

Redesigning Your Community College for Student Success: Lessons from Colleges Leading Whole-College Guided Pathways Reforms



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Cuyahoga Community College



- Cleveland, OH
- Serve 55,000+ students annually/21,000 credit students
- 4 Campuses, 2 Corporate Colleges, District Office, University Center, and various sites
- Lowest tuition in the state of Ohio
- Nationally ranked in degrees awarded in nursing and health careers
- 85% of graduates continue to live and work in Northeast Ohio
- Served over 900,000 residents since we opened

New Leadership



- Executive support at the highest levels
- Communication and focus
- Consistent message around goals
- Faculty involvement
- College wide buy in
- Connection to strategic plan



Culture of Shared dialogue

“Shared governance is much more complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other.”

Gary Olson, Chronicle of Higher Education, July 23, 2009

Ohio's Journey to Performance-Based Funding



FY 2009-2013

Primarily enrollment based

Inclusion of success points

99%-96% stop loss

FY 2014

50% enrollment

25% course completion

25% success points

97% stop-loss

FY 2015

50% Course completion

25% Success points

25% Completion metrics

Access categories



One Door: Many Options for Success Initiative



2015

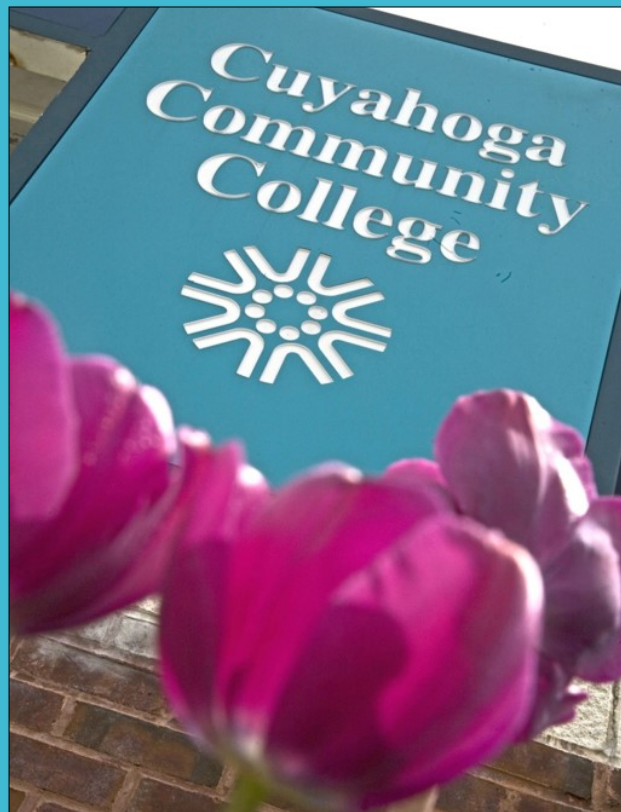


Basic Principles

CENTERS OF EXCELLENCE

- Each Center of Excellence has an organizational structure designed to meet its unique, discipline specific needs
- Our Center of Excellence pathways' names are used to brand academic and workforce pathways to the external community and our students
- While academic pathways are distinct from Centers of Excellence, their implementation in these Centers leads to earning degrees and certificates
- Pathways should guide student academic plans
- In order for it to be effective, the integrity of the Centers of Excellence concept must be preserved

The Centers of Excellence



- The Division of Nursing Education
- The Center for Creative Arts
- The Public Safety Training Institute
- The Hospitality Management Center
- The Center for Information Technology
- The Manufacturing Technology Center

Online Catalog & Academic Pathways



2018-2019 CATALOG

[Find Your Major or Program](#)

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[Academic Pathways](#)

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Academic Pathways



Business



Creative Arts



Health Careers



Hospitality



Humanities, Liberal Arts,
Social & Behavioral
Sciences



Industrial Manufacturing
and Construction



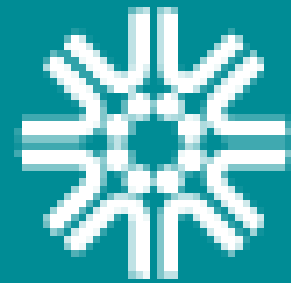
Information Technology



Public Safety



Science, Technology,
Engineering, and
Mathematics



OneRecord
Powered by OnBase®

Cuyahoga
Community
College



DegreeWorks

Student Experience

First Semester Program and Course

- New Student Orientation
- New Student Convocation
- First Year Success Seminar
- Summer Internship

Second Semester Pathway

- Second semester class in academic pathway
- Career focused activities
- Faculty advocates





IPEDS Case Management

Color Key



Data

- Degree Audits
- Cohort Reports
- 15th Day Refresh
- Midterm Grades
- End of Semester



Email

- Congrats on Persisting
- Push to Finish
- Credit Awareness
- Stay on Track
- Gradfest
- Midterm Grades
- Transfer Resources
- Reverse Transfer
- Academic Planning



Phone

- Not Registered
- Success Planning
- Received a "U" grade
- Petition to Graduate
- Hold on Account
- Not Registered
- Reverse Transfer



Face-to-Face

- Gradfest
- Campus Interventions
- Individual Meetings

Case Management Actions & Communication

Care Team Cash/Just Take 30!

Just Take 30!



WE HEARD
YOU

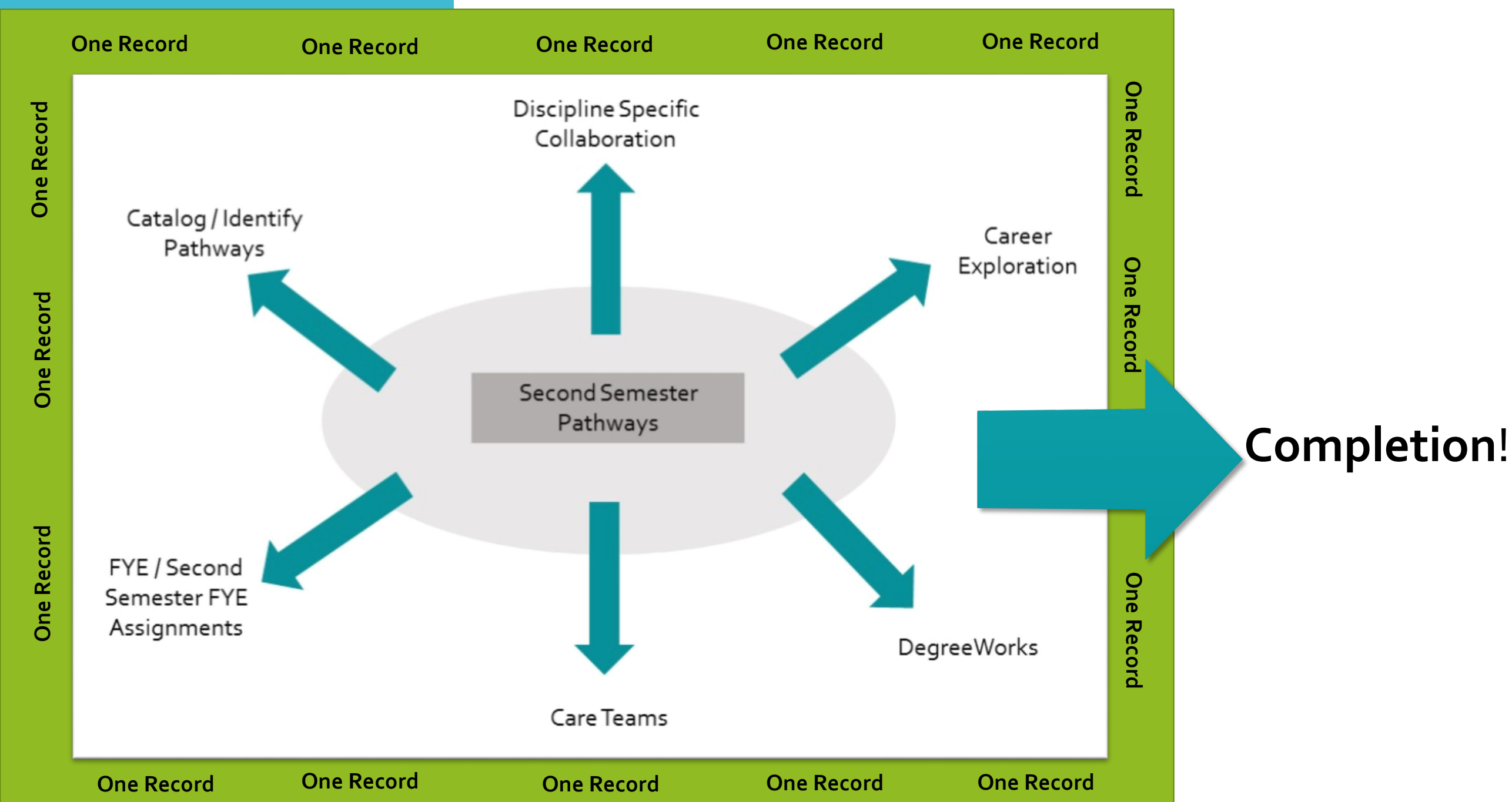
Need
help with
classes?

There are **FREE**
tutoring services
available.

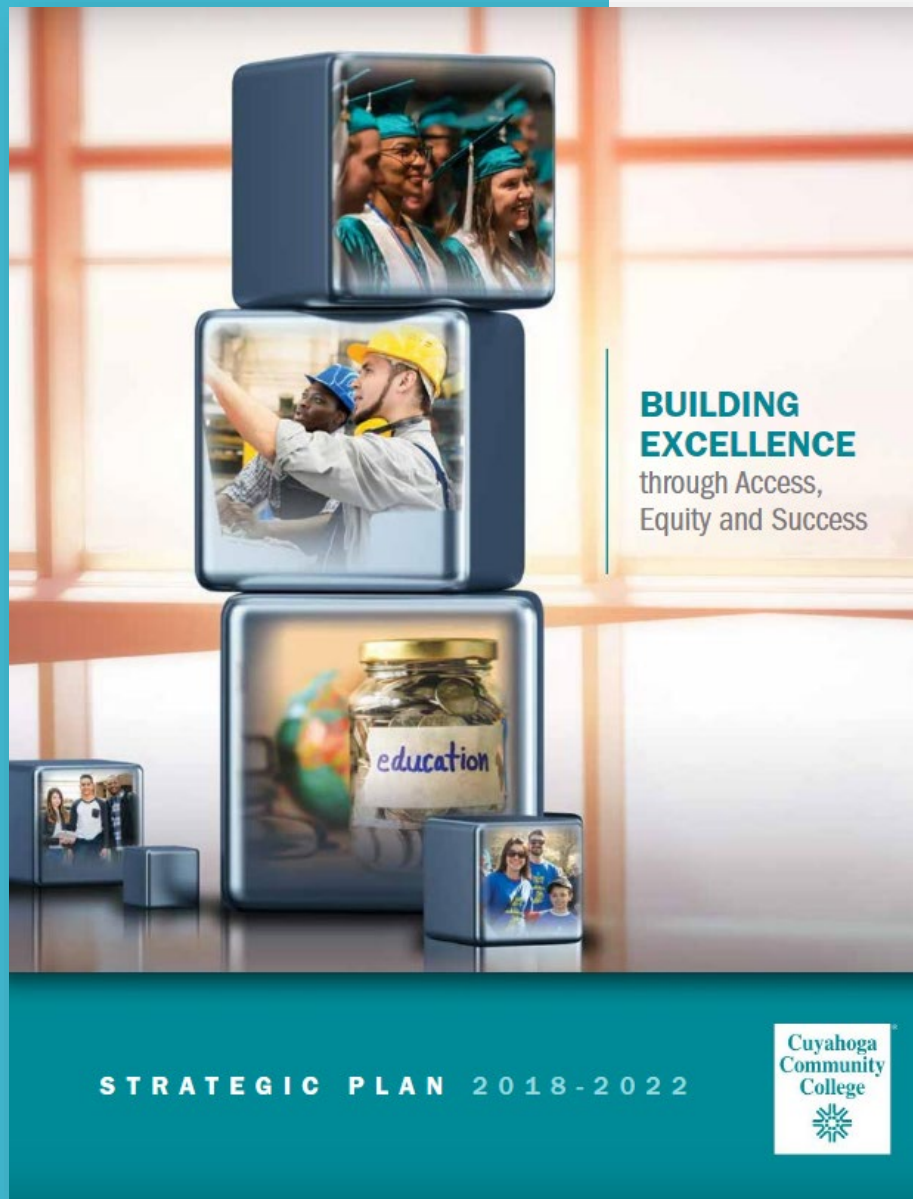
Visit www.tri-c.edu/tutoring
for tutoring schedules.

Appointments and walk-ins accepted.

We want to provide you with more information about resources that are available at the College. Based on student responses to a recent survey, this is an area in which you wanted more information. Visit www.tri-c.edu/concerns to share additional feedback or learn more.

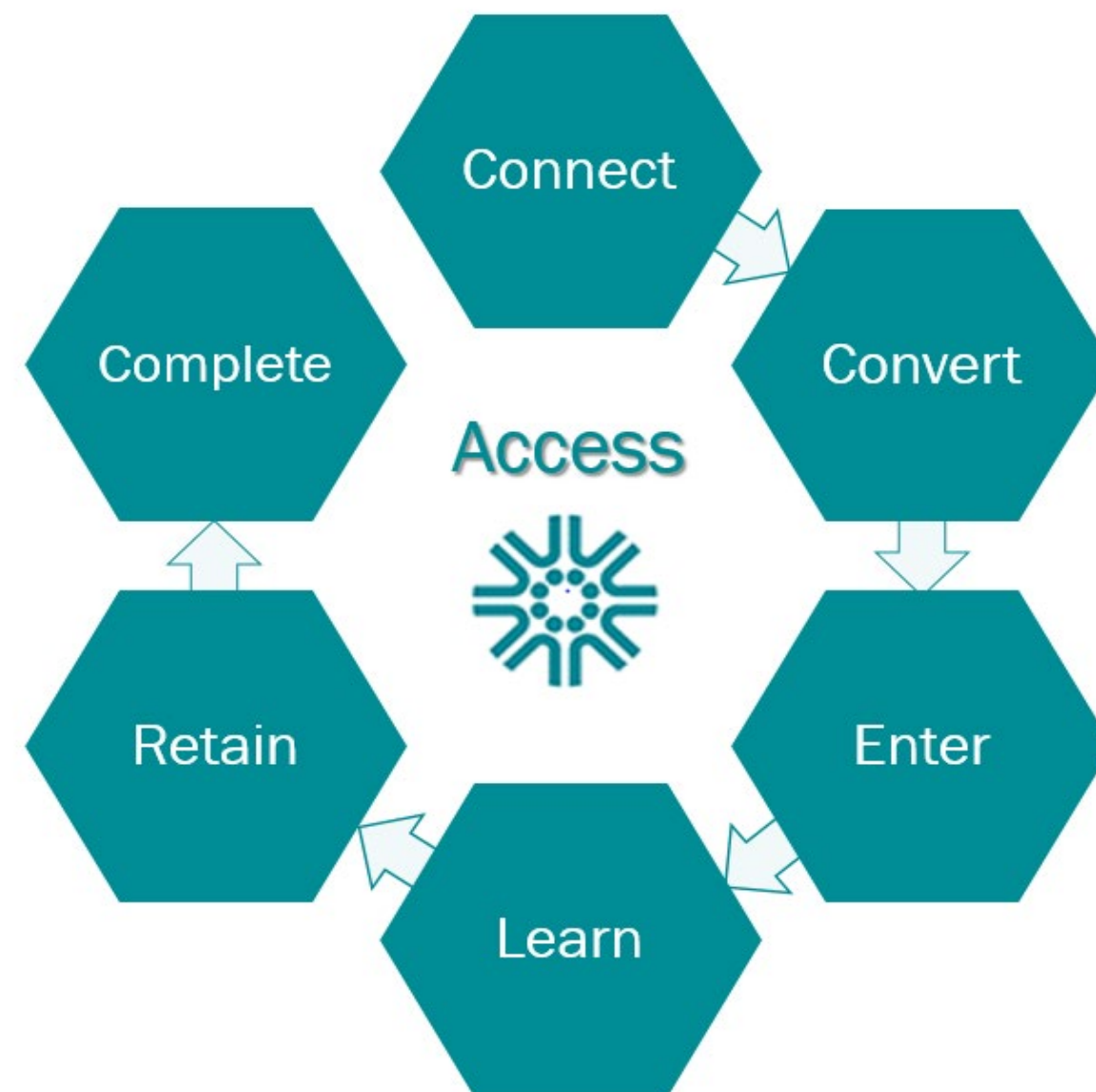


College-wide Strategic Plan

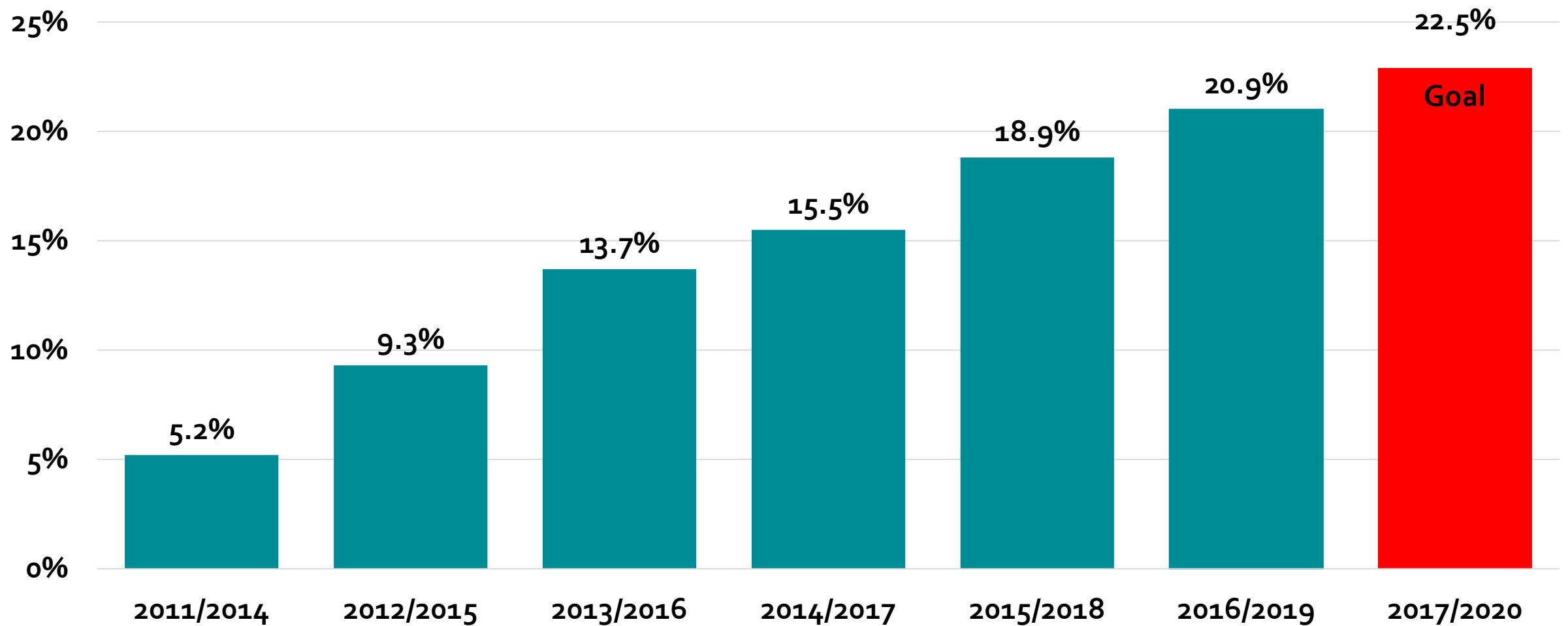


- College-wide Strategic Plan created through an inclusive process with participation from staff, faculty, students and the community
- Over 1,800 individuals provided input and feedback during the process
- With guidance from the Board of Trustees, the Strategic Plan was reviewed by leading individuals in the national community college movement

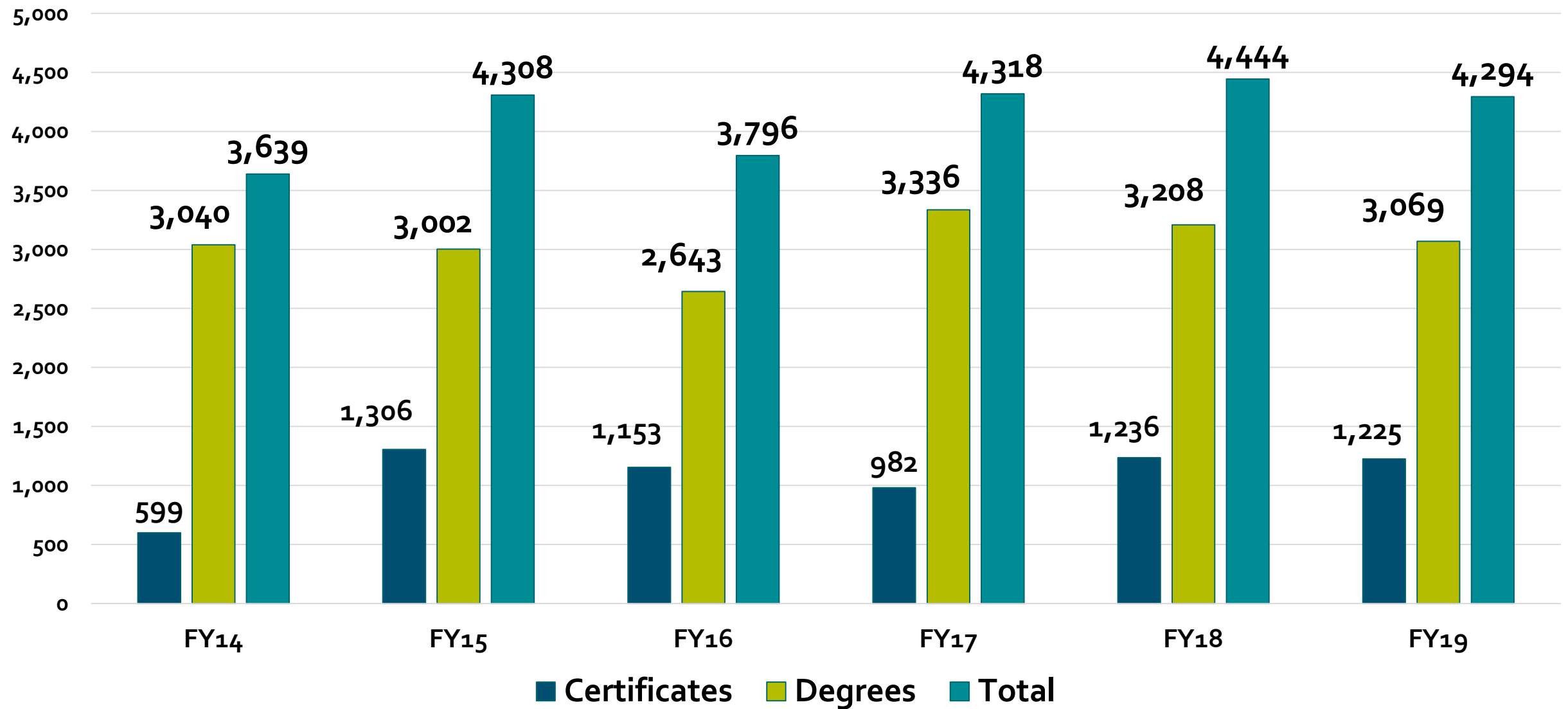
Six Pillars of Access



IPEDS Graduation Rate



Certificates and Degrees Awarded



Recent National Recognition of Tri-C





And the Pathways Work Continues...

Questions?

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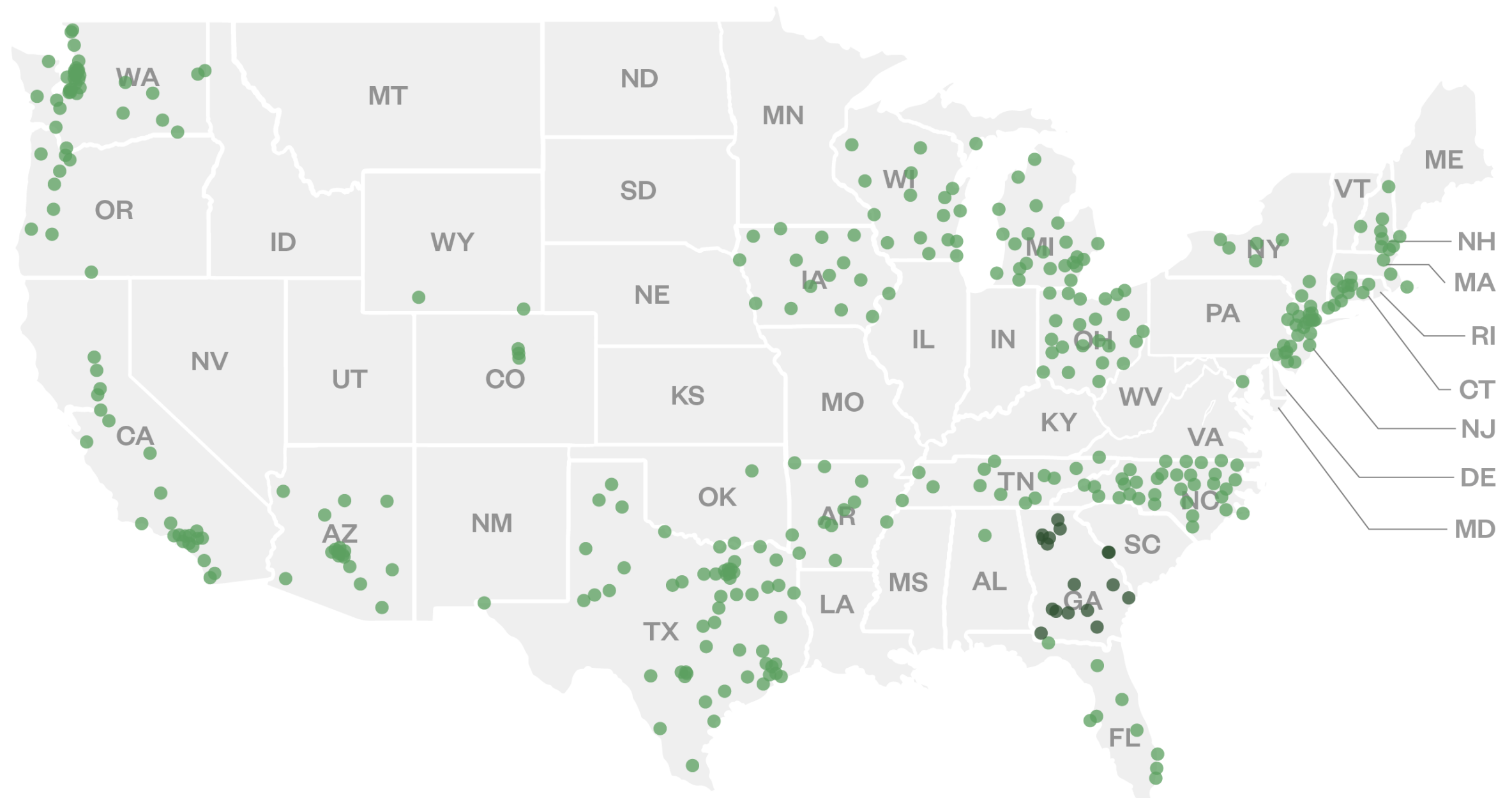
The guided pathways model

Guided Pathways Defined

Guided pathways is a whole-college redesign process intended to advance social and economic mobility, workforce development and equity through three main activities:

- 1) Ensure that every program prepares students for good jobs and further education
- 2) Help all students (especially historically marginalized) actively explore options and interests, become part of an academic and career community, and plan and complete their programs efficiently and affordably
- 3) Work with area employers, universities, K-12 schools and community groups to build cross-sectoral education pathways to careers in fields of economic importance to the region.

A National Movement: Colleges Implementing Guided Pathways



- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives

Guided Pathways Essential Practices

1 Map 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

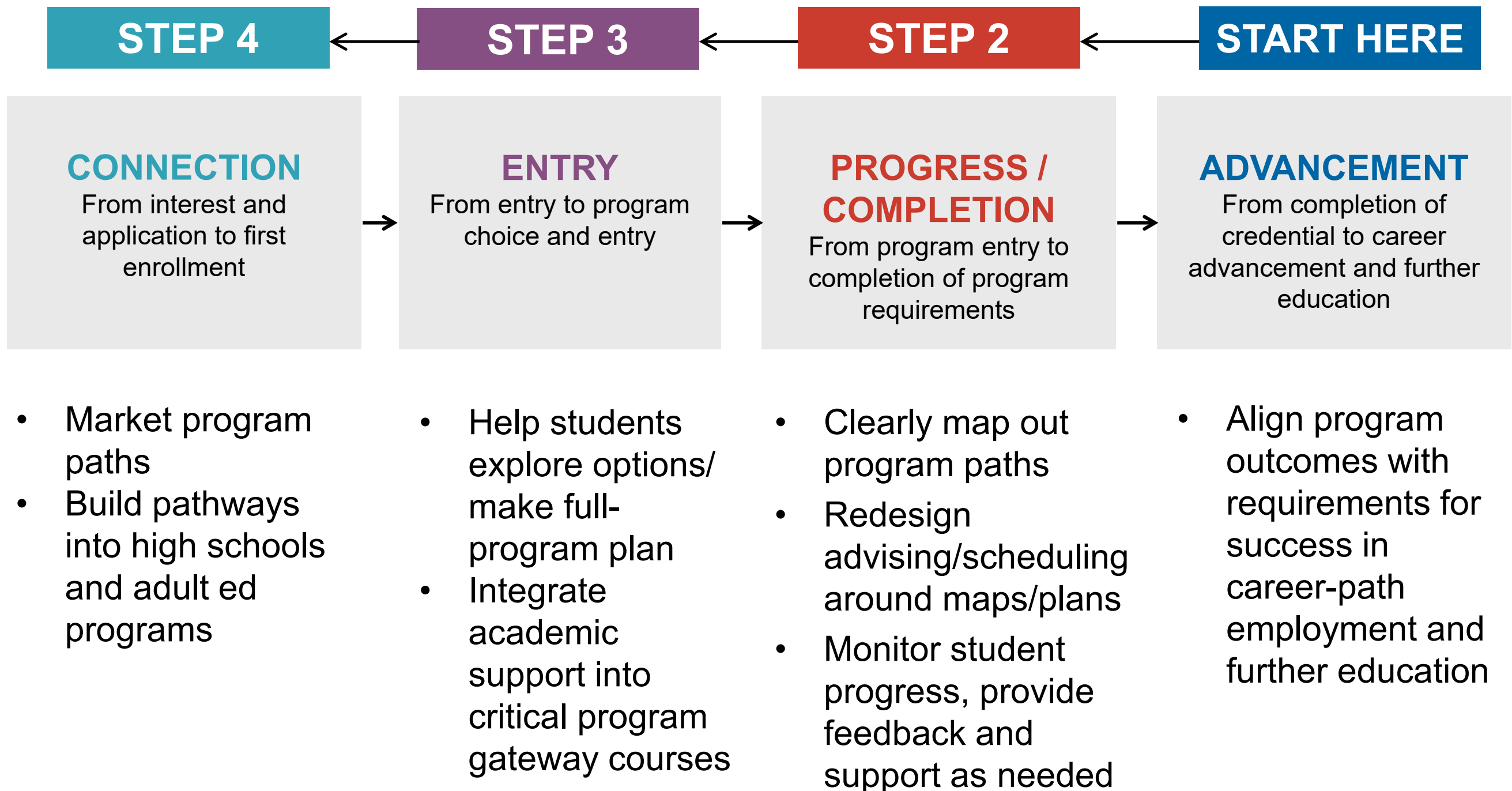
3 Keep students on a path

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

4 Ensure students are learning on a path

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

Redesign, Starting with the End in Mind



**How are colleges managing
whole-college guided
pathways reforms?**

As our research focus has evolved,

What

(essential practices)



How

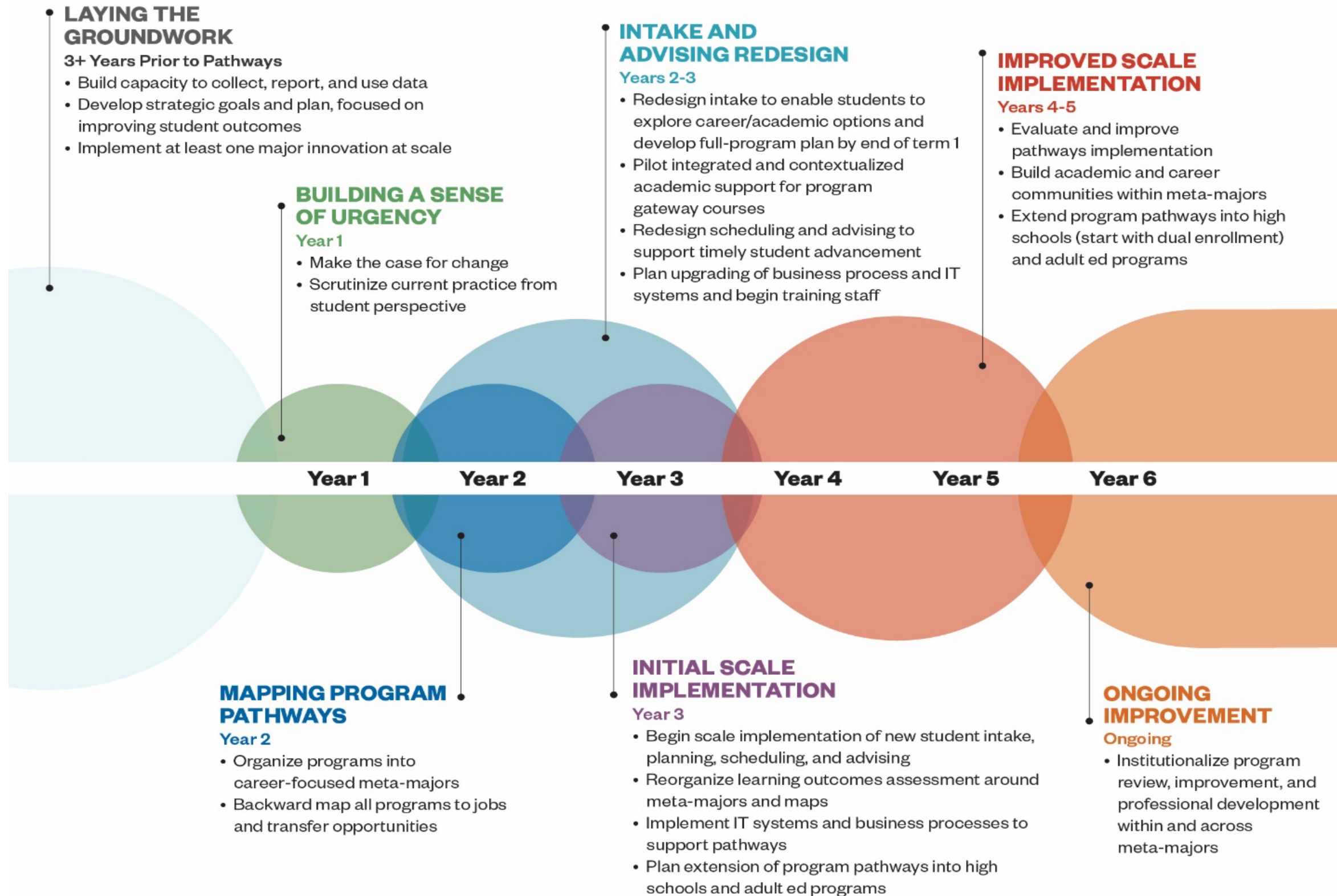
(change process)

**our understanding of guided pathways
implementation has become more complex.**



Note: Student program pathways
should not resemble this figure.

Idealized Timeline for Implementing Guided Pathways at Scale



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

Lessons on Leading College Redesign

- Redesigning colleges on guided pathways model is a big technical challenge, but even bigger cultural one
- Effective leaders lay the groundwork: a) engage stakeholders across college in examining barriers the college creates to student success, b) develop vision and goals for improving experience for all students; c) empower teams to plan and design innovations at scale
- Critical importance to implementation of well-managed, cross-functional teams
- Critical importance to redesign of broad engagement in program and student experience mapping (status quo and desired)
- Challenge: creating time and resources for reflection, design, planning, professional development and evaluation
- Challenge: sustaining innovation in face of turnover, uncertain policy/fiscal environment; exhaustion

How did Tri-C manage its guided pathways reforms?

Discussion of Key Strategies

Laying the Groundwork for Change at Tri-C

Key Strategy: Built awareness that the college creates barriers to student success and that only large-scale, cross-college reforms will remove them.

What We Learned From Tri-C...

- Small-scale interventions were not moving the needle on student success college-wide
- While “pockets of individual excellence” existed, the college lacked a wholesale focus on improving students’ outcomes and experiences
- To undertake whole college change, leaders engaged a much broader segment of faculty and staff than had been involved in previous initiatives
 - Example: *One Door—Many Options for Student Success Initiative*

Introducing Guided Pathways to Tri-C

Key Strategy:
Made the case for guided pathways by showing how a lack of clear program paths and supports hurts students.

What We Learned From Tri-C...

- After Tri-C joined the AACCC Pathways Project, leaders and faculty held various forums to discuss the guided pathways model
- During meetings, data were shared to illustrate poor student outcomes
 - Example: Excess credit problem
- These data helped the community understand how guided pathways could help Tri-C graduate more students with fewer excess credits

Supporting Collaborative Planning & Implementation at Tri-C

Key Strategy:
Supported cross-functional leadership and collaboration to plan and implement pathways.

What We Learned From Tri-C...

- Tri-C appointed a faculty member, a student services administrator, and a campus president to co-lead its guided pathways efforts
- A cross-functional approach was used to redesign all practices and systems following the guided pathways model
 - Example: First Year Experience
- Stakeholders emphasized how the cross-functional approach supported innovation and high levels of engagement in the planning and implementation of reforms

Sustaining & Institutionalizing Student Success Reforms at Tri-C

Key Strategy:
Take time to
celebrate wins,
reflect on
progress, and plan
next steps.

What We Learned From Tri-C...

- Tri-C maintains its focus on how it has improved the student experience by emphasizing students' goals for education and careers
 - *“From the moment a student walks in, the college gets them focused on conversations about their pathways. [Guided] Pathways is the umbrella under which everything else flows. It is how we talk about the student journey.”*
- The college builds on its guided pathways accomplishments to date to further advance student success
 - Example: College-wide strategic plan

Thank you!

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**Does anyone
have questions?**