INSTITUTE NORMS

- Start on time, end on time
- This is not a "conference" - everyone's presence is needed, and participation is paramount. (It's also not a staff meeting)
- All voices are valued and heard
- *Meet every college where it is* in the work of guided pathways reform
- Discussions/debates are disciplined by data and evidence
- Evaluations are important and used; PLEASE complete them
- Students are the focus: the question is not "Are students college-ready?" but "Are colleges student-ready?"

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JUNE 27TH AFTERNOON SESSIONS

2:30 p.m. – 3:15 p.m.

A Vision for our Three Years Together
Chris Baldwin, Senior Fellow, NCII
Gretchen Schmidt, Senior Fellow, NCII

3:15 p.m. – 4:15 p.m.

Using Guided Pathways to Build Cross-Sector Pathways Partnerships
Davis Jenkins: Senior Research Scholar, Community College Research Center
Ed Massey: President Emeritus, Indian River State College (FL)
Moderator: Gretchen Schmidt, Senior Fellow, NCII

4:15 p.m. – 4:30 p.m.

Break

4:30 p.m. – 5:30 p.m.

Team Session #1

5:30 p.m.

Dinner on your own

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Rural Guided Pathways Project Funders

Rural Guided Pathways Project Partners

Project Professional Development and Support

Institutes — Six 2 ½ day institutes. Participating colleges will send an 8-person team to each institute.

Coaches & SMEs — Colleges will have an assigned coach and access to subject matter experts

Site Visits — Colleges will have one site visit from its rural pathways coach each year

Office Hours — Each college team will participate in two virtual office hours per semester

Virtual Consultancies — Each college team will be invited to two virtual consultancies per semester

Topical Webinars — NCII and its partners will develop and host three topical webinars per year

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Six Rural Pathways Institutes

Creating an Infrastructure of Opportunity
June 27-29, 2022
Minneapolis, MN

Reconsidering and Redesigning the Institutional Program Mix
Oct. 19-21, 2022
Cheyenne, WY

Connection to College & Connection to Programs Role of the Community
Feb. 8-10, 2023
Birmingham, AL

Integrating Student Financial Stability Structures
June 7-9, 2023
Virtual

Teaching and Learning Applied, Experiential & Cross-disciplinary
Oct. 18-20, 2023
Salt Lake, UT

Building Continuous Improvement & Sustainability Structures
April 10-12, 2024
Pittsburgh, PA

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Rural Guided Pathways Project Colleges

- **Big Sandy Community & Technical College (KY)**
- **Colorado Mountain College (CO)**
- **Kilgore College (TX)**
- **Linn-Benton Community College (OR)**
- **Marion Technical College (OH)**
- **Missoula College (MT)**
- **Northeast Community College (NE)**
- **Patrick & Henry Community College (VA)**

- **Reedley College (CA)**
- **San Juan College (NM)**
- **Southwestern Oregon CC (OR)**
- **Temple College (TX)**
- **University of Arkansas CC – Batesville (AR)**
- **Washington State Community College (OH)**
- **West Virginia Northern CC (WV)**
- **White Mountain Community College (NH)**

Profile of the Rural Pathways Colleges

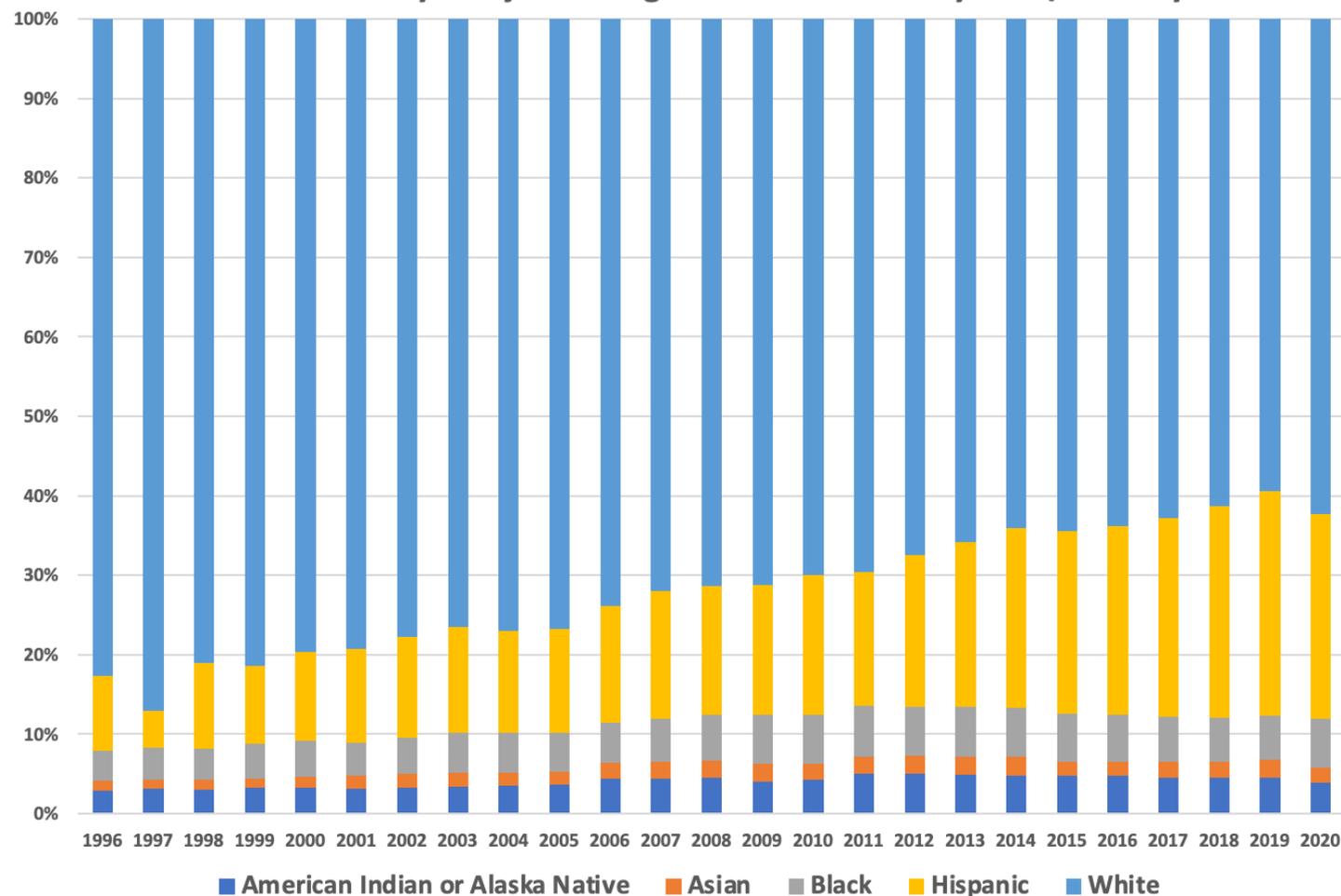**Rural Guided Pathways College - Fall Enrollment 1996-2020**
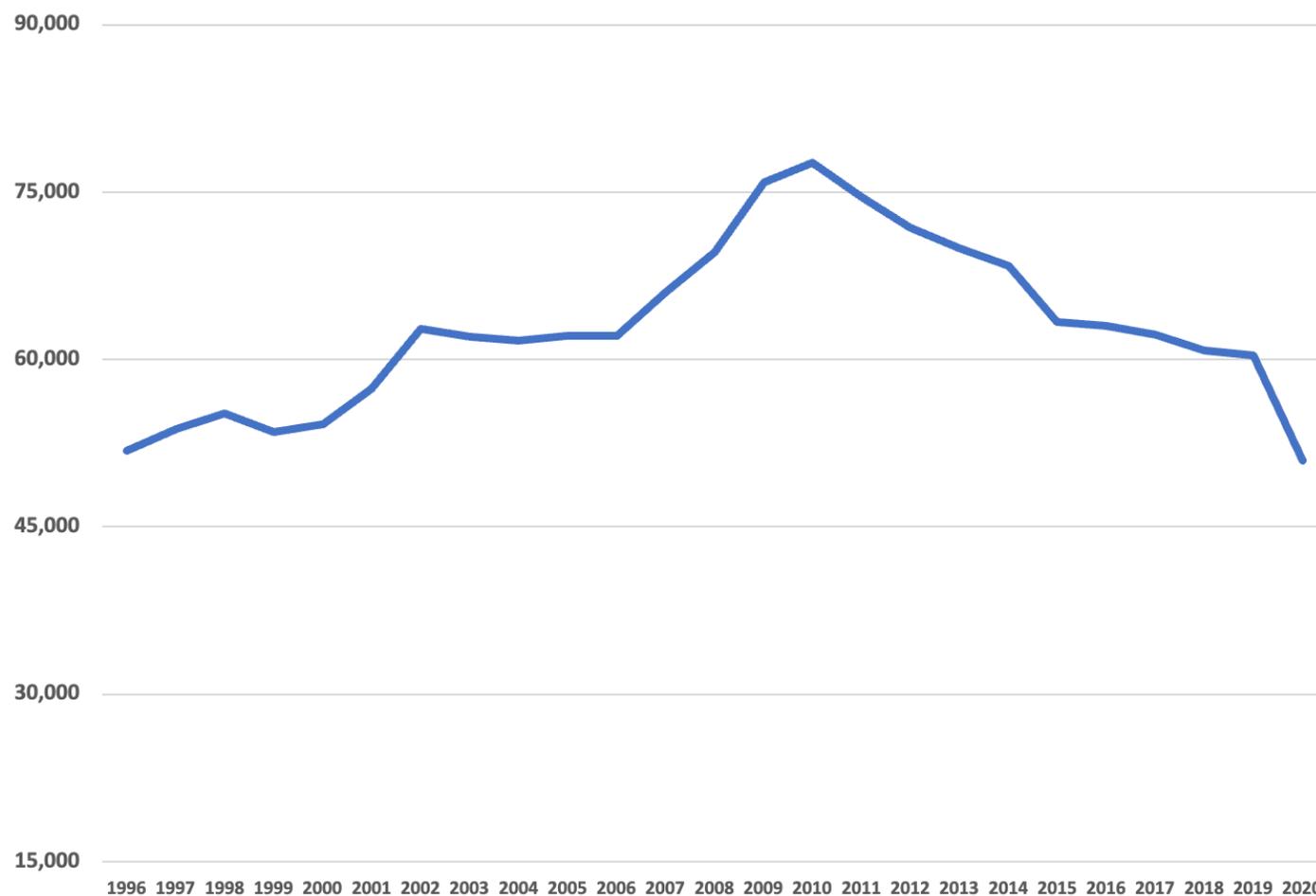
Highlights:

- **The trend reflects what has happened nationally**

- **As a result of the COVID pandemic, enrollment for the cohort colleges dipped below 1996 levels.**

Profile of the Rural Pathways Colleges

Rural Pathways Project Colleges Fall Enrollment by Race/Ethnicty

Highlights:

- Again, the trend reflects what has happened nationally

- While white students are still the largest group, the number of non-white students has increased dramatically—especially Hispanic students

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Profile of the Rural Pathways Colleges

**Rural Pathways Project Colleges -
Percent Change Fall Enrollment by Race/Ethnicity**
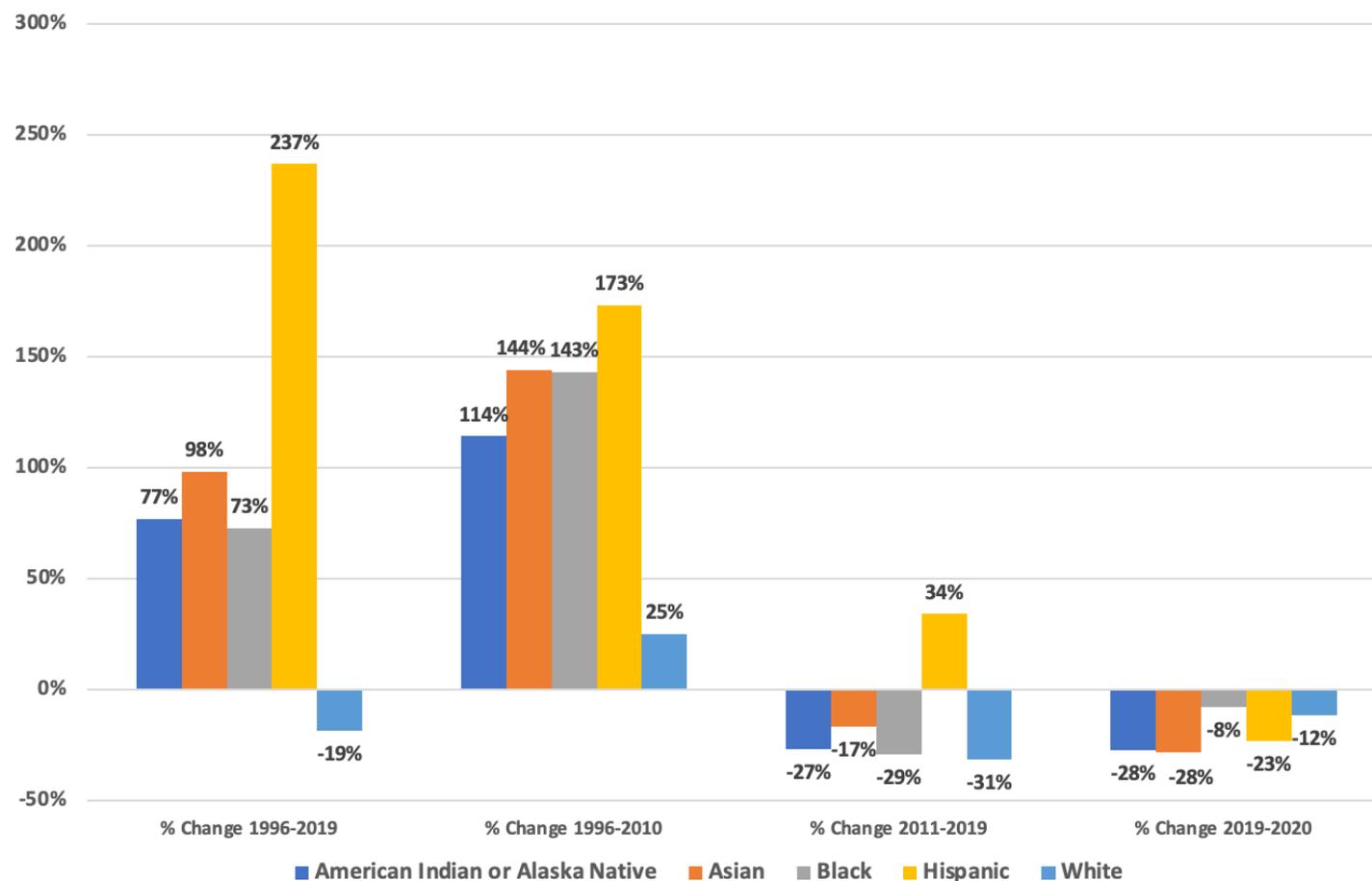
Highlights:

- **Enrollment of white students declined 19% from 1996-2019 and another 12% between 2019 and 2020**

- **Hispanic students increased by 237% between 1996-2019 but declined by 23% in the following year.**

- **Other minority groups also increased leading up to the pandemic.**

Profile of the Rural Pathways Colleges

**Rural Pathways Project Colleges - Fall Enrollment by Age**
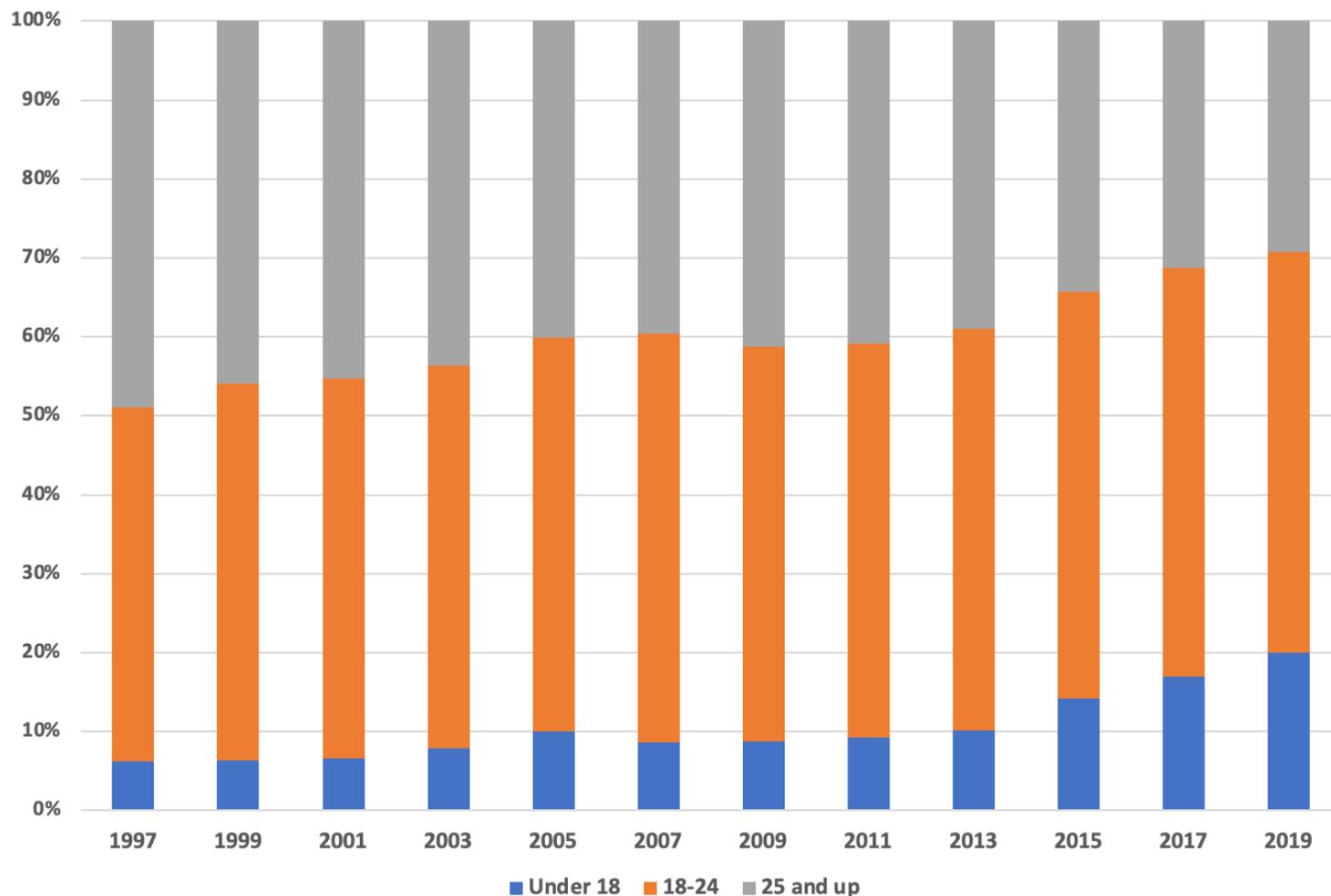
Highlights:

- **Between 1997 and 2019, there was a marked decline in the percentage of adults enrolled**

- **At the same time, colleges in the cohort saw a considerable uptick in the number of students under 18 years of age.**

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Profile of the Rural Pathways Colleges

Rural Pathways Project Colleges
Percent Change Fall Enrollment by Age
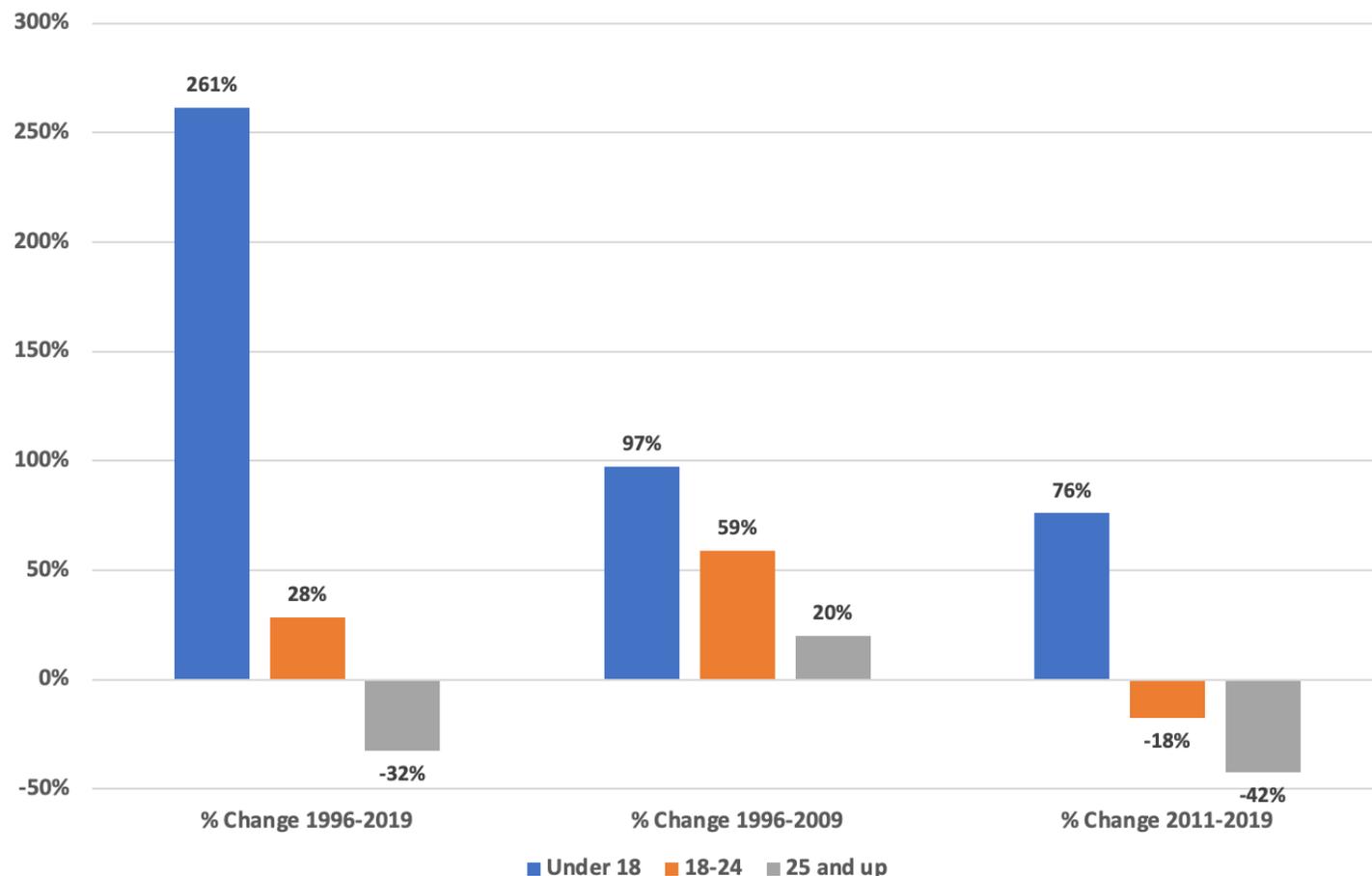
Highlights:

- **Students under the age of 18 increased 261% between 1997 and 2019**

- **Students over 25 years declined 32% since 1997, but the decline has been steeper since 2011.**

- **The data since the start of COVID is not yet available.**

Profile of the Rural Pathways Colleges

IPEDS Degree of Urbanization Definition

Category	Colleges
Rural: Fringe	2
Town: Remote	6
Town: Distant	2
Town: Fringe	1
City: Small	5

USDA Rural-Urban Continuum Codes

Category	Colleges
Nonmetro - 2,500 to 20K	3
Nonmetro - More than 20K	6
Metro - Less than 250K	5
Metro - 250K to 1 million	2

Census Definition of Rurality

Category	Counties
Completely Rural	0
Mostly Rural	5
Mostly Urban	11

ARRC Rural-Serving Institution Score

Score	Colleges
3.0 or Greater	3
Between 2.0 and 2.9	4
Between 1.175 and 1.9	7
Below 1.175	2

STARR Lab Commuting Zone Rurality

% CZ Rural Population	Colleges
67 to 100% in rural areas	8
34 to 66% in rural areas	5
1 to 33% in rural areas	3

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Colleges Service Areas

Rural Pathway Project College Service Areas

- Big Sandy
- Colorado Mountain
- Kilgore
- Linn-Benton
- Marion Tech
- Missoula
- Northeast
- Patrick & Henry
- Reedley
- San Juan
- Southwestern Oregon
- Temple
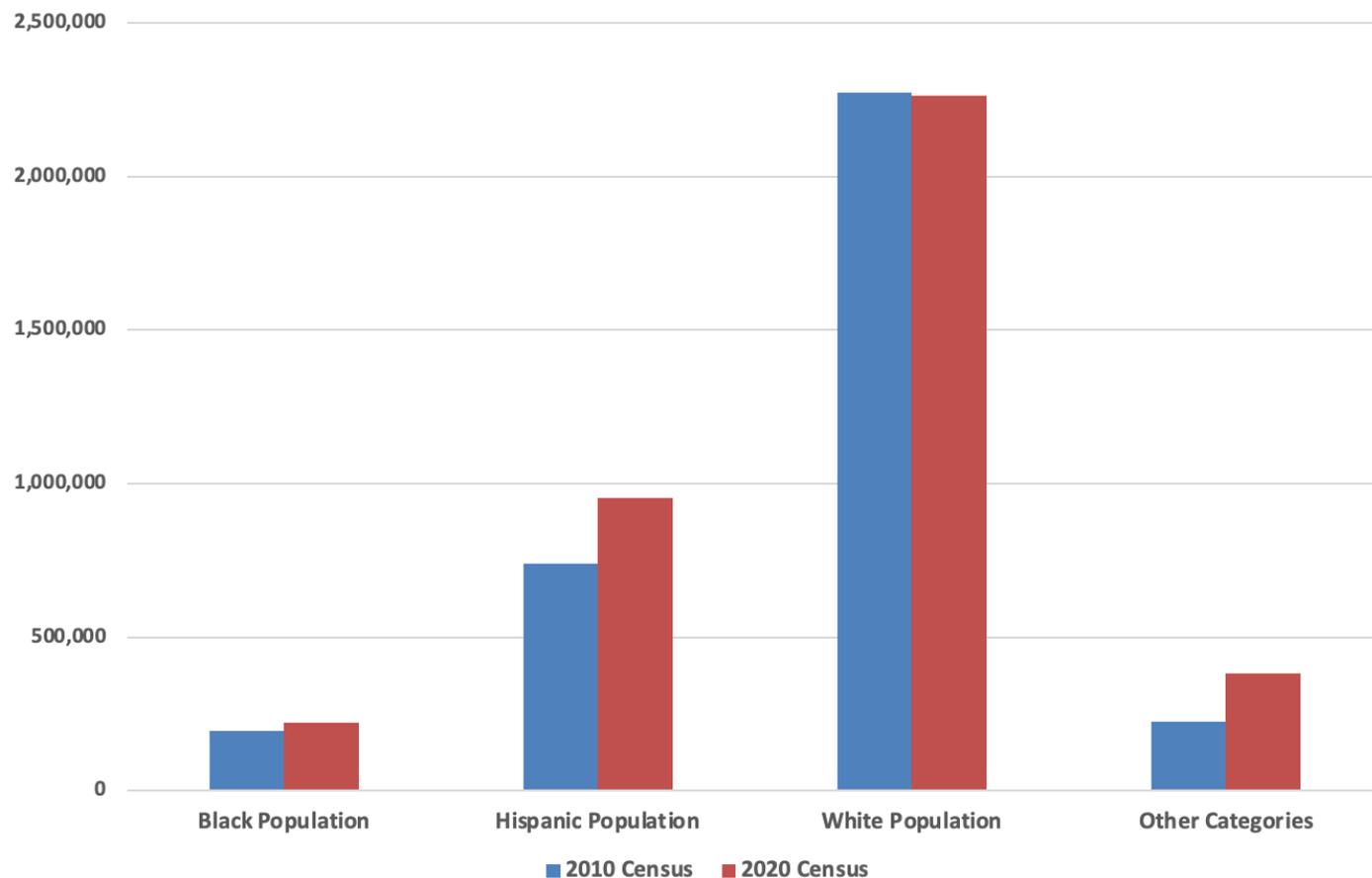- UACC-Batesville
- Washington State
- West Virginia Northern
- White Mountains
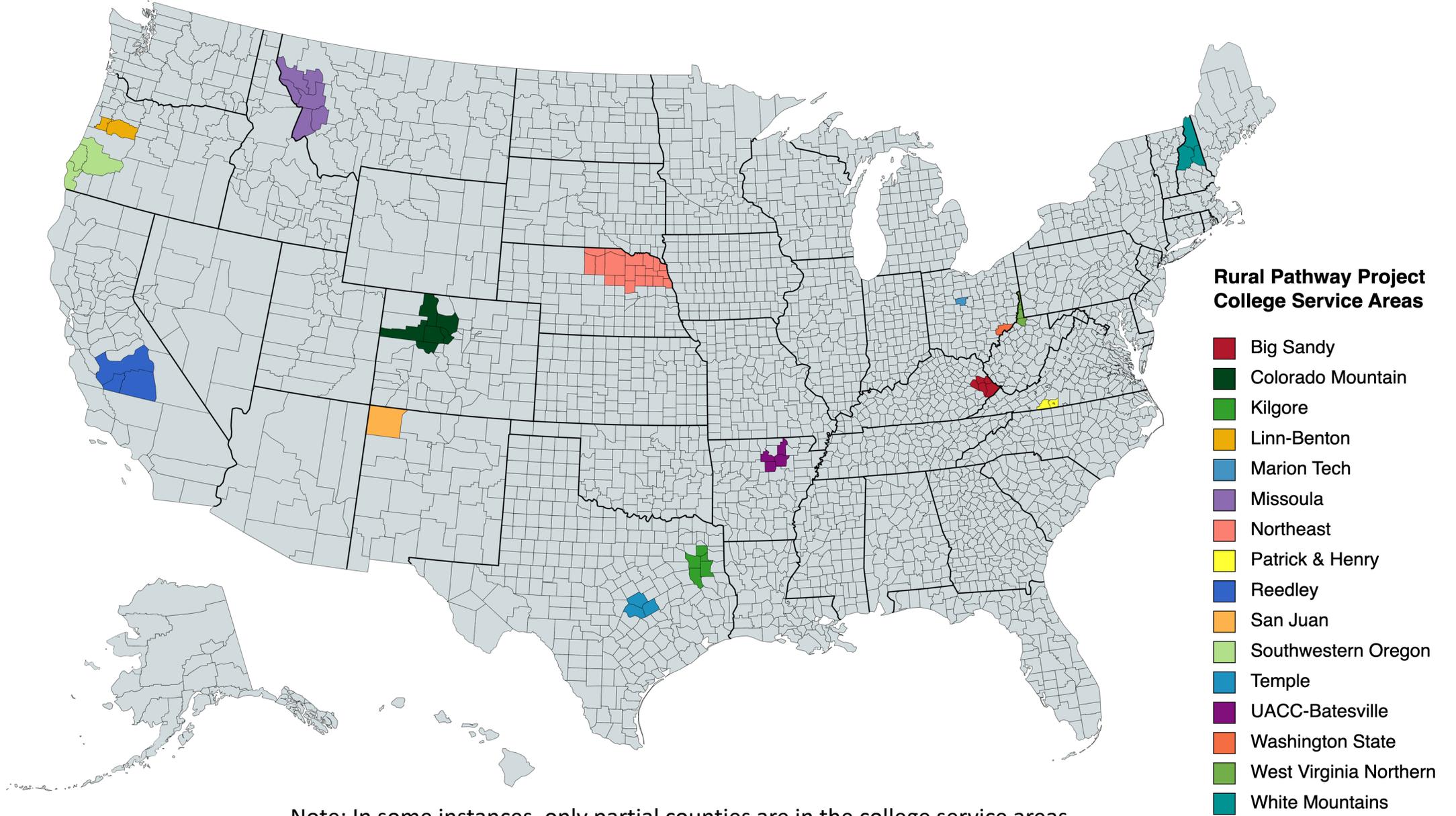
Note: In some instances, only partial counties are in the college service areas

Profile of the Rural Pathways Communities

Rural Pathways Cohort Colleges - Service Area Counties
Population by Race/Ethnicity - 2010 & 2020 Census

Highlights:

- **Overall population increased across the counties from approx. 4.6 to 5 million.**

- **Like college enrollment, the population in the 75 counties grew more diverse in the past decade.**

- **The aggregate numbers mask some underlying trends. For example:**

  - **35 counties lost population in the past decade**

  - **55 counties saw a decline in the percentage of the white population.**

Profile of the Rural Pathways Communities

**Rural Pathways Cohort Colleges - Service Area Counties
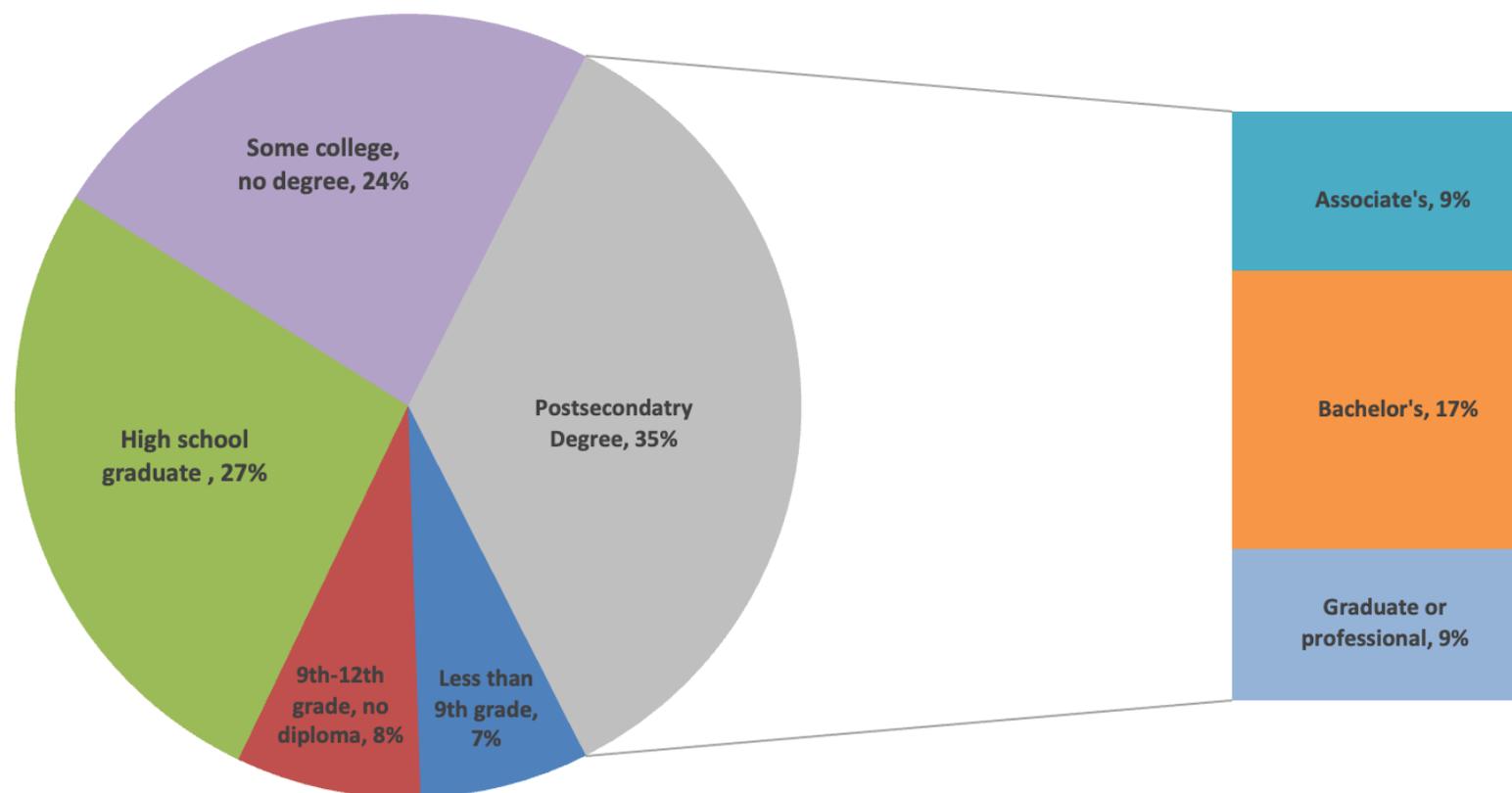Population by Age - 2010 & 2020 Census**
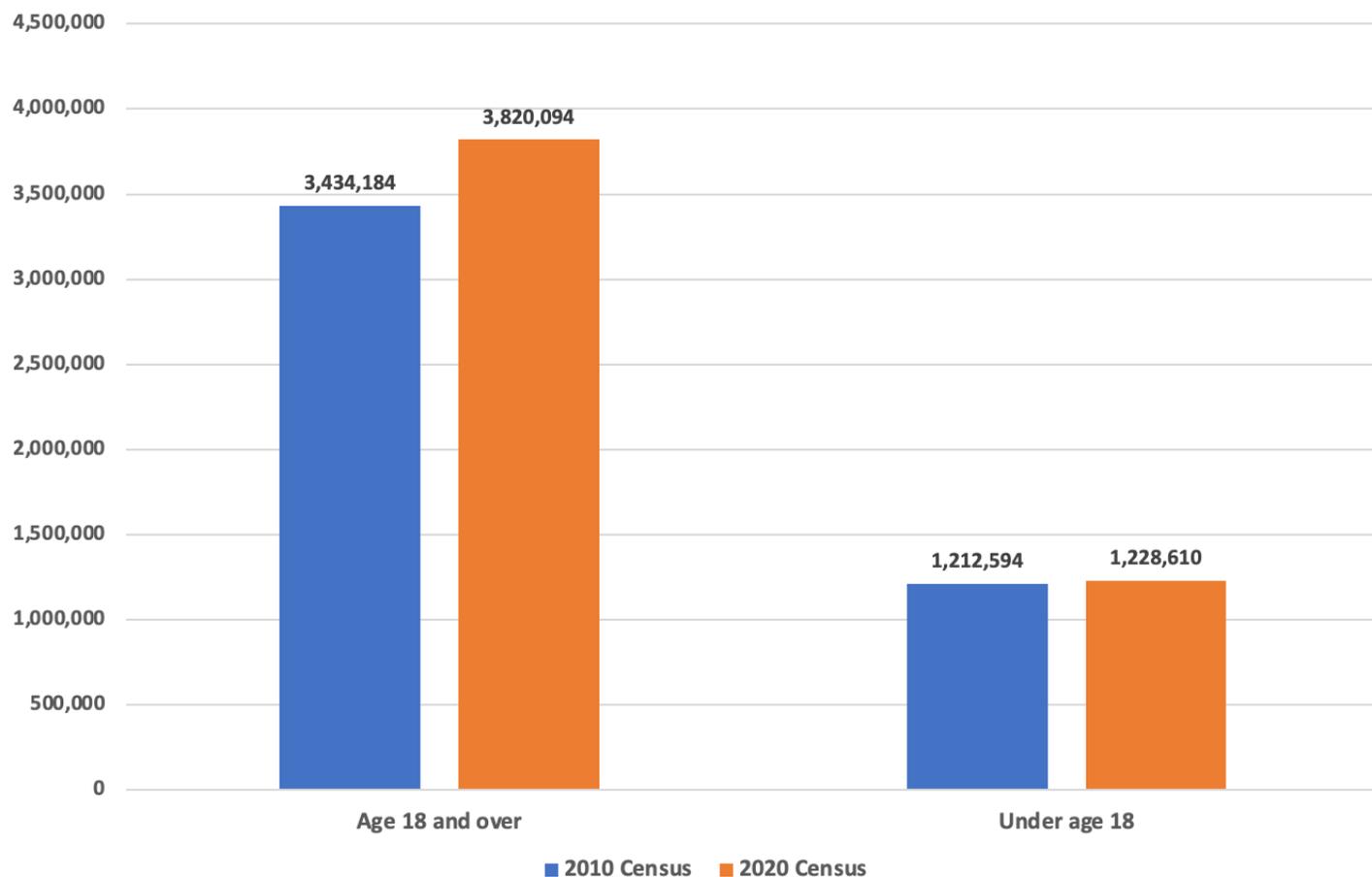
Highlights:

- The population over age 18 increased by nearly 400,000 but the population under age 18 only grew by roughly 16,000.

- Like the overall population, the aggregate numbers mask important trends. For instance, the population under age 18 declined in 59 of the 75 counties over the past decade.

- The places where this group grew were primarily suburban/exurban counties.

Profile of the Rural Pathways Communities

**Rural Pathways Cohort Colleges - Service Area Counties
Educational Attainment 2019**

- Some college, no degree, 24%
- High school graduate, 27%
- 9th-12th grade, no diploma, 8%
- Less than 9th grade, 7%
- Postsecondatry Degree, 35%
  - Associate's, 9%
  - Bachelor's, 17%
  - Graduate or professional, 9%

Highlights:

- **35% of the population in these 75 counties have an associate's degree or higher. This compares with 43.7% nationally.**

- **Nearly one-quarter of the population in these counties has some college, but no degree.**

- **While not shown here, there are attainment disparities by race and ethnicity in most counties.**

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Profile of the Rural Pathways Communities

Walmart Bentonville Conference on American Life

Category	Counties
Americana	19
Distressed Americana	26
Great Escapes	3
Resource-Rich Regions	6
Rural Service Hubs	9
Smaller Independent Economies	10
Urban Periphery	2

American Communities Project

Category	Counties
African American South	3
Aging Farmlands	8
College Towns	3
Evangelical Hubs	3
Exurbs	2
Graying America	17
Hispanic Centers	4
Middle Suburbs	3
Military Posts	1
Native American Lands	2
Rural Middle America	13
Urban Suburbs	2
Working Class Country	14

Distress Communities Index

Category	Counties
Prosperous	17
Comfortable	18
Mid-tier	13
At-risk	15
Distressed	12

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Profile of the Rural Pathways Communities

US Department of Agriculture – Economic Research Service – County Typology (2015)

County Category	Description	Counties
Farming Dependent	Farming accounted for 25% or more of the county's earnings or 16% or more of the employment averaged over 2010-2012.	20
Mining Dependent	Mining accounted for 13% or more of the county's earnings or 8% of the employment averaged over 2010-12.	10
Manufacturing Dependent	Manufacturing accounted for 23% or more of the county's earnings or 16% of the employment averaged over 2010-12.	12
Government Dependent	Federal and State governments accounted for 14% or more of the county's earnings or 9% or more of the employment averaged over 2010-2012.	5
Recreation	Counties with index scores of 0.67 or higher were regarded as recreation counties. The index was computed using three data sources: • Percentage of wage and salary employment in entertainment and recreation, accommodations, eating and drinking places, and real estate as a percentage of all employment; • Percentage of total personal income reported for these same categories; and • Percentage of vacant housing units intended for seasonal or occasional use	18
Nonspecialized	The county was not farming, mining, manufacturing, government-dependent, or recreation county.	21

Profile of the Rural Pathways Communities

US Department of Agriculture – Economic Research Service – County Typology (2015)

County Category	Description	Counties
Low Education	At least 20% or more of the residents 25 to 64 years old did not have a high school diploma or equivalent between 2008-12.	10
Low Employment	Less than 65% of residents 25-64 years old were employed in 2008-12	22
Population Loss	The number of residents declined between the 1990 and 2000 censuses and also between the 2000 and 2010 censuses.	21
Persistent Poverty	A county was classified as persistent poverty if 20 percent or more of its residents were poor as measured by the 1980, 1990, and 2000 decennial censuses and the American Community Survey 5-year estimates for 2007-11.	5
Persistent Child Poverty	A county was classified as persistent related child poverty if 20 percent or more of related children under 18 years old were poor as measured by the 1980, 1990, and 2000 decennial censuses and the American Community Survey 5-year estimates for 2007-11.	16

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Poverty, Economic Mobility & Equitable Outcomes…

- It's true that higher education may be about more than just economic mobility. But…
- What % of your students attend your college solely because of the love of learning?
    - The majority of CC students are "career focused"
    - Doesn't mean liberal arts education isn't important
        - Needs to be contextualized for students
        - Embedded with 21st Century skills
- Economic mobility is especially important to the lower half of the income spectrum – which describes the majority of our CC students
- Redesigning the community college experience without considering connections to the community falls short of what students need – a more holistic, cross-sector approach is NECESSARY

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FROM A CA COMMUNITY COLLEGE STUDENT.......

"College students are rarely going to college to aimlessly take classes and learn for fun; they are almost always trying to earn a degree or certificate that can get them more money and, by extension, a higher quality of life. All the Guided Pathways work I do reflects this."

Student Ambassador Haille Lopez-McDonald
East Los Angeles College

The Infrastructure of Opportunity

@MDCinc
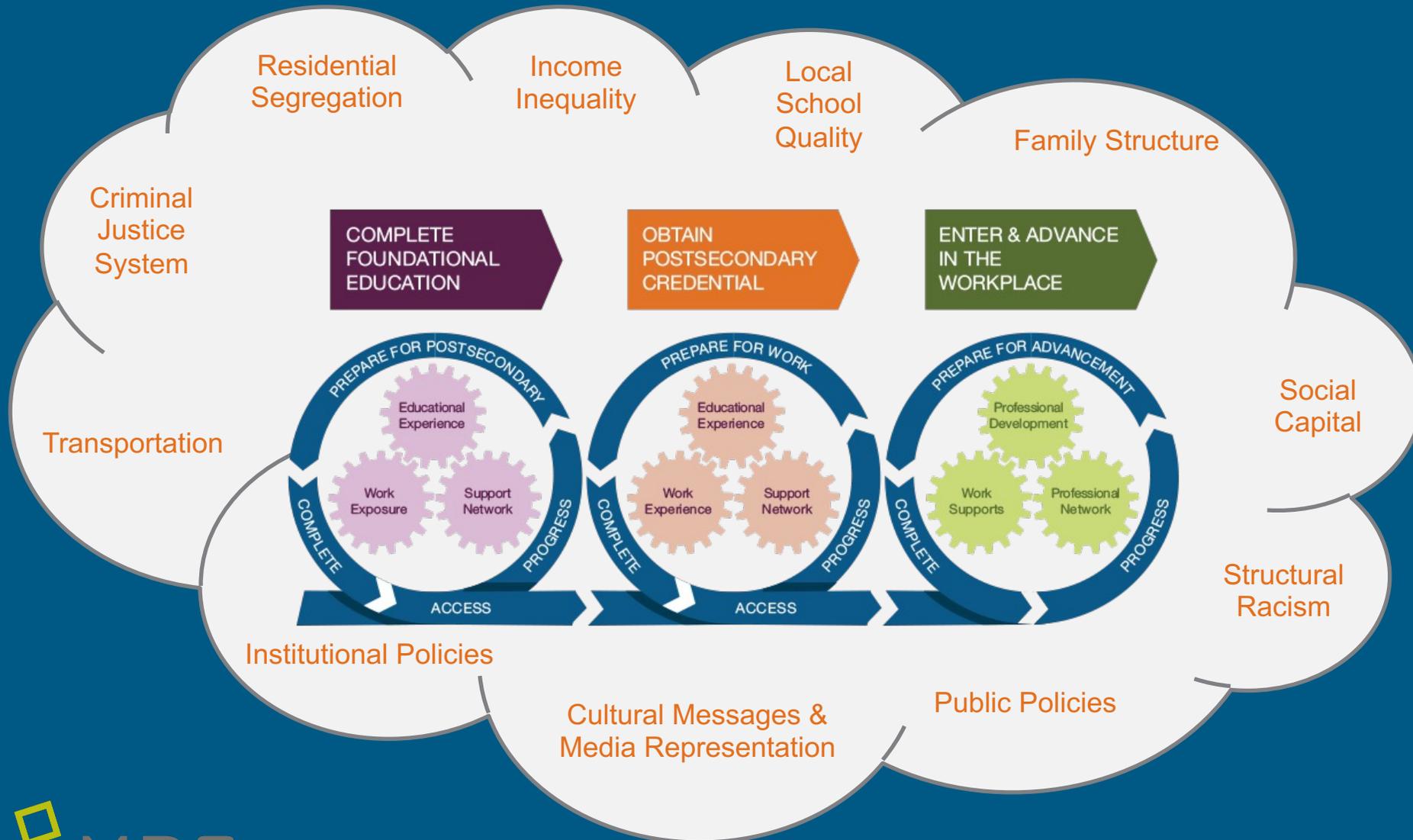
Guided Pathways Overview

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Guided pathways is framework for redesigning colleges for access and success—starting with end goals in mind

Clarify paths to student end goals

- Backward map all programs from good jobs and/or transfer in a major
- Organize programs by field (meta-major) to facilitate exploration and engage students in an academic and career community

Help students get on a path

- Help all new students (including high school dual enrollment and adult ed students) explore options and interests, connect with an academic/career community, and make a purposeful program choice
- Replace prerequisite remediation with teaching students to be effective learners in college-level program foundation courses
- Ensure all new students have a term 1 "light the fire" learning experience
- Help all new students develop a full-program learning and financial plan by end of term 1

Keep students on path

- Redesign advising to allow case management by metamajor
- Schedule courses and monitor students' progress based on plans

Ensure students are learning along their path

- Introduce students to practice of the field through active learning in classes
- Ensure every student gains program-relevant experience

CCRC

Aspirational Student Experiences Under a Guided Pathways Framework

ALL STUDENTS – AT SCALE

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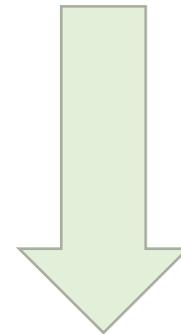
Connection Stage

Connection Stage

Each student has the opportunity to explore careers and their connections to programs with support from college advisors and/or program faculty.
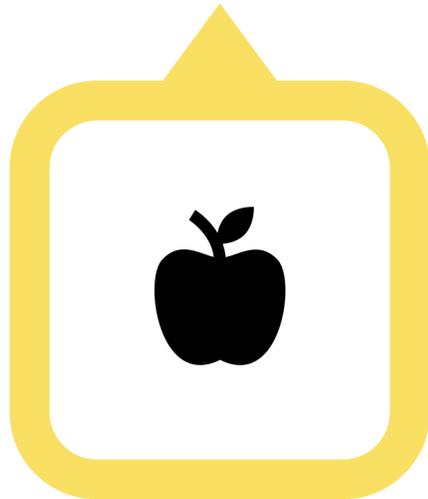
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Connection Stage

Each student takes part in experiences (e.g., orientation) that build sense of belonging at the institution and a connection to a program

Connection Stage

Each student is screened for basic needs and connected to services to address them

Entry Stage
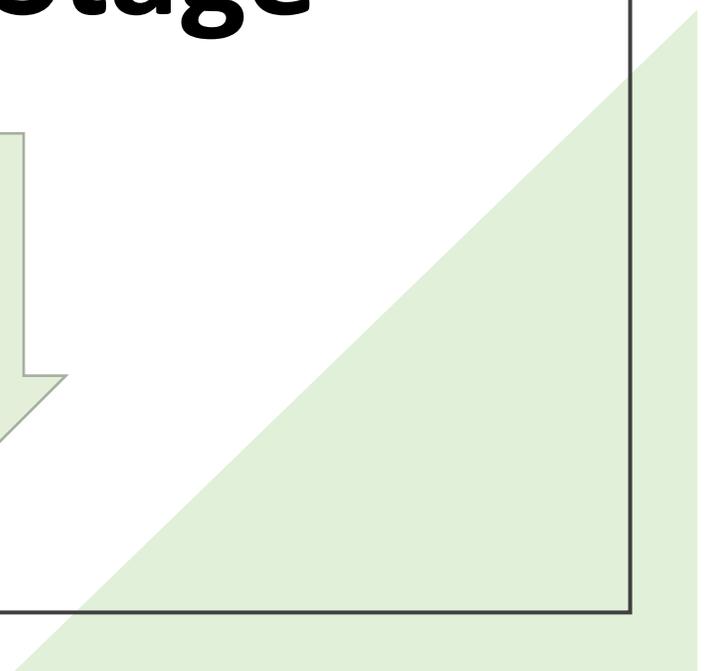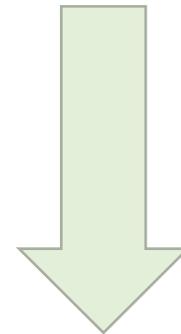
Entry Stage

By the end of first semester, each student makes an informed choice about their program of study with guidance from and advisor and/or program faculty member

Entry Stage

Each student is helped to create and maintain a customized, full-program education plan that ensures junior status upon transfer or direct entry to the workforce with a living-wage job

Entry Stage

Each student will have a first-semester experience that...

Builds community

Introduces metamajor content

Develops educational plan

Strengthens college success skills
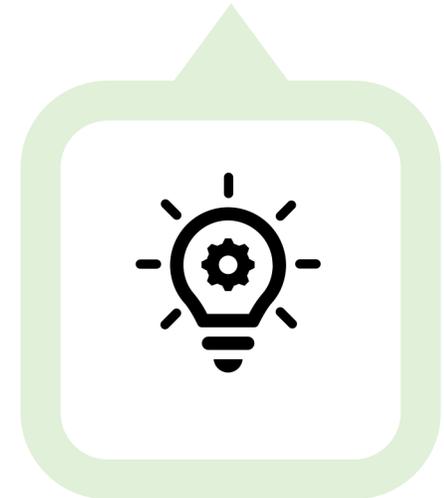
Entry Stage

Each student will enroll in an 'light the fire" first-semester course with content related to their metamajor/program of study

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Entry Stage

Each student will successfully complete transfer-level math and English courses in their first academic year
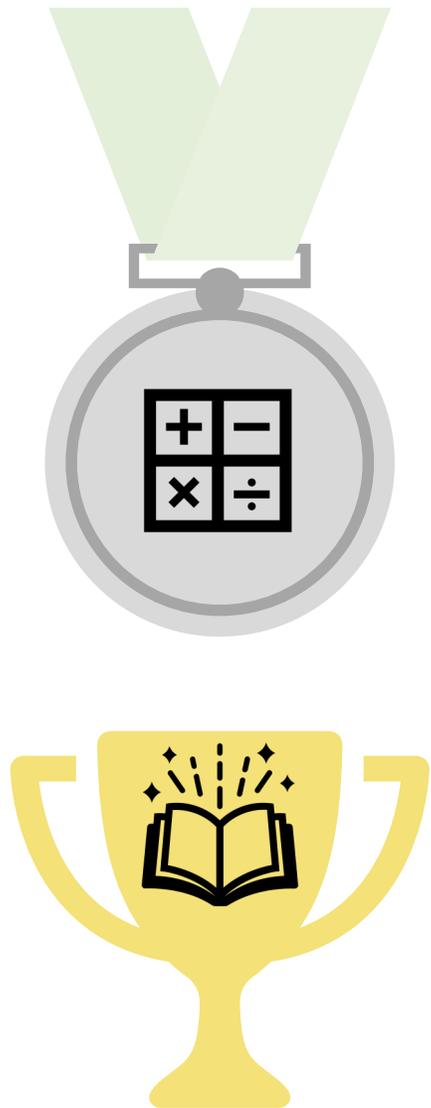
Progress/Completion Stage
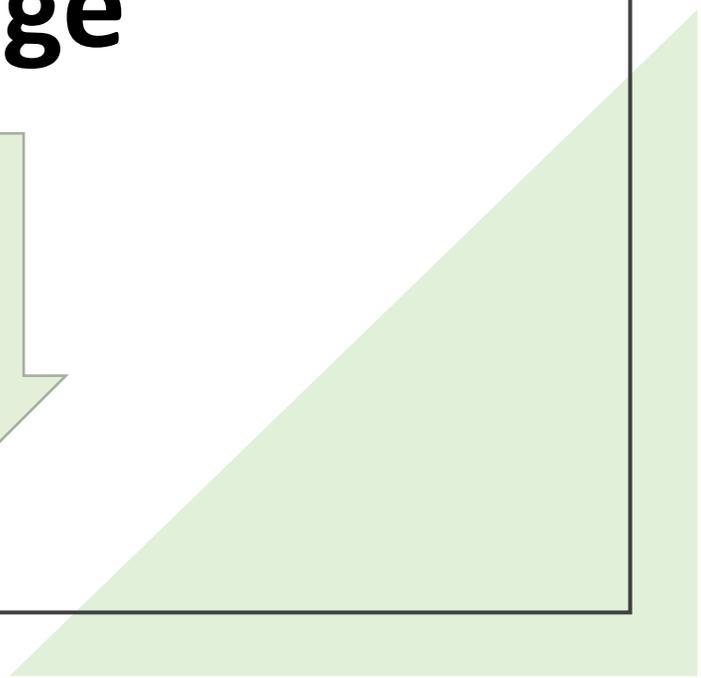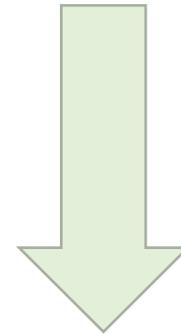
Progress/Completion Stage

Each student experiences engaging instruction that includes:
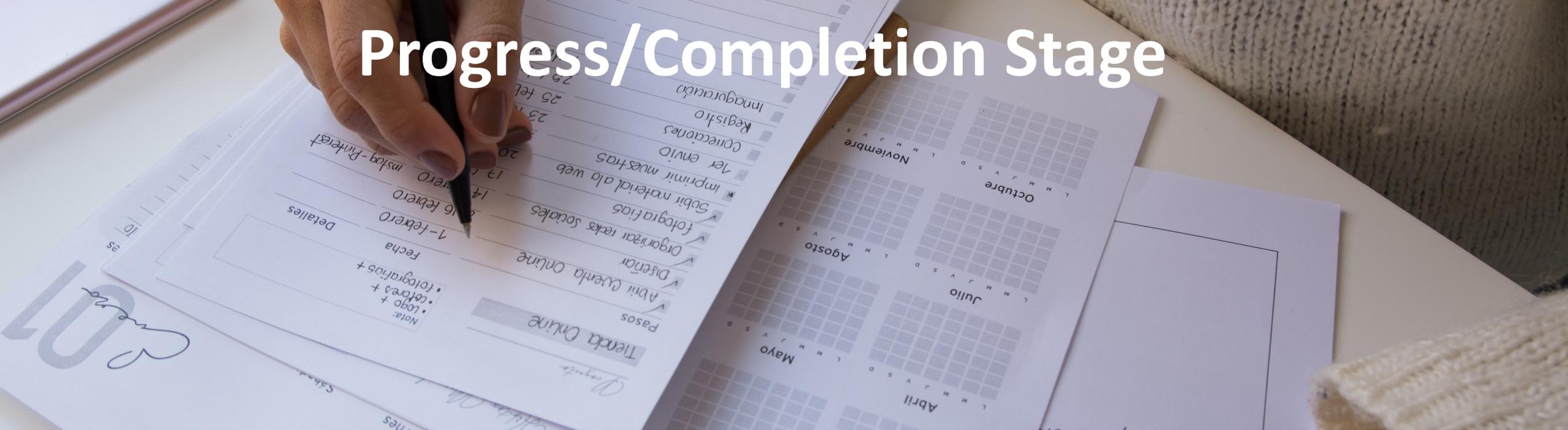
- Active and applied learning
- Contextualized coursework

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Progress/Completion Stage

Each student experiences ongoing academic advising and support with a dedicated person or team – progress toward their goals is monitored
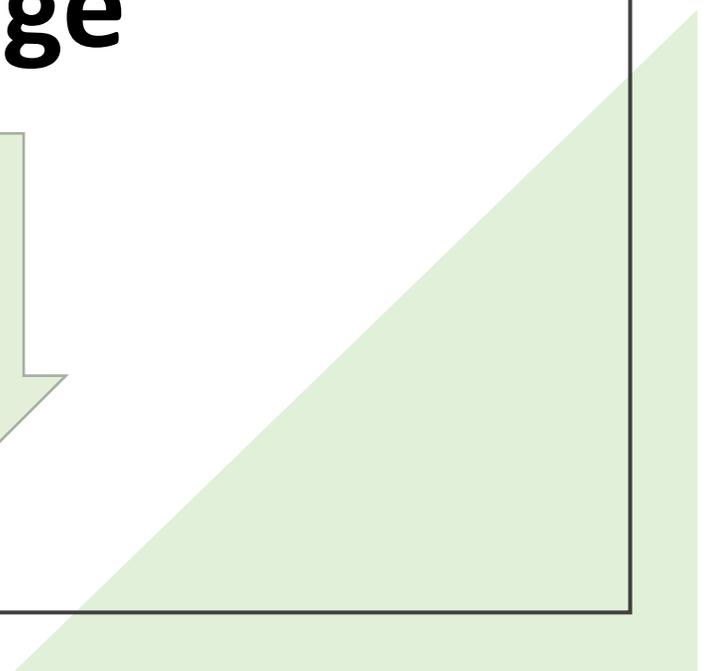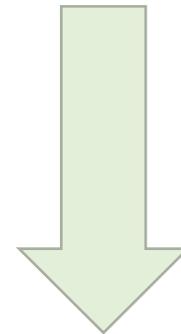

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Progress/Completion Stage

Each student will experience course schedules that ensure they can take the courses they need to stay on plan

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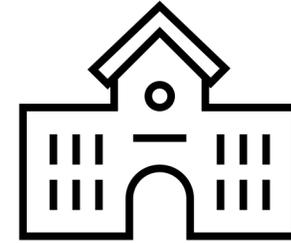
Advancement Stage

On-plan coursework

Junior standing in their major at four-year institution
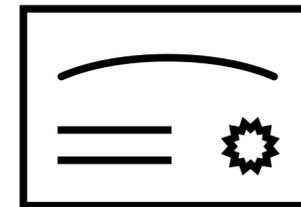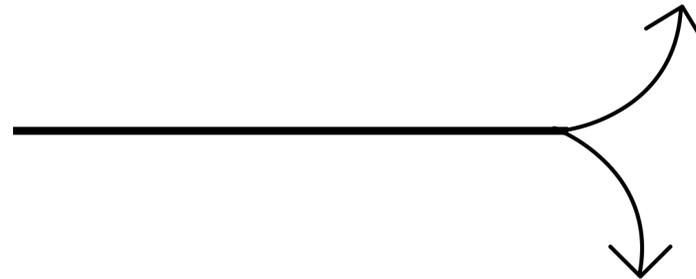
Advancement Stage

60 units transferred/accepted

~~Excessive units~~

Junior standing

High opportunity/living wage degree

Advancement Stage

Each student directly entering the workforce has the knowledge and skills to succeed in a living-wage job

New LCCC Onboarding

Engagement to End of 1st Semester

1. Application – Career Exploration 1st Time
2. Intake Advising – Career Exploration 2nd Time
   - Placed in a Pathway (Community of Interest)
3. Strategies 1000 – Career Exploration 3rd Time
   - Deep Career Exploration/Validation of Interests
   - Connections to industry/discipline experts
   - Development of a comprehensive academic plan
4. Comprehensive Academic Plan by end
   of 1st Semester

ASK

CONNECT

INSPIRE

PLAN

Find your **path** at LCCC

QUESTIONS?

Gretchen Schmidt, Senior Fellow

gretchen@ncii-improve.com

Chris Baldwin, Senior Fellow

chris@ncii-improve.com

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