Academic Advising and Guided Pathways:
Fall and Spring Entering Student Experiences

E. Michael Bohlig, Ph.D.
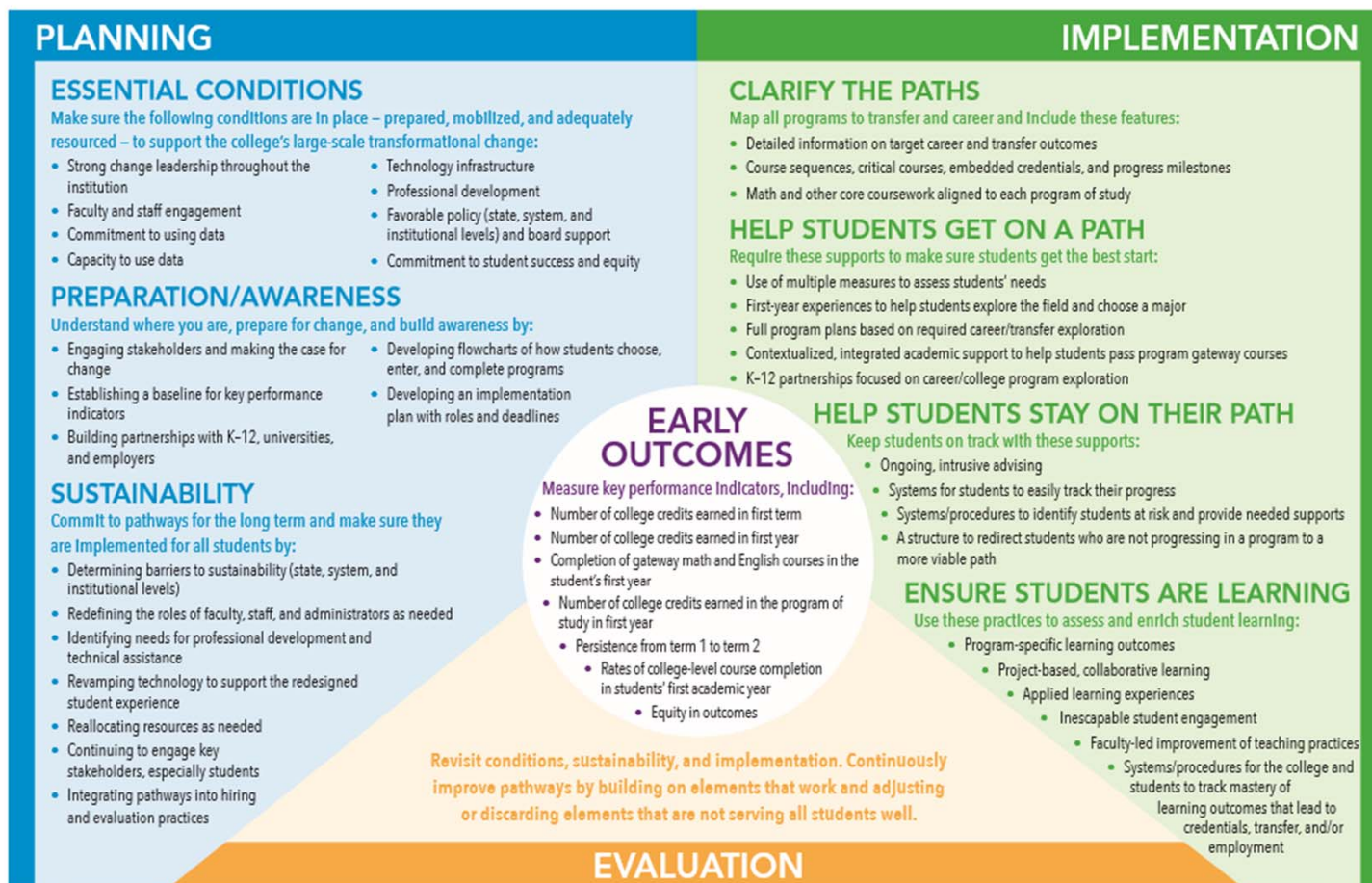Assistant Director of Research

Kyle Lovseth
Research Associate

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. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market; and to achieve equity in those outcomes.**

Pathways

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:

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

PREPARATION/AWARENESS

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K–12, universities, and employers
- 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 to transfer and career 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:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer 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
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

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
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

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

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII), and Public Agenda.

FEB. 17

SENSE and *CCSSE* Texas Results

SENSE 2018

- 4588 Entering Students
- Administered in Fall 2018
- Administered in 4th and 5th weeks of semester

CCSSE 2019

- 17.6% respondents in 1st term
- 995 entering students
- Administered in Spring 2019
- Administered in the middle of semester

9 Texas colleges administered both surveys and the corresponding Guided Pathways item sets

SENSE and *CCSSE* Texas Results

Breakout		*SENSE* 2018 N (%)	*CCSSE* 2019 N (%)
All Students		4588 (100%)	995 (100%)
Enrollment Status	Part-time	1474 (32%)	368 (37%)
	Full-time	3114 (68%)	627 (63%)
Age	Nontraditional	378 (8%)	221 (22%)
	Traditional	4113 (92%)	768 (78%)
Race/Ethnicity	Black or African American	502 (11%)	138 (14%)
	Hispanic or Latino	2443 (55%)	403 (41%)
	White	1114 (25%)	299 (30%)
	Other	401 (9%)	152 (15%)

Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?
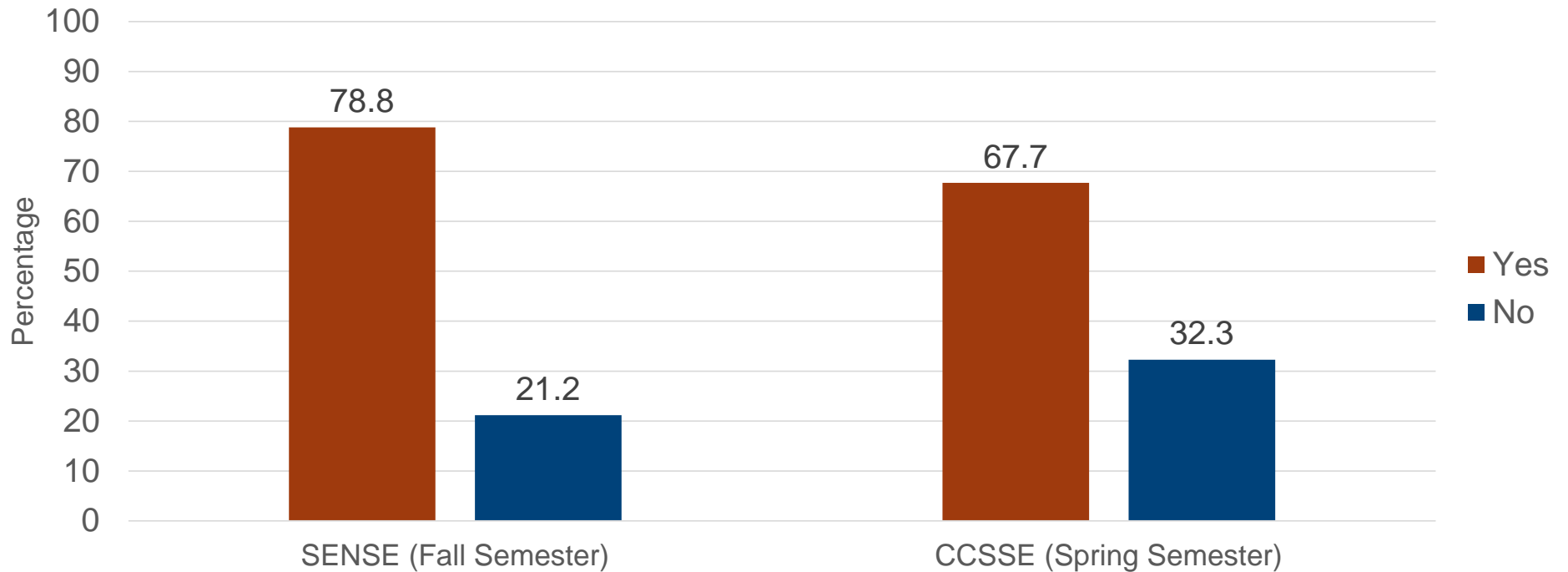
MB1   You don't need to say this. I conver it on the third slide when I tell them we want this to be an interactive session and want them to engage in discussion.
Michael Bohlig, 2/29/2020

MB2   Also, you don't start a presentation telling people you have too much data for the allotted time. That presents the image of not being prepared.
Michael Bohlig, 2/29/2020

Comparisons by Enrollment Status
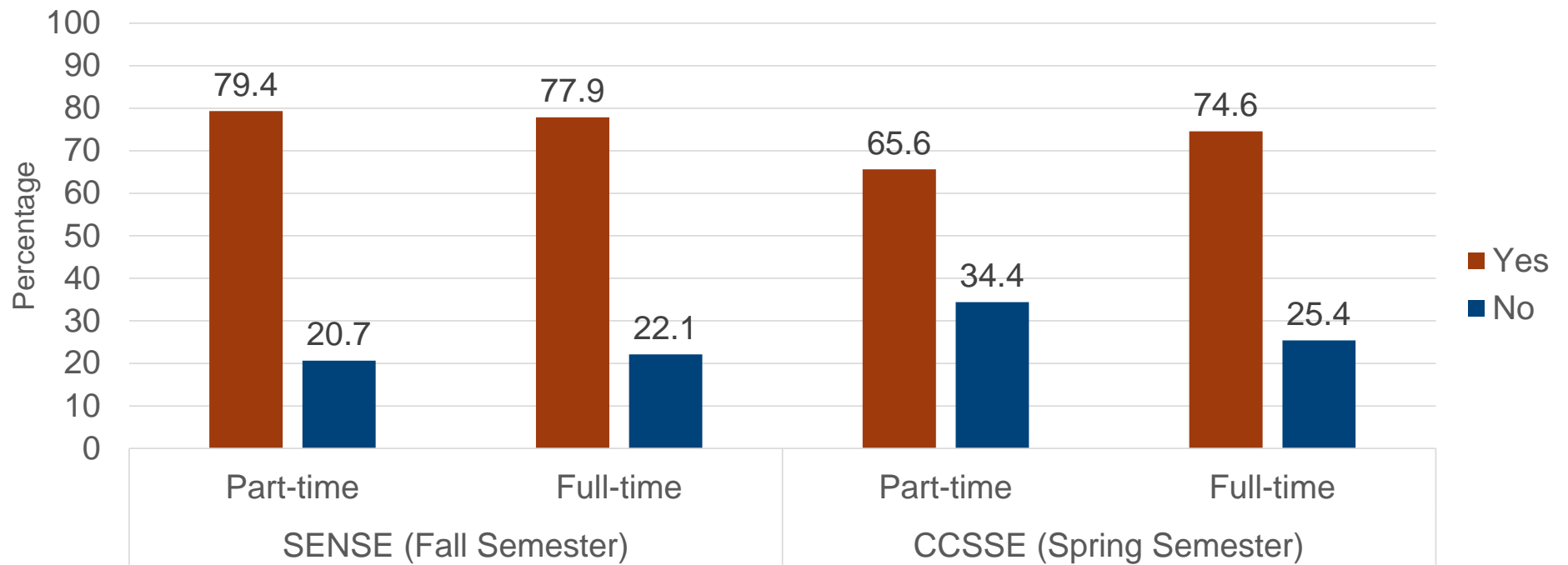
MB3   I made this change because 74.6 is somewhat similar to 77.9, but I would not say the two numbers are alike.

Michael Bohlig, 2/29/2020

Comparisons by Age (Traditional vs Nontraditional)

Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?
By Age (Traditional v Nontraditional) - Weighted
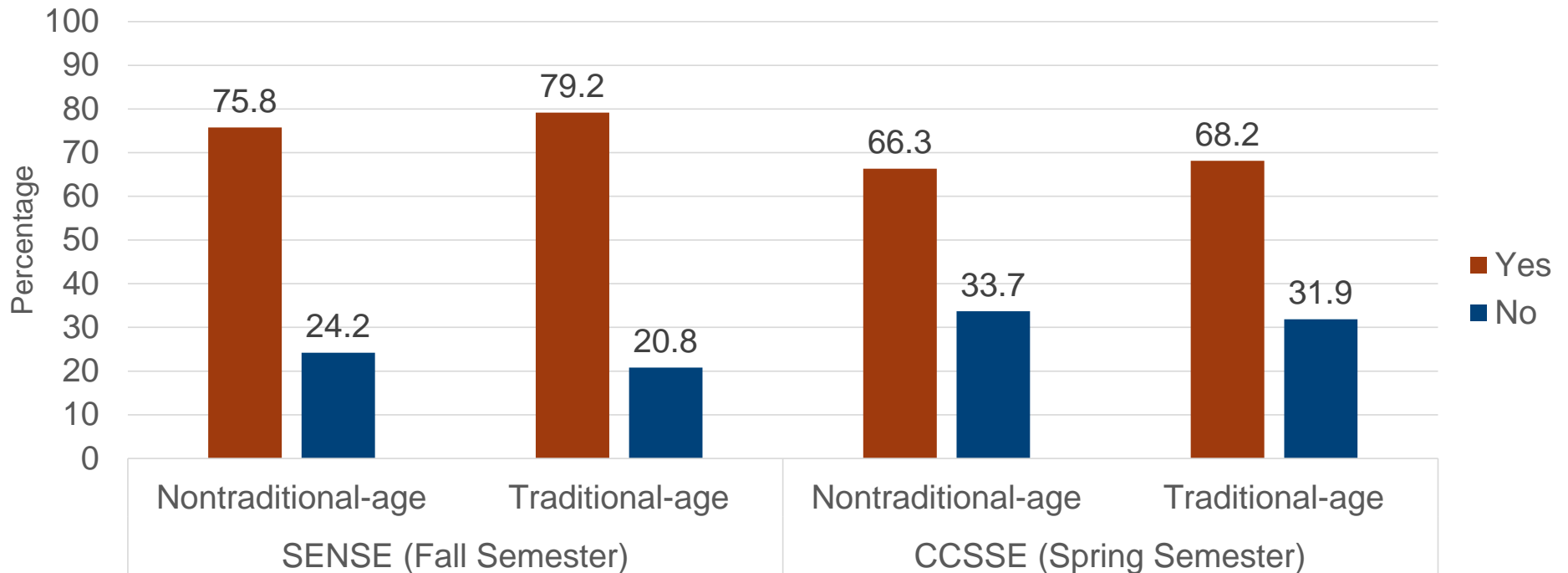
Source: SENSE 2018, CCSSE 2019

Comparisons by Race/Ethnicity

Were you required to meet (in person or online) with an academic advisor before registering for classes this academic term at this college?
By Race/Ethnicity - Weighted
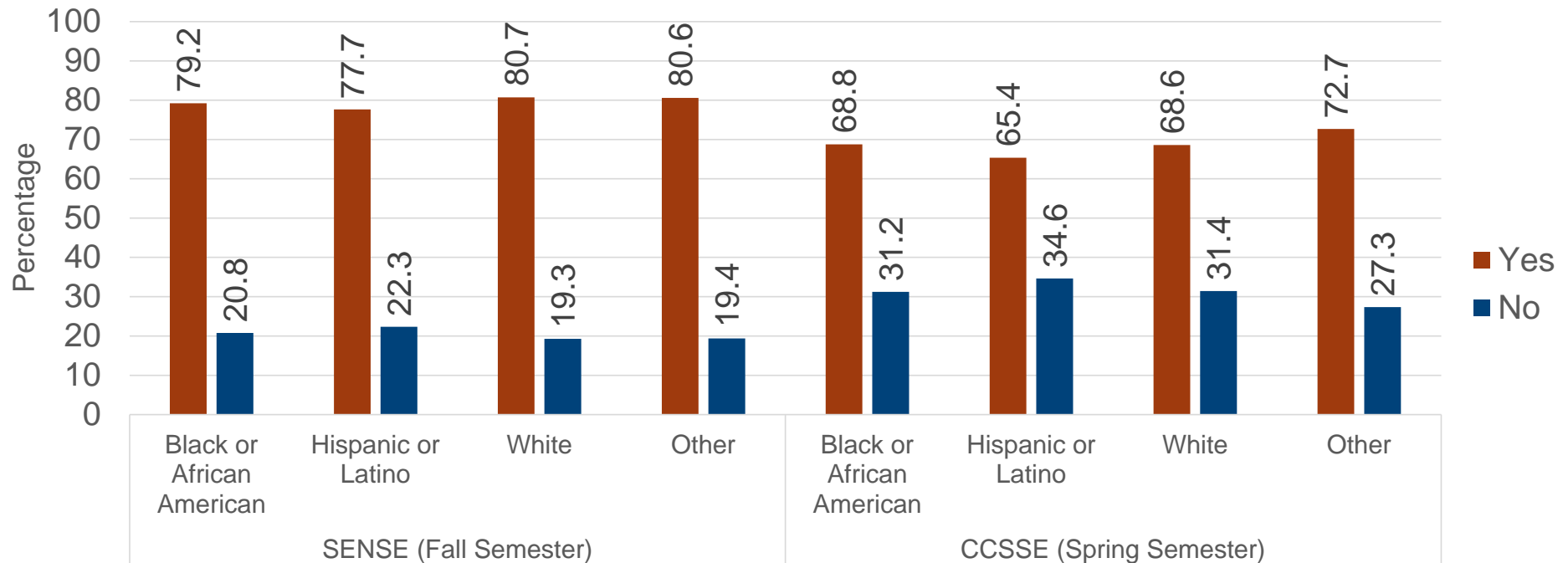
	Yes	No
SENSE (Fall Semester)		
Black or African American	79.2	20.8
Hispanic or Latino	77.7	22.3
White	80.7	19.3
Other	80.6	19.4
CCSSE (Spring Semester)		
Black or African American	68.8	31.2
Hispanic or Latino	65.4	34.6
White	68.6	31.4
Other	72.7	27.3

Source: SENSE 2018, CCSSE 2019

Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?

All Student Comparisons

Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?
All Students - Weighted

Legend:
- Yes
- I plan to transfer without completing a certificate or degree
- I am not seeking a certificate or degree
- No

SENSE (Fall Semester): Yes 49.2, I plan to transfer 8.4, I am not seeking 3.8, No 38.5

CCSSE (Spring Semester): Yes 52.7, I plan to transfer 6.0, I am not seeking 2.9, No 38.3
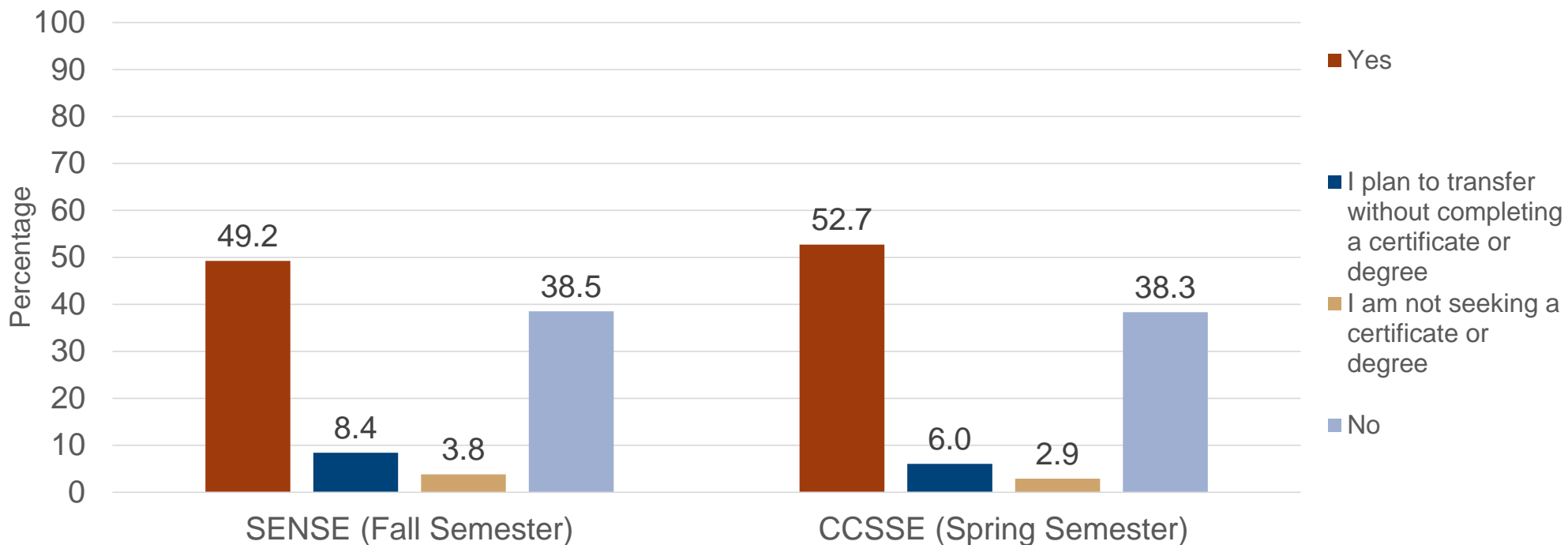
Source: SENSE 2018, CCSSE 2019

MB4   You do not need to focus on these two groups at all. Just ignore them unless someone asks specifically about them.

Michael Bohlig, 2/29/2020

Comparisons by Enrollment Status

Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?
By Enrollment Status - Unweighted
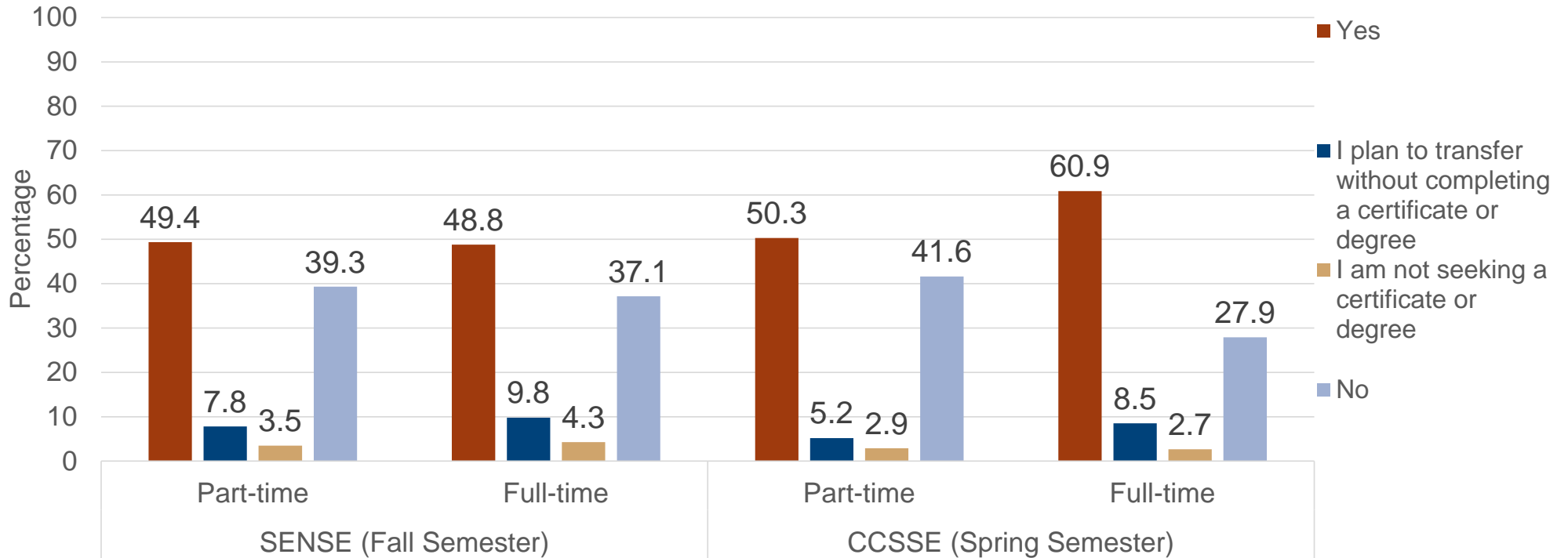
Source: SENSE 2018, CCSSE 2019

Comparisons by Age (Traditional vs Nontraditional)

Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?
By Age (Traditional v Nontraditional) - Weighted
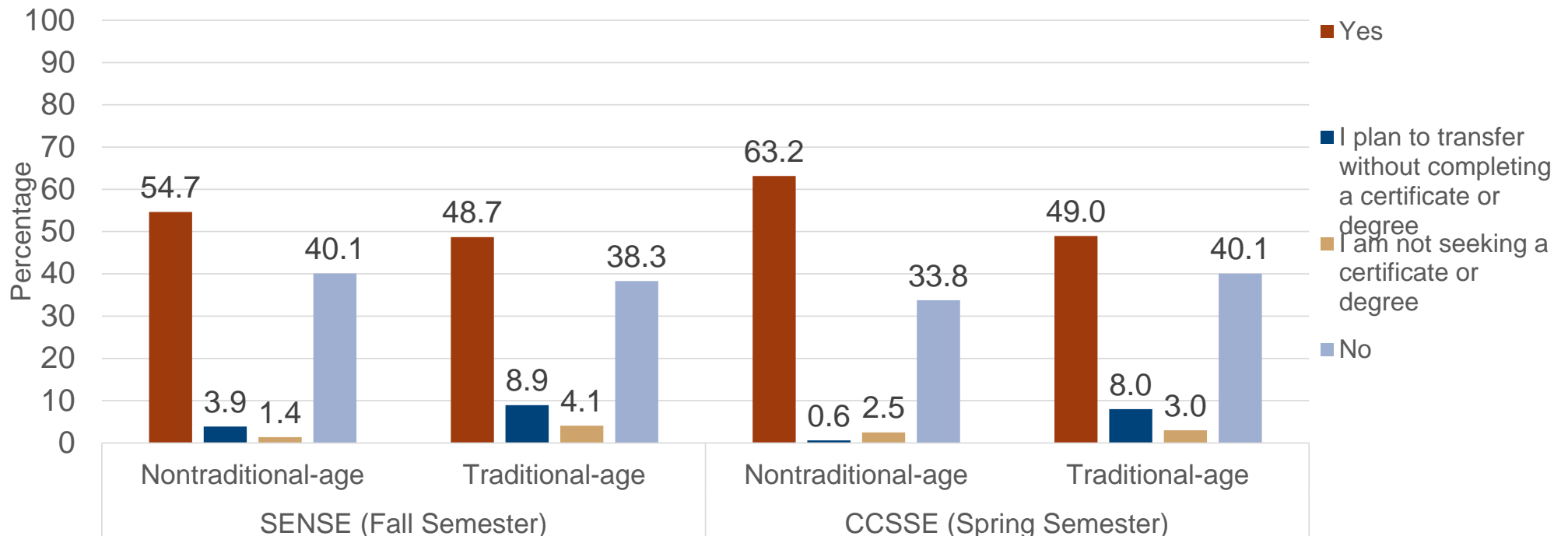
Source: SENSE 2018, CCSSE 2019

Comparisons by Race/Ethnicity

Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?
By Race/Ethnicity - Weighted
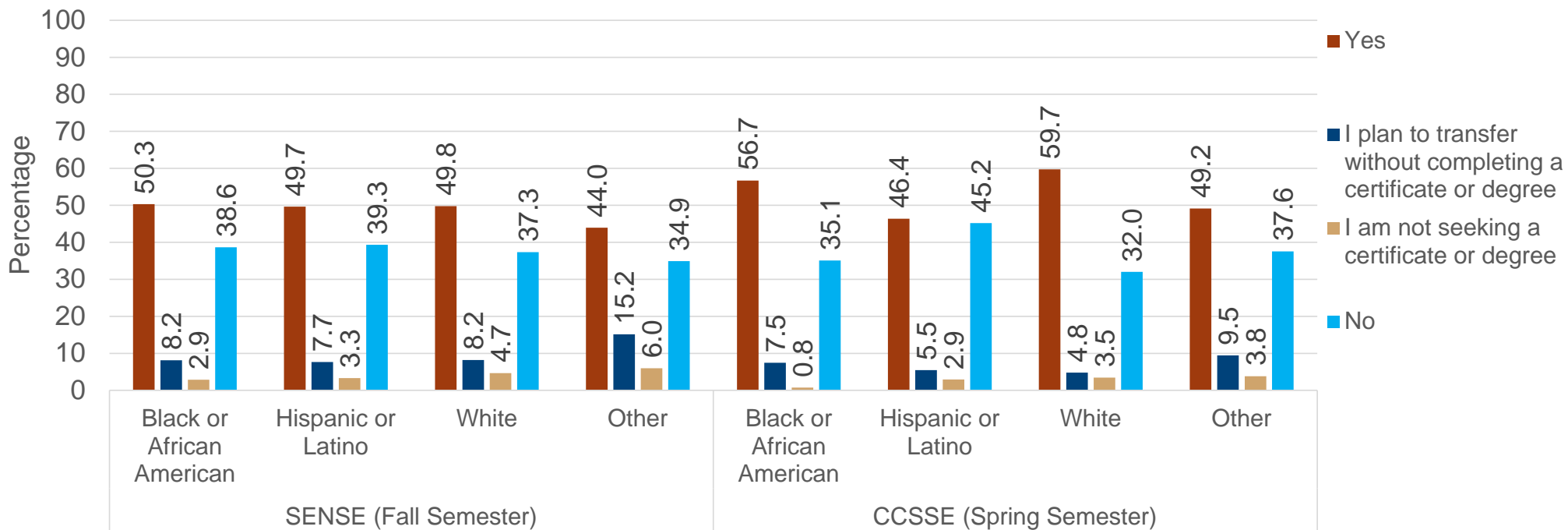
Source: SENSE 2018, CCSSE 2019

MB6   This is also true for the fall-entering students.

Michael Bohlig, 2/29/2020

How often have you used academic advising / planning services?

All Student Comparisons

How often have you used academic advising / planning services?
All Students - Weighted
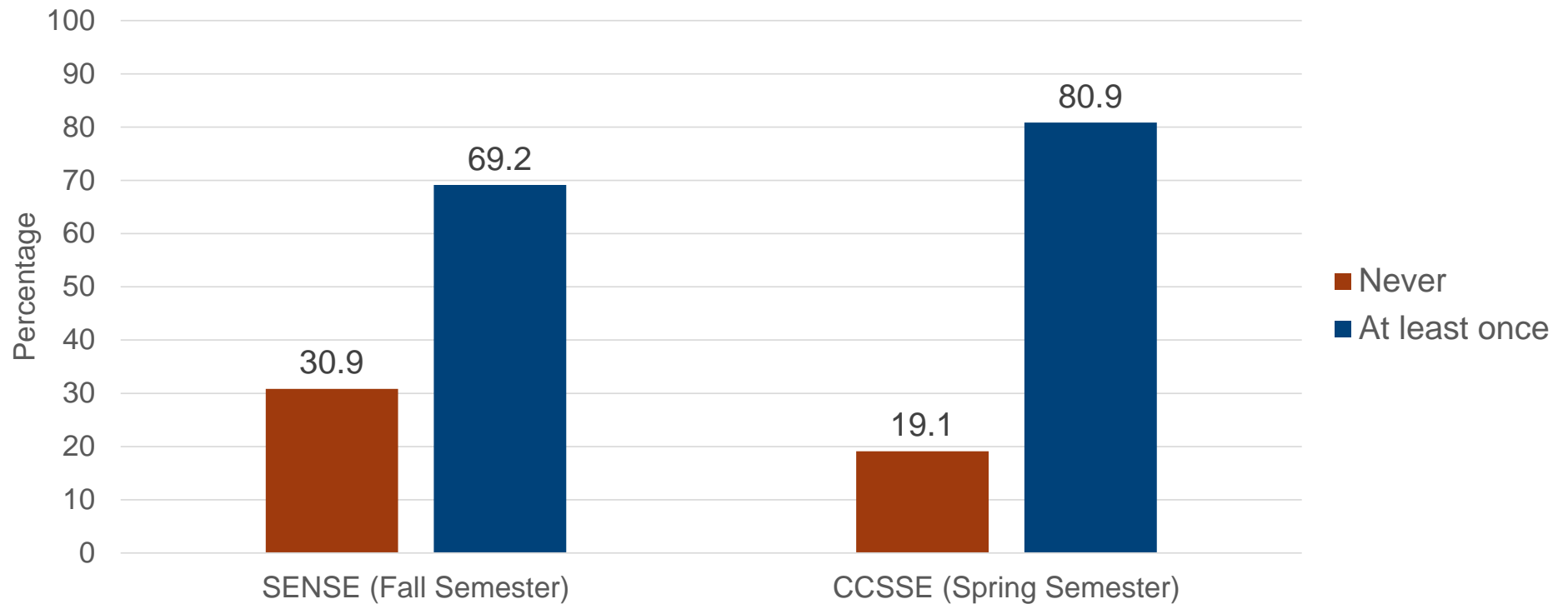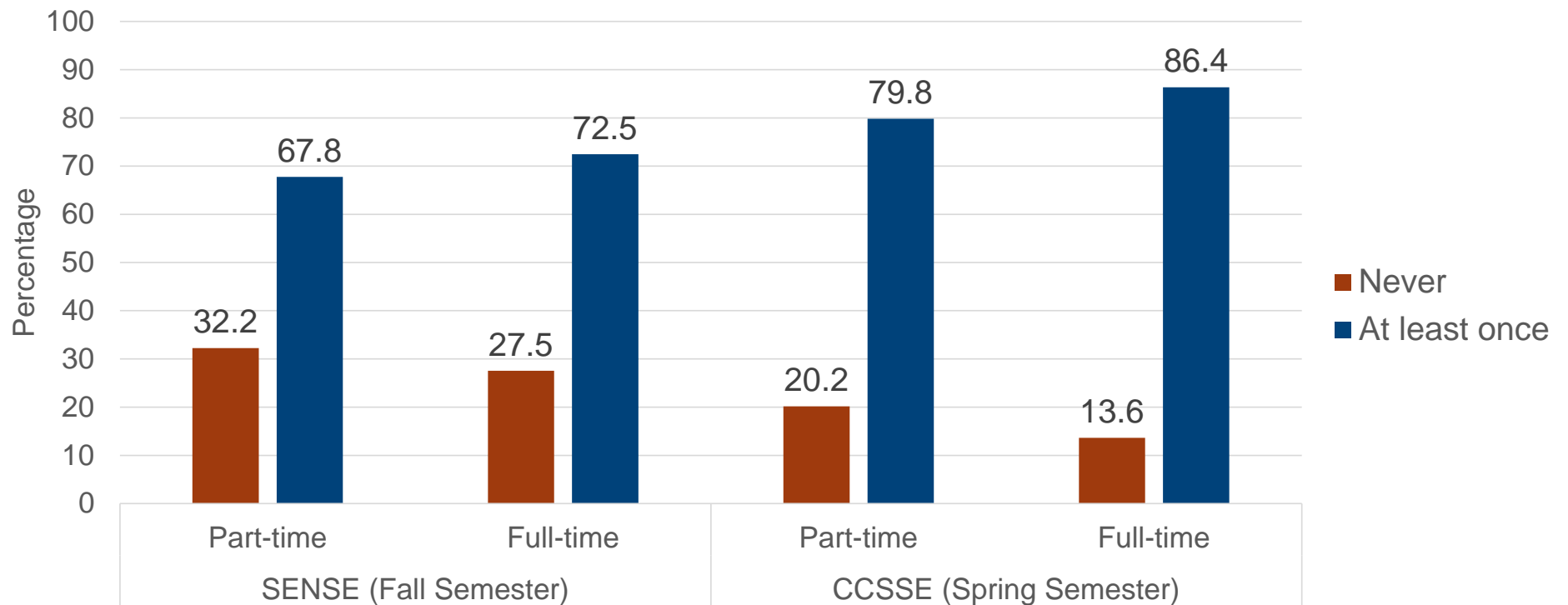
Source: SENSE 2018, CCSSE 2019

**MB7**   You had PT and FT reveresed in the sentence
Michael Bohlig, 2/29/2020

MB8   Under guided pathways, enrollment status should not make any difference in this contact.
Michael Bohlig, 2/29/2020

Comparisons by Age (Traditional vs Nontraditional)

How often have you used academic advising / planning services?
By Age (Traditional v Nontraditional) - Weighted
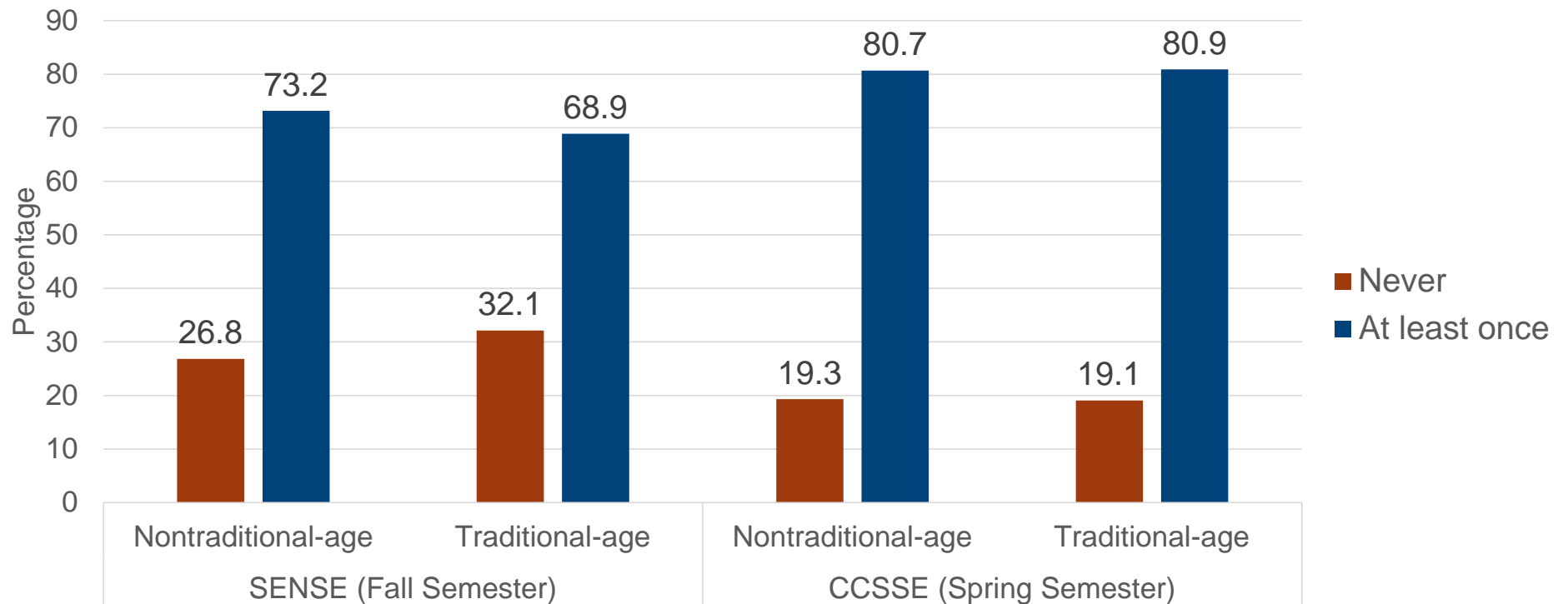
Legend:
- Never (brown)
- At least once (blue)

SENSE (Fall Semester):
- Nontraditional-age: Never 26.8, At least once 73.2
- Traditional-age: Never 32.1, At least once 68.9

CCSSE (Spring Semester):
- Nontraditional-age: Never 19.3, At least once 80.7
- Traditional-age: Never 19.1, At least once 80.9

Y-axis: Percentage

Source: SENSE 2018, CCSSE 2019

Comparisons by Race/Ethnicity

How often have you used academic advising / planning services?
By Race/Ethnicity - Weighted
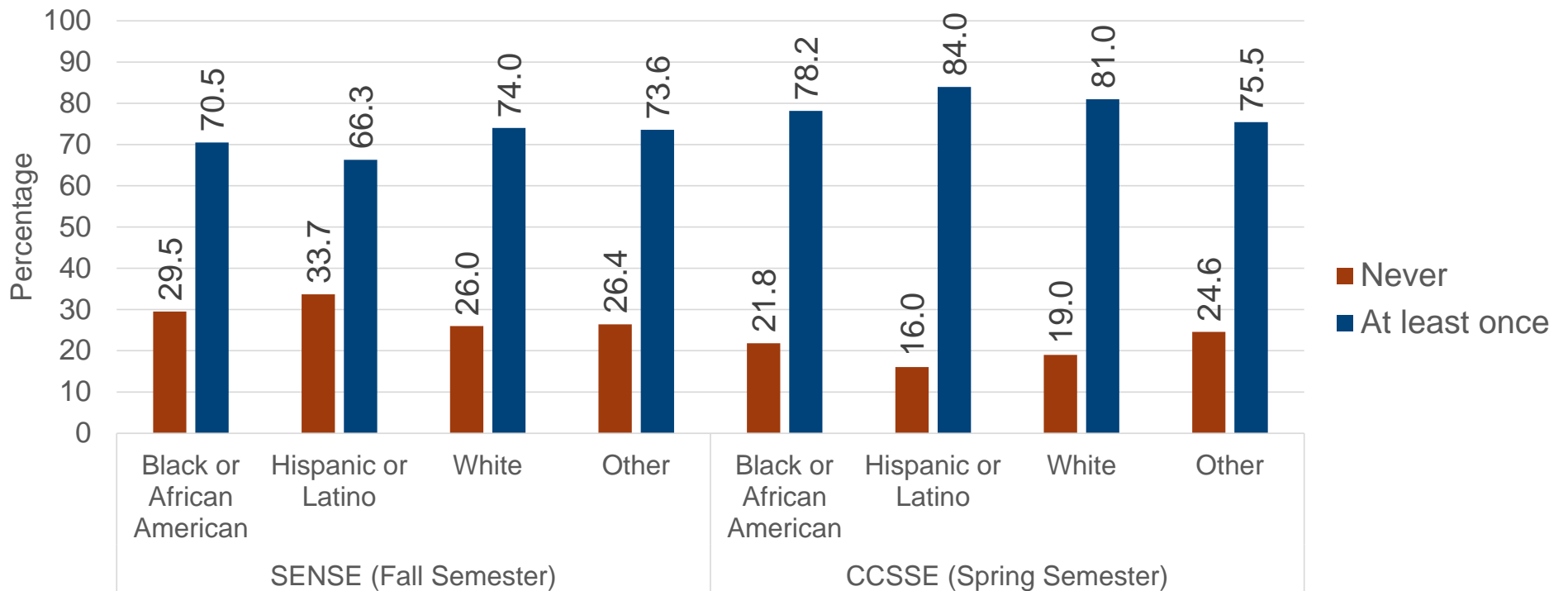
Legend: ■ Never ■ At least once

SENSE (Fall Semester):
- Black or African American: Never 29.5, At least once 70.5
- Hispanic or Latino: Never 33.7, At least once 66.3
- White: Never 26.0, At least once 74.0
- Other: Never 26.4, At least once 73.6

CCSSE (Spring Semester):
- Black or African American: Never 21.8, At least once 78.2
- Hispanic or Latino: Never 16.0, At least once 84.0
- White: Never 19.0, At least once 81.0
- Other: Never 24.6, At least once 75.5

At this college, are you required to follow an academic plan that specifies which courses you are required to take?

All Student Comparisons

At this college, are you required to follow an academic plan that specifies which courses you are required to take?
All Students - Weighted
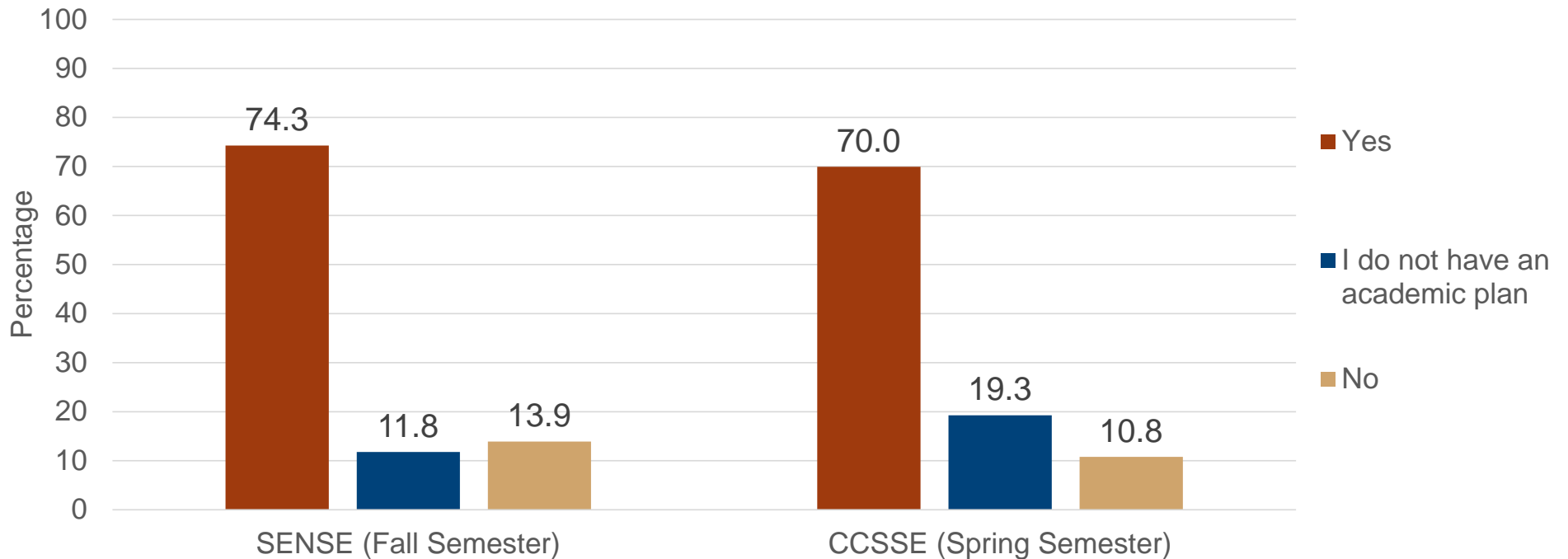
Source: SENSE 2018, CCSSE 2019

Comparisons by Enrollment Status

At this college, are you required to follow an academic plan that specifies which courses you are required to take?
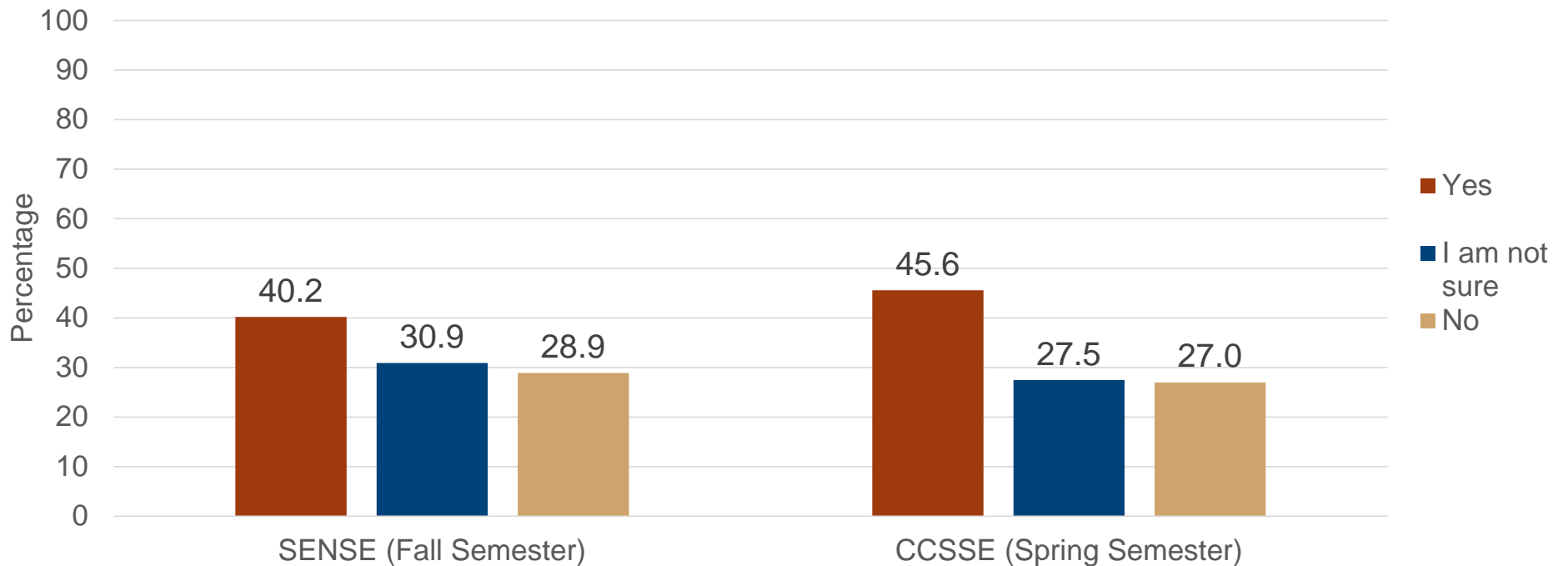By Enrollment Status - Unweighted
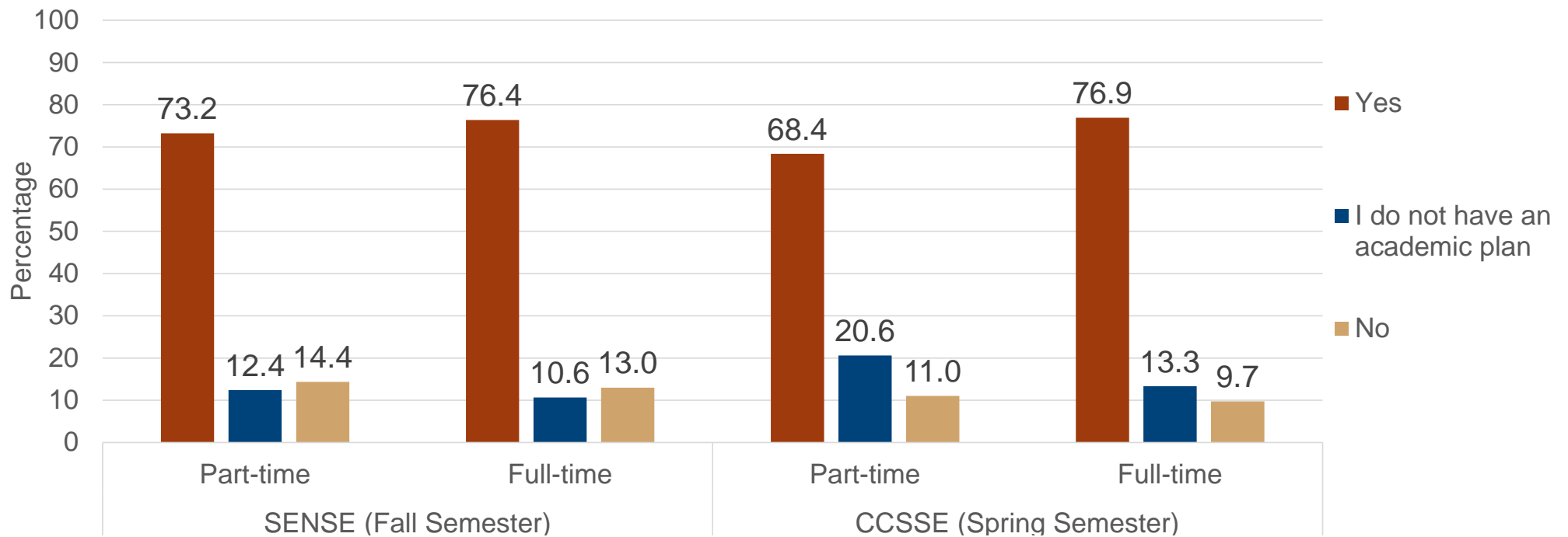
Source: SENSE 2018, CCSSE 2019

Comparisons by Age (Traditional vs Nontraditional)

At this college, are you required to follow an academic plan that specifies which courses you are required to take?
By Age (Traditional v Nontraditional) - Weighted

Legend:
- Yes
- I do not have an academic plan
- No

SENSE (Fall Semester)
- Nontraditional-age: 80.2, 9.2, 10.6
- Traditional-age: 73.8, 12.0, 14.2

CCSSE (Spring Semester)
- Nontraditional-age: 73.3, 19.3, 7.4
- Traditional-age: 68.7, 19.3, 12.0
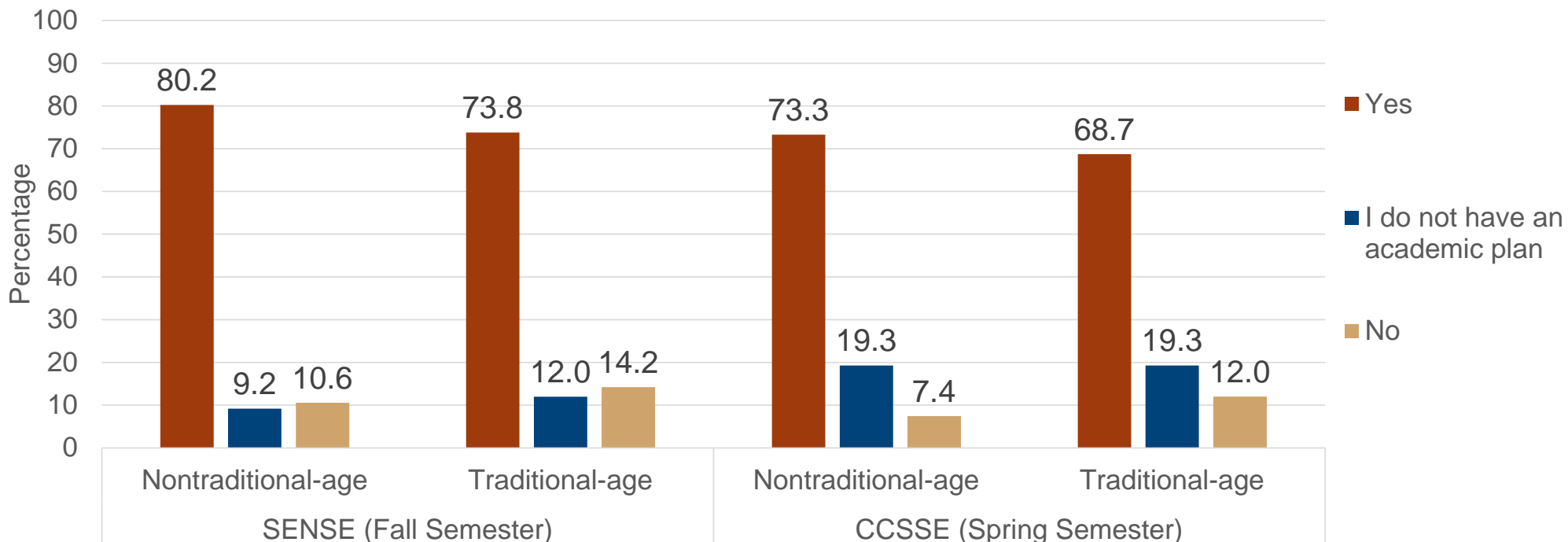
Source: SENSE 2018, CCSSE 2019

MB9   A 5- to 7-point difference is not negligible.

Michael Bohlig, 2/29/2020

Comparisons by Race/Ethnicity

At this college, are you required to follow an academic plan that specifies which courses you are required to take?
By Race/Ethnicity - Weighted
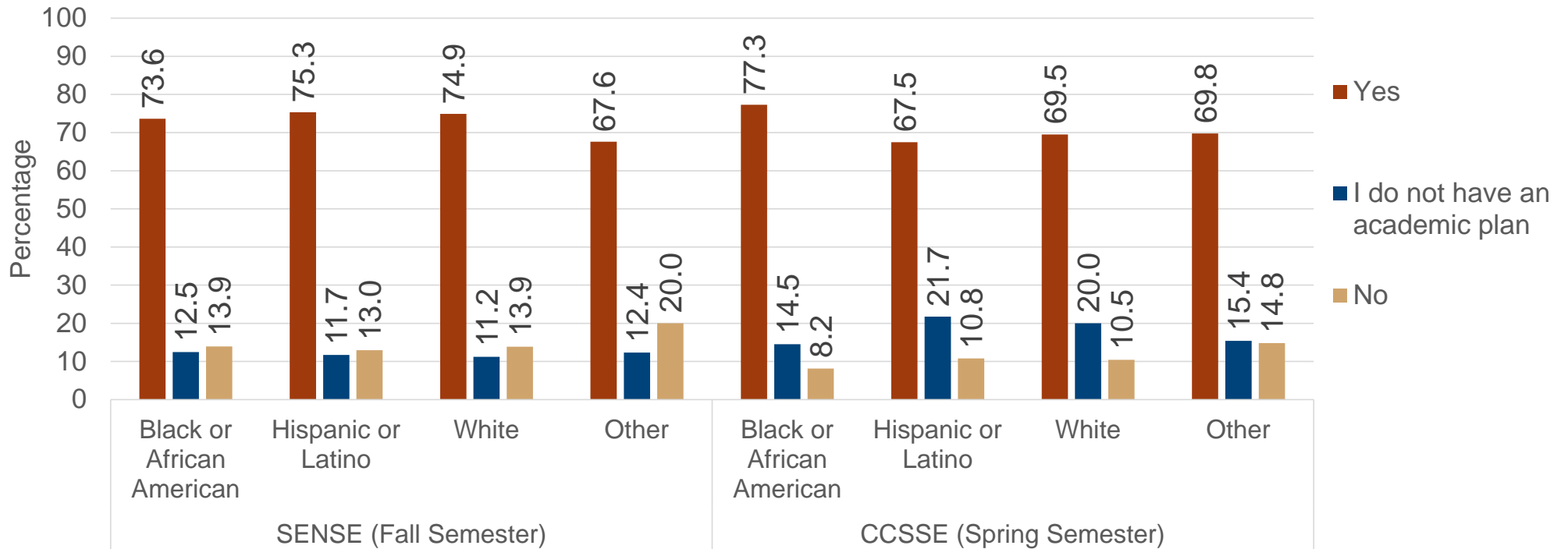
Source: SENSE 2018, CCSSE 2019

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
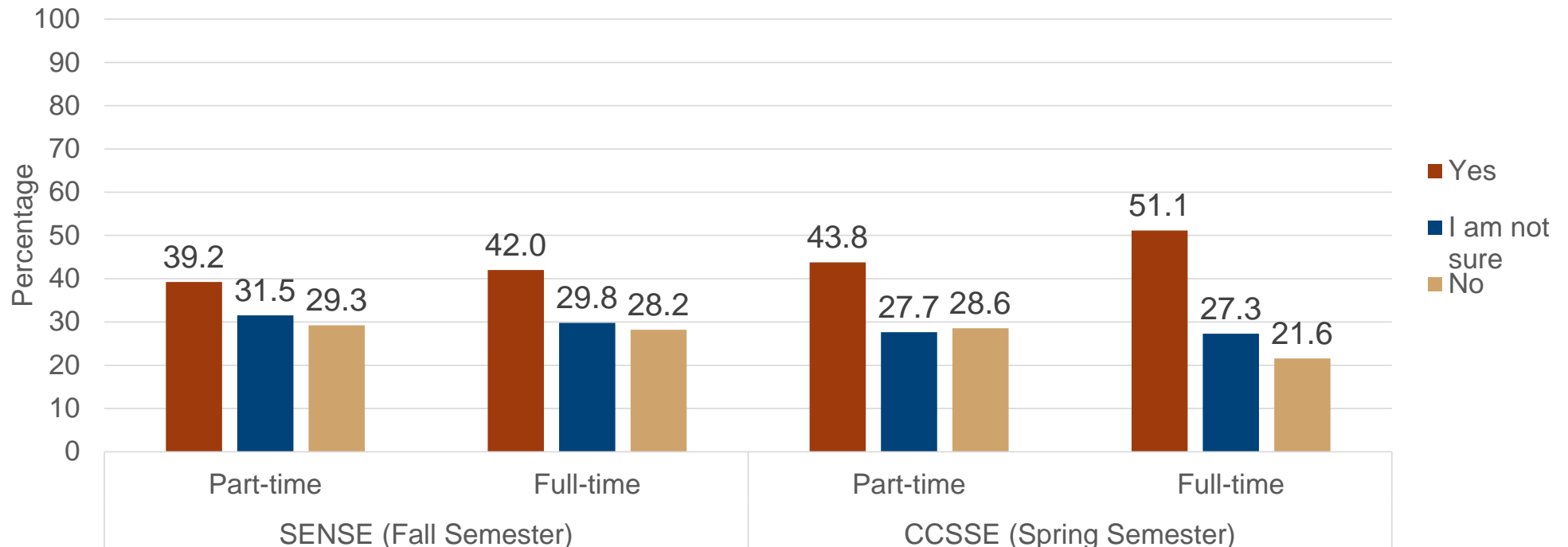
All Student Comparisons

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
All Students - Weighted

Source: SENSE 2018, CCSSE 2019
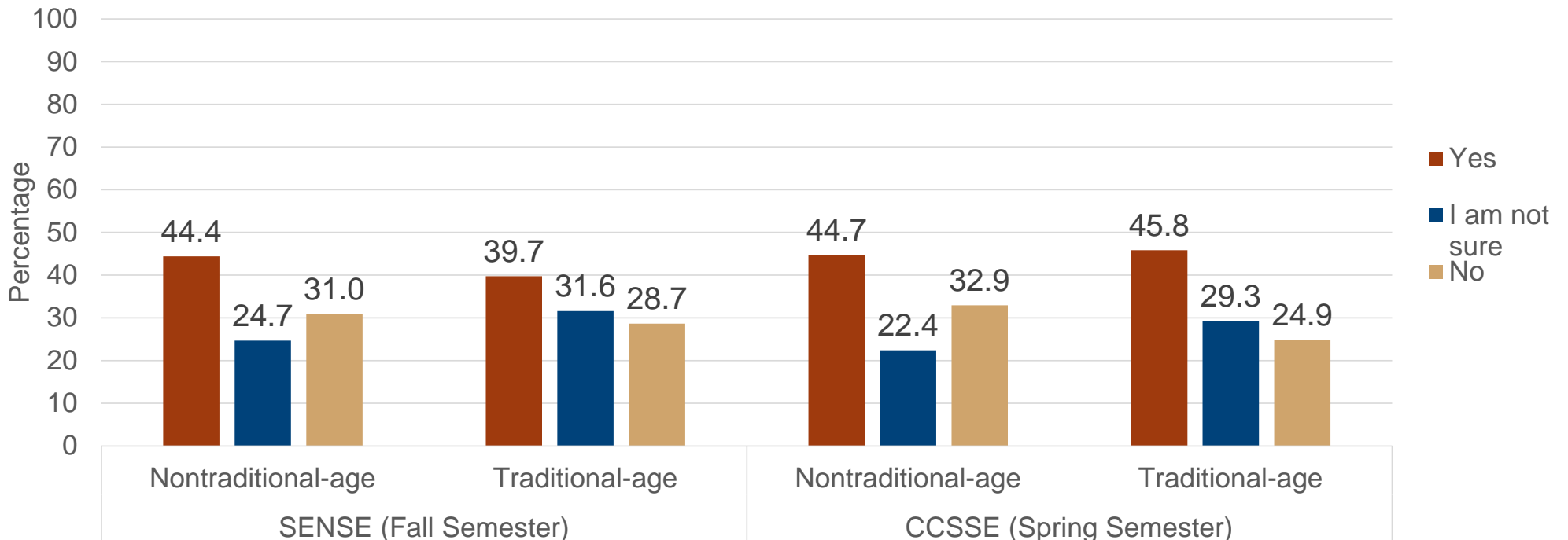
Comparisons by Enrollment Status

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
By Enrollment Status - Unweighted

Source: SENSE 2018, CCSSE 2019

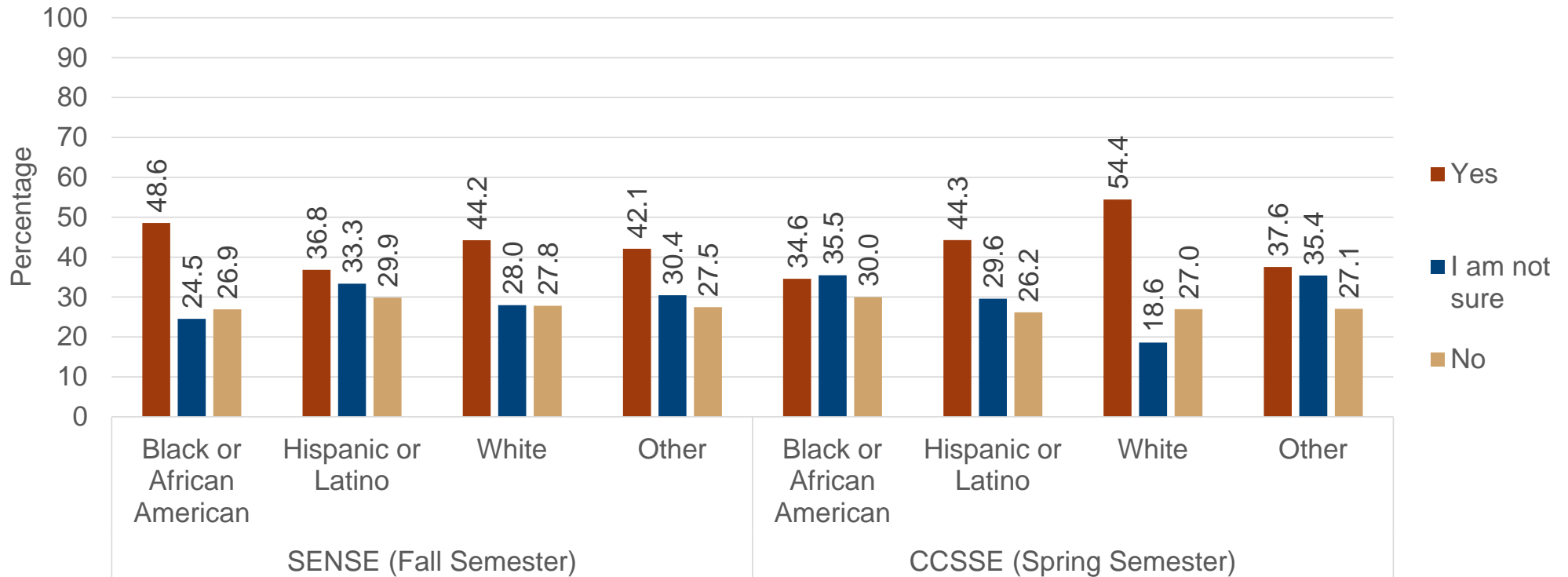# Comparisons by Age (Traditional vs Nontraditional)

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
By Age (Traditional v Nontraditional) - Weighted

Legend:
- Yes
- I am not sure
- No

SENSE (Fall Semester)

Nontraditional-age: Yes 44.4, I am not sure 24.7, No 31.0
Traditional-age: Yes 39.7, I am not sure 31.6, No 28.7

CCSSE (Spring Semester)

Nontraditional-age: Yes 44.7, I am not sure 22.4, No 32.9
Traditional-age: Yes 45.8, I am not sure 29.3, No 24.9

Source: SENSE 2018, CCSSE 2019

Comparisons by Race/Ethnicity

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?
By Race/Ethnicity - Weighted

Legend:
- Yes
- I am not sure
- No

SENSE (Fall Semester)

	Black or African American	Hispanic or Latino	White	Other
Yes	48.6	36.8	44.2	42.1
I am not sure	24.5	33.3	28.0	30.4
No	26.9	29.9	27.8	27.5

CCSSE (Spring Semester)

	Black or African American	Hispanic or Latino	White	Other
Yes	34.6	44.3	54.4	37.6
I am not sure	35.5	29.6	18.6	35.4
No	30.0	26.2	27.0	27.1

Source: SENSE 2018, CCSSE 2019

How often have you discussed an assignment or grade with an instructor?

All Student Comparisons

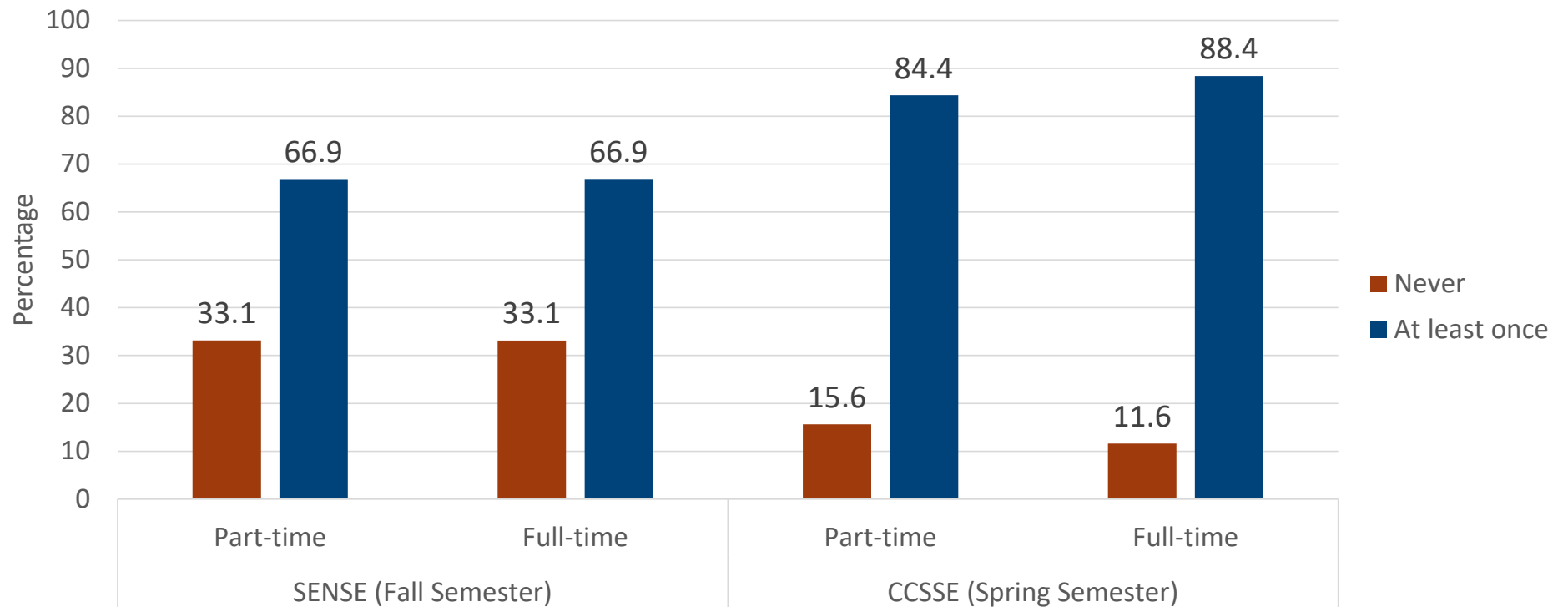How often have you discussed an assignment or grade with an instructor?
All Students - Weighted
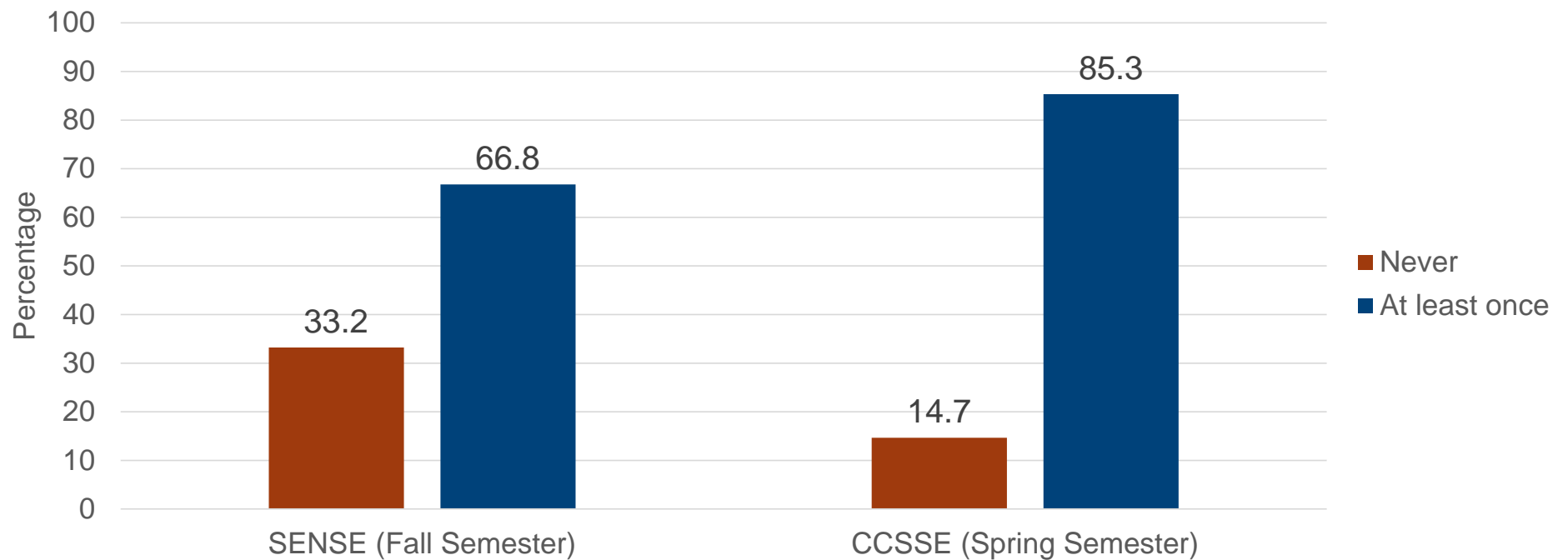
Source: SENSE 2018, CCSSE 2019
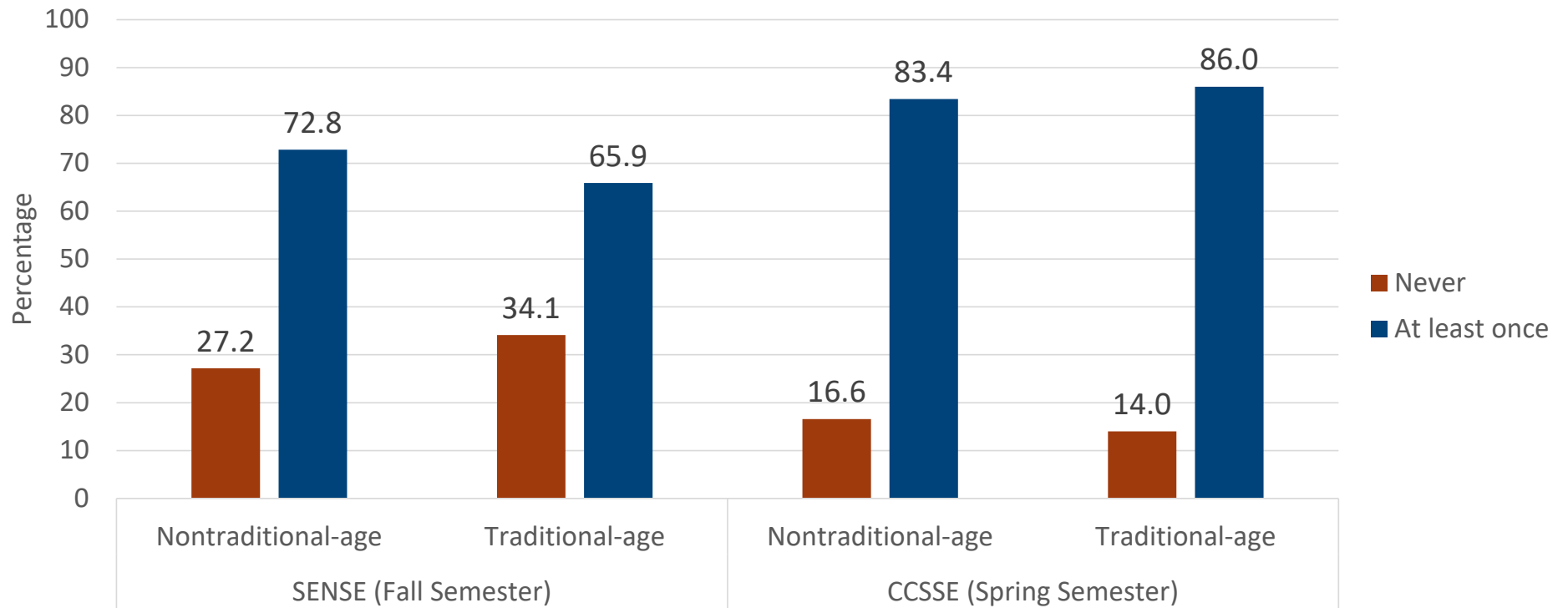
Comparisons by Enrollment Status

How often have you discussed an assignment or grade with an instructor?
By Enrollment Status - Unweighted

Source: SENSE 2018, CCSSE 2019

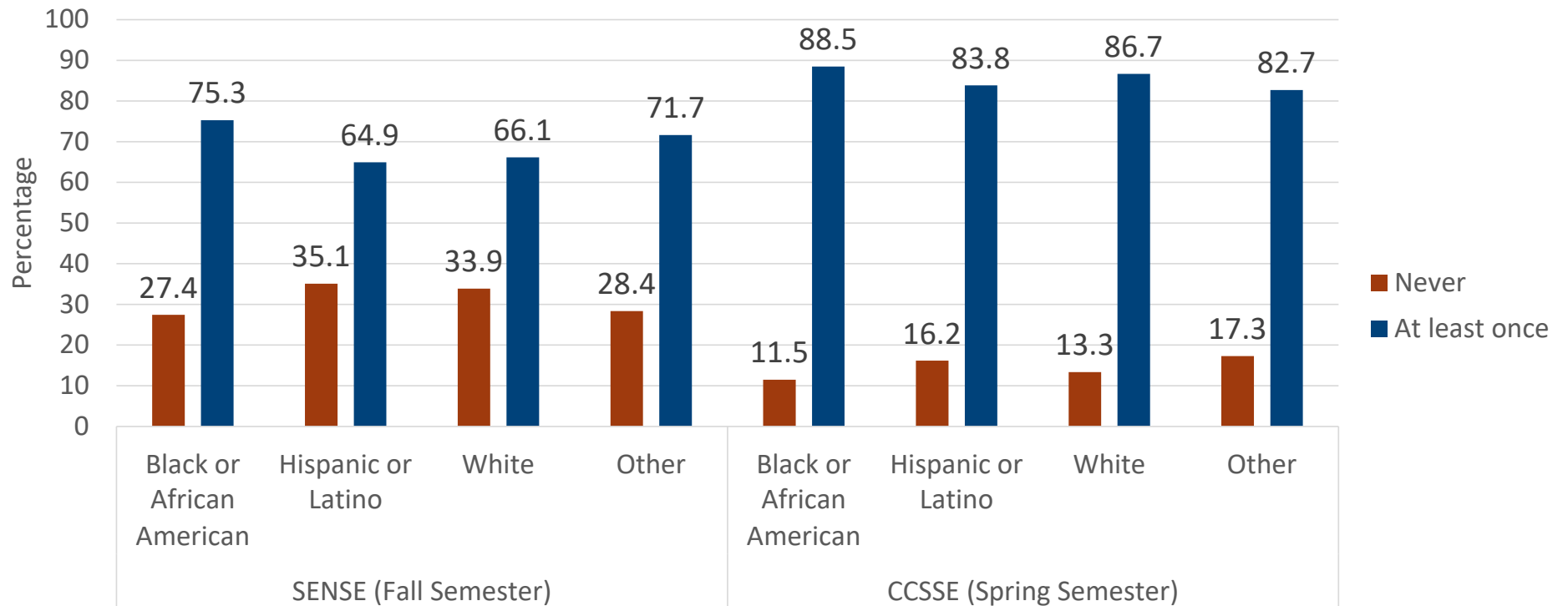# Comparisons by Age (Traditional vs Nontraditional)

How often have you discussed an assignment or grade with an instructor?
By Age (Traditional v Nontraditional) - Weighted

Source: SENSE 2018, CCSSE 2019

Comparisons by Race/Ethnicity

How often have you discussed an assignment or grade with an instructor?
By Race/Ethnicity - Weighted

Source: SENSE 2018, CCSSE 2019

Questions?

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Kyle Lovseth lovseth@cccse.org