EAB

Winning Faculty Engagement in Pathways Reform

Activating Guided Pathways Reform, Part IV

Community College Executive Forum

Use Telephone

Use Microphone and Speakers

If you select the "use telephone" option, please dial in with the phone number and access code provided.

If you select the "mic & speakers" option, please be sure that your speakers/headphones are connected.

Managing Your Screen

Questions panel

Questions:
To ask the presenter a question, please type into the question panel and press send.

File   View   Help

Audio

Audio Mode: ⦿ Use Telephone
                 ○ Use Mic & Speakers

Dial: +1 800 555 1212
Access Code: 227-984-025
Audio PIN: 70
If you're already on the call, press #70# now.
(and additional numbers ..)

Questions

[Enter a question for staff]

Send

How to Schedule a webinar?
Webinar ID: 202-981-385

GoToWebinar™

Running to Stand Still

Despite Significant Investment, Graduation Rates Remain Stubbornly Flat

Completion Metrics Not Budging

NCES Three Year Community College Graduation Rate, 2000-2012

Year	Rate
2000	31%
2002	29%
2004	28%
2006	29%
2008	31%
2010	29%
2012	29%
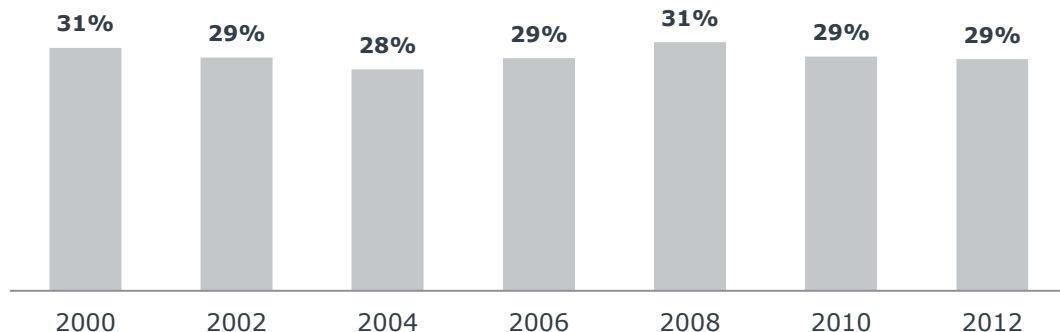
Massive Investments Fail to Inflect Completion Outcomes

$2B+

Estimated annual spend on
developmental education

$890M

California grant allocation
for student success

Source: National Center for Education Statistics, "Beginning Postsecondary
Students (BPS)," *Datalab,* Accessed June 7th, 2017; Gordon L, "California
'Student Success' Initiative Slow to Increase Community College Completion
Rates," EdSource, Apr., 2017; EAB interviews and analysis.

Guided Pathways, The Path Forward?

A Condensed History of Guided Pathways

Steady Progress Towards Acceptance and Adoption

1960s-1990s

"Cafeteria" model pervades, encouraging broad access to CCs at expense of completion

2011

Completion by Design lays out principles forming basis for Guided Pathways

2016

AACC conducts first Pathways implementation institute for 30 colleges from 17 states

2009

President Obama announces American Graduation Initiative setting goal of adding five million credential holders

2015

CCRC's *Redesigning America's Community Colleges* solidifies national conversation around Guided Pathways

Source: Bailey T, et al, *Redesigning America's Community Colleges: A Clearer Path to Student Success,* CCRC, 2015; Barack Obama, "Investing in Education: The American Graduation Initiative," Obama White House Achieves, 2009; AACC, "The Movement Towards Pathways," 2016; EAB interviews and analysis.

Paradox of Choice

More Isn't Always Better for Students

Do More Options Make it Difficult to Choose Any Single One?
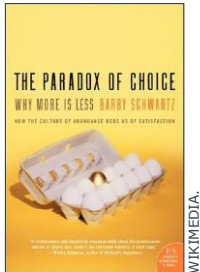
"The Paradox of Choice," Barry Schwartz

WIKIMEDIA.

- Decision making **quality suffers** with too many options
- **Likelihood of any decision decreases** when offered more choices
- Applies to **trivial decisions** (e.g. groceries) as well as **significant decisions** (e.g. 401K participation)

Guided Pathways Movement Motivated by Concerns Over Excess Choice

"Cafeteria" course catalog model emerges over time as need to serve transfers, open-access mission spurs course proliferation

"Cafeteria" model offers too many choices at expense of completion

New model limits choice to ensure high quality decisions

Dependent on "nudge" theory that provides limited choice, encourages non-forced compliance

Concerns About Limiting Student Exploration

Theory Is Harder in Practice at Community Colleges

ADWEEK

"We offer customers one option, buy it or don't buy it."
– *Steve Jobs*

Trading Exploration for Efficiency?

Students make one choice, a program of study

Degree maps become the default schedule

On-time completion becomes the norm

"I have some of my best faculty telling me all the time that if we had Guided Pathways back when they were in college, then they never would have become a professor in the liberal arts. They would have picked whatever had the highest income and never looked back."

Vice President of Academic Affairs
Community College, Midwest

Faculty Engagement Critical

What is Your Biggest Barrier to Guided Pathways Implementation?

38%

Faculty Resistance

Other
(Financial Concerns, Manpower,
Institutional Knowledge)
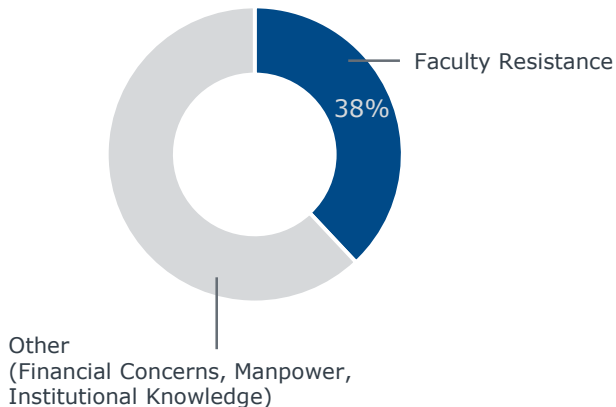
Struggling to See Greater Good

> "Faculty and staff always bring up exceptions (e.g. "we're gong to hurt this one student") to slow down Guided Pathways implementation. We need to teach them to not build a system around exceptions, but adopt a more 80/20 model."

Associate Vice President of Academic Services
Community College, Northeast

A Roadmap for Today's Webconference

1 How do we get faculty and administrators on the same page?

- Hierarchy of Program Design Principles

2 How do we engage individual faculty in Guided Pathways Reform?

- Crowdsourced Program Maps

3 How can we optimize our committees and task-forces for both efficiency and effectiveness?

- Role-Based Student Success Team
- Skill- and Expertise-Based Calls to Action
- Sticky Note Speed Sequencing

EAB

Getting Everyone on the Same Page

- Hierarchy of Program Design Principles

New Product Design Requires End User Understanding

Purpose, Goals of Academic Design Vary Wildly between College and Students

Student Goal

- Get exposed to faculty and peers
- Choose a career path that's right for me
- Enter the military
- Develop a plan for future success
- Prepare for a job fair

Complete a degree

- Complete a degree
- Prepare for transfer

A+ College Goal
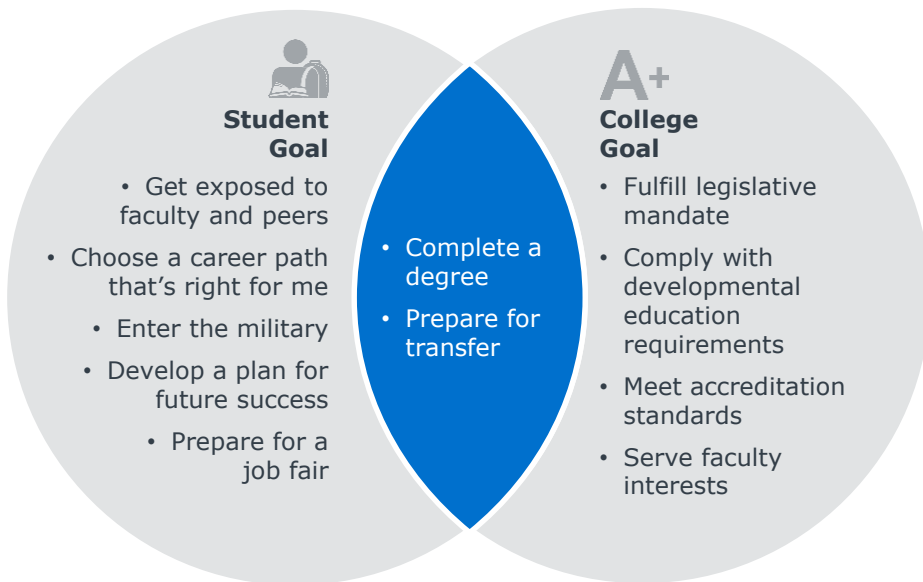
- Fulfill legislative mandate
- Comply with developmental education requirements
- Meet accreditation standards
- Serve faculty interests

Hierarchy of Student-Centric Design Requirements

Least Flexible

1. Mandated by accreditation, state, or industry

2. Mandated by transfer institution

3. Advised by employer or industry advisory council

4. Part of existing graduation or completion requirements

Most Flexible

EAB

Engaging Individual Faculty in Pathways Reform

- Crowdsourced Program Maps

2

Natural Power Struggles Emerge in Academic-Led Map Building

Current Ownership Limitations to Mapping Process

Faculty Skeptical of Change

- Misalignment between individual incentives and best choice for program
- Tension between personal experience and entrenched program norms
- Lack of knowledge about prerequisite courses to include

Dean Incentives Misaligned

- Tension between optimizing program sequence and decline in division size
- Fear of appearing biased by prioritizing certain classes or faculty over others
- Hard to distill current state of programs within their division

!

Risks of Just Faculty-Led or Dean-Led Approach

- *Loss of buy-in by creating us vs. them*
- *Favor either strategic input or deep subject matter expertise*
- *Loss of historical employer input and feedback*
- *Risk of excluding critical courses for program accreditation requirements*

Online Program Map Designer Enables Campus-Wide Input

Linn-Benton
COMMUNITY COLLEGE

Online Tool Democratizes Participation

Abridged Screenshot of Linn-Benton's Program Map Designer

Subject*	Course*	Title*
▼	▼	
Value is required.	Value is required.	
		Value is required.

Credits* **Role*** **Specificity***

☐ General Education   ○ Required
☐ Program Requirement   ○ Recommended
☐ Elective

Quarter 1 represents* ○ Summer ○ Fall ○ Winter ○ Spring

List alternate course for recommendation

Add another quarter? ○ Yes ○ No

Submit   Save as Draft

LINN-BENTON.

Design Process Contained within Online Portal

One member of institutional research creates program map templates using online portal

Course catalogue uploaded to online portal for faculty to use for map creation

Drop-down option created for all courses to use with template program maps

Text field allows faculty to suggest alternative courses based on program knowledge

Creating Broad Based Academy Support for Program Maps

Faculty Submission Prior to Advisor Revisions

Hypothetical Political Science Crowdsourced Map Submission

Name:	Prof. Price	Prof. Lee	Prof. Wright	Prof. Smith	Prof. Lall
• Course 1	•	• MTH105	•	• MTH105	• PE 231
• Course 2	• PE231	• PE231	• PE231	• PE231	• MTH105
• Course 3	• WR121	• WR121	• WR121	• WR121	• WR121
• Course 4	• PS201	• PS201	• PS201	• PS201	• PS201
• Course 5	• PS204	• PS204	• PS204	• PS204	• PS204
• Course 6	• COM101	• COM101	• COM101	• COM101	• COM101
• Course 7	• BIO102	• BIO102	• BIO102	• BIO102	• BIO102
• Course 8	• SOC104	• SOC104	• SOC104	• PHY104	• SOC104

Compare multiple submissions

See missed prerequisite courses

Detect toxic course combinations

Crowdsourced Maps Enable Efficient Curricular Review

Modifiable fields for 9 and 12 credit maps

Drop down menu to list all college courses

Aggregated view to make map adjustments

100+ Faculty map submissions received in Fall 2016

EAB

Optimizing Committees for Efficiency and Effectiveness

3

- Role-Based Student Success Team
- Skill- and Expertise-Based Calls to Action
- Sticky Note Speed Sequencing

Come One, Come All

Unstructured Volunteerism Diffuses Energy and Effort

- Initiatives depend on same energized individuals to step up

- Self-motivated volunteers become fatigued

- Limited reach fails to capitalize on skepticism and expertise of faculty

Reliance on Usual Suspects

Innovator-Dependent Approach Diminishes Impact

- Perception of top-down initiatives reduces broad-based buy-in

- Limits the creative potential of larger community's ideas, passions, and skills

- Participation limited to early adopters

What Prevents Majority from Volunteering?

▶ **Unsure of Time Commitment**

Faculty with already heavy workload are unclear of the length and intensity of commitment

▶ **Overshadowed by Negative Voices**

Venues to discuss new initiatives can often become a battle between innovators and resistant faculty

▶ **Unclear How to Contribute**

Faculty without general interest in student success cannot envision potential contribution

▶ **Perception that Skepticism is Unwelcome**

Lack of space for constructive criticism deters well-meaning personnel

Source: EAB interviews and analysis.

Flaws within Traditional Decision Making Bodies

Familiar Approach Lacks Urgency and Defined Process

Standing Committees

● **Lots of Discussion, Minimal Action and Results**

- Unclear roles prevent all members from acting
- Vague process for making recommendations slows progress
- Talents and expertise of group members not tapped

Project-Based Teams

● **Initiative Overload Occurs without Checks**

- Enthusiastic campus constituents launch projects without alignment with institutional goals
- Leaders grow frustrated with lack of focus among team and faculty

● **Teams Lack Urgency and Accountability**

- Analytical culture of higher education leads to constant reevaluation
- Campus leadership loses track of initiatives without reporting

Present but Inactive

"In the past, too many of our standing teams talked a lot but had nothing to show for it."

VP for Planning, Mid-Size Community College Midwest

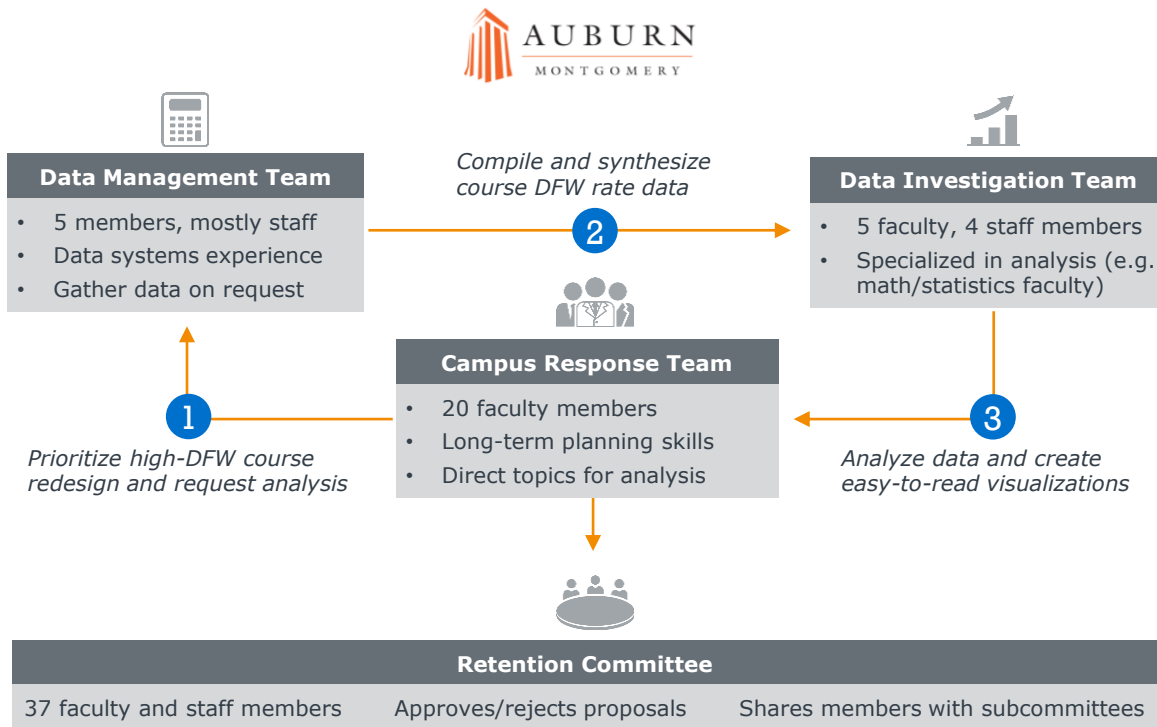**Moratorium on Initiatives**

"I told my team, 'No more projects this year!' We needed to make progress on the ones we had before we jumped into something new again."

President, Large Community College Southeast

Source: EAB interviews and analysis.

Strategically Deployed Faculty Members Accelerate Campus Consensus

AUBURN
MONTGOMERY

Data Management Team

- 5 members, mostly staff
- Data systems experience
- Gather data on request

Compile and synthesize course DFW rate data

2

Data Investigation Team

- 5 faculty, 4 staff members
- Specialized in analysis (e.g. math/statistics faculty)

Campus Response Team

- 20 faculty members
- Long-term planning skills
- Direct topics for analysis

1

Prioritize high-DFW course redesign and request analysis

3

Analyze data and create easy-to-read visualizations

Retention Committee

| 37 faculty and staff members | Approves/rejects proposals | Shares members with subcommittees |

Frame Invitations around Interest and Expertise

Southwestern CC Retention Action Teams Broaden Campus Engagement

Invitation from Provost to Join RAT Emphasizes:

Southwestern
COMMUNITY COLLEGE

Skills

Data Analysis Team:

Volunteers should have a background in data analysis and a willingness to think critically about current outcomes data

Experience

TRANSCRIPT

Policy Review Team:

Volunteers should be well versed in current policies that impede student success or have experience creating academic policy

Interests

Minority Male Team:

Volunteers must be passionate about improving educational opportunities for minority male students

29%

Increase in student retention since 2011

8.7%

Increase in students earning 12 credits per year

Majority of Retention Action Team receive more volunteers than needed

Efficient Program Sequence Creation

Timed Cross-Department Mapping Session

SPC **St. Petersburg College**

Small Group Balances Efficiency with Cross-Institutional Knowledge

Create Program Sticky Notes
Place every potential program course on an individual sticky note; indicate if pre-requisite, core or state mandated course

Select Program Courses
Committee discusses best program courses, most appropriate general education courses, and eliminates toxic course combinations

Sequence Program Courses
Committee uses sticky notes and their combined institutional knowledge to create optimal program map sequences

Just The Right Number of Cooks

Committee Composition

5-10 Faculty

Dean

Advisor

Student Support

Student-Centered Curricula in Just Two Hours

3-9 Hidden credits found per program on average

64 Number of program maps completed in three months

A Roadmap for Today's Webconference

1 How do we get faculty and administrators on the same page?

- Hierarchy of Program Design Principles

2 How do we engage individual faculty in Guided Pathways Reform?

- Crowdsourced Program Maps

3 How can we optimize our committees and task-forces for both efficiency and effectiveness?

- Role-Based Student Success Team
- Skill- and Expertise-Based Calls to Action
- Sticky Note Speed Sequencing

What barriers are you experiencing when it comes to faculty participation that we haven't discussed today?

CCEF Webconferences

Our Fall and Winter Offerings

Providing Continuous Pathways Support

1

Optimizing Course Capacity Management amid Pathways Reform

September 13, 3-4pm ET

Best practices for creating schedules that prioritize course availability based on student completion

2

Driving Intentional Academic Decisions

September 28, 1-2pm ET

Steps to proactively guide students to their best decisions throughout career and program selection

3

How to Build Student-Led Program Maps

October 5, 1-2pm ET

Step-by-step guidance on creating program maps and meta-majors with student outcomes at the center of design

4

Winning Faculty Engagement in Pathways Reform

December 5, 1-2pm ET

Best practices to increase individual faculty participation and committee effectiveness in pathways reform

Source: EAB interviews and analysis.

Activate Guided Pathways on Your Campus

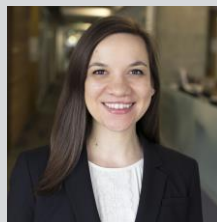**EAB**

Achieving Pathways Goals with Student-Centered Design

Community College
Executive Forum

[Building Student-Centric Pathways Infographic](#)

- Full publication contains all 15 Guided Pathways best practices
- Includes corresponding tools to facilitate implementation
- Unlimited copies available to members

Questions on Today's Material? **?**

Viktoria Guentcheva
Analyst

vguentcheva@eab.com
202-909-4166

Your Member Services Team

Kristen Miller
Senior Manager, Member Services

[kmiller2@eab.com](#)
202-266-4337

Mary Allen DeBold
Associate Director, Member Services

[mdebold@eab.com](#)
202-266-5678