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

Dr. Gretchen Schmidt
Executive Director, Pathways Project
August 28, 2017
Pathways Institute #1

- 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

- Primary college contact
  - For AACC and pathways coaches
- Lead in convening internal pathways team
- Coordinate completion of advance work and post-institute work and submit on behalf of institution
- Identify institution’s pathways institute 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
Summary of Advance Work

• 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 institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data

**PREPARATION/AWARENESS**
Understand where you are, prepare for change, and build awareness by:
- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers

**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
- Revisiting technology to support the redesigned student experience
- Reallocation of resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

**IMPLEMENTATION**

**CLARIFY THE PATHS**
Map all programs to transfer and career and include these features:
- Detailed information on transfer and career 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
- Year-round experiences to help students explore the field and choose a major
- Full program plans based on aligned academic transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on careercollege program exploration

**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

**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 for students 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

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

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCSSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII), and Public Agenda.
Submission of Data to Voluntary Framework of Assessment

• 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

- **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

- 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

- 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 Pre-mortem Exercise

• 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

• 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