



AACC Pathways 2.0 Project Overview of Advance Work for Pathways Institute #1 Pathways Institutions and Coaches

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- Leadership for Transformational Change: Implementing Pathways at Scale
- November 16-18, 2017
- The Dupont Circle Hotel, Washington, DC
- Registration opens September 18th
- Registration deadline October 6th
- Project pays for teams of five registration, a two-night stay at the hotel, materials and meals.
- Limited number of slots for additional team members \$1500 per person

Role of Team Facilitator Pathways

- Primary college contact
 - For AACC 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 institute team and complete registration

Role of Pathways Coaches Pathways

- 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



Required Readings

- Redesigning America's Community Colleges (copy of book sent to CEO)
- What is the Pathways Model?
- Implementing Guided Pathways: Early Insights From the AACC Pathways Colleges
- Review Pathways Graphic

Advance Work

- Submission of Data File to the Voluntary Framework of Assessment for Tracking of Project Key Performance Indicators
- Completion of the CCRC Scale of Adoption Assessment Instrument
- Completion of Student Success Initiative Mapping Template
- Pathways Pre-mortem Exercise



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
- · 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

Commit to pathways for the long term and make sure they

· Redefining the roles of faculty, staff, and administrators as needed

. Determining barriers to sustainability (state, system, and

Identifying needs for professional development and

Revamping technology to support the redesigned

Understand where you are, prepare for change, and build awareness by:

- Establishing a baseline for key performance
- Building partnerships with K-12, universities, and employers

SUSTAINABILITY

institutional levels)

technical assistance

student experience

are implemented for all students by:

- 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

EARLY

OUTCOMES

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

IMPLEMENTATION

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

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

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

EVALUATION

· Reallocating resources as needed Continuing to engage key Revisit conditions, sustainability, and implementation. Continuously stakeholders, especially students improve pathways by building on elements that work and adjusting Integrating pathways into hiring or discarding elements that are not serving all students well. and evaluation practices

Submission of Data to Voluntary Framework of Assessment Pathways

- Overview webinar on August 31st at 1pm EASTERN
 - Give a detailed demonstration on how to log into and navigate the VFA data website;
 - Review the cohort definitions, reporting timeframes, and data elements that the college will submit;
 - Explain how to prepare and submit the data files to process the metrics; and
 - Discuss resources available to guide you through the data submission process.
- Data Submissions due October 2nd
- Report on baseline KPIs to colleges and coaches
 November 6th

Key Performance Indicators Pathways

Early momentum KPIs

- Earned 6+ college credits in 1st term
- Earned 12+ college credits in 1st term
- Earned 15+ college credits in year 1
- Earned 24+ college credits in year 1
- Earned 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 KPIs

- Persisted from term 1 to term 2
- College course completion KPI
 - College-level course completion rate in students' first academic year

Scale of Adoption Assessment Tool Pathways

- 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 track the institution's progress over the course of the project
- Column 2 current practices and improvement needed
- Column 3 extent of reach/scale of implementation
- Column 4 steps to reach scale

Completion of Student Success Initiative Mapping Template Pathways

- Intended to organize completion and student success initiatives under the pathways framework
- Initiatives may come under more than one pillar
- Include initiative name, a brief description on work, percentage of student population served, key findings and next steps
- Team time at institute will work toward leveraging existing work and identifying gaps

Pathways Pathways

- What if the pathways implementation failed at your institution?
- What would be the primary causes for that failure?
- How can the institution mitigate the failure? What can be done now to help?

Next Steps and Timeline Pathways

- Coaches will reach out to the team facilitator to schedule conference call
- Advance work is due to Sarah Cale on October 27th. (scale@aacc.nche.edu)
- We will reach out if advance work is incomplete
- 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 coach or you can email me at gschmidt@aacc.nche.edu