

What we are learning about whole-college redesign through guided pathways

Hana Lahr

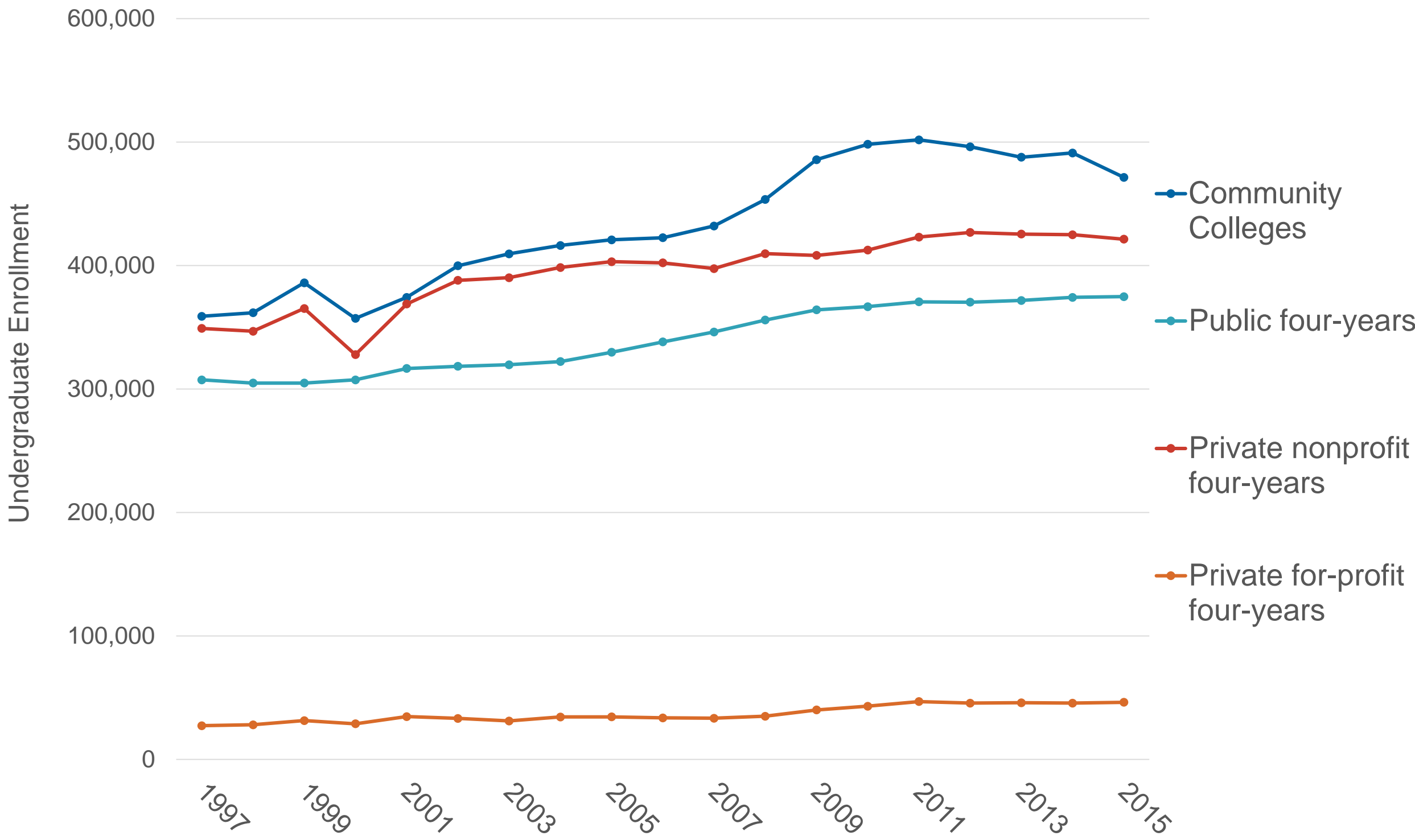
Community College Research Center, Teachers College
CUNY Network for College Success

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NY 12 Month Enrollment by Sector, 1997-2015

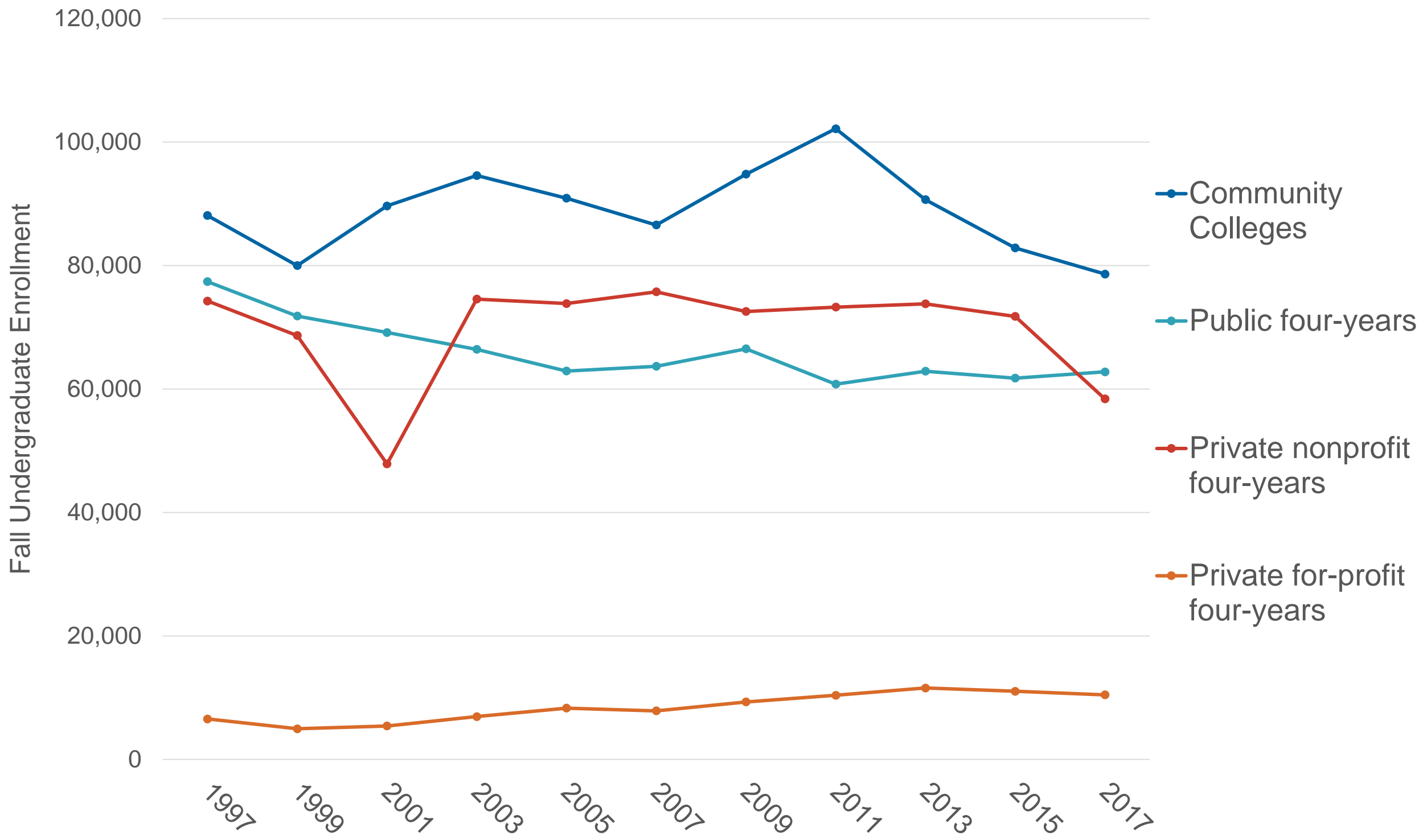
All Undergraduates





NY Fall Enrollment by Sector, 1997-2017

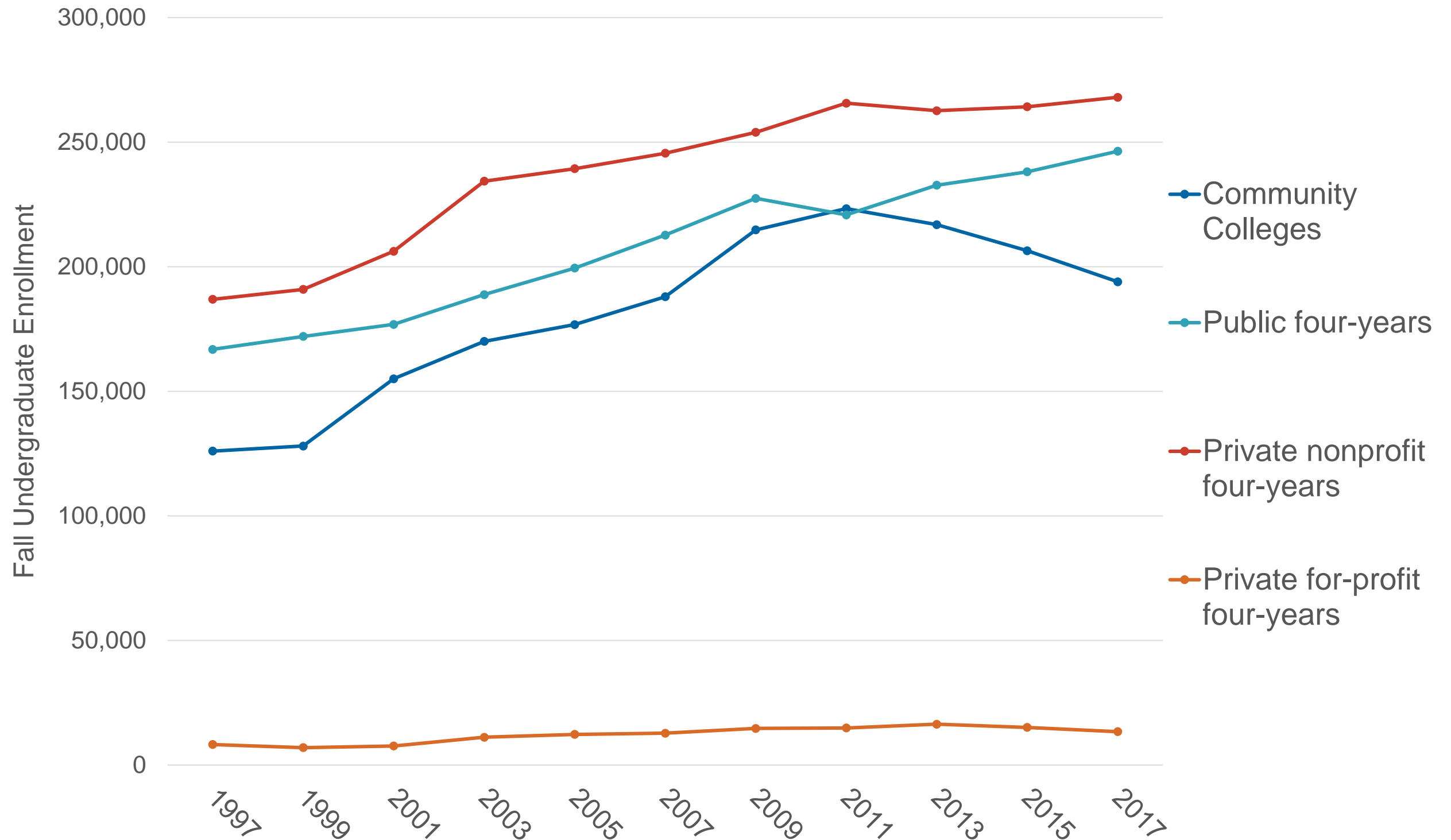
25 and older undergraduates





NY Fall Enrollment by Sector, 1997-2017

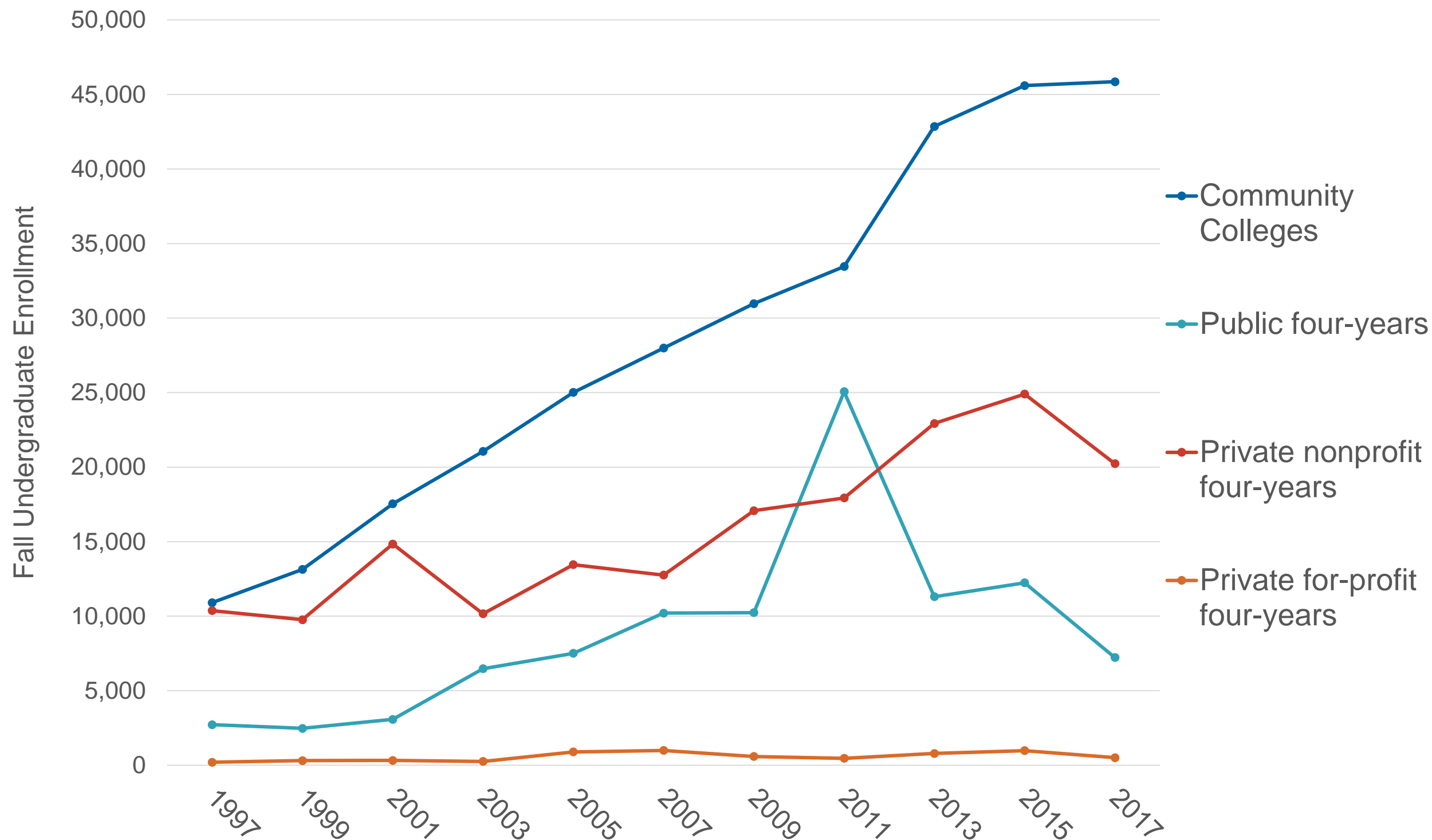
18-24 year old undergraduates



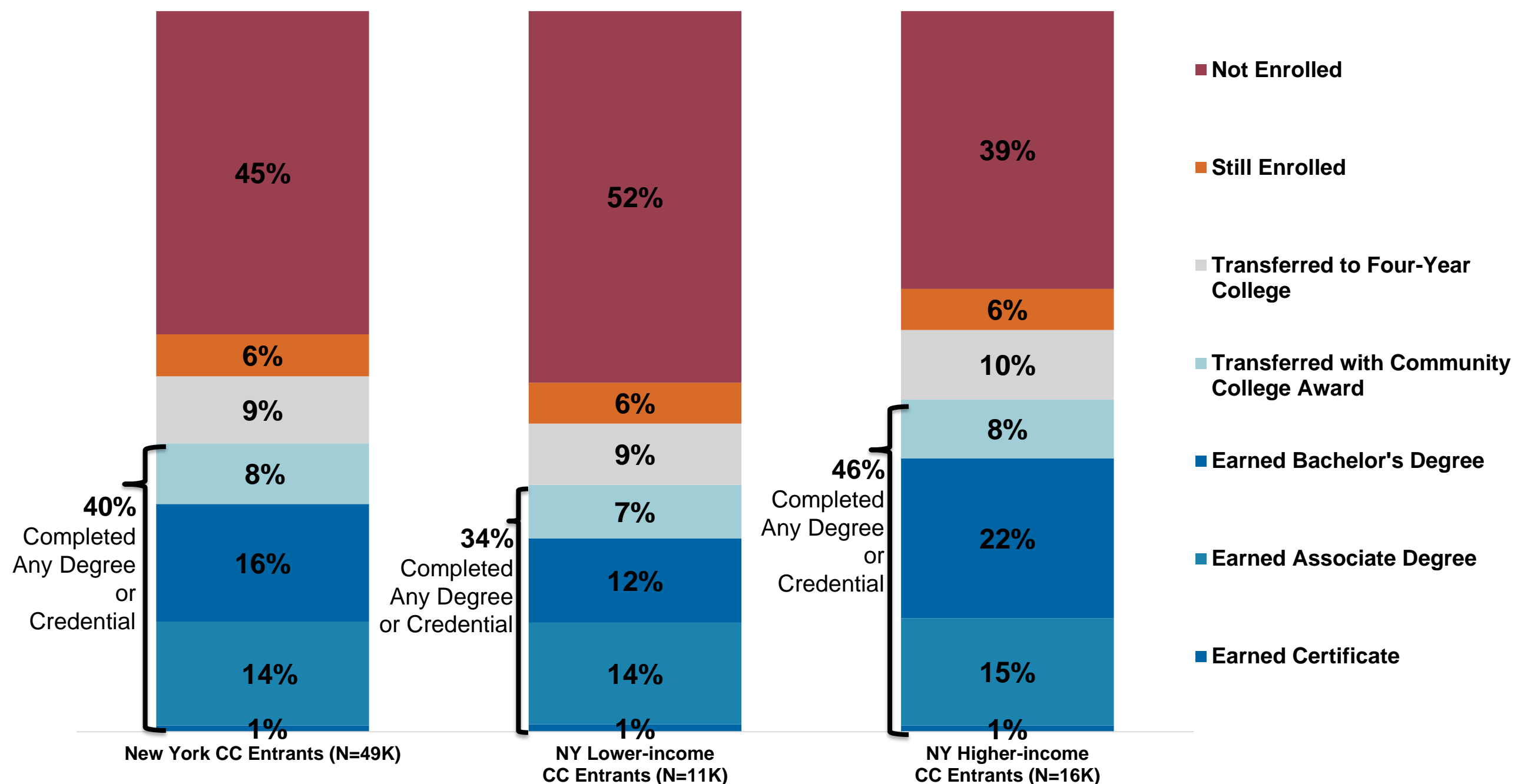


NY Fall Enrollment by Sector, 1997-2017

17 and younger undergraduates



New York: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



New CC Business Environment

- State funding cuts → Students and families pay more
- Performance funding
- Traditional high school population declining
- Tight labor markets in many parts of the country
- Developmental education enrollment sharply declining
- Declining returns to skills training only; growing demand for degrees + skills + experience + contacts
- Increased competition (public 4-years, privates, online providers)

New CC Business Model

From: Cheap, accessible college courses for
gen ed transfer or technical training



To: Affordable programs leading to **degrees + skills + experience + contacts** needed
for livable wage, career-path employment

What we are learning about implementing whole-college redesign

Guided Pathways Essential Practices

1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

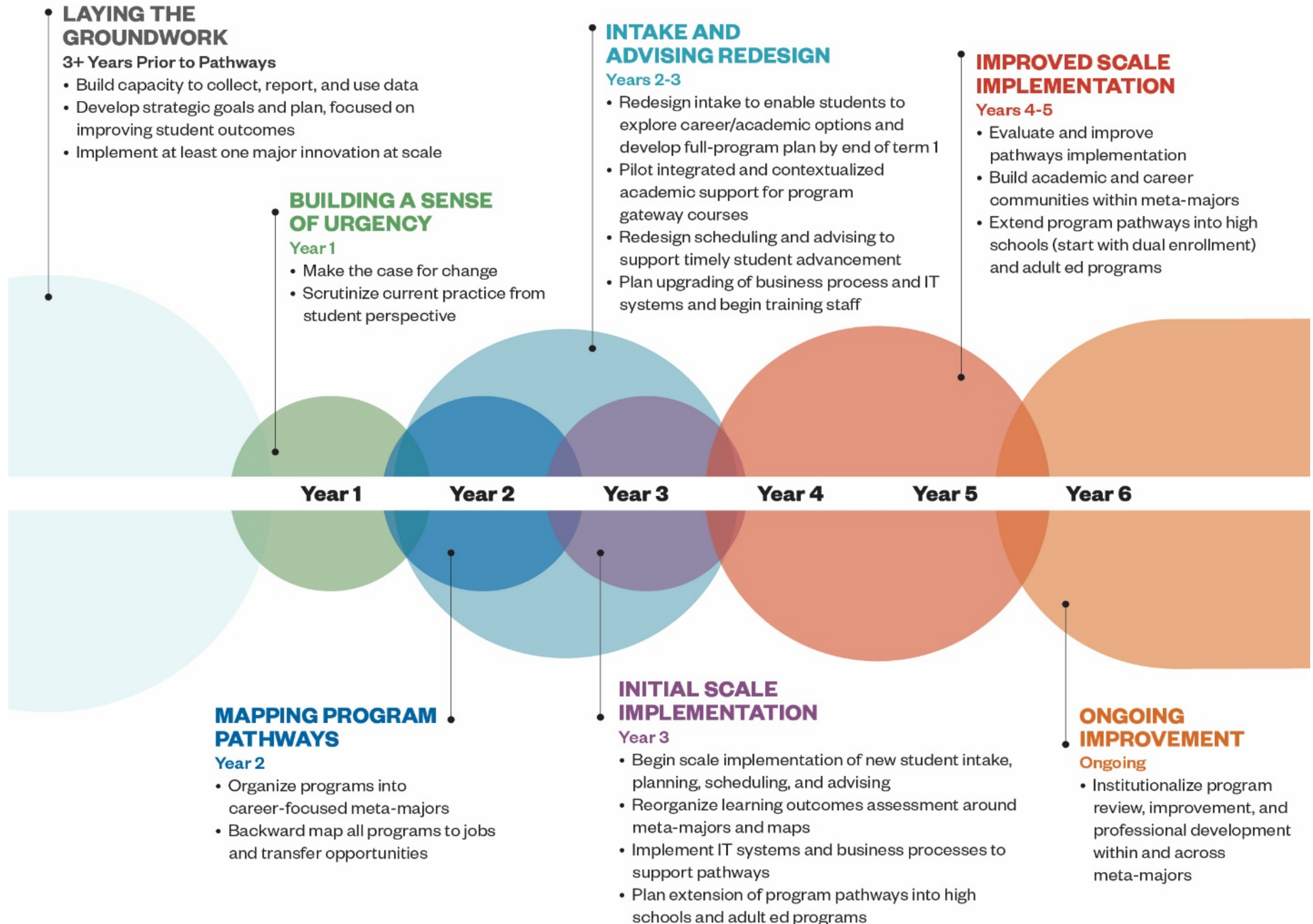
3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

Idealized Timeline for Implementing Guided Pathways at Scale



As our research focus has evolved,

What

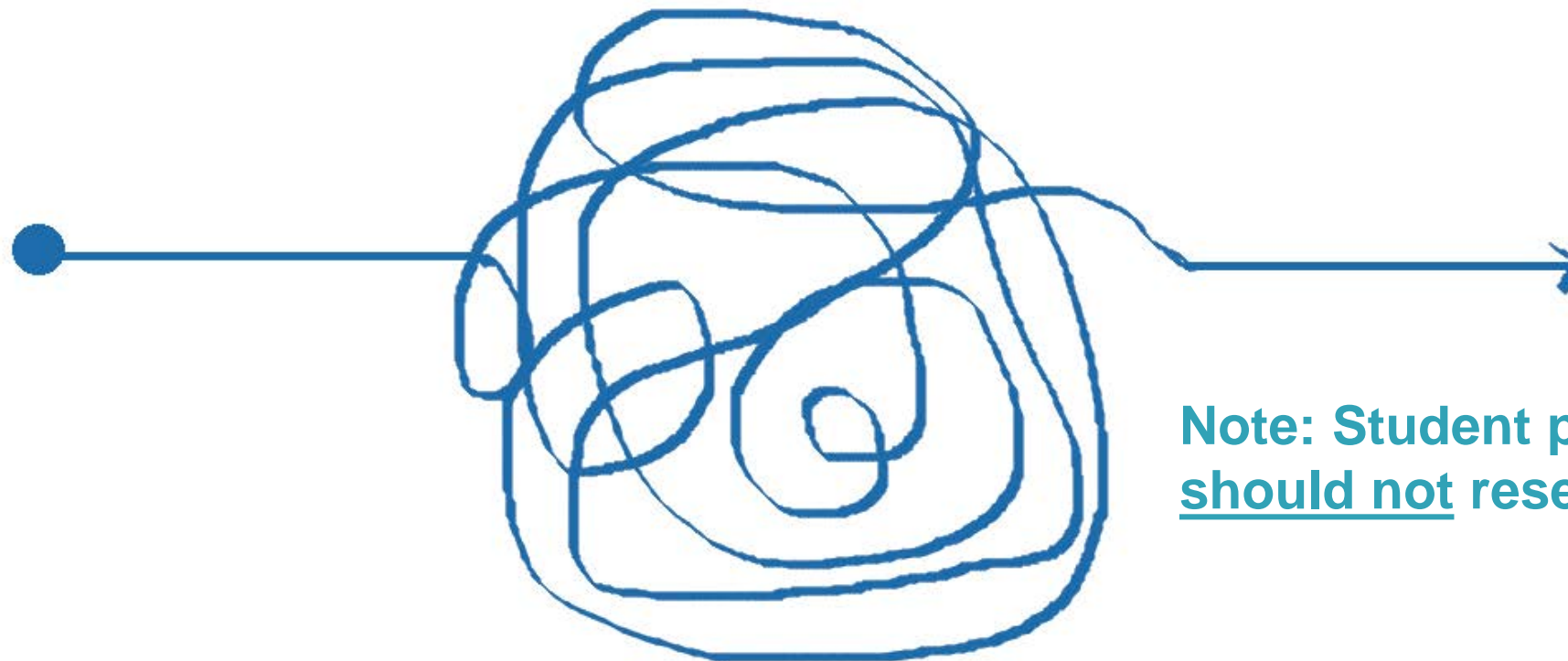
(essential practices)



How

(change process)

our understanding of guided pathways
implementation has become more complex.



Note: Student program pathways
should not resemble this figure.

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

REPORT	SEPTEMBER 2019	SEPTEMBER 2019	SEPTEMBER 2019	SEPTEMBER 2019	SEPTEMBER 2019
Redesigning Your College Through Guided Pathways: Lessons From Community Colleges in the AACC Pathways Project <i>By Davis J. Davis</i>	From Enrollment to Graduation: A Guide for Community Colleges <i>By Davis J. Davis</i>	Wallace State Community College: A Case Study in Guided Pathways <i>By Magda L. L. Magda</i>	Community College Guided Pathways: A Guide for San Diego Community College District <i>By Davis J. Davis</i>	Building Pathways: How to Set Up Guided Pathways <i>By Hana Lahr</i>	Approaching Institutional Change With Clarity and Commitment Guided Pathways at Wallace State Community College <i>By Amy E. Brown and Hana Lahr</i>
	SERIES	SERIES	SERIES	SERIES	SERIES ON CHANGE MANAGEMENT AT AACC PATHWAYS COLLEGES: CASE STUDY 5 OF 5
					 <p>WALLACE STATE COMMUNITY COLLEGE Hanceville, AL</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>
CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY	CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY	CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY	CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY	CCRC TEACHERS COLLEGE, COLUMBIA UNIVERSITY	CCRC COMMUNITY COLLEGE RESEARCH CENTER TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Thank you!

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