

Guided Pathways Implementation and the Connection to Rural Economic Mobility

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**NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT**

About NCII

Authentic, large-scale improvement begins with colleges' rethinking how their policies, programs, and services come together to create the optimal student experience.

Focus Areas:

- **Guided Pathways**
- **Student Financial Stability**



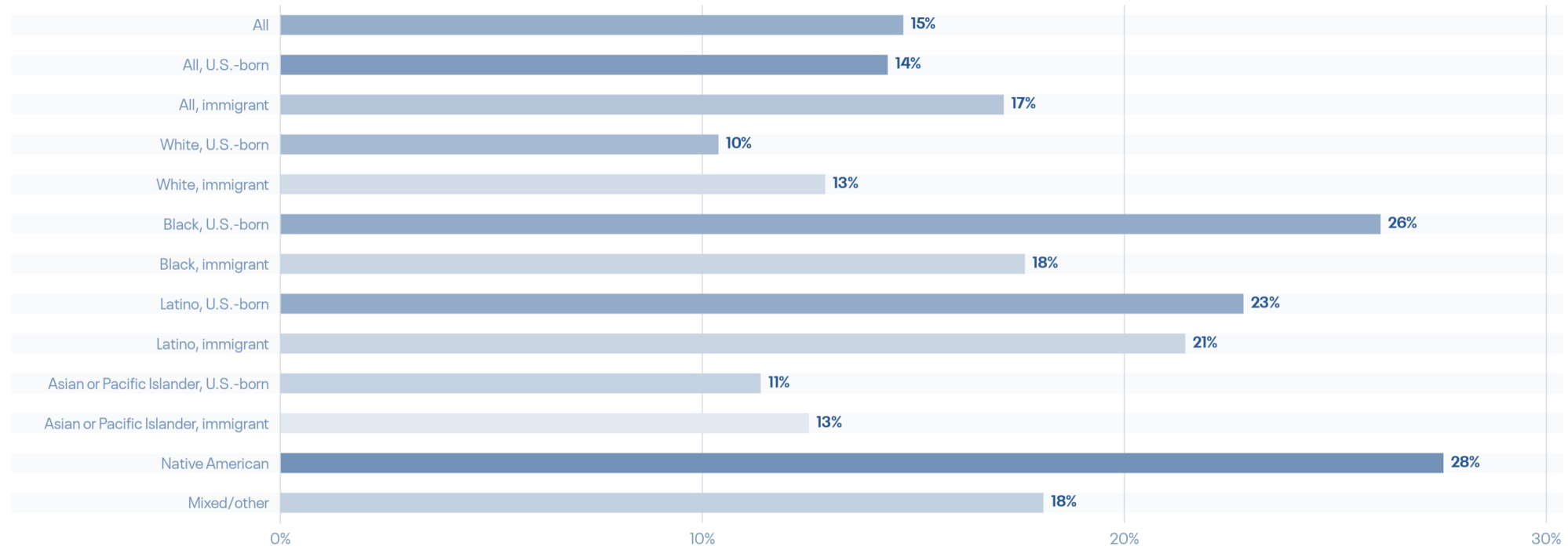


Revisiting the WHY

Poverty by Race

(Data from 2017)

National: Percent people below poverty by race/ethnicity and nativity: 100% of federal poverty line, 2017



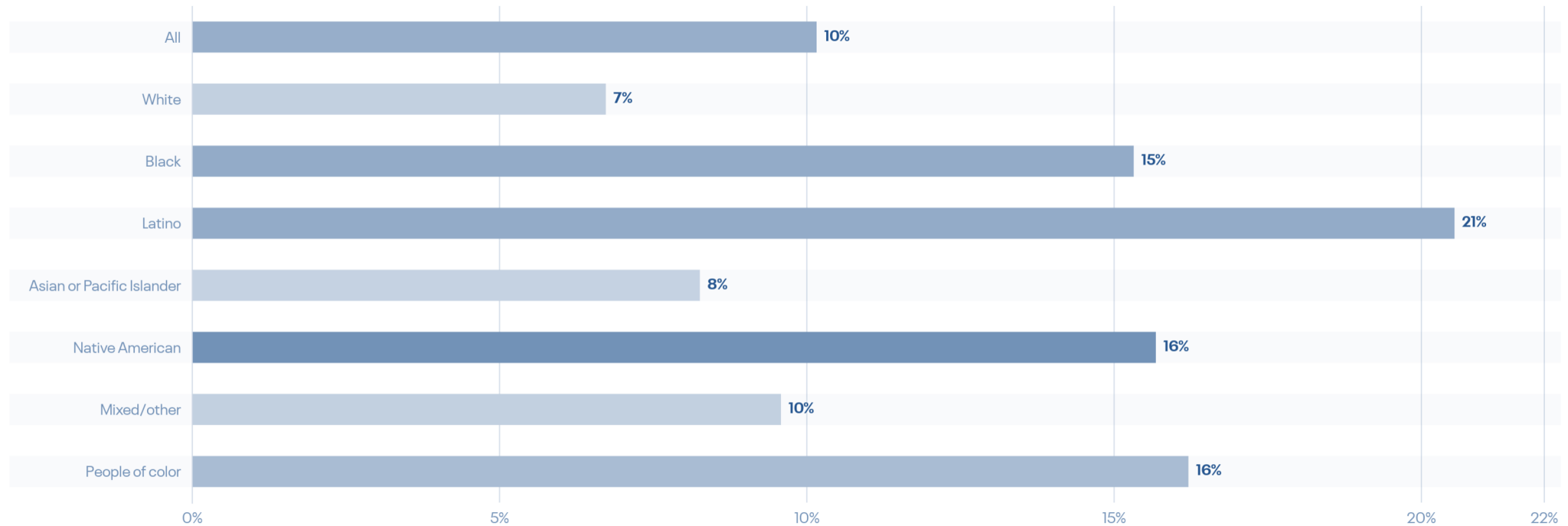
The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2017 for a family of four with two children was about \$25,000 per year

Source: IPUMS, PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Adults Have Been Stranded in Low-Wage Work

(Data from 2017)

National: Percent working poor by race/ethnicity: 200% of federal poverty line, 2017



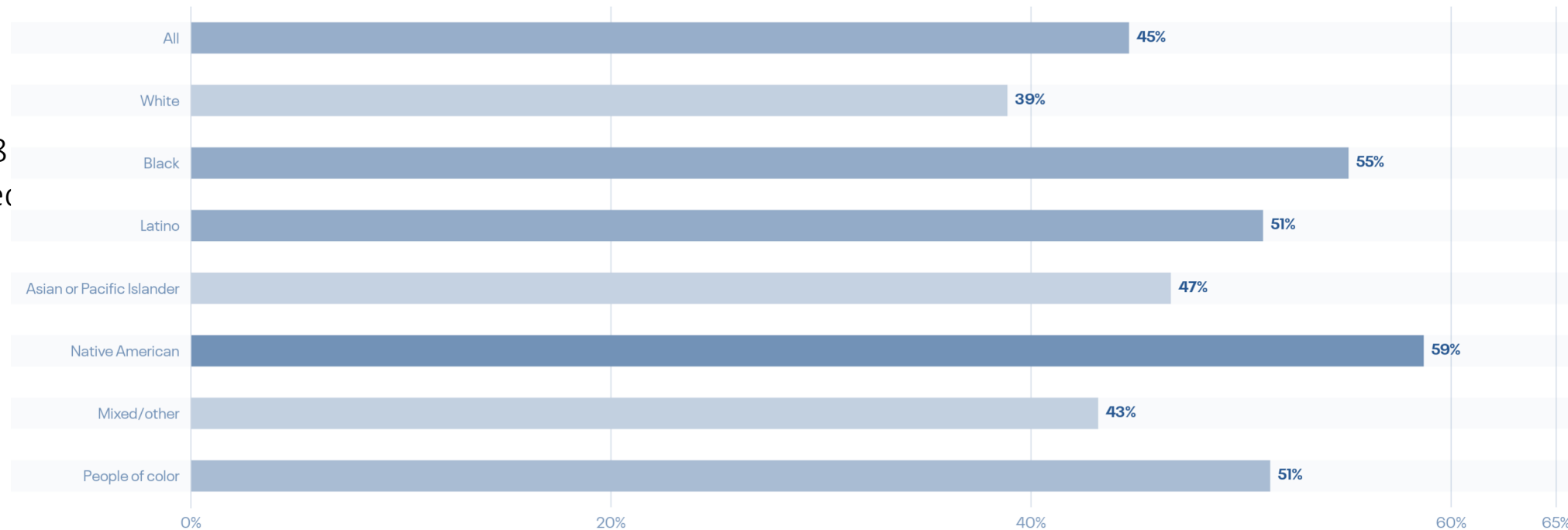
The percentage of the population living below the indicated federal poverty threshold based on their family income, size, and composition. The federal poverty threshold in 2017 for a family of four with two children was about \$25,000 per year (thus, 200% of the federal poverty threshold was about \$50,000).

Source: IPUMS, PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Many Young Adults Cannot Make Ends Meet

(Data from 2017)

National: Percent of youth (ages 18-24) at or below 200% of the federal poverty level, 2017



4.6 million youth between the ages of 18 and 24 are disconnected from work and school.

(Aspen Institute Forum for Community Solutions, 2018)

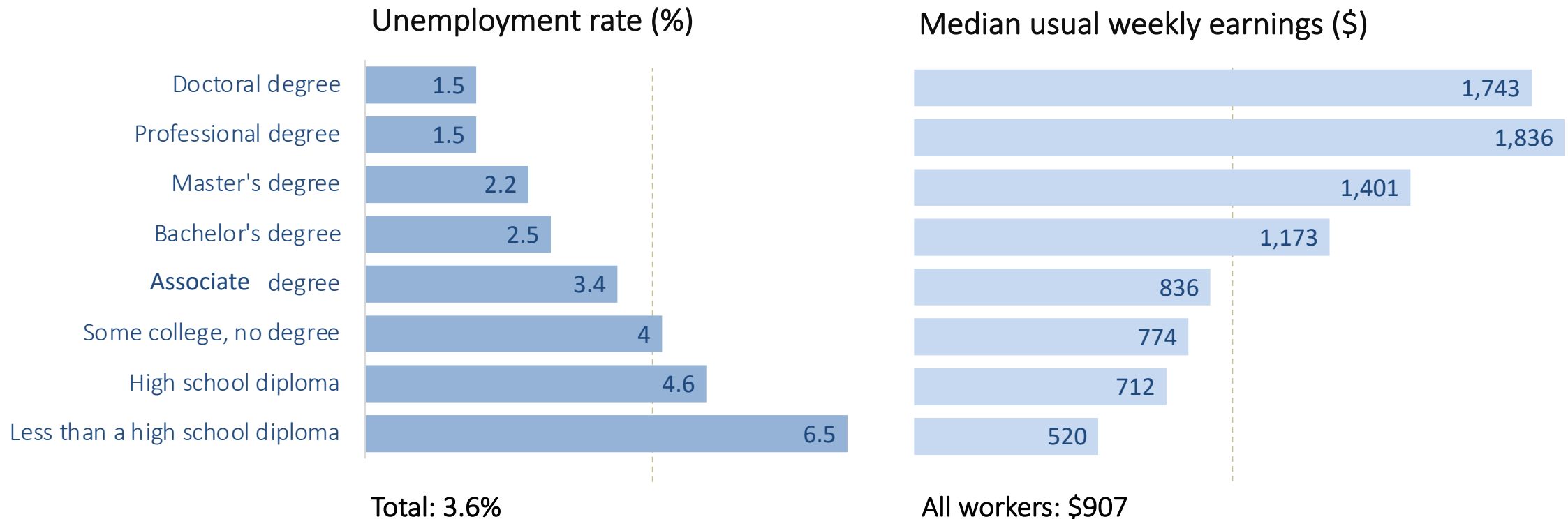


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Higher Education is the Surest Path to Living Wages

Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

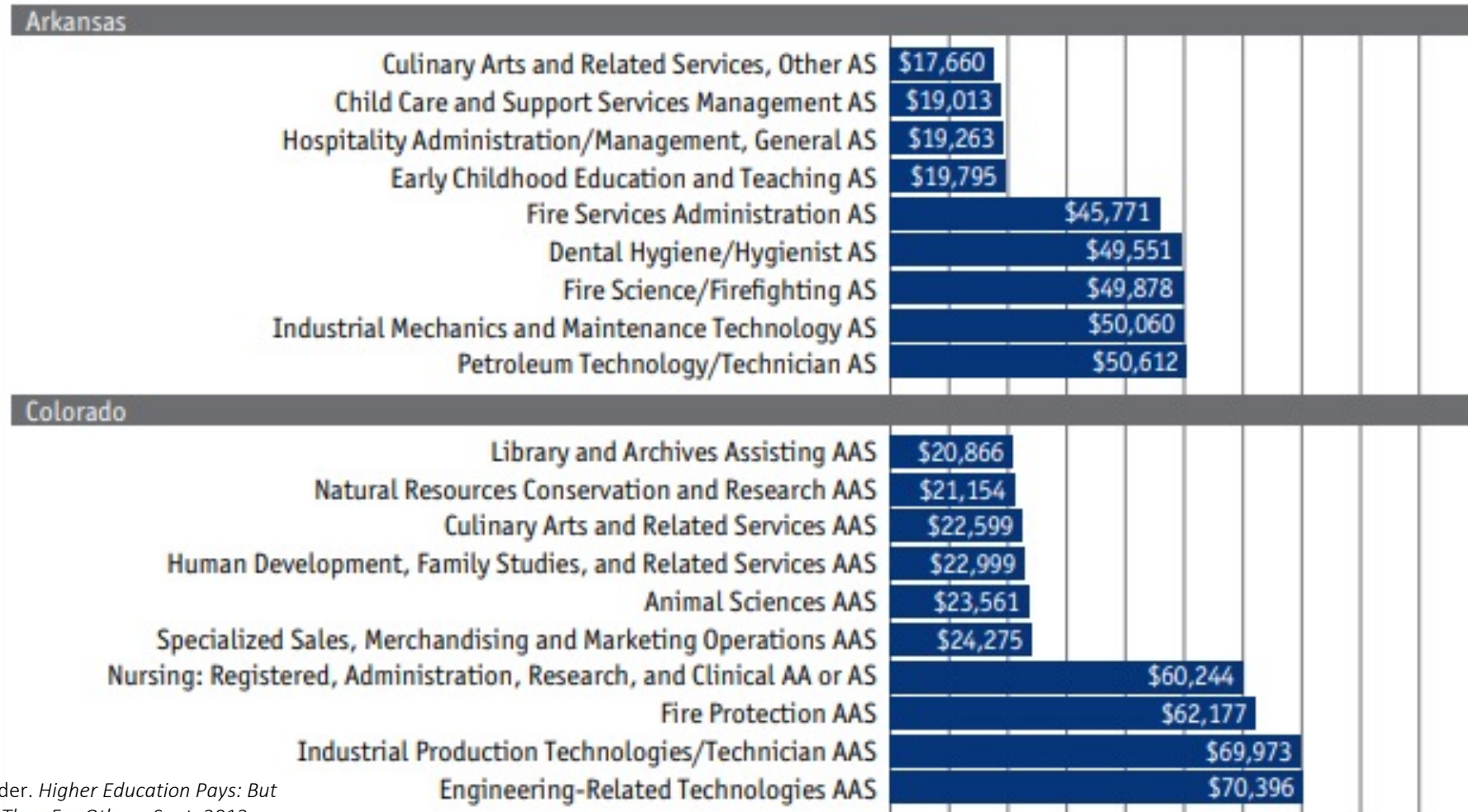
The Impact of Family Income on Postsecondary Completion

Figure 2: College graduation rates by family income and test scores

| | Below-average test scores | Above-average test scores |
|---------------|---------------------------|---------------------------|
| Richest | 30% Complete college | 70% |
| Upper middle | 19% | 50% |
| Bottom middle | 9% | 39% |
| Poorest | 6% | 26% |

Source: *Affluent Students Have an Advantage and the Gap is Widening*, December 12, 2012, New York Times based on research from Bowen, W.G., Chingos, M.M., & McPherson, M.S. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, N.J.: Princeton University Press

Student Success Includes Post-Graduation Success

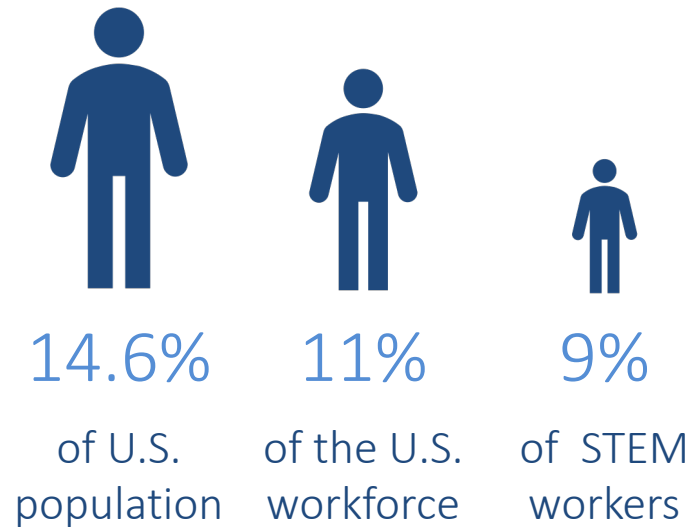


Source: Mark Schneider. *Higher Education Pays: But a Lot More for Some Than For Others*. Sept. 2013.

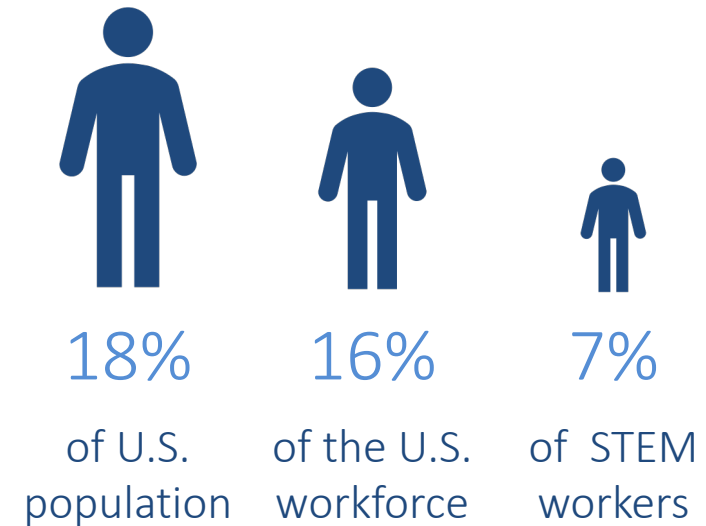
Post-Graduation Success is Inequitable

People of color are underrepresented in STEM majors that lead to high median wages.

Black individuals make up...



Latinx individuals make up...



Source: U.S. Census Bureau, 2017 Report, Pew Research Center

Undergraduate Enrollment Trends by Sector

IPEDS Data, 1996-2019

Sector (CCRC Definition)

- Community colleges
- Public four-years
- Private not-for-profit four-years
- Private for-profits
- Other public two-years, less-than..
- Other private not-for-profits

Select a State/Territory

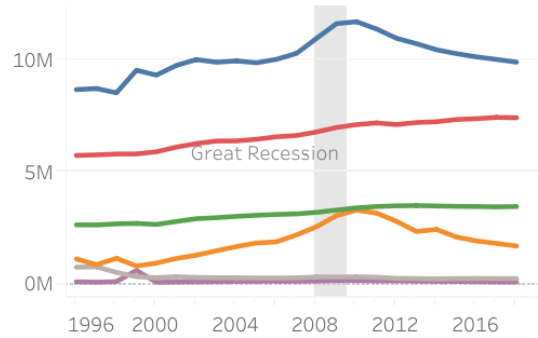
All

Select an Institution

All

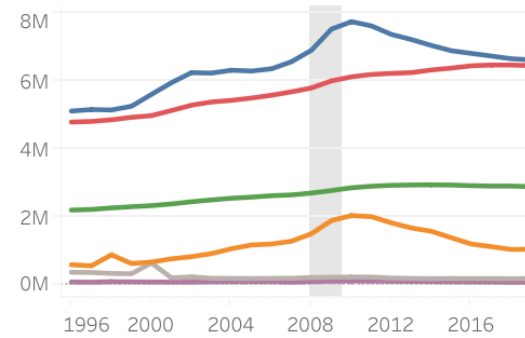
Academic Year Headcount

12-month unduplicated undergraduates



Fall Enrollments

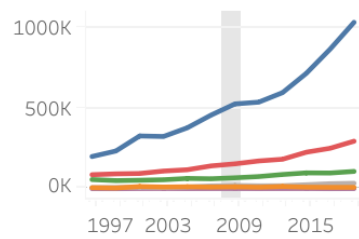
All undergraduates



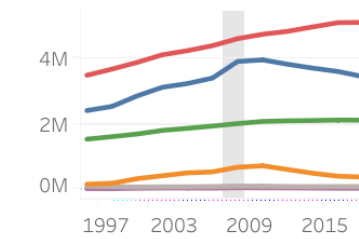
Fall Undergraduate Enrollments

Summary for student age and race/ethnicity

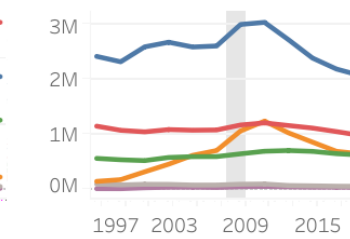
Age: Under 18



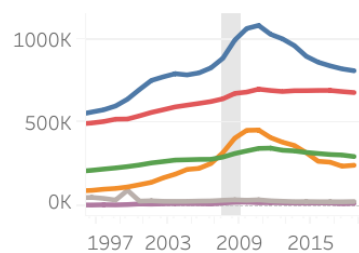
Age 18-24



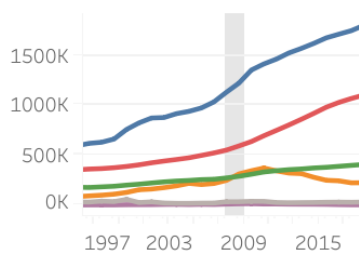
Age 25+



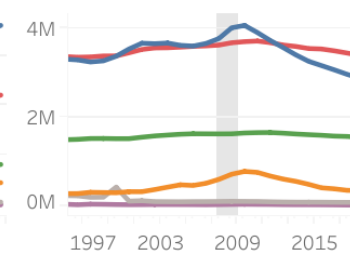
Race/Ethnicity: Black



Race/Ethnicity: Hispanic



Race/Ethnicity: White

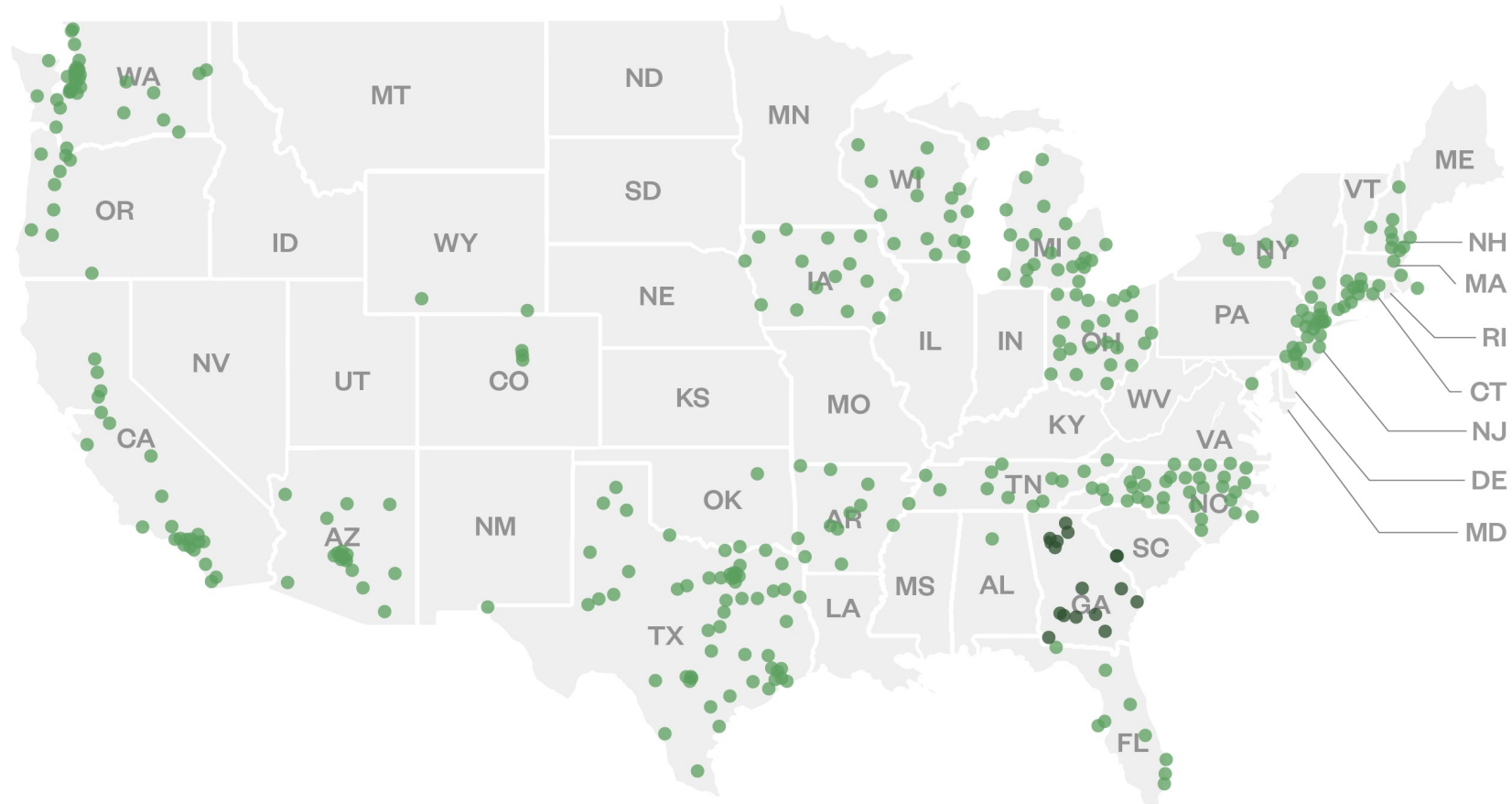




How did we get here?

- Achieving the Dream
 - Over a decade of institutional reform
- Developmental Education Initiative
 - Small pockets of success
- “Get with the Program”
 - Making the connection for students
- Completion by Design
 - Initial investment in structured pathways
- AACC Pathways Project
- Student Success Center Pathways Projects

A National Movement: Colleges in Formal National and State GP Initiatives



- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives

Institutional reform has been.....

Change for small numbers of students

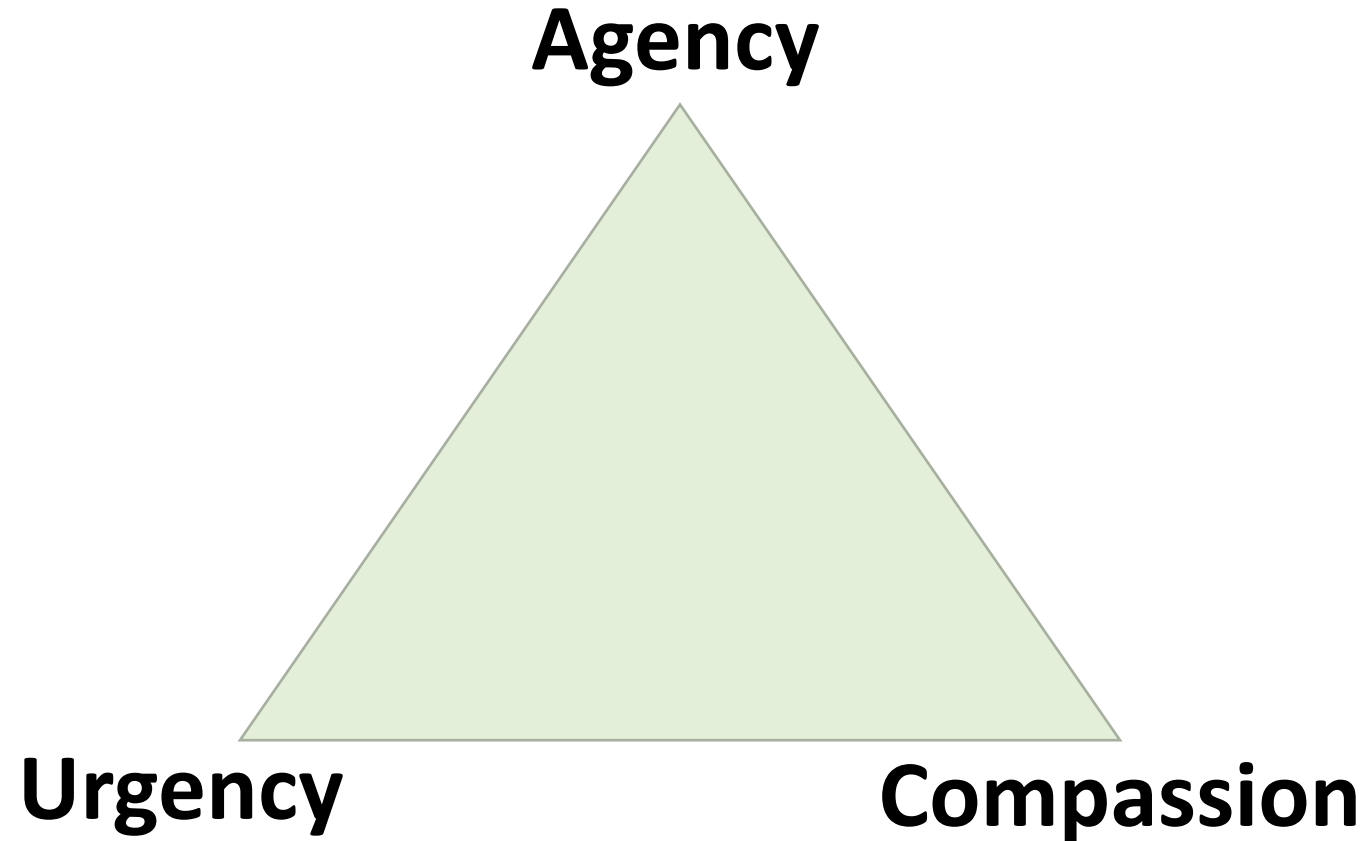
OR

Change for large numbers of students

What Pathways Means for Students



Positive Things to Carry Forward from the Pandemic



COVID Challenges for **Students and Colleges**

- Students will be even less able to afford college so they will expect programs that enable them to achieve goals as quickly and affordably as possible
- Students will want programs that enable them to secure stable jobs in short term and good jobs in longer term—offered in formats/on schedules that work for adults with intense job and family pressures
- Demand for hs dual enrollment offerings that save time and money to earn bachelor's degree in student's field of interest will increase
- Students will face higher levels of stress and anxiety than usual
- Competition from on-line degree completion providers, regional public universities, less-selective privates will intensify
- State funding will likely be cut substantially; colleges will have to break down silos, work collaboratively to respond to challenges

Strategies for Student Success and College Survival **Post-Covid**

- 1) *Program* – Ensure every student is in high-opportunity program that leads to good job or transfer with junior standing in student's major
- 2) *Purpose* - Help every student explore interests/ strengths and connect with faculty, experienced students, alumni others in fields of interest from the start
- 3) *Empower* - Ensure every student takes a “light the fire” course on topics of interest in term 1
- 4) *Plan* - Help every student (including dual enrollment) develop an educational and financial plan by end of term 1

- +
 - • "The best institutions don't just teach; they empower. They meet students where they are and help them get to where they want to go."
-*Dr. Jill Biden*

Students' early experiences play a critical role in their likelihood of completing.

10-40%

of community college students are lost between application and the first day of classes

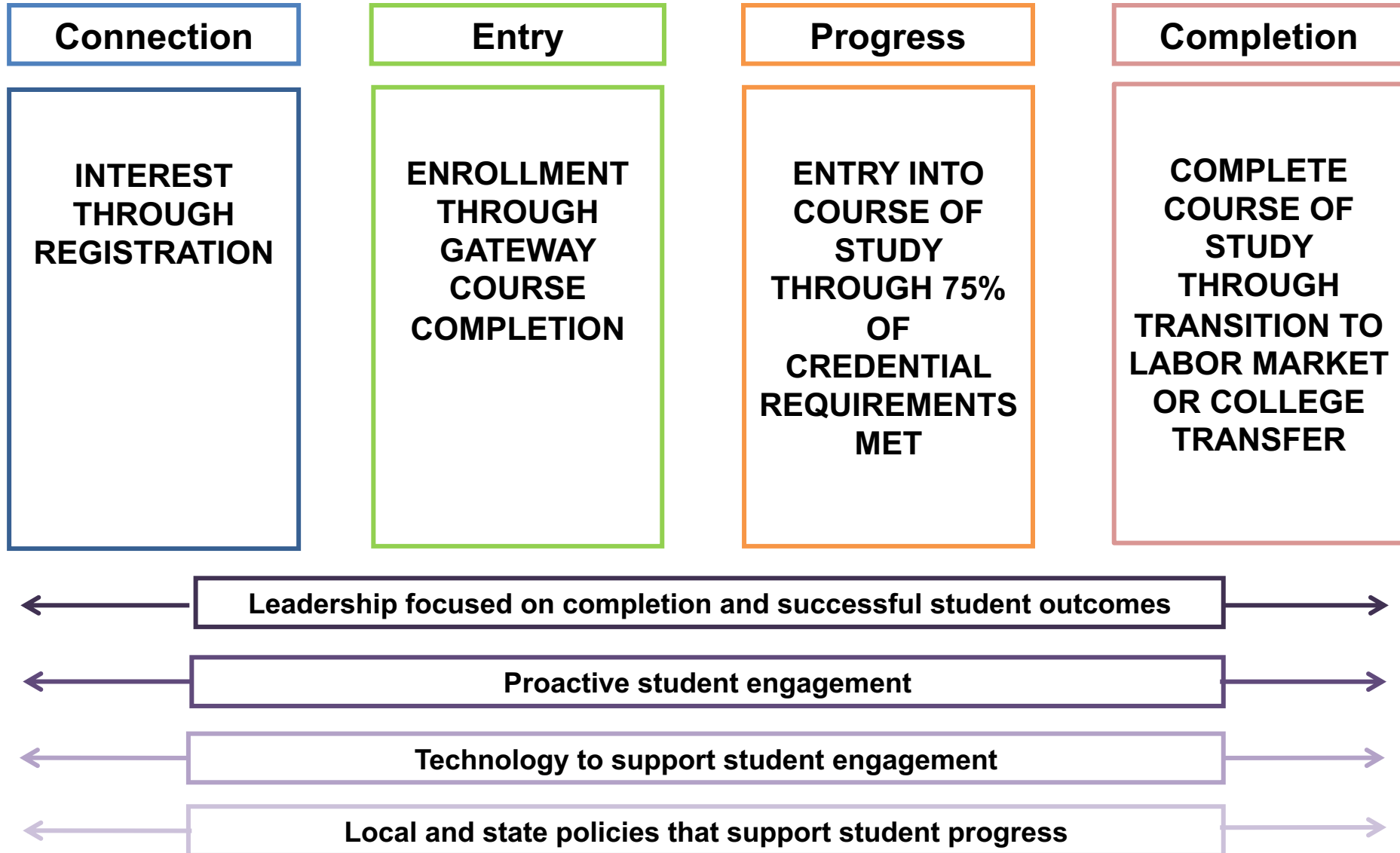
50%

of community college students leave higher education by their second year

40%

of community college students nationally complete any credential in 6 years

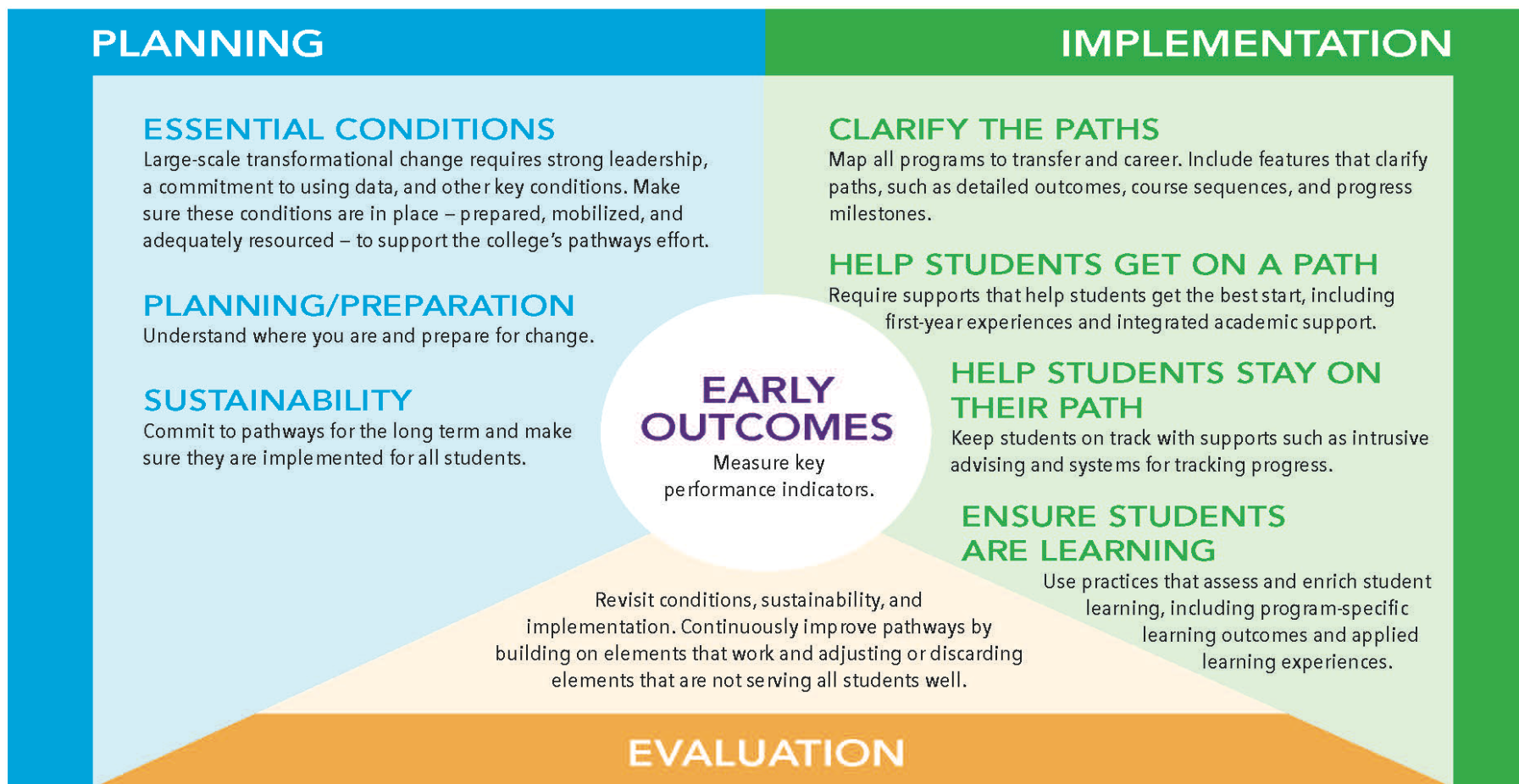
Loss/Momentum Framework





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. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



Guided Pathways College: Redesigned for *Access and Success*

- 1. Clarify paths to student end goals* – by ensuring that every program prepares students for good jobs and further education needed for career advancement
- 2. Help students get on a path* – by helping all students actively explore options and interests, become part of an academic and career community, and develop a full program completion plan
- 3. Keep students on path* – by scheduling classes and monitoring student progress based on students' plans to ensure timely and affordable program completion
- 4. Ensure students are learning* – by strengthening active and experiential learning across programs to ensure students have know-how (including soft skills) required for good jobs and further education

Guided Pathways Mindset Shifts

FROM:

TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular



Program-relevant active/experiential learning

Guided Pathways Cultural Shifts

FROM:

TO:

Are students college-ready?



Are colleges student-ready?

Sanctioned wandering



Purposeful direction

Institutional siloes



Cross-functional teams

Discrete strategies/
boutique programs



Evidence-based practices integrated
into coherent student experiences
at scale

Support services optional/
by referral



Integrated/contextualized academic
support

Teaching classes faculty
want to teach when they
want to teach them



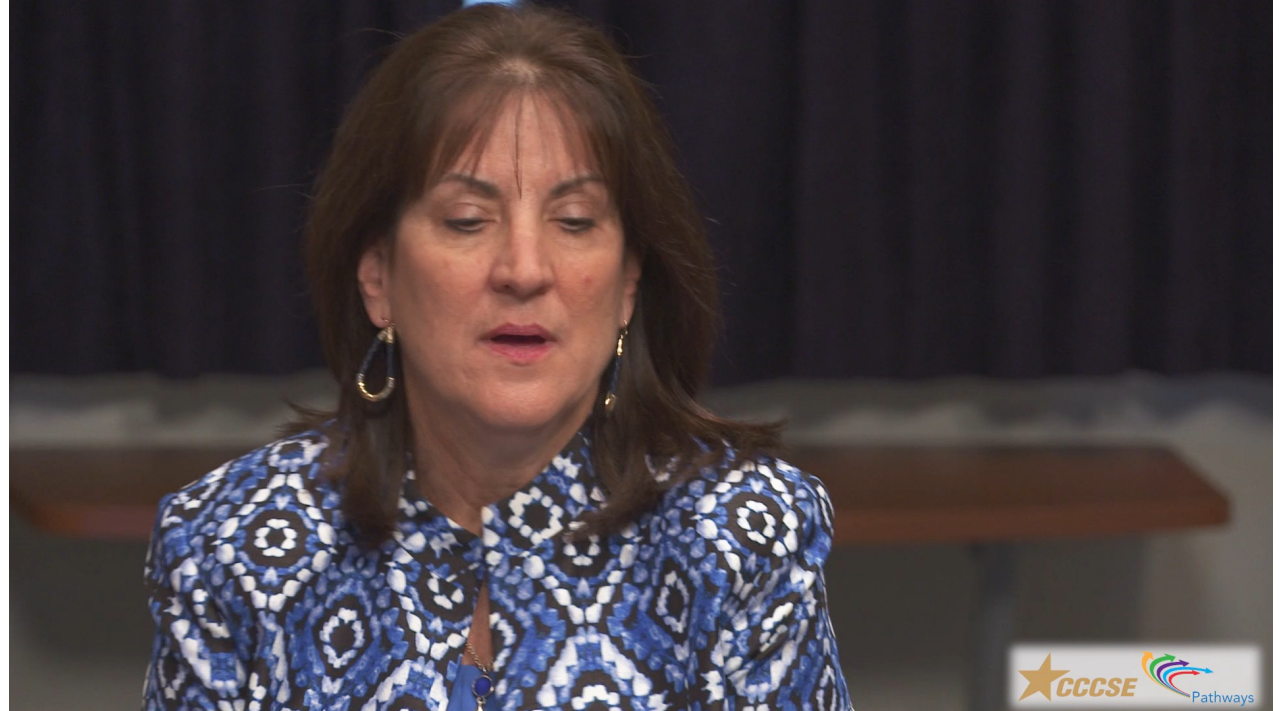
Teaching classes students need to
take when they need to take them

Equity as sidebar



Equity as design principle

Keeping Students in the Center

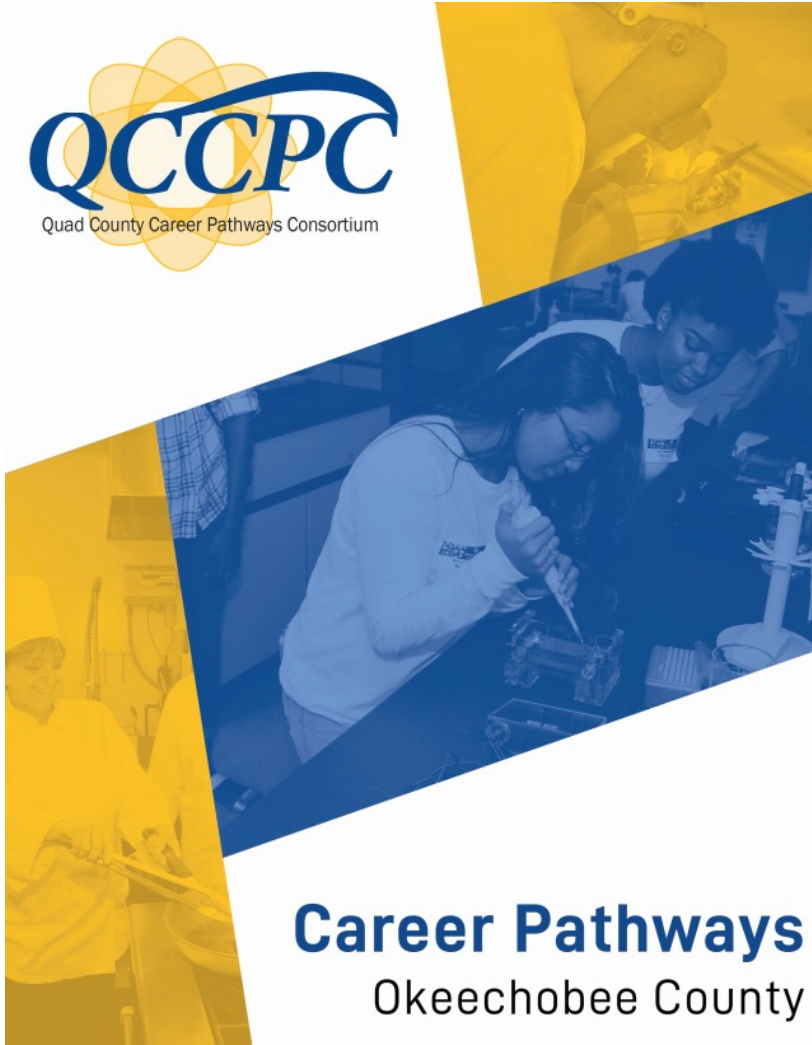


Pathways to What? For Whom?

- A more integrated approach to pathways implementation
- Focusing on post-graduation success, including bachelor's degrees attainment and jobs with a living wage
- Conducting an examination of an institution's program enrollment and completion data with a focus on equity
- Aligning programs with living wage jobs in the region
- Leading difficult conversations about programs that do not lead to a living wage and the implications
- Fostering a more regionalized approach to pathway implementation – community college as the intermediary with K12, universities, employers, workforce agencies and CBOs at the table



The Benefits of Having an Academic Plan from the Student Perspective



QCCPC
Quad County Career Pathways Consortium

Career Pathways

Okeechobee County

Get Started on Your Pathway

1 Explore Career Clusters

Career Clusters are groups of similar occupations and industries. They were developed by the U.S. Department of Education as a way to organize career planning. The sixteen Career Clusters are explained on the pages that follow.

Once you have identified the Career Clusters that interest you, review the offerings at your high school to determine the Career Pathways Academy to pursue.

2 Enter a Career Pathways Academy

Career Pathways students benefit from a clear path to their future and are able to meet graduation requirements, earn college credits and industry certifications, and gain valuable knowledge—making them college and career ready before they leave high school.

To get started in a Career Pathways Academy, high school students should contact the counselor at their school.



3 Advance Your Education and Earnings Potential at IRSC

Every student who successfully completes a Career Pathways Academy will earn college or clock-hour credit at Indian River State College. Follow these steps:

1. Contact your high school counselor to enroll in your Career Pathways Academy of interest.
2. Complete your high school Career Pathways Academy.
3. Complete all IRSC Admission requirements.
 - a. [Complete an Application for Admission](#).
 - b. Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records.
 - c. Apply for financial aid.
 - d. Complete New Student Orientation.
4. Meet with your IRSC advisor to indicate completion of a Career Pathways Academy.
5. If courses align with your program objective goal, credit will be verified and applied to your degree or certificate based on your IRSC Academic Plan/Guided Pathway.

Your eligibility for Career Pathways credit is valid for 36 months following your high school graduation date.

Career Cluster 8

Health Science

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Pathways:

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research & Development



Career Pathways Academies

Okeechobee County High School

Nursing Assistant Academy

(Completers earn up to 307 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)

Electrocardiography (EKG) Technician Academy

(Completers earn up to 182 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)



Health Science



You've Earned College Credit— Now Get Your Degree!

Academy completers have a head start in completing their college studies—**100% will receive IRSC credit.** If you have interest in the Health Science Career Cluster, consider IRSC programs in the **Health Science Meta Major.**

Associate in Arts (A.A.) Tracks

- Biology (General)
- Biology Preprofessional
- Biotechnology
- Chemistry
- Health Science

Associate in Science (A.S.) Programs

- Dental Assisting Technology and Management
- Dental Hygiene
- Emergency Medical Services
- Health Information Technology
- Health Services Management
- Medical Laboratory Technology
- Nursing—R.N.
- Physical Therapist Assistant
- Radiography
- Respiratory Care

Bachelor of Science (B.S.) Programs

- Biology
- Healthcare Management
- Nursing

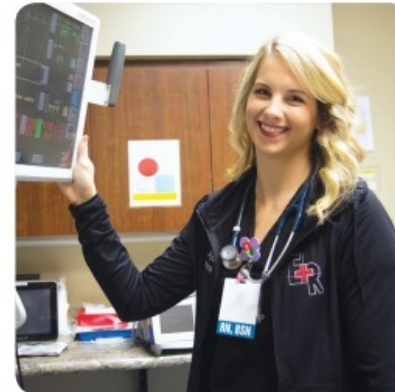
Certificate and Career Training Programs

- Emergency Medical Technician—Applied Technology Diploma
- Medical Administrative Specialist—Quick Job Training
- Medical Assisting—Quick Job Training
- Nursing Assistant—Quick Job Training
- Paramedic
- Pharmacy Technician—Quick Job Training
- Phlebotomy—Quick Job Training
- Practical Nursing—Quick Job Training
- Surgical Technology—Quick Job Training

IRSC graduates get great jobs! What they say:

"I love caring for critically ill patients and their families in their time of need. I feel honored with the trust my patients place in me to care for them at their most vulnerable time. I also was attracted to the career because of the stability and ability to move anywhere and still be employable."

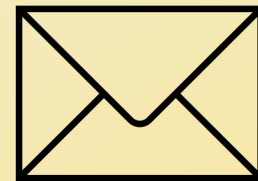
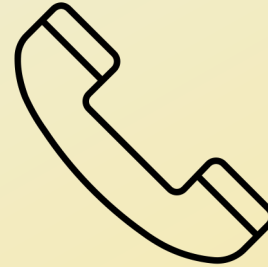
— **Ayla Messier, B.S.N., R.N.**
Cleveland Clinic Martin Health
B.S. Degree in Nursing



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