Start with the End in Mind: Building *Guided Pathways* to Student Success

*Ivy Tech*
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French Lick

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Community College Research Center
Teachers College, Columbia University
Ideal CC Student **Pathways**

Source: Crosta, 2013.
Actual CC Student Pathways

Source: Crosta, 2013.
Student Pathway

**CONNECTION**
From interest to application

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

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

**COMPLETION**
Completion of credential of value for further education and labor market advancement

Consider College Education

Enter Program of Study

Complete Program, Advance to Further Education and in Career
Pathway Analysis Findings

CONNECTION
From interest to application

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Summer “Melt”

High School Seniors Planning to Enroll in a Community College

~40% intend to enroll but do not

Matriculate in the fall

Source: Casleman & Page, 2014
Pathway Analysis Findings

Connection: From interest to application
Entry: From entry to passing program gatekeeper courses

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Entry: Findings

• Many students undecided
• Defaulted into “gen ed” (and thus “dev ed”)
• Dev ed students diverted, not building skills
• Many students drop out after 1-2 terms
• “Concentrators” more likely to complete
• Math & English 101 not only “gatekeepers”
Pathway Analysis Findings

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Progress: Findings

- Students very confused by transfer process
- Many don’t follow “catalogue” curriculum
- Few complete gen ed core
- Enrollment continuity may be as important as intensity
Progress: Core Completion

Gen Ed Core Credits Completed
FTIEC Students who Transferred Sample College
Sample Community College

- 0 credits: 16%
- 1-9 credits: 18%
- 10-19 credits: 9%
- 20-29 credits: 7%
- 30-41 credits: 17%
- Completed Core: 33%
5-Year Outcomes by Gen Ed Core Credits Completed
FTIC Students who Transferred, Sample College

Source: Hodara & Rodriguez, 2013
Progress: Core Completion

Earned More Gen Ed Core Credits than Required in Subject Area, Transfer Students, Sample College

Source: Hodara & Rodriguez, 2013
Pathway Analysis Findings

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Completion: Findings

- Most transfer without associate degree
- Many graduates earn “excess” credits
- Many students “linger”
- Relatively few “stacking” credentials
Why do so many grads have excess credits?

- Insufficient advising
- Catalogs hard to understand
- Gen ed requirements confusing
- Needed classes not open
- Course prerequisites, sequencing hard to understand
- Course withdrawals, repeats, failures
- Changing majors late in career
Student Outcomes by Major

5-year Highest Outcomes by Declared "Major"
Credit Program Students

- LAS
- Business
- Allied Health/Nursing
- Other CTE

Categories:
- Not Enrolled, No Outcome
- Still Enrolled, 30+ College Credits
- Bachelor's from 4-Yr
- Transfer 4-Yr without Award
- Transfer 4-Yr with Award
- Associate
- Certificate
Transfer Student Outcomes

Bachelor’s Completion by Credits Earned

Source: Crosta & Kopko 2013
Transfer Student Timing

Proportion of Transfer Students by Number of College-Level Credits Completed

Source: Crosta & Kopko 2013
**Credential “Stacking”**

<table>
<thead>
<tr>
<th>Of FTIC students who earned:</th>
<th>Certificate &lt; 1 yr.</th>
<th>Certificate ≥ 1 yr.</th>
<th>Associate degree</th>
<th>Transfer to 4-year</th>
<th>Bachelor's degree</th>
</tr>
</thead>
<tbody>
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<td>Certificate &lt; 1 yr.</td>
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<td>Bachelor's Degree</td>
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</table>

- Certificate < 1 yr.:
  - Percentage who also earned after 5 years: 7%, 22%, 5%, 1%
- Certificate ≥ 1 yr.:
  - Percentage who also earned after 5 years: 11%, 14%, 3%, 0%
- Associate Degree:
  - Percentage who also earned after 5 years: 5%, 2%, 36%, 9%
- Transfer to 4-yr.:
  - Percentage who also earned after 5 years: 0%, 0%, 13%, 20%
- Bachelor's Degree:
  - Percentage who also earned after 5 years: 0%, 0%, 17%, 100%
Returns to 2-Year Credentials

Source: Dadgar & Trimbe, 2012.
## Pathway Models Compared

<table>
<thead>
<tr>
<th>Self-Service (Status Quo)</th>
<th>Guided Pathways</th>
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<tbody>
<tr>
<td>“Opt-in” career and college planning</td>
<td>Required plans, exploratory majors</td>
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<tr>
<td>Program paths unclear</td>
<td>Clear roadmaps to student end goals</td>
</tr>
<tr>
<td>Too many choices</td>
<td>Default, whole-program schedules</td>
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<tr>
<td>Dev ed narrowly focused on Math &amp; English 101, no “soft skills” prep</td>
<td>Intake system redesigned as “on-ramp” to program of study</td>
</tr>
<tr>
<td>Students’ progress not monitored</td>
<td>Progress tracking, regular feedback &amp; support</td>
</tr>
<tr>
<td>High school, ABE/ESL, non-credit poorly aligned with college</td>
<td>Bridges to college <em>programs</em> from High school, ABE/ESL, non-credit</td>
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</table>
Guided Pathways Features

- Default program maps
- “Meta-major” on-ramps to programs
- Integrated instruction in foundation academic and meta-cognitive skills
- Consolidated consistent, compressed course schedules
- Technology-assisted intrusive advising
- Bridges to programs from hs, ABE, non-credit
# Model Implementation at Scale

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs</th>
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<tbody>
<tr>
<td>Florida State U</td>
<td>• Exploratory Majors</td>
</tr>
<tr>
<td>Georgia State U</td>
<td>• Structured Interventions</td>
</tr>
<tr>
<td>Arizona State U</td>
<td>• Transfer Admissions Guarantees</td>
</tr>
<tr>
<td>Valencia CC</td>
<td>• Lifemap + Pre-majors</td>
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<tr>
<td>Queensborough CC</td>
<td>• Freshmen Academies</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td>• Reinvention / College 2 Careers</td>
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Supporting Evidence

Pathway analysis
- Chaotic student enrollment patterns
- Pathways misaligned, lots of roadblocks
- Students say they are confused

Behavioral psychology/economics
- Maps
- Defaults, “Active choice”
- Feedback, Reminders

Research on learning and teaching
- Instructional program coherence
- Contextualization
More Supporting Evidence

Targeted research
- CUNY ASAP (MDRC)
- Acceleration (CCBC ALP)
- Alternative math pathways (Mathway, etc.)
- Contextualization (I-BEST)

Organizational effectiveness
- Big improvements require systemic change
- Align organizational practices to end goals
- Broad engagement critical to success
Start with the End in Mind

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- Help students choose program pathway and track entry
- Build prescribed “on-ramps” customized to largest program streams

- Clearly define and prescribe program paths
- Monitor students’ progress and provide feedback and supports JIT
- Incentivize progress

- Align academic program outcomes with requirements for success in further education and (for CTE programs) in the labor market

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**STEP 4**

**STEP 3**

**STEP 2**

**START HERE**
For more information

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