Supporting Implementation of Guided Pathways through the Student Success Leadership Institute (SSLI)

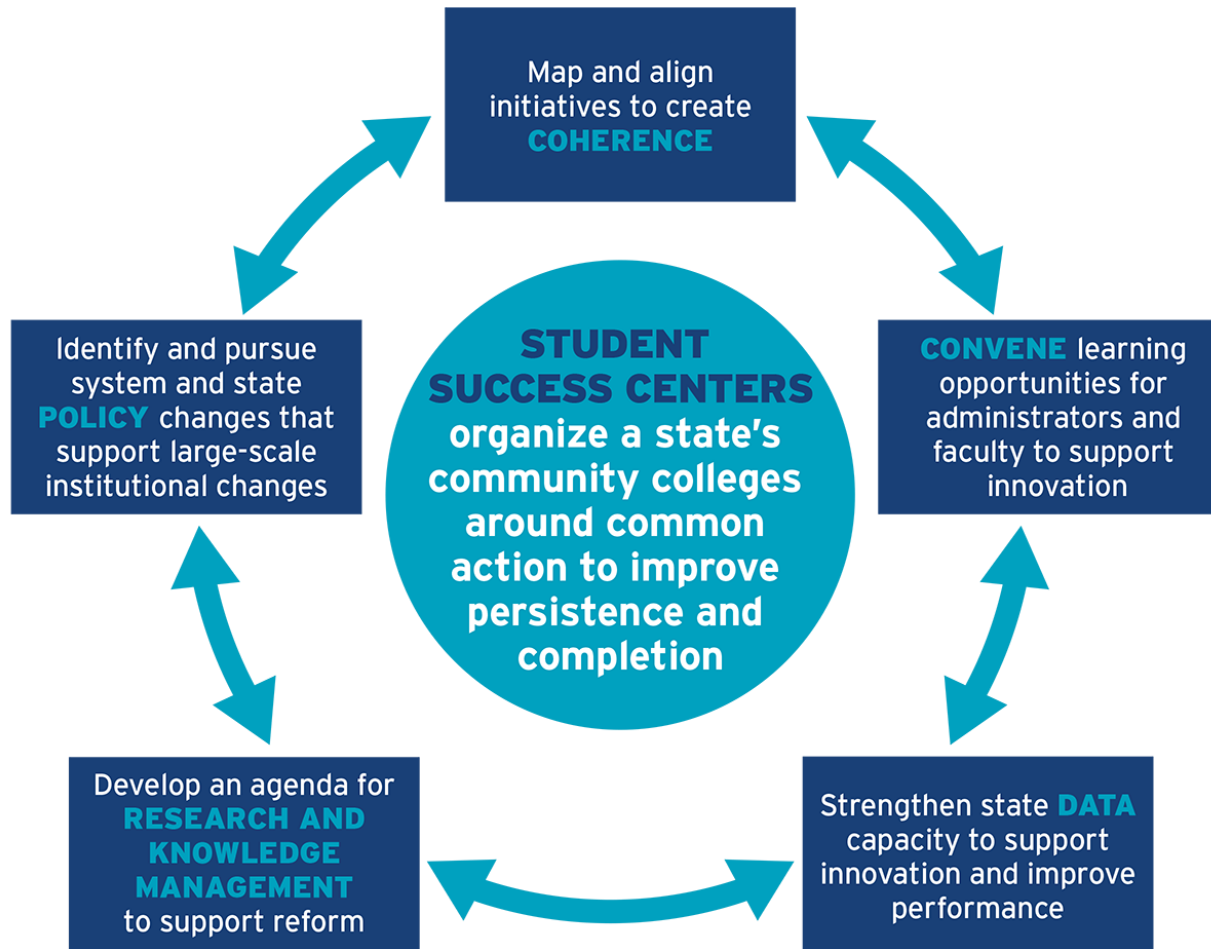**SOCHE**
Articulation & Transfer Workshop
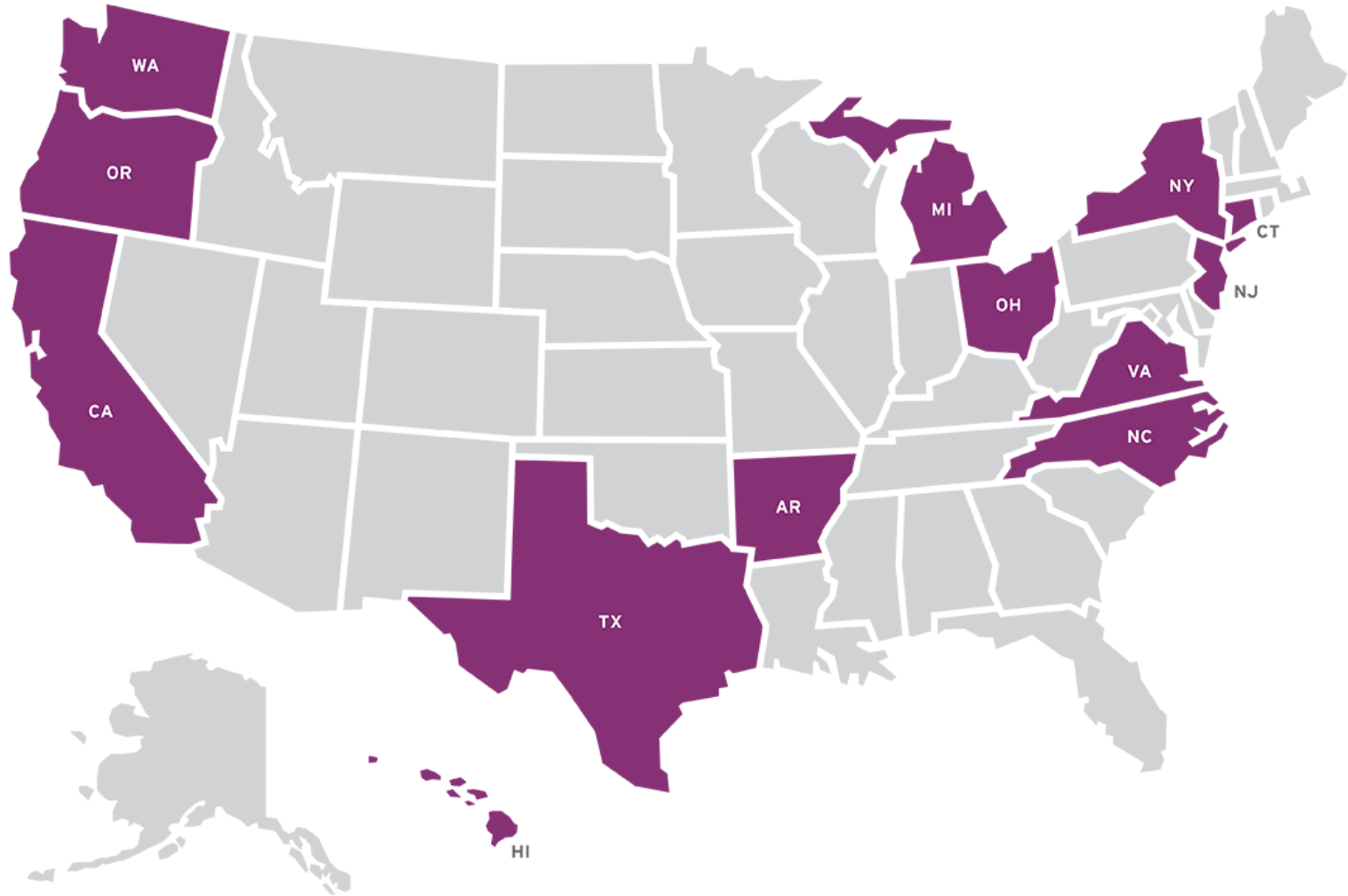October 21, 2016

Ohio Student Success Center

- Launched in 2012 with 3-year grant from the Kresge Foundation
- Housed at the Ohio Association of Community Colleges
- Supported by the Jobs for the Future (JFF) Student Success Center Network
- Goals:
    1. Support the Colleges as they Reform Developmental Education
    2. Build Institutional Capacity for Data-Driven Decision-Making
    3. Leverage the evidence-based practices from initiatives in place across Ohio's community colleges and the country

Student Success Center Strategy & Framework

Map and align initiatives to create **COHERENCE**

STUDENT SUCCESS CENTERS organize a state's community colleges around common action to improve persistence and completion

CONVENE learning opportunities for administrators and faculty to support innovation

Identify and pursue system and state **POLICY** changes that support large-scale institutional changes

Develop an agenda for **RESEARCH AND KNOWLEDGE MANAGEMENT** to support reform

Strengthen state **DATA** capacity to support innovation and improve performance

Source: JFF
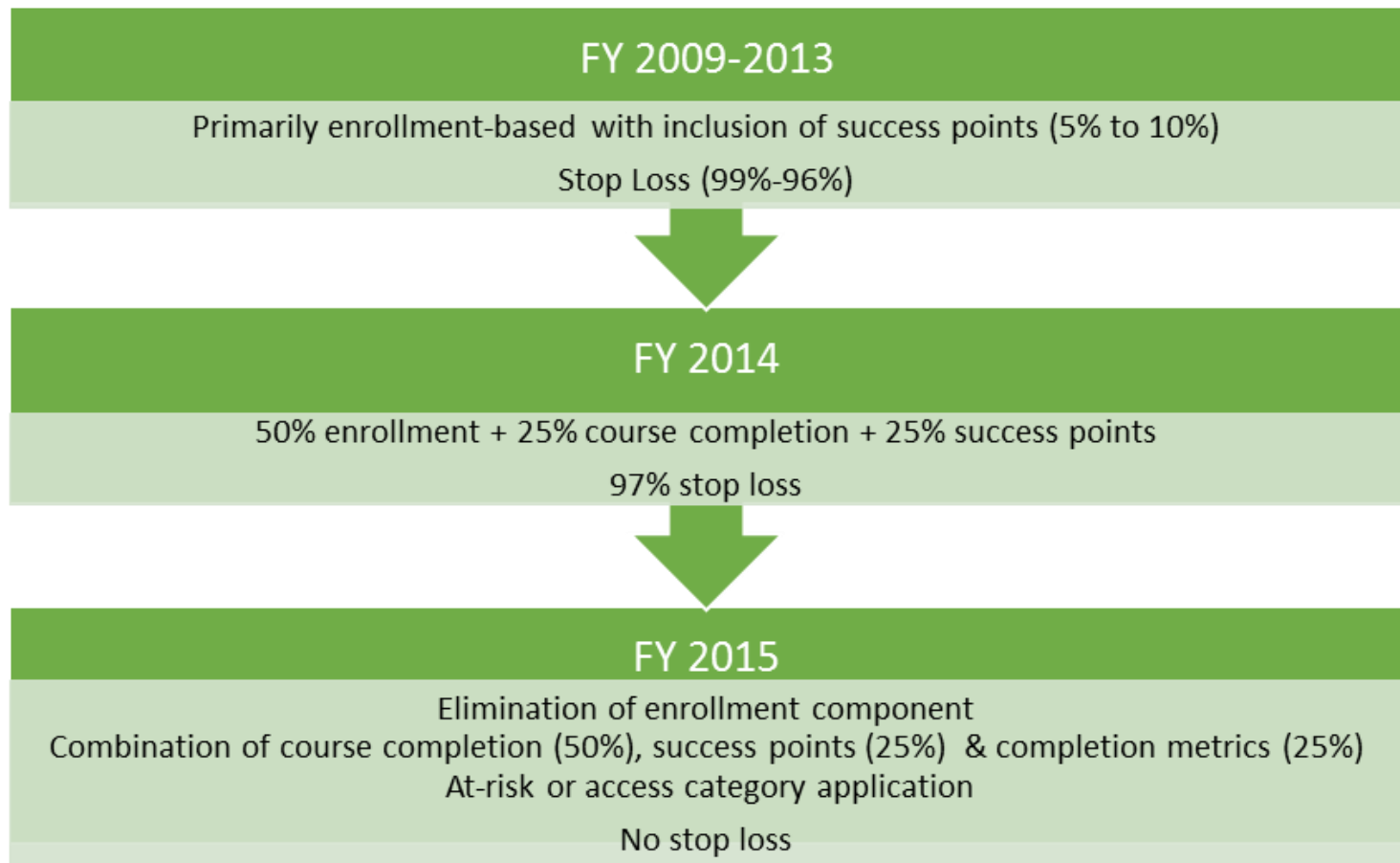
STUDENT SUCCESS CENTER NETWORK

Source: JFF

Potential Reach

Key data points for public, two-year colleges in the 13 states with Student Success Centers:
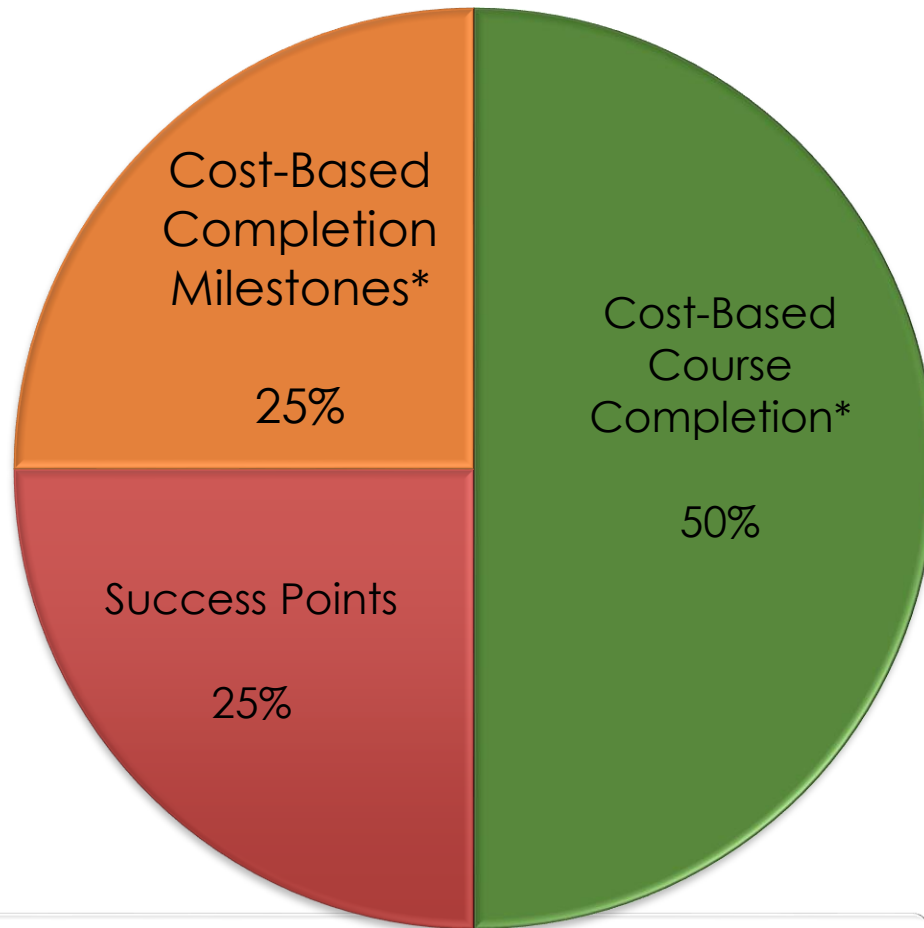
- 49% of colleges
- 58% of the fall enrollments
- 67% of all minority students
- 55% of Pell grant recipients
- 56% of the Associate's degree recipients

Source: 2013-14 IPEDS data

Performance-Based Funding Timeline for Ohio's Community Colleges

FY 2009-2013

Primarily enrollment-based with inclusion of success points (5% to 10%)

Stop Loss (99%-96%)

FY 2014

50% enrollment + 25% course completion + 25% success points

97% stop loss

FY 2015

Elimination of enrollment component
Combination of course completion (50%), success points (25%) & completion metrics (25%)
At-risk or access category application

No stop loss

FY 2016 Framework Summary

Cost-Based Completion Milestones*

25%

Success Points

25%

Cost-Based Course Completion*

50%

All data averaged over three years

* Access Category Weights Applied

- **ADULT** (over age 25 at time of enrollment)

- **LOW-INCOME**, Pell Eligible (ever in college career)

- **MINORITY** (African American, Hispanic, Native American)

- **ACADEMICALLY UNDERPREPARED** (using remediation free standards,

Component 1: Course Completion (50%)

Cost-Based Calculation

- Average statewide cost based on level of course and subject area (aggregation of CIP codes)
- # of FTE who pass course * determined cost

Access category weight

- *15% for any student with one (or more) risk factors*

Component 2: Success Points (25%)

Developmental Education Success
- # of Students completing developmental education Math and enrolling in first college-level math course (1 point)
- # of Students completing developmental education English & enrolling in first college-level English course (1 point)

12 Credit Hours
- # of students earning first 12 college-level credits (1 point)

24 Credit Hours
- # of students earning first 24 college-level credits (1 point)

36 Credit Hours
- # of students earning first 36 college-level credits (1 point)

Component 3: Completion Milestones (25%)

Associate Degree Completions	Certificate Completions	Transfer w/12+credit hours

Cost-Based Model

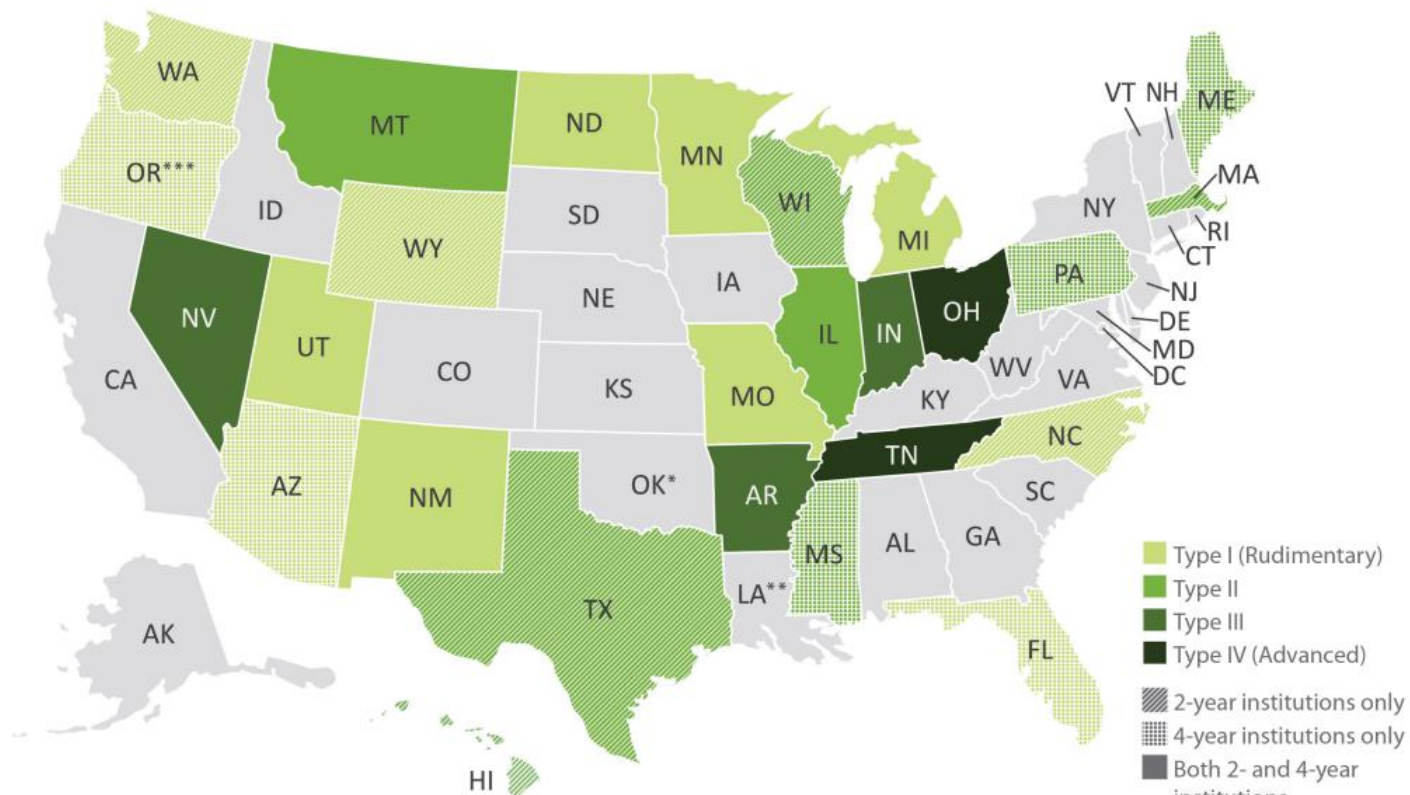Access Category Weights

25% for one access category

66% for two access categories

150% for three access categories

200% for four access categories

OBF Typology by State

States Implementing OBF in FY 15, by Type & Sector

Type I (Rudimentary)
Type II
Type III
Type IV (Advanced)

2-year institutions only
4-year institutions only
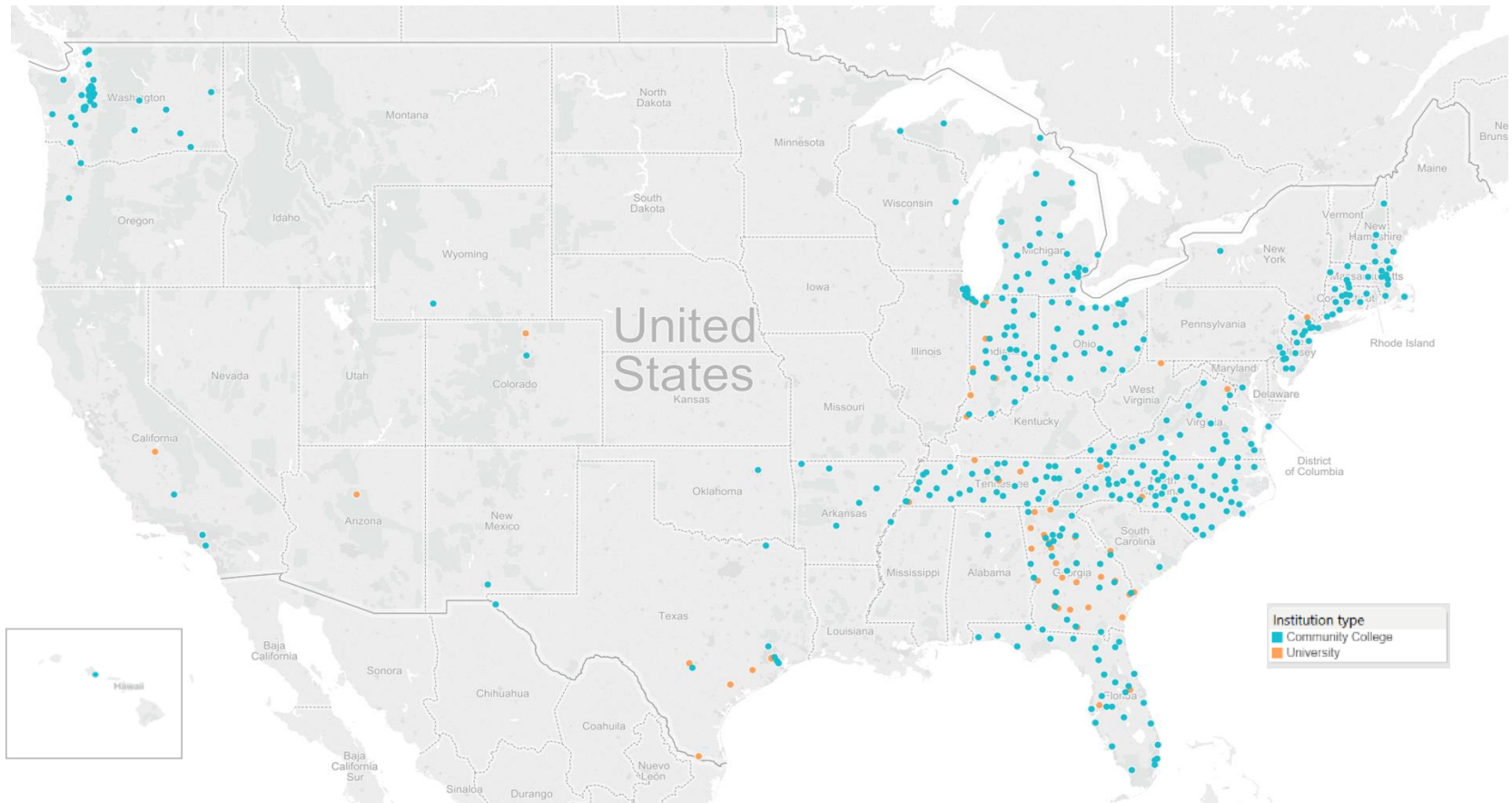Both 2- and 4-year institutions

* Oklahoma implemented OBF as a bonus in FY 14 but did not appropriate bonus funds in FY 15.
** Louisiana used a funding formula in part based on outcomes in FY 14. The formula was not used in FY 15.
*** Oregon is both developing and implementing.

Data collected as of December 2014

Source: HCM Strategists

Guided Pathways National Movement

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*

Source: CCRC

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*

Source: CCRC

Guided Pathways Essential Practices

Four dimensions of the AACC Pathways Model:

1. **Clarify paths to student end goals**
2. **Help students choose and enter a pathway**
3. **Help students stay on path**
4. **Ensure that students are learning**

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.

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort:

- Strong leadership throughout the institution
- Faculty, staff, and student engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels)

PLANNING/PREPARATION

Understand where you are and prepare for change by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/college exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K–12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

Ohio's Guided Pathways Project

The OACC's Student Success Leadership Institute (SSLI) will develop a cohort-based network of community college leaders engaged in structured pathways reforms that are aligned with the Completion by Design (CbD) framework and the performance-based funding environment. Teams will learn from state and national student success leaders and be prepared to tackle the transformational change needed to further the success of their colleges. The SSLI curriculum will include the following key focus areas:

Structured pathways reform	Developmental education redesign
Performance-based funding	Use of multiple measures for assessment
Advising and career counseling	Engaging adult learners

SSLI Colleges

SSLI	Belmont College	Marion Technical College
	COTC	North Central
	Cincinnati State	Northwest State
	Clark State	Owens
	Columbus State*	Rhodes State
	Cuyahoga*	Rio Grande
	Eastern Gateway	Southern State
	Edison	Terra
	Hocking College	Washington State
	Lakeland	Zane State*
SSLI COACHES (Completion by Design Cadre)	Lorain County Community College Sinclair Community College Stark State College	

*AACC PATHWAYS PROJECT

Partners

Student Success Leadership Institute: Key Features

- Funded by the Bill and Melinda Gates Foundation and the Great Lakes Higher Education Guaranty Corporation

- Participation by all 23 colleges:
  - Teams of 8-10 from 20 participating colleges
  - Coaching provided by leaders from Ohio's 3 CbD college

- Cohort-based, long-term engagement of campus student success teams

- Six in-person institutes in 2016 with presentations from state and national experts

- Facilitated exchange of ideas with peer colleges and colleagues

- Aligned with campus completion plan updates due to ODHE in June of 2016

- Focused on guided pathways and CbD principles within the performance-based funding environment

- Technical assistance (TA) fund and data coaching to engage broader groups on campus

- Increased awareness and integration of Ohio's statewide student success and completion initiatives.

Student Success Leadership Institute: Additional Features

Team Activities on Campus

- Assessment of guided pathways work and technical assistance needs

- JFF Institutional Policy Audit

- Book clubs reading "*Redesigning America's Community Colleges*"

- Technical assistance provided by state and national experts

Focus on Use of Data for Decision Making

- Data teams receiving customized data coaching

- Institutional data provided to SSLI teams:
  - Progress and completion reports
  - Funding model analysis
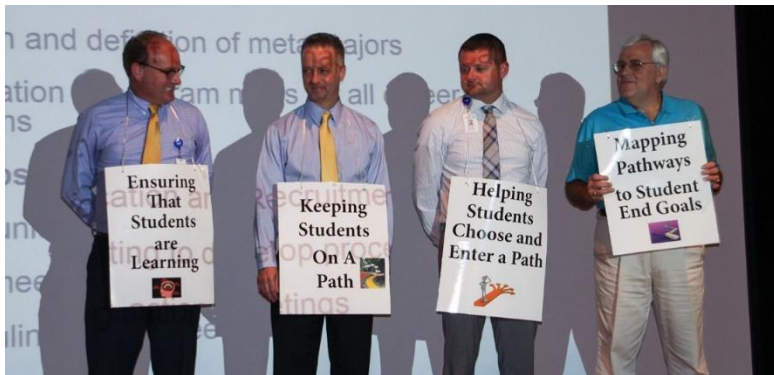 - labor market data
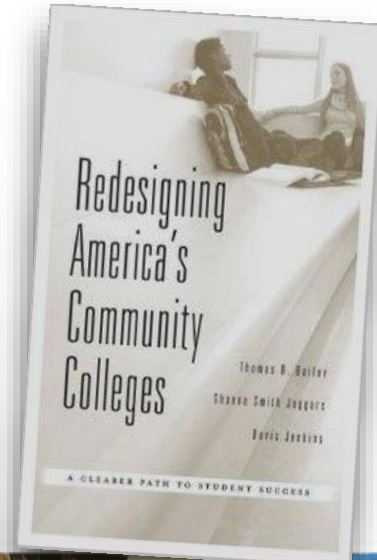
Clark State's Book Club

Launch of Guided Pathways at Edison State Community College

"No Direction"

"Goals in Mind"

Edison cabinet members representing essential practices for Guided Pathways.

Next Steps for SSLI Teams

- Calendar for 2017 with Institutes and workshops on priority topics.
- Continue to identify technical assistance (TA) needs and schedule campus visits.
- Ongoing data coaching and opportunities for customization.
- Knowledge development and research conducted by CCRC in partnership with OACC and ODHE.

CCRC Pathway Redesign Timeline

Year 1	Engagement / High-level Planning	- Make case for change - Broadly engage faculty and staff in scrutinizing current practice, planning scale redesign - Constantly communicate vision and goals
Year 2	In-depth Planning / Initial Implementation	- Map pathways for largest programs - Plan redesign of intake system, including dev ed, into program "on-ramp" - Plan reorg of advising to support timely program progress and completion - Plan upgrade of SIS to support student progress monitoring & e-advising - Continue broad communications & engagement - Train advisors and faculty for year 3 implementation
Year 3	Initial Scale Implementation	- Begin scale implementation of: - Redesigned pathways for largest programs - Reorganized intake system - Program advising system - Student e-advising system - Provide training to support initial implementation - Formatively evaluate initial implementation - Continue broad communications & engagement
Year 4	Improved Scale Implementation	- Refine and expand scale implementation - Continue training to support implementation - Continue formative evaluation - Continue broad communications & engagement
Year 5	Scale Implementation	Institutionalize structures & processes for formative evaluation and improvement

Closing

- Questions? Contact:

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