Redesigning America’s Community Colleges
An Overview

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Director, CCRC

Learner-Centered Institutions: The Future of Higher Education
New England Board of Higher Education
Boston, MA
October 26, 2015
Two Observations

“Flavor of the month” reforms don’t change institutional performance even if they “work”

Our colleges don’t seem to operate in the ways that are consistent with their design
Traditional Model of Reform

Pilot-to-scale model—horizontal scaling

Vertical scaling
Ideal CC Student Pathways

Source: Crosta, 2013.
Actual CC Student Pathways

Source: Crosta, 2013.
Unfulfilled Expectations

- ~1.6 million new cc students per year
- 80% intend to earn a bachelor’s
- 20% of transfers earn award before transfer\(^1\)
- 25% transfer to 4-year in 5 yrs
- 17% earn BA 6 yrs after transfer

Sources: NCES and NSC.
Transfer Student Timing

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

Source: Crosta & Kopko 2013
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
- Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross-Cultural Competence: CPI 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NUR 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

**Letters(L):** 6 credits
- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 143(D), 144(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R; NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 334(D), 335, 345; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); TMD 220(D), 315(D), 320(D).

**Mathematics(MQ):** 3 credits satisfied by MTH 141

**Natural Sciences(N):** 6 credits; satisfied by PHY
- AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 143, 185, 186, 203, 204, 205, 230, 237, 234, 275; PLS 150, 190; TMD 113

**Social Sciences(S):** 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D); 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAE 100; MAF 100; MUR 150(D); PSC 113(D), 116(D), 274(D); 288; PSE 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D).
Online Self-Advising
Student Performance on a Self-Advising Task

Proportion of Items Correct

- Course Selection
- Program of Study: 70%
- Transfer

Jaggars & Fletcher (2014)
Exercise: Choosing a Transfer School

• Put yourself in the place of a student at your college (“Community College”), who wants to transfer to a four-year school in Journalism.

• Take 30 minutes to use your own website (including your college’s student portal / electronic advising tools) and any relevant links from your website to other sites, to answer the questions on page 2.
  – If you don’t have a laptop / tablet, partner up with someone who does, and focus on their college’s website

• When you get to the final two questions…
Student Experience of Transfer

Problems

- Confusion about programs, requirements, pathways leads to excess credits, time, cost
- Transfer credits count only as electives
- Many decide on majors too late

Recurring Themes

- Information inaccurate, inaccessible
- Well-meaning but overwhelmed advisors
- Dysfunctional communication within/among 2- and 4-years
- Students blame themselves
Pathways Analysis Summary

- Chaotic student enrollment patterns
- Pathways misaligned, roadblocks
- Students say they are confused
Lost in a Maze
Four **Structural** Components

- Program Structure
- Intake & Support Services
- Instruction
- Developmental Education
Behavioral psychology/ economics

- Maps
- Defaults, “Active choice”
- Feedback, Reminders
Making Sense of Complex Institutions

Behavioral psychology/economics

- Maps
- Defaults, “active choice”
- Feedback, reminders
Status Quo Pathways

- Limited upfront career and college planning
- Too many choices; requirements confusing
- Paths unclear, poorly aligned with end goals
- Developmental diversion
- Students’ progress not monitored
- Limited on-going feedback and support
- Poor alignment with hs and other feeders
Guided Pathways

✓ Career/college goal-setting from the start
✓ Required plans using default program maps
✓ “Exploratory” majors for undecided
✓ Predictable schedules
✓ Academic support integrated into program gatekeeper courses (not just MATH & ENG)
✓ Progress tracking, feedback and support
✓ Bridges to college programs from feeders
# Pathway Models Compared

<table>
<thead>
<tr>
<th>Self-Directed (Status Quo)</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional career / college planning</td>
<td>Required plans, exploratory majors</td>
</tr>
<tr>
<td>Paths unclear, too many choices</td>
<td>Default, full-program maps</td>
</tr>
<tr>
<td>Students not building skills across curriculum</td>
<td>SLOs aligned with end-goal requirements</td>
</tr>
<tr>
<td>Assessment used to sort students</td>
<td>Assessment used to diagnose areas where support needed</td>
</tr>
<tr>
<td>Pre-requisite remediation focused on Algebra &amp; English composition</td>
<td>Integrated, contextualized academic support for program “gateway” courses</td>
</tr>
<tr>
<td>Students’ progress not monitored, limited feedback</td>
<td>Proactive progress tracking, feedback, support</td>
</tr>
</tbody>
</table>
Four Big Ideas for Redesign

1. Mapping Paths to Student End Goals
2. Helping Students Get on a Path
3. Keeping Students on a Path
4. Ensuring that Students are Learning
# Program Structure

<table>
<thead>
<tr>
<th>Self-Service (Status Quo)</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusing array of choices</td>
<td>Clearly-defined, manageable choices (e.g., &quot;meta-major&quot;)</td>
</tr>
<tr>
<td>Open-ended exploration</td>
<td>Guided exploration</td>
</tr>
<tr>
<td>Disconnected courses</td>
<td>Sequenced &amp; connected courses</td>
</tr>
<tr>
<td>Checking off requirements</td>
<td>Building up to clearly-defined learning outcomes</td>
</tr>
<tr>
<td>Poor alignment with further goals</td>
<td>Clear roadmaps to student end goals</td>
</tr>
</tbody>
</table>
How faculty create program maps: Miami Dade

Planning group: 27 faculty

- Initially targeted 4 disciplines: 80% of enrollees
- Disciplinary faculty supported by gen-ed faculty, IR department
- Draft maps vetted by over 200 faculty

Four design guidelines:

- Enable seamless transfer in target bachelor’s programs at key destinations
- Integrate opportunities to master MDC’s 10 gen-ed learning outcomes
- Satisfy state gen-ed core requirements with most-relevant electives
- Create variants for full-time, part-time, and developmental students

Rodicio, Mayer, & Jenkins (2014)
City Colleges of Chicago
Academic/Career Focus Areas

- Advanced Manufacturing
- Healthcare
- Business and Professional Services
- Information Technology
- Construction Technology and Drafting
- Liberal Arts
- Culinary Arts and Hospitality
- Life and Physical Sciences
- Education
- Transportation, Distribution, and Logistics
Example Pathway: TDL focus on warehousing, logistics, auto and diesel repair and transfer opportunities in aviation

110,000 job openings in Cook County projected over the next decade

Annual job openings and starting wages shown for each program

- **Existing programs under revision**
- **Future programs**
- **CCC pre-transfer program**
- **Transfer program targets**

### Adult Education

- TDL Bridge includes Forklift Practicum
  - 1000 jobs $8-11/hr
- Repair & Maintenance Bridge
  - 200 jobs $8-11/hr

### Basic Certificates

- Supply Chain/Logistics (BC)
  - 1400 jobs, $8-11/hr
  - Includes Forklift Practicum
- Forklift (BC)
  - 1 week, 100 jobs, $8.50/hr
- Taxi (BC)
  - 12 days, 500 jobs, $8.50/hr
- Chauffeur License (BC)
  - 1 day, 500 jobs, $8.50/hr
- Commercial Drivers License (BC)

### Advanced Certificates

- Supply Chain/Logistics (AC), CDL included as elective
  - 140 jobs, $14-23/hr
  - Freight Expediting
  - Customs Broking
  - Warehousing
  - Logistics
- Automotive Technology (BC)
  - 500 jobs, $9-17/hr
- Automotive Collision Technology (AC)
  - 111 jobs, $10-20/hr
- Automotive Technology (AAS), 50 jobs, $9-17/hr
- Diesel Engine Technology (AC), 110 jobs, $16-21/hr
- Diesel Tech (AAS)

### Associate’s

- Distribution & Logistics (AAS), 200 jobs, $14-37/hr

### Bachelor’s

- Distribution & Logistics (BS)

### Ground Transportation/Logistics

- TDL Bridge
- CCC central store to offer hands-on experience across Logistics pathway

### Repair & Maint.

- Repair & Maintenance Bridge
- 200 jobs $8-11/hr

### Pre-aviation (AA/AS)

- Commercial Drivers License (BC)
- 8 weeks, 1350 jobs, $12.50/hr
- CDL Passenger Endorsement (BC)
- CDL Refresher Course

### Aviation

- Pre-aviation (AA/AS)
- Commercial Drivers License (BC)
- 8 weeks, 1350 jobs, $12.50/hr
- CDL Passenger Endorsement (BC)
- CDL Refresher Course

### Future programs

- Non-credit forklift and CDL continuing education basic certificates aligned with ground transportation/logistics pathways

### Education programs under revision

- Existing programs under revision

### Non-WIA eligible

- **KKC only**

### Current articulation agreement with Lewis University in Air Traffic Control Management, Aviation Administration

Source: CCC Academic Catalog, 2011-2012; Team analysis, EMSI Q2 2012 Jobs: approx. annual Cook County projected openings 2012-2022, wages: 10th percentile through median (1) Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.
We then developed collateral to help educate students on each Focus Area

**Brief Focus Area Overview**

**Sample Career Options**

**Specific CCC Program Offerings**

**Recommended Transfer Options**

**Sample Courses**
Pathway maps in our just-released 2014 Academic Catalog provide default schedules

<table>
<thead>
<tr>
<th>D</th>
<th>AC</th>
<th>BC</th>
<th>SEMESTER 2</th>
<th>CATEGORY</th>
<th>ACHIEVEMENTS &amp; NEXT ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 182 – Managerial Accounting (4)</td>
<td>Required Program Core</td>
<td>COMPLETION of Basic Certificate in Management/Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 231 – Marketing (3)</td>
<td>Required Program Core**</td>
<td>DO THIS – Meet with advisor to discuss Advanced Certificate, Associate of Applied Science, and four-year transfer options</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 236 – Advertising (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Business 237 – Selling (3)</td>
<td>Program Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 258 – Small Business (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Information Systems 123 – Introduction to Spreadsheets (3)</td>
<td>Program Elective</td>
<td></td>
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</tbody>
</table>

**19 CREDIT HOURS**

<table>
<thead>
<tr>
<th>D</th>
<th>AC</th>
<th>BC</th>
<th>SEMESTER 3</th>
<th>CATEGORY</th>
<th>ACHIEVEMENTS &amp; NEXT ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 211 – Business Law I (3) OR Business 212 – Business Law II (3) OR Business 214 – Legal and Social Environment of Business (3)</td>
<td>Required Program Core</td>
<td>COMPLETION of Advanced Certificate in Management/Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 241 – Introduction to Finance (3)</td>
<td>Required Program Core</td>
<td>DO THIS – Apply online for advanced certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business 269 – Principles of Management (3)</td>
<td>Required Program Core**</td>
<td>DO THIS – Meet with advisor to confirm courses for completion of Associate of Applied Science degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Elective (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Program Elective (3)</td>
<td>Program Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speech 101 – Fundamentals of Speech Communication (3)</td>
<td>Required Program Core*</td>
<td></td>
</tr>
</tbody>
</table>

**18 CREDIT HOURS**

http://www.ccc.edu/departments/Documents/AcademicCatalog_Interactive.pdf
Since the start of Reinvention, we have seen progress on the goals.

1. Increase the number of students earning college credentials of economic value

   **Completion within three years**
   - Class of 2009: 7, +71%
   - Class of 2013: 13

   **Number of degrees awarded**
   - FY2009: 2,201, +72%
   - FY2013: 3,778

2. Increase the rate of transfer to bachelor’s degree programs following CCC graduation

   **Number of Fall new students that transfer to 4-year institution after earning 12 credits**
   - FY2009: 331, +102%
   - FY2013: 670

   • Increase in articulation agreements with local four-year colleges have been established to make it easier for CCC students to transfer credits
   • 42% transfer post-completion rate for FY2013

3. Drastically improve outcomes for students requiring remediation

   **Percent full-time students persisting past 15 credits**
   - 2007 cohort: 46
   - 2009 cohort: 53, +15%

   • Nearly 90% of students come to CCC with developmental education needs.
   • Majority of attrition occurs in developmental education sequence.

4. Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

   **Adult ed. students who transition to at least one credit course after one semester**
   - FY2010: 513
   - FY2013: 727, +42%

   • Created adult education pipelines into occupational and transfer programs
   Recent enrollment increases in high-need communities, particularly via off-sites
Exercise: Program Structure and Advising Checklist

• The first step in implementing guided pathways is to understand the magnitude of the change required.

• Assign points for each program structure / advising policy based on whether the practices are in place at your institution.
  – 2 points = present
  – 1 point = somewhat present
  – 0 points = not present

• Take 10 minutes to complete the checklist and sum up your score. Point browser to sjaggars.participoll.com
What was your score?

A. 0-7
B. 8-15
C. 16-23
D. 24-30
Academic Maps: Four essential components—the narrative, sample schedule, milestones, and employment opportunities

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

<table>
<thead>
<tr>
<th>Sample Schedule</th>
<th>Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hrs.</strong></td>
<td>ENC1101</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>LS Math</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>LS Natural Science w/Lab</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>Elective/Minor</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete ENC1101</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GPA ≥ 2.0 and in good academic standing</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Schedule</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hrs.</strong></td>
<td>ENC1102 or other second English</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>LS Math (STA1013/2122)</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>LS History/Humanities/Fine Arts</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>CGS2050</td>
</tr>
<tr>
<td><strong>Hrs.</strong></td>
<td>Elective/Minor</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete LS Mathematics course</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GPA ≥ 2.0 and in good academic standing</strong></td>
<td></td>
</tr>
</tbody>
</table>

The narrative explains the use of **academic maps** and any specific information about **degree requirements**, including admissions requirements.

The sample schedule outlines which courses should be taken in which specific term in order to satisfy all requirements.

The milestones identify critical courses for timely progress and the last semester in which they can be completed for on-time graduation. Critical grades for Milestone courses may be included.

List of Representative Job Titles and Potential Employers

National Association of Colleges and Employers
http://naceweb.org/salary-resources/index.aspx
Build your Future http://www.onetonline.org
Pathways to Academic, Career and Transfer Success (PACTS)

Pinnacle of Potential

Tier 4 - Degree and/or Transfer Program of Study Competencies

Tier 3 - Program of Study Core Competencies (Unique to Each Program of Study)

Tier 2 - Academic and Career Readiness Competencies (Competency-Based, Required Until Competencies Met)

Career Readiness (Unique to Program of Study(s))

Tier 1 - Foundational Competencies for Success in College and Careers (Trade Tech Experience)

Academic Readiness (Math and English)

Computing, Information, and Digital Literacy

Self-Efficacy for College and Career Success

Awareness of Academic/Career Options and Readiness

Academic and Career Goal Setting and Planning

Navigating and Accessing Community and College Resources

STUDENT OUTCOME (2-4 Years)
- Degree Completion
- Transfer Ready/IGETC Certification

STUDENT OUTCOMES (1-2 Years)
- CTE Certificate of Achievement Completion(s) that Lead to Career Readiness for Entry Occupations, Career Advancement, and/or Wage Progression
- Industry-Recognized Certification/Credential(s)
- 30 Units in Degree Program of Study

STUDENT PREPARATION
- Competency Gains (pre-post assessment)
- Progress Towards PACTS Goal(s)
- HSDiploma or GED Completion
- Noncredit
- Certificate of Competency Completion

STUDENT ACCESS & ENGAGEMENT
- Completed PACTS Plan
- Increased Self-Efficacy Skills

*Four Additional Pathways Programmed for 2014-2016

COMMUNITY COLLEGE RESEARCH CENTER

Los Angeles Trade-Tech
A Community College

November 12, 2014
## Intake & Student Supports

<table>
<thead>
<tr>
<th>Self-Service (Status Quo)</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little connection to local high schools</td>
<td>Strong partnerships with local high schools</td>
</tr>
<tr>
<td>Intake info: placement exams</td>
<td>Intake info: HS info, placement exams, goals/interests, non-cognitive test</td>
</tr>
<tr>
<td>Short registration-oriented advising session for all</td>
<td>Based on intake info, triage: online vs. intensive face-to-face advising</td>
</tr>
<tr>
<td>Student success course optional</td>
<td>Based on intake info, student success course may be required</td>
</tr>
<tr>
<td>“Opt-in” career and college planning</td>
<td>Required academic plans</td>
</tr>
<tr>
<td>Students’ progress not monitored</td>
<td>Progress tracking, regular feedback &amp; support</td>
</tr>
</tbody>
</table>
Guttman CC’s developmental education

City Seminar I

3 college credits: critical issue in NYC

3 dev ed credits: quantitative reasoning

3 dev ed credits: read/write workshop
Empirical Evidence
Relevance: I-BEST

- Basic skills students enroll directly into college-level coursework
- Remedial instruction integrated into career-technical course using co-teaching model
- Structured pathways to credential and career
- Cohort design
Earning College Credit

Estimated Probabilities of Earning College Credit or CTE College Credit, I-BEST Students and Matched Non-I-BEST Students, From Propensity Score Matching
CCBC ALP (1 year follow-up)

- Enroll 101
- Pass 101 (if enroll)
- Enroll & Pass 101

Reg Dev Ed
ALP
Effects: Time to Complete a College Level Math Course

Traditional Sequence

Statway

1 Year

2 Years

6%

15%

51%

Triple the success rate in half the time.
Florida State U Case Study

**Challenge**

- Students **could not enroll** in the courses they needed
- Students **lack a clear path** to graduation
- Students continued to take courses that were **not “on map”**

**Solution**

- Built **Demand Analysis** to monitor need and open sections for students
- **Introduced maps** for all majors
- Added **Milestone courses** with hold on registration and required students to select **area of interest or major** upon entering

**Results**

- Small improvement in retention and graduation; **no reduction** in excess hours
- Slight improvement in retention/graduation; **no reduction** in excess hours
- **6% point** increase in retention, **17% point** increase in 4-yr grad rate; number of students with >120 hours decreased from **30%** to less than **5%**

Source: Larry Abele, FSU
Comprehensive Reform: ASAP

- Financial incentives: tuition waiver, free textbooks, monthly transit cards
- Consolidated full-time schedule
- Cohort design
- Regular structured advisement for courses and careers
- Extra academic assistance: mandatory tutoring for students deemed at-risk
Credits Earned Over Two Years

[Bar chart showing credits earned over two years for program group and control group.]
Impact Over Three Years

Three Year Summary Table

<table>
<thead>
<tr>
<th></th>
<th>Program Group (451)</th>
<th>Control Group (445)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Sessions enrolled</td>
<td>6.6</td>
<td>5.4</td>
<td>896</td>
</tr>
<tr>
<td>No. of Credits earned</td>
<td>47.7</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Degrees earned</td>
<td>40.1%</td>
<td>21.8%</td>
<td></td>
</tr>
</tbody>
</table>
• CUNY three year graduation rate for first-time full-time students—14%

• Guttman three year graduation rate—49%

Source: Stuart Cochran, GCC
More Supporting Evidence

- CUNY ASAP (MDRC)
- Acceleration (CCBC ALP)
- Alternative math pathways (Mathway, etc.)
- Contextualization (I-BEST)
- Guttman Community College

Targeted research
### Guided Pathways Examples

<table>
<thead>
<tr>
<th>Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State</td>
<td>Queensborough (CUNY)</td>
</tr>
<tr>
<td>Univ. of Central Florida</td>
<td>Guttman College (CUNY)</td>
</tr>
<tr>
<td>Georgia State</td>
<td>City Colleges of Chicago</td>
</tr>
<tr>
<td>Arizona State</td>
<td>ASAP (CUNY)</td>
</tr>
<tr>
<td>TN State Universities</td>
<td>TN community colleges</td>
</tr>
<tr>
<td>Florida International</td>
<td>St. Petersburg College</td>
</tr>
<tr>
<td></td>
<td>Valencia College</td>
</tr>
</tbody>
</table>
Clarifying Curricular Paths

1. Are our programs well-designed to prepare students to enter further education and employment in fields of importance to our region?

2. How clearly are programs mapped for our students – especially to the common transfer institutions?

3. Do students know what courses they should take in what sequence?

4. Are the courses critical for success in each program clearly identified?
Focus on the Entire Student Pathway

- 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
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
Redesigning America’s Community Colleges
A Clearer Path to Student Success

• Thomas Bailey, Director, CCRC
• Shanna Jaggars, Asst. Director, CCRC
• Davis Jenkins, Sr. Research Associate, CCRC
For more information

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#RedesigningCCs