Re-Imagining and Redesigning Student Support within a Guided Pathways Framework

SUNY-wide Keynote Address
SUNY Guided Pathways Institute
September 24, 2018
Agenda

1. What are guided pathways?
2. Why redesign student support?
3. An alternative to the status quo
4. Redesigning student support with equity in mind
5. Questions, comments, and concerns
Community college graduation rates (150% time)
Guided Pathways

Redesigning America’s Community Colleges (Bailey, Jaggars, & Jenkins, 2015)
Cafeteria College

Paths to career goals unclear

Intake sorts, diverts students

Students’ progress not monitored

Learning outcomes not defined and assessed across programs
Guided Pathways College

- Clear curricular paths
- Help students get on a path
- Keep students on a path
- Ensure students are learning
CCRC’s Guided Pathways Model Practices

- Organize programs into “meta-majors,” map programs to jobs and further education in high-opportunity fields
- Help all new students explore career/academic options and develop a full-program plan by end of term 1
- Schedule classes and monitor progress based on students’ plans
- Embed contextualized active learning into every program
- Integrate and contextualize academic support into college program gateway courses
- Build pathways into high schools, starting with dual enrollment
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
Elementary Education (K-5)

Transfer Teaching, Elementary Education (K-5)
Associate of Science in Teaching

A day in the life:
Elementary education requires patience, creativity and a passion for helping students learn. Teachers are on their feet most of the day and spend hours outside the classroom preparing lessons. Few professionals are as meaningful.

Three reasons to consider this program:

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<td>Intro to Education of Exceptional Child</td>
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Key Course: program faculty have identified this course as key to your success
Recommended Elective: check catalog for other acceptable courses
This map assumes completion of all core prerequisites

Remington State Community College
720 Public Works
Hammond, IN 317-482-5011

Campus Maps
Roane State Police Department
President’s Welcome

College Catalog
VP of Student Learning
Academic Divisions

About the College
Accreditation
Policies
TN CCs: First Term Credit Momentum KPIs

- Earned 6+ college credits in first term
- Earned 12+ college credits in first term
- Attempted 15+ credits (any level) in first term

Source: CCRC Analysis of TBR Data
Why redesign student support?
Student supports are typically offered cafeteria-style.
Many services, few organizing principles

- Services and supports are fragmented.
- Students receive generic support from generalist advisors—or no one.
- It’s more efficient to provide information than build students’ metacognitive skills.
- Colleges tend to take an “inoculation approach” to providing support.

Source: http://ccrc.tc.columbia.edu/publications/entering-a-program-academic-and-career-decisions.html
A research-based alternative: SSIPP
The Promise:
Four Mechanisms that Support Student Success

1. Creating social relationships
2. Clarifying aspirations and creating commitment
3. Developing college know-how
4. Making college life feasible

Source: http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf
The Strategy:
SSIPP

Sustained
Ongoing support rather than an “inoculation” approach.

Strategic
Differentiated services to maximize capacity.

Integrated
Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.

Proactive
Services and information are provided to students before they’re requested.

Personalized
Students receive the support they need when they need it, from an individual who knows them well.

Source: http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf
SSIPP as an evidence-informed toolbox

**Sustained**
- Students receive support throughout their educational life course
- Assigned advisors; long-term coaches

**Strategic**
- Targeted engagement and intervention
- Use of analytics to curate outreach; use of group advising and technology for less-nuanced tasks; intake triage

**Integrated**
- Supports feel seamless to students
- Shared case notes or student profiles; connections between offices

**Proactive**
- Students are “caught” before they fail
- Early alert systems; advisors empowered to reach out to students

**Personalized**
- Students receive the support they need when they need it, from an individual who knows them well.
- Assigned or embedded advisors; coaches; shared case notes
Reorganizing services around SSIPP principles improves completion.

Completion: With comprehensive advising versus business-as-usual

- Future Connect (3 yr. grad/transfer)
- CUNY ASAP (3 yr. grad)
- InsideTrack (B.A. grad)
- Stay the Course (3 yr. grad; females only)

[Chart showing comparison between Treatment and Control groups for each program]
Guided Pathways and Student Services Redesign Go Hand-in-Hand

- Clarifying curricular paths
- Helping students get on a path
- Keeping students on a path
- Ensuring learning
Guided Pathways provide an architecture for enacting SSIPP-informed student services redesign.

Clarify students’ paths: Program maps reduce need for registration focus.

Get students on a path: Create space for faculty-led career planning conversations and long-term program planning.

Keep students on a path: Maps and plans allow for risk identification and triage.

Ensure students are learning: Encourage support to focus on student engagement, not procedures.
Redesigning with Equity in Mind
Equity and Equality are different.

**TN CCs: Earned 24+ credits in 1st year, by Race**

- **White**: 15%, 22%, 25%, 29%, 34%, 36%
- **Black**: 12%, 15%, 18%, 20%, 23%, 24%
- **Hispanic**: 10%, 12%, 14%, 16%, 18%, 19%
- **All students**: 10%, 15%, 18%, 20%, 22%, 23%

*Source: CCRC Analysis of TBR Data*
Students do not interact with supports in a vacuum.

- Social capital
- Race and ethnicity
- Cultural capital
- Ambiguity Tolerance
- Past school experiences
SSIPP principles can drive equity-minded strategies.

**Sustained**
Ongoing support rather than an “inoculation” approach.

**Strategic**
Differentiated services to maximize capacity.

**Integrated**
Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.

**Proactive**
Services and information are provided to students before they’re requested.

**Personalized**
Students receive the support they need when they need it, from an individual who knows them well.
SSIPP principles can drive equity-minded strategies.

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Questions?

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