Implementing the Guided Pathways Model: A Case for Change Management and Transformation

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Recommended Citation  
What is the Guided Pathways Model?

Create coherent educational pathways for students where the end goals are clear

1. Create clear pathways for transfer and employment
2. Help students get on a path
3. Keep students on the path
4. Ensure that students are learning
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
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

#### 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
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

#### 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
- Revamping 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

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### IMPLEMENTATION

#### CLARIFY THE PATHS

Map all programs to transfer and career and include these features:

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

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**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

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**Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.**

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FEB. 17
Department Chair

Creative & Communication Arts
Choose a career that lets you EXPRESS YOURSELF—as an art director, artist, graphic designer, actor, choreographer, dancer, musician, broadcast news analyst, editor, photographer, technical writer, reporter, fashion designer, desktop publisher, craft artist, multimedia artist, camera operator.

Business & Entrepreneurship
Choose a career that lets you TAKE THE LEAD—as a manager, computer and information systems manager, human resources manager, management analyst, event planner, audit clerk, executive assistant, procurement clerk, financial advisor, budget analyst, actuary, credit analyst, food service manager, chef, travel guide, real estate broker, public relations specialist.

Health & Biosciences
Choose a career that lets you MAKE A DIFFERENCE—as a nurse, dental hygienist, physician, pharmacy technician, psychiatrist, radiologic technologist, surgical technologist, pharmacist, biomedical engineer, veterinary technician, speech-language pathologist, physician assistant, physical therapist, respiratory care technician, invasive cardiovascular technician, occupational therapy assistant.

Advanced Manufacturing & Logistics
Choose a career that lets you MAKE THE WORLD GO 'ROUND—as an architect, civil engineer, landscape architect, carpenter, electrician, hoist and winch operator, plumber, dental laboratory technician, tool and die maker, welder, mechanical drafter, commercial pilot, aircraft mechanic, motorcycle mechanic, air traffic controller, drafter, transportation consultant, warehouse distribution director.

Public Service
Choose a career that lets you SERVE YOUR COMMUNITY—as an educator, archivist, librarian, farm and home management advisor, interpreter, special education teacher, teacher assistant, financial examiner, radar and sonar technician, counselor, social worker, funeral service manager, firefighter, correctional officer, court reporter, paralegal, emergency medical technician.

Science & Technology
Choose a career that lets you TRANSFORM EVERYTHING—as a food scientist, animal breeder, geological technician, environmental protection technician, water and wastewater treatment plant operator, computer programmer, chemical engineer, chemist, physicist, statistician, mathematician, hydrologist, geographer, economist, historian.

Start your journey—at alamo.edu Institutes
Transformational Leadership

Characteristics:
- Authenticity
- Creativity
- Vision

Definition:
The ability to influence the values, attitudes, beliefs, and behaviors of others by working with them in order to accomplish the college’s mission and purpose. *(Roueche, 1989)*

Discussion:
What does transformational leadership mean to you?
What does it mean for your institution?
Change Management

Discussion:

What does change management mean to you?

What does it mean for your institution?

Source: www.prosci.com
VPAS & VPSS Plan for Implementation

### Alamo Colleges' Pathways Plan for Full Implementation in Fall 2018

**VP’s preliminary plan developed on 11.30.16. VP’s additional review and identification of Spring 2017 actions on 12.14.16**

#### Step 1: Program Guidelines/Recommended Course Sequence
- **Complete all Advising Guides, pre-major maps, and Recommended Institute Default Maps**
- **Develop format for displaying Guides and Maps within the technology parameters**
- **Develop training for advisors and faculty on Guides and Maps for the 17/18 academic year**
- **Develop training for high school counselors and start training. Advisor training in late September/early October**
- **Begin distributing materials and advertising**
- **Review and update any identified changes in Guides and Maps**
- **In October, begin using maps in advising for Fall 2018**
- **Training for high school counselors through Spring and possibly Summer**
- **Continue training as needed**

#### Step 2a: Academic Support
- **Inventory of academic support in current courses**
- **Identify gaps (consider high risk and remedial courses across goals)**
- **Identify what technology needed for capturing**
- **Directors/Advising Leads incorporate retention courses into advising processes. Advisors are updated on academic support provided for intervention and difficult courses**
- **Follow-up discussions of areas that require academic support. Submit through curricular process any required changes as appropriate**
- **Develop (new management, assessment) programming through the counseling of students who are struggling, at-risk, etc.**
- **Discussion with Faculty about inclusion in Fall 2018 syllabi to require academic support**
- **Add Academic Support to Fall 2018 Syllabi**
- **All appropriate syllabi will require appropriate academic support**

#### Step 2b: EDVC/DEV
- **Both AS and SS: Review and develop EDVC outcomes. Develop how to offer 8th & below DEV. Review and align faculty qualification for teaching EDVC. Work with institute Teams to contextualize courses. Build schedule for Fall 2017 to require DEV of all students who score 8th grade or below in reading.**
- **Continue developing recommendations for requiring EDVC of all students who score 8th grade or below in reading.**
- **Complete program for DEV to ensure all entering students complete Student Success requirement. Offer for new Spring 18 students if possible. Plan space and faculty needed to require Student Success course (EDVC or DEV) of all qualified incoming students in Fall 2018.**
- **Identify any curriculum reviews required for EDVC and DEV courses.**
- **Build options in schedule for Fall 2018 increasing students—EDVC and DEV.**
- **Training for advisors on student success requirement.**
- **Train any new faculty for teaching EDVC.**
- **All entering students take revised EDVC or complete an DEV requirement.**

#### Step 3: Connections/Entry
- **Create flowchart of the current connection/entry activities.**
- **Establish steering committee reviews (Advising flowchart, etc.).**
- **Develop a flowchart for proposed Connection through the 2nd term registration.**
- **Determine Common Framework for the Advising Points to work with student to determine a Career Institute.**
- **Program with goal of determining which math pathway to follow—College Ready or Pre-Associates.**
- **Continue Summer 17 activities. January 2017, hire someone to help develop place and design of recruitment materials. Implement outreach/engagement for Fall 2018 new students.**
- **All entering students (including dual credit) will go through all advising points.**
Dean for Academic Success
Revised Job Description

Job Title: Dean for Academic Success

Job Summary:
Collaborate with the Vice President and Vice Chancellor for Academic Success, and other College and District administrators, to provide principle-centered leadership of the Alamo INSTITUTES through planning, development, and evaluation of academic and instructional support programs. Foster participatory leadership through a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the College and Alamo Colleges District; encourage professional excellence among the faculty and staff, as well as promote an organizational culture of ethical decision-making, customer service, creativity, and quality service. Facilitate, lead and support collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and educational opportunities. Promote and support tutorial services, selected academic success strategies, learning communities, and other motivational services to nurture a campus climate conducive to the success of educationally and socio-economically diverse current and prospective students. Ensure compliance with a variety of applicable laws, rules, regulations and requirements related to community college instruction and pathways. This position reports to the Vice President for Academic Success.

Essential Job Functions:
• Provide transformational leadership that will utilize communication, collaboration, resources and innovation.
• Work collaboratively with faculty and university partners to ensure alignment.
• Engage with regional employers to strategically maximize their expertise through engagement on the Alamo Institute Advisory Committees.

 Clarify paths to meet student goals
• Coordinate the design, implementation, and sustainability of the Alamo INSTITUTES. Work collaboratively with the Vice Chancellor for Academic Success to ensure coherence and clarity of transfer advising guides (TAGs), pre-major maps, and institute default maps, with ongoing review to optimize credit transfer and minimize loss of time to completion.
• Use data and evidence to ensure Alamo INSTITUTES is flexible in responding to internal and external influences.

 Help students choose and enter a guided pathway
• Work collaboratively with Student Success to help students choose the appropriate pathway.
• Work with K-12 partners in Dual Credit and Early College High School to strengthen bridges that include innovative, contextualized remediation pathways and support.

 Support student persistence
• Coordinate with faculty mentors and certified advisors to support students at key touch points, provide ongoing guidance, and support at-risk students.
• Provide a robust menu of embedded, contextualized academic and non-academic supports.

 Ensure student learning
• Ensure educational coherence by providing support for course and program level student learning outcomes, effective teaching practices, and professional development opportunities.
• Identify, utilize, and monitor the effectiveness of technological tools and infrastructure to support students' journey.
Before Pathways...

Workforce & Business Dean

Arts & Sciences Dean
As Alamo-Institutes
Northwest Vista College
Deans for Academic Success

Academic Support
Library
Dual Credit Labs
Tutoring
Community Outreach
Teaching w/Tech
Guided Pathways: Planning, Implementation, Evaluation

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**PLANNING**

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- 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**
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- Determining barriers to sustainability (state, system, and institutional levels)
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- 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 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**
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**EARLY OUTCOMES**

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**EVALUATION**

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.
Activity

How would you implement Guided Pathways at your institution using a transformational leadership framework and a change management model?

Each table develop plans for ONE component of the model.
Thank You!

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