



LEADERSHIP ACADEMY FOR STUDENT SUCCESS OVERVIEW OF PATHWAYS PROJECTS

An essential component of the OACC Leadership Academy has been to help the Student Success Fellows apply the skills and competencies they learned throughout the year-long program to real-life scenarios. Fellows were assigned to a team of 3 or 4 people to work on a “Pathways Project” for the duration of the Leadership Academy. Each of the Pathways Projects focused on one of the four pillars of the Guided Pathways framework (i.e. Clarify the paths, help students get on a path, help students stay on their path, and ensure students are learning). With the support of a Project Advisor, the teams refined their project over the past year and produced a final implementation memorandum that articulated their plans. This document provides brief summaries of the 12 Pathway Projects organized by the Guided Pathways pillars. The full implementation memos are available by request to OACC.

PILLAR #1 – CLARIFYING THE PATHS

Team 1: Connecting students to pathways to educational completion

- Jason Januszewski, Cuyahoga Community College
- Cassie Rickenberg, Northwest State Community College
- Melissa Rataiczak, Belmont College
- Tom Sutton, Rio Grande Community College
- Stephanie Sutton – Project Advisor, Stark State College

This project focuses on the development of meta-majors as an important first step to better align student’s interests, major, and careers. A goal of the project is to illustrate that the development of meta-majors, while important, should also be coupled with a variety of other student-centric initiatives to improve student success and completion.

Team 2: Developing clear connections between programs, careers, and transfer pathways/outcomes

- Rachel Carlisle, Edison State Community College
- Michael Evans, Ohio Association of Community Colleges
- Brandy Mariani, Sinclair Community College
- Kristina Willey, Lakeland Community College
- Vicky Wood – Project Advisor, Washington State Community College

This project presents a checklist designed to assist Ohio community colleges in developing clear connections between programs and careers and transfer pathways/outcomes. By highlighting career resources throughout the onboarding process, the recommendations

provide students with the opportunity to form a coherent connection between their academic endeavors and long-term career goals.

Team 3: Creating course schedules with student voices

- Amanda Bylczynski, Edison State Community College
- Drew Felberg, Stark State College
- Lori McKee, North Central State College
- Dee Dee Pfister, Cuyahoga Community College
- Jonathan Dryden – Project Advisor, Lorain County Community College

This project allows for the integration of student feedback data to determine needs/student demand for offering alternative delivery models and modalities. More specifically, the project proposes the development of a data collection mechanism for student feedback/voice to make course scheduling more efficient, customized to meet student needs, and, ultimately, improve student success and completion.

PILLAR #2 – HELPING STUDENTS GET ON A PATH

Team 4: Supporting career exploration and connection to programs of study for online students

- Rhea Busick, Rhodes State College
- Laura Emerick, Marion Technical College
- Kelly Hogan, Columbus State Community College
- Bruce Weaver, Central Ohio Technical College
- Gretchen Schmidt – Project Advisor, National Center for Inquiry & Improvement

This project focuses on the development of an online learning module that allows students to explore both academic and career pathways and related job opportunities that will help students make more fully informed decisions and develop their career and academic plans in the first semester. The project is designed to address the specific needs of online students who may not be as connected with campus resources related to career exploration.

Team 5: Guided Pathways – orientation and first-year experience

- Amanda Ehman, Rio Grande Community College
- Jason Gibson, Lorain County Community College
- Elizabeth Kline, Zane State College
- David Shaffer, Owens Community College
- Ryan McCall – Project Advisor, Marion Technical College

This project emphasizes onboarding students to college with a tailored orientation that focuses on the basic information needed to start on the right path. In this proposed project, the orientation is paired with a mandatory first-year experience course that has a high focus on career exploration and holistic student supports. The project is designed to address excessive credits and low degree completion.

Team 6: Extending partnerships with high schools to motivate and prepare students to enter college-level coursework with a manufacturing career focus

- Daniel Burklo, Northwest State Community College
- Russell Clark, Southern State Community College
- Kelly Gray, North Central State College
- Melinda Mohler, Clark State Community College
- Rebecca Butler – Project Advisor, Columbus State Community College

This project focuses on increasing College Credit Plus enrollment in manufacturing-related career programs by providing best practice models to connect industry partners, high schools, and community colleges. The project is designed to improve partnerships with high schools and local industries to motivate and prepare students to enter college-level coursework with a manufacturing career focus.

PILLAR #3 – HELPING STUDENTS STAY ON THEIR PATH

Team 7: Developing an approach for ongoing, intrusive advising to proactively monitor and engage students as they progress through their program of study

- Crystal Jones- Clark State Community College
- Kathy Temple-Miller- Washington State Community College
- Ty-Juan Young-Bright- Eastern Gateway Community College
- Crystal Jones- Clark State Community College
- Krista O’Neill – Project Advisor, Ohio Association of Community Colleges

This project identifies key intervention points along with the loss momentum framework when colleges should proactively monitor students and use career and transfer data to improve student success rates and build relationships. Further, the project develops training plans that colleges can use to ensure widespread understanding of, use of, and access to career and transfer data.

Team 8: Establishing a system for students to easily track their progress

- Erika Fenik, Lorain County Community College
- David Nowak, Columbus State Community College
- Lisa Orr, Central Ohio Technical College
- Erica Parish, Owens Community College
- Laura Rittner – Project Advisor, Ohio Association of Community Colleges

This project centers on establishing an academic tracking system for students to use so they know where they stand on the road to completion. The goal of this project is to develop a system to ensure students have a plan to follow from entry to exit, which in turn will help make a difference between them stopping out or finishing their degree.

Team 9: Creating an on-campus food pantry

- Yvonne Baker, Cincinnati State Technical & Community College
- Tola Sanusi, Marion Technical College
- Andrew Stephan, Stark State College
- Angela Johnson – Project Advisor, Cuyahoga Community College

This project focuses on the steps to create an on-campus food pantry including implementation challenges and an expected timeline. The goal of this project is to help institutions address food insecurity among students and provide them with the support needed that will enable them to focus on their studies and complete their education.

PILLAR #4 – ENSURING STUDENTS ARE LEARNING

Team 10: Students, KSAs, and community colleges

- Anthony Adornetto, Zane State College
- Adam Cloutier, Lakeland Community College
- David Scheimann, Washington State Community College
- Garratt Weber, Ohio Association of Community Colleges
- Lori Zakel – Project Advisor, Ohio Association of Community Colleges

This project proposes using a combination of first-year experience courses, professional development for faculty, and progress tracking to better serve general education students. The goal is to help students to understand and articulate the knowledge, skills, and abilities (KSAs) they have learned or will learn upon completion of their community college degree.

Team 11: Project-based learning

- Vanessa Birney, Eastern Gateway Community College
- Ann Sergent, Terra State Community College
- Lea Wandling, Hocking College
- Mike Snider – Project Advisor, Ohio Association of Community Colleges

This project focused on Project Based Learning (PBL) as an effective teaching method that requires students to apply the knowledge and skills that are learned in the classroom to identify a real-world problem and to develop a solution while working collaboratively with their classmates. The goal of the project is to demonstrate how PBL can provide the hands-on experiences today's employers require.

Team 12: Creating "buy-in" for assessment among faculty

- Joseph Abbott, Rhodes State College
- Katie Austin, Hocking College
- Angela Fernandez, Sinclair Community College
- Melissa Ramirez, Terra State Community College
- Steve Robinson – Project Advisor, Owen Community College

This pathway project provides a review of the literature for empowering the faculty and staff throughout the process of change implementation. Utilizing the steps outlined in the project provides specific points to focus on while creating a positive culture of change on campus. The goal of the project is to close the loop between assessment data and implementing reforms that are critical to ensuring practices remain relevant to the rapidly changing needs of stakeholders.