Equity, Economic Mobility & Guided Pathways

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Agenda

• A Story of Hope: Georgia State University
• Building Urgency and the Case for Change
• Equality of Opportunity Project National Data
• Guided Pathways Introduction & Brief Exploration

A Mystery…

• The graduation rate at Georgia State University was 31% in the early 2000s
• Not unusual for an urban, regional 4-year state university
• So they looked at a common metric – Fall-to-Fall retention, but didn’t stop there…
First Year to Second Year Retention, Georgia State University

First Year Retention & Sophomore Status Rates - Georgia State University

Graduation Rates by Race/Ethnicity - Georgia State University

Graduation Rates by Race/Ethnicity – GSU + Clearinghouse Graduation Data
Some High-Impact Strategies at GSU

- Advising model’s use of predictive analytics and a system of 800+ alerts
  - Added financial indicators and alerts in 2016
- Panther Retention Grants
- Summer Success Academy
- Keep Hope Alive
- Meta-Majors

Economic Mobility & Higher Education:
The Equality of Opportunity Project

Building Urgency and
the Case for Change

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 impt. - 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/](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 Distribution by Percentile**
Ivy Plus Colleges

Note: “Ivy Plus” = Ivy League, Chicago, Stanford, MIT, Duke
14.5% of students from top 1%

13.5% of students from bottom 50%

More students from the top 1% than the bottom 50%

Probability of attending an elite private college is 77 times higher for children in the top 1% compared to the bottom 20%
Round 1: What Do New Students Ask Advisors?
Round 1

Career Options 31
What Courses Should I Take? 25
How long will it take? 18
How much will it cost? 14

How much fin. Aid can I get? 9
Will my credits Transfer? 3

Cheer Silence Lose Win Boo

Round 2

Motivation 24
Clear course Paths 20
Chair / Coach 17
Mandatory Support 14

Peer support 11
Ticking time clock 7
Discipline / accountability 5
Uniforms 2

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%*
- Even more disturbing when you dive in – White students 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...

*Judith Scott-Clayton's Brookings Report (Jan 2018)

Round 2: Why Are ________ So Successful?
Guided Pathways Overview

What I Knew

- Provide all students what they want, when they want, where they want and how they want.
- Students, faculty, and staff understand how it all connected.
- Students should have maximum flexibility, meaning can opt in or out (orientation, college success course, over time placement results).
- Maximum choice provides maximum flexibility.
- Students use tutoring and coaching as they need it.
- Curriculum listed in catalog is sufficient direction to student.
- Students know what their goals are.
- We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income)
- Part-time student needs same as full-time students (children are little adults).
- Processes and services should be available and applied equally to all.

What I Know Now

- What we had was fragmented and informed by many varied beliefs and experiences (depends who you talk to or worked with)
- Default decision is to make no choice.
- What you think is obvious is not always obvious to others.
- To many seeking help is an admission of failure.
- Natural tendency is accept failure, overestimate ability, or wait too long.
- Wrap around services part of business of education.
- Equality ≠ Equity.

“We are Already Doing It”
(Don’t Need Another State or National Initiative)

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Rethinking Mapping Programs

From:
- Career programs vs. academic transfer programs
- A la carte courses (distribution requirements and electives)
- Algebra as default math path
- Certificates vs. degrees

To:
- Academic / career communities ("meta-majors")
- Program maps with course sequences, critical courses, co-curricular requirements
- Program/field-specific math paths
- Degree pathways with embedded certificates/certifications

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:
- Info “dump” at orientation
- Advising vs. teaching
- Full-time vs. part-time
- Scheduling available courses to suit college schedule

To:
- JIT support for major decisions along the path
- Advisors teach and faculty advise
- On-plan vs. off-plan
- Scheduling courses on the student’s plan to suit their schedule

Rethinking Teaching and Learning

From:
- Gen ed learning outcomes
- Generic gen eds
- In-class learning
- Student transcripts

To:
- Meta-major learning outcomes
- Contextualized gen eds
- Curricular + co-curricular learning
- Portfolios
Rethinking Financial Supports...

From: Traditional financial aid (grants, loans, scholarships) Waiting for students to ask for assistance Isolated services Off-campus referrals to community partners

To: Holistic supports (public benefits like SNAP, housing assistance) Standard intake / screening form Bundled, integrated services On-campus partner presentations and individualized assistance

Major Decisions Along the Path

- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?
- How will I get the financial supports I need to be able to attend/succeed?

- What are my program options?
- What are program requirements?
- Which program is a good fit?
- What will I take?
- Will credits transfer?
- How much time and money to finish?
- What if I change my mind about a major?

- Am I making progress?
- How do I get related work experience?
- What if I want to change majors?
- What if I am struggling academically?
- How much time and money to complete?
- How do I balance my other obligations?

- How do I transfer?
- How do I get a job in my field of interest?

A Brief Exploration of Advising Under Pathways

www.inquiry2improvement.com
Conclusion

• Economic mobility matters – and it matters most to your FTIC and low-income students
• Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement.
  ✓ Strengthening the financial stability of students can improve their chances of staying on path and succeeding
• Excitement about the next five years – especially when we tie guided pathways reforms to financial stability (teeing up the next session!).

Links to Videos

• St. Petersburg College (3:34 running time)
  ✓ St. Petersburg Video
• Sinclair Community College (5:16 running time)
  ✓ Sinclair Video
• Indian River State College (0:55 running time)
  ✓ Indian River Video

Find Out More

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