

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

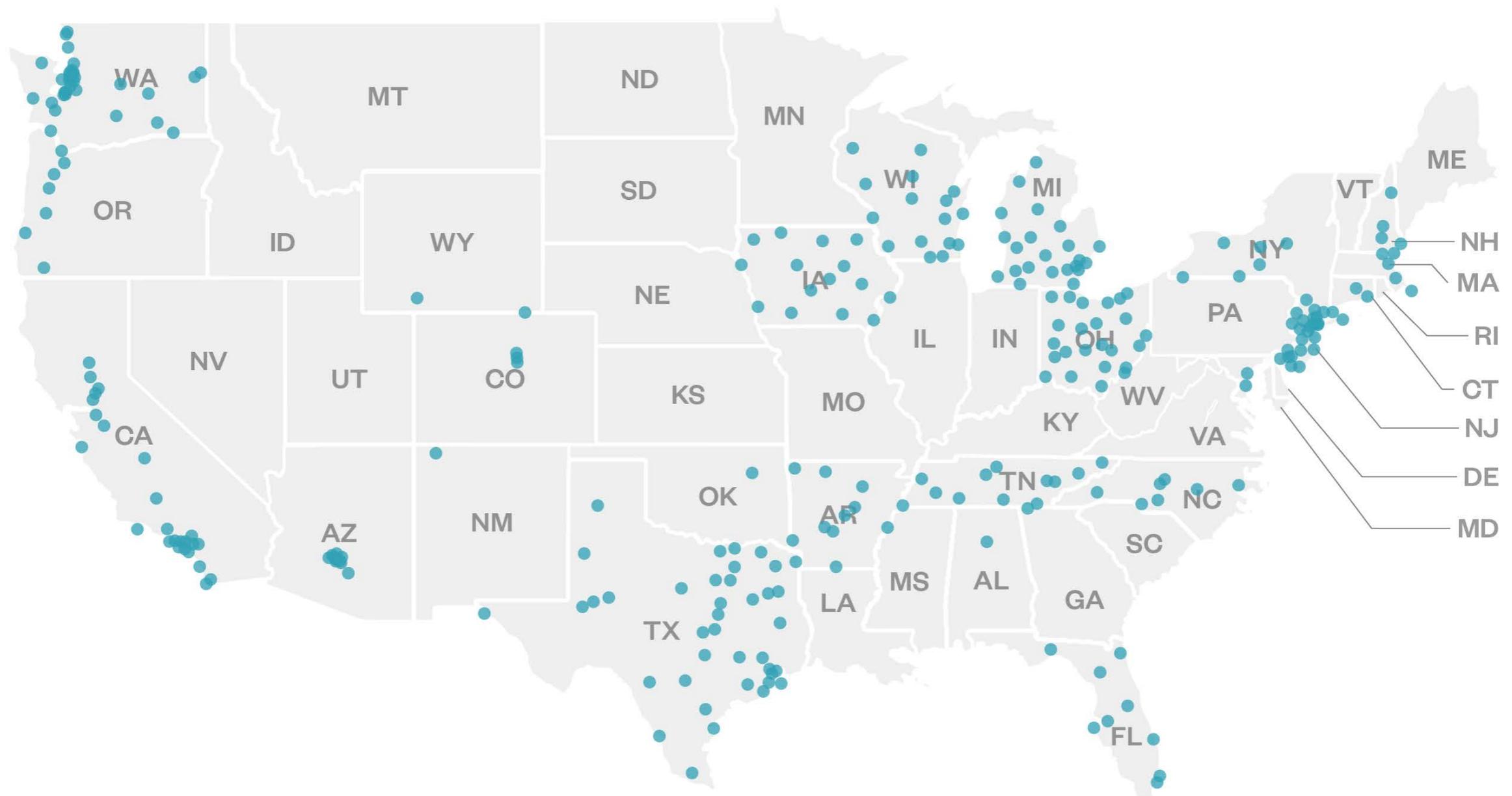
Davis Jenkins, Hana Lahr & Karen Miller

Community College Research Center & Cuyahoga Community College

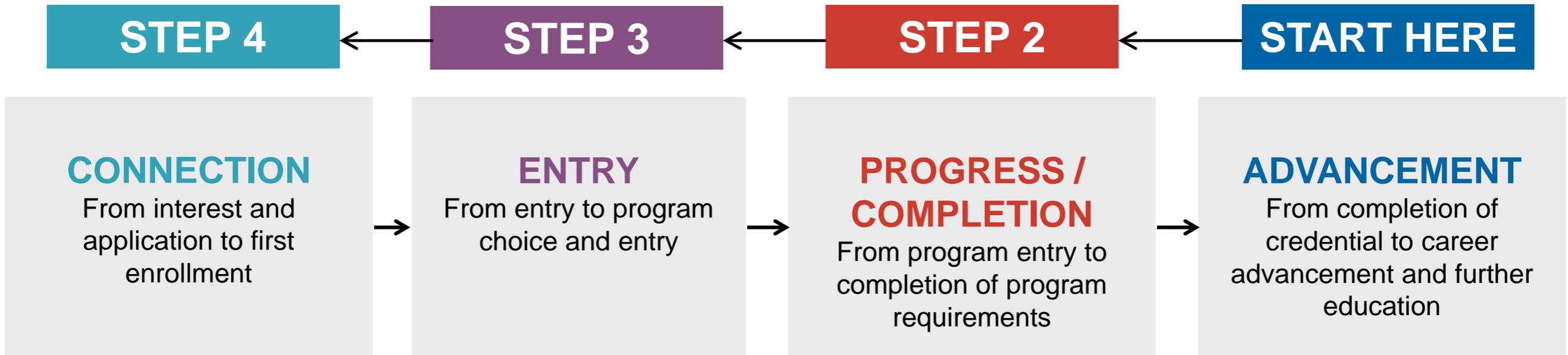
SSLI #13, September 13, 2019

# What we are learning about implementing whole-college redesign

# A National Movement: Colleges Implementing Guided Pathways



# Redesign, Starting with the End in Mind



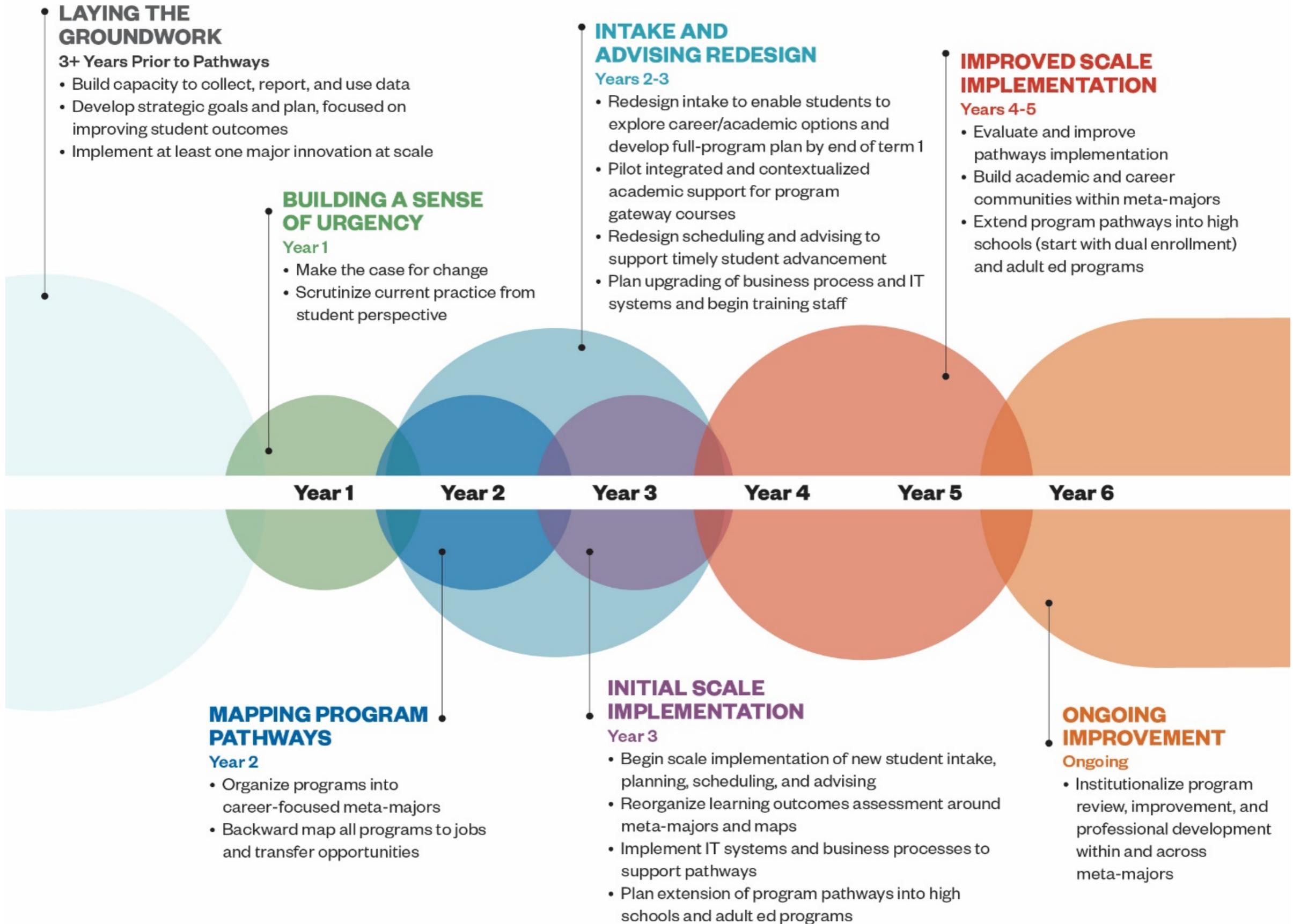
- Market program paths
- Build pathways into high schools and adult ed programs

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

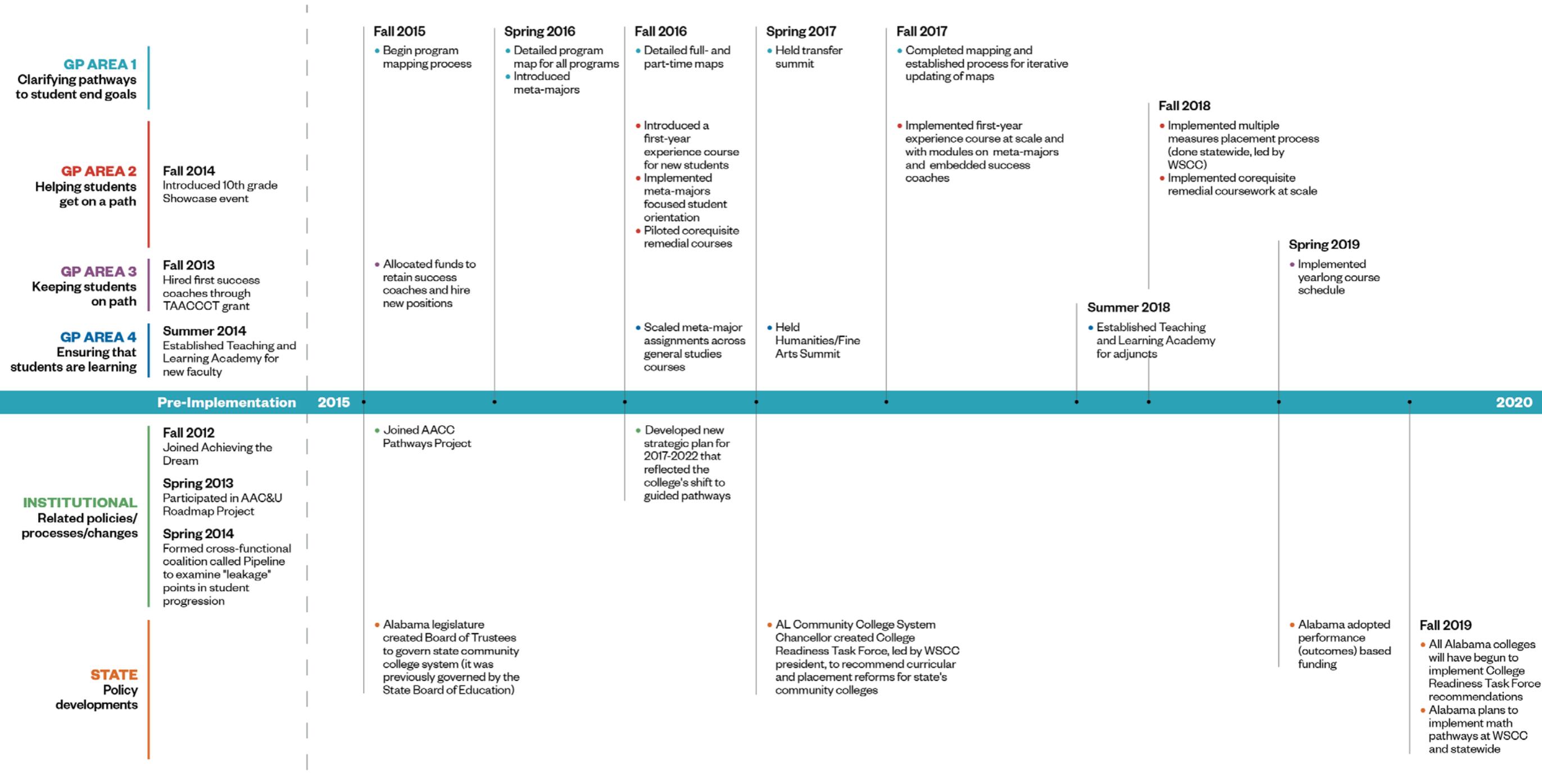
- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed

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

## Idealized Timeline for Implementing Guided Pathways at Scale



# Timeline of Guided Pathways Implementation Activities at Wallace State Community College



**As our research focus has evolved,**

**What**

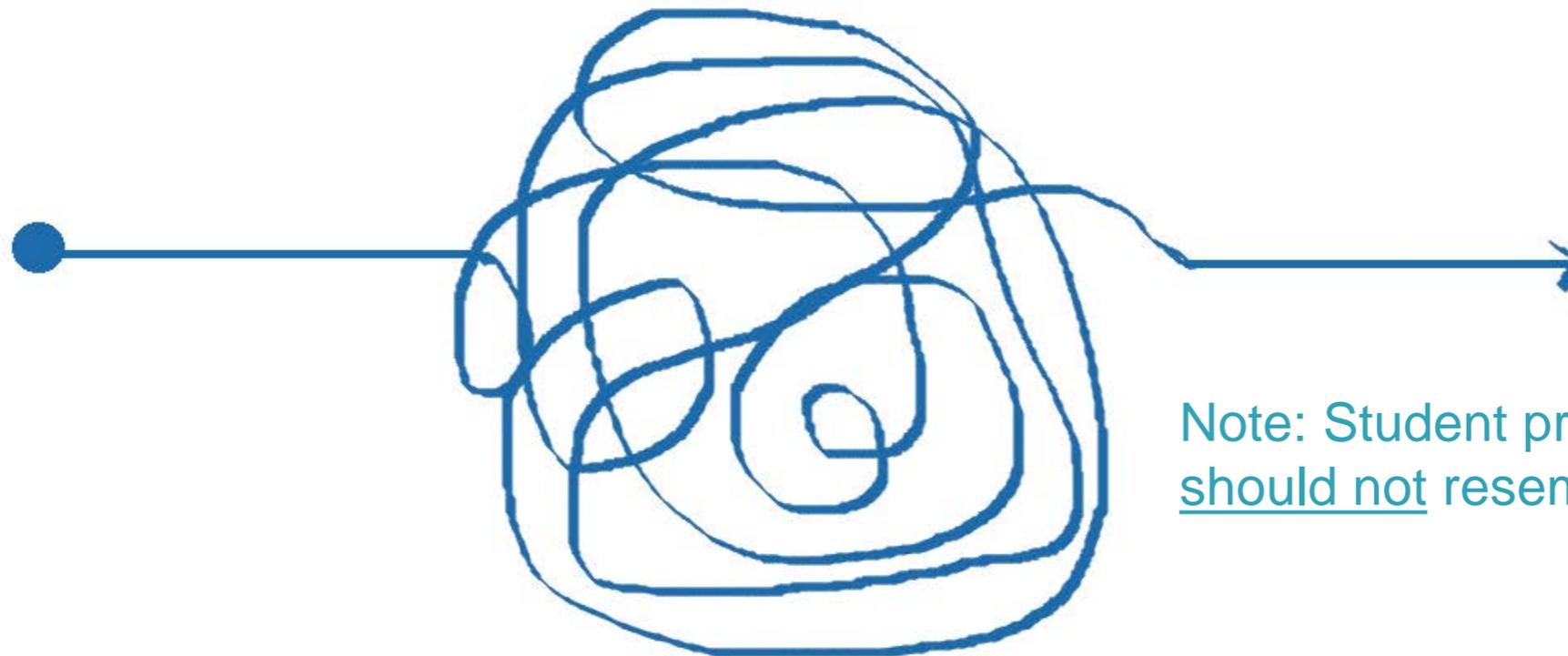
(essential practices)



**How**

(change process)

**our understanding of guided pathways implementation has become more complex.**



Note: Student program pathways should not resemble this figure.

<p>REPORT</p> <p><b>Re Th Les Ref</b></p> <p>Davis</p>	<p>SEPTEMBER 2019</p> <p><b>Fre En Gui Cuy</b></p> <p>By Davis</p>	<p>SEPTEMBER 2019</p> <p><b>Wi Linn Crea Guid</b></p> <p>By Maggie</p>	<p>SEPTEMBER 2019</p> <p><b>Co Ba Guid San</b></p> <p>By Davis</p>	<p>SEPTEMBER 2019</p> <p><b>Ba Pat How Set Ref</b></p> <p>By Hana</p>	<p>SEPTEMBER 2019</p> <p><b>Approaching Institutional Change With Clarity and Commitment</b></p> <p><b>Guided Pathways at Wallace State Community College</b></p> <p>By Amy E. Brown and Hana Lahr</p>
<p>SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5</p>					
 <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>	<p>SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5</p> <p>LINN-COMMUNITY COLLEGE Albany, GA</p>  <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>	<p>SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5</p>  <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>	<p>SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5</p>  <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>	<p>SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5</p>  <p>WALLACE STATE COMMUNITY COLLEGE Hanceville, AL</p> <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>	<p>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 30 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 2015 to show how community colleges could create clearer pathways to program completion, employment, and further education for all students.</p> <p>Our full report on this study, <i>Redesigning Your College Through Guided Pathways: Lessons From Community Colleges in the AACC Pathways Project</i>, 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.</p> <p>CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY</p>

# Timeline and Strategies for Leading Guided Pathways Redesigns

Pathways implementation

## 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

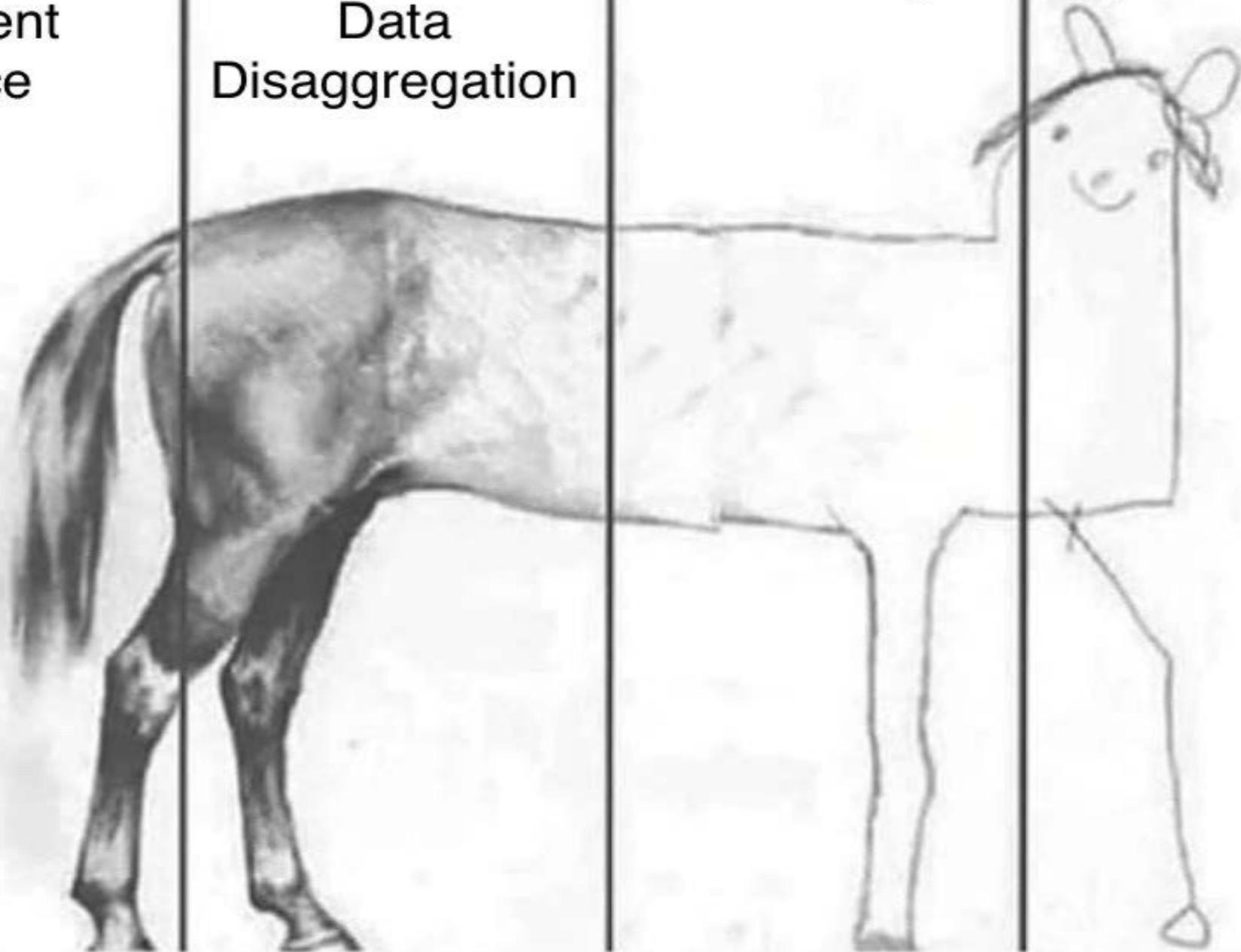
Student Equity/  
Data  
Disaggregation

SEASON  
6

Planning

SEASONS  
7&8

Implementation



# Thank you!

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 212.678.3091

# 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