



California Guided Pathways Project
Overview of Advance Work for Pathways Institute #1
Pathways Institutions and Coaches

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### 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.

### **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:

- change
- Establishing a baseline for key performance
- Building partnerships with K-12, universities, and employers
- Engaging stakeholders and making the case for
   Developing flowcharts of how students choose, enter, and complete programs
  - Developing an implementation plan with roles and deadlines

#### 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

### EARLY **OUTCOMES**

#### 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

### 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

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

#### 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

IMPLEMENTATION

 Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

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**



# **Pathways Institute #1**

- Leadership for Transformational Change: Implementing Pathways at Scale
- September 17-19, 2017
- Hilton Orange County Costa Mesa, Costa Mesa
- Registration opens June 30, closes July 14
- Project pays for teams of five registration, a two-night stay at the hotel, materials and meals.
- Slots for up to two additional team members \$1500 per person



### **Role of Team Facilitator**

- Primary college contact
  - For NCII, CCCSE and pathways coaches
- Lead in convening internal pathways team
- Coordinate completion of advance work and postinstitute work and submit on behalf of institution
- Identify institution's pathways team and complete registration



# **Role of Pathways Coaches**

- Communicate and provide support to institutions in advance of the institutes
- Provide guidance for advance work and post-work
- Review advance work and provide feedback; note questions for team discussion at institute
- Facilitate team conversations during strategy sessions at institutes; ensure completion of short-term action plan
- If funding available from the college, provide limited between-institute technical assistance upon request
- Lead coach primary contact
- Partner coach provides additional support and content based on expertise and experience



# **Summary of Advance Work**

### Recommended Readings

- Redesigning America's Community Colleges: A Clearer Path to Student Success, by Thomas Bailey, Shanna Smith Jaggars, & Davis Jenkins
- Implementing Guided Pathways: Early Insights From the AACC Pathways
   Colleges by Davis Jenkins, Hana Lahr, and John Fink (CCRC):
   <a href="http://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html">http://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html</a>
- Pathways Demystified, by Rob Johnstone
- Key Performance Indicators Review
- Pathways Scale of Adoption Self-Assessment
- Team Discussion and Completion of Part 1 of the Short-Term Action Plan



## **Key Performance Indicators**

- Fall new student cohort first time ever in college
  - 2012-13 through 2016-17
  - Dual enrollment students excluded (but can be analyzed later)
- Short-term measures that are correlated with student completion
- Data definitions were attached to email
- ERP & CCRC will be reporting on these KPIs over the course of the project
- You will receive summary charts / tables from ERP in early July



# **Key Performance Indicators**

- Early momentum KPIs
  - Earned 6+ / 12+ college credits in term 1
  - Earned 15+ / 24+ / 30+ college credits in year 1
- Gateway math and English completion KPIs
  - Completed college math in year 1
  - Completed college English in year 1
  - Completed both college math and English in year 1
- Persistence KPI
  - Term 1 to term 2
- College course completion KPI
  - College-level course completion rate in students' first academic year
- Attempted Credits KPIs
  - Attempted 15+ in term 1; 30+ in year 1 (including developmental)



### **Scale of Adoption Assessment Tool**

- Should be completed as a team
- Important to be honest about where you are in arc of the implementation
- This tool will be used to follow the institution's progress over the course of the project
  - Will be part of homework for every institute
- Column 2 scale of adoption at our college
- Column 3 progress to date implementing practice
- Column 4 next steps toward reaching scale & timeline



### **Short Term Action Plan**

- Complete Part 1 of the short term action plan
  - Parts 2, 3, & 4 will be handed out and completed during team time at Institute #1
- Short-term action plan should be completed as a group
  - Can be full internal institution pathways team or institute team
- Observations/reactions from reviewing KPIs
- Observations/reactions from assessment tool responses
- Thoughts on cultural readiness for scaled implementation



# **Next Steps and Timeline**

- Email with coach college partnerships sent out
- KPI Data will be emailed to you in early July
- Lead coaches will reach out to the team facilitator to schedule conference call over the summer after data sent to colleges
- Your team's data collection, pathways assessment, and completed Part 1 of the Short Term Action Plan are due to CCCSE by September 1, 2016. Completed templates should be submitted to Coral Noonan-Terry at noonan@cccse.org.
- Coral will reach out if advance work is incomplete
- Lead coach will review advance work and contact team facilitator before institute if supplemental information is needed



### **Questions?**

- Please type questions in the chat window
- Follow up questions can be addressed with your lead coach or you can email me at rob@inquiry2improvement.com