

# Welcome to Teaching + Learning Tuesdays

June 19, 2018

2:30PM

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Teaching + Learning Tuesday



# Guided Pathways & NCII's A2I2 Cohort Overview

Dr. Rob Johnstone  
June 2018



**N**NATIONAL  
**C**CENTER FOR  
INQUIRY &  
**I**MPROVEMENT



# Building Urgency and the Case for Change



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# Economic Mobility & Higher Education: The Equality of Opportunity Project



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# Economic Mobility & Equity...

- It's true that higher education may be about more than just economic mobility. But:
  - ✓ What % of your students attend your college solely because of the love of learning?
    - I would argue 98%+ of your students are “career focused”
    - Doesn't mean liberal arts ed. isn't imp. - might be more so
  - ✓ Economic mobility is particularly important to the lower half of the income spectrum – which describes a majority of our CC students
  - ✓ Unfortunate correlation in U.S. between race and income level – this is 100% an exploration of equity



# Incredible work...

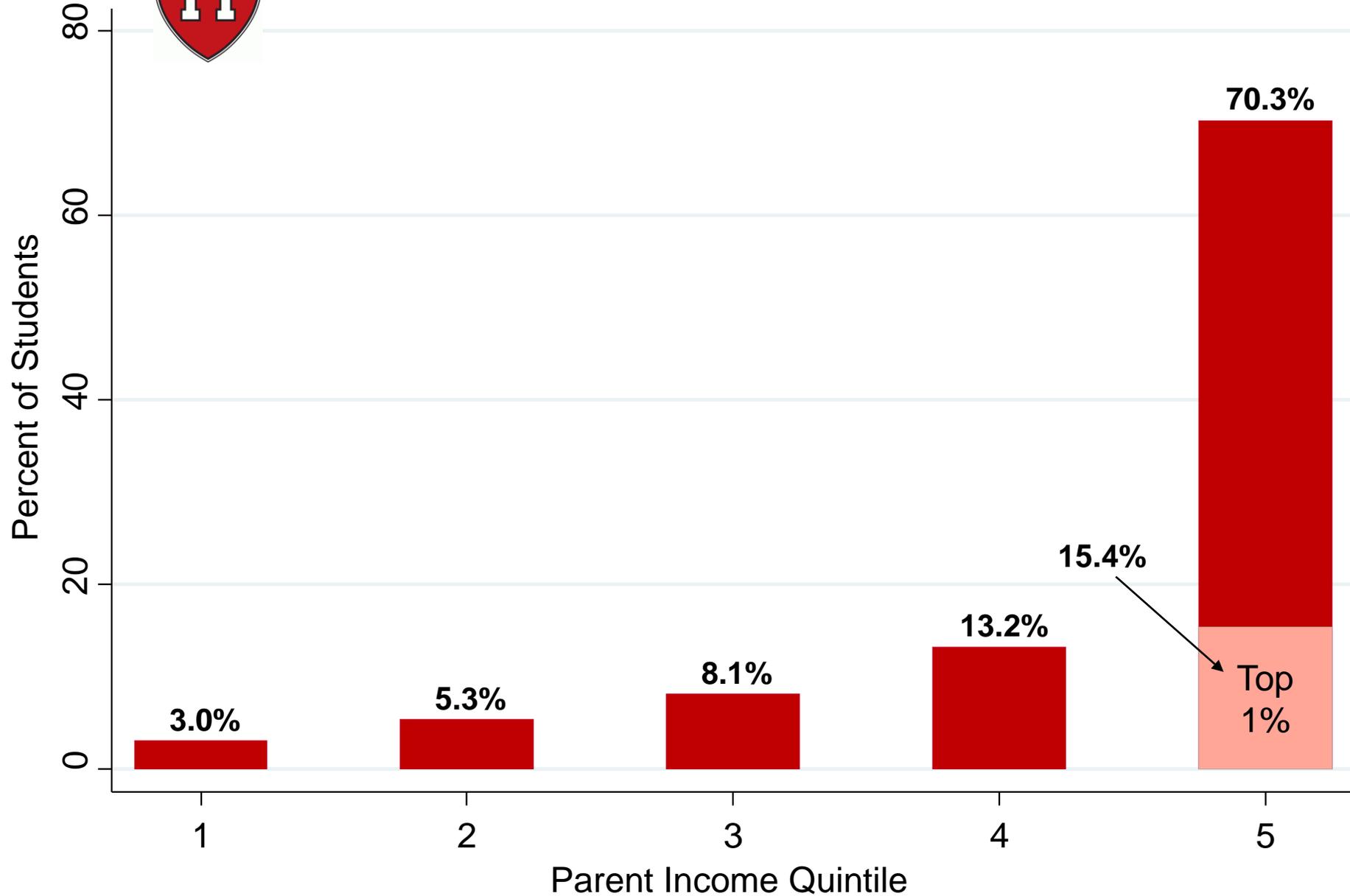
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
  - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets



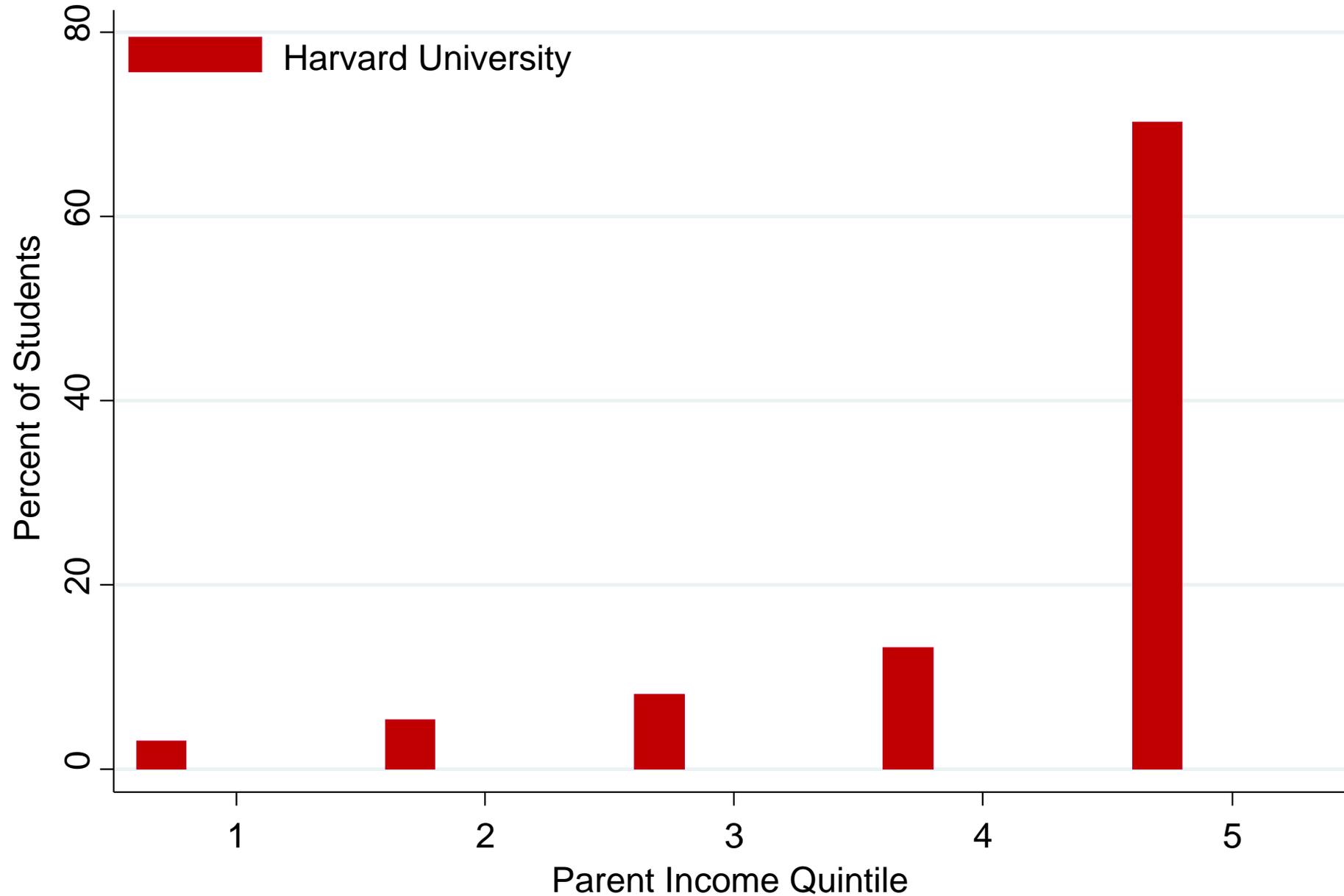


# Parent Income Distribution at Harvard

1980-82 Child Birth Cohorts

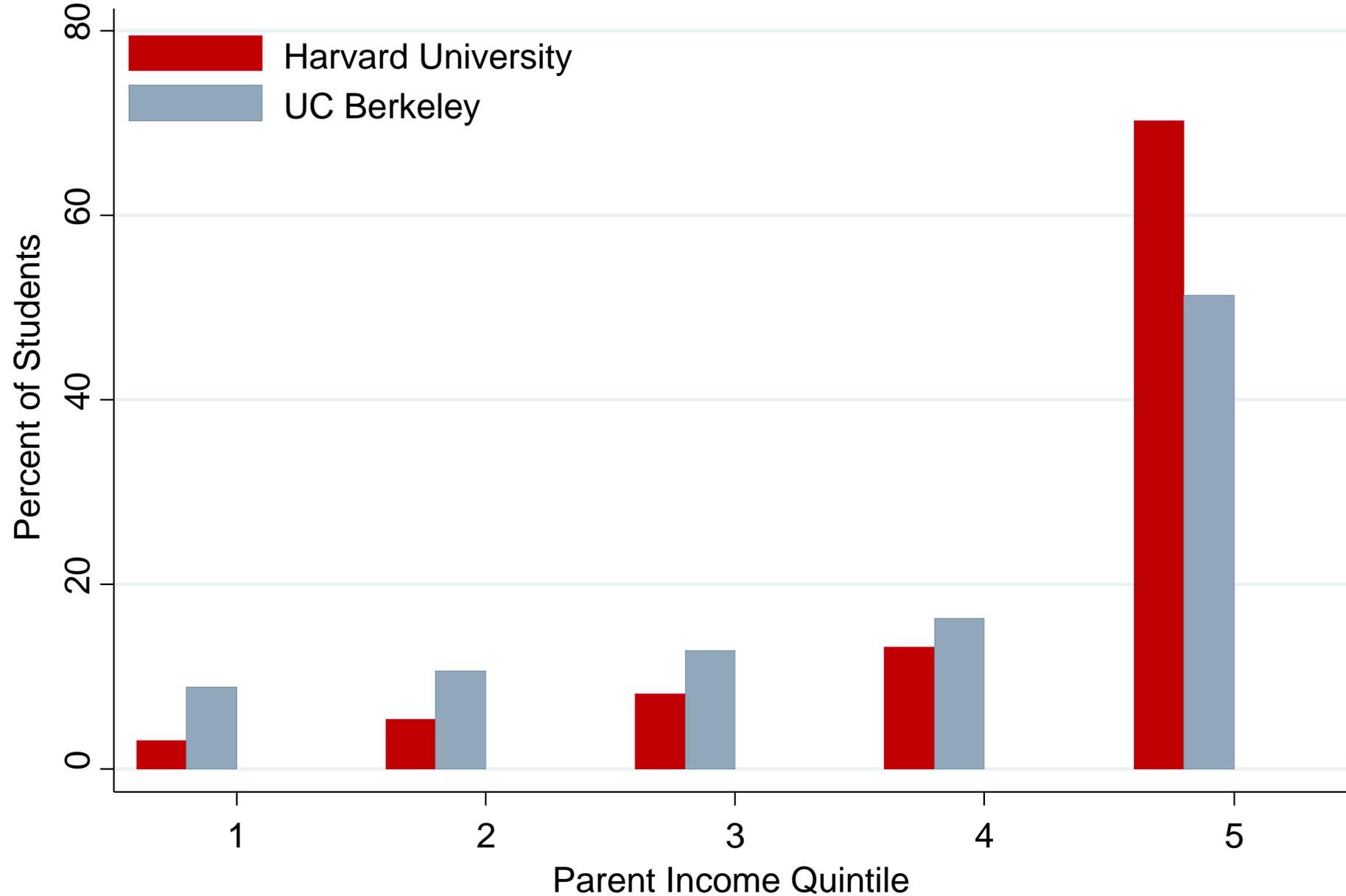


# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges



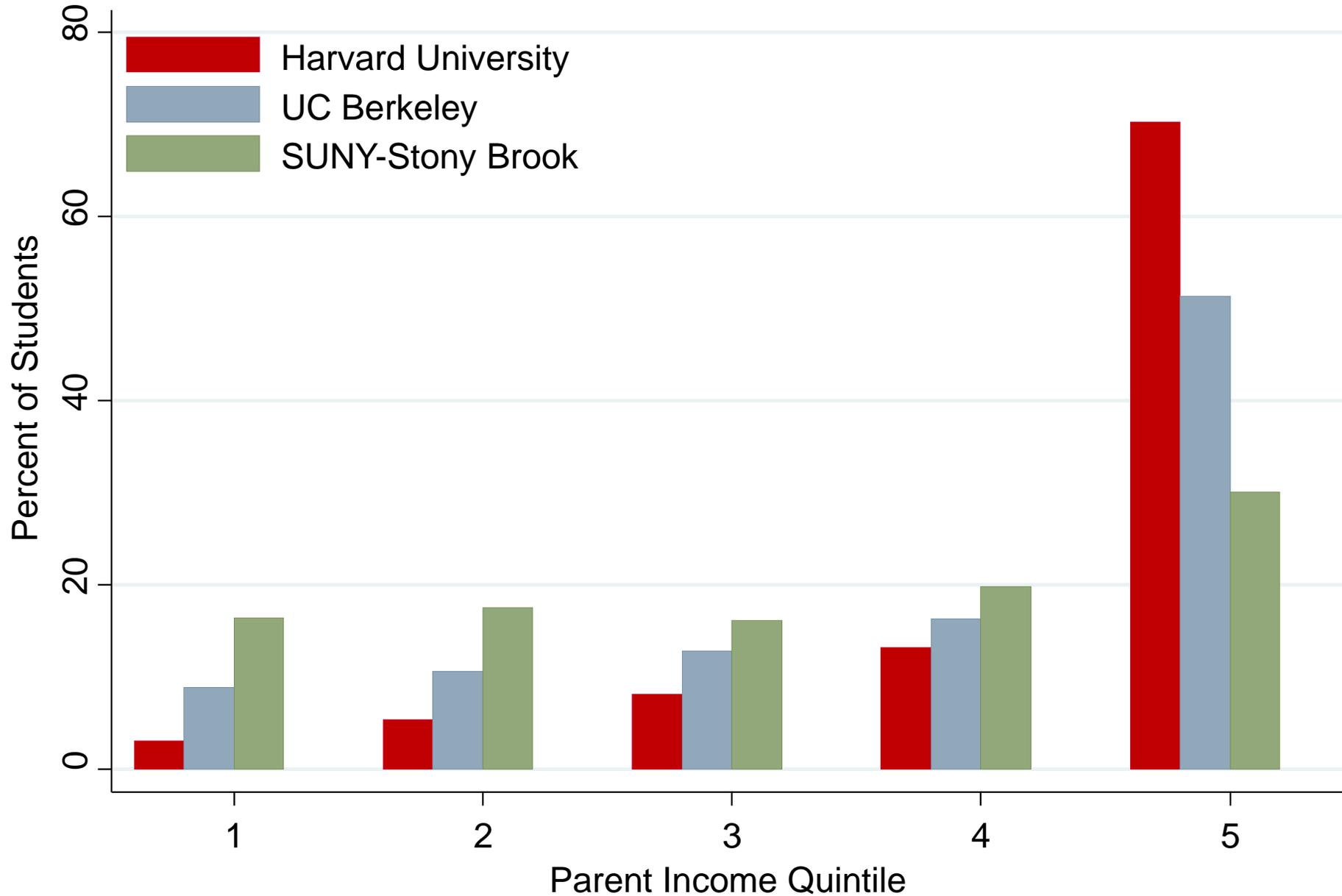
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



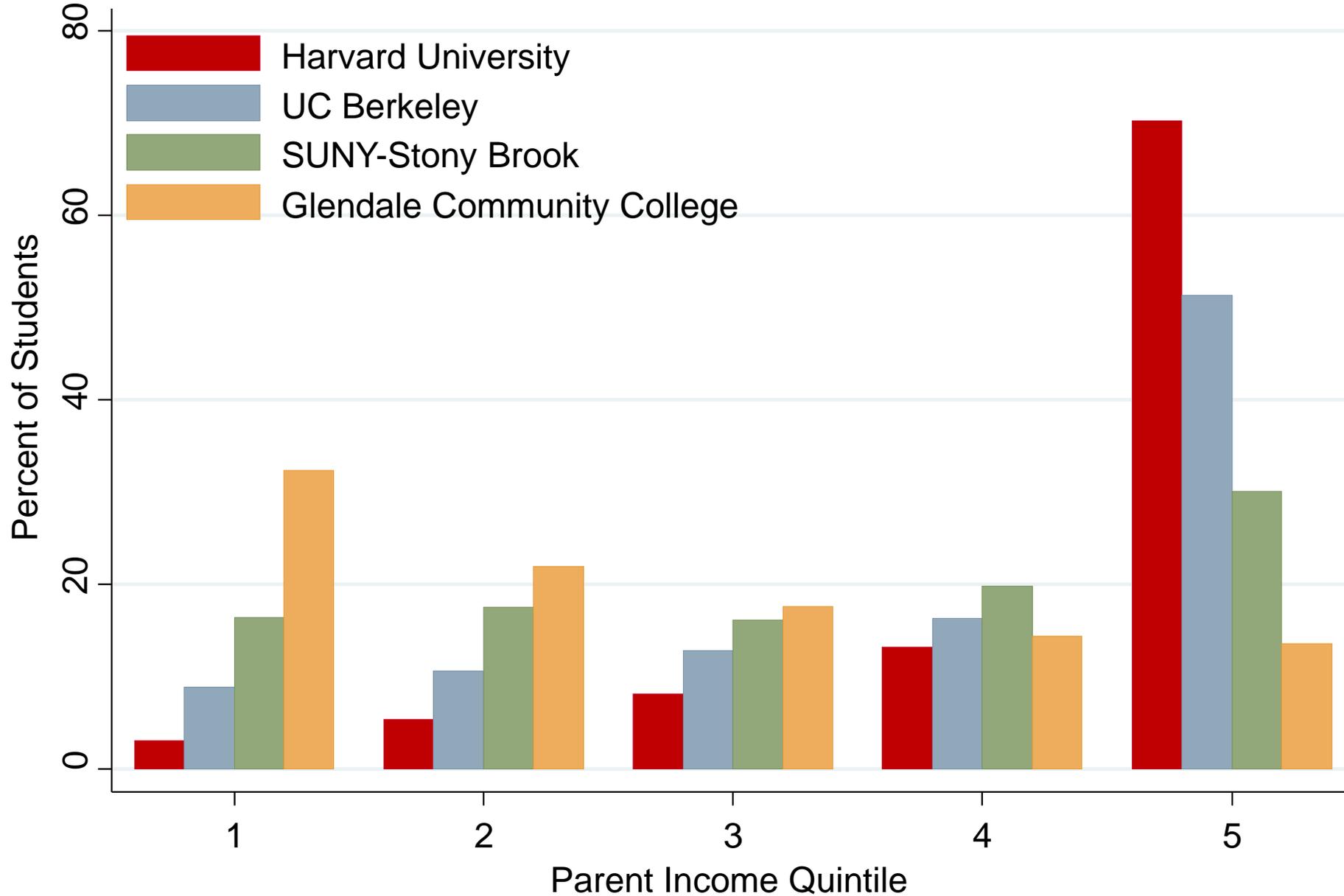
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



# Further Evidence of the Challenge...

- Make sure you're sitting down for this one...
- Good news: from 2013-2016, median net worth increased 46% for Hispanic families, 29% for Black families, and 17% for White families...
- BUT....In 2016, the actual median net worth:
  - ✓ White citizens was \$171,000
  - ✓ Hispanic citizens was \$20,700
  - ✓ African-American citizens was \$17,600





# Guided Pathways, Equity & For-Profit Institutions



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# Why Losing Students to For-Profit Institutions is an Equity Issue

- Students at for profits default on their student loans at 2x the rate of those taking loans at CCs - 52% vs. 26%\*
- Worse, because students at for profits have to take loans more, the rate of default among all entrants at for-profits is 4x as high as entrants at CCs – 47% vs. 13%\*



# Why Losing Students to For-Profit Institutions is an Equity Issue (2)

- Even more disturbing when you dive in – White completers not at for-profits have a 4% default rate vs. Black non-completers at for-profits with a 67% default rate\*
- Bottom line? We in the CC system need to be better for all students but perhaps most importantly for low-income URM students – and we absolutely can do so...





# Our Best Chance for Equity: Guided Pathways & Financial Stability Approaches



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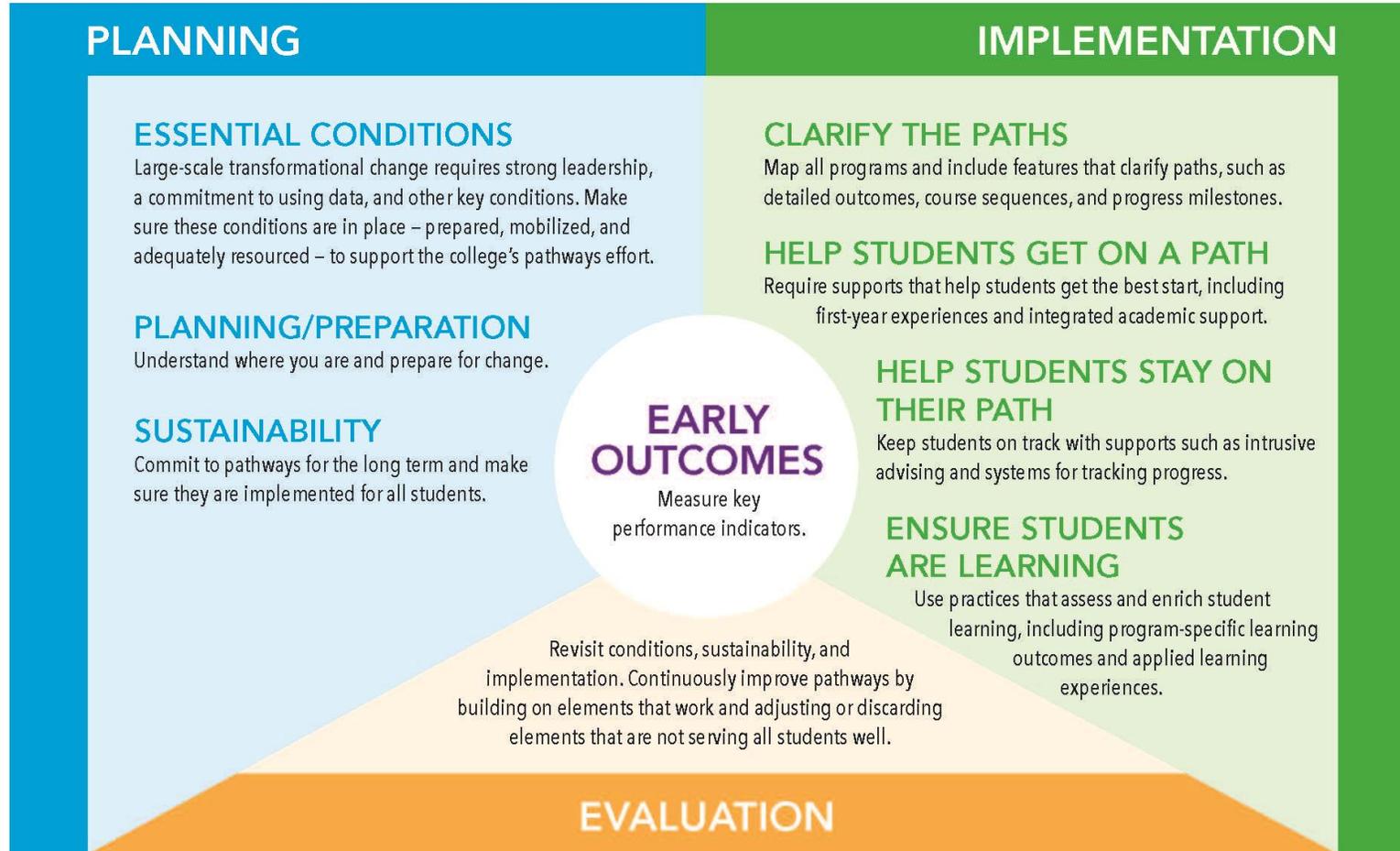
# Guided Pathways Overview





# Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



# Essential Pathways Practices

- Organize programs into “meta-majors,” map programs to career-path jobs and transfer in majors
- Help all students explore career/academic options and develop a full-program plan by end of term 1
- Make schedules and monitor progress based on students’ plans
- Integrate academic support into college program gateways
- Integrate experiential learning into every program
- Build pathways into high schools, starting with dual enrollment

# Rethinking Mapping Programs

*From:*

*To:*

Alphabetical program list



Academic / career communities  
("meta-majors")

A la carte courses (distribution requirements and electives)



Program maps with course sequences, critical courses, co-curricular requirements

Algebra as default math path



Program/field-specific math paths

Certificates vs. degrees



Degree pathways with embedded certificates/certifications

Connections to careers & transfer unclear



Career & transfer opportunities/requirements clearly specified

# Rethinking Student On-boarding

*From:*

Job/transfer support for near completers

Current semester schedule

Academic assessment

Pre-requisite remediation

Algebra and English comp

A la carte dual HS credit

*To:*



Career/college exploration and planning for all from the start



Full-program plan



Holistic assessment



Co-requisite academic support



Critical program courses



Exploration of program pathways beginning in HS

# Rethinking Student Advising

*From:*

*To:*

Info “dump” at orientation



JIT support for major decisions  
along the path

Scheduling available courses  
to suit college schedule



Scheduling courses on the student’s  
plan to fit their schedule

Full-time vs. part-time



On-plan vs. off-plan

Advising vs. teaching



Advisors teach and faculty advise

# Rethinking Teaching and Learning

*From:*

*To:*

Gen ed learning outcomes



Meta-major learning outcomes

Generic gen eds



Contextualized gen eds

In-class learning



Curricular + co-curricular learning

Student transcripts



Portfolios

# Rethinking Financial Supports...

***From:***

Traditional financial aid  
(grants, loans, scholarships)



***To:***

Holistic supports (public benefits  
like SNAP, housing assistance)

Waiting for students to ask  
for assistance



Standard intake / screening form

Isolated services



Bundled, integrated services

Off-campus referrals to  
community partners



On-campus partner presentations  
and individualized assistance





# Agency, Attitude & Intensive Implementation: NCII's A2I2 Cohort Model



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# Colleges Have Made Progress...

- State-level and regional projects – if they are available – are useful to colleges: JFF’s Student Success Centers, other state-level GP efforts
- National projects like AACCC Pathways also can provide professional development, thought capital and catalytic support
- Colleges have a history of internal improvement efforts with varying degrees of success at scale



## But...increasingly colleges are asking for:

- Support customized to their unique college context and improvement trajectory – not off-the-shelf
- Support provided on campus, in the college environment, with a broad range of potential participants
- Support provided by national experts who've been leading this hard, on-the-ground institutional change work for over a decade



# Why NCII?

- NCII has worked with over 350 colleges in the past 15 years – both directly serving colleges and on state and national projects such as:
  - ✓ Completion by Design
  - ✓ The Aspen Prize for Community College Excellence
  - ✓ AACC Pathways Project 1.0 and 2.0
  - ✓ JFF'S Student Success Centers – with specific guided pathways & student financial stability support in AR, CA, CT, MI, OH, NJ, NC, NY, OR, TX, VA, WA & WI
  - ✓ California Guided Pathways Demonstration Project
  - ✓ Beyond Financial Aid



# Why NCII?

- A belief in customized support – there is no binder, color-coded change model or Staples “easy button” for this design & implementation work
- Ability to leverage a wide range of partners who are recognized as national experts on guided pathways and student financial stability
- Resonance with practitioners – faculty, student services, administrators
- Adaptive throughout the change process



# NCII's A2I2 Model Features

- Six on-campus visits over two years
- 2-3 NCII consultants, led by Dr. Rob Johnstone
- Office hours between visits
- Document review
- Key Performance Indicator (KPI) support
- Return-on-Investment modeling
- A2I2 Cohort Webinars
- NCII materials designed to support change process



# NCII's A2I2 Model – Key Steps

- Making the Case on Campus
- Starting the Next Phase of the College Journey
- Establishing the Foundation
  - ✓ GP & SFS Self-assessments
  - ✓ Visit 2 Interview Day
- Forming and Kicking Off Customized Workgroups
- Supporting Steering Committee & the Progress of Individual Workgroups
- Transitioning to Sustainability & the Path Forward



# NCII's Key Consultants

- In addition to NCII VP of Strategy Priya Chaplot, NCII's A2I2 visit teams draw from a pool of the top national experts with deep experience and expertise in guided pathways and student financial stability, including:
  - ✓ Chris Baldwin, Baldwin Consulting; Ed Bowling, GIRC; Davis Jenkins, CCRC; Alison Kadlec, Sova; Melinda Karp, Phase Two Advisory; Paul Markham, Sova; Kay McClenney, AACC; Gretchen Schmidt, AACC; Sarah Zauner, Ada Center
- NCII also utilizes a network of college practitioner experts to provide on-the-ground experience



# Find Out More

- **NCII website:**

[www.ncii-improve.com](http://www.ncii-improve.com)

- **Dr. Rob Johnstone, Founder & President, NCII**

[rob@ncii-improve.com](mailto:rob@ncii-improve.com)



# Student Voices: What Do They Say About Their Student Experiences

Teaching and Learning Webinar  
South Carolina Technical College System  
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*Linda L. García, Ph.D.*

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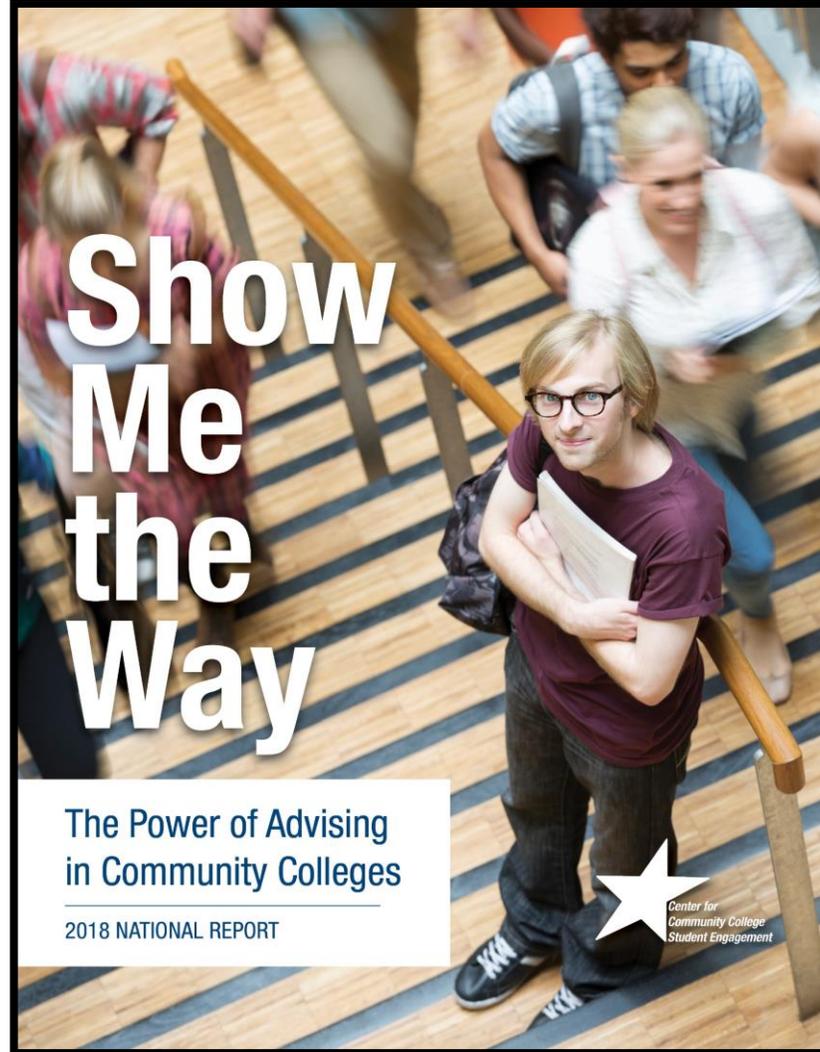


**1. National Report**

**2. Guided Pathways**

# National Report

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# Show Me the Way

The Power of Advising  
in Community Colleges

2018 NATIONAL REPORT



THE  
KRESGE  
FOUNDATION

# Who Did We Survey?

Entering students who report  
meeting with an advisor

62%

Returning students who report  
meeting with an advisor

78%

## Students Who Meet With an Advisor

I met with an advisor at this college.

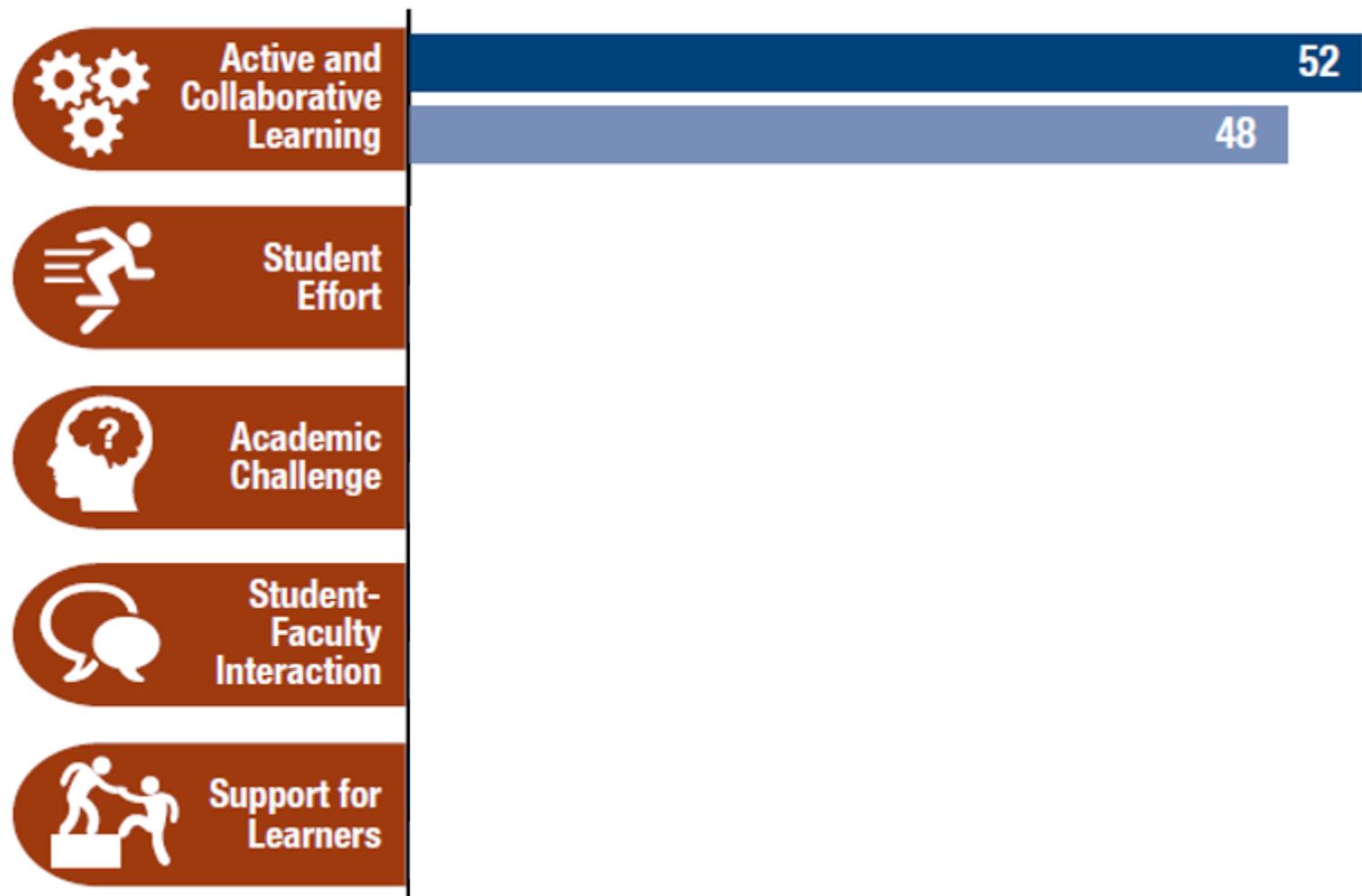
■ Yes ( $N=71,724$ ) ■ No ( $N=20,618$ )



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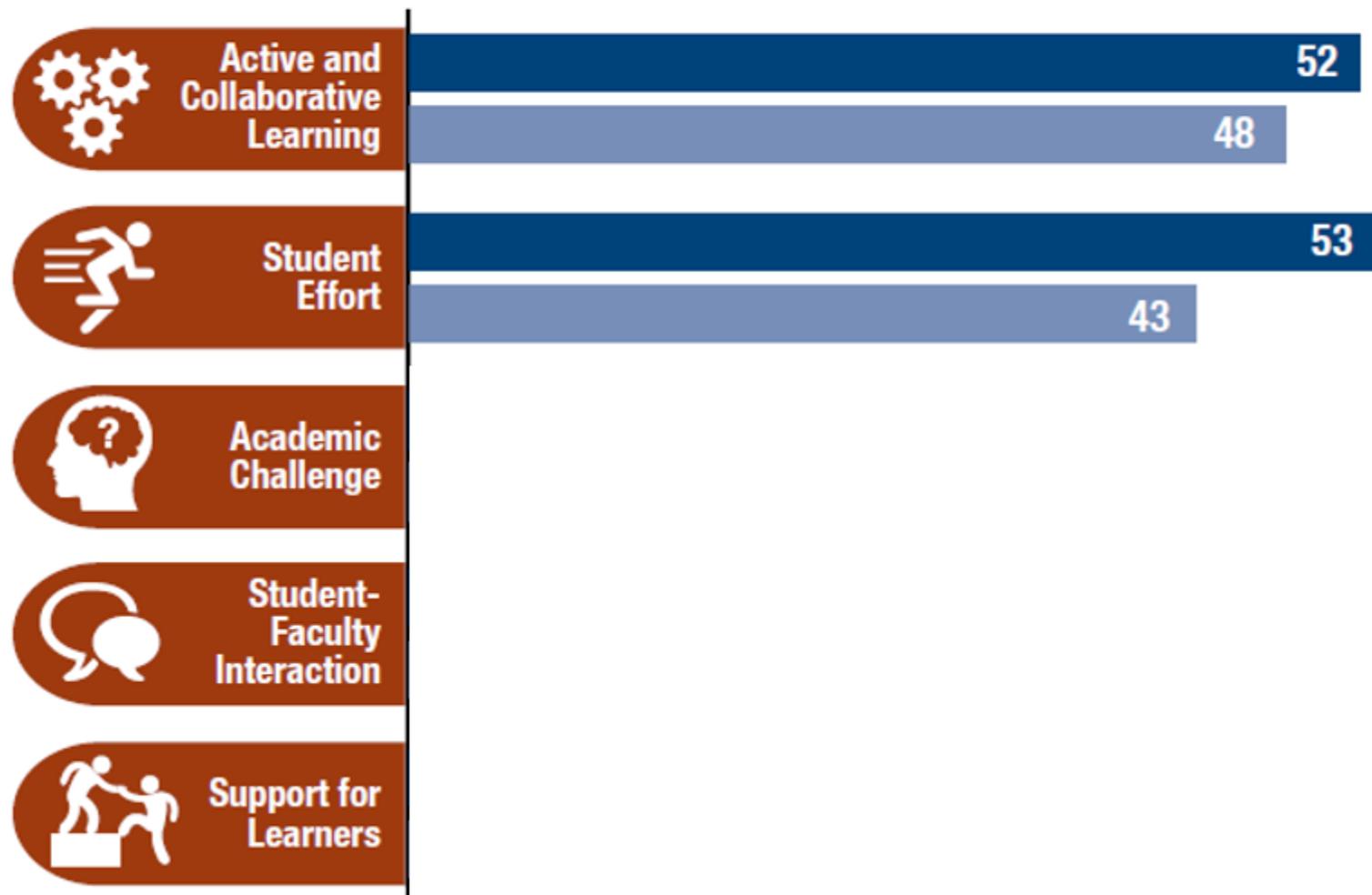
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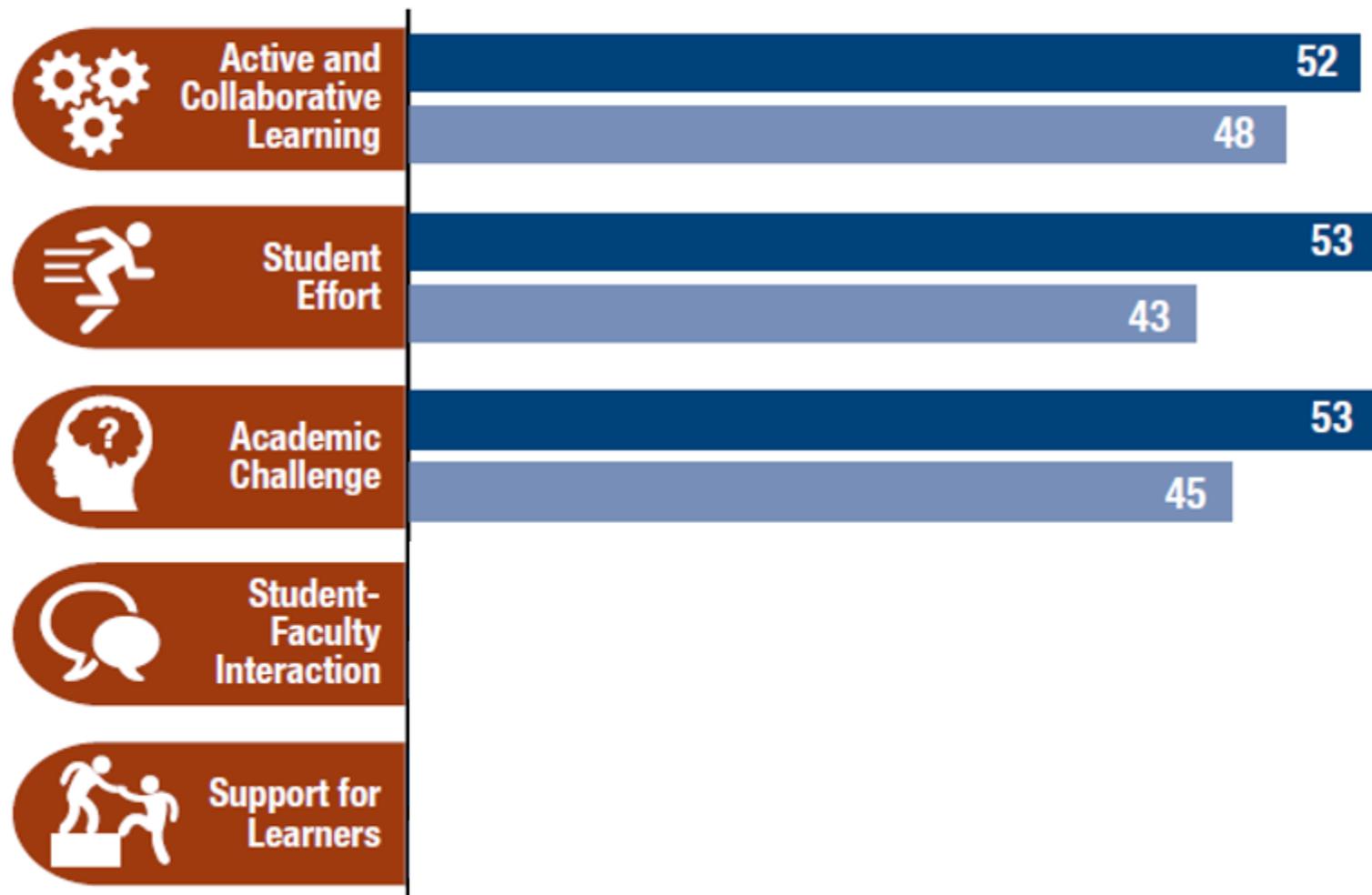
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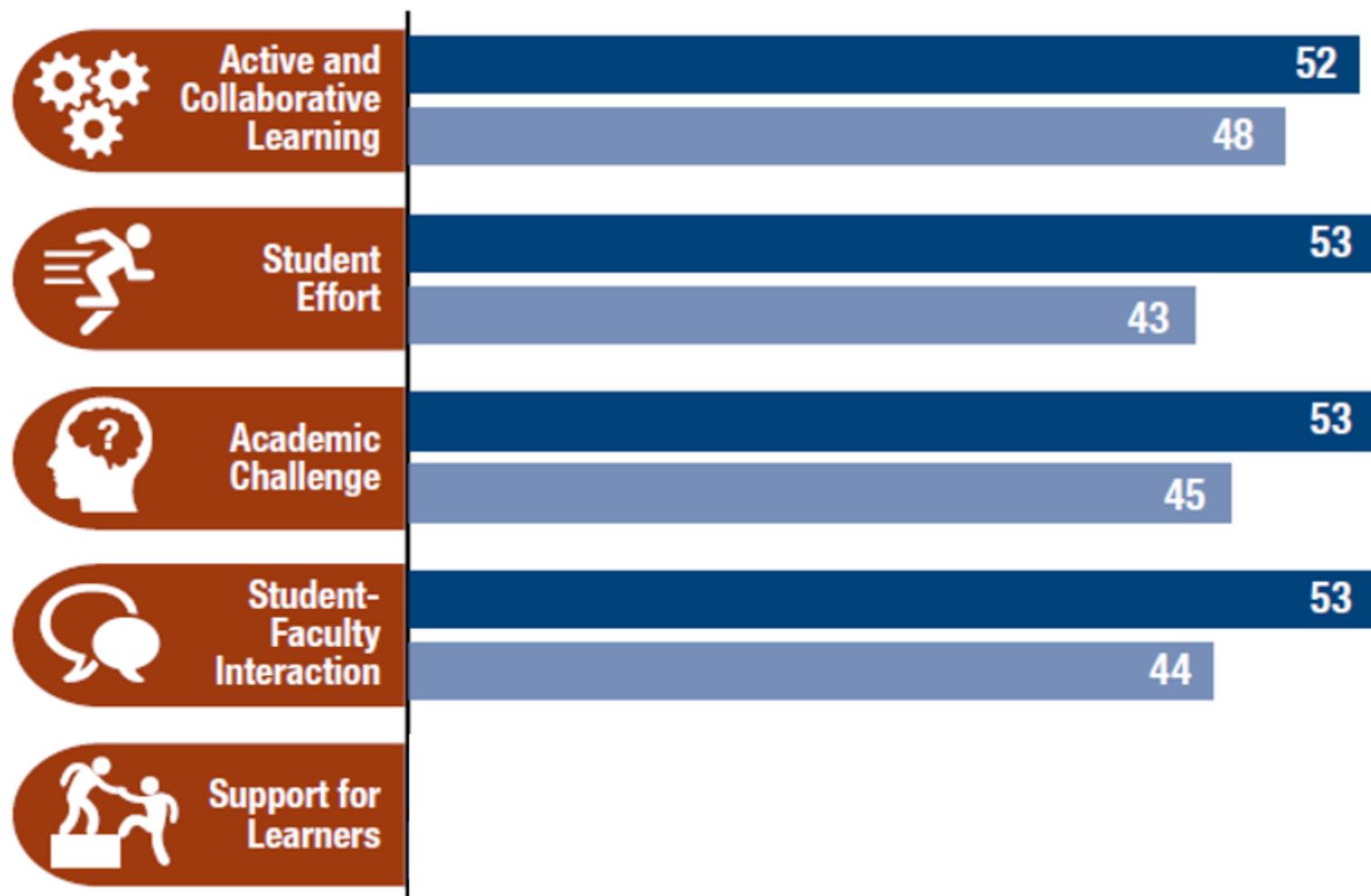
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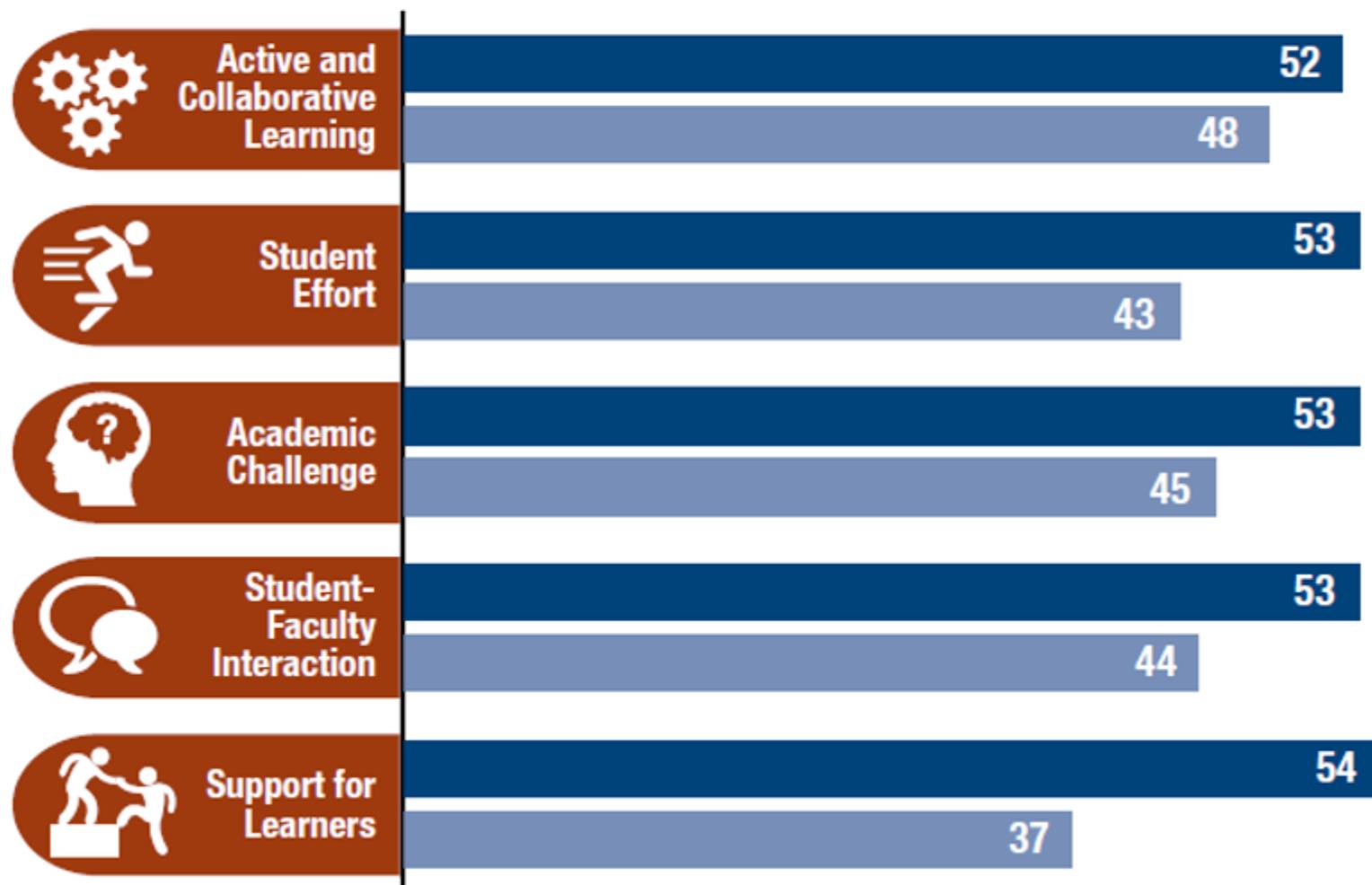
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## Students Who Meet With an Advisor

I met with an advisor at this college.

■ Yes ( $N=71,724$ ) ■ No ( $N=20,618$ )



There is **GOOD** news

**An advisor helped me set academic goals and create a plan for achieving them**

**An advisor helped me set academic goals and create a plan for achieving them**

Entering students 2011

56%

**An advisor helped me set academic goals and create a plan for achieving them**

Entering students 2011

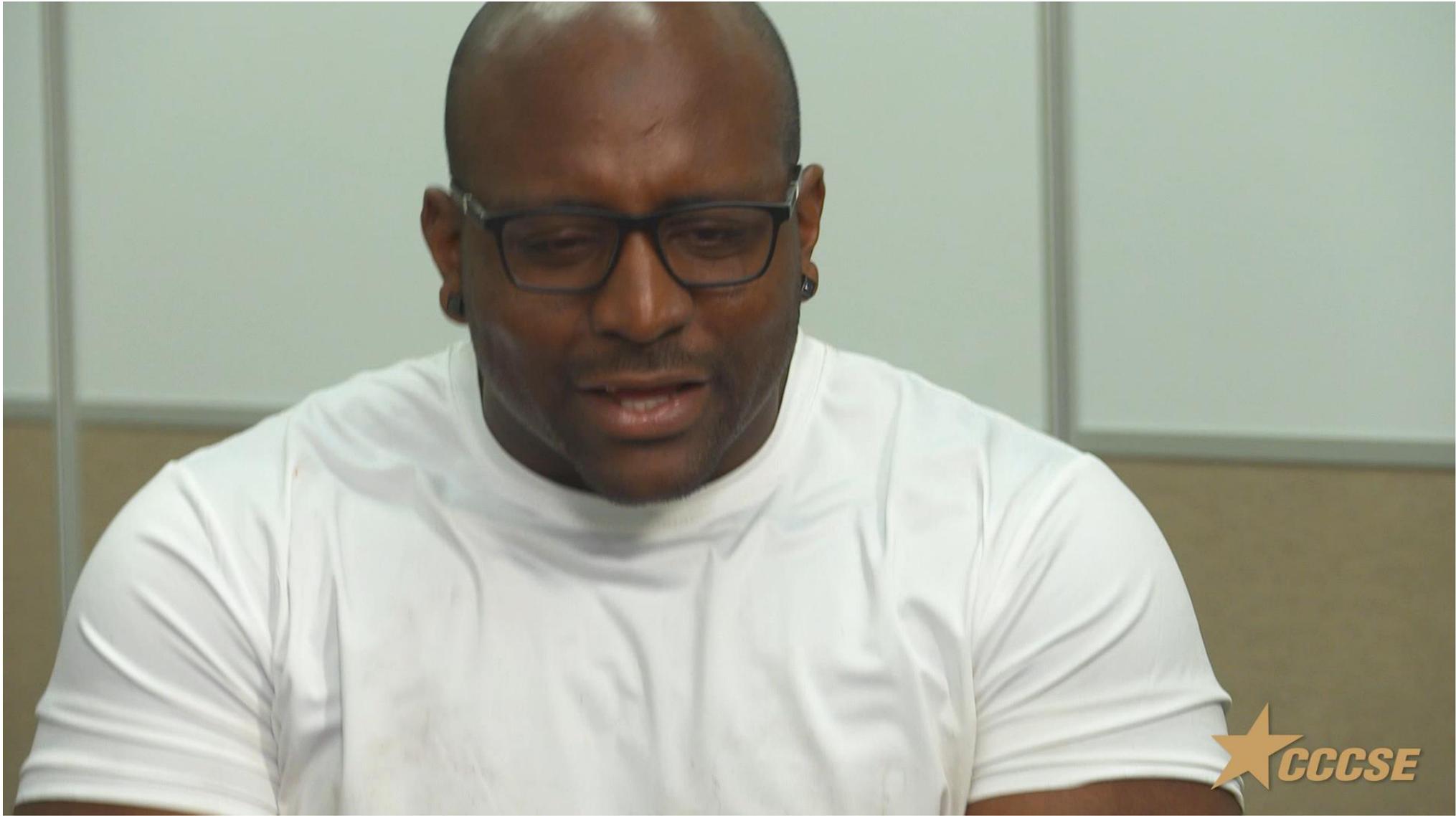
56%

Entering students 2016

67%

The advising experience  
is **NOT** the same  
for all students





Not all students are completely  
satisfied with advising





# 3

Advising areas that we looked at for this report

# 1. Structure

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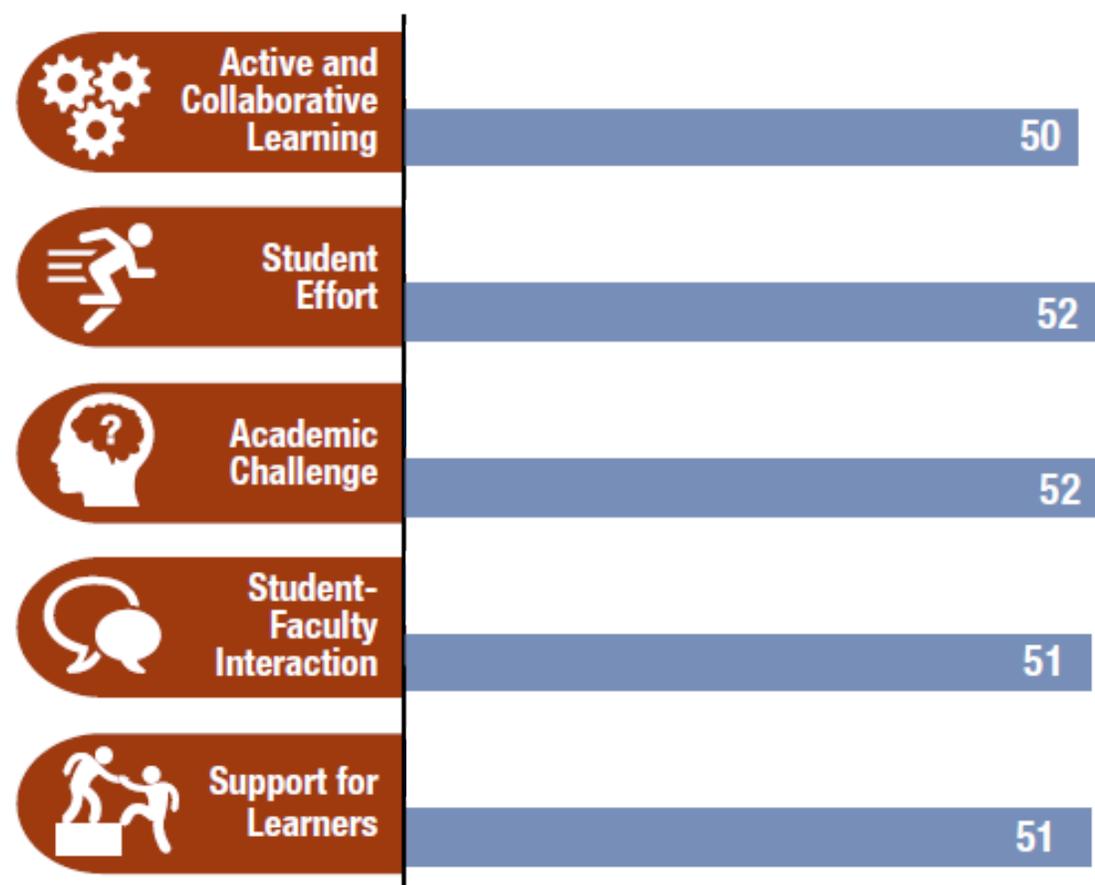
**23%** of returning students said...  
an advisor came to one of their classes

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## Students Who Say an Advisor Came to One of Their Classes

An advisor came to one of my classes to speak about my academic goals and planning.

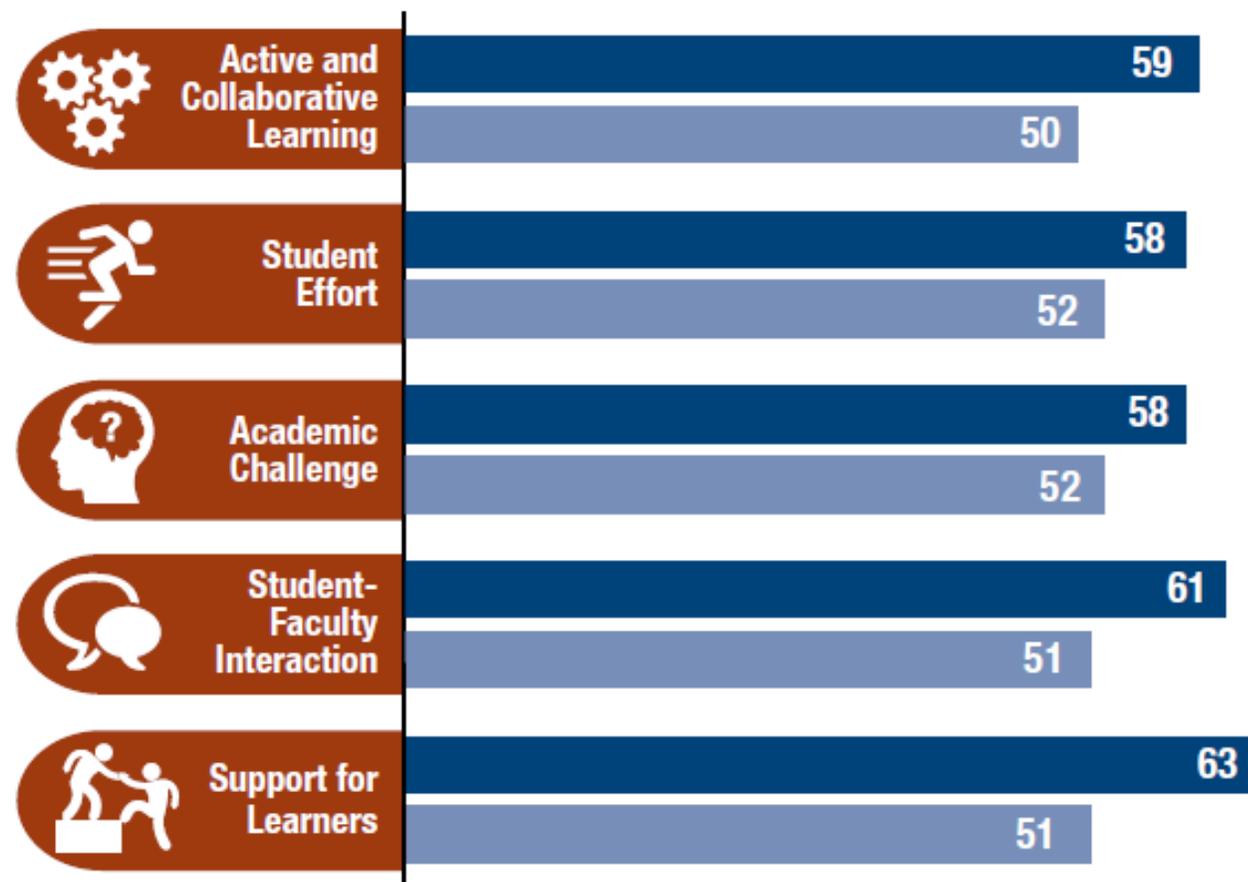
■ Yes ( $N=14,026$ ) ■ No ( $N=46,601$ )



## Students Who Say an Advisor Came to One of Their Classes

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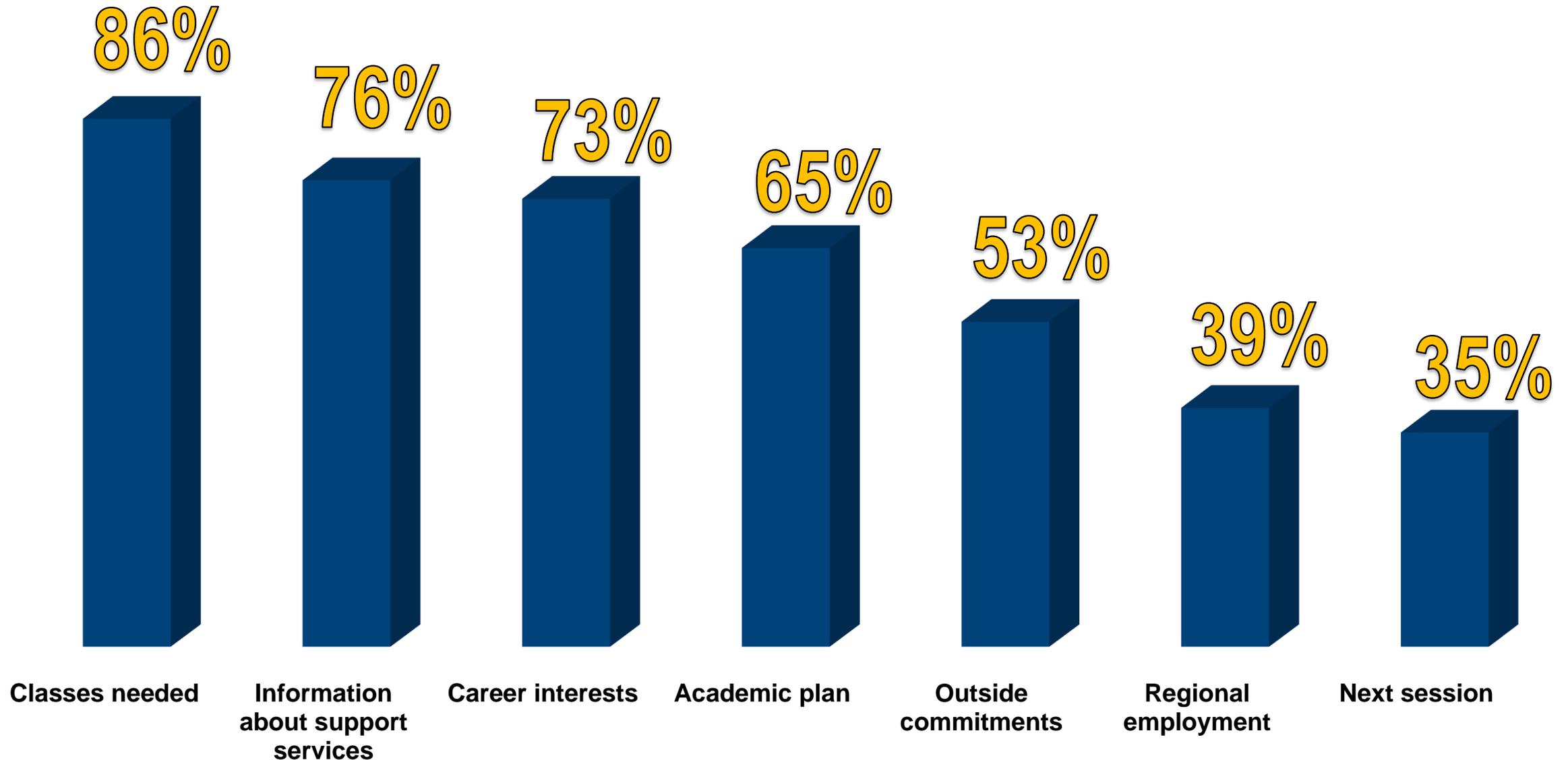
■ Yes (*N*=14,026) ■ No (*N*=46,601)



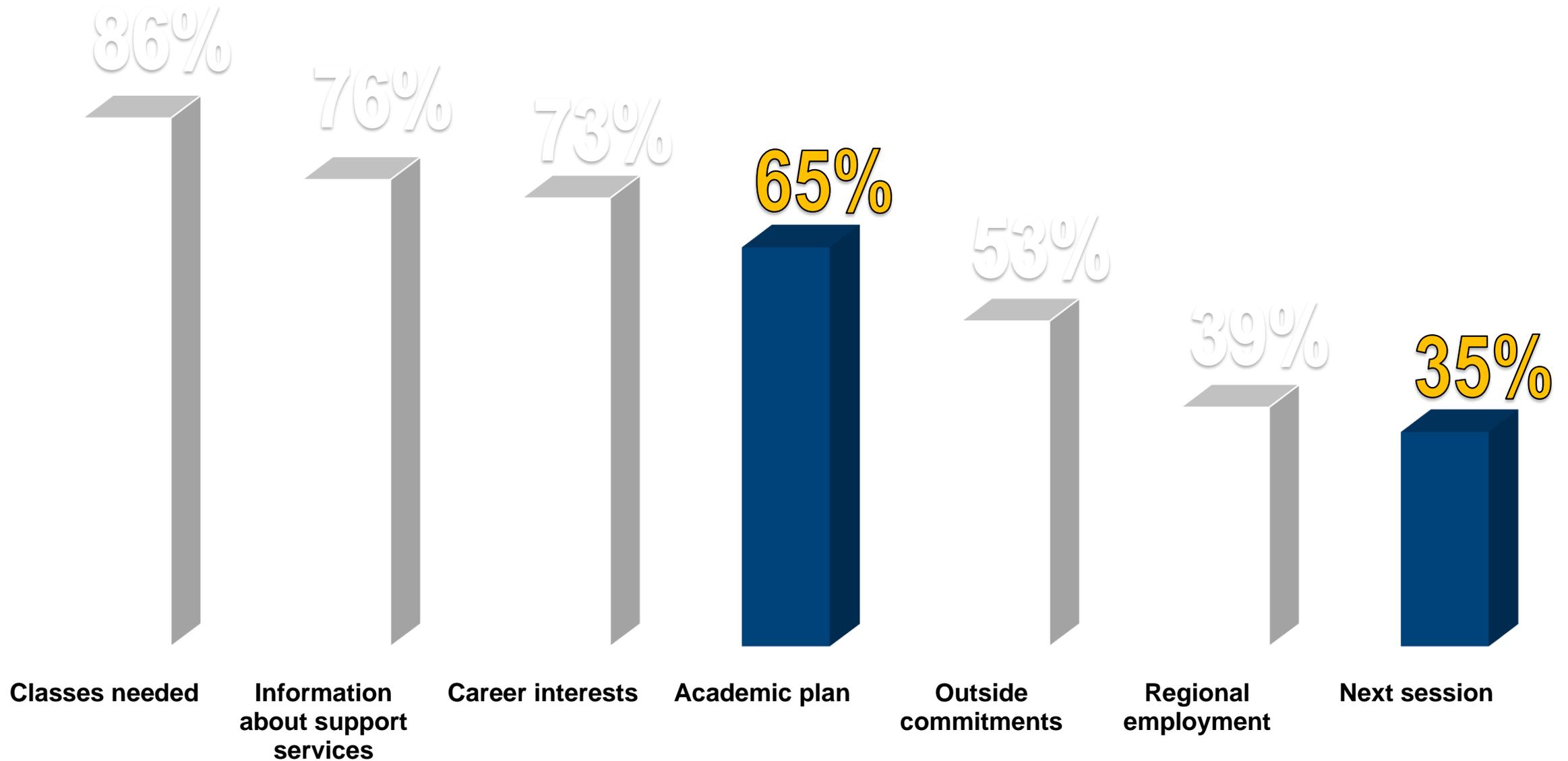
## 2. Content

Conversations Topics with an Advisor: Strongly Agree or Agree

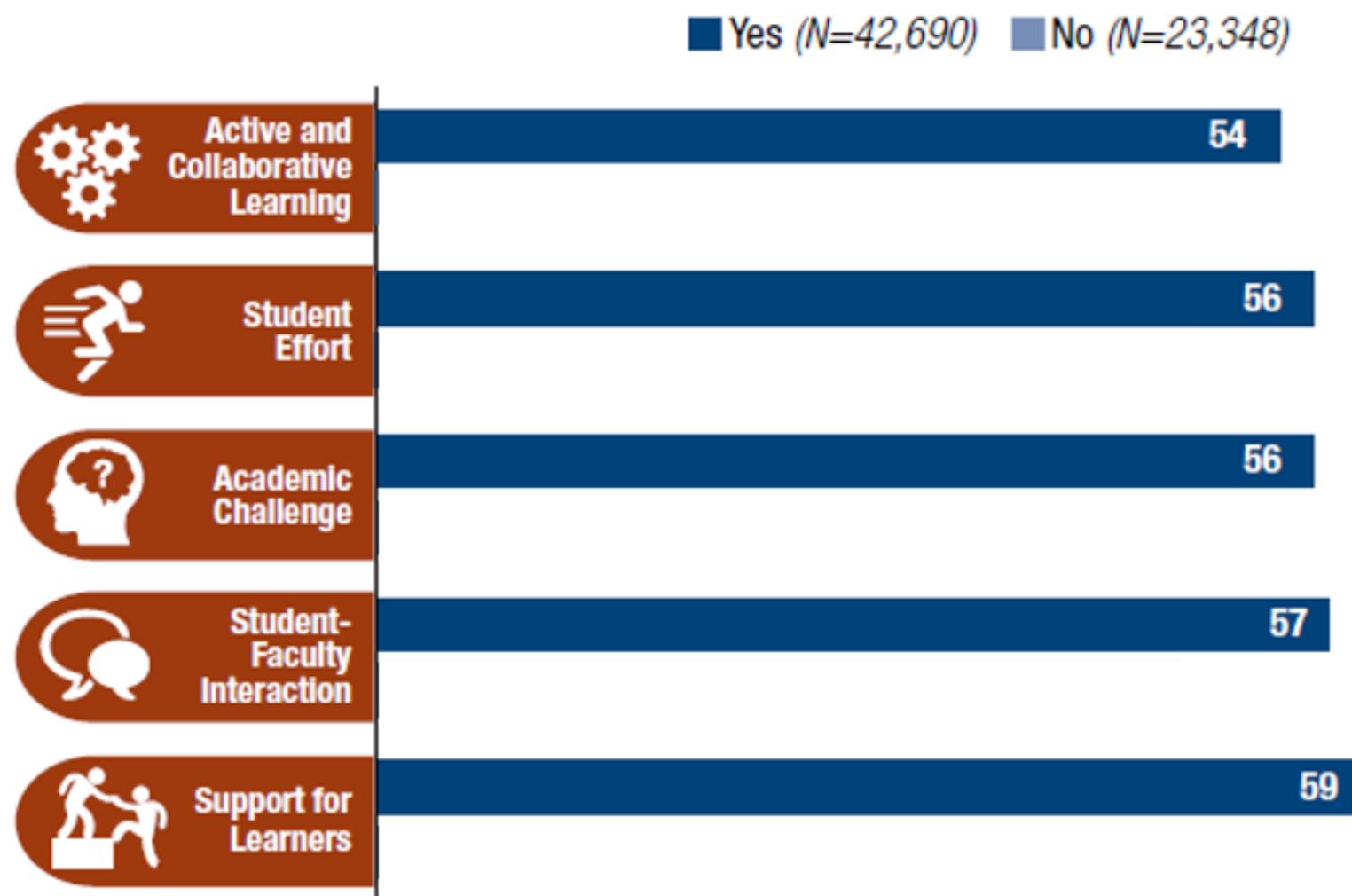
# Conversations Topics with an Advisor: Strongly Agree or Agree



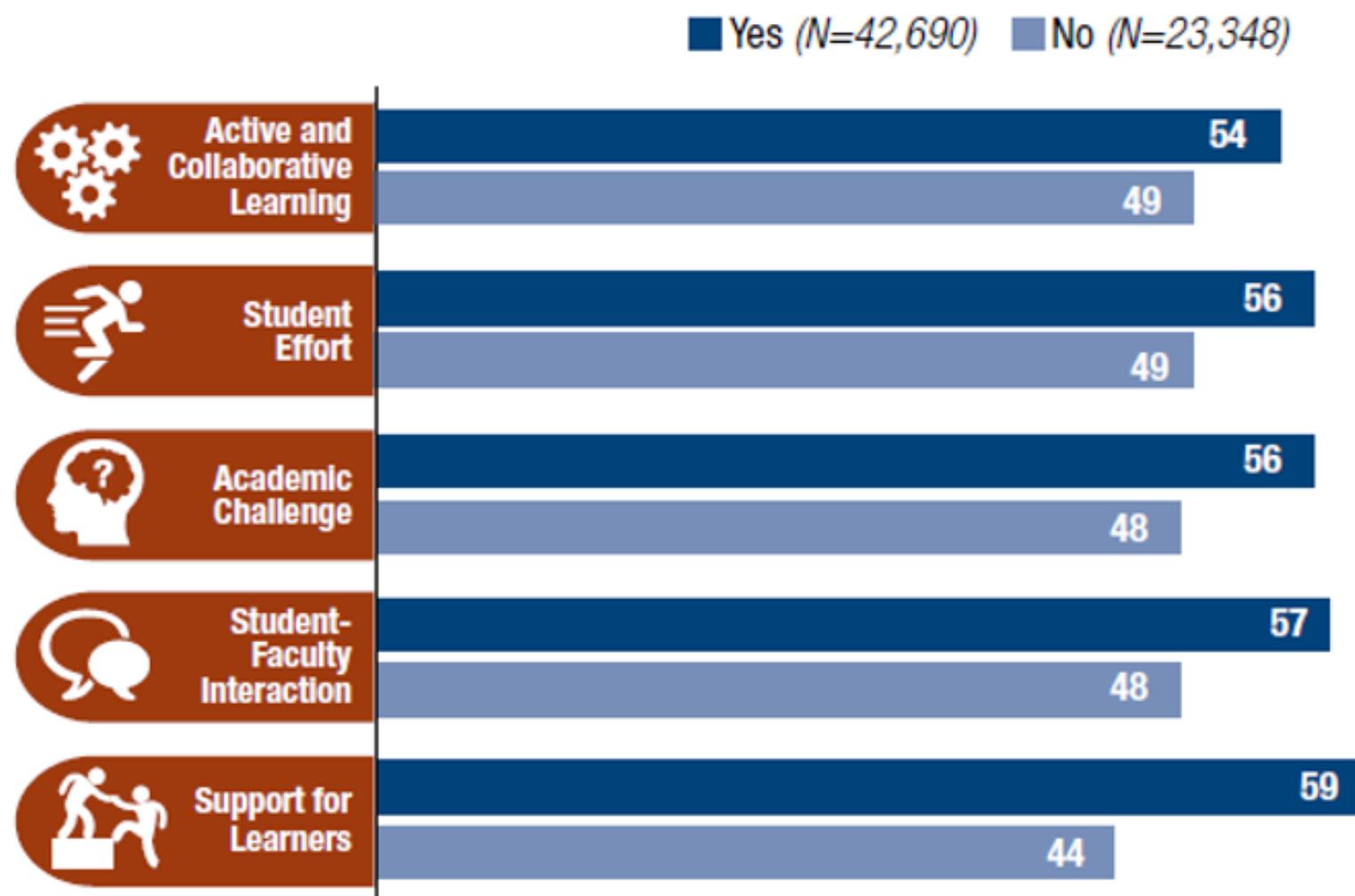
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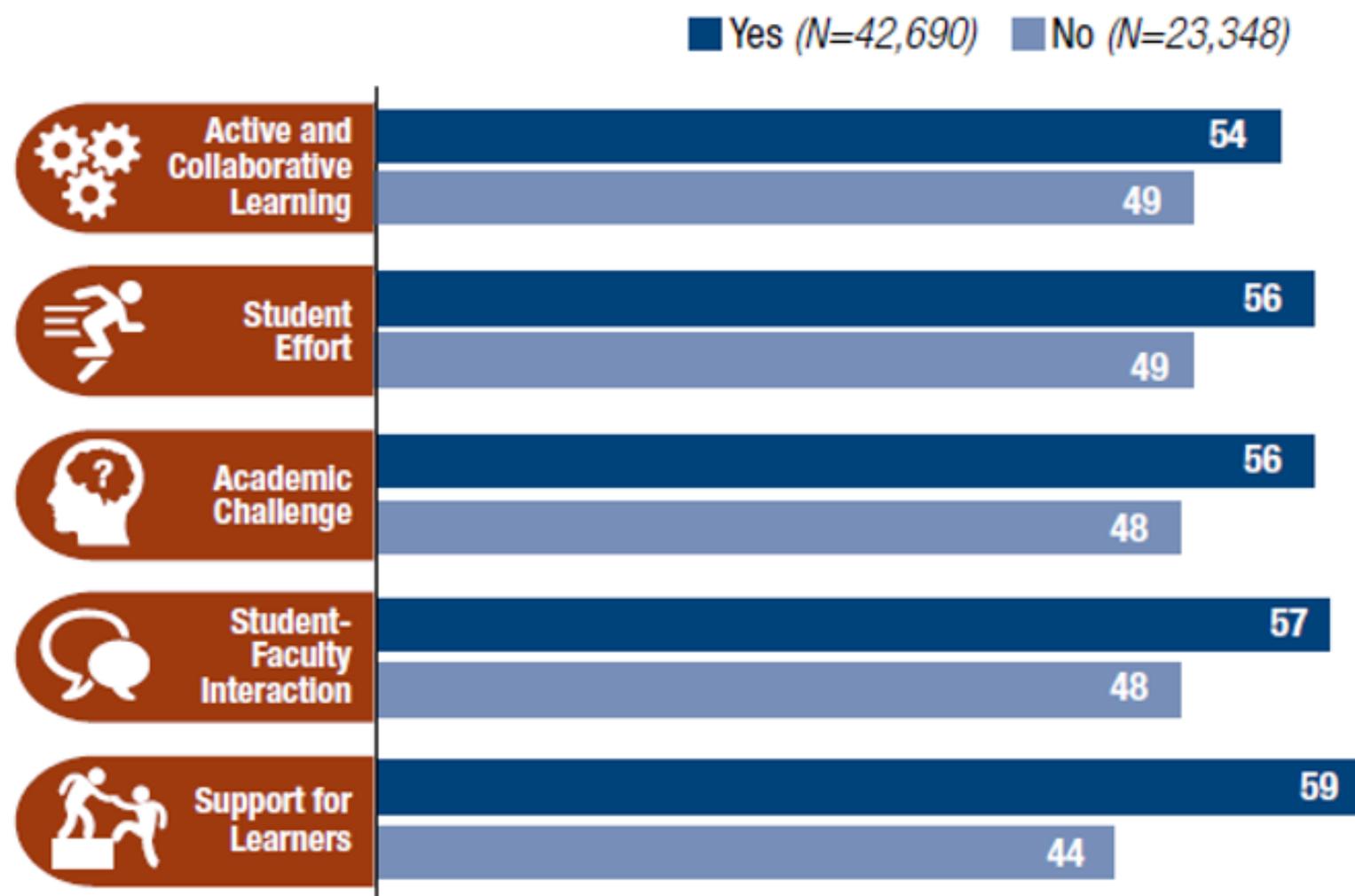
## Students Who Say an Advisor Helped Them Develop an Academic Plan



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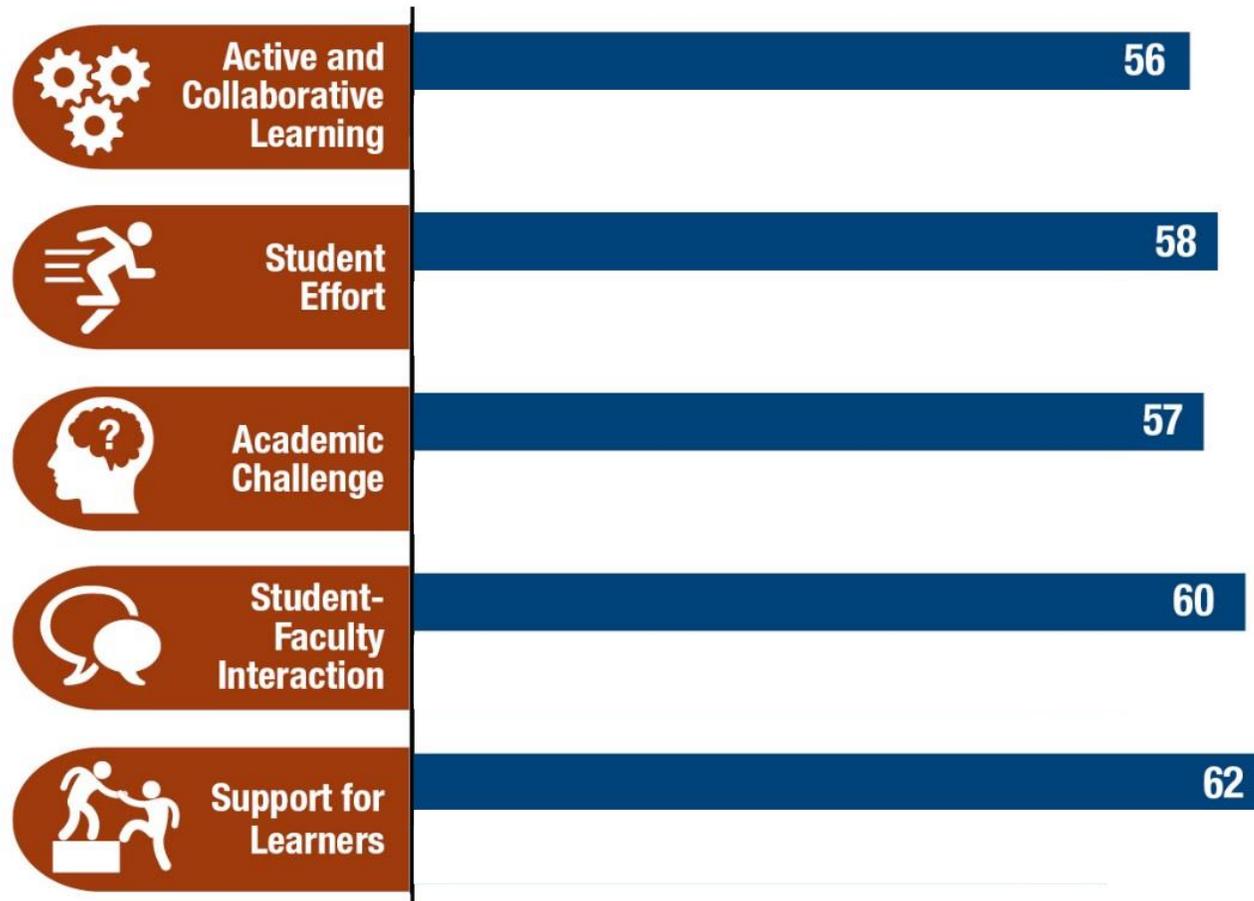




## Students Who Say Their Advisor Discussed When Their Next Session Should Be

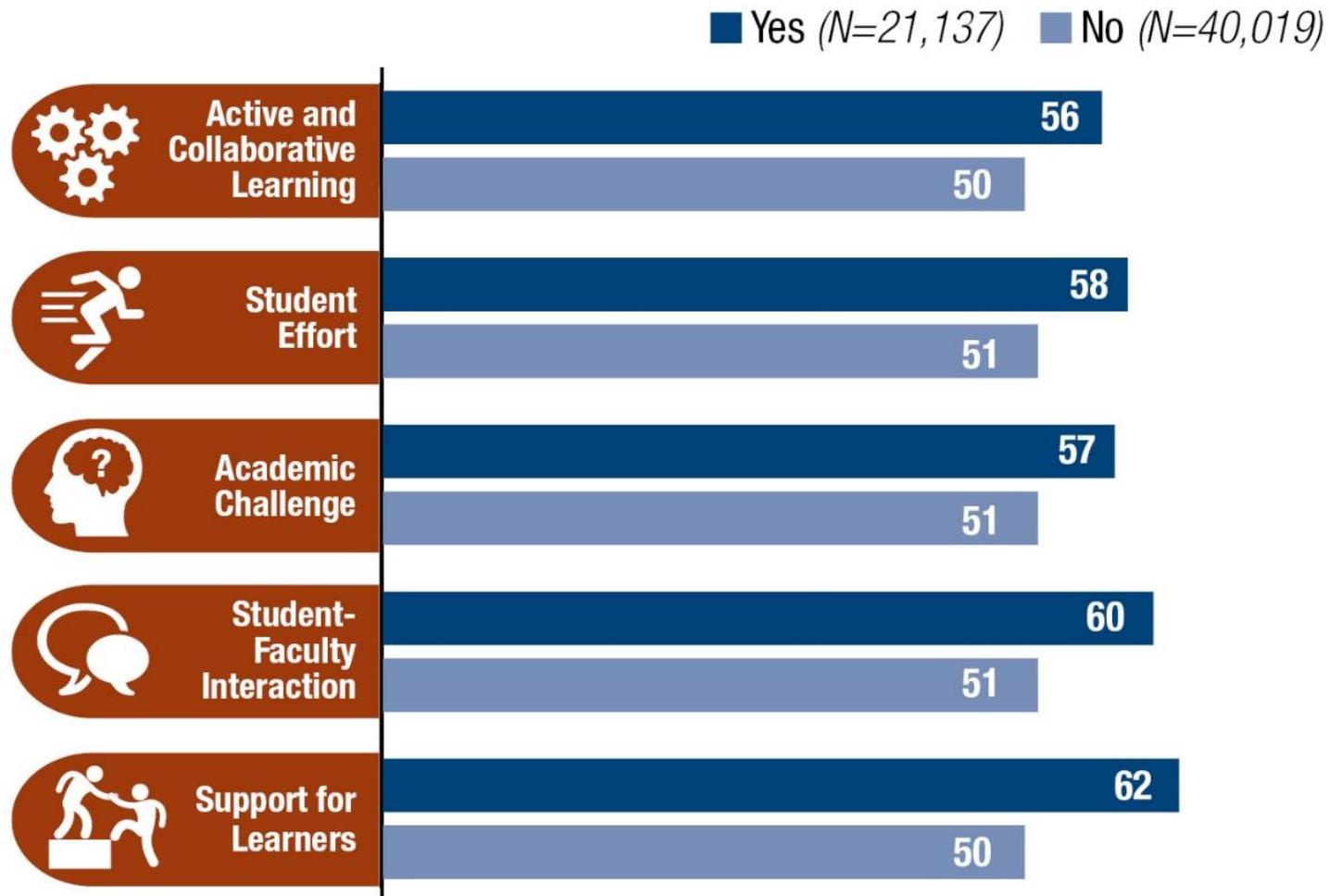
During my most recent meeting with an advisor this term, he or she discussed when my next advising session should be.

■ Yes ( $N=21,137$ ) ■ No ( $N=40,019$ )



## Students Who Say Their Advisor Discussed When Their Next Session Should Be

During my most recent meeting with an advisor this term, he or she discussed when my next advising session should be.



# 3. Intensity

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47%

Spend 16-30 minutes  
with an advisor

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## Students Who Have Longer Initial Advising Sessions

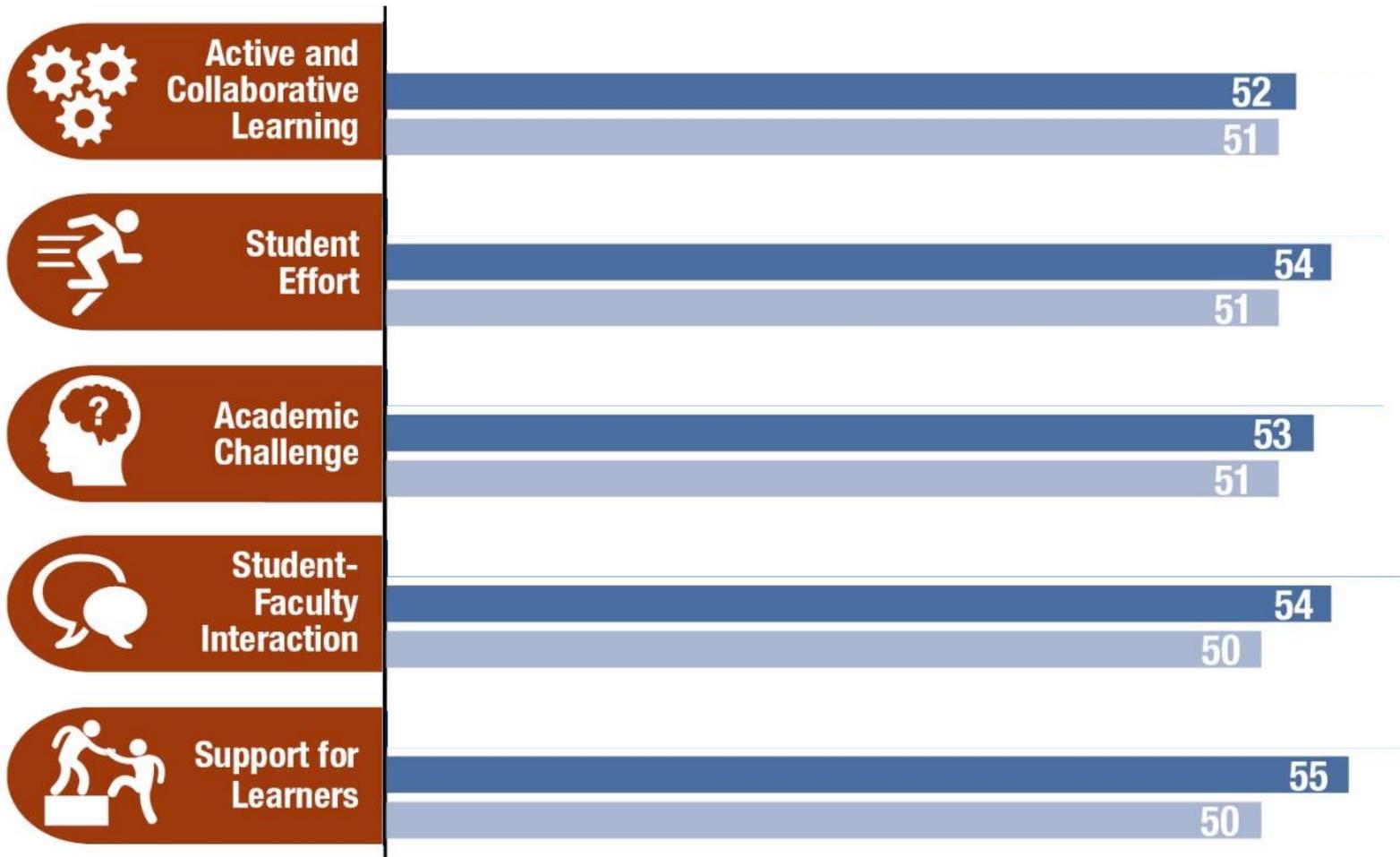
How long did your first advising session at this college last?

- More than 30 minutes ( $N=10,632$ )
- 16–30 minutes ( $N=31,681$ )
- 15 minutes or less ( $N=21,336$ )

# Students Who Have Longer Initial Advising Sessions

How long did your first advising session at this college last?

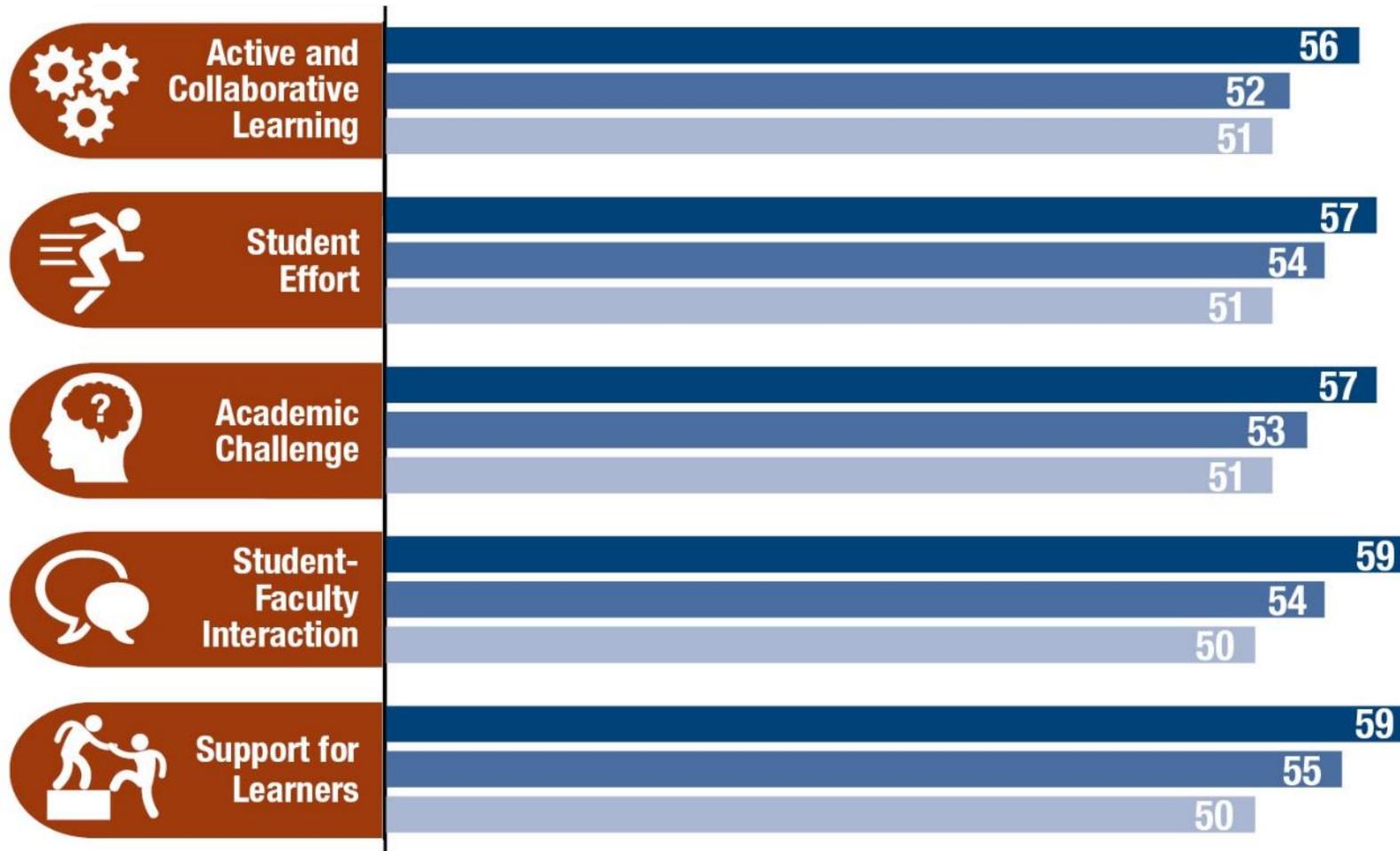
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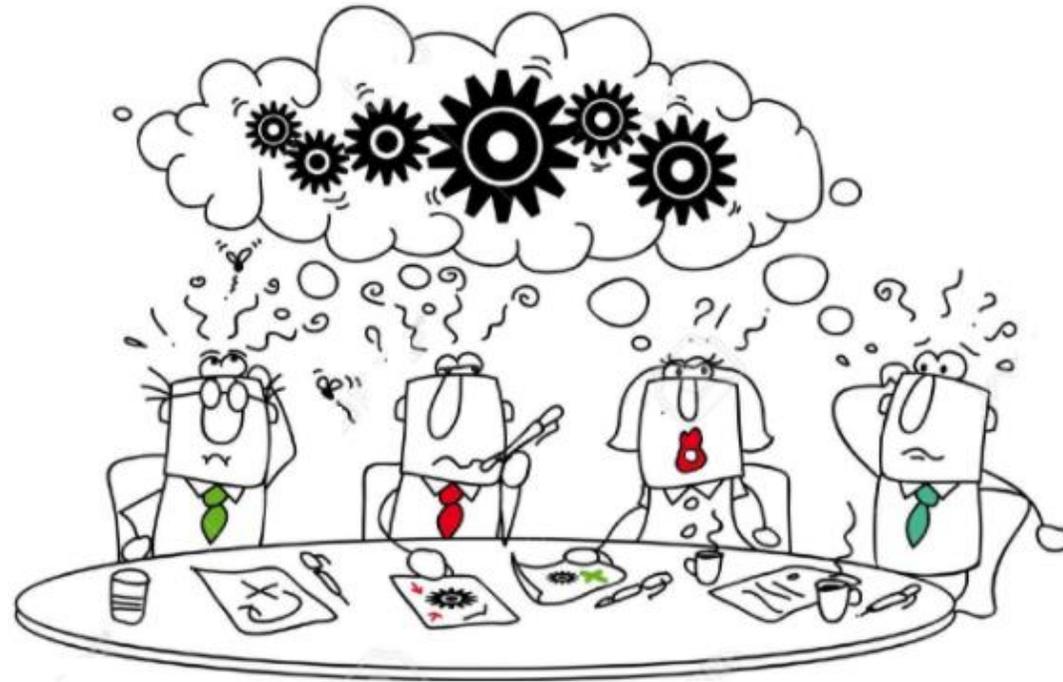
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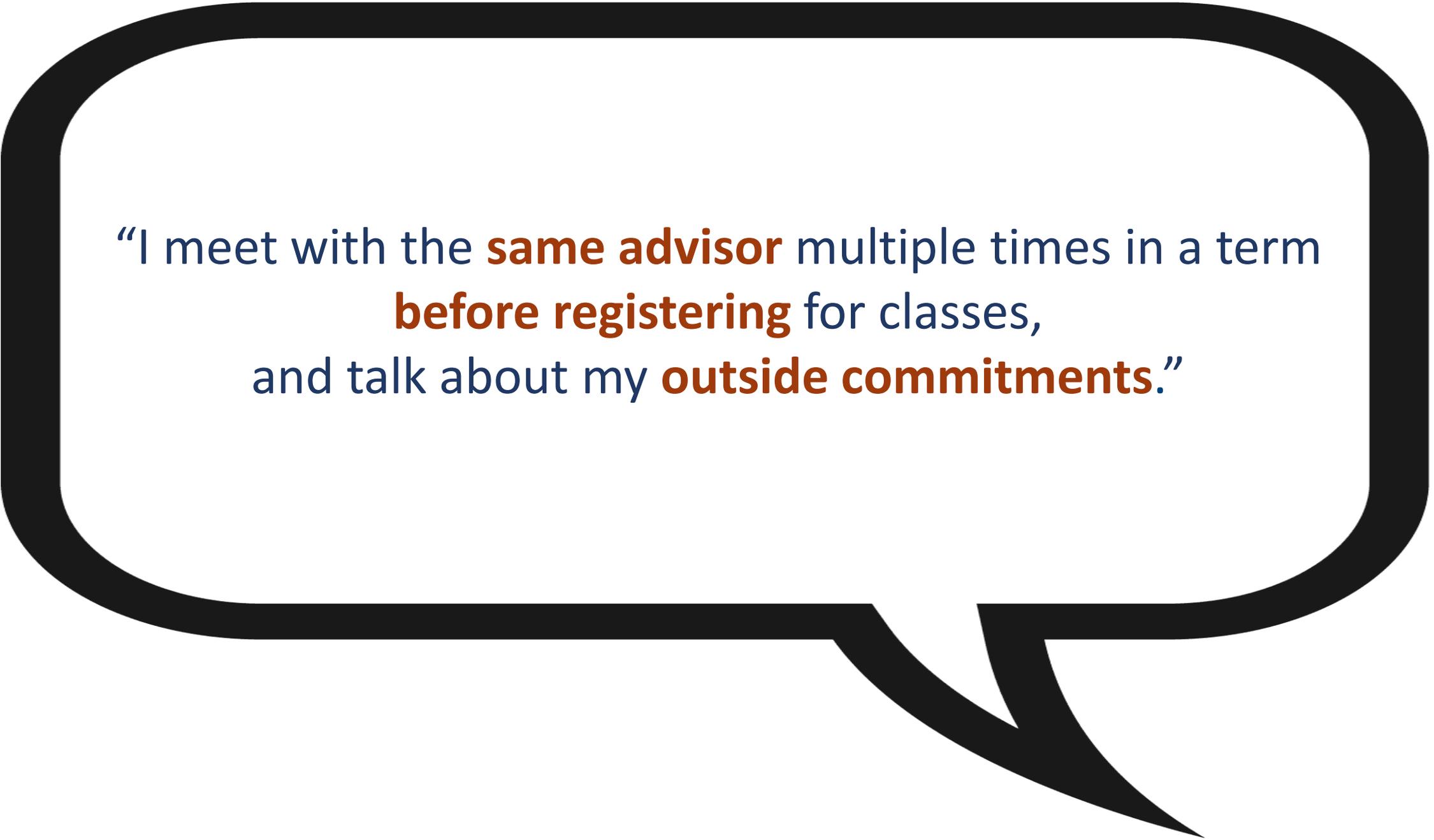
■ More than 30 minutes ( $N=10,632$ ) ■ 16–30 minutes ( $N=31,681$ )  
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# What Other Student Groups Receive More Advising Than Others?







“I meet with the **same advisor** multiple times in a term  
**before registering** for classes,  
and talk about my **outside commitments.**”

**“WHAT’S  
IT ALL  
ABOUT?”**



# Guided Pathways - Tool

## Pathways Toolkit: Intersecting Engagement Data with Pathways



Help Students Get On A Path

Help Students Stay On A Path

Ensure Students Are Learning

<http://www.ccsse.org/center/initiatives/pathways/tools/>

# Guided Pathways - Module

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2018



2019

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# Upcoming TLT Sessions

July 2018 – No TLT

August 21, 2018 at 2:30 pm

Failure is an Option: Smart Phones, Brain Science and Gamification in an OER Design

[Register](#)

Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter!

For more information: [www.sctechsystem.edu/tlt](http://www.sctechsystem.edu/tlt)



# Give us your feedback

- <https://www.surveymonkey.com/r/June2018TLT>

