

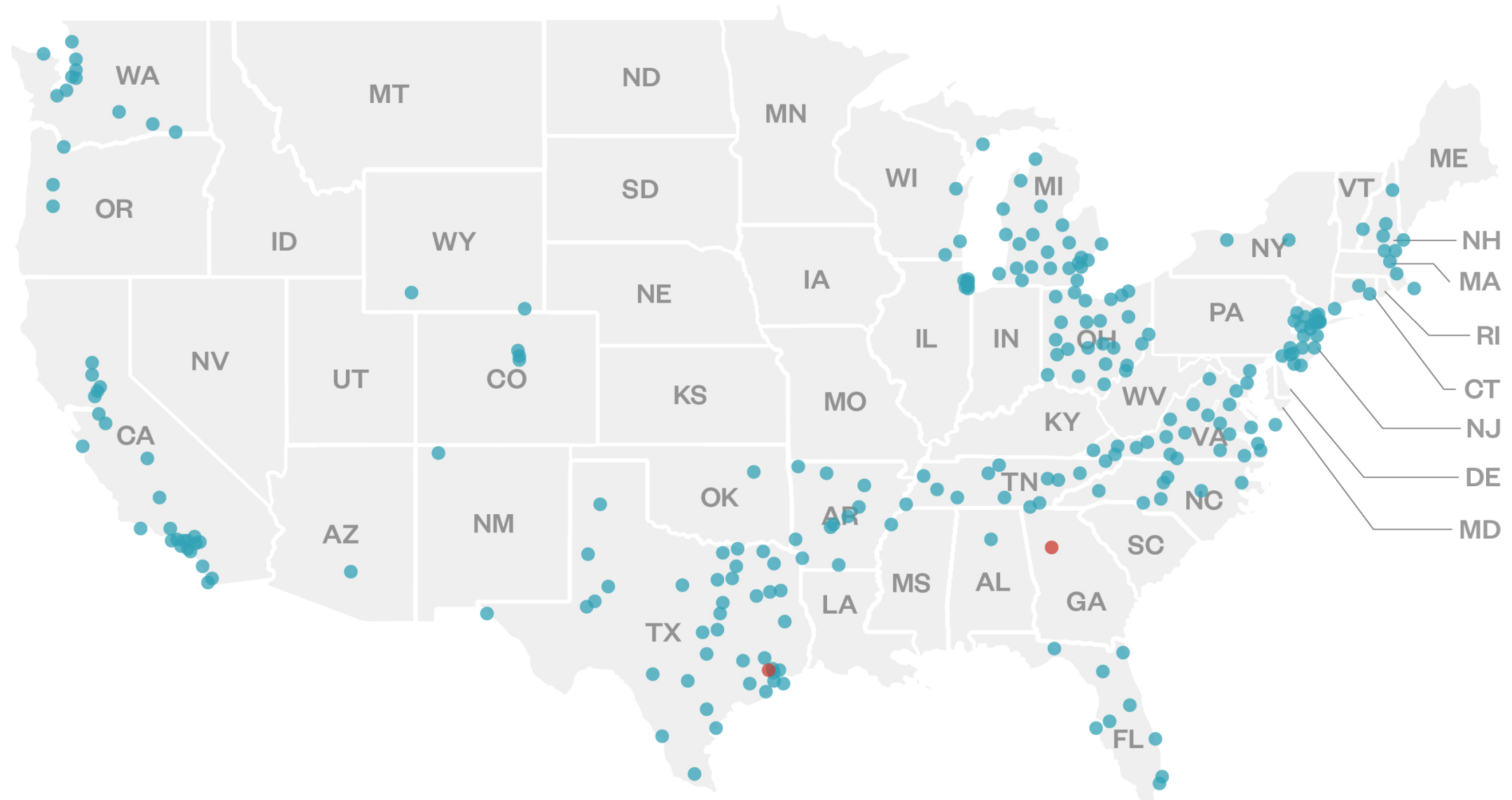
Measuring (and Improving) The Impact of Guided Pathways Reforms

John Fink, CCRC
Davis Jenkins, CCRC

Mike Flores, Palo Alto College

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A National Movement: Colleges Implementing Guided Pathways



Institution Type
 ● Community College
 ● University
Updated January 2018

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

Early Momentum Matters

CCRC RESEARCH BRIEF

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Early Momentum Metrics: Why They Matter for College Improvement

By Davis Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students' chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures—such as overall increases and improved equity in completion rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the reforms much earlier. While near-term progress does not guarantee longer term success, it is unlikely that long-term success will occur if near-term outcomes are stagnant.

Second, focusing on near-term outcomes is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students' time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

In this brief, we propose three measures of "early momentum" for both of the reasons described above: Research is beginning to show that these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that are particularly important for solidifying the foundation for student success. While these measures are valuable individually, as a group they give a better picture of the impact of reforms on students, and thus are more valuable if used together. These measures include:

An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

Early Momentum Mindsets

- **Credit momentum:**
 - From current semester schedule to full-program plan
 - From full-time vs. part-time to “on-plan” vs. “off-plan
 - From scheduling available courses to scheduling plan courses
- **Gatekeeper momentum:**
 - From academic assessment to holistic assessment
 - From pre-requisite remediation to co-requisite support
- **Program momentum:**
 - From job/transfer help for near completers to career exploration and planning from the start
 - From gen ed to meta-majors
 - From math and English gateways to critical program courses

Early Momentum Metrics

- **Credit momentum** – % of FTEIC students who attempt 15/30 credits in one term/year
- **Gatekeeper momentum** – % of FTEIC students who pass college-level English/math (or both) in one year
- **Program momentum** – % of FTEIC students who pass at least 9 college-credit hours in the student's field of study in one year

Early Momentum Metrics – AACCC Pathways Colleges

Credit Momentum KPIs

1. Earned 6+ credits in 1st term
2. Earned 12+ credits in 1st term
3. Earned 15+ credits in Year 1
4. Earned 24+ credits in Year 1
5. Earned 30+ credits in Year 1

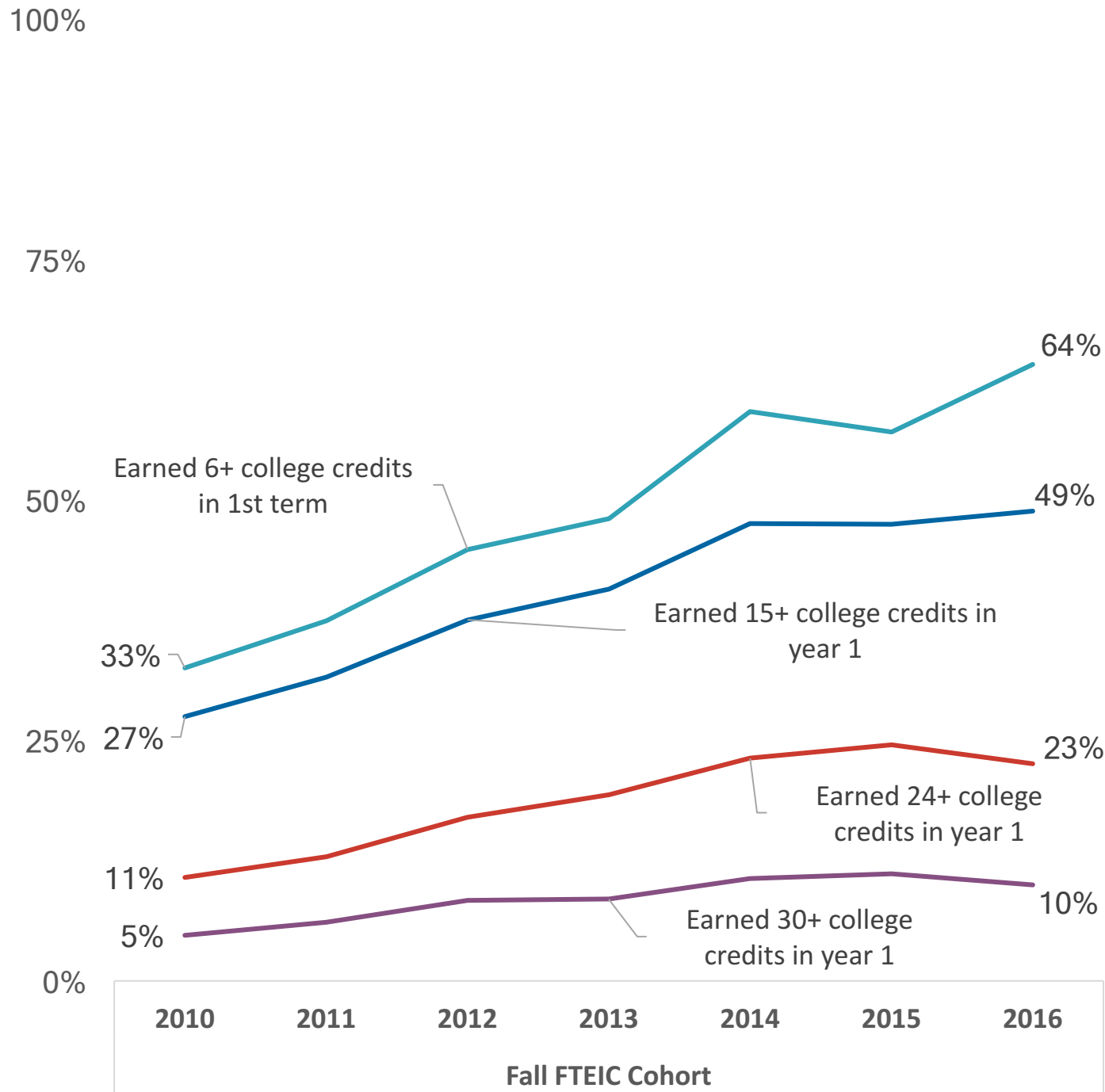
Gateway math and English KPIs

6. Passed college English in year 1
7. Passed college math in year 1
8. Passed college English & math in year 1

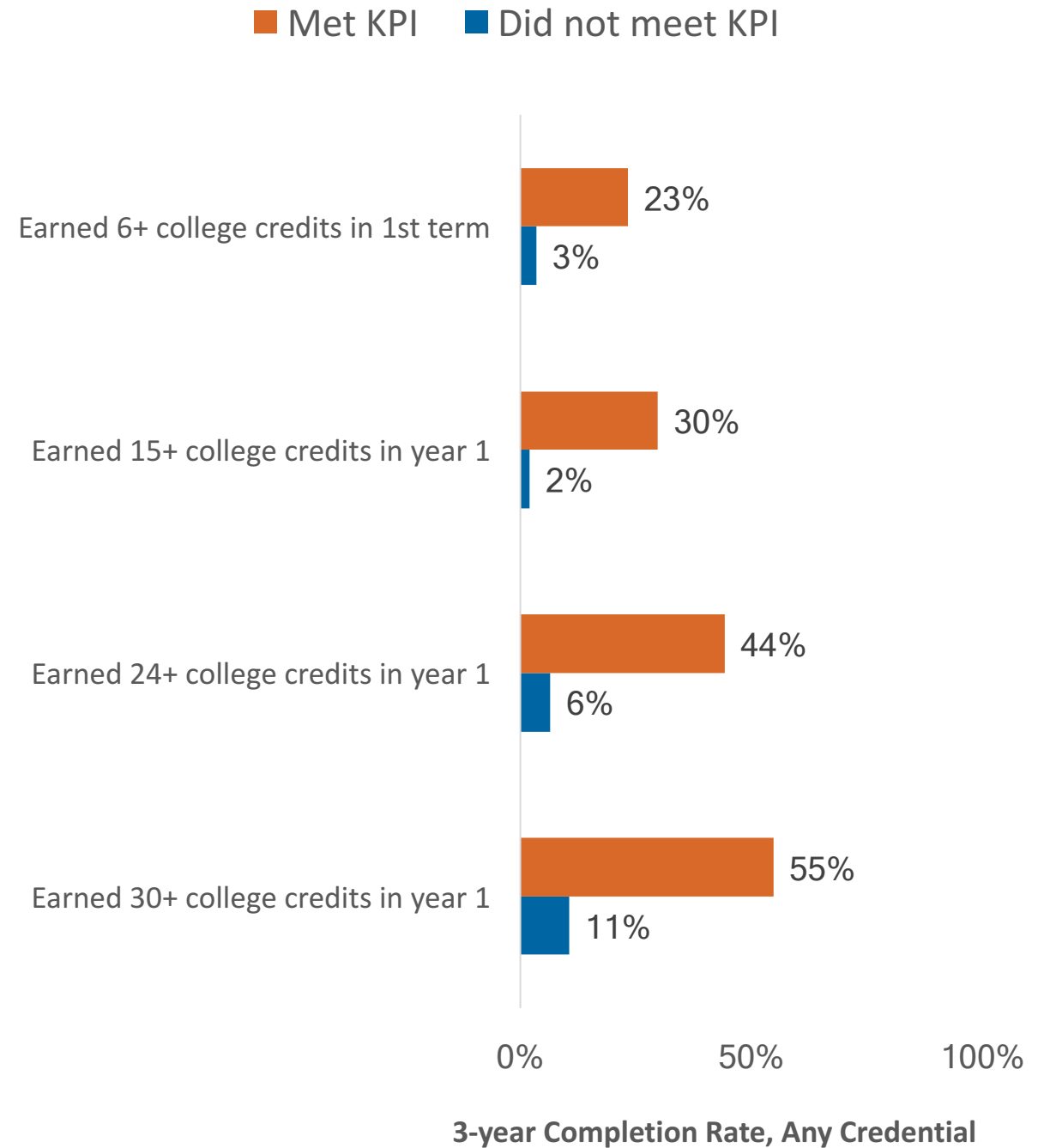
Persistence and College Course Completion KPIs

9. Persisted from term 1 to term 2
10. Total college credits attempted
11. Total college credits completed
12. Credit pass rate

Alamo Colleges Credit Momentum KPIs

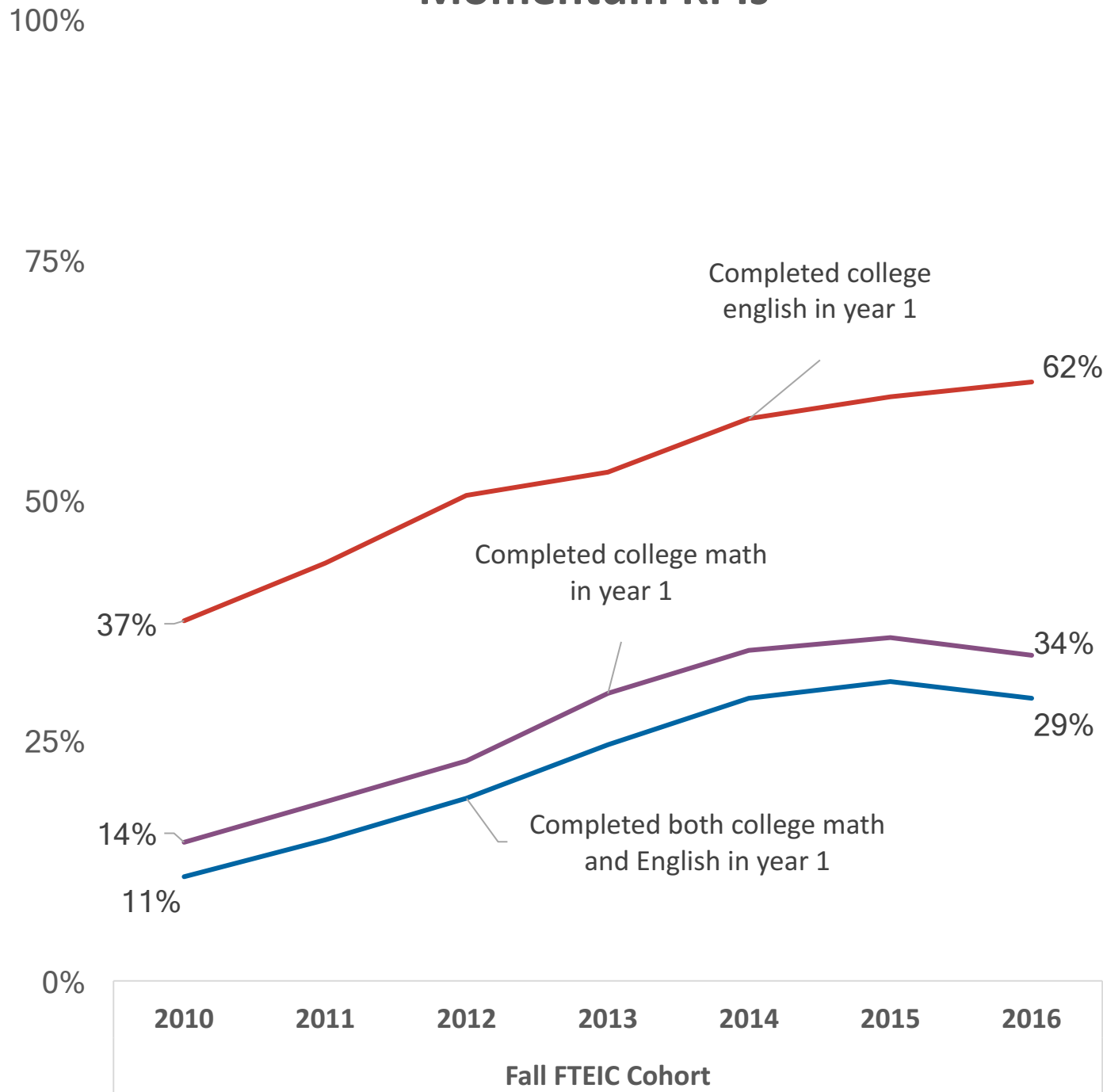


Alamo Colleges 3-year Completion Rates by KPI Status

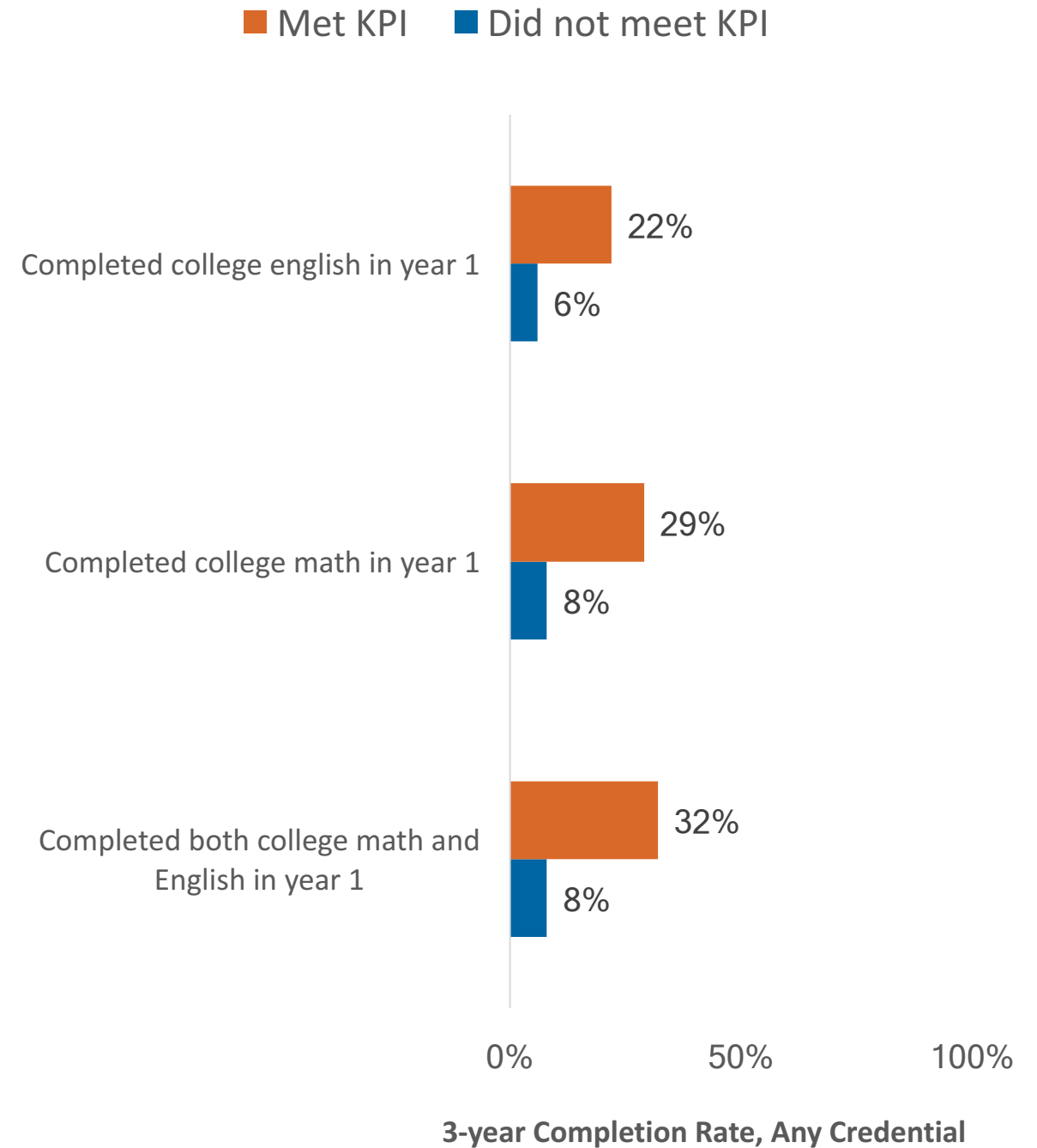


Note. Trends in Alamo Colleges Credit Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.

Alamo Colleges Gateway Math & English Momentum KPIs



Alamo Colleges 3-year Completion Rates by KPI Status



Note. Trends in Alamo Colleges Gateway Math and English Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.

Palo Alto College

What is AlamoINSTITUTES (Pathways Model)?

- **Integrated, institution-wide approach** to student success
- **Intentionally designed**, clear, coherent and structured education experiences
- **Guide each student effectively and efficiently** from his/her point of entry through to attainment of high – quality postsecondary credentials and career with value in the labor market

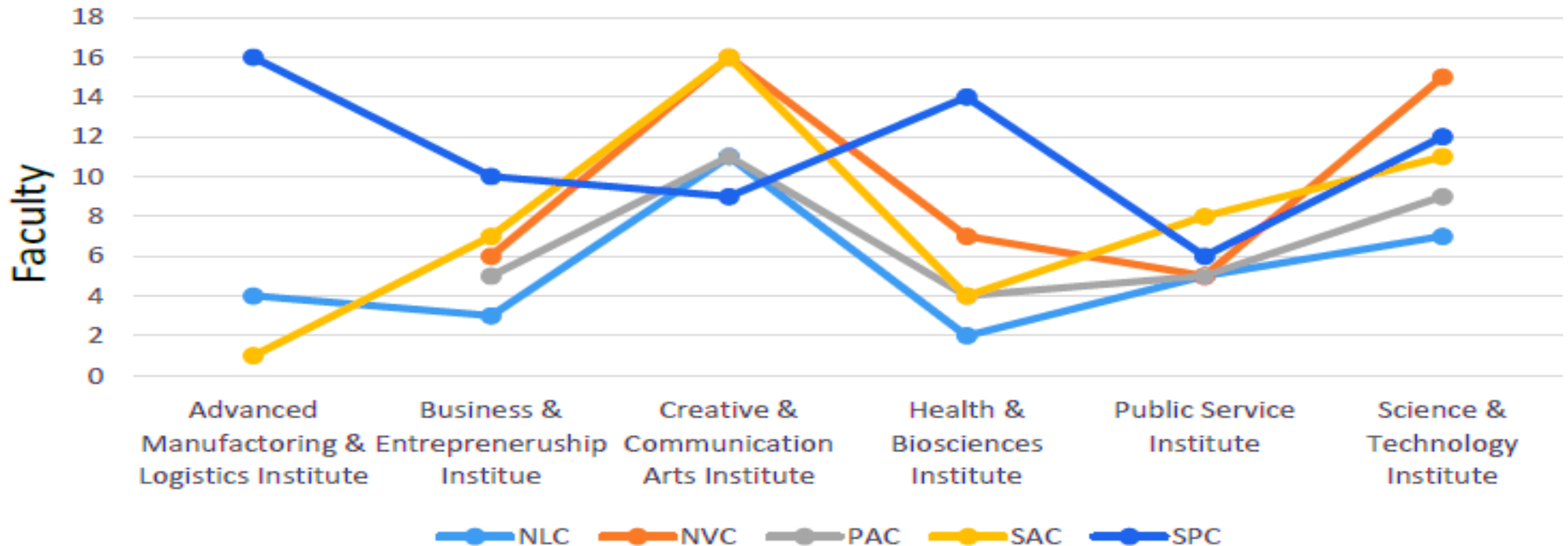
Palo Alto College Pathways Essential Milestone Progress

Transfer Advising Guides:

215 To Built

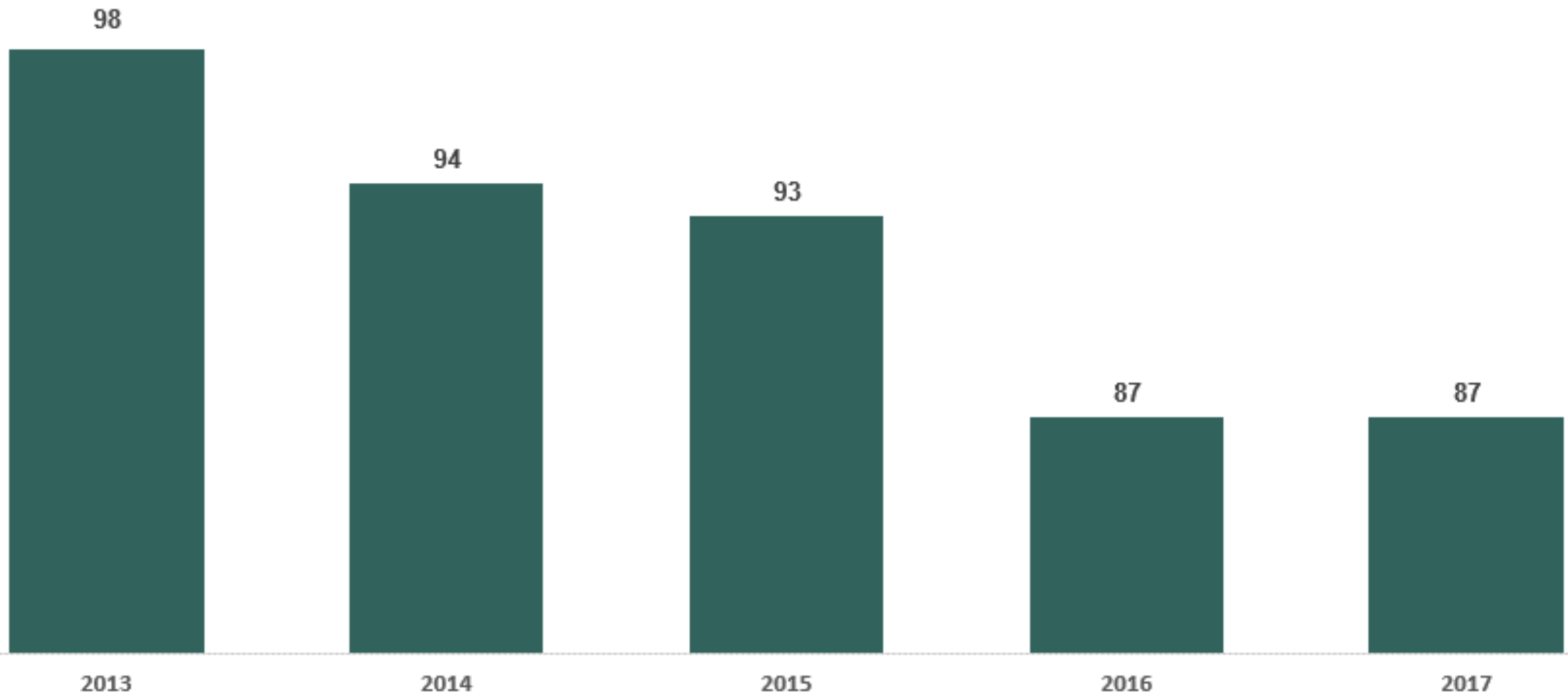
- 78 (53%) Active Live
- 30 (21%) Pending University Approval
- 107 (49%) In Progress

Pathways Cross-College Faculty Participation

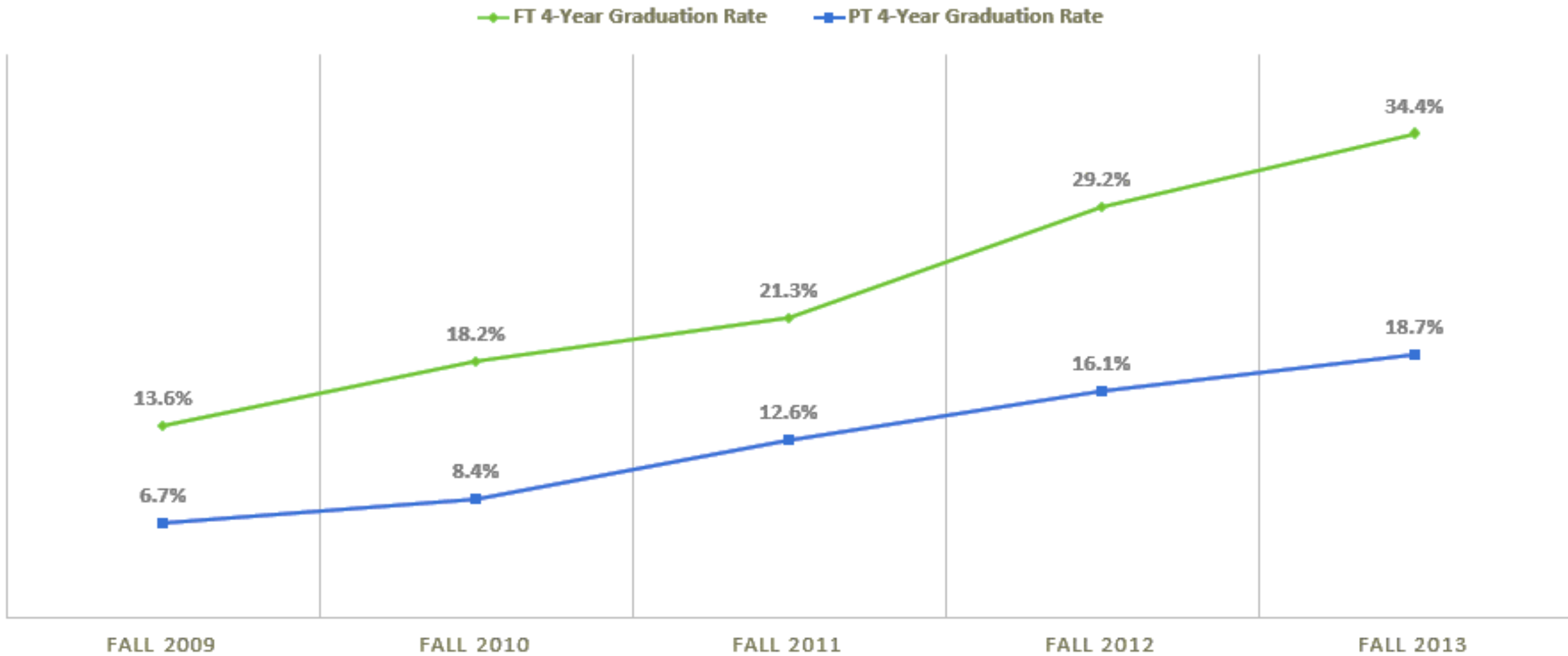


[College faculty participation](#), please refer to the latest BOT update:

Palo Alto College Average SCH to Associate's Degree



Palo Alto College 4-year Graduation Rate By FTIC Cohort And Enrollment Intensity



Source: THECB Accountability System/ACD KPI Report

Discussion

Discussion

- What other leading indicators would be relevant to measuring the impact of guided pathway reforms?
- What kinds of practices can colleges put in place to increase new student momentum?
- How can these leading indicators be used to reduce inequitable outcomes?

Thank you!

 ccrc.tc.columbia.edu  CommunityCCRC  CommunityCCRC

 ccrc@columbia.edu

 212.678.3091