CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Assessing, Supporting, and Scaling Pathways

JFF Student Success Center Network Meeting
Austin, TX: May 12, 2017

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Workshop #1 Goals

1) Review content and purpose of the assessment and the assessment process
2) How to introduce your colleges to complete the assessment
3) Develop a timeline for conducting the assessment, follow-up calls, preparing summary reports, and Designing coaching, workshops, and TA activities for supporting scale implementation

Workshop #2 @ JFF Summer Policy Institute:

Conducting Follow-up Calls, Preparing Summary Reports, and Developing a Scaling Strategy

Scale of Adoption Assessment:
A 6-step process

1) Introducing the assessment
2) Administering the assessment to colleges
3) Conducting follow-up calls with college teams
4) Synthesizing and summarizing the data from assessment and calls
5) Sharing the findings with colleges
6) Designing coaching, workshops, and TA activities to supporting scale implementation

Repeat!

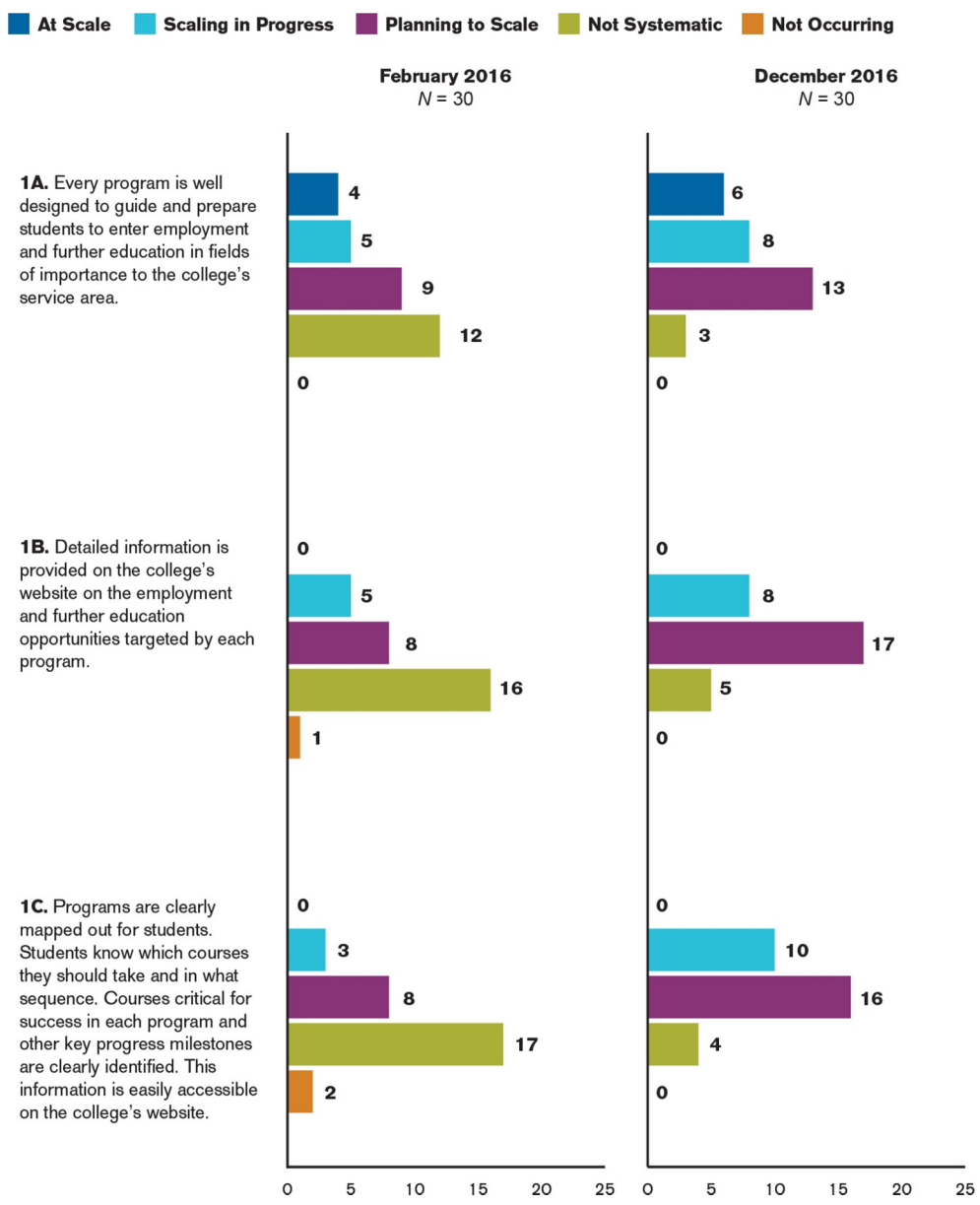
Purpose of the Assessment

- ✓To help colleges reflect on where they are and develop a plan for next steps
- ✓To gather information about colleges activities, practices, & challenges
- ✓To see what other colleges are doing, to learn from other colleges
- ✓To design coaching, workshops, and technical assistance activities
- ✓Track colleges' progress over time; re-assess college needs and challenges
- ✓What it is not: An evaluation of college practices

Sharing Assessment Results

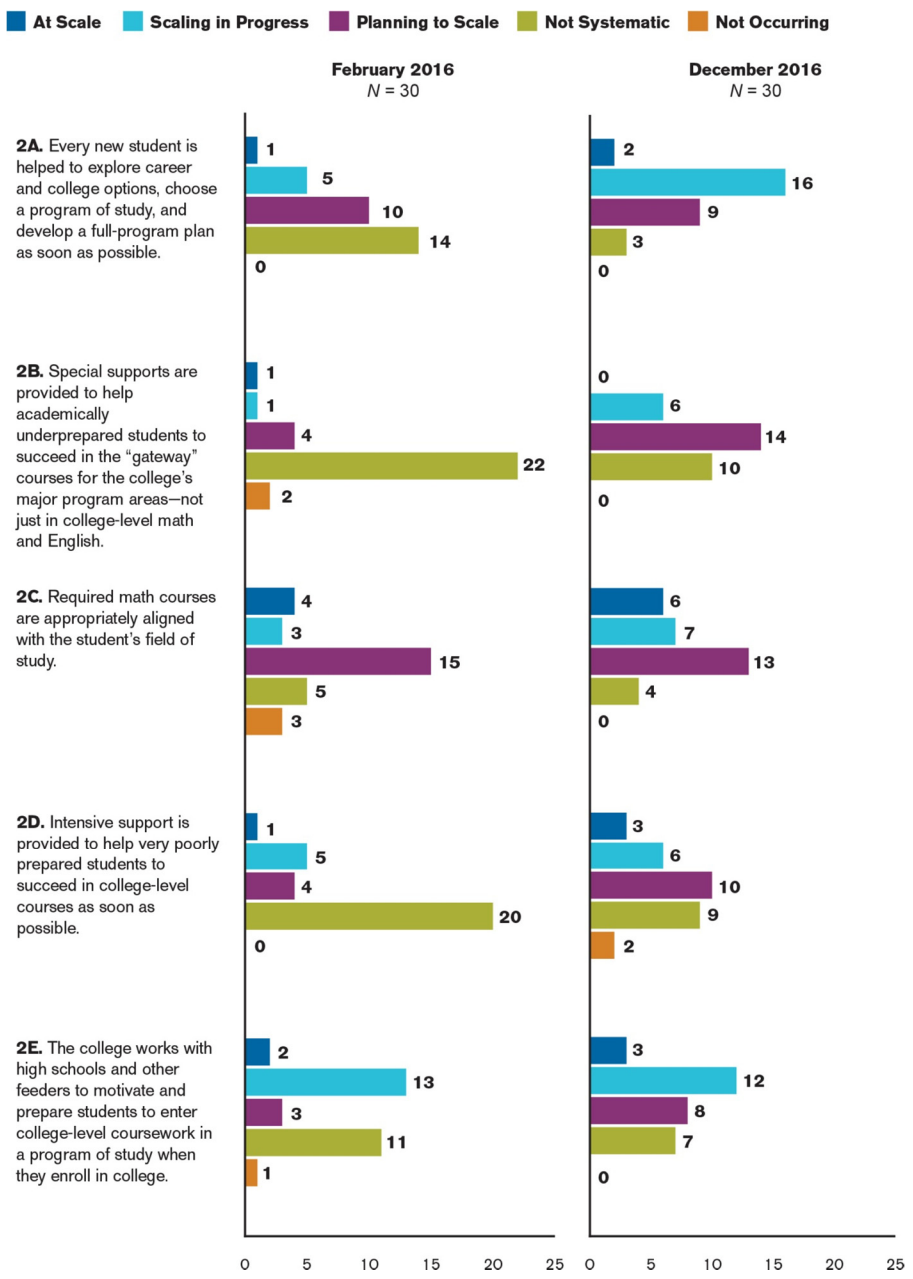
- "Megatemplate"
  - Shows where every college is on each essential practice
  - Can be updated each time the assessment is used
- Summary memo
  - Summarizes common areas of progress and challenges within the 4 areas
  - Include recommendations for next steps
- Graphs showing distribution of colleges across the practices

Mapping pathways to Student End Goals



Sources: Jenkins, Lahr, & Fink, 2017

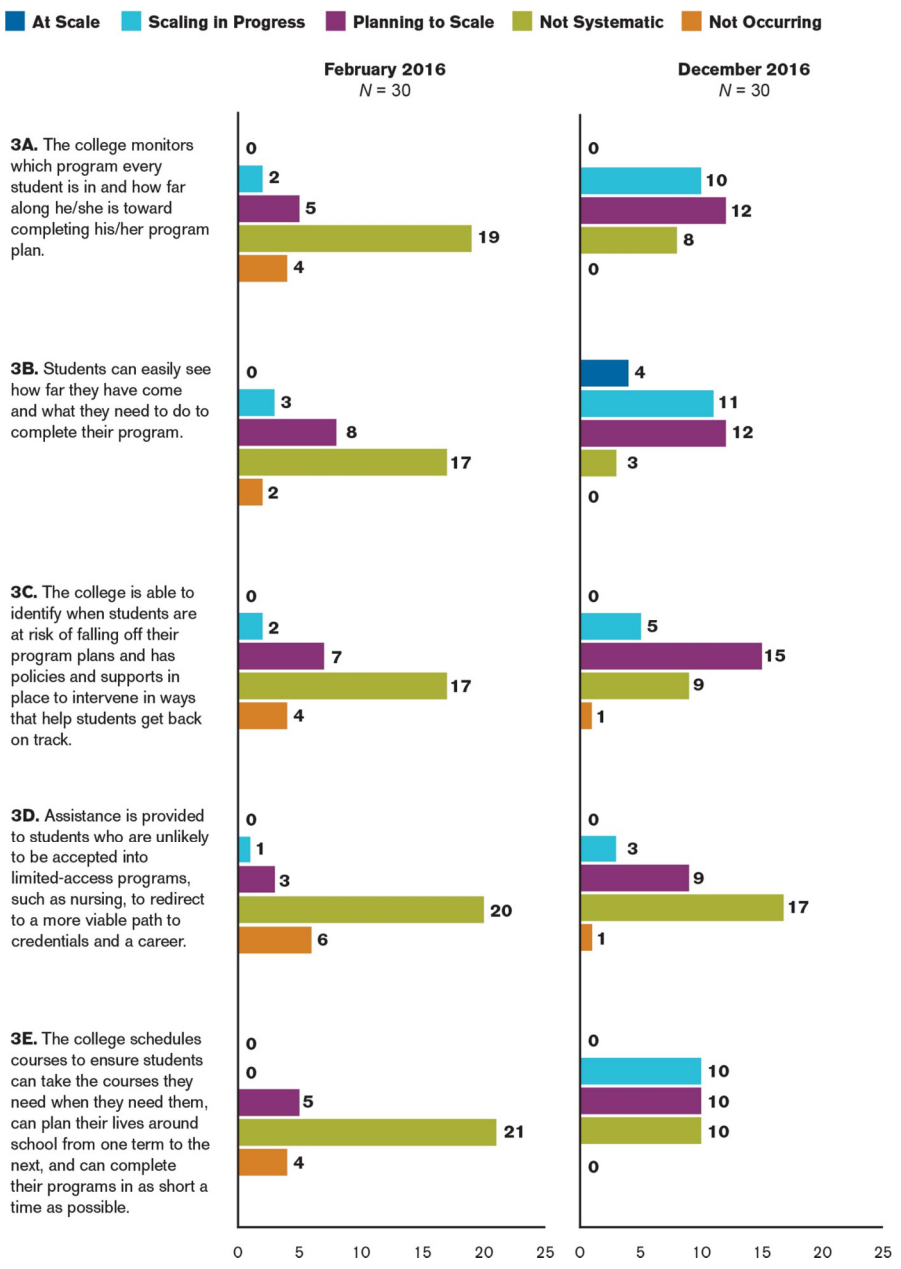
Helping Students Choose and Enter a Path



Sources: Jenkins, Lahr, & Fink, 2017

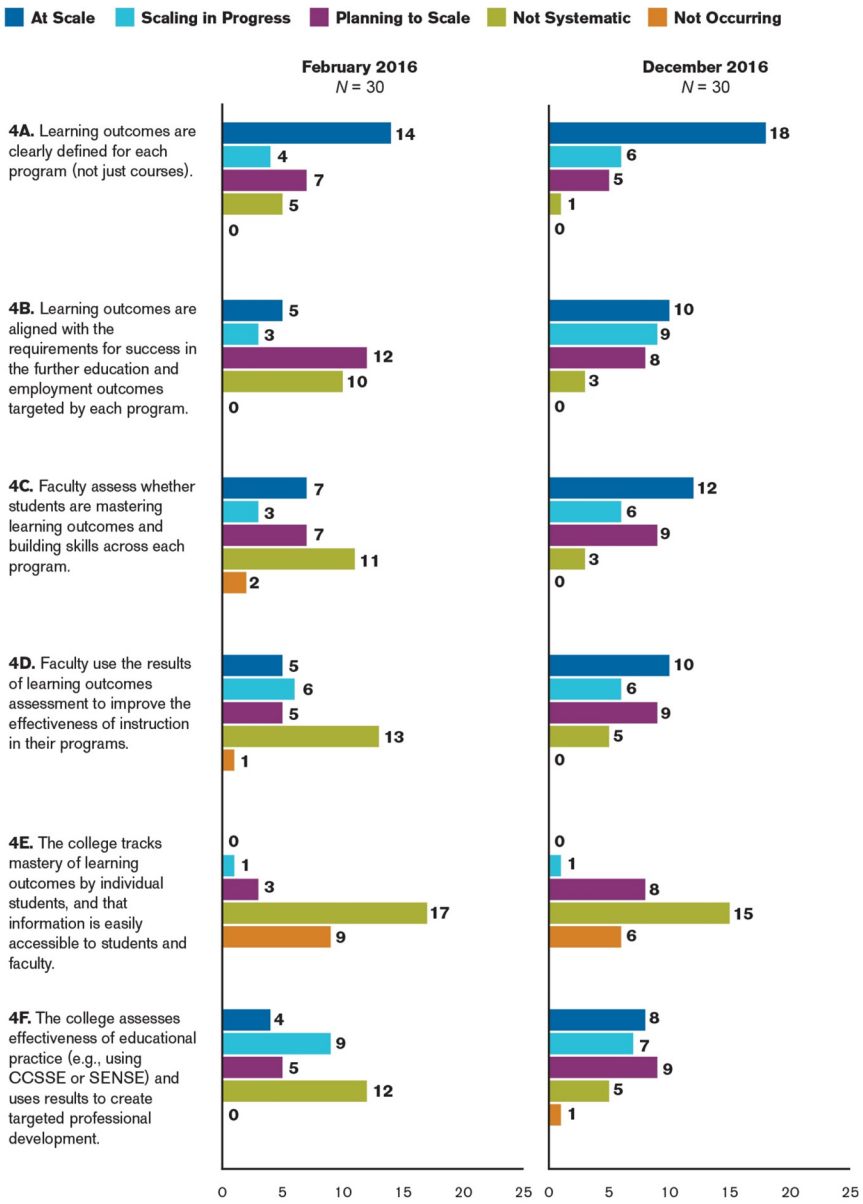
Keeping Students on the Path…

to Finish Strong



Sources: Jenkins, Lahr, & Fink, 2017

Ensuring that students are Learning



Note. CCSSE = Community College Survey of Student Engagement. SENSE = Survey of Entering Student Engagement.

Sources: Jenkins, Lahr, & Fink, 2017

Scale of Adoption Assessment: Review

Guided Pathways Practice Areas

1) Mapping Pathways to Student End Goals

2) Helping Students Choose and Enter a Path

3) Keeping Students on the Path

4) Ensuring that Students are Learning

Guided Pathways Scale of Adoption

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
4. ENSURING THAT STUDENTS ARE LEARNING a. Learning outcomes are clearly defined for each of the college's programs (not just courses).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
c. Faculty assess whether students are mastering learning outcomes and building skills across each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •

Assessing Scale

Scale of Adoption	
Level	**Definition**
At scale	Practice is implemented at scale—that is, for all students in all programs of study.
Scaling in progress	Scale implementation of the practice is in progress for all students.
Planning for scale implementation	College has made plans to implement the practice at scale and has started to put those plans into practice.
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional.
Not occurring	College is currently not following or planning to follow this practice.

Q&A: Scale of Adoption Assessment

- What questions do you have about the assessment?
- What practices need clarification?

Introducing the Assessment Process

Introducing the Assessment to Colleges

- **Background and Overview**
  - Background of assessment
  - Purpose of the assessment *("Why are we doing this?")*
  - Review the four pathways practice areas
    - Mapping pathways
    - Helping students choose and enter the path
    - Keeping students on the path
    - Ensuring that students are learning
  - Review/define the scale

Introducing the Assessment to Colleges

- **Instructions: Who should fill out the assessment and how?**
  - **College leadership team**: Provost/VPAA, VP Student Services, Deans (CTE and transfer), Director of Advising, Registrar, Faculty (program chairs and dev ed), IT, IR, and [???]
  - **What's the process for completing the assessment**?
    - Survey college members; leadership team reviews practices/template
    - Team meeting to work through each practice
  - **What information to include in the template?**
    - Progress to date (Column 3): What is the college currently doing related to the essential practice?
    - Next steps and timeline (Column 4): What are the college's plans related to the essential practice and in what timeframe?

Introducing the Assessment to Colleges

- **Review the full assessment process**
  - Colleges will complete the assessment by [DATE]
  - SSC will conduct follow-up calls with each college leadership team (~75 minutes) by [DATE]
  - SSC will synthesize information and produce a "megatemplate" and summary report by [DATE]
  - SSC will share findings with colleges [~DATE]
  - SSC will begin planning workshops, coaching, and TA activities

Developing a Timeline

Scale of Adoption Assessment Timeline

Assessment Stage	*Estimated time
1) Introducing the assessment to colleges	2-3 weeks
2) Administering the assessment	4 weeks
3) Scheduling and conducting the follow-up calls	4-6 weeks
4) Synthesizing data, writing summary report	3-4 weeks
5) Sharing findings with colleges	
Planning Stage	
6) Designing coaching, workshops, and TA activities to support scale implementation	Ongoing

*Every state will have a different timeline. Based on our research, we've found that it takes 3-4 months for the full process. This doesn't include planning time before launching the assessment.

Your State Timeline

Assessment Stage	Timeline
Introducing the assessment to colleges	
Administering the assessment	
Scheduling and conducting follow-up calls	
Synthesizing data, writing summary report	
Sharing findings with colleges	

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Guided Pathways Implementation Stages and Timeline

Stage	Actions	Timeline
Laying the groundwork	• Develop strategic plan with clear, measurable goals for improving student completion, transfer, workforce, learning and equity outcomes • Build capacity to collect, analyze, report, and use data to improve student outcomes • Make the case for change, highlighting rates of student attrition, excess credits, inefficient transfer, etc. • Broadly engage faculty and staff in scrutinizing current practice, focusing on how it affects students' ability to enter and complete programs affordably and advance to further education and employment • Implement at least one major innovation in practice at scale (that is, for all degree-seeking students)	3+ years
Mapping program pathways	• Map course sequences for all programs, identifying gateway courses and co-curricular milestones • Organize programs into career-focused "meta-majors" and connect to job and transfer opportunities	1-2 years
Intake and advising redesign	• Continue to communicate the vision and engage participation broadly • Refine course sequences for all programs including gateway courses and co-curricular milestones • Plan redesign and pilot intake system as "on-ramp" using "meta-majors" as a framework to facilitate career/college exploration and planning • Plan and pilot integrated and contextualized academic support for program gateway courses • Plan reorg of advising to support timely program completion • Plan upgrade of information systems to support student progress monitoring and e-advising • Train faculty and advisors for initial scale implementation	1-2 years
Initial scale implementation	• Continue to communicate the vision and engage participation broadly • Begin scale implementation <u>for all first-time students</u> of: - Program maps and meta-majors (clearly accessible with job/transfer information on website) - Reorganized college intake focused on career/college exploration and program planning - Integrated/contextualized academic support for critical college-level courses - Redesigned program advising system, including e-advising • Plan extension of program pathways into high schools (starting with dual credit) and adult ed programs • Provide training and professional development to support implementation • Formatively evaluate initial implementation	1-2 years
Improved scale implementation	• Continue to communicate the vision and engage participation broadly • Refine and expand scale implementation for all students • Extend program pathways into high schools (starting with dual credit) and adult ed programs • Continue training and professional development to support implementation • Organize program review, improvement, and professional development within and across meta-majors • Continue formative evaluation of pathways implementation, including program-level assessment of learning	1-2 years
On-going improvement	• Institutionalize program review, improvement and professional development within and across meta-majors	On-going

NOTE: Phases where we expect to see substantial improvements in student momentum and progression indicated in green—darker shades indicate higher impacts expected in later phases.

WORKING DRAFT 04/21/17

Overview of CCRC Support

1) Workshop #2 – July 18, 2017
2) CCRC will be available to discuss state needs related to how to roll out of the Scale of Adoption Assessment process
   - This may include co-hosting webinars for casemaking with advisory boards and college leaders and teams.
3) Materials: call protocol, notes template, sample summary report, and megatemplate.

Workshop #2: July 2017

1) Introducing the assessment
2) Administering the assessment to colleges
3) Conducting follow-up calls with college teams
4) Synthesizing and summarizing the data from assessment and calls
5) Sharing the findings with colleges
6) Designing coaching, workshops, and TA activities for supporting scale implementation
7) Monitoring progress among the colleges using CCRC's early momentum metrics/KPIs

For more information

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20 YEARS
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