



Results from EAB's Guided Pathways Diagnostic

Community College Executive Forum

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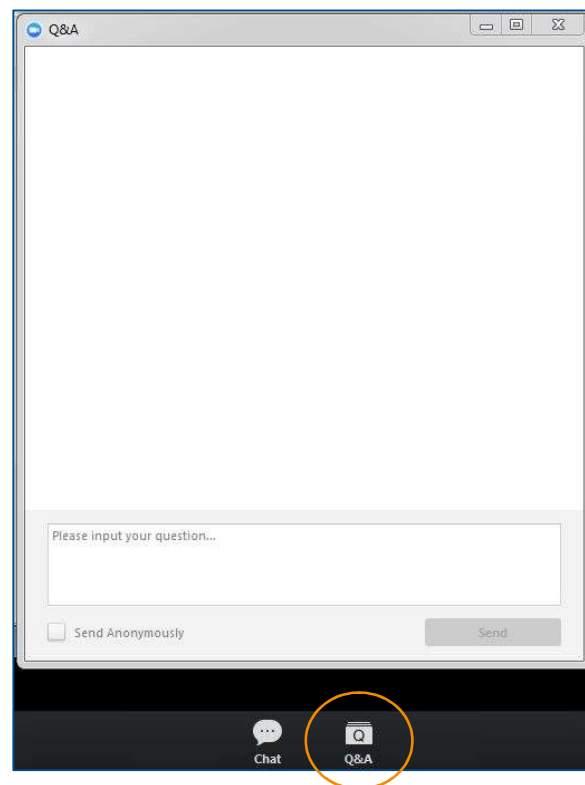
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After the webinar, a member of our team will be in touch to follow-up on your questions individually.

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Community College Executive Forum Team



Today's Presenter

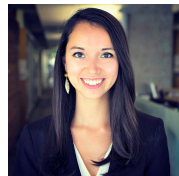


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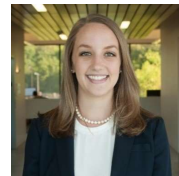
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Diagnostic Introduction

SECTION

1

Glossary of Guided Pathways Terms



Guided Pathways Glossary

Guided Pathways: Refers to efforts to improve student success and completion by placing students on predetermined academic "pathways" that provide a clear route from enrollment to completion (i.e., program maps), and reduce the likelihood of excess credit accumulation. In addition to streamlining students' academic progress, Guided Pathways also encourages students to explore various career opportunities within their area of interest (i.e., meta-major).

Program Maps: Chart out the exact sequence of courses necessary to complete a major.

Meta-Majors: Group related programs into clusters based on career and academic outcomes.

Data-Driven Scheduling: The construction of course schedules based on students' progress in their pathways.

From Theory to Practice



EAB's Research-Driven Approach to Guided Pathways Implementation

Blueprint for Strategic Pathways Implementation



Laying the Groundwork

- Set Campus Strategy
- Cascade Resources and Responsibilities
- Communicate with Stakeholders



Creating Student-Centric Programming

- Create Structured Program Maps
- Devise Career- and Community-Driven Meta-Majors
- Implement Responsive Programming Options



Capitalizing on Pathways Benefits

- Craft Pathways-Driven Course Schedules
- Align Advice to Student Goals
- Tailor Educational and Career Experiences

Leverage campus engagement into effective design

Use pathways data to enrich student interactions

An Overview of Survey Respondents



Snapshot of Participating Colleges



69

Community Colleges



596

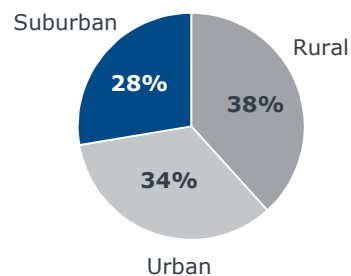
College Leaders



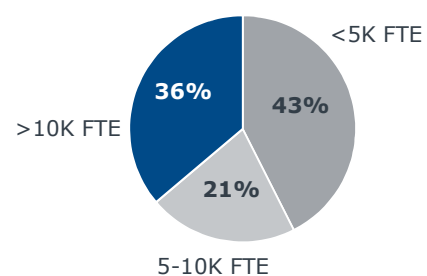
1,172

Faculty

Geography



Enrollment



91%

Identified as both CTE-
liberal arts/transfer-
focused institutions

Diagnostic In Brief



Guided Pathways Diagnostic Survey

3

Phases of implementation covered:

- Campus Readiness
- Student-Centric Pathways
- Holistic Student Support

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Pathways-specific processes assessed:

- Campus Communication
- Strategy & Responsibility Sharing
- Prioritization & Resource Allocation
- Performance Measurement
- Program Map Design
- Meta-Major Design
- Data-Driven Scheduling
- Flexible Course Offerings
- Tailored Student Support
- Goals-Based Advice

2

Indicators of institutional prioritization:

- Resources Allocated
- Administrative Priority

Implementation efforts were assessed using a **5-point maturity scale**

Respondents also rated **greatest obstacles** to successful implementation:

- Administrative leadership
- Faculty engagement
- Resource Availability
- Ill-defined processes
- Lack of internal expertise

Faculty Survey

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Areas of Pathways-specific impact:

- Faculty Workload
- Academic Rigor
- Faculty Autonomy
- Student Success
- Student Engagement
- Advising Quality
- Campus Quality

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Perceptions of Implementation Efforts:

- Familiarity with Pathways
- Implementation Involvement
- Overall Advantages
- Overall Disadvantages

Guided Pathways impact was measured using a **5-point satisfaction scale**

Calculating Implementation Maturity



I. Campus Communication

What most accurately describes the current frequency of campus communication about Guided Pathways?

- ☐ 1- A one-time pronouncement introduced Guided Pathways, but little follow-up has occurred
- ☐ 2- Sporadic updates are provided
- ☐ 3- Infrequent updates (e.g., once a year) are provided
- ☒ 4- Periodic updates (e.g., once a term) are provided
- ☐ 5- Frequent updates (e.g., once a month) are provided

What most accurately describes how stakeholder feedback is used in Pathways implementation efforts?

- ☐ 1- All communication comes from the administration
- ☒ 2- Administrators seek informal feedback from some individuals, but no formal structure is in place to solicit feedback
- ☐ 3- Formal feedback is collected only during strategy meetings
- ☐ 4- Feedback is sought in some formal settings (e.g., department meetings)
- ☐ 5- Feedback is regularly sought from across campus and incorporated into implementation efforts

$$\text{Composite Maturity} = \frac{\text{Sum of responses}}{\text{Number of questions}} \rightarrow \frac{(4+2)}{2} = 3 \text{ Campus Communication Maturity}$$

Calculating Institutional Prioritization



I. Campus Communication

How much of a priority is improving campus communication in your current Guided Pathways implementation efforts?

- ☐ 1- Not at all
- ☐ 2- Low-level priority
- ☒ 3- Mid-level priority
- ☐ 4- High-level priority
- ☐ 5- Top priority

How have you allocated resources (e.g., funding, staffing) thus far, to improving campus communication?



$$\text{Composite Institutional Prioritization} = \frac{\text{Sum of responses}}{\text{Number of questions}} \rightarrow \frac{(3+2)}{2} = 2.5 \text{ Campus Communication Institutional Prioritization}$$

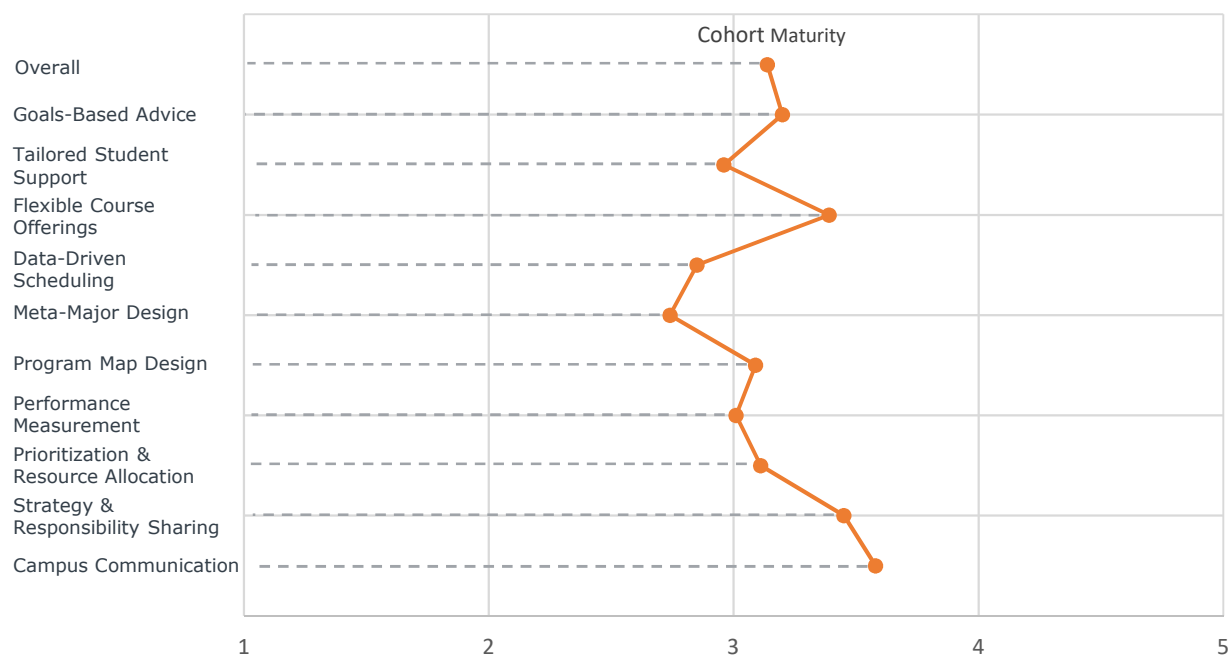


Diagnostic Results Overview

SECTION

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Guided Pathways Diagnostic Maturity Curve

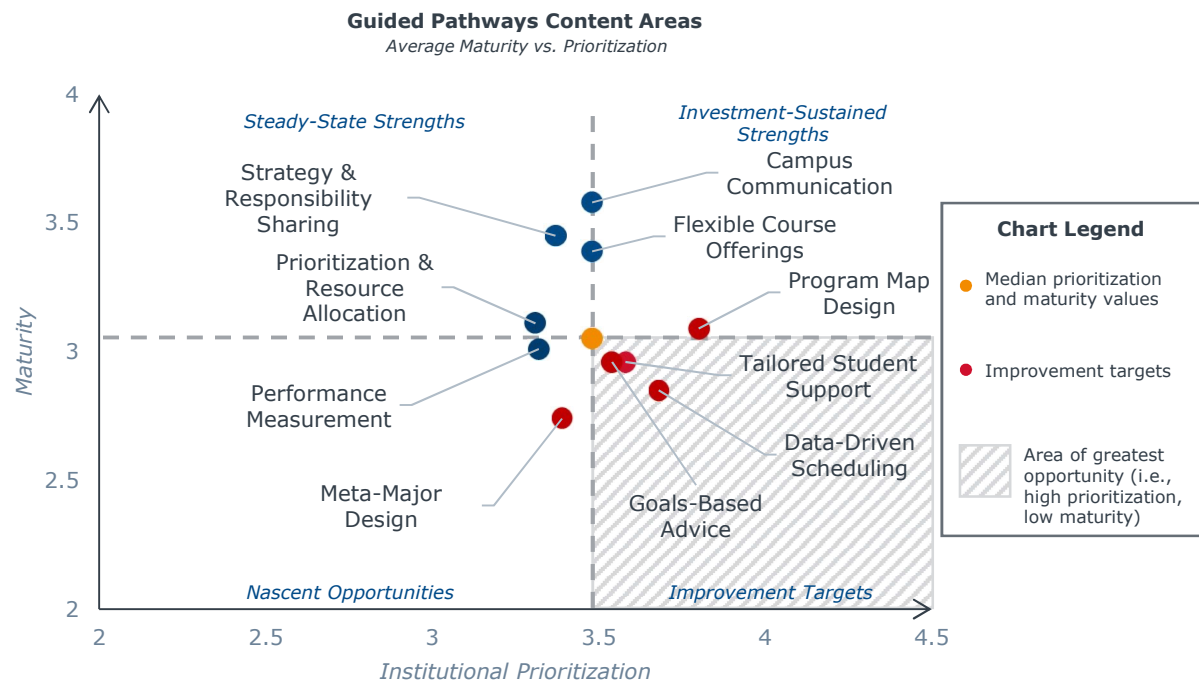


Guided Pathways Findings at a Glance



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Identifying Strengths and Areas of Opportunity



Elevated Insights from the Cohort's Data



Guided Pathways Benchmark

Benchmark Maturity

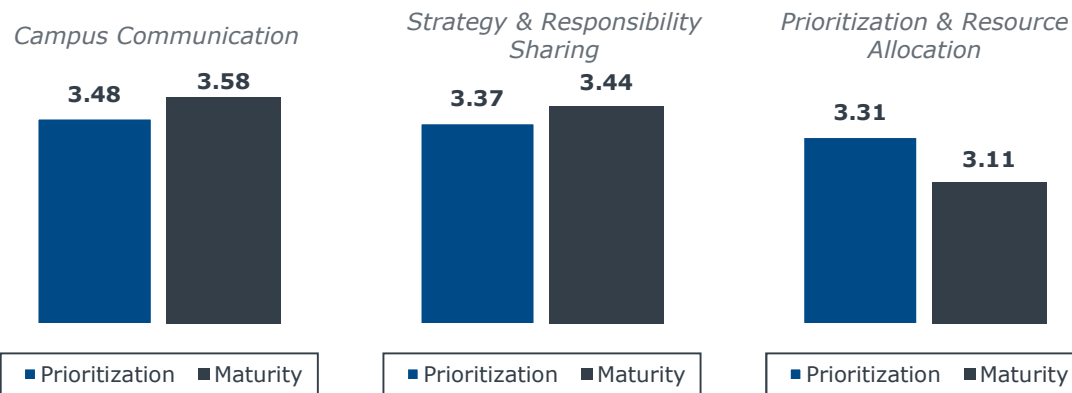
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- 1 Campus leaders report strong alignment between institutional prioritization and maturity of foundational capabilities (i.e., Campus Communication, Strategy & Responsibility Sharing, and Prioritization & Resource Allocation).
- 2 Administrators indicate substantial gaps exist between institutional prioritization and maturity of fundamental Pathways capabilities (i.e., Program Map Design, Meta-Major Design, and Data-Driven Scheduling).
- 3 Late stage advising-related components of Guided Pathways show opportunities for improvement.
- 4 Ill-defined processes, resource availability, and faculty and staff engagement are the greatest obstacles to Pathways implementation across the country.
- 5 Our research shows that as a sector, faculty are not involved in Pathways in more than a participatory role. Overall, faculty see the benefits of Pathways, but remain concerned about its impact on students' exploration.

1) Percentile conveys a college's relative standing within the entire cohort

Foundational Capabilities Show Strong Performance



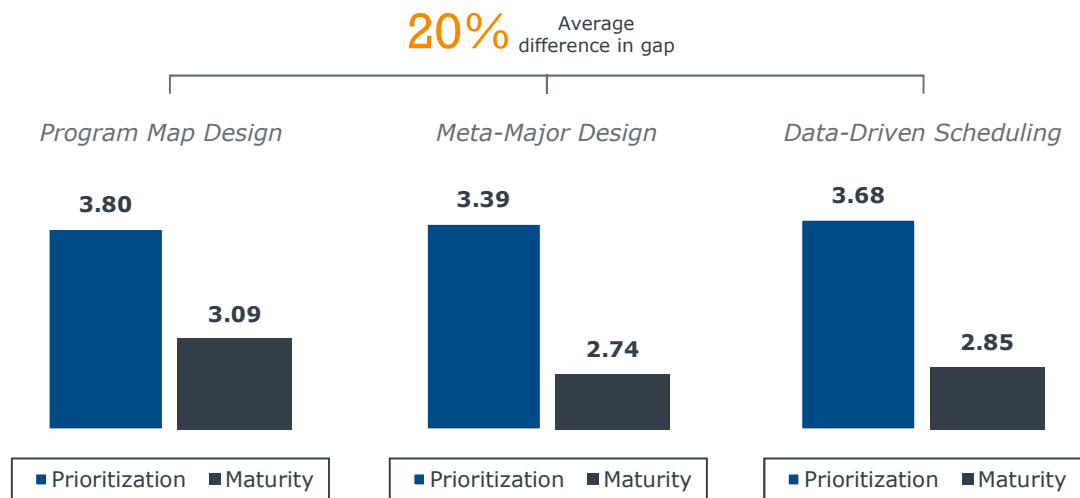
Institutional Prioritization is closely aligned with Maturity in early stage Pathways components.

Maturity Lags Behind Prioritization in Fundamentals



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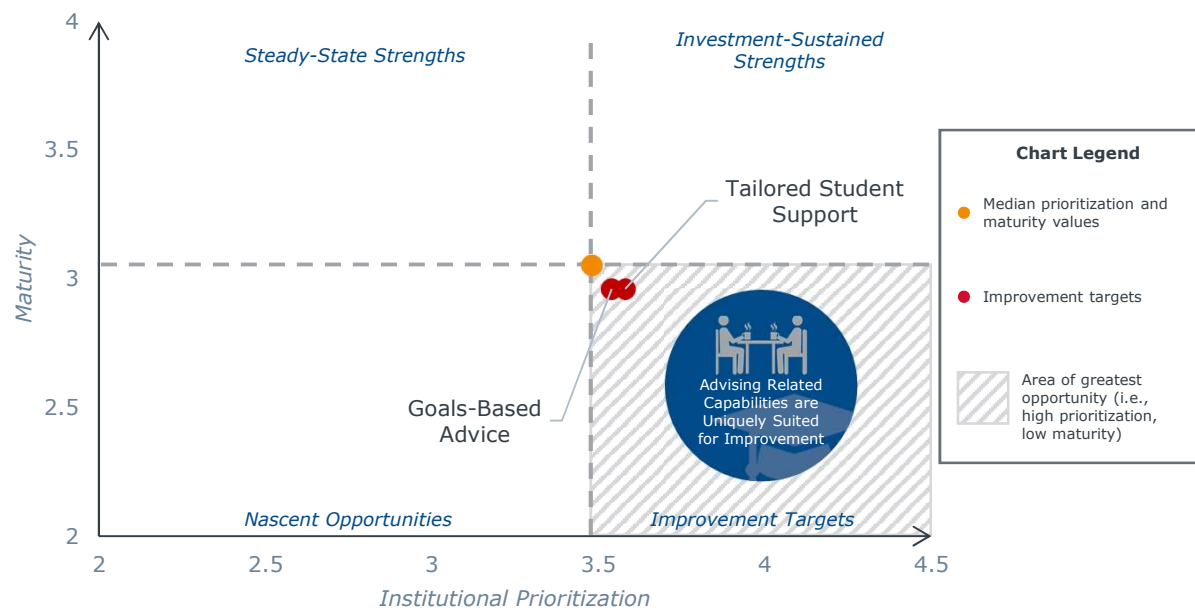
Average Identified Gaps Across Fundamental Domains
Gaps Between Prioritization of Content Area and Maturity of Content Area



Pathways Provides Opportunity to Improve Advising



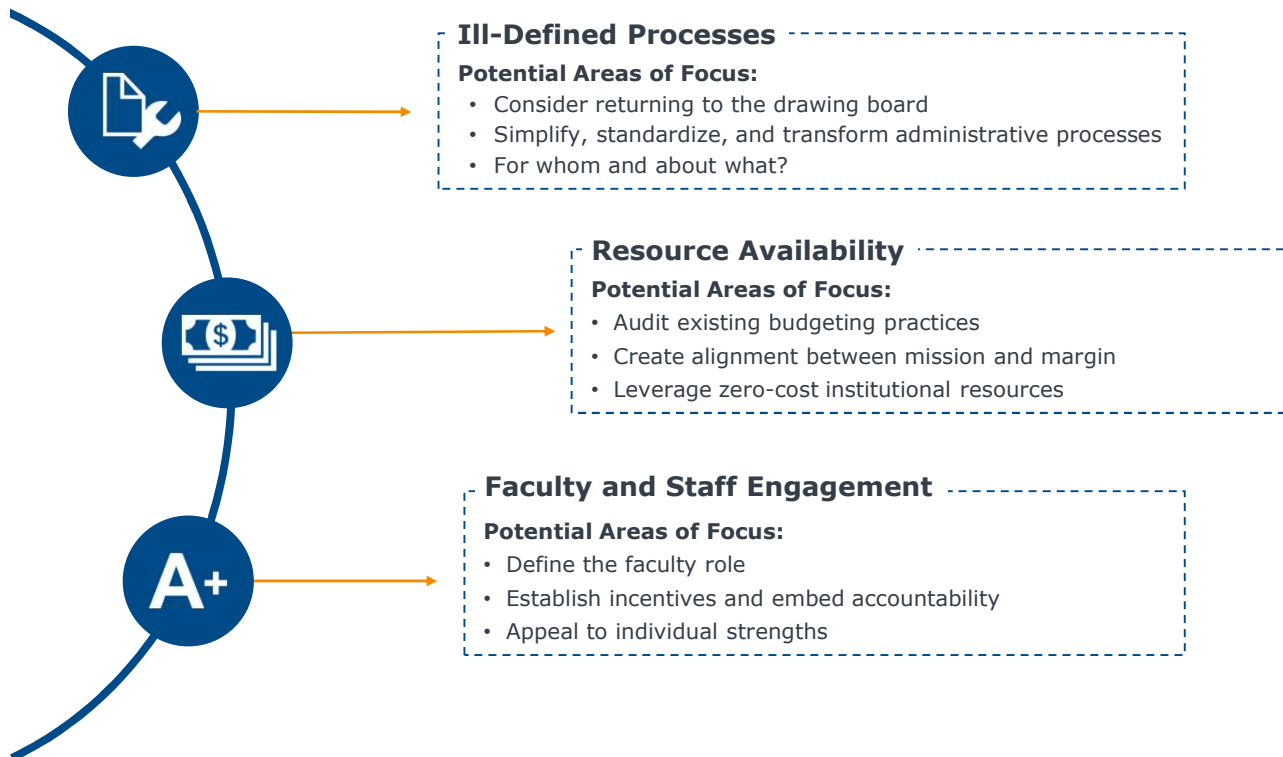
Guided Pathways Advising Focused Content Areas
Average Maturity vs. Prioritization



Obstacles to Pathways Success are Diverse



The Greatest Obstacles to Pathways as Reported by Senior Leaders



Faculty See Benefits, But Remain Skeptical



Greatest Advantages and Disadvantages of Guided Pathways

Top 3 Advantages



- 1 Reduction in excess credits accumulated
- 2 Improved long-term goal-setting
- 3 Greater connection between college and career

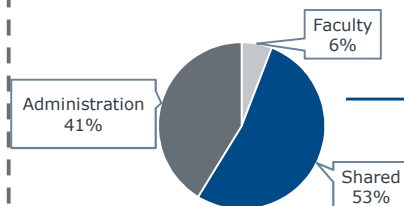
Top 3 Disadvantages



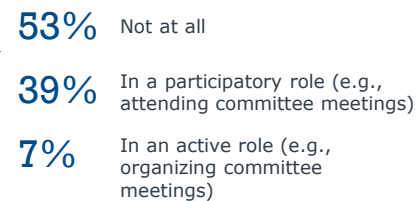
- 1 Restricted academic exploration (for students)
- 2 Potential for program closure
- 3 Narrow focus (e.g., doesn't address students' non-academic challenges)

Faculty Recognize Shared Responsibilities, but Don't Report High Personal Involvement

Who is most responsible for leading Guided Pathways reforms on your campus?



To what extent have you been involved in leading Guided Pathways implementation?

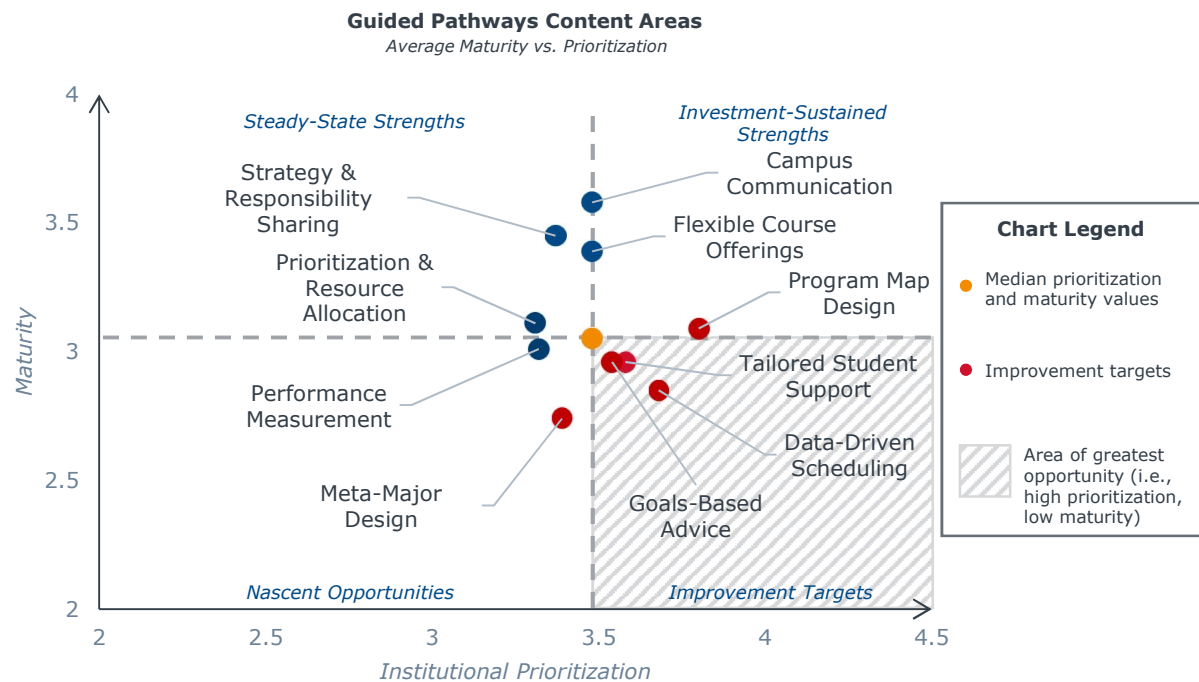


Guided Pathways Findings at a Glance



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Identifying Strengths and Areas of Opportunity



Improvement Targets and Tailored Best Practices



Tailored Best Practice Solutions

Program Map Design

Design Principles of Pathways Coupled with Program Map Specific Tools

Offers a straightforward process for developing academic program maps with stakeholder input and without jargon.



Meta-Major Design

Expedited Course Overlap Identifier

Builds meta-majors based on course commonalities across pathways, allowing students the opportunity to explore various career and educational options without accumulating excess credits



Data-Driven Scheduling

Registration-Based Schedule Predictor and Guaranteed Course Schedule

Offers a pathways-informed method to create master schedules that allows for long-term schedule stability.



Tailored Student Support

Proactive, Personalized Resource Nudges

Leverages information collected during onboarding to provide students with timely, personalized resource nudges that address their greatest on- and off-campus needs.



Goals-Based Advice

Goals-Based Professional Advisors

Equips and engages advisors to tailor interactions with students around long-term career and educational goals, rather than transactional tasks





Meta-Majors Bring Design, Buy-In Challenges

Meta-Major Courses (and Opinions) Multiply with Number of Stakeholders

Program Map Options Offer Limited Amount of Choices...



Focus on single program restricts number of faculty and incents cooperation



No overlapping course content or competing priorities across programs



Limited complexity to creation since courses are sequential

...But Meta-Major Process Exponentially Harder



Programs in meta-major



Faculty teaching individual courses



Academic leaders



Student services pathways leaders



Hundreds of possible outcomes



Quick Pattern Recognition Ensures Transferability

Data Query Determines Courses and Sequences



Measure What Classes Overlap Most Often

Screenshot of Liberal Arts Meta-Major Data

Percentage of meta-major students in program		Programs in meta-major	
		41.80%	1.40%
	Class	arts.aa	grde.aas
66.20%	ADO 10	G	
88.60%	MAT 139	G	G
87.00%	ADO 4	G	G
75.70%	ADO 4	G	
87.00%	PSY 140	G	G
Percentage of course required by meta-major		Indication of program requirement	

Sequencing Ensures Highest Volume of Productive Credits

- ✓ Curriculum map sequence **prioritizes highest frequency courses within meta-major**, places them in first semester
- ✓ **Student decision point set by most common semesters as possible based** on the program requirements within each meta-major

3+

Additional months of major exploration time

20%

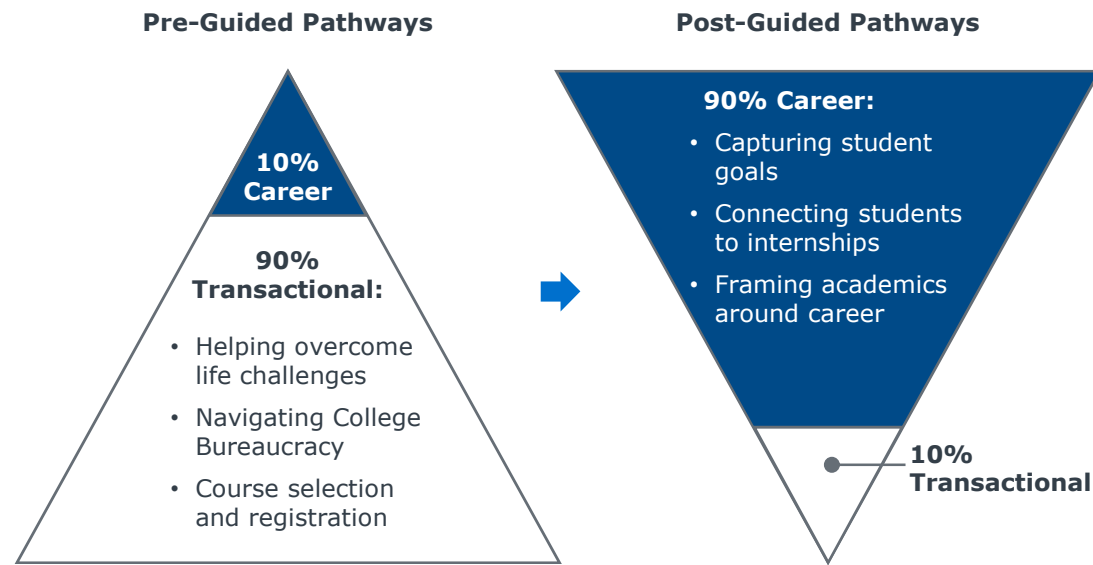
Percent decrease in advisor navigation questions

Flipping Advising On Its Head

Guided Pathways Should Allow Advisors to Focus on Student Goals

Spending More of Their Time on Goal-Setting Conversations

Percent of Advisors' Time Spent on Career vs. Transactional Topics

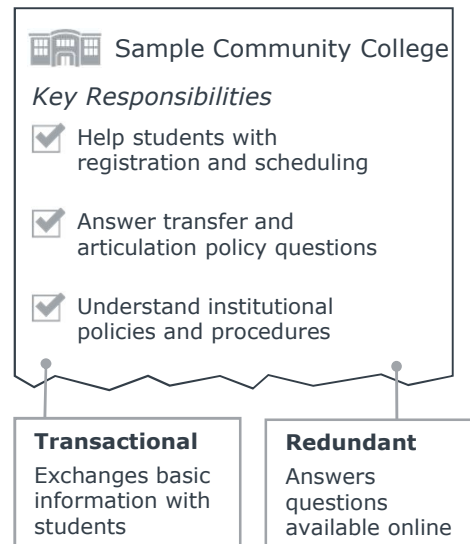


Responsibilities of Advising Changed

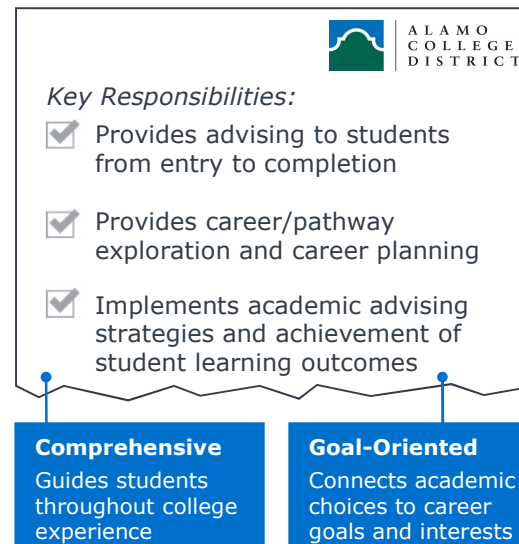
Advisor Job Descriptions Capture New Responsibilities

Contrast in Top Line Functions Reveal New Professional Role

Typical Advisor Job Listing



Alamo College's Certified Advisors



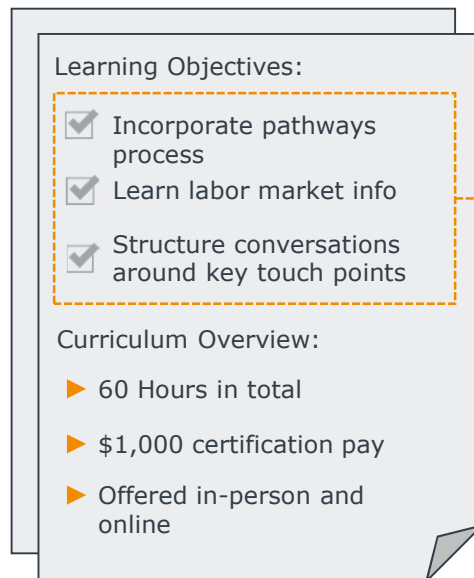


Professionalization not Proliferation

Alamo Colleges' Curriculum Reorients Advising Around Student Goals



Codifies Goal-Based Outcomes *Simplified Advising Curriculum*



Simultaneously Elevate Advising Function



Top of license: Ensures advisors operate at their highest possible capacity



Unified: Instills all advisors with same competencies, skills, and measurable objectives



Targeted: Encourages all advising staff to learn essential pathway knowledge

46%

Percent increase in number of certified advisors

12%

Percent decrease in credits at graduation

Providing Continuous Support



Meet Campus Challenges with EAB Resources



Implementing Guided Pathways

- [Overcome the Roadblocks on Your Route to Student-Centric Pathways](#) Infographic
- [Achieving Pathways Goals with Student-Centric Design](#) Study



Maximizing Enrollments

- [How to Keep Community College Students in Your Pipeline](#) Infographic
- [Why Gen Z Students Start at Community College and What Happens Next](#) Executive Briefing



Advancing Student Equity

- [Taking Action on Student Equity](#) White Paper
- [Basic Needs Insecurity](#) Resource Center

Questions on Today's Material?



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