graduation Rates: FTIEC Tennessee Community College Students
By Focus Area Courses Attempted/Completed in First Year

Source: Tristan Denley, TN Board of Regents.

AACC Pathways Colleges:
Scale of Guided Pathways Essential Practices
Helping students enter a pathway

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.

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.

2c. Required math courses are appropriately aligned with the student’s field of study.

2d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

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.

Source: CCRG, Mar
Next Frontier: Strengthening Transfer Outcomes
We tracked 720,000 community college students who started in the fall of 2007 in pursuit of a college credential

Only 100,000 earned a bachelor’s after 6 years

Too few students manage to make the leap

Just 33% of students who started community college in fall of 2007 transferred to a four-year school
National Fall 2007 Degree-Seeking CC Entrants who Transferred within Six Years

N = 230K Transfer Students

Percent of Transfers

- 69% transfer within 3 years
- 43% transfer within 2 years
- 18% transfer within 1 year
- 31% transfer 3 to 6 years after starting at the CC

Transfer Arrival at Four-year Colleges: Earliest Transfer Term

Unique Enrollment Sequences among ~100K Bachelor’s Degree Completers from the Fall 2007 CC Cohort

General Patterns, Based on Highest College Attended Each Year

- Patterns with Enrollment Breaks, 19.9%
- 2 + 3, 17.7%
- 3 + 3, 13.6%
- 2 + 4, 10.9%
- 2 + 2, 8.1%
- 3 + 2, 8.1%
- 1 + 4, 8.0%
- 1 + 3, 3.7%
- 1 + 2, 4.9%
- 4 + 2, 3.5%
- 5 + 1, 0.1%
- 2 + 1, 0.2%
- 3 + 1, 0.1%
- 1 + 2, 0.7%

*Enrollment Breaks defined as at least one year with no college enrollment in both fall and spring terms

"# of years at CC" + "# of years at 4yr"
Of the students who successfully transferred, only 42% went on to get a bachelor’s within 6 years of starting.
Barriers to Transfer Success

- A majority of transfer intending students never transfer
- Lack of early momentum
  - CC students accrue college credits more slowly
- Lack of clear paths to transfer
  - No well-trodden path, early transfer the norm
- Loss of credits
  - Less than 60% transfer most of their credits; 2.5 times more likely to complete bachelor’s
  - CC transfer graduates have more excess credits

The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges*

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<thead>
<tr>
<th>State</th>
<th>Community College</th>
<th>Universities</th>
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<tbody>
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<td>Colorado</td>
<td>Front Range CC</td>
<td>Colorado State University</td>
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<td>Connecticut</td>
<td>Manchester CC</td>
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<td>Broward College</td>
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<td>U of Louisiana - Lafayette</td>
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<td>U Mass Amherst</td>
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<td></td>
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<td>Western Washington U</td>
</tr>
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</table>

* Wyner, Deane, Jenkins & Fink, May 2016.
1. Prioritize transfer student success
2. Create clear program pathways with aligned high quality instruction
3. Provided tailored transfer student advising
4. Build strong transfer partnerships

* Wyner, Deane, Jenkins & Fink, May 2016.

Next Frontier:
Ensuring Students are Learning
AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

Ensuring that students are learning

4a. Learning outcomes are clearly defined for each of our programs (not just courses).

4b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

4c. Faculty assess whether students are mastering learning outcomes and building skills across each program.

4d. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

4e. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.

4f. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional...
Guided Pathways Takeaways

- Restructuring taking account of the entire student experience, not just a segment
- Build reform around simplified and coherent college level programs of study, including transfer
- Redesign intake with goal of helping students choose and successfully enter a POS

Pathways to Academic, Career and Transfer Success (PACTS)
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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