



michigan community college association

LEADERSHIP ACADEMY

Reducing Guided Pathways Inequities

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MCCA Student Success Summit

Student Success Project Team & Advisor

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Agenda

1. College Completion Overview 3.0
2. Problem Statement
3. Background
4. Methods
5. Data Analysis
6. Discussion
7. Recommendations



COMMUNITY COLLEGE 3.0



Problem Statement

Problem statement: Reducing Guided Pathways Inequities Questions

1. What institutional processes affect persistence and retention in guided pathway sequencing?
2. What barriers do business and liberal arts students face within their specific pathway?
3. What institutional processes affect transferability between two- and four-year partnerships?
4. Are there correlations between the pathway (Business and Liberal Arts/General Studies) and PELL Eligibility?
5. How can barriers be eliminated within pathway?



Benefits of this Study

- **Students**

- Improve persistence, retention, completion especially for underrepresented/underserved students

- **College**

- Strategize for improving processes with Diversity, Equity, and Inclusion (DEI) lense; develop institutional culture of student success; increase enrollment, improve outcomes, and increase revenue streams

- **Community**

- Create more and better opportunities for social and economic mobility
- Support a greater credentialed workforce
- Develop greater partnerships with industry

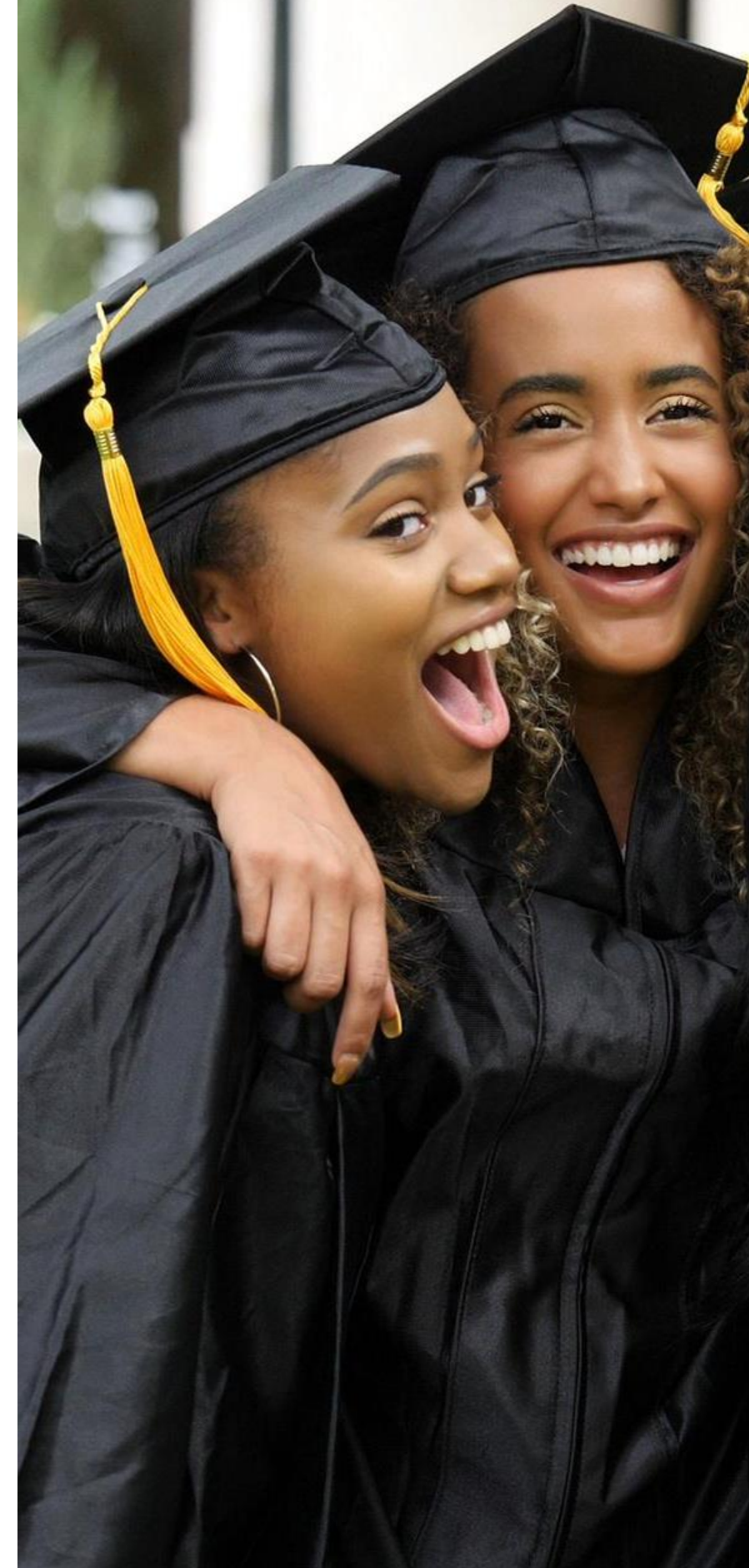


What is the guided pathways model?

A whole-college redesign model designed to help all students explore, choose, plan, and complete programs aligned with their career and education goals efficiently and affordably (Community College Research Center, CCRC).

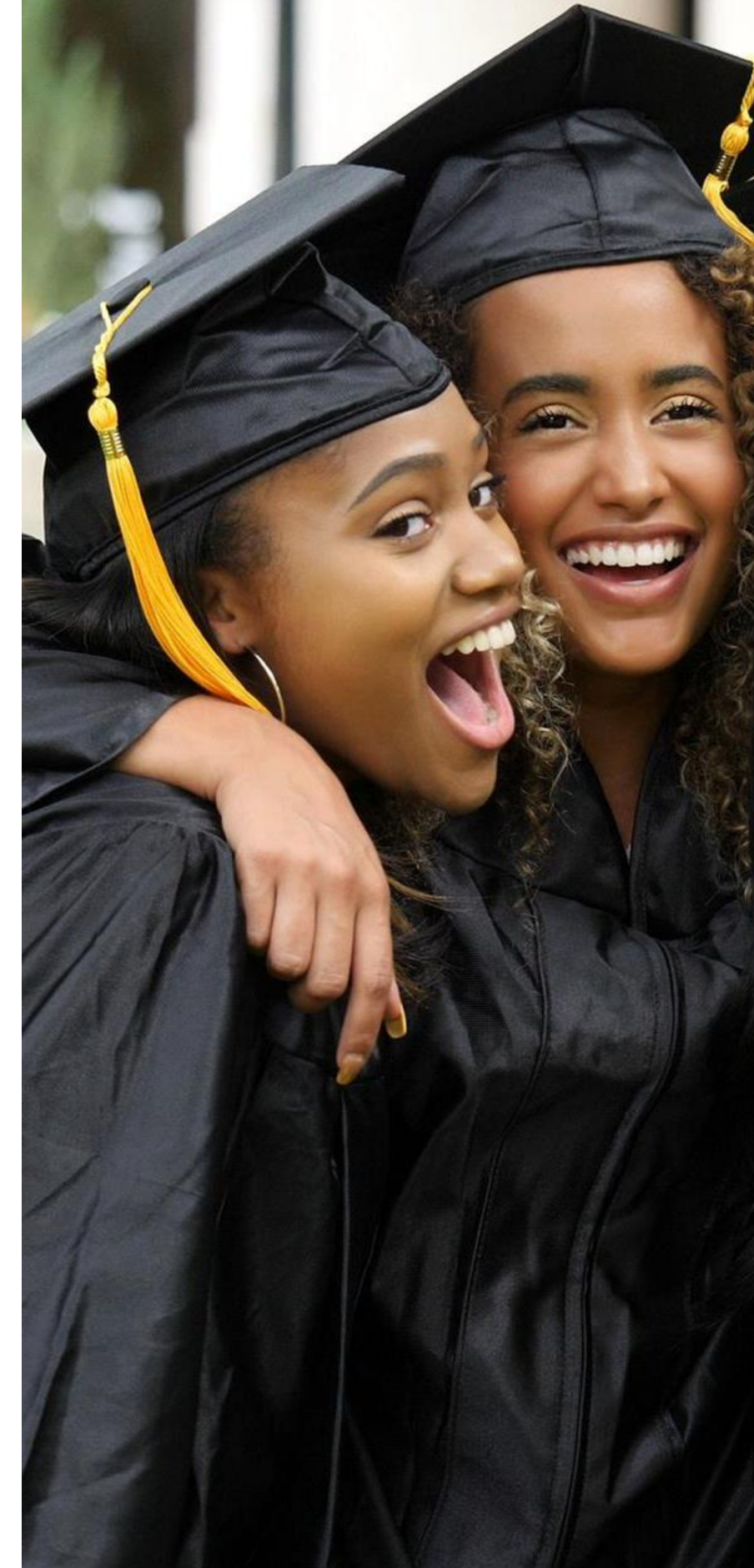
Calls for systematic changes in policies, practices, and systems in four areas:

1. clarifying paths to student education and career goals;
2. helping students get on a path;
3. keeping students on path; and
4. ensuring students are learning across programs.



Michigan Guided Pathways Background

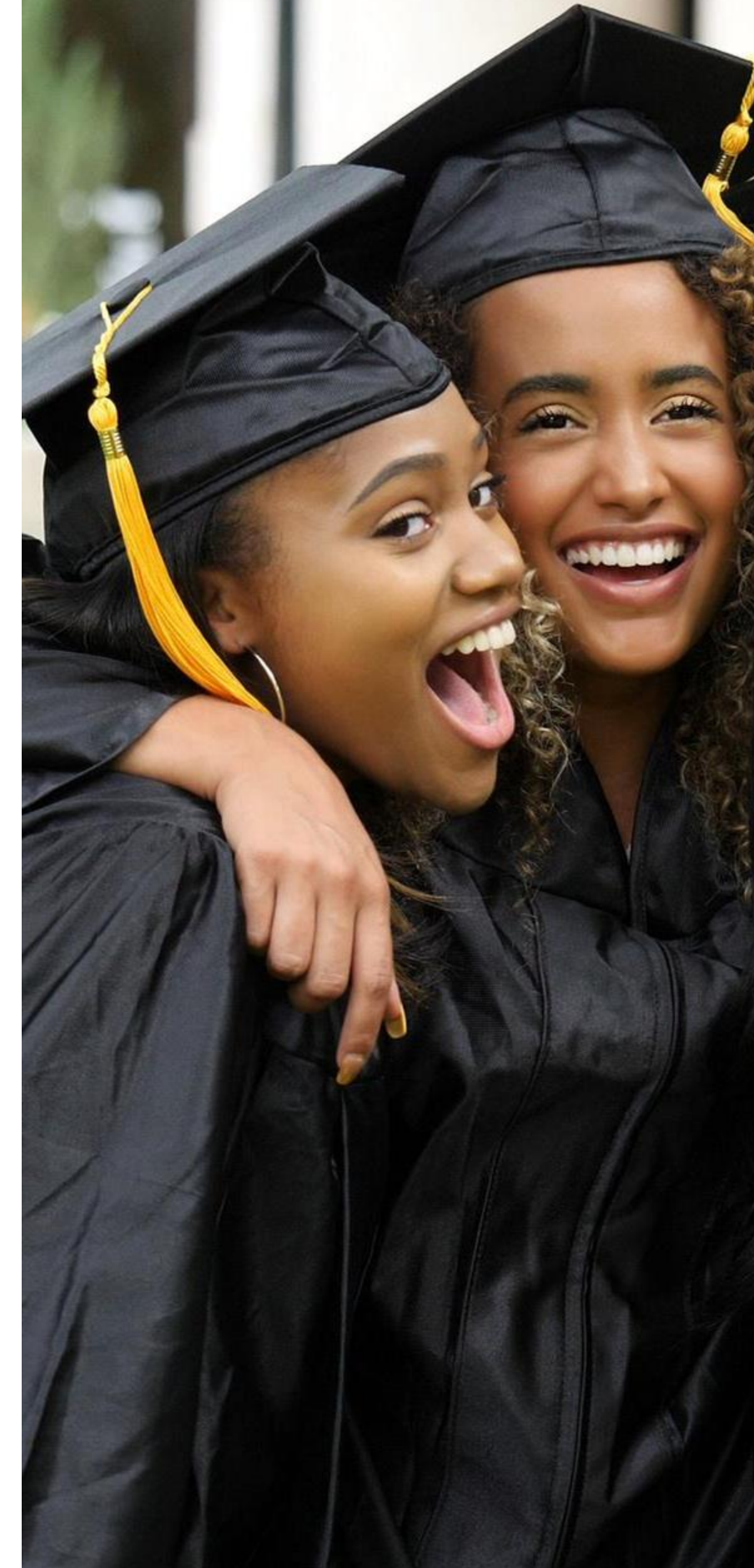
- The Michigan Center for Student Success (MCSS) received a Kresge Foundation grant in 2014 for Guided Pathways institutes
 - Included the Scale of Adoption Assessment (SOAA) resource for colleges to self-assess Guided Pathways readiness, using 20 essential guided pathways practices
- MCSS:
 - Recruited 23 colleges for its Guided Pathways Institute in 2015
 - In 2017, launched phase 2.0, where all 23 original colleges opted to continue, and were joined by three additional colleges
- Most frequently referenced need for support among the colleges is the monitoring of student progress and intervening to keep students on a pathway



What do we already know?

According to a CCRC brief (2024), *Lessons From Two Major Evaluations of Guided Pathways*:

- Guided Pathways has become a national community college reform movement and has been used as a model by more than **400** community colleges.
- Whole-college reform is feasible but takes time—at least **five years**—to accomplish.
- There is a positive relationship between the scaled implementation of complementary sets of guided pathways practices and some measures of student achievement.
- Students from all backgrounds may benefit from reformed guided pathways, but the reforms are not sufficient to close gaps in achievement between racial and ethnic groups.



Data Analysis-Labor Market Data

General Studies/Liberal Arts

Current Opportunities in Michigan: Average Monthly Hires: 34,086

Median Earnings in Michigan: \$25.26/hr; \$52.5K/yr

Job Growth in Michigan: 5.6% job growth from 2022-2030

Target Occupations: Retail Sales, General and Operations Managers, Sales Representatives, Customer Service, Project Management, Secretaries and Administrative Assistance, Post-Secondary Educators, Human Resource Specialists, Business Operations, Managers, Real Estate Sales



Data Analysis-Labor Market Data

Business

Current Opportunities in Michigan: Average Monthly Hires: 27,151

Median Earnings in Michigan: \$32.29/hr; \$67.2K/yr

Job Growth in Michigan: 7.8% job growth from 2022-2030

Target Occupations: Managers, Customer Service, Sales, Accountants, Business Operations, Human Resources, Project Managers, Computer User Support, Sales Managers, Marketing, Managers, Human Resource Managers

Methods

- 2019 First Time in Any College (FITIAC) cohort success rate data collected from three community colleges in Michigan for Business Studies and General Studies/Liberal Arts pathways
 - Enrollment
 - Persistence (Fall-to-Winter)
 - Retention (Fall-to-Fall)
 - 150% Completion (degree attainment)
- Interviews with advisors/counselors and pathway administration



Data Analysis-Quantitative

Sample: 2019 FITIAC Cohort

General Studies/Liberal Arts, N = 161

Business Studies, N = 200

- More Underrepresented Minority Students (URM) enrolled in Business Studies than General Studies/Liberal Arts ($p < .05$).
- More female students enrolled in General Studies/Liberal Arts than Business Studies ($p < .05$).
- More male students enrolled in Business Studies than General Studies/Liberal Arts ($p < .05$).



Data Analysis-Quantitative

Persistence (Fall-to-Winter)

- 80% of General Studies/Liberal Arts FITIAC students persisted.
- 79% of Business Studies FITIAC students persisted.
- No significant differences in persistence for URM/White, Female/Male, Pell/No Pell ($p > .05$).



Data Analysis-Quantitative

Retention (Fall-to-Fall)

- 34% of General Studies/Liberal Arts FITIAC students retained.
- 51% of Business Studies FITIAC students retained.
- Business Studies students were more likely to retain than General Studies/Liberal Arts students ($p < .05$).
- Business Studies: White students were more likely to retain than URM students ($p < .05$).
- General Studies/Liberal Arts: Pell students were more likely to retain than Non-Pell ($p < .05$).



Data Analysis-Quantitative

Three-Year Degree Completion Rate (150%)

- 8% of General Studies/Liberal Arts FITIAC students completed.
- 11% of Business Studies FITIAC students completed.
- No significant differences in completion for URM/White, Female/Male, Pell/No Pell ($p > .05$).

- 14% of all degree-seeking students in MI community colleges complete at 150% time.
 - Insignificant difference between MI CC's and Business Studies' completion rate
 - Significant difference between MI CC's and General Studies/Liberal Arts' completion rate ($p < .05$).



Data Analysis-Qualitative

What institutional processes affect persistence and retention in guided pathway sequencing?

- Placement and Onboarding
- Advising Structure
- Course Scheduling
- Curriculum

Where do inequities exist?

- Self-advising
- Course scheduling as a challenge (offering and enrollment)
- Prerequisites as a barrier
- Curriculum



Data Analysis-Qualitative

How can we eliminate barriers to success?

- Build more connections; more touch points with students
- Better support the part-time student experience
- Consider cohort models
- Reform advising structure



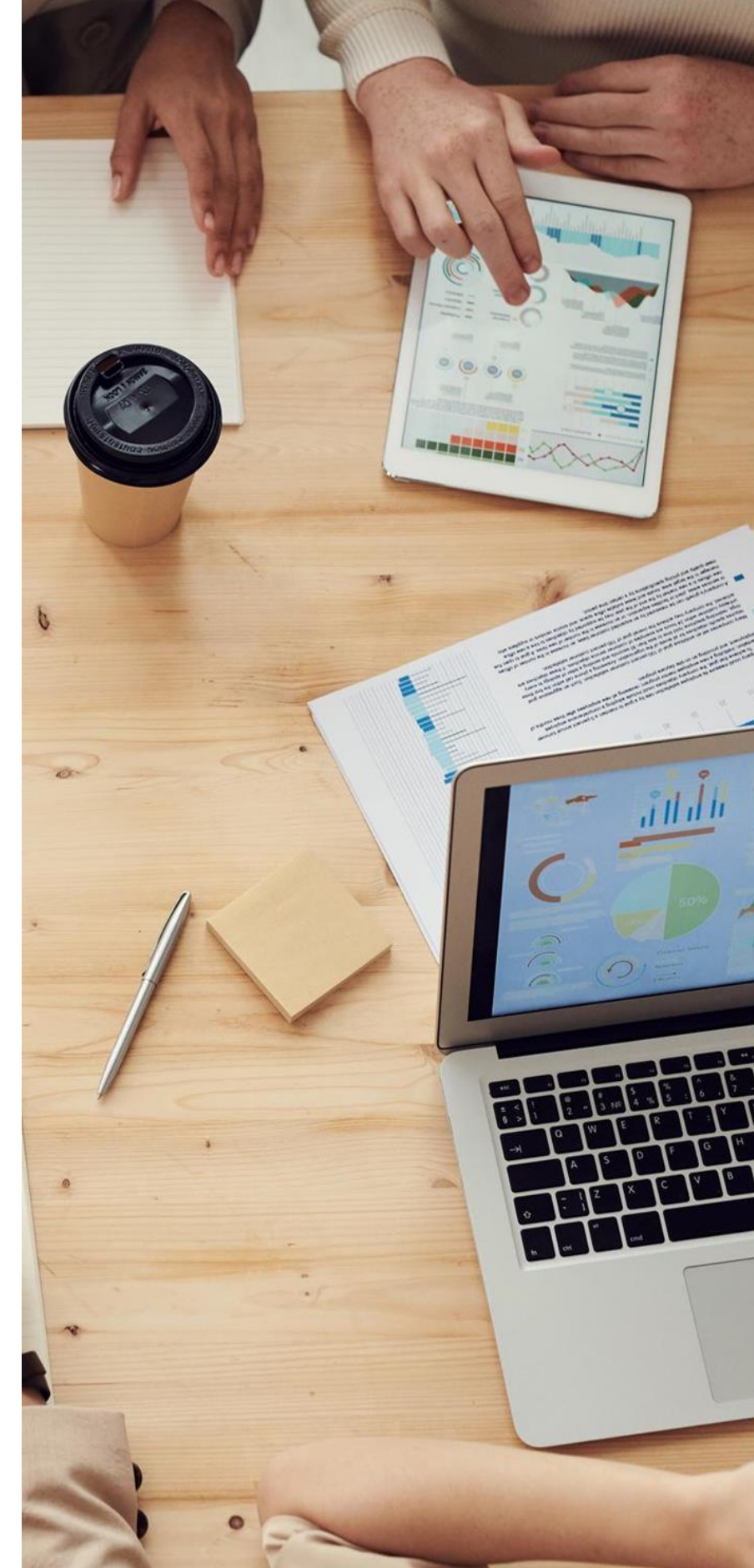
Discussion

Business Studies students seem to have more success than General Studies students.

- Would transfer to four-year college/universities data change this finding?
- Do transfer-in students enroll in General Studies programs or other pathways?
- What is transfer-in students onboarding experience?
- Are more General Studies students self-advising?

Why did URM students in Business Studies have lower success rates than White students?

- Are Business Study curriculums equitable, accessible, and empowering for URM students?



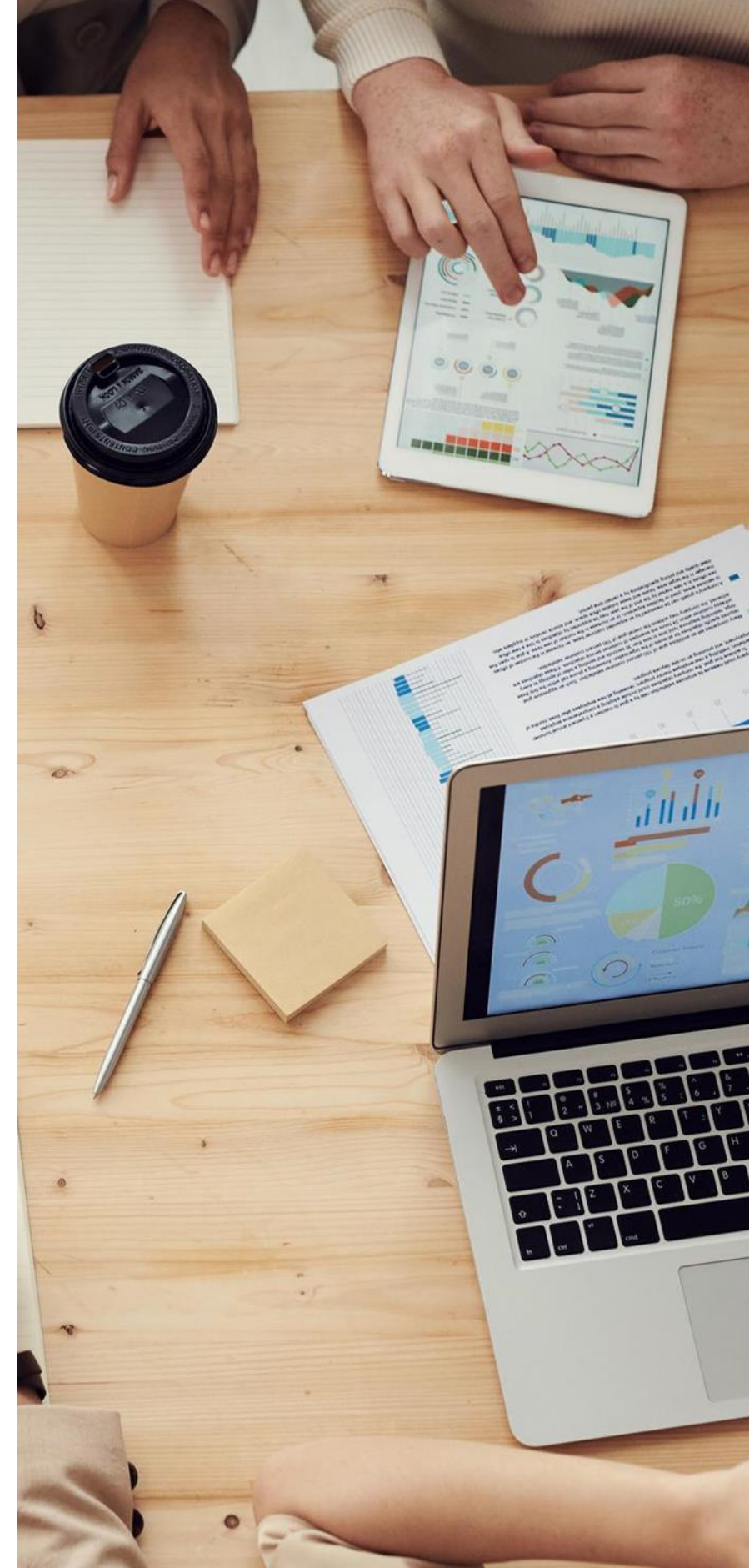
Discussion

- There are more jobs available for students with General Studies degrees, but pay is lower than for Business Studies degrees.
- More job growth is projected for Business Study credentials than General Studies.



Recommendations

1. Increase access for female students in Business Studies.
2. Address barriers for URM students in Business Studies (e.g., curriculum, course scheduling).
3. Evaluate General Studies/Liberal Arts enrollment and transfer (advising, transfer agreements).



Questions



Appendices

Coleman, D. (2020). *Organizing, Supporting, and Continuing Guided Pathways in Michigan*. Lansing, Michigan: Michigan Center for Student Success.

Guided Pathways. Community College Research Center, Teachers College, Columbia University. Retrieved March 10, 2024, from <https://ccrc.tc.columbia.edu/research/guided-pathways.html>

<https://ccrc.tc.columbia.edu/publications/lessons-two-major-evaluations-guided-pathways.html>

[GUIDED PATHWAYS \(mcca.org\)](https://mcca.org)



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