Maricopa Pathways Workshop 4: Integrating Redesigned Developmental Education into Maricopa's Pathways

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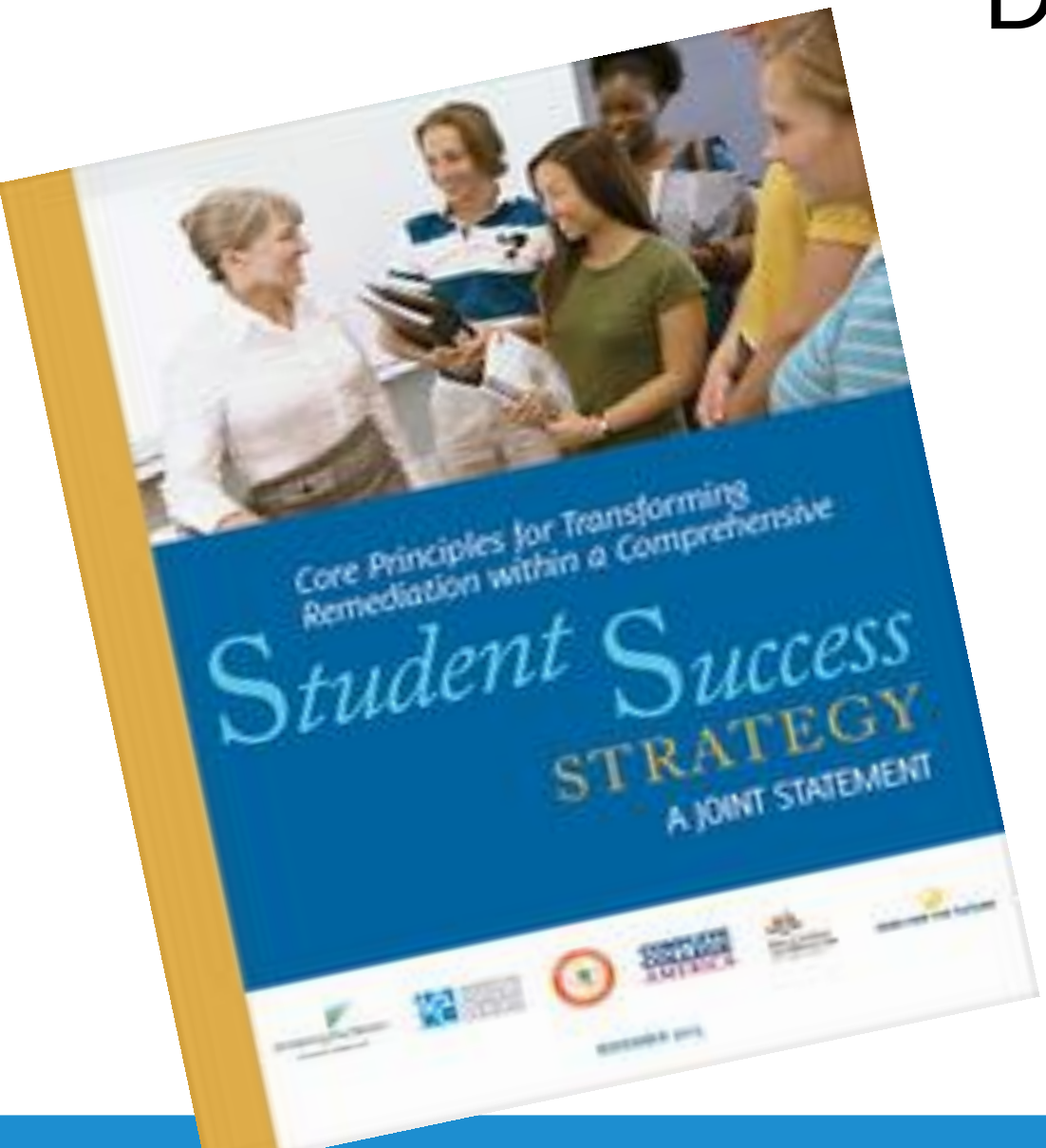


Developmental Education & Pathways

CORE PRINCIPLE #1:

An intake process to promote academic direction

- Accelerated refresher before high-stakes assessment test *(if used)*
- Multiple measures for assessment: include high school GPA, self-assessment, and other measures along with placement test *(if used)*
- Mandatory orientation, including career exploration, guided pathways intro, mindset principles, productive persistence concepts, and the approach to ongoing advising

CORE PRINCIPLE #1:

An intake process to promote academic direction

- Intrusive advising, promoting choice of a field of interest and then a program/major—or linking students to immediate career and academic exploration
- Education plan – development of a full program plan during the first term/year, providing a way to monitor progress over time

CORE PRINCIPLE #2:

Enrollment in college-level math and English or course sequences aligned with student's program of study

- Enrollment in a default schedule for a defined program pathway
- Identification of "the right math" appropriate to respective pathways
- Direct enrollment in college-level English & math courses with co-requisite support, *in the first year.*

CORE PRINCIPLE #2:

Enrollment in college-level math and English or course sequences aligned with student's program of study

- Student success course in first term: create a sense of belonging; expand on career exploration, productive persistence, growth mindset; contextualize to fields of interest
- Redesigned gateway/critical courses by pathway
- Professional development for faculty (support course redesign and academic support)

CORE PRINCIPLE #3:

Academic and non-academic support in conjunction with gateway courses

- Multiple high-impact practices in introductory college-level courses
- Co-requisite support/ acceleration

Embedded support:

- Supplemental instruction
- Mandatory learning labs
- Mandatory tutoring
- Mandatory study groups

CORE PRINCIPLE #3:

Academic and non-academic support in conjunction with gateway courses

- Learning communities
- Growth mindset principles
- Time management
- Financial literacy
- Housing/food support (collaboration with community agencies)
- Transportation support

CORE PRINCIPLE #4:

Streamlined remediation models (when default placement in college-level courses is not appropriate)

- Intensive summer programs
- Integration of developmental reading and writing
- Fast track/flex/accelerated/emporium models
- Contextualization of academic skill development within field of interest/program (e.g., iBEST)

CORE PRINCIPLE #4:

Streamlined remediation models (when default placement in college-level courses is not appropriate)

- Block scheduling
- Early alert process
- Professional development to promote a design for learning and to promote a culture of acceleration

CORE PRINCIPLE #5:

Content of required gateway courses aligned with chosen program

- Appropriate and sustained academic and non-academic supports integrated into courses
- Math pathway matched with chosen guided pathway
- Redesigned gateway courses with clear learning outcomes and guided pathway program content
- Collaboration with K-12, university, and business/industry partners to align curriculum

CORE PRINCIPLE #6:

Track students and act on performance and progression data

- Professional development: capacity to use data
- Robust early alert process
- Success coaches/case management in pathways
- Progress monitored against students' education plans
- Recognition of students' milestone attainment
- Course success data used by discipline
- Refinement of education plans as student goals are clarified
- Target set for students to complete college-level math, English, and courses in chosen guided pathway in their first academic year

CCRC

Evidence from Early Adopters

Tennessee Community Colleges

REPORT | SEPTEMBER 2018

Building Guided Pathways to Community College Student Success

Promising Practices and Early Evidence From Tennessee

Davis Jenkins | Amy E. Brown | John Fink | Hana Lahr | Takeshi Yanagiura

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Tennessee “Completion Practices”

a) Map all programs to job and transfer outcomes (including the “right” math)

b) Redesign intake experience to help students explore, choose a major or focus area, develop full-program plan

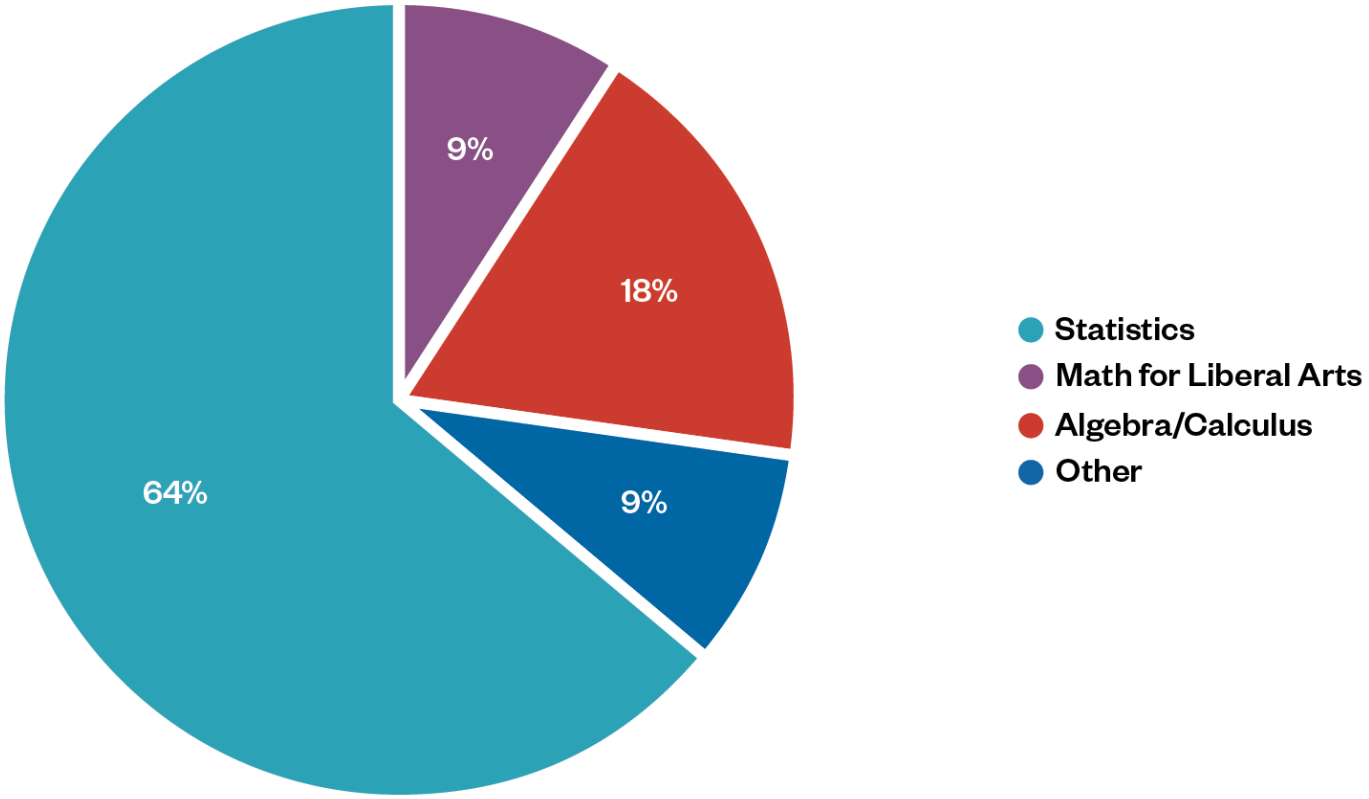
c) Require students with ACT of 13-18 to take “corequisite” math (aligned with math pathway), writing and/or reading

d) Require students with ACT below 13 to develop learning plan and give them intensive support

e) Increase exposure of all students to high-impact teaching practices

Program-Aligned Math Pathways

Gateway Math Courses Taken by First-Time-Ever-in-College Students In Tennessee Community Colleges, Fall 2016



Source: CCRC Analysis of Tennessee Board of Regents data. N = 18,956. “Other” includes: Finite Mathematics, Survey of Mathematics, Trigonometric Applications, and Math for Elementary Education.

Join a Community!

More

Advanced Technologies

Explore programs related to hands-on technical training.

More

Business

Explore programs and careers related to the world of finance.

More

Education

Explore careers and programs related to education.

More

Healthcare

Explore programs and careers related to the health sciences.

More

Arts & Humanities

Explore programs and careers related to human culture and artistic expression.

More

Social Sciences

Explore programs and careers related to the human society and social relationships.

More

S.T.E.M.

Explore programs and careers in science, technology, engineering, and math.

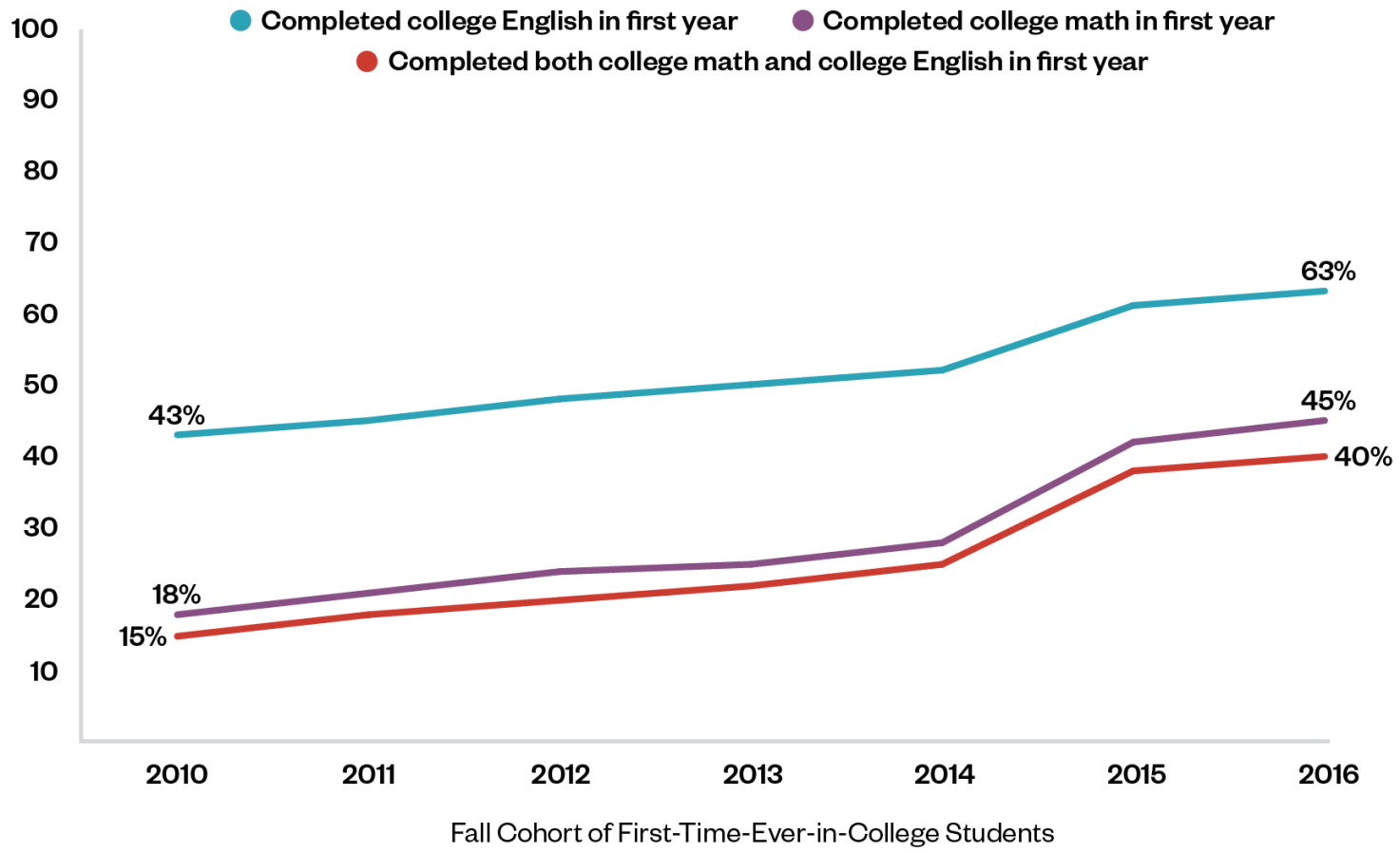
More

Rethinking Student Advising along a Path

Rethinking Student Advising

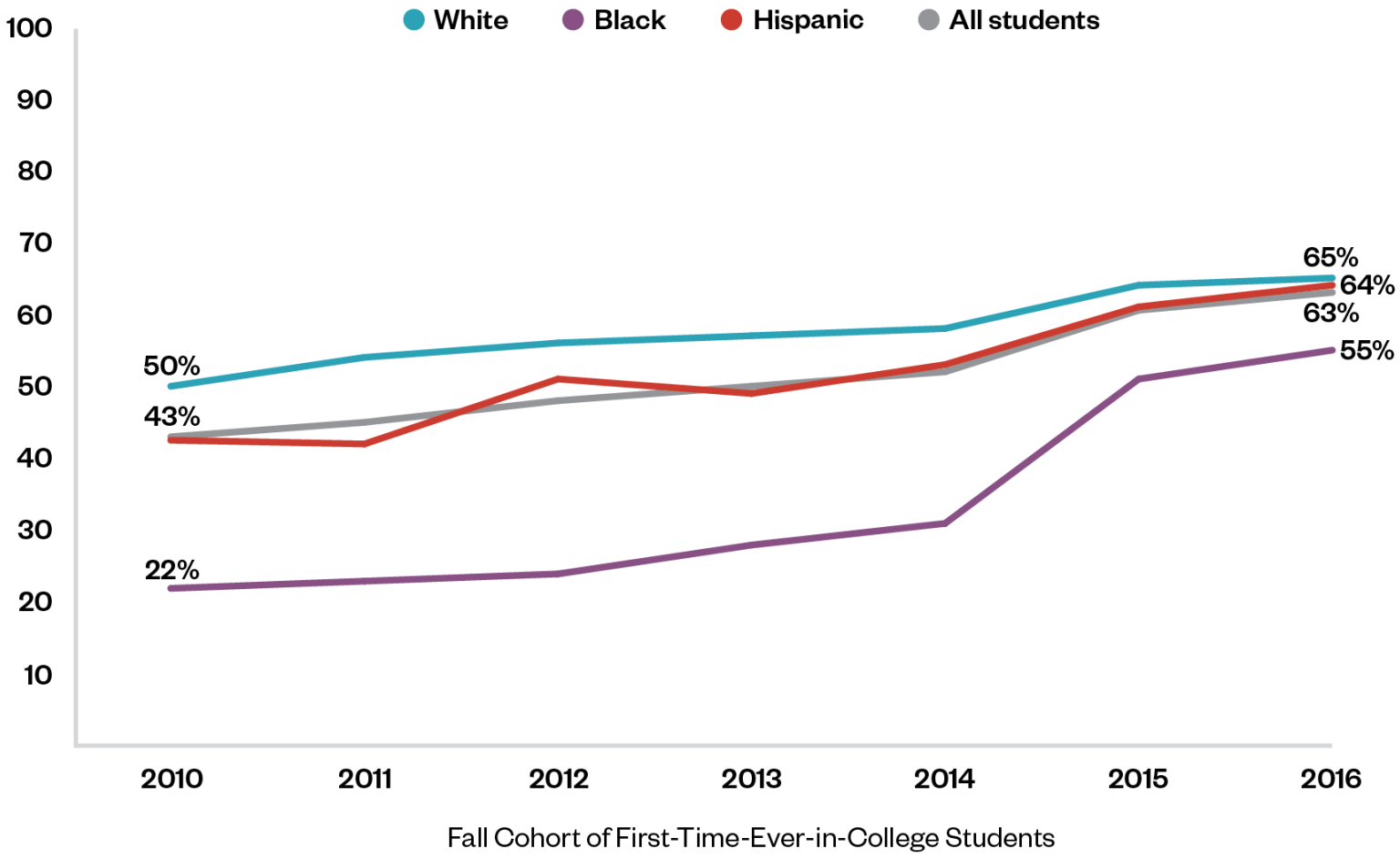
FROM		TO
Information dump at orientation	>	Support for major decisions along students' paths
Class scheduling based on what suits the college's schedule	>	Class scheduling planned to fit students' plans and schedules
Student progress gauged based on full-time vs. part-time status	>	Student progress conceived of as on-plan vs. off-plan
Advising and teaching thought of as two separate endeavors	>	A student-support environment where advisors teach and teachers advise
Course registration as a task where students self-advise	>	Course registration monitored by advisors to ensure students register for the right courses on their plan

TN CCs: Gateway Course Completion KPIs



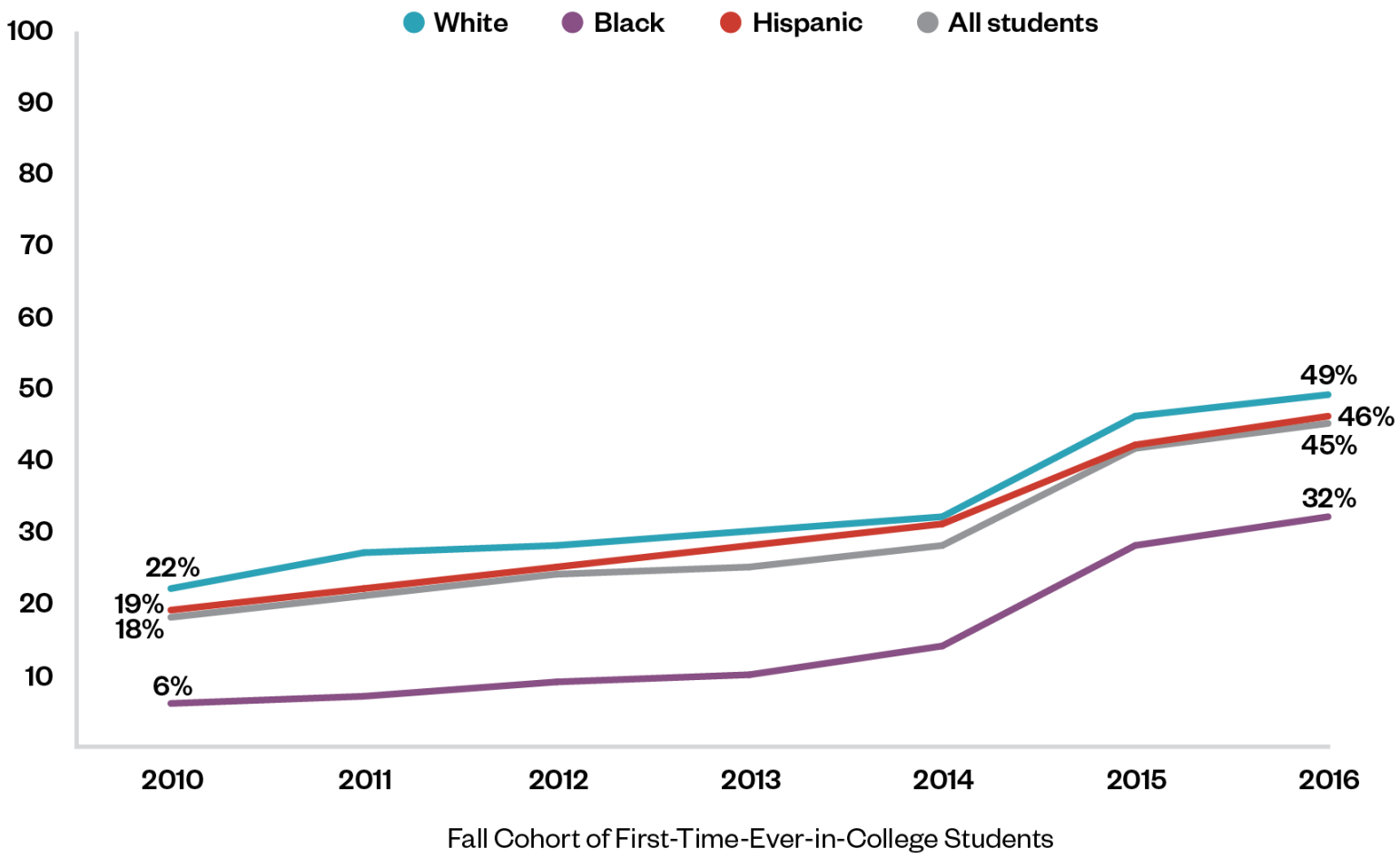
Source: CCRC Analysis of TBR Data

TN CCs: Passed college English in year 1, by Race



Source: CCRC Analysis of TBR Data

TN CCs: Passed college math in year 1, by Race



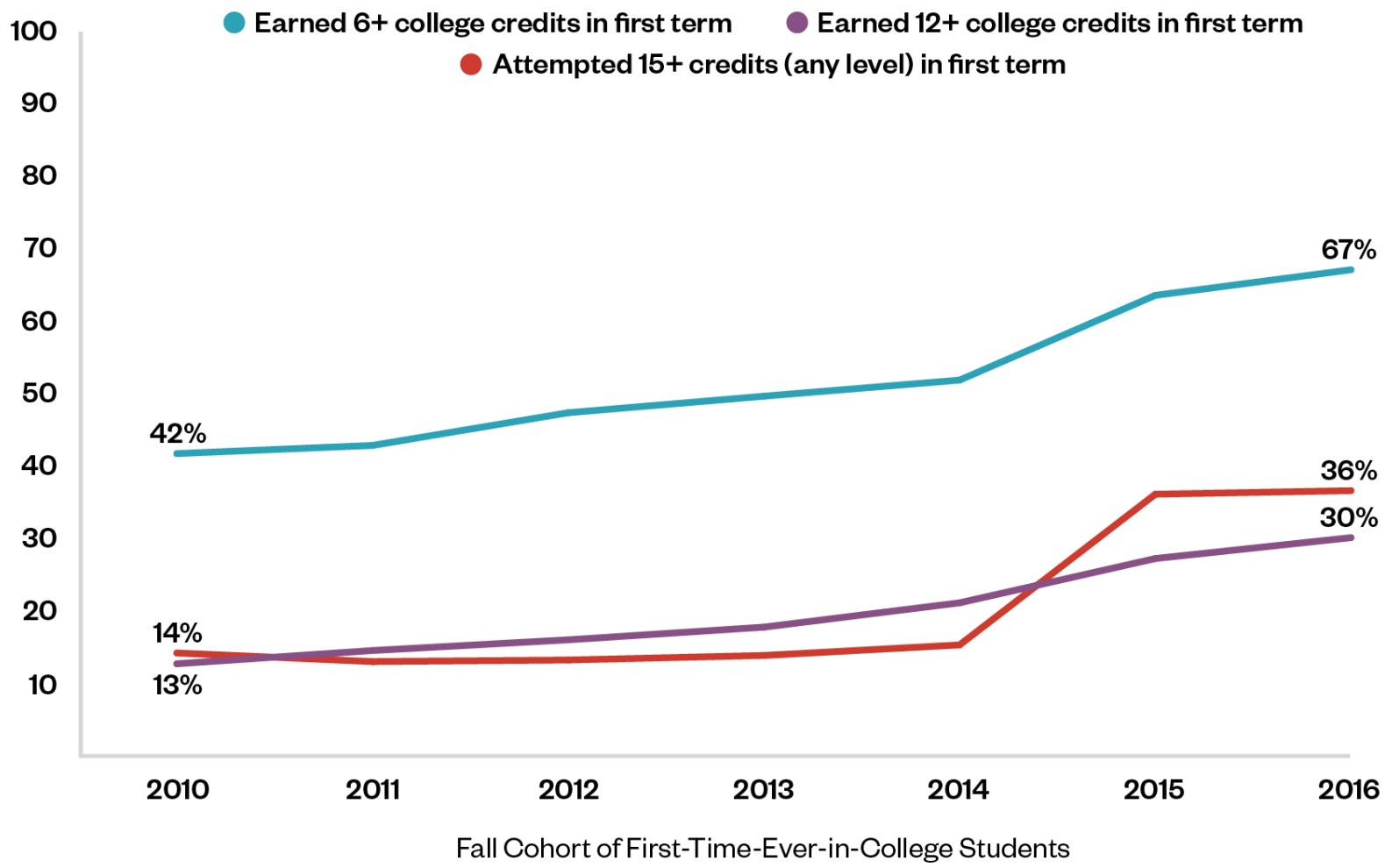
Source: CCRC Analysis of TBR Data

	Percent Change 2010-2016	Percentage Point Change 2010-2016
Math	149%	27pp
English	47%	20pp
Math & English	165%	25pp

Note: These figures show the percent change and percentage point change in the completion of college-level math, English, and both between 2010 an 2016.

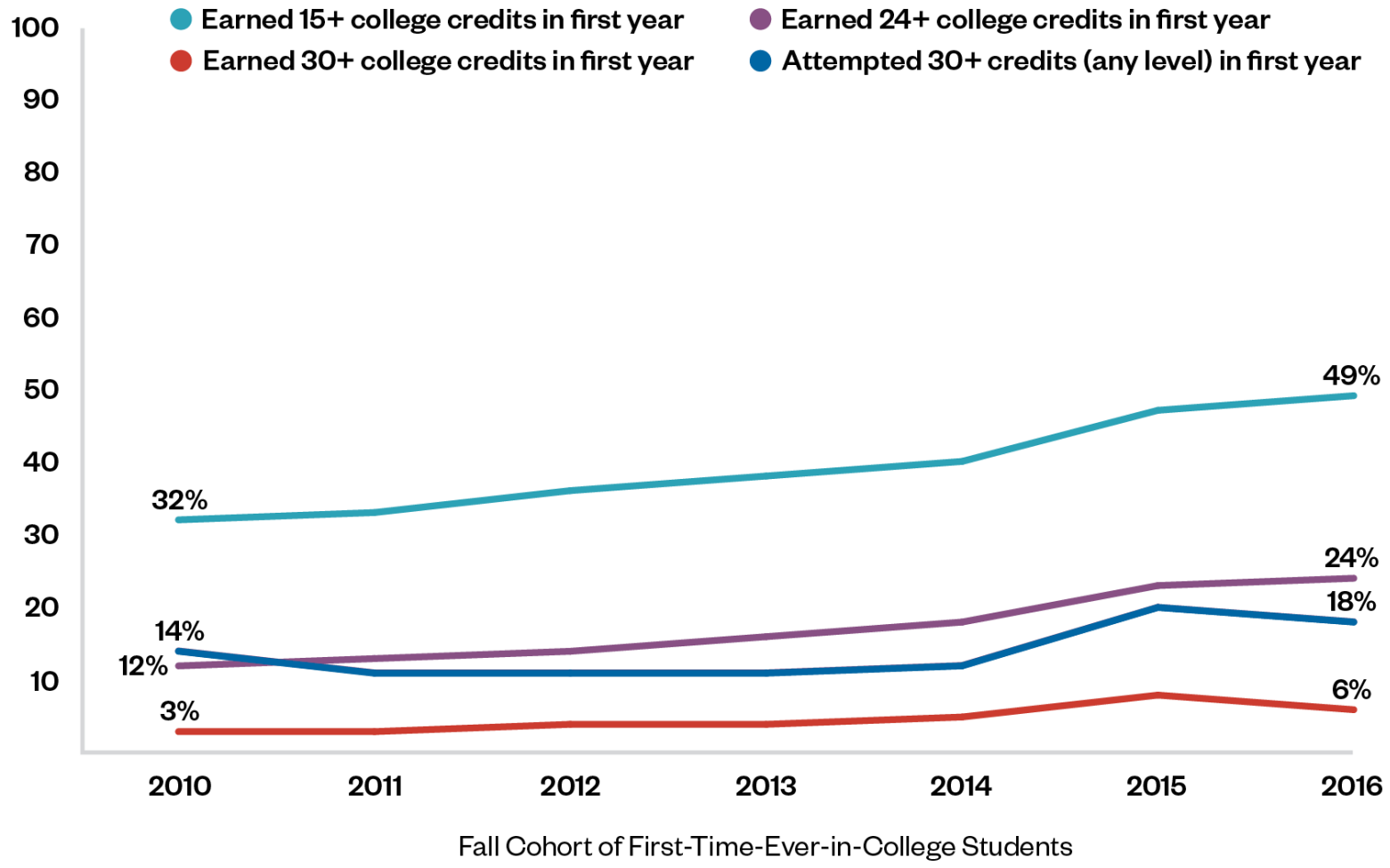
	Black-White Percentage Point Gap: 2016	Hispanic-White Percentage Point Gap:2016
Math	17pp	2pp
English	11pp	2pp
Math & English	15pp	2pp

TN CCs: First Term Credit Momentum KPIs



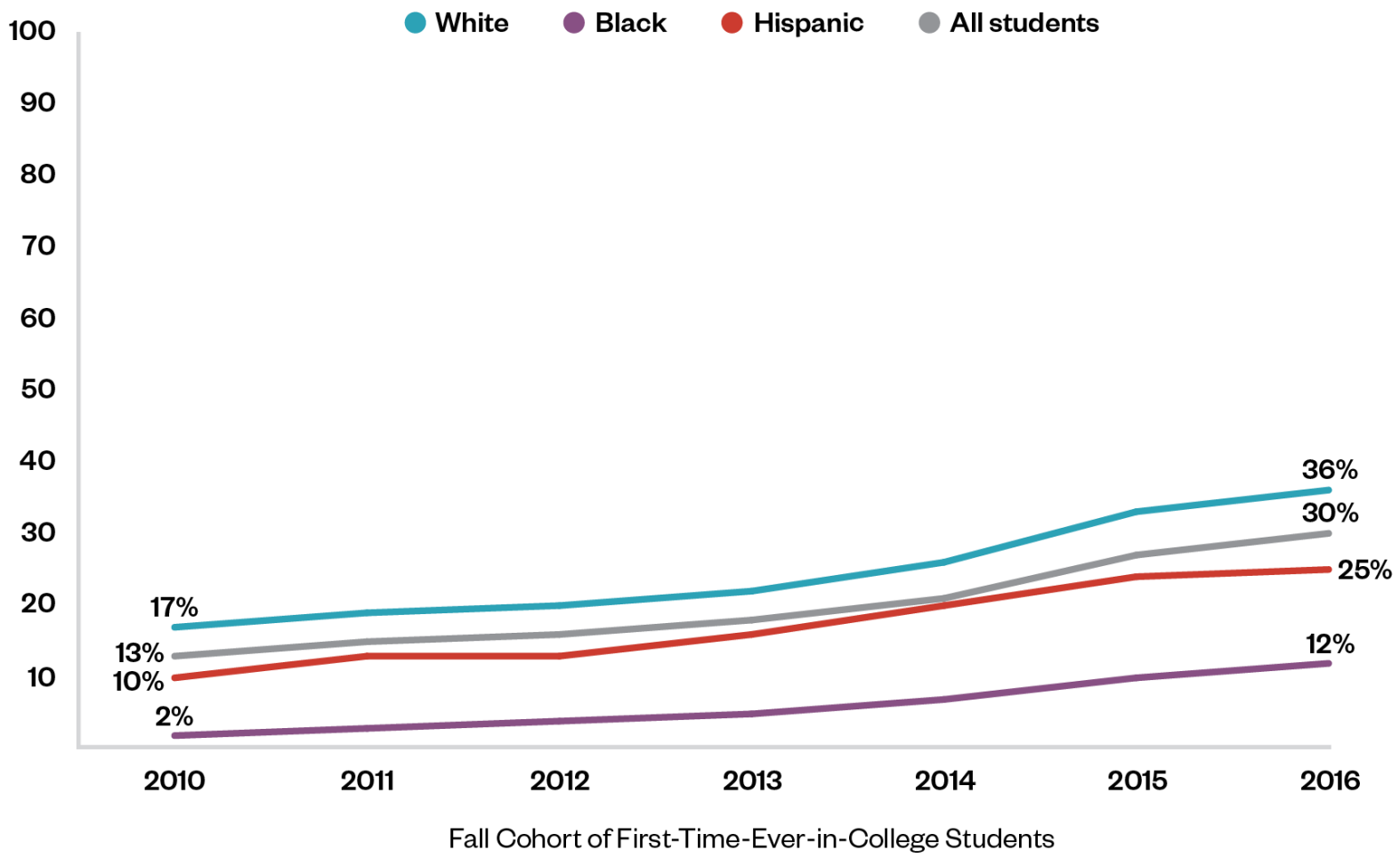
Source: CCRC Analysis of TBR Data

TN CCs: First Year Credit Momentum KPIs



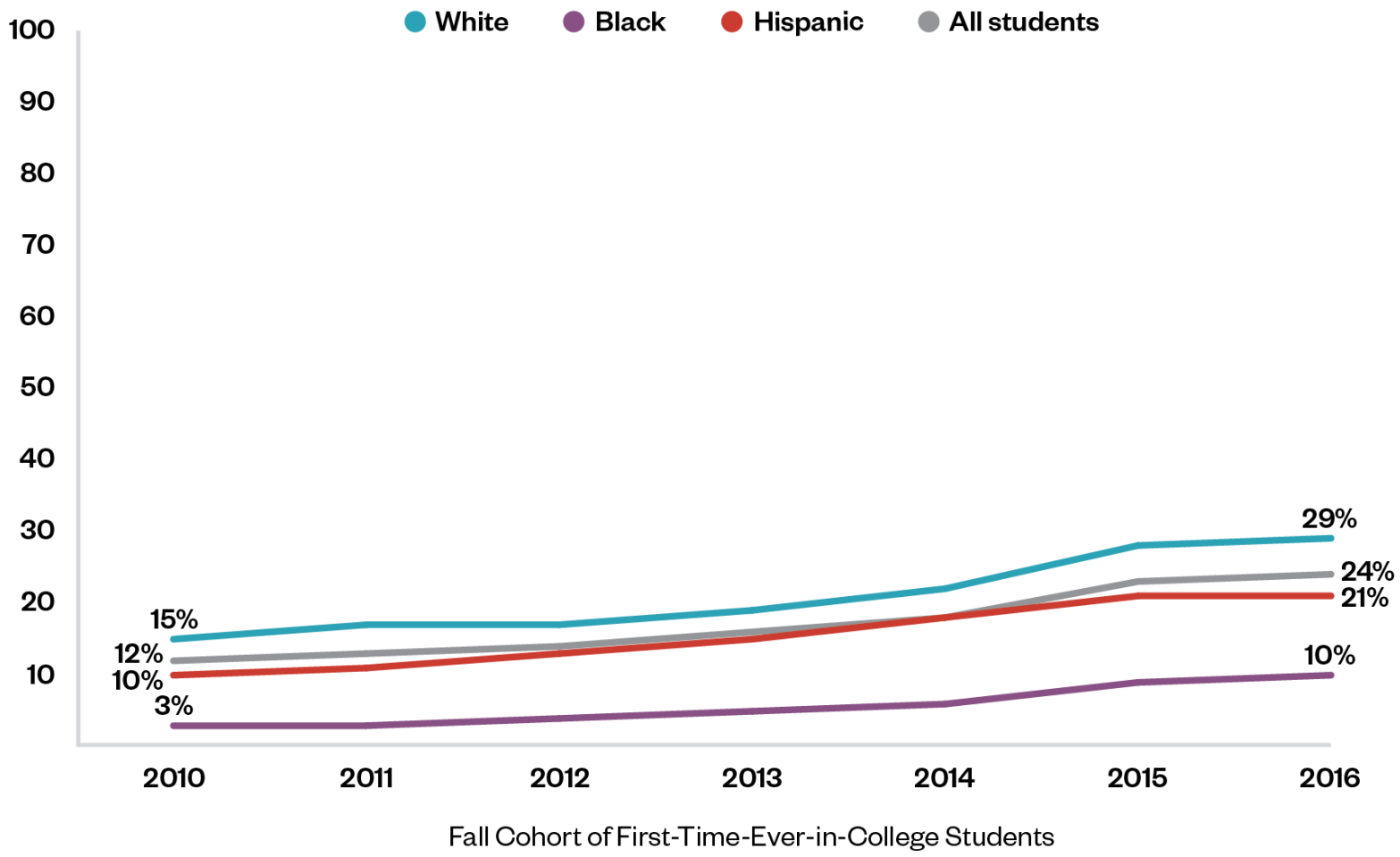
Source: CCRC Analysis of TBR Data

TN CCs: Earned 12+ credits in 1st term, by Race



Source: CCRC Analysis of TBR Data

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

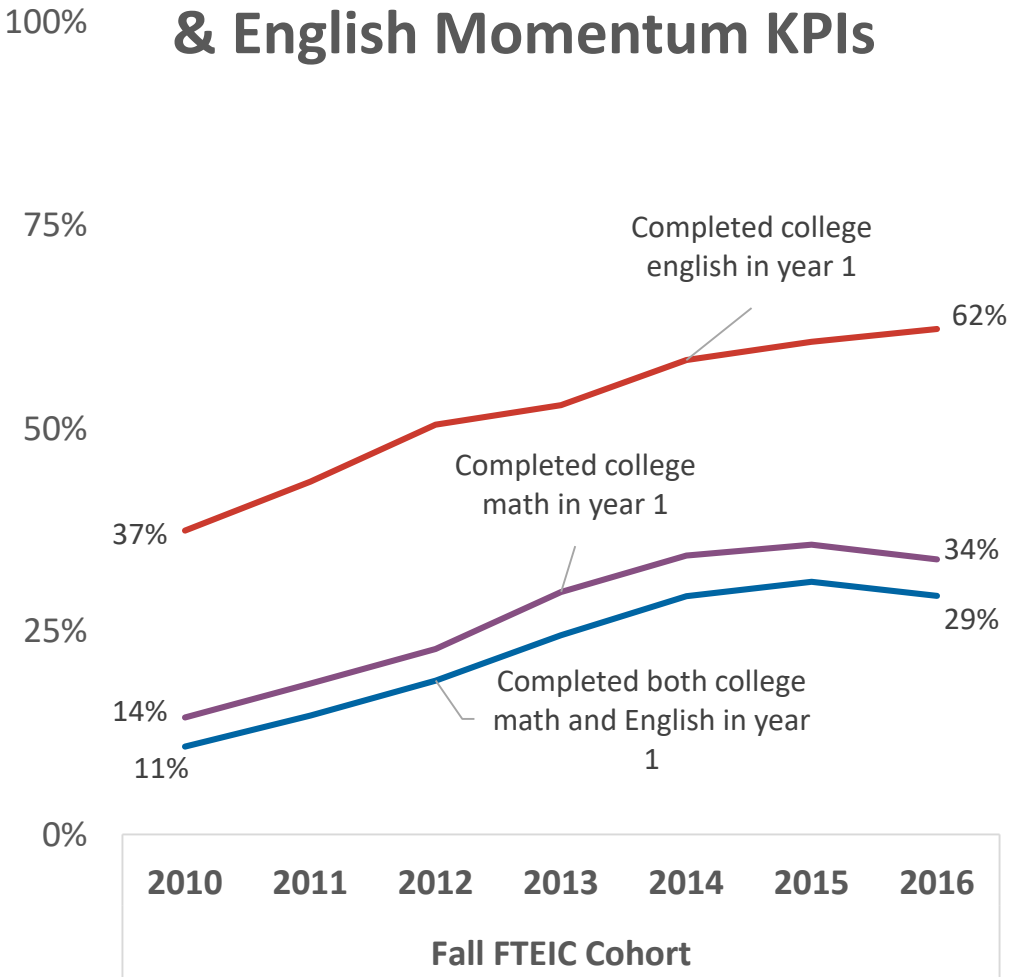


Source: CCRC Analysis of TBR Data

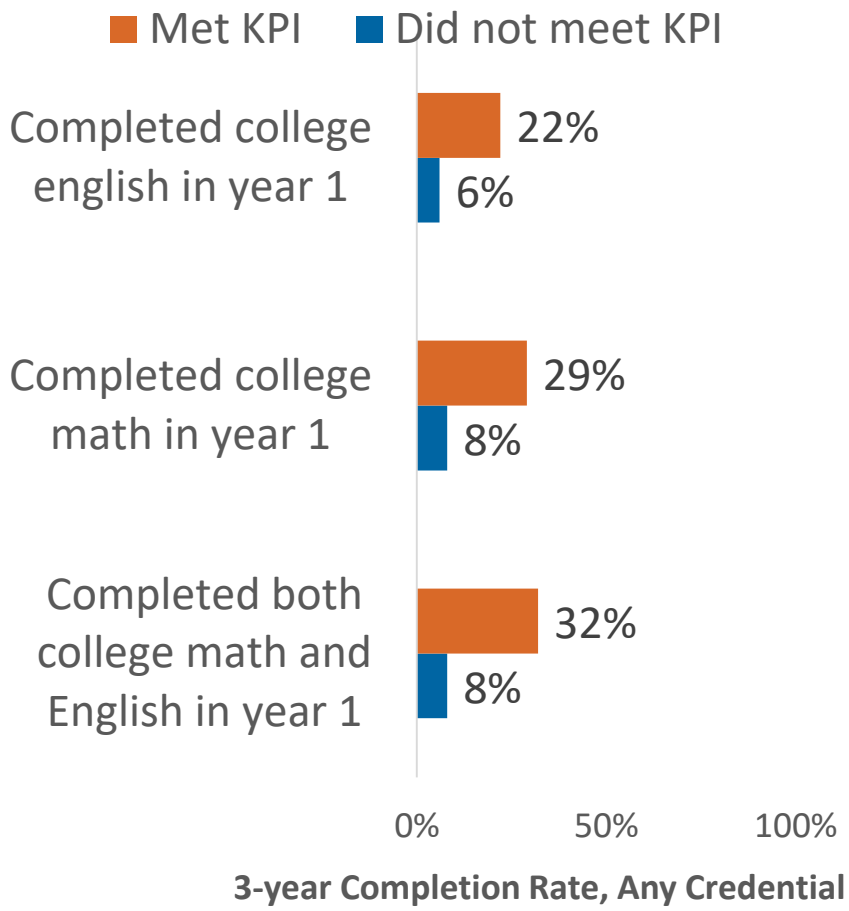
	Percent Change 2010-2016	Percentage Point Change 2010-2016
Earned 12+ Credits, 1st term	136%	17pp
Earned 24+ credits, 1st year	101%	12pp
Earned 30+ credits, 1st year	72%	2pp

	Black-White Percentage Point Gap: 2016	Hispanic-White Percentage Point Gap:2016
Earned 12+ Credits, 1st term	24pp	11pp
Earned 24+ credits, 1st year	19pp	8pp
Earned 30+ credits, 1st year	6pp	2pp

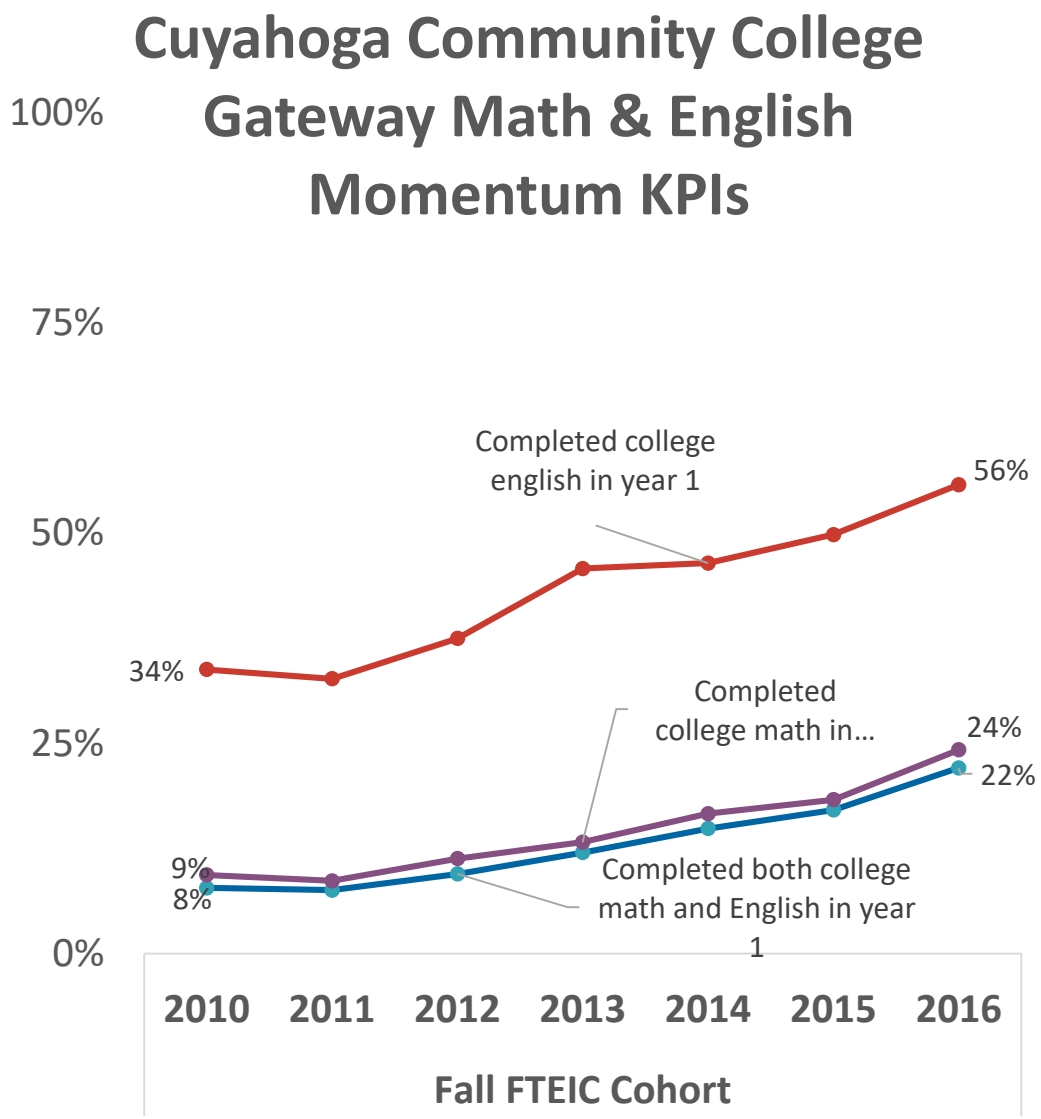
Alamo Colleges Gateway Math & English Momentum KPIs

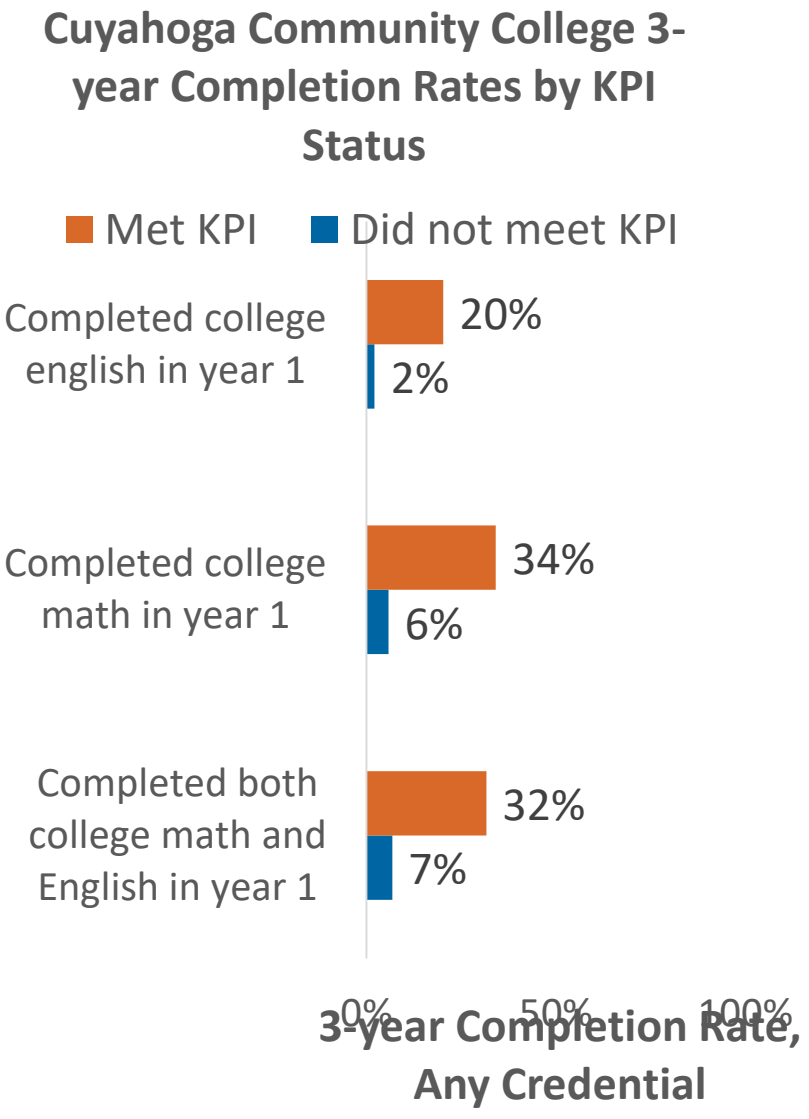


Alamo Colleges 3-year Completion Rates by KPI



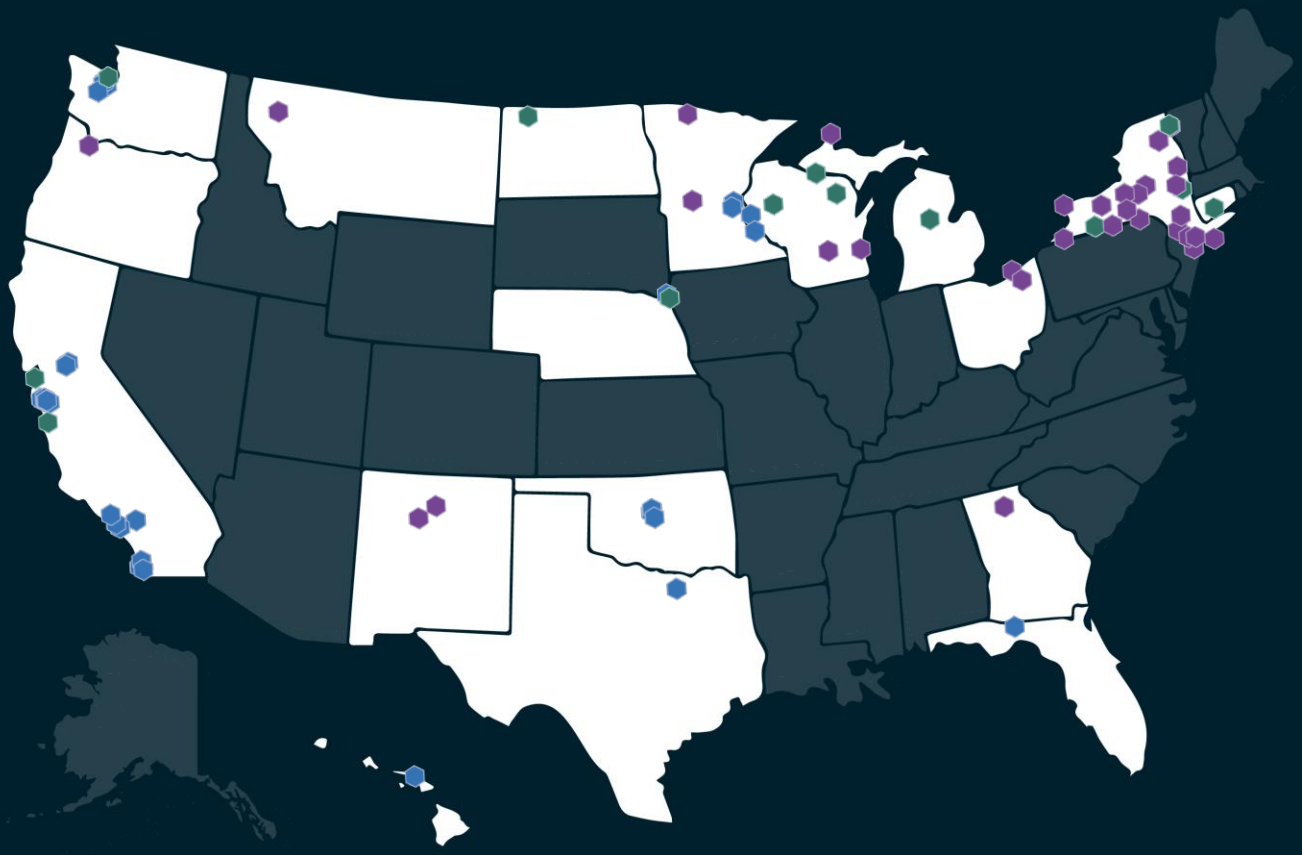
Note. Trends in Alamo Colleges Gateway Math and English Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students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





Note. Trends in Cuyahoga Community College Gateway Math and English Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Cuyahoga 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. Cuyahoga's three-year completion rate for the fall 2014 FTEIC cohort overall was 10.5%.

Carnegie Math Pathways



18
states

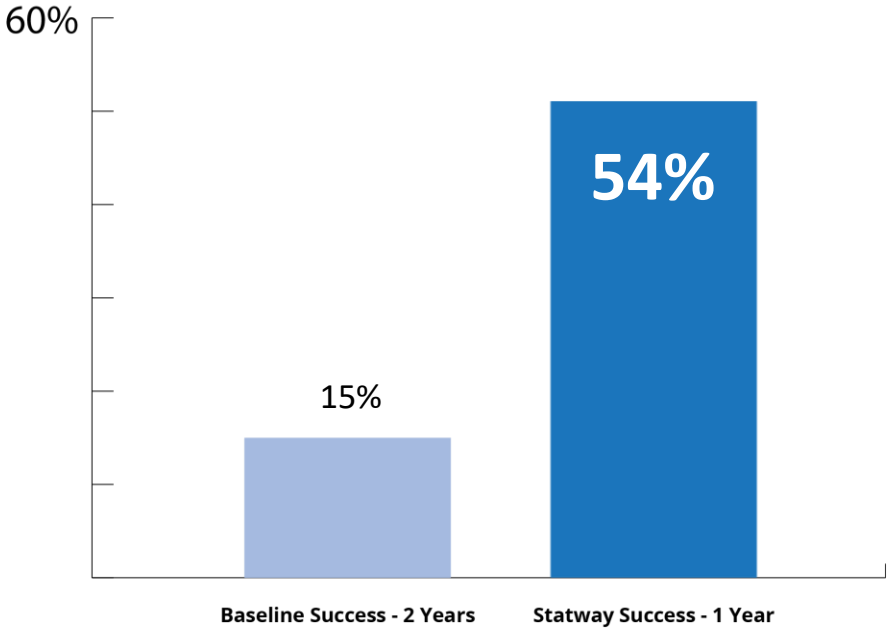
100+
colleges

30,000
students

Triple the Success in Half the Time (2011-2017)

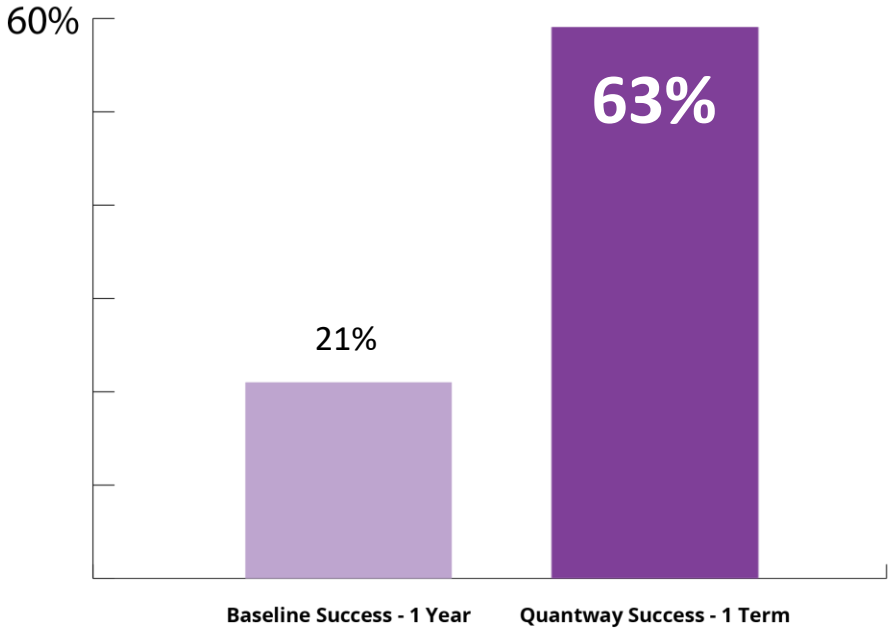
Statway

1 year stretch pathway replaces
3-4 courses (2-3 dev + 1 college)



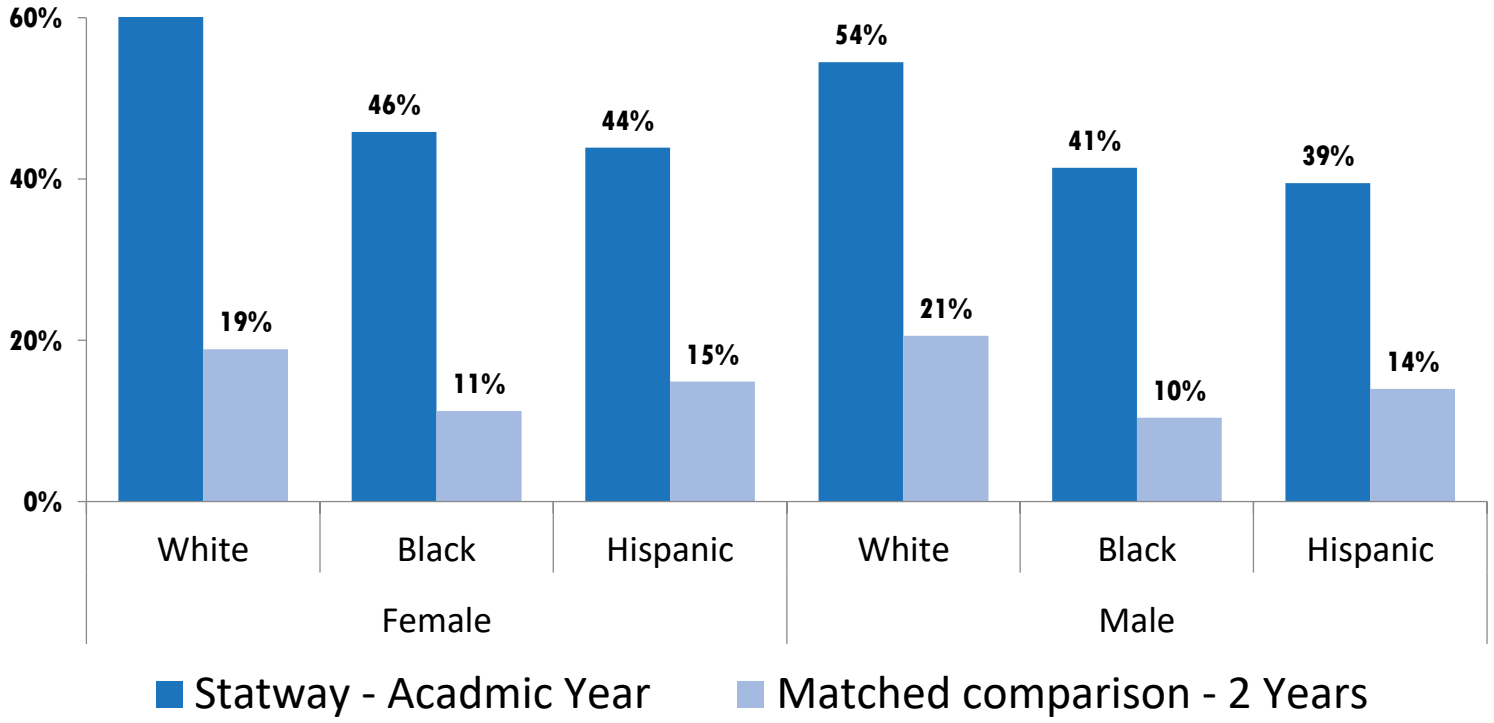
Quantway

1 semester course replaces
2-3 courses

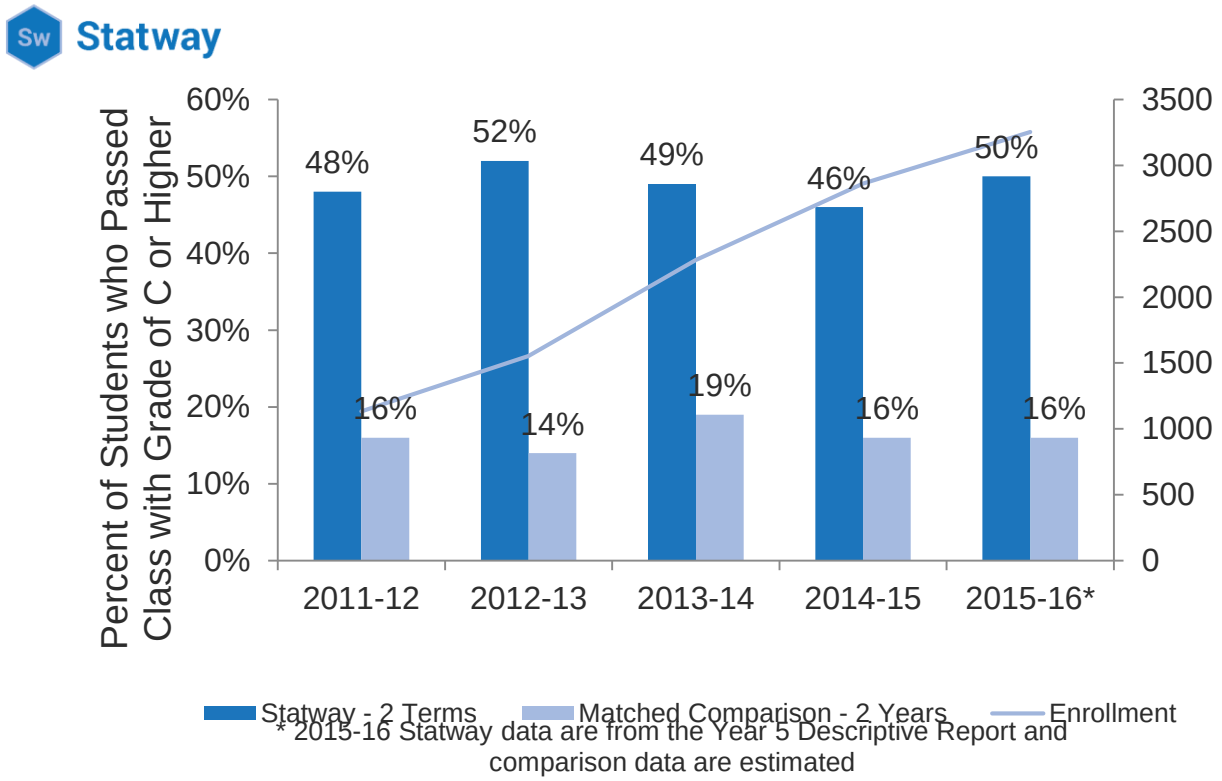


Advancing Equity: Improving Outcomes For All Subgroups

Statway

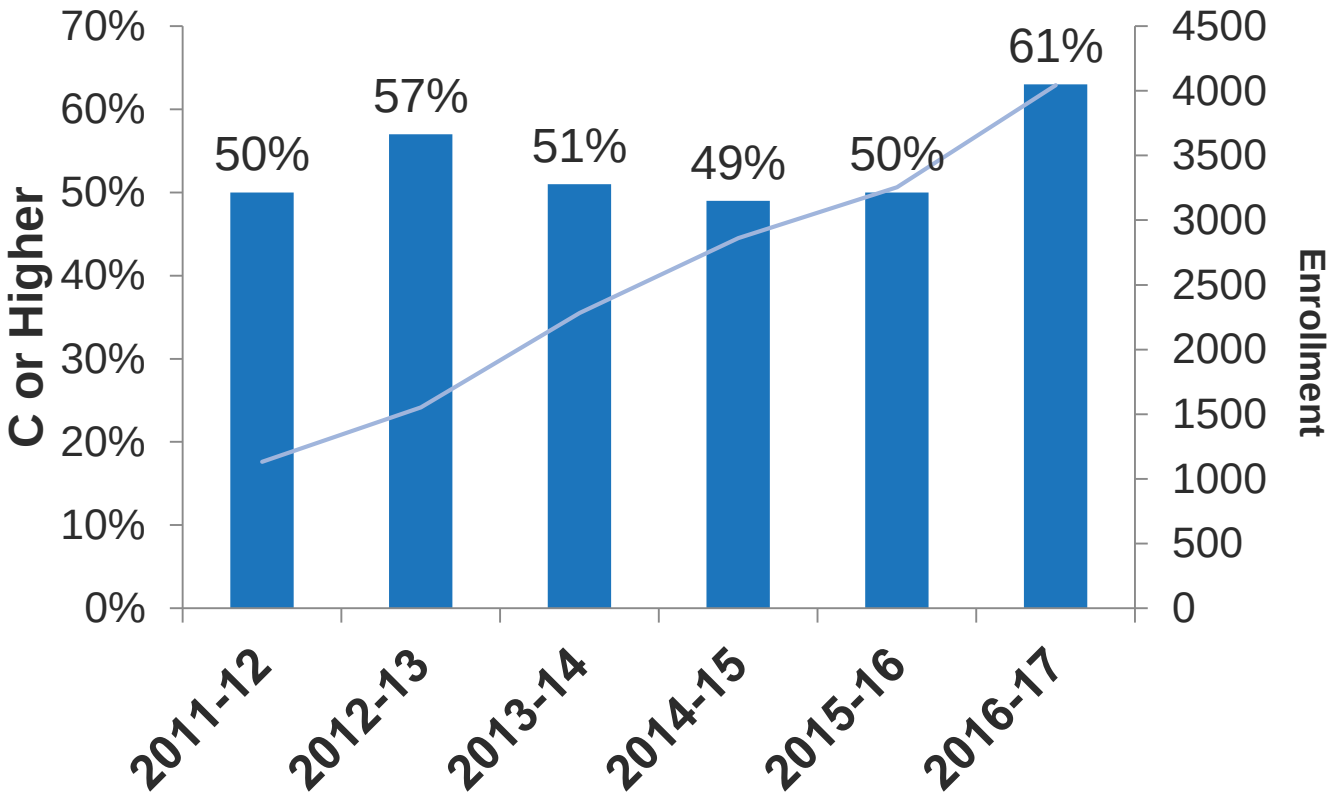


Consistent Results as Statway Scales



Results based on analysis done for Yamada, H. & Bryk, A. (2016) *Community College Pathways' Program Success: Assessing the First Two Years' Effectiveness of Statway®*; Huang, M., & Yamada, H. (2017). *Maintaining success rates: Does Statway® sustain its impact as it scales to new classrooms and institutions?* Stanford, CA: Carnegie Foundation for the Advancement of Teaching; and Hoang, H., Huang, M., Yesilyurt, S., & Yamada, H. (2017). *Carnegie Math Pathways: 2015-2016 Impact Report- A Five Year Review* . Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

Statway 2016-17 Significant Improvement



Holistic Academic and Student Supports

If you could build the **ideal** structure to provide holistic academic and student supports for students:

- What would it look like in practice for students?
- Who would get the services and how would you know what was needed?
- What structures and policies would have to be put in place for it to be successful?
- Who would be responsible for providing the services? Monitoring their impact?