

Student Voices: Perspectives on Guided Pathways Reforms

League for Innovation

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Community College Research Center



@CommunityCCRC
#RedesigningCCs

New Students **Want to Know**

- What are my career options?
- What are the education paths to those careers?
- How do I get a bachelor's degree?
- What will I need to take?
- How long will it take and how much will it cost?
- How do I pay for it?

Returning Students **Ask**

- How far along am I toward completing my program? How much more will I have to pay?
- What will I need to take next term and what will my schedule be?
- What if I want to change programs?
- Will my credits transfer?
- How can I get work experience in my field of interest?

*Career?
Degree?*



Programs of Study



Program Area Listing

Accounting

The Accounting curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the accounting profession. Using the "language of business" and technology resources, accountants assemble, analyze, process and communicate information about financial operations.

Advertising & Graphic Design

The future belongs to those who are able to solve problems with courageous creativity. The Advertising + Graphic Design curriculum is designed to provide students with the knowledge and skills to be the next creative leaders in our community.

Air Conditioning, Heating, & Refrigeration Technology

The Air Conditioning, Heating and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls and safety.

Architectural Technology

The Architectural Technology curriculum prepares individuals with knowledge and skills that can lead to employment in the field of architecture or one of the associated professions. Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, building codes and specifications and computer applications as well as complete a design project.

Automotive Systems Technology

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Baking & Pastry Arts

The Baking & Pastry Arts curriculum is designed to provide students with the skills and knowledge required for employment in the baking/pastry industry, including restaurants, hotels, independent bakeries/pastry shops, wholesale/retail markets, and high-volume bakeries, and/or further academic studies. Students will be provided with theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism.

Basic Law Enforcement Training (Police Academy)

Basic Law Enforcement Training (BLET) is designed to provide students with the essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes state commissioned-mandated topics and methods of instruction.

Broadcast & Production Technology

An Associate in Applied Science degree in Broadcast & Production Technology (BPT) at CPCC gives skilled, competent media students opportunities to work in a variety of media-related venues and services. The BPT curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the digital journalism and media industry.

Business Administration

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes and an understanding of business organizations in today's global economy.

Business Administration - Human Resources Management

Human Resources Management is a concentration under the curriculum title of Business Administration. This curriculum is designed to meet the demands of business and service agencies.

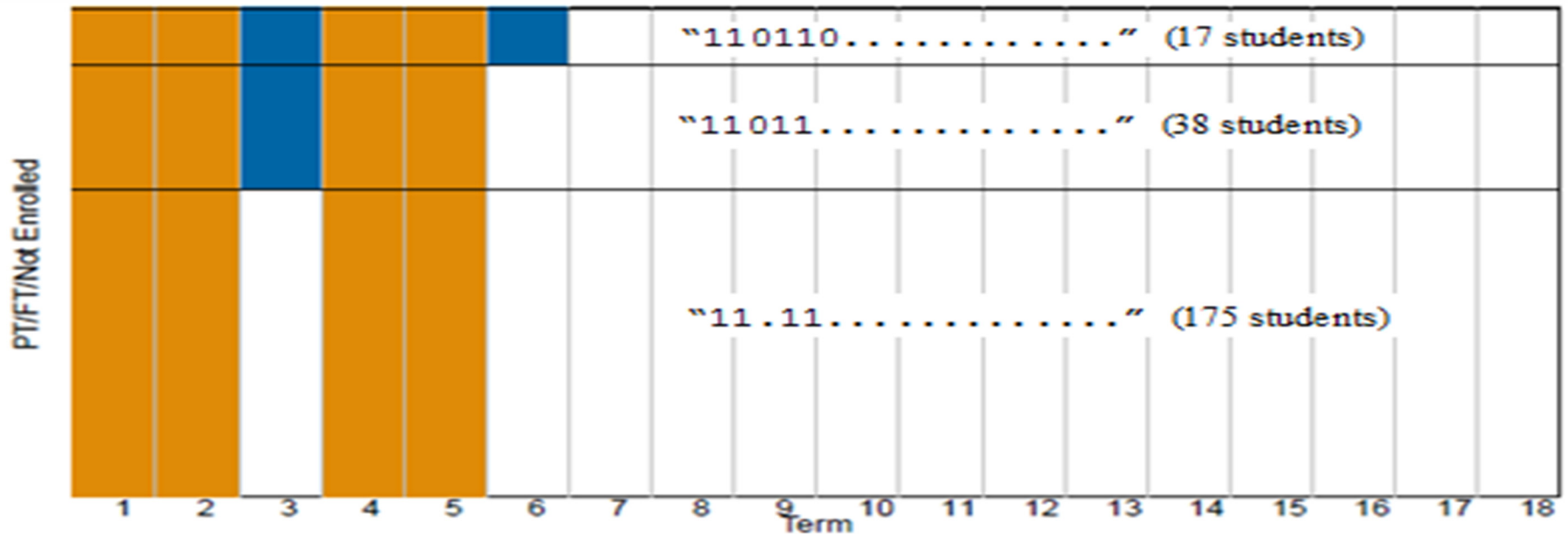
Business Administration - International Business Concentration

International Business is a concentration under the curriculum title of Business Administration. This curriculum prepares individuals for positions in international business through studies in accounting, business, foreign language and specialized courses in international marketing, law, economics and trade practices.

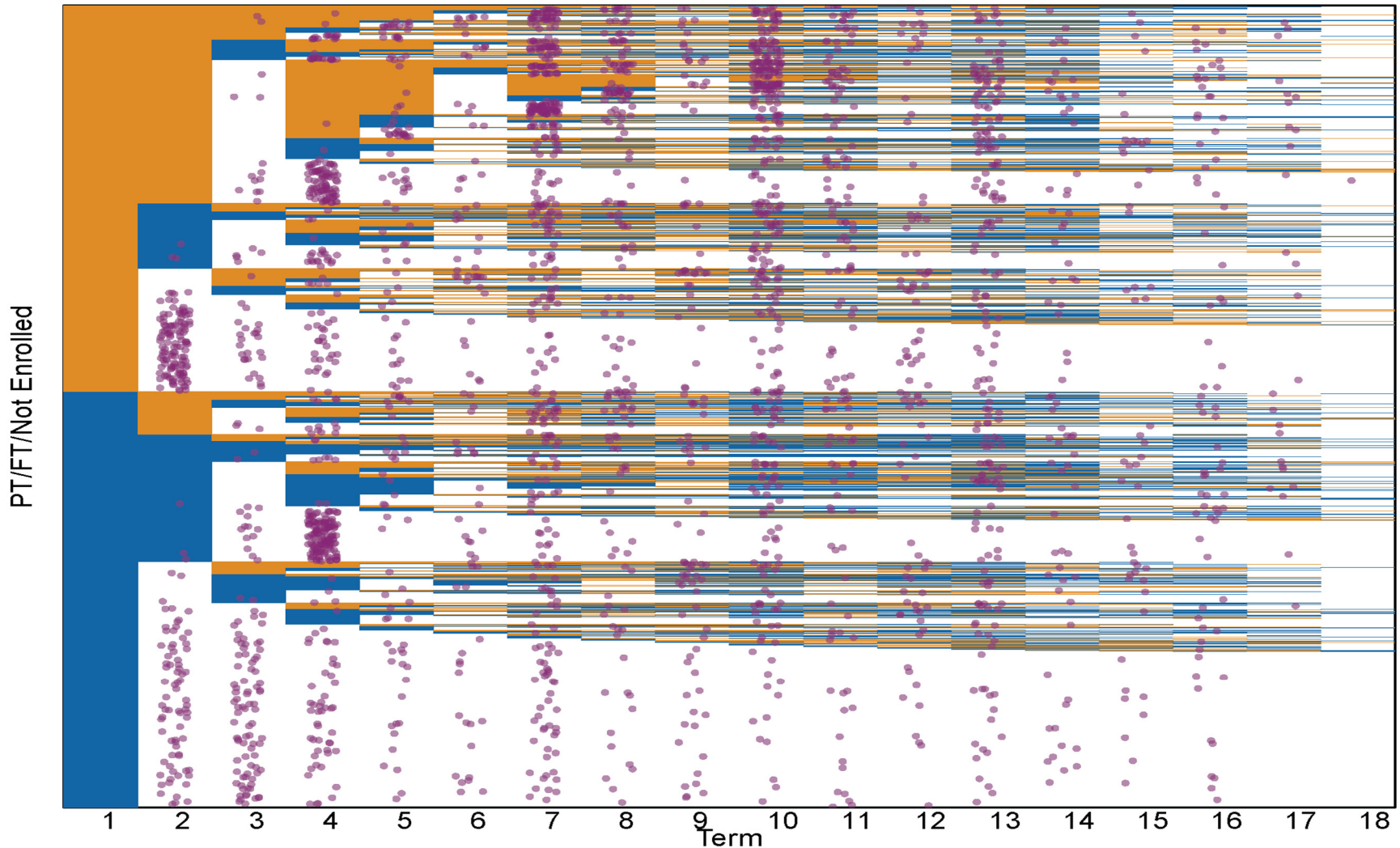
Business Administration - Marketing & Retailing Concentration

Marketing and Retailing is a concentration under the curriculum title of Business Administration. The curriculum is designed to provide

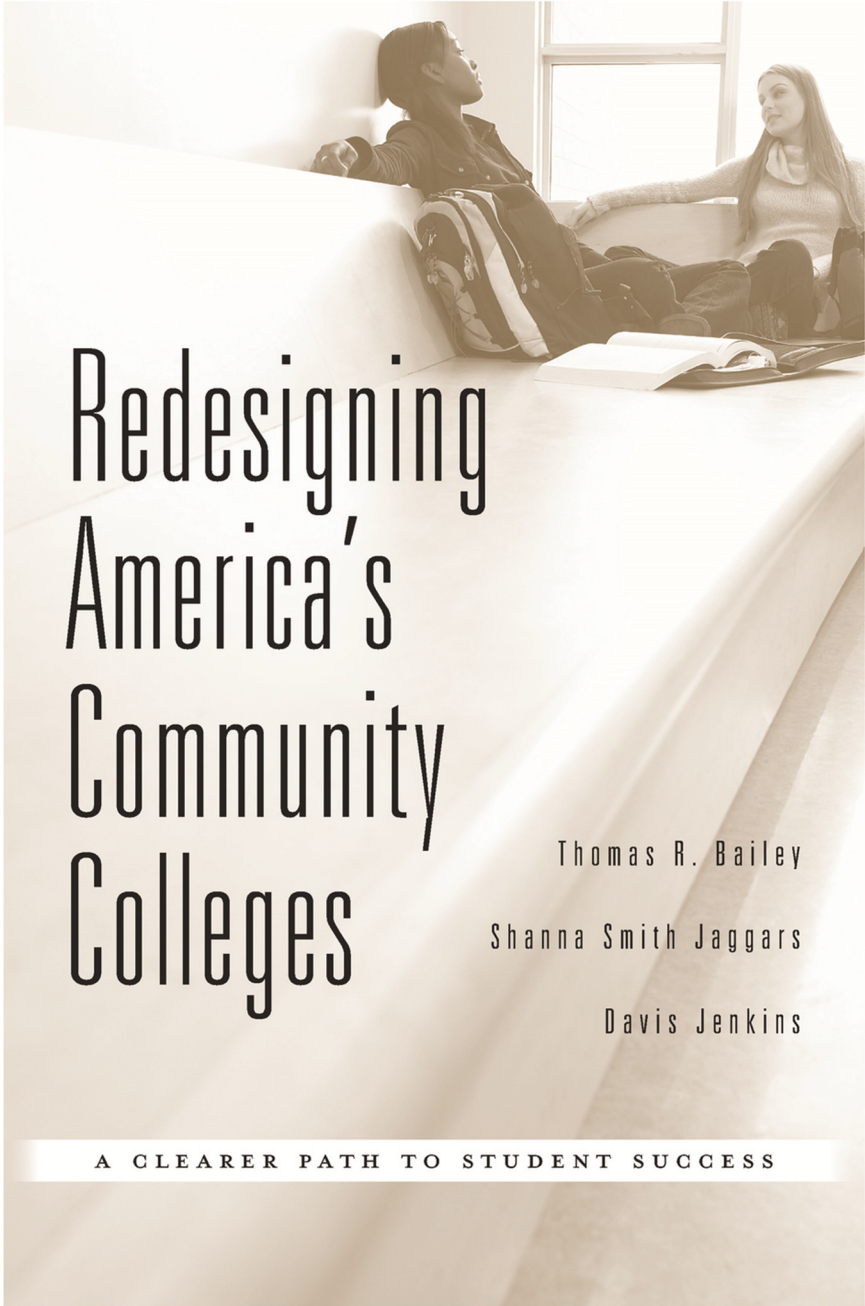
Ideal CC Student Pathways



Actual CC Student Pathways



Source: Crosta, 2013.

A sepia-toned photograph of two young women sitting on a wide, light-colored concrete ledge. The woman on the left is leaning back against a wall, looking up and to the right. The woman on the right is sitting upright, looking towards the first woman. An open book lies on the ledge between them. A window is visible in the background, letting in bright light.

Redesigning America's Community Colleges

Thomas R. Bailey

Shanna Smith Jaggars

Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

Cafeteria College

Paths to career goals unclear



Intake sorts, diverts students



Students' progress not monitored



Learning outcomes not defined
and assessed across programs



 *Churning*

 *Early transfer*

 *Completion*

 *Excess credits*

 *Time to degree*

 *Skill building*

Guided Pathways College

Clear roadmaps to career goals



Intake redesigned as an on-ramp



Students' progress closely tracked



Learning outcomes/assessments aligned across programs



↓ *Churning*

↓ *Early transfer*

↑ *Completion*

↓ *Excess credits*

↓ *Time to degree*

↑ *Skill building*

Supporting Evidence

Pathway analysis

- Chaotic student enrollment patterns
- Pathways misaligned, lots of roadblocks
- Students say they are confused

Organizational performance

- Big improvements require systemic change
- Align organizational practices to end goals
- Broad engagement critical to success

Behavioral psychology/economics

- Maps
- Defaults + “Active choice”
- Feedback and Reminders

More Supporting Evidence

Research on teaching and learning

- Instructional program coherence
- Contextualization
- Importance of feedback

Targeted research

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

CAREER + ACADEMIC COMMUNITIES

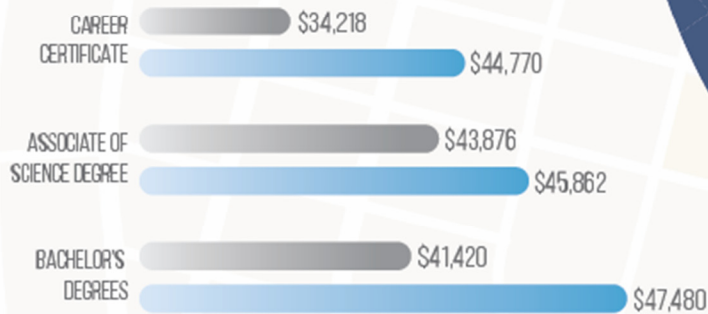
at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

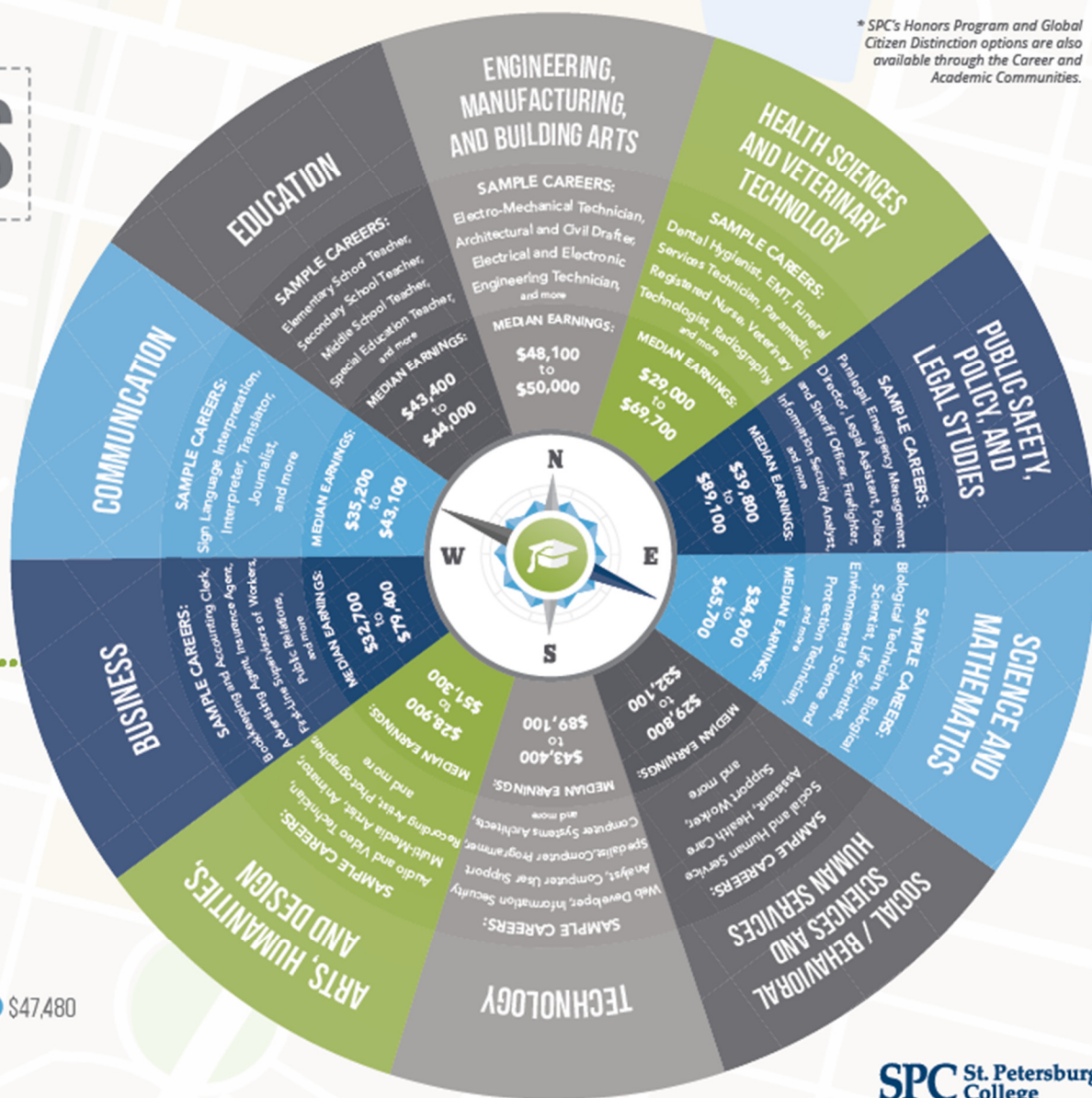
CHART YOUR PATH BUILD YOUR FUTURE

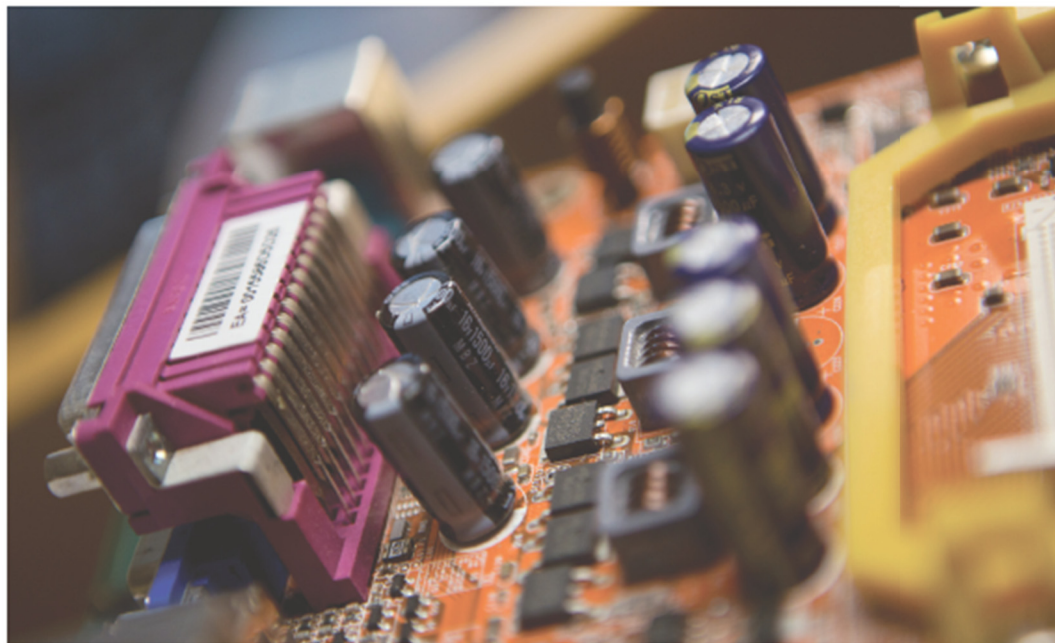
MEDIAN FIRST-YEAR EARNINGS

(AFTER GRADUATION)



ALL FLORIDA PUBLIC COLLEGES
ST. PETERSBURG COLLEGE





TECHNOLOGY

DEGREES AND PROGRAMS

BACHELOR'S DEGREES

Technology Development and Management

ASSOCIATE IN ARTS TRANSFER PLAN

Information Systems Management

ASSOCIATE IN SCIENCE

Computer Information Technology

Cybersecurity

Computer Networking

Computer Programming and Analysis

Web Development

CERTIFICATES

Help Desk Support Specialist

Cybersecurity

Computer Support

Cisco Certified Network Associate

Linux System Administrator

Microsoft Certified Solutions Associate

Computer Programmer

Computer Programming Specialist

Web Development Specialist



[illegible]

Guided Pathways Reforms

- Guided pathways involves rethinking academic programs and support services to help achieve four main objectives:
 - 1) mapping pathways to students' end goals,
 - 2) helping students explore and enter a pathway,
 - 3) keeping students on their pathway to completion, and
 - 4) ensuring that students are learning across their programs.

What do students think of guided pathways reforms?

Research Setting:

Large Urban Community College (LUCC)

LUCC began implementing guided pathways in 2014:

- Programs were reorganized and aligned with local workforce needs
- Teams of faculty and advisors worked together to create **program maps**, or idealized, term-by-term sequence of courses for a particular degree program.
- Advising and student intake was redesigned with the goal of having every degree-seeking student develop an **educational plan**: a customized, term-by-term plan for courses a student will take to complete in a particular degree program.
 - In the educational planning process, students and advisors start with program maps and make adjustments based on factors such as the level of remedial education needed and how many courses students can take each term.

Data and Research Methods

Data Sources

- Site visits to 4 community colleges within LUCC system
 - Fall 2015 and Spring 2015
- One-on-one interviews were semi-structured using a life-history approach
 - Lasted approx. 45 mins to 1 hr
- Written surveys collected demographic and program information as well as advisor interaction frequency
- N=149 students

Empirical Method

- Transcribed student interviews were *qualitatively* analyzed using a coding scheme capturing perceptions to guided pathways reforms
 - Reliability and validity ensured by Dedoose’s “training center” and regular coding checks
- Categorized coded experts into themes describing student perceptions

Findings

- 50 students expressed a clear opinion about guided pathways
 - 37 students expressed something positive about GP, and
 - 4 students expressed a critique or downside of pathways.
 - 19 students expressed frustration with issues from implementation of GP
- Themes:
 - Students described the Pros and Cons of Pathways.
 - Students react to how pathways are implemented, not just the theory behind them.

Students describe the Pros and Cons of Guided Pathways

Students describe Pros and Cons of Guided Pathways

Students surface potential downside of program maps:

- Restricted course selection:

*[Pathways] kinda restricted the ability to really pick
[the classes] exactly what you wanted to pick*

- Feeling overwhelmed:

*I knew there was obviously 2 years of schooling you have to go through.
I just didn't realize the amount of classes. ... And they're incredible long and there's
a lot of time involved.*

But, GP also assures students they are on track and motivates them to continue:

- *If you stick to [your plan] you can't help but succeed... it gets your mind in mode to know what you're gonna be tackling.*
- *It's the best thing in community college because if you stay with the maps it keeps you motivated and on track.*
- *It's something I look up to, something that is motivating me that if you can do this by fall 2017 you're going to be at [University].*

Students describe Pros and Cons of Guided Pathways

Pathways simplify educational planning and help in selecting courses:

I thought it was gonna be a lot more complicated. But [the advisor] did make it very like I was saying before very simplistic. [The advisor] said you know like even though you don't necessarily know what you wanna do yet you're sort of feeling this field and I see where you're coming from. So let's put you in this direction. Just to make things a lot easier for you.

I didn't know it would be that hard, but I realized that it was beneficial because it gave me an idea of the different courses I needed.

Increased confidence that they are on the 'right track':

I was able to see how long it was actually going to take. I can take these classes this semester and then these ones [next] semester and be able to actually enroll myself instead of going to an advisor and waiting.

...you just gotta follow it and then graduate.

Students react to how pathways are implemented, not just the theory behind them

Students react to how pathways are implemented, not just the theory behind them

Course availability issues and changing program requirements:

Why doesn't anyone know that the plans are changing? So I think that was what the most aggravating thing for me because I felt like I had started a semester and then I felt like I was going nowhere because nobody was backing me at that moment.

Confusion and technical difficulties with the new system:

I don't know where I found [the program map] and I can't find it again.

I wanna check my class to make sure that it didn't drop anything and the whole system goes down.

You know it was just like you know I had to start over okay. And the next day I get on there, and it's like, Welcome to Smart Planner. Alright. Here's me startin' over

Students react to how pathways are implemented, not just the theory behind them

Students want guidance as they move into, through, and out of pathways

- One student commented that they felt advising was rushed:

since [advisors] have to deal with so many students one-on-one sometimes they just kind of set out a plan for you and they don't get to know you personally

- Referring to career information provided to help students explore majors:

But what do they really mean to me? Does it mean its jobs all over the place and the market is flooded with psychologists? Or does that mean that right now we only need 5 psychologist but you know by 2020 we're gonna need 20.

Implications & Discussion

- Most students reacted *positively* to guided pathways:
 - Program maps *simplified* educational planning
 - Students felt *motivated* towards completion
 - Appreciation for *integrated supports* - advisors played an important role in helping make meaning of the educational planning processes
 - Previous research suggests students want more interactive and collaborative relationships with advisors, particularly during complex tasks like degree exploration and educational planning
- A few students, however, voiced *concern* about GP reforms:
 - Possible *unintended consequences* of the reform's theoretical underpinnings (e.g., defaults, active choice, structure)
 - Challenges with *implementation*, e.g., confusion and technical glitches
 - How can colleges more smoothly implement such major changes?

For more information

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