Strengthening Guided Pathways and Career Success by Ensuring Students are Learning

AAC&U Annual Meeting 2020
January 23, 2020
2:15 – 3:30 pm
What is the Guided Pathways Model?

Guided pathways is a framework that:

– Supports institutional transformation with student success at the center.
– Builds institutional capacity to define clear and coherent pathways for degree completion.
The guided pathways framework has four main practice areas:

1. Mapping pathways to student end goals.
2. Helping students choose and enter a program pathway.
3. Keeping students on path.
4. Ensuring that students are learning.
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. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.

**PLANNING**

**ESSENTIAL CONDITIONS**
- Make sure the following conditions are in place – prepared, mobilized, and adequately resourced — to support the college’s large-scale transformational change:
  - Strong change leadership throughout the institution
  - Faculty and staff engagement
  - Commitment to data
  - Capacity to use data

**PREPARATION/AWARENESS**
- Understand where you are, prepare for change, and build awareness by:
  - Engaging stakeholders and making the case for change
  - Establishing a baseline for key performance indicators
  - Building partnerships with K-12, universities, and employers

**SUSTAINABILITY**
- Commit to pathways for the long term and make sure they are implemented for all students by:
  - Determining barriers to sustainability (state, system, and institutional levels)
  - Redefining the roles of faculty, staff, and administrators as needed
  - Identifying needs for professional development and technical assistance
  - Revamping technology to support the redesigned student experience

**IMPLEMENTATION**

**CLARIFY THE PATHS**
- Map all programs to transfer and career and include these features:
  - Detailed information on target career and transfer outcomes
  - Course sequences, critical courses, embedded credentials, and progress milestones
  - Math and other core coursework aligned to each program of study

**HELP STUDENTS GET ON A PATH**
- Require these supports to make sure students get the best start:
  - Use of multiple measures to assess students’ needs
  - First-year experiences to help students explore the field and choose a major
  - Full program plans based on required career/transfer exploration

**HELP STUDENTS STAY ON THEIR PATH**
- Keep students on track with these supports:
  - Ongoing, intrusive advising
  - Systems for students to easily track their progress

**ENSURE STUDENTS ARE LEARNING**
- Use these practices to enrich and assess student learning:
  - Scaled high-quality, program-relevant, applied learning experiences
  - Intentional and sustained student engagement
  - Evidence-based, high-impact teaching practices across modalities

**EVALUATION**
- Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

**EARLY OUTCOMES**
- Measure key performance indicators, including:
  - Number of college credits earned in first term
  - Number of college credits earned in first year
  - Completion of gateway math and English courses in the student’s first year
  - Persistence from term 1 to term 2

**Pathways collaborative organizations:** AACCC, AASCU, Aspen, ATE, Carnegie/VISTA, CCA, CCSE, CERC, Cisco, ECA, ENH, MOH, OCCRL, SOVC, and UNCE.

**SEPT. 2019**
Ensuring Students are Learning Components

– Scaled, high-quality, program-relevant, applied learning experiences.
– Intentional and sustained student engagement.
– Evidence-based, high-impact teaching practices across modalities.
– Institution-wide commitment to equity-minded, asset-based teaching improvement.
– Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment.
Ensuring Students are Learning

AAC&U, in collaboration with the Center for Community College Student Engagement (CCCSE), is working with 20 community colleges to build institutional capacity and develop resources that will help institutions strengthen their efforts to ensure students are learning.
Campuses

- Amarillo College
- Chattanooga State Community College
- Community College of Baltimore County
- Crafton Hills College
- Finger Lakes Community College
- Houston Community College
- Indian River State College
- Kapiʻolani Community College
- Kilgore College
- Miami Dade College
- Middlesex Community College
- Monroe Community College
- Northeast Wisconsin Technical College
- Palo Alto College
- Salt Lake Community College
- San Antonio College
- San Jacinto College
- South Texas College
- St. Petersburg College
- Waubonsee Community College
Project Outcomes

• Research-based, scalable teaching, learning and assessment model for the ensuring students are learning component of the Guided Pathways framework.

• Professional development tools for institutions to institutions to achieve the stated outcomes for measuring success.

• Research design for studying the effects of this model on teaching and learning outcomes within the Guided Pathways framework at the institutional level.
Center for Community College Student Engagement (CCCSE) Project Partner and Evaluator
VALUE Institute

- Written Communication
- Quantitative Reasoning
- Critical Thinking
- Civic Engagement
- Ethical Reasoning
- Global Learning
- Intercultural Knowledge and Competence
• Sampling plan development
• Submission guidance
• Online scorer training
• Double scoring of artifacts
• Disaggregated data – race/ethnicity, 1st-gen, Pell Eligible, gender, age to address equity questions
• Aggregate reports for context and comparison
Middlesex Community College
Criminal Justice Enrollment Trend
Percentage of Underrepresented Minority to Majority Student
Middlesex Community College
Criminal Justice Enrollment Trend
Enrollment by Ethnicity
Middlesex Community College
Criminal Justice Student Profile
Part Time Population
<table>
<thead>
<tr>
<th></th>
<th>Law Enforcement</th>
<th>CJ Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
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<td></td>
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<tr>
<td>CRJ 100</td>
<td>Law and Order</td>
<td>33%</td>
</tr>
<tr>
<td>CRJ 111</td>
<td>Intro to CJ</td>
<td>46%</td>
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<td>Criminal Law</td>
<td>50%</td>
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<td>CRJ 122</td>
<td>Juvenile Justice</td>
<td>50%</td>
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<td>CRJ 151</td>
<td>Interpersonal</td>
<td>30%</td>
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<td>Communications in</td>
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<td>Criminal Justice</td>
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<td><strong>Black or African American</strong></td>
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<tr>
<td>CRJ 100</td>
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<td>Intro to CJ</td>
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<td>CRJ 112</td>
<td>Criminal Law</td>
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<tr>
<td>CRJ 131</td>
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<td>Criminal Justice</td>
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<td><strong>Hispanic or Latino</strong></td>
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<td>CRJ 100</td>
<td>Law and Order</td>
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<td>Criminal Law</td>
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<td>CRJ 151</td>
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<td>Communications in</td>
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<td>Criminal Justice</td>
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<tr>
<td><strong>White</strong></td>
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<td>CRJ 100</td>
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<td>Criminal Law</td>
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<td>CRJ 122</td>
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<td>28%</td>
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<td>Communications in</td>
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<td></td>
<td>Criminal Justice</td>
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<tr>
<td>Race</td>
<td>Pass Rate</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td>80%</td>
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<tr>
<td>Black/African American</td>
<td>66%</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>77%</td>
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<tr>
<td>White</td>
<td>76%</td>
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## Course Participation vs. College Enrollment

<table>
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<tr>
<th>Ethnicity</th>
<th>Total Program Enrollment</th>
<th>IDS 133 Weekend Participation</th>
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<tbody>
<tr>
<td>Asian</td>
<td>4.3%</td>
<td>6%</td>
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<tr>
<td>Black/African American</td>
<td>8.2%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>33.2%</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>50%</td>
<td>51%</td>
</tr>
</tbody>
</table>
# Pell Eligible Participation in Program

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Number of Pell Students</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>83%</td>
</tr>
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</table>
AAC&U Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning Project

Barika Barboza
Director, Learning and Program Evaluation
School of Justice, Do the Write Thing
Coordinate Teaching Practices & Learning Supports to Increase Student Mastery of LO1, Written Communication; Embed Common Written Assignments and Rubric in 6 courses

Prompt 1

Intervention
- Writing-to-Strategy
- Embedded Tutor
- Sessions at the Writing Center

Prompt 2

Data Collection
Scoring Session
Data Discussion
"I've analyzed, condensed and simplified the data... it was a good quarter."
“Productive conversations require shape and structure. Thoughtfully designed processes increase focus, minimize distractions, and deepen exploration and analysis of data. Without such processes, group work disintegrates into excessive storytelling, over-certain and over-sold solutions, and a premature rush to action spearheaded by just a few members of the group” (p.25).

<table>
<thead>
<tr>
<th>Scaled Group Inventory</th>
<th>Quality</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Scale: 1-4  (Rarely to Always)</td>
</tr>
<tr>
<td>Maintain a clear focus.</td>
<td></td>
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<tr>
<td>Embrace a spirit of inquiry.</td>
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<tr>
<td>Put data at the center.</td>
<td></td>
</tr>
<tr>
<td>Honor commitments to learners and learning.</td>
<td></td>
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<tr>
<td>Cultivate relational trust.</td>
<td></td>
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<tr>
<td>Seek equity.</td>
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</tr>
<tr>
<td>Assume collective responsibility.</td>
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</tr>
</tbody>
</table>

What are some the issues that are contributing to student achievement of LO1: Written Communication?
Data Driven Dialog: A Facilitator's Guide to Collaborative Inquiry (Wellman and Lipton)
District Data Analysis Session, March 2013
School of Justice, Do the Write Thing Study, Percent Difference between Prompt 1 & Prompt 2

CCJ1020: 15.73%
CCJ1191: 10%
CJE3574: 30.77%
CIJ2002: -25.56%
CJL2062: 13.33%

Prepared by: Steven Folsom, IR | 04JUN18
Source: qep_scoring_sheetspring2018.xlsx
SAS program: QEP 2018(QEP_scoring_results_SOJ).sas
Phase III, Part 2: Action Planning

1. Factors to consider
   - Select one observation as a group
   - Identify categories that contribute to this observation
   - Choose one category to explore further with data
   - Confirm factors using other data points

2. Create a comprehensive plan
   - Clear outcomes
   - Sequence and timeline
   - Roles and responsibilities
Factors to Consider

NO MATTER WHAT THE DATA SAYS, MAKE SURE YOUR CONCLUSION IS THAT IT'S A GOOD INVESTMENT.
Strengthening Guided Pathways and Career Success by Ensuring Students are Learning:

Cross-Divisional Collaboration at Monroe Community College

January 23, 2020
To measure the efficacy of writing-intensive courses with respect to helping students develop critical thinking skills

Student essays from both BIO 133: Human Biology, an entry-level course, and BIO 145: Human Anatomy and Physiology II
Long-Term Project Goals

Develop formalized and systemic learning assessment tool to inform established program and general education assessment processes

Enhance and scale High-Impact Practices

Comprehensively frame assessment and teaching & learning with equity consciousness
Current State: Learning Assessment

- Learning Assessment component typically featured
  - No standardization across programs/departments
  - No formal analysis of HIPs within either assessment models
Current State: HIPs Scale and Assessment

No formalized, standard assessment plan unique to HIP offerings

Four “official” HIPs coded in Banner (each with a coordinator and standing advisory committee)

- Writing Intensive
- Undergraduate Research
- Service Learning
- Learning Communities
Project Facilitators

- Strengthening Guided Pathways Committee
- Teaching and Creativity Center
- Office of Curriculum and Development
- High-Impact Practices Committee
Teaching and Creativity Center

Mission: to increase teaching effectiveness, inspire innovation, and improve student learning within a diverse community

- Conversations and Workshops
- First & Second Year Faculty Series
- Reflective Practice Groups
- Faculty Inquiry Groups
- Adjunct Faculty Workshops
- Open Classrooms Week
- Winter Teaching Institute
- June Teaching and Learning Conference
- Multi-day Institutes

➢ Equity-Minded Programming
High-Impact Practices Committee

- Establish best practices
- Scale HIP implementation
- Assess impact
- Imbue HIPs with equity consciousness
Equity Consciousness: Teaching and Learning

Equity

Curricular Development
Learning Assessment
Pedagogy
Access to HIPs
Thank you!

Dr. Michael Jacobs
Dean, Humanities & Social Sciences
Monroe Community College
mjacobs20@monroecc.edu
South Texas College

Dr. Christopher Nelson
Dean for Liberal Arts
Adjunct Professor of Philosophy
Interim Administrator for Curriculum and Student Learning
Our SGPaCSbESaL Project

‘Student Success Course(s)’ Redux
- EDCS-0101; CSFH-0101; EDUC-1300; PSYC-1300
- Foundational Course(s)
- Discipline-Agnostic
- HIPs within a HIP
- Baseline Data (Fall 2019)
- Experimenting (Spring 2020)
- Formative Assessment (Summer 2019)
- Tweaking and more Formative Assessment (Fall 2020)
Meanwhile ...

- Inheriting the Emperor’s New-ish Clothes (June 1, 2019)
- Discovering “High Impact Practices,” as such (June 18-21, 2019)
- Discovering David Eubanks, et al. (July 2019)
Learning Outcomes Assessment 1.0: Compliance

- Identify, Assess, Improve

- Course Learning Outcomes (CLO) Assessed Everywhere and Selectively ‘Mapped’ to
  - Core Objectives (CO) – i.e., General Education Outcomes
  - Program Learning Outcomes (PLO)
Learning Outcomes Assessment 2.0: Alignment (for compliance purposes)

- Identify, Assess, Improve
- Targeted Assessment of Program Learning Outcomes (PLO)
  - Targeted Assessment of Core Objectives (CO)
Learning Outcomes Assessment 3.0: A New Day

- Identify, Assess, Improve

- Targeted Improvement Plans (HIPs)
  - Program Learning Outcomes
  - Core Objectives (General Education Outcomes)
The Greatest Assessment Quote of All Time

“If you cannot measure what you value, you will end up valuing what you can measure.”

(Open invitation: Source this, and I’ll buy you a drink.)
Strengthening Guided Pathways by

Ensuring that Students are Learning

Presented by Betty Fortune, Ed.D.
Executive Director, Success and Completion
Design Team

- Student Service Officers
- Instructional Leaders
- Faculty
- Center for Teaching & Learning Excellence (CTLE)
Project Goals

- Utilize both direct and indirect forms of assessment (to include the AAC&U VALUE rubrics) measure student learning outcomes for gateway English 1302, and capstone Government 2306 courses
- Increase student success rates for students in gateway course in both courses
- Ensure parity in persistence, success, learning, and completion rates for students of color and their counterparts
- Increase student success rates of all students enrolled in the selected courses by 2%
Current Status: Learning Assessment

- No standardization across programs/departments
- No formalized HIPs within the process
VALUE Institute

Purpose:
To gain valuable insight from the student artifacts/evidence of learning to improve teaching and learning, as well as to further engage discussion about student success.

Sampling:
English 1302 and Government 2306 courses that students enroll in as a part the Associate of Art degree program in Business will be assessed at the 25% and 75% juncture along their program pathway.
Professional Development

- HIPs: Collaborative Assignments and Projects, Intensive Writing Assignments and Undergraduate Research
- Equity-Mindedness: Asset Based Learning
- Use of value rubrics
- Using the results of the assessment to inform teaching and learning
- Creating learner-centered classrooms
- Scaffolding High-Impact Practices, collaborative assignments and faculty sponsored enrichment activities inside and outside of the classroom
Process Steps

Collected, explored, and shared student success outcomes data for English 1302 and Government 2306 courses

Gathered input about HIPs currently used by faculty to inform practice

Used data to inform design
Next Steps

- Review and share the impact the pilot has had on student learning for the selected sections of the courses involved
- Expand the work to include all faculty in the identified pathway
- Leaders present at the institution’s Student Success Summit
- Review Areas of Study in an effort to scale the activities to other areas
Advancing the Fourth Pillar
Ensuring Students are Learning

Debora Ortloff
Vice President for Strategic Initiatives & Assessment
Finger Lakes Community College
Enrollment For Fall 2019:
• 2189 Full-Time Students
• 1162 Part-Time Student
• 2321 Concurrently Enrolled Students
• 1654.5 FTE (Full-Time Equivalent)
• Of matriculated students- 65% (1884/2892) AA/AS and 34% (1008/2892) AAS

Faculty:
• 119 full-time and 222 part-time faculty members

Institutional Values:
• Vitality
• Inquiry
• Perseverance
• Interconnectedness
Finger Lakes Community College
Overview for Context

Student Fall Enrollment

- 5,672 total enrollment
- 3,495 FLCC enrollment (excluding students taking 100% Gemini courses)
- 99.3% hail from 53 of 62 counties in New York State

Student Profile

- 63% Full-Time
- 37% Part-Time

(excluding students taking all Gemini courses)

Dually Enrolled High School Students

- Constant trend in enrollment
- ~3% decrease from previous year

(Dual Enrollment includes high school & home school students earning FLCC credit through high schools (Gemini) or at an FLCC location/online)

Student Status

- 41% Continuing
- 26% Returning
- 23% New
- 3% Transfer
Finger Lakes Community College

Gender Breakdown:
- 57% female
- 43% male

Student Body (excluding students taking all Gemini courses):
- 12% over 34
- 43% under 20
- 19% 25 to 34
- 26% 20 to 24

Race & Ethnicity:
- 18.9% Students of Color
- 7.1% Hispanic Students

Average Age:
- 22.2 Full-Time
- 27.5 Part-Time
Learning Framework

- Fully outcomes-based curriculum
- Meets SUNY, Middle States & FLCC learning priorities
- Requires a series of High Impact Practices (HIPs)

Mandatory Advising Model

- Pairs professional & faculty advisors with students based on program/pathway area
Faculty Driven/Faculty Focused

Targeted coaching to facilitate collaborative, coherent, narrative-based curricular mapping of learning outcomes, FYE through Capstone.

Institutional Assessment of Written Communications

Targeted coaching & workshops to foster ability of faculty to characterize, support, & assess writing in their disciplines in order to advance students' ability to graduate from each of our programs as capable 200-level writers who can compose relevant texts within their disciplines.

Teaching & Learning Conversations

Targeted coaching to facilitate collaborative, data-driven, narrative-based reflective activities, documenting decision-making in response to Dashboards & Reports.

Program Alignment to Learning Framework

Targeted coaching to facilitate collaborative, coherent, narrative-based curricular mapping of learning outcomes, FYE through Capstone.

Facility Driven/Faculty Focused

Targeted Coaching • Narrative Documentation • Highly Visual

Disaggregated Data • Contracted Time • Professional Development Opportunities

We want students to demonstrate relevant, accurate, and strategic use of credible sources to support and purposefully extend sound reasoning as appropriate to the discipline and genre of writing.

26. In what ways do students demonstrate this particular outcome in written work that is relevant to your field of study? What would you look for in student work to determine what we’re attempting to measure?

Students should employ logical reasoning strategies in moving from premises to conclusions. I would like to see students start with clear premises and show an understanding of the logical relationship between them. They should then be able to draw logical conclusions from those premises.

Diversity, equity, and inclusion: Break it down and design a solution to the given problem.

The acknowledgement that classrooms are comprised of individuals whose resources, values, identities, and experiences are not universal is critical. As such, emphasis is placed on providing students intellectual and cultural exposure to literary texts that expand readers’ possibilities for authorship and content. Text selection is deliberately concerned with representation, recognizing that texts social justice: with access to “mirror” texts, students are able to see that their experiences and perspectives matters, and that they are not alone in their concerns.

Students are introduced to critically engaging with diverse texts: they are encouraged not only to respond to them with intellectual and reflective curricula, diverse community discussion that invites, gives space, and respects each participant’s unique perspective, but also to cut their concerns for the diverse experiences of others that inspires broader application to their own lives.
VALUE Institute Participation

Five degree programs within the discipline (four career-track and one transfer) have relied on a common student artifact for our institutional assessment of Written Communications.

Comparing years of in-house assessment results with those derived externally as a means of providing insights about

- the effectiveness of our rubric
- our assessors’ ability to usefully interpret and apply our rubric to these texts
- the utility of the assignment in providing students opportunities to demonstrate written communications and critical thinking outcomes that we’ve deemed foundational to their ability to graduate ready to participate successfully in their fields, whether they seek employment or continued education
- the reliability of the formula we’ve used to translate between rubrics to calculate a baseline measure of critical thinking from our Written Communications results