RURAL GUIDED PATHWAYS PROJECT Institute #4 College Orientation Webinar

NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT

April 26, 2023

Orientation Topics

- Rural Guided Pathways Project Overview
- Guided Pathways Framework Overview
- The Focus of Previous Institute Objectives
- Institute #4 Framing
- Why Focus on Program Onboarding?
- Institute Agenda and Norms
- Q&A
- Grounding our Guided Pathways Work in Post-Graduation Success



Rural Guided Pathways Project Overview

This is a three-year project with a national cohort of 16 rural community colleges who will work with each other — and with community partners in their regions — to implement the guided pathways framework. The goals of the project are to support participating colleges as they:

- Design and implement a better student experience at their colleges.
- Collaborate with key local stakeholders to increase economic opportunity and partner on a cross-sector approach to implement guided pathways.
- Adopt evidence-based reforms that will address inequities and lead to improved educational and workforce outcomes.

What is innovative about this project?

This project is the first of its kind in two ways:

- Rural focus This is the first time a pathways project is focused specifically on the needs of rural institutions.
- ➤ Community partners This is also the first time community partners are deeply engaged in pathways implementation.



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)



Six Rural Pathways Institutes

INSTITUTE #1

Creating an Infrastructure of Opportunity

June 27-29, 2022 Minneapolis, MN

INSTITUTE #2

Reconsidering and Redesigning the Institutional Program Mix

Oct. 19-21, 2022 Cheyenne, WY

INSTITUTE #3

Connection to College and Connection to Programs

Feb. 8-10, 2023 Birmingham, AL

INSTITUTE #4

Ask, Connect, Inspire and Plan: Reimagining Onboarding

June 5, 8, & 15, 2023 Virtual

INSTITUTE #5

Holistic Supports for Students In and Out of the Classroom

Oct. 18-20, 2023 Salt Lake, UT

INSTITUTE #6

& Sustainability Structures

April 10-12, 2024 Pittsburgh, PA



RURAL GUIDED PATHWAYS PROJECT WEBSITE

https://ruralguidedpathways.org/

Includes:

- Background on the project
- List of colleges in the cohort
- Experts supporting the colleges
- Key dates
- Previous institute materials
- Readings and resources



out ~

Colleges

Experts

Key Dates

Institute Materials

Readings & Resources

NCII



Rural + Pathways + Community Partners

The Rural Guided Pathways Project is a three-year project in which a national cohort of rural community colleges is working with each other — and with community partners in their regions — to implement evidence-based, institution-wide reforms grounded in the guided pathways framework. The project's rural focus and in-depth participation of community partners set it apart from other guided pathways efforts.

Guided Pathways Overview



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



We also know that CONTEXT MATTERS

- Rural colleges and rural communities are not homogenous
- Funding structures and policy environment vary dramatically by state
- Population and service regions also vary dramatically
- We will share and explore localized labor market data and we will also provide opportunities for a more customized look at data for each college and region

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





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

Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort.

PLANNING/PREPARATION

Understand where you are and prepare for change.

SUSTAINABILITY

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

EARLY OUTCOMES

Measure key performance indicators.

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs to transfer and career. Include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

HELP STUDENTS GET ON A PATH

Require supports that help students get the best start, including first-year experiences and integrated academic support.

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with supports such as intrusive advising and systems for tracking progress.

ENSURE STUDENTS ARE LEARNING

Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

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

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

A Community-based Approach is Imperative

K-12 Partners

- Early and on-going conversations with students about value of post-secondary credential
- Meaningful and collaborative strategies to engage parents
- Dual and concurrent enrollment focused on getting students on path to a credential not random course taking
- Strong connections between K12 counselors and community college advisors
- Resource sharing (human and fiscal)

Employers

- Collaborate with the college on developing clear paths that include entry-level positions and opportunities for advancement
- Transparency about number of jobs available, entry-level salaries, pathways to a family sustaining wage
- Provide applied learning experiences for students (internships, job shadowing, mentorship)
- Resource sharing (human and fiscal)



A Community-based Approach is Imperative

Developing Clear On-ramps for Adults Students

- Employed adults returning for skills building
- Adult basic education
- Unemployed adults

Workforce and Economic Development Agencies

- Shared vision for economic mobility in the region
- Partners have a clear understanding of their role also where the organization should lead and where they should support
- Resource sharing (human and fiscal)

Community-based Organizations / Health and Human Services

- Holistic supports for students MATTER (food, housing, transportation, child-care)
- Leveraging and combining resources
- One-stop access to resources
- Clear and consistent communication about available resources



Institute #1: June 2022 – Minneapolis

- The "official kick-off" of the Rural Guided Pathways Project and initial steps toward building a dynamic learning network among cohort colleges and their community partners.
- Consider cross-sector approaches for implementing pathways to increase economic mobility in the college's service region.
- Develop a college-going mindset in their service areas that establishes and shares the value proposition of higher education.
- Build a movement to reimagine and redesign rural colleges to center students'
 experiences and success for their communities that also reinforces change
 leadership strategies for implementing pathways at scale.

Institute #2: October 2022 – Cheyenne

- Review and analyze institutional program data and identify existing gaps in program offerings.
- Discuss which student populations are being served by which programs at the institution and which student populations are not in a program at all.
- Develop an internal communications plan to share program data with internal stakeholders.
- Set the stage for engaging community partners in the conversation about community college programs, alignment with workforce needs, existing gaps, and how to collaborate to address those gaps.



Institute #3: February 2023 – Birmingham

- Examine ways to expand the college-going mindset in communities
- Explore innovative models for connecting students to programs of study through dual enrollment and other high school partnerships
- Consider different ways to attract and enroll adult students into programs
 of study, including those adults taking individual courses at the college
 (skills builders), non-credit students, adult basic education students and
 students in short-term credential programs
- Discuss cross-sector approaches to better alignment from K-12, through community colleges and universities and into the regional workforce



Institute #4 - Objectives

- Understand how rethinking and re-engineering your onboarding process can get students on a program pathway earlier
- Explore the components of the CCRC onboarding framework ACIP (Ask-Connect-Inspire-Plan)
- Consider way that Student Financial Stability and student basic needs can be integrated into the onboarding process
- Reimagine your institution's onboarding process using the ACIP framework as the guiding structure





Why focus on program onboarding?

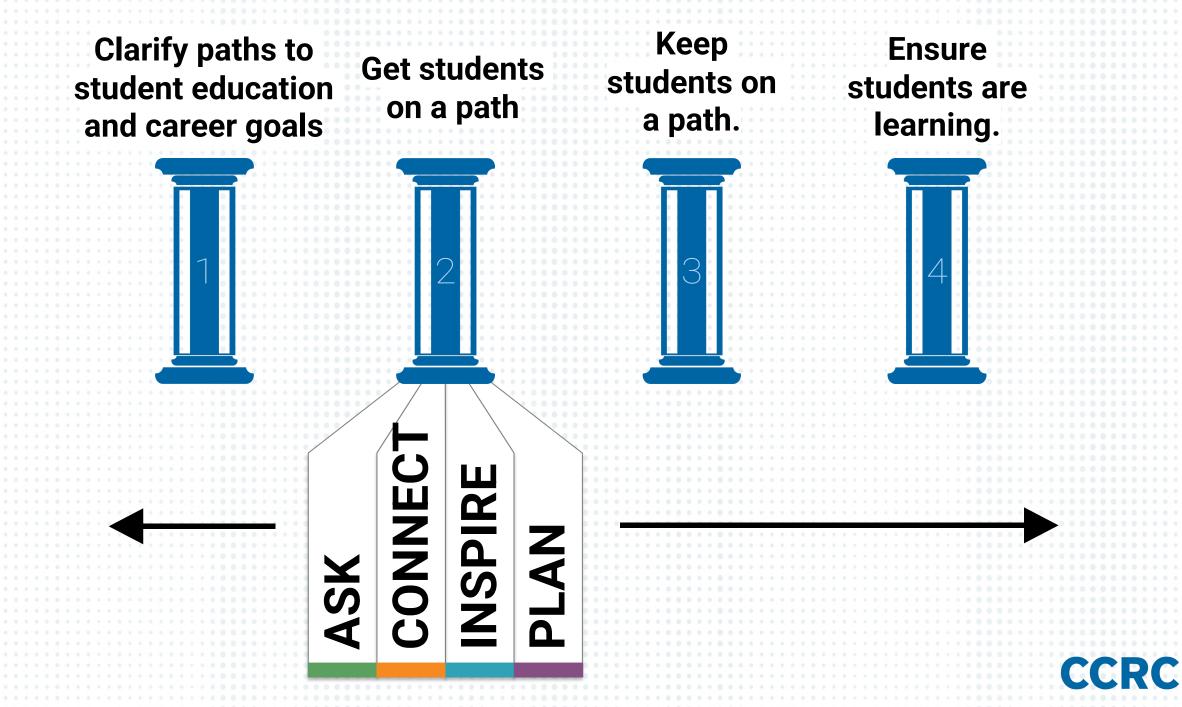
Why is program onboarding so important?

- Six years after enrolling, about 40% of CC students completed any credential, 41% of students
 are no longer enrolled (and completed no credential), and 19% are still enrolled
- 10-40% of students who apply to a community college never enroll
- Enrollments in CCs have been declining for years and accelerated during the pandemic
- About 45% of CC students leave higher education before the start of their second year
- Many students are not in a program that's aligned with a good job and/or further education



To integrate student success reforms and engage the entire college community in guided pathways redesign, CCRC recommends that colleges focus on creating a more motivating and equitable program onboarding experience for all students.





Institute #4 Agenda – June 5th

11:00 – 11:10 am Setting the Context for the Day 1

11:10 – 11:40 am Why Onboarding is Critical to Building Back Enrollments and Supporting Student Success

11:40 – 12:30 pm CCRC Workshop – Ask & Connect

12:30 – 12:40 pm Break

12:40 – 1:20 pm Ask & Connect Breakout Sessions

1:20 – 1:30 pm Setting up the Team Time Activity & Next Steps

2:30 – 4:00 pm Virtual Team Time with Coaches

Institute #4 Agenda – June 8th

11:00 – 11:10 am Setting the Context for the Day 2

11:10 - 11:45 am Opening Session

11:45 – 12:15 pm Breakout Sessions

12:15 – 12:25 pm Break

12:25 – 1:00 pm Role-alike Session

1:00 – 1:15 pm Debrief and Discussion

1:15 – 1:30 pm Mini-lecture



Institute #4 Agenda – June 15th

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11:00 – 11:10 am Setting the Context for the Day 3
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11:10 – 11:55 am CCRC Workshop – Plan
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2:30 – 4:00 pm Virtual Team Time with Coaches



Institute #4 Advance Work

- Schedule a team session with your coach before the session on June 5th to complete the following:
 - Mapping the current program onboarding experience at your college
 - Revisiting your program enrollment data
- We ask that the members of the team attending the June 5th session attend the pre-institute team time session. If you would like other stakeholders to participate, that is up to your discretion.
- Advance work does not need to be submitted prior to June 5th, but it will be used during the team time sessions on June 5th and June 15th.



Institute #4 Tips for Teams

- During the synchronous sessions on June 5th, 8th, and 15th, team members participating should join from their own computer to allow them to join breakout and role-alike sessions.
- NCII will send Zoom links to the each individual registered for the day's sessions.
- During Team Time on June 5th and 15th, team members should also join from their own computer (not a conference room).
- Coaches will share a Zoom link with college leads for the team time sessions,
 who will be responsible for sending the link to their team members.
- College teams will be grouped by coach teams and then sent to breakout rooms for discussion

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?"

Summer Check-in Calls

- One-hour calls with President and Team Lead
- Gretchen will send scheduling poll out after June institute
- Questions to Explore:
 - Feedback on the project overall
 - What is working/not working?
 - Areas where more support is needed
 - What you are most proud of in your implementation?
 - Greatest implementation concerns



Section 3: Grounding our Guided Pathways Work in **Post-Graduation Success**



Our Value Proposition of Economic Mobility

If students are coming to us with a primary goal of advancing their quality of life and sustaining their families via economic mobility...





Then...

- We need to elevate the consideration of and strategy development around improving the <u>post-graduation</u> <u>outcomes</u> of our students in the workforce (and with transfer on the path to...)
- Doesn't diminish the other lenses with which we view CCs as important...but need to address the <u>base of Maslow's need</u> <u>hierarchy</u> for our students first...



What would it take to get there?

- Improving the value proposition to prospective and current students by making a much clearer connection for students between their education and <u>living wage employment</u>
- Structuring and nurturing senses of <u>validation</u>, <u>psychological</u> <u>safety</u> and <u>belonging</u> upon entry and throughout the student experience -- especially for underserved communities of color
- Focusing our <u>student experience redesign</u> work on equityguided retention, completion and post-graduation successbased strategies



Introduction to Labor Market Data Slides

- In early 2023, NCII has been working to help colleges ground their GP work in the post-graduation outcomes of their students
- Most notably this includes looking at living wage data customized to a college's service area
- Important to take into account Cost of Living adjustments
- Using "living wage" threshold from Georgetown CEW
- What follows are selected slides from a rural North Carolina college's report (Catawba Valley CC)



#1: What are the Top Five Occupations in Number of Jobs in Catawba Valley CC Area in 2022?

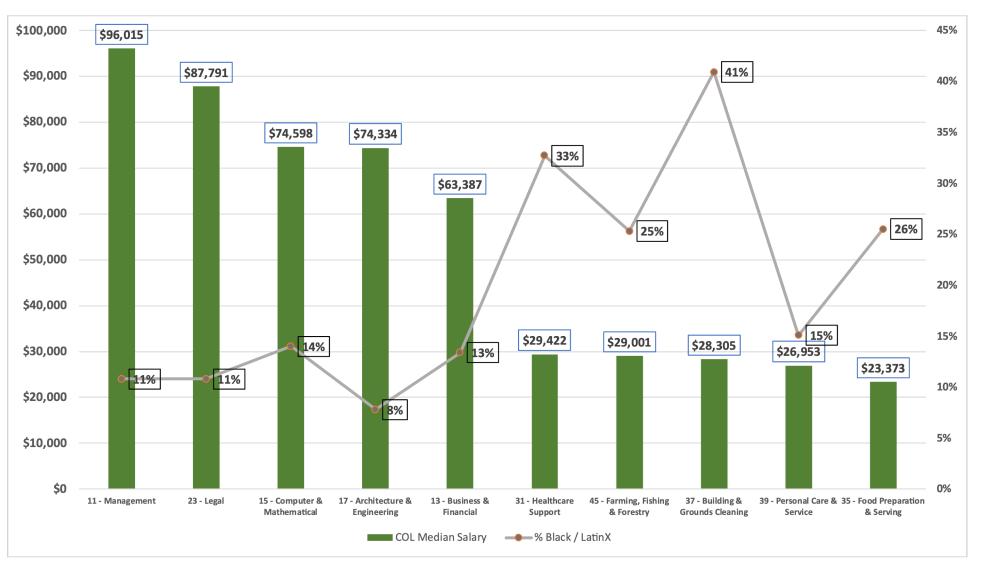
SOC	Description	2022 Jobs	Median Sala	COL Median Salary
51-0000	Production Occupations	20,042	\$36,075	\$37,191
53-0000	Transportation and Material Moving Occupations	12,464	\$36,250	\$37,371
43-0000	Office and Administrative Support Occupations	11,264	\$35,885	\$36,995
41-0000	Sales and Related Occupations	9,493	\$28,615	\$29,500
35-0000	Food Preparation and Serving Related Occupations	7,426	\$22,672	\$23,373
	All Two-Digit Occupations	97,918		

Note:
COL Index in
Catawba
Valley CC
Area is 97.0;

Occupations
based on
Two-Digit
SOC codes



#4a: What are the <u>Percentage of Black & LatinX Workers</u> in the Highest vs. Lowest Paying Jobs in Catawba Valley CC Area?



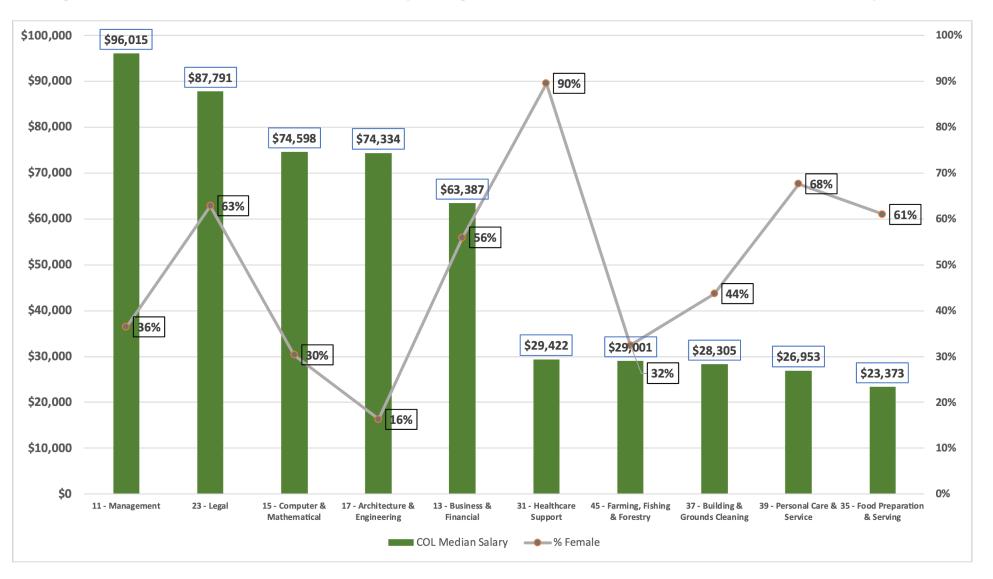
Note: COL Index in Catawba Valley CC Area is 97.0;

Black / LatinX Workers 22% of pop;

Occupations based on Two-Digit SOC codes



#4b: What are the <u>Percentage of Female Workers</u> in the Highest vs. Lowest Paying Jobs in Catawba Valley CC Area?



Note: COL Index in Catawba Valley CC Area is 97.0;

Female Workers 47% of pop;

Occupations based on Two-Digit SOC codes



#8: What are the Occupations that Pay a Median Living Wage with the Most Openings in Catawba Valley CC Area?

SOC Code	Description	2022 Opening -	COL Med Salary	% Black / LatinX ▼	% Female
51-6090	Miscellaneous Textile, Apparel, and Furnishings Workers	261	\$47,066	29%	26%
11-1020	General and Operations Managers	172	\$96,340	9%	30%
51-2020	Electrical, Electronics, and Electromechanical Assemblers	165	\$45,995	17%	47%
41-4010	Sales Representatives, Wholesale and Manufacturing	150	\$61,983	7%	28%
51-1010	First-Line Supervisors of Production and Operating Workers	138	\$59,978	16%	23%
51-9030	Cutting Workers	121	\$45,052	22%	31%
43-1010	First-Line Supervisors of Office and Administrative Support Workers	102	\$51,350	16%	68%
25-2020	Elementary and Middle School Teachers	101	\$51,006	18%	82%

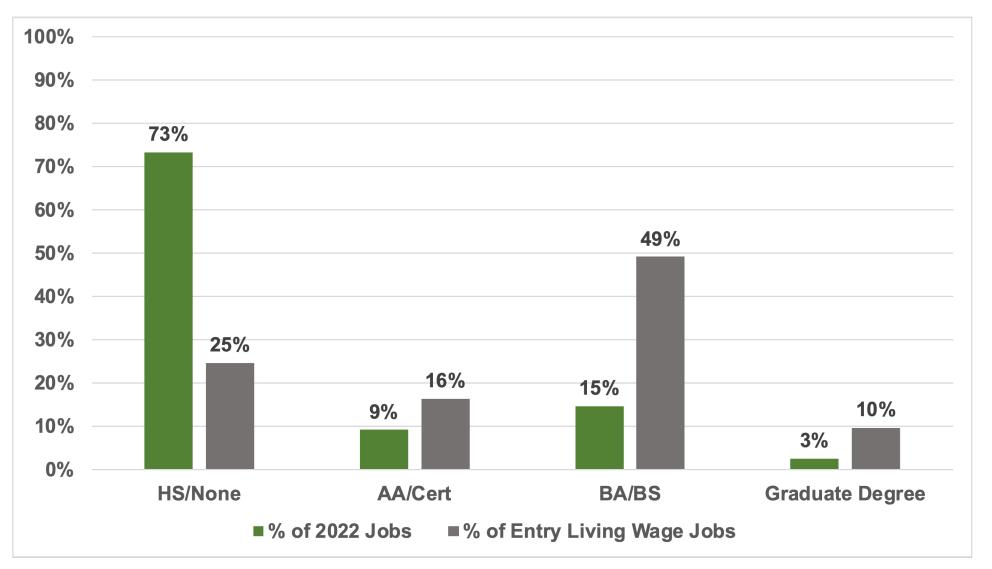
Note: COL Index in Catawba Valley CC Area is 97.0;

Black / LatinX 22%; Female 47%

Living Wage is based on \$45,000 COL Median Threshold in Five-Digit SOC codes



#10: How Does Entry-Level Education for Occupations in Catawba Valley Relate to Numbers of Jobs & Entry-Level Living Wages?



Note: COL Index in Catawba Valley CC Area is 97.0;

Living Wage is based on \$35,000 COL 10th Percentile Threshold in Six-Digit SOC codes



Initial Next Steps to Consider (1)

Make the career paths that lead to living wage jobs clearer #1 to your campus community and to your students Integrate consideration of career paths to living wages more transparently in your onboarding process - especially #2 for underserved communities Integrate conversations around career-connectedness into #3 the classroom – especially in non-classically CTE courses Work with your K-12 partners to elevate career exploration #4 and connection to living wage career paths for students



Initial Next Steps to Consider (2)

Work with employers to provide structural support for students in initially lower-wage jobs to progress on their #5 career paths (e.g. tuition assistance, education on site) Ensure that all students have a clear and coherent fullprogram education plan as soon as possible but no later #6 than the end of the first semester Discourage selection of general studies as a major without specific articulation ensuring junior standing in a major on #7 the path to living wage jobs and careers Make the case to your students and to employers for your GE outcomes and degrees providing the key skills to #8 advance on career paths and adapt to changing economies

QUESTIONS?

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