Redesigning your community college for student success: Lessons from colleges leading whole college guided pathways reforms

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What we are learning about implementing whole-college redesign
A National Movement: Colleges Implementing Guided Pathways

Updated April 2019
Redesign, Starting with the End in Mind

**STEP 4**

**CONNECTION**
From interest and application to first enrollment

- Market program paths
- Build pathways into high schools and adult ed programs

**STEP 3**

**ENTRY**
From entry to program choice and entry

- Help students explore options/make full-program plan
- Integrate academic support into critical program gateway courses

**STEP 2**

**PROGRESS / COMPLETION**
From program entry to completion of program requirements

- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed

**START HERE**

**ADVANCEMENT**
From completion of credential to career advancement and further education

- Align program outcomes with requirements for success in career-path employment and further education

**ENTRY**
From entry to program choice and entry

**PROGRESS / COMPLETION**
From program entry to completion of program requirements
Idealized Timeline for Implementing Guided Pathways at Scale

LAYING THE GROUNDWORK
3+ Years Prior to Pathways
- Build capacity to collect, report, and use data
- Develop strategic goals and plan, focused on improving student outcomes
- Implement at least one major innovation at scale

BUILDING A SENSE OF URGENCY
Year 1
- Make the case for change
- Scrutinize current practice from student perspective

INTAKE AND ADVISING REDESIGN
Years 2-3
- Redesign intake to enable students to explore career/academic options and develop full-program plan by end of term I
- Pilot integrated and contextualized academic support for program gateway courses
- Redesign scheduling and advising to support timely student advancement
- Plan upgrading of business process and IT systems and begin training staff

IMPROVED SCALE IMPLEMENTATION
Years 4-5
- Evaluate and improve pathways implementation
- Build academic and career communities within meta-majors
- Extend program pathways into high schools (start with dual enrollment) and adult ed programs

MAPPING PROGRAM PATHWAYS
Year 2
- Organize programs into career-focused meta-majors
- Backward map all programs to jobs and transfer opportunities

INITIAL SCALE IMPLEMENTATION
Year 3
- Begin scale implementation of new student intake, planning, scheduling, and advising
- Reorganize learning outcomes assessment around meta-majors and maps
- Implement IT systems and business processes to support pathways
- Plan extension of program pathways into high schools and adult ed programs

ONGOING IMPROVEMENT
Ongoing
- Institutionalize program review, improvement, and professional development within and across meta-majors
**Timeline of Guided Pathways Implementation Activities at Wallace State Community College**

**GP AREA 1**
- **Clarifying pathways to student and goals**
  - Fall 2014: Launched Pathways Project with AACC Pathways Project.
  - Spring 2015: Developed new strategic plan for 2017-2022 that reflected the college's shift to guided pathways.

**GP AREA 2**
- **Helping students get on a path**
  - Fall 2013: Hired first success coaches through TAAACOT grant.
  - Fall 2016: Recruited new faculty.

**GP AREA 3**
- **Keeping students on path**
  - Summer 2014: Established Teaching and Learning Academy for new faculty.

**GP AREA 4**
- **Ensuring that students are learning**
  - Fall 2015: Started program mapping process.

**INSTITUTIONAL**
- Related policies/processes/changes
  - Fall 2012: Joined AACC Pathways Project.
  - Spring 2013: Participated in AAC&U Roadmap Project.
  - Spring 2014: Established cross-functional coalition called Pipeline to examine "leakage" points in student progression.

**STATE Policy developments**
- Fall 2018: Implemented corequisite remedial coursework at scale.
  - Spring 2019: Implemented yearlong course schedule.
  - Summer 2018: Established Teaching and Learning Academy for adjuncts.

**Timeline of Guided Pathways Implementation Activities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
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<tbody>
<tr>
<td>2015</td>
<td>- Developed new strategic plan for 2017-2022 that reflected the college's shift to guided pathways.</td>
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<tr>
<td>2016</td>
<td>- Launched Pathways Project with AACC Pathways Project.</td>
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<td>2017</td>
<td>- Implemented first-year experience course at scale and with modules on meta-majors and embedded success coaches.</td>
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<td>2018</td>
<td>- Completed mapping and established process for iterative updating of maps.</td>
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<td>2019</td>
<td>- Implemented multiple measures placement process (done statewide, led by WSCC).</td>
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As our research focus has evolved,

What (essential practices) → How (change process)

our understanding of guided pathways implementation has become more complex.

Note: Student program pathways should not resemble this figure.
Approaching Institutional Change With Clarity and Commitment
Guided Pathways at Wallace State Community College

In fall 2018, CCRC researchers conducted site visits at eight community colleges implementing guided pathways to learn how they are managing the whole-college change process involved. These colleges are among the 50 nationally that were in the first cohort of the American Association of Community Colleges (AACC) Pathways Project, a national demonstration initiative that was launched in late 2016 to show how community colleges could create clearer pathways to program completion, employment, and further education for all students.

Our full report on this study, Redesigning Your College Through Guided Pathways: Lessons From Community Colleges in the AACC Pathways Project, synthesizes lessons from all eight colleges we visited and shares new findings on how long it takes to implement guided pathways at scale. Here, we provide a case study of Wallace State Community College in Alabama. During a two-day site visit to the college, CCRC researchers conducted one-hour interviews with 14 faculty members, administrators, advisors and counselors, and other staff. Researchers also held hour-long focus groups with 15 additional faculty members, advisors and counselors, and students at the college. Based on the data we collected, in this report we describe the organizational change work that has enabled Wallace State’s exceptional progress in redesigning academic programs, student services, and related support systems using the guided pathways model.

Timeline and Strategies for Leading Guided Pathways Redesigns

Laying the Groundwork for Whole-College Redesign
2+ Years Prior to Pathways
- Build awareness that college creates barriers to student success and that only large-scale, cross-college reforms will remove them
- Build a culture of data-informed practice
- Reorganize decision-making roles and structures to facilitate broad engagement in planning and implementing improvements
- Foster individual accountability for contributing to the college's goals for student success
- Encourage creativity and experimentation in developing strategies to improve student success
- Provide time and support for collaborative planning and professional development

Introducing Guided Pathways to the College Community
Starting in Year 1
- Make the case for guided pathways by showing how a lack of clear program paths and supports hurts students
- Communicate a guiding vision for the reforms
- Cultivate a shared understanding of guided pathways through college-wide in-person meetings and virtual communication
- Allow time for reflection and deliberation
- Present guided pathways as a framework for aligning and enhancing existing student success efforts

Supporting Collaborative Planning and Implementation
Starting in Years 2 – 3
- Support cross-functional leadership and collaboration to plan and implement pathways
- Engage faculty and staff from across divisions in mapping program pathways to good jobs and transfer in a major
- Ask staff and faculty to map the entire student experience—both the status quo and what it should be
- Identify and support change leaders throughout the college

Sustaining and Institutionalizing Student Success Reforms
Starting in Years 4+
- Take time to celebrate wins, reflect on progress, and plan next steps
- Reallocate and align resources to help scale and sustain effective practices
- Ensure that employee hiring, onboarding, and promotion practices support a culture focused on improving success for all students
SEASONS 1-4
Inquiry/Student Voice

SEASON 5
Student Equity/Data Disaggregation

SEASON 6
Planning

SEASONS 7&8
Implementation
Thank you!
Scale of Adoption Assessment 2019-2020

- Distribute the revised SOAA in October 2019
- Please submit SOAA to OACC by end of fall 2019 semester (exact date TBA)
- Conduct follow-up interviews in spring 2020
- Share out findings late spring 2020