



Assessing and Advancing Equity Through Guided Pathways

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OCCRL Equity Conscious Community College Pathways Project

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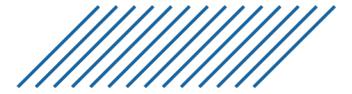
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Guided Pathways to What? For Whom?

- Defining success & closing gaps: access to college → degree completion → **post-graduation success**
- CC programs lead to a **wide range** of economic opportunity, directly via immediate labor-market outcomes or indirectly via transfer and further education
- Transformation through GP involves reorganizing around meta-majors and programs, offering an opportunity for **examining equity** at the program level
- GP **Program Equity** Questions for Colleges
 - Which programs don't advance opportunity, which students are over-represented, why do we offer these programs?
 - How do we help students connect and build momentum through a program that will add the most value?





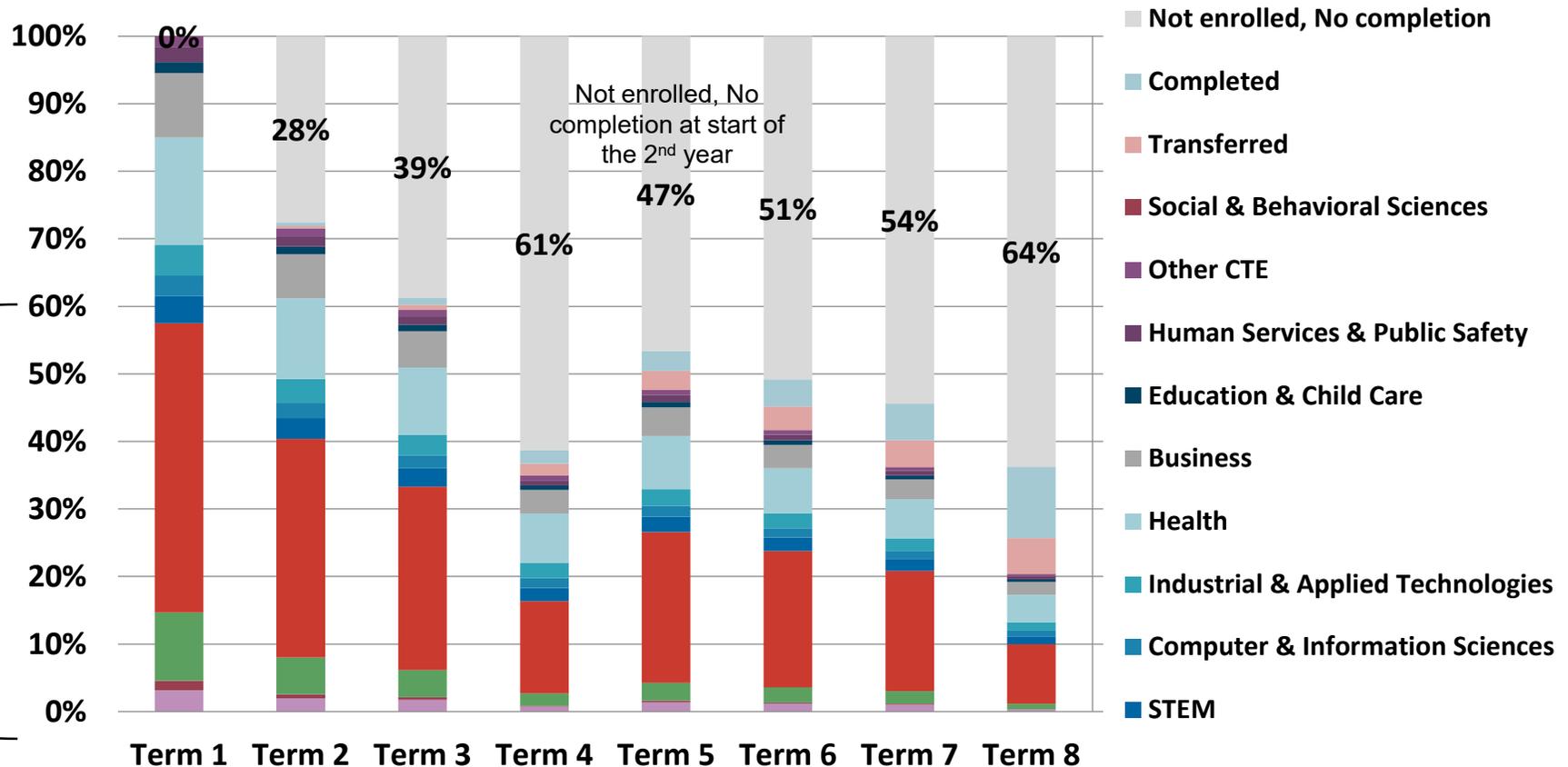
(In)Equitable Representation Among Community College Programs

Framing analyses from one state's community college system



Half of students don't return for a second year

Term-by-term program enrollments among degree-seeking CC entrants in one state



58% enter into general, undeclared, unknown, or uncategorized programs



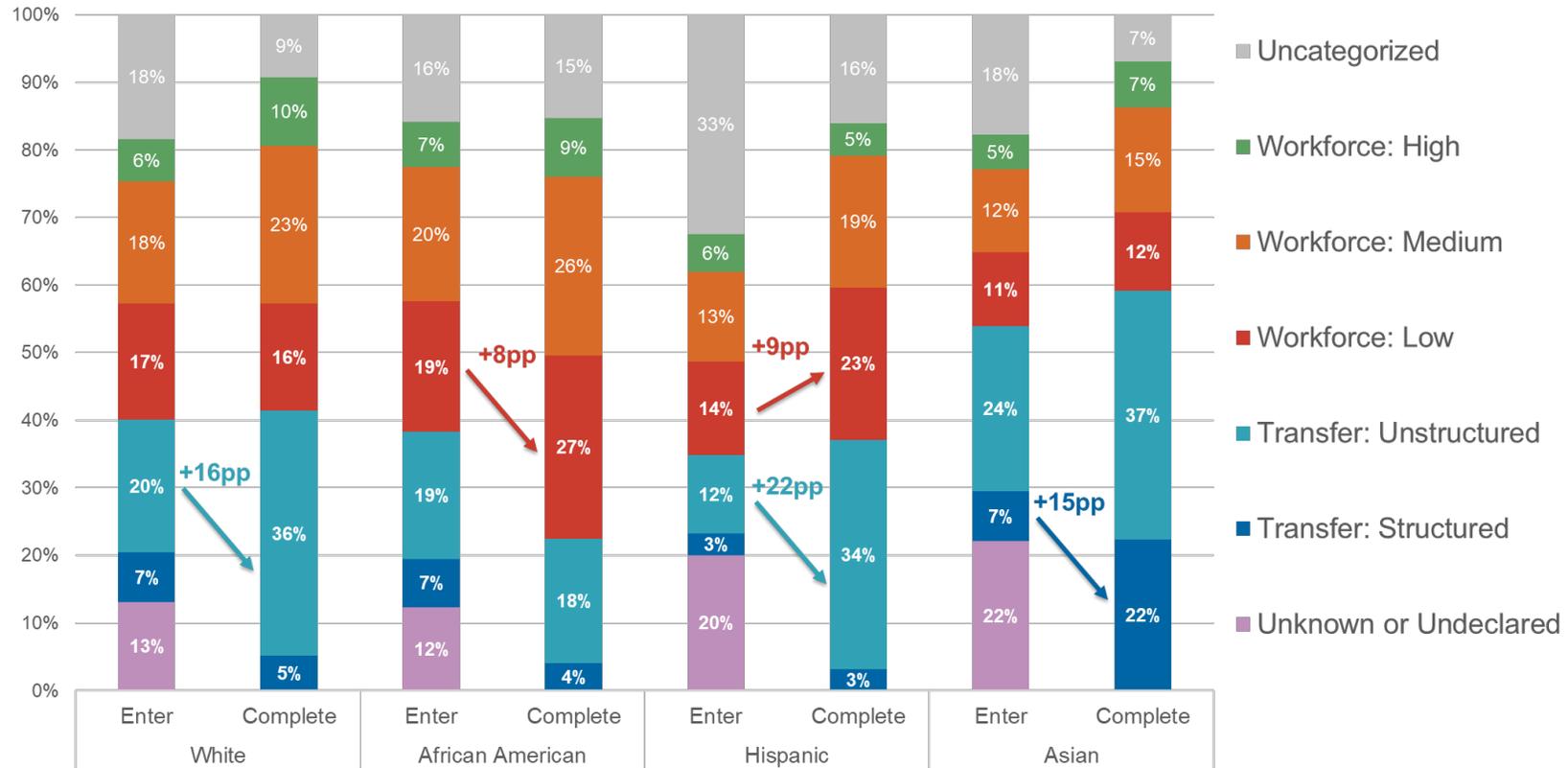
Categorizing Community College Programs by Post-Graduation Opportunity



Category	Description	Examples
Workforce: Low	Program places students into jobs with low average earnings (e.g., less than \$14/hour)	Criminal Justice, Automobile Technology, Early Childhood
Workforce: Medium	Program places students into relatively middle-paying job (e.g., between \$14-\$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
Workforce: High	Program places students into a relatively high-paying job (e.g., more than \$17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
Transfer: Unstructured	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
Transfer: Structured	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
Undeclared or Unknown	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
Uncategorized or Other	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Running Start



Enrolled Students Only: Program Enrollments by Term among FTEIC degree-seeking CC Entrants, 2009-2011



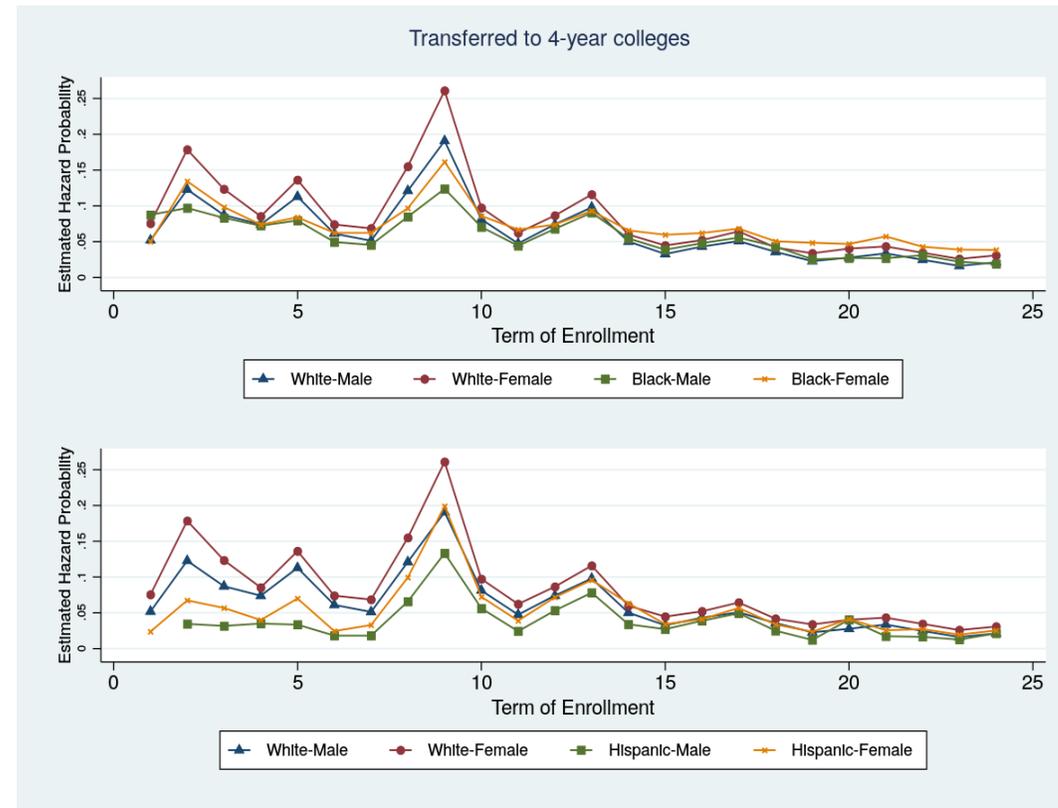
Equity in Access to Higher-Opportunity Pathways



1. When does program sorting by race and income occur?
 - Result: Sorting occurs throughout, especially in year 1, though some bright spots of parity in likelihood to enter higher-opportunity programs.
2. What intervening factors mitigate inequitable sorting?



Racial Transfer Gap Most Pronounced in Students' First Three Years



Equity in Access to Higher-Opportunity Pathways



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 - Result: Sorting occurs throughout, especially in year 1, though some bright spots of parity in likelihood to enter higher-opportunity programs.
2. What intervening factors mitigate inequitable sorting?
 - Result: Completion of early academic milestones increases likelihood of higher-opportunity outcomes overall, and **disproportionately benefit** black, Hispanic, and lower-income students.



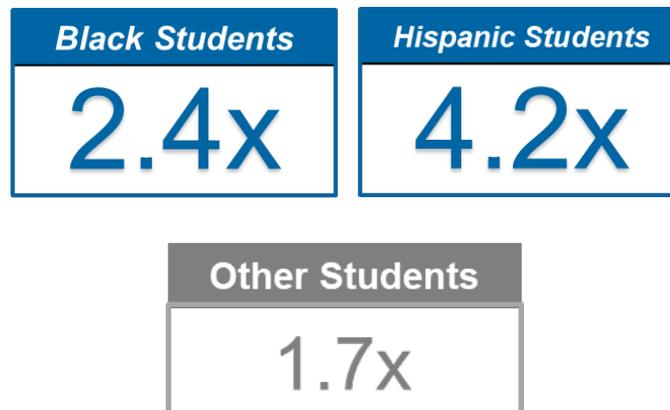
Benefits of Momentum for Transfer*

*CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.



	Benefit of Milestone (Baseline)	Additive Effects		
		Black	Latinx	Low-income
Transfer to a four-year institution				
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x	6x	6-11x	7-8x
Gateway English/Math (College-level)	3-4x	No diff.	6-8x	4-6x
Completed Transfer Degree	6-7x	9-11x	11-18x	11-13x
Transfer & bachelor's completion				
Credit Momentum (6+, 12+, or 24+ college credits)	1.7-2x	2-3x	4-5x	7-9x
Gateway English/Math (College-level)	1.5-3x	2-4x	4-5x	4-5x
Completed Transfer Degree	3-4x	5-6x	5-9x	6-7x

Benefit of completing 12 or more college-level credits on transferring and completing a bachelor's degree





Applying Research to Support Equity-Minded Implementation of Guided Pathways

Data Tools and Workshops



Equity in Program Enrollments and Completion

CONNECTION

From interest and application to first enrollment

- Is the college engaging underrepresented students in high schools, adult education, and non-credit programs to explore the college's pathways and pursue a program of study?

ENTRY

From entry to program choice and entry

- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

PROGRESS / COMPLETION

From program entry to completion of program requirements

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high- and low-remuneration CC awards being conferred equitably?

ADVANCEMENT

From completion of credential to career and further education

- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor's completion outcomes equitable?



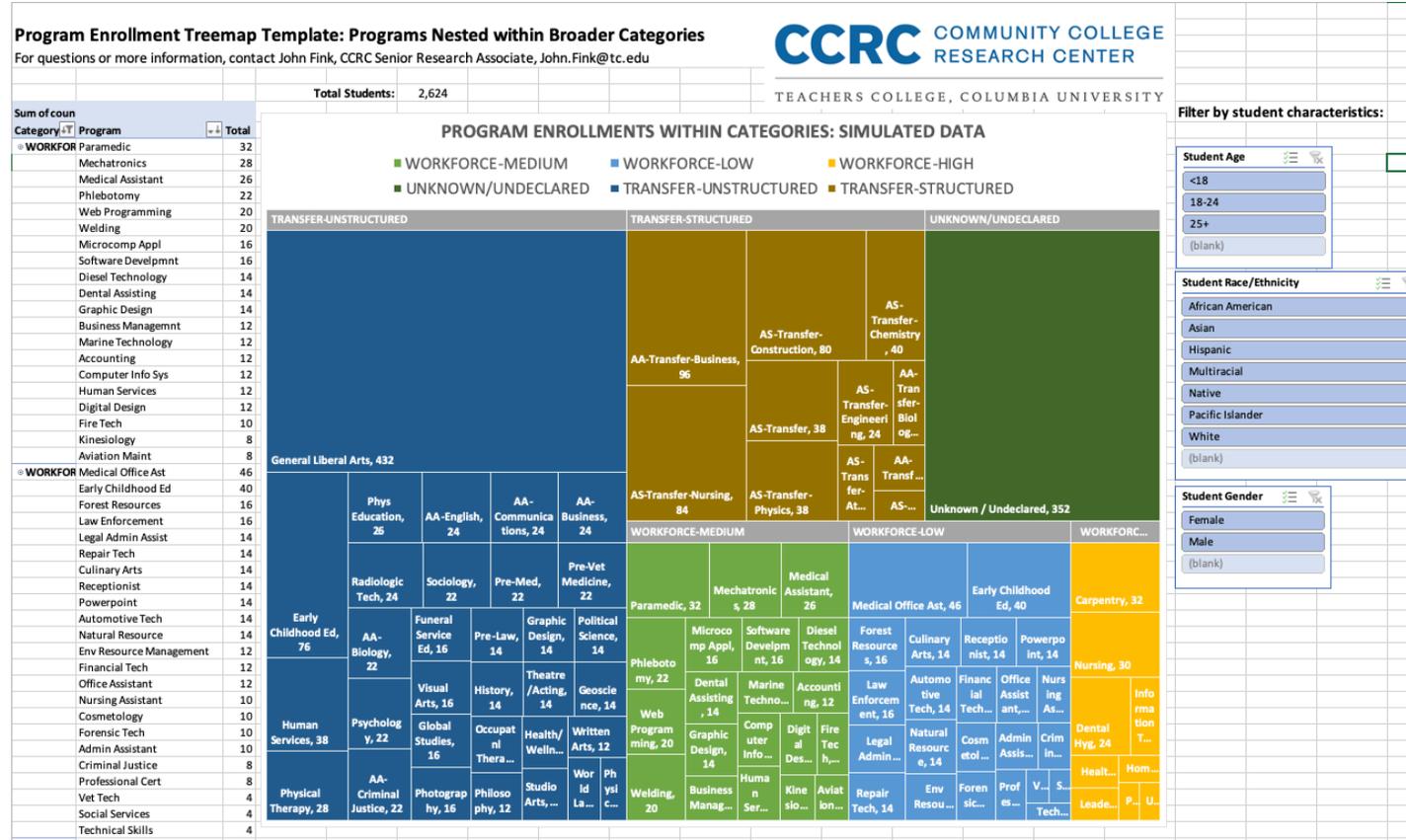
Planning Guide and Data Tool for Colleges on Access to Higher-Opportunity Pathways

1. What programs are our students currently enrolled in?
2. Which programs lead to greater or lesser opportunity?
3. Is student representation across programs proportionate?

Figure 5.
College B: Racial/Ethnic Composition of Top-Enrolled Programs



Program Explorer Data Tool



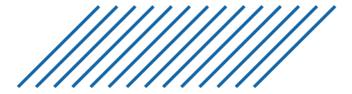


From Awareness of Inequities to Redesigning Practice

Foregrounding Equity in Guided Pathways: A tool for supporting students into and through programs of study



Developing strategies to address equity gaps



1. College's equity goals
2. Current practices that hinder goals
3. Current practices that support goals
4. Institutional Cultural Beliefs Supporting Current Practice
5. Taking Action to Identify, Describe, and Plan for Addressing Inequities



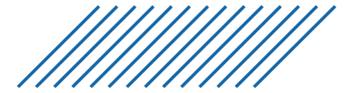
Examining Institutional Practices



- Connection
 - Which geographical areas and other segments of the population within the college's service area are currently underserved, and what is the college doing to outreach to these communities?
- Entry
 - How is the college introducing all students to high opportunity programs of study, or programs of which many students may have limited awareness about program content and further education opportunities?

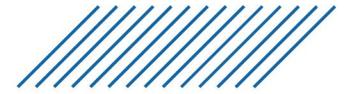


Foregrounding Equity Planning Tool



College's goals for connection	Current practices that hinder goals	Current practices that support goals	What data is needed?	Near-term actions needed?
<p><i>Ensure that students in dual enrollment as well as those not taking dual enrollment courses are helped to explore the college's programs and meta-majors in the 11th and 12th grade</i></p>	<p><i>High school students are not systematically helped to explore programs and to think about possible majors. In current college information sessions, the focus is not on academic and career exploration</i></p>	<p><i>Some dual enrollment students take the college FYE course (which includes career exploration), but most students don't take this course.</i></p>	<p><i>Review the advising curriculum currently used with students in high schools</i></p> <p><i>Can we figure out any patterns in terms of which students are helped to enter a program of study (by race, feeder high school, etc.?)</i></p>	<p><i>Review which high schools currently part of outreach efforts, which have assigned advisors?</i></p> <p><i>Review advising "curriculum" used in high schools, consider redesigning</i></p>





Thank you!! If you have any questions about these tools, please contact:

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