

Community College Transformative Leadership:

Reflections on Guided Pathways, Equity and Large-Scale Change

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Today's Talk

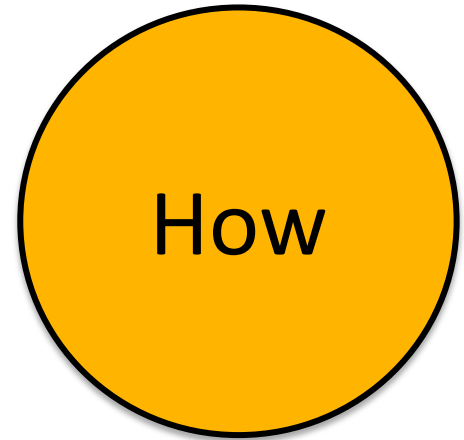
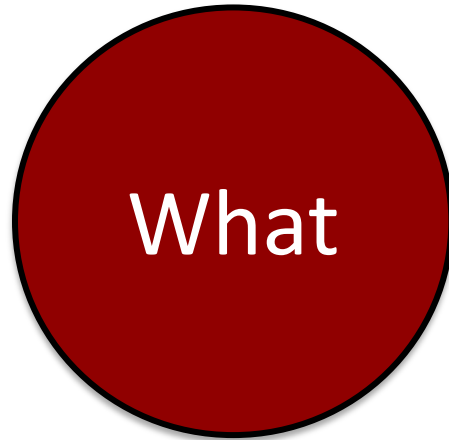
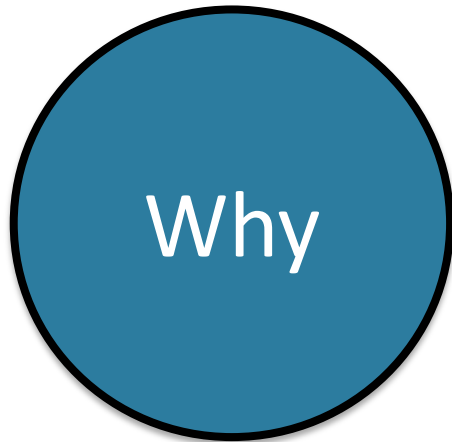
- Change is hard
- Planning and implementing guided pathways and equity
- Looking through the lens of transformative change
- Possible lessons
- What do you think?

“Higher Ed’s Ruinous Resistance to Change:

The academy excels at preserving the status quo. It’s time to evolve.”

Brian Rosenberg, *The Chronicle of Higher Education*, 9/25/23

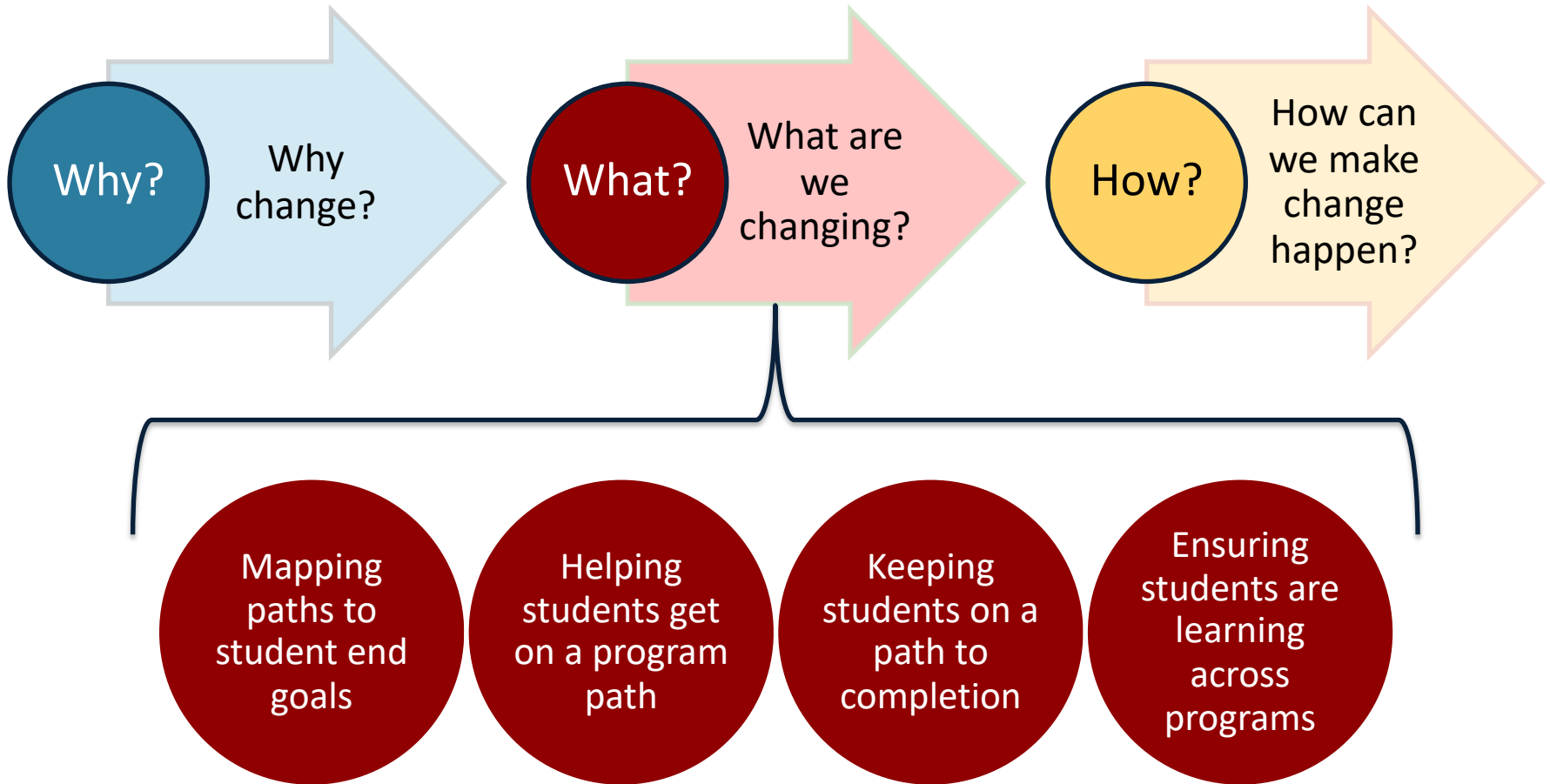
How Change Happens



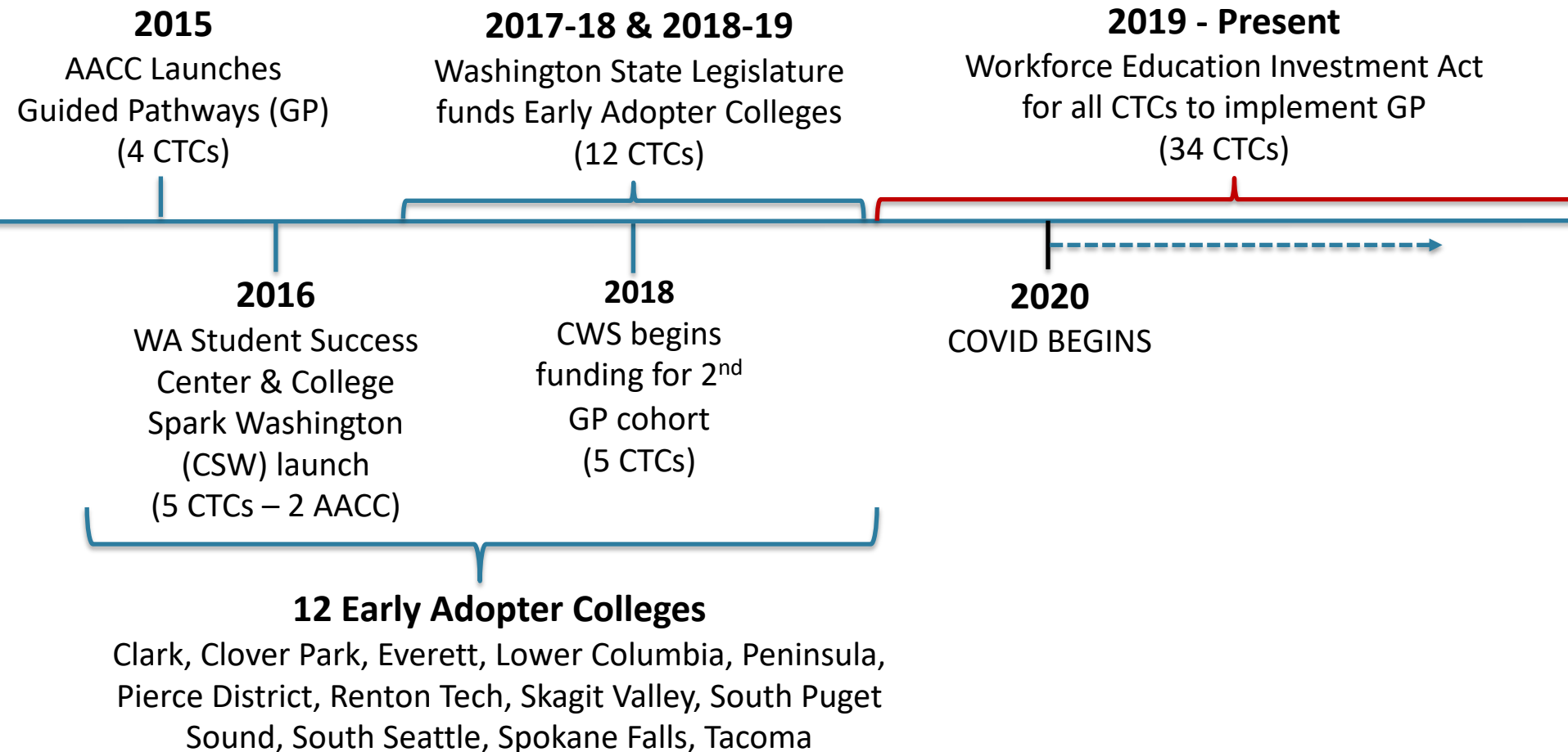
It is not inspiring visions, moral exhortation, or mounds of irrefutable evidence that convince people to change, it is the actual experience of being more effective that spurs them to repeat and build on the behavior... [C]hange is only a mirage unless people actually experience the reality of improvement.

(Michael Fullan, 2011, p. 52)

How Change Happens



Washington's GP Implementation Timeline



WA SBCTC and Student Success Center Vision & Mission

WA SBCTC: “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.” (adopted by WA SBCTC June 2019)

See:

<https://www.sbctc.edu/resources/documents/about/agency/strategic-plan/strategic-plan.pdf>

The **Washington Student Success Center** “works to create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment, and contribute to a socially just society.”

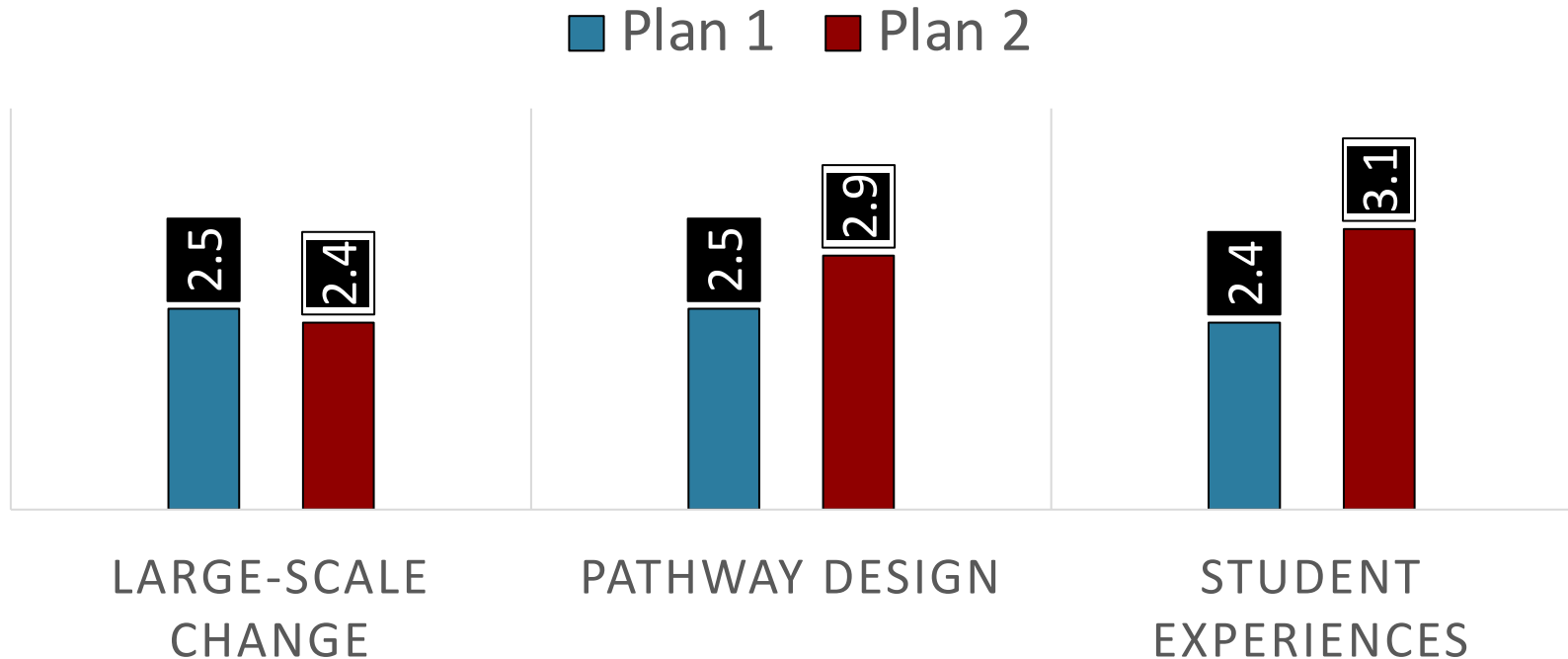
See: <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways>



- College Guided Pathways
Work Plan Analysis

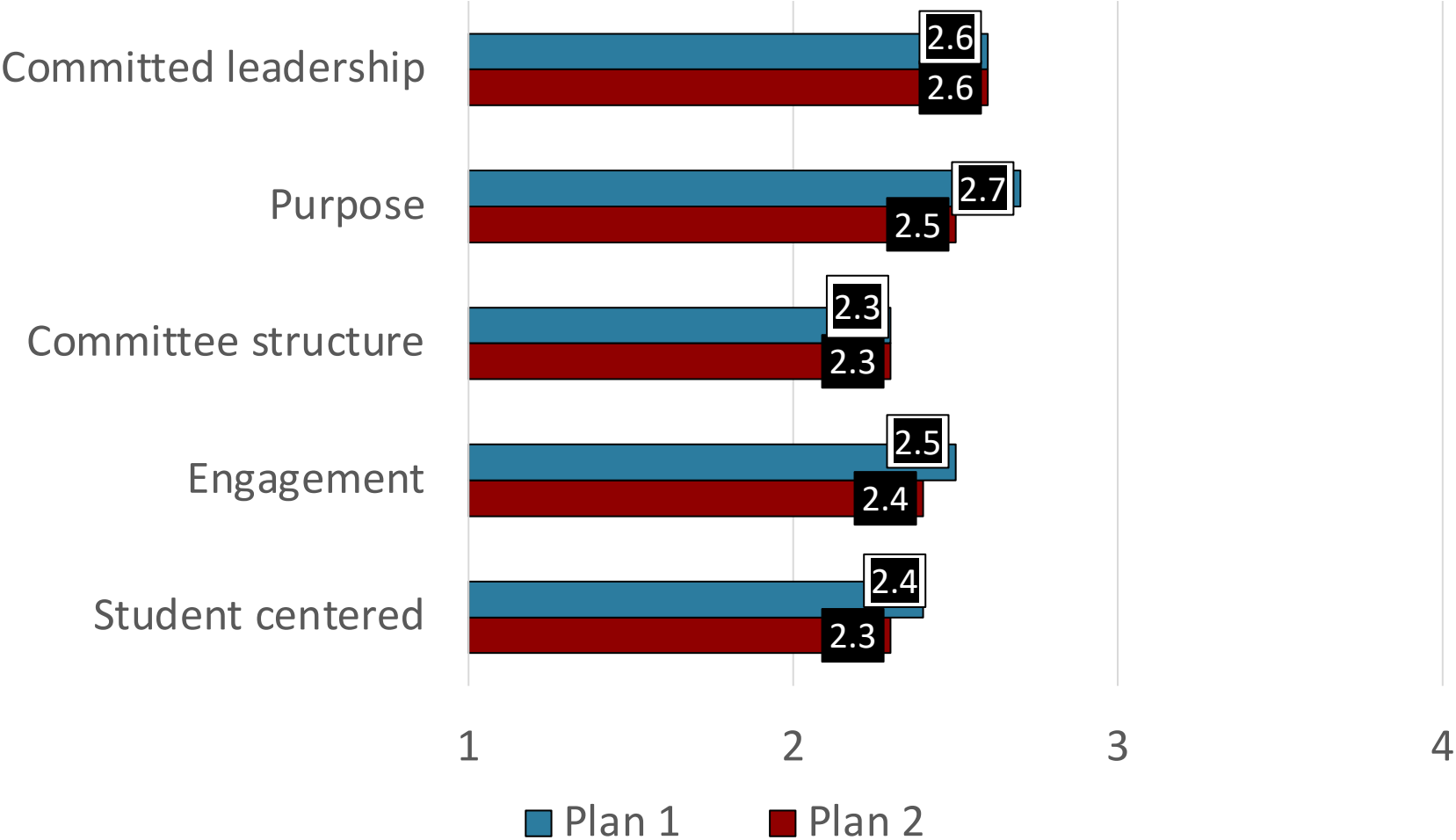
Average Reviewer Rating of College Guided Pathways (GP) Work Plans

Comparing reviewer ratings from Plan 1 to Plan 2, we see 1% decline in the average reviewer rating of large-scale change but small increase in pathway design (+.4) and substantial increase in student experiences (+.7).

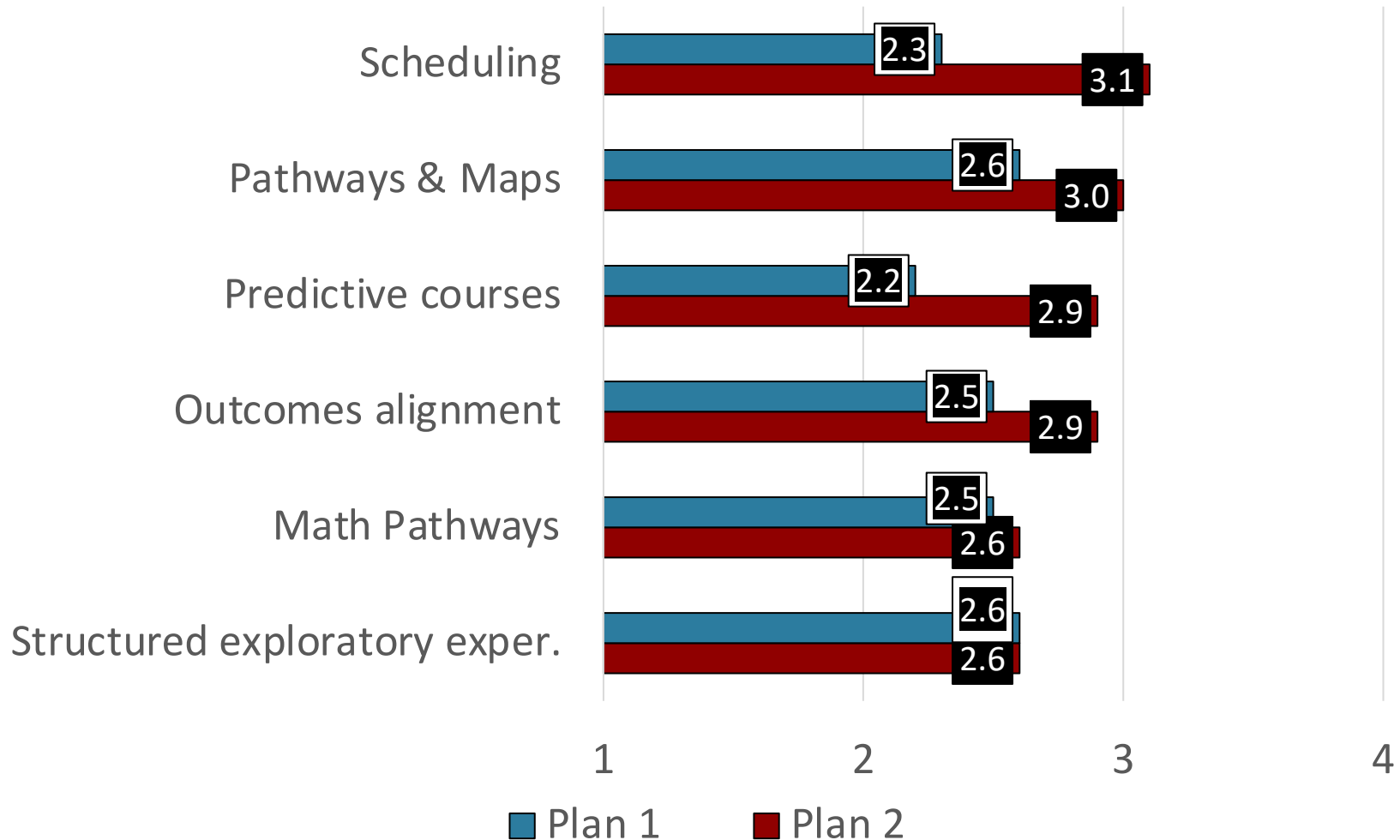


Note: Rating scale extends from 1 = low to 4 = high.

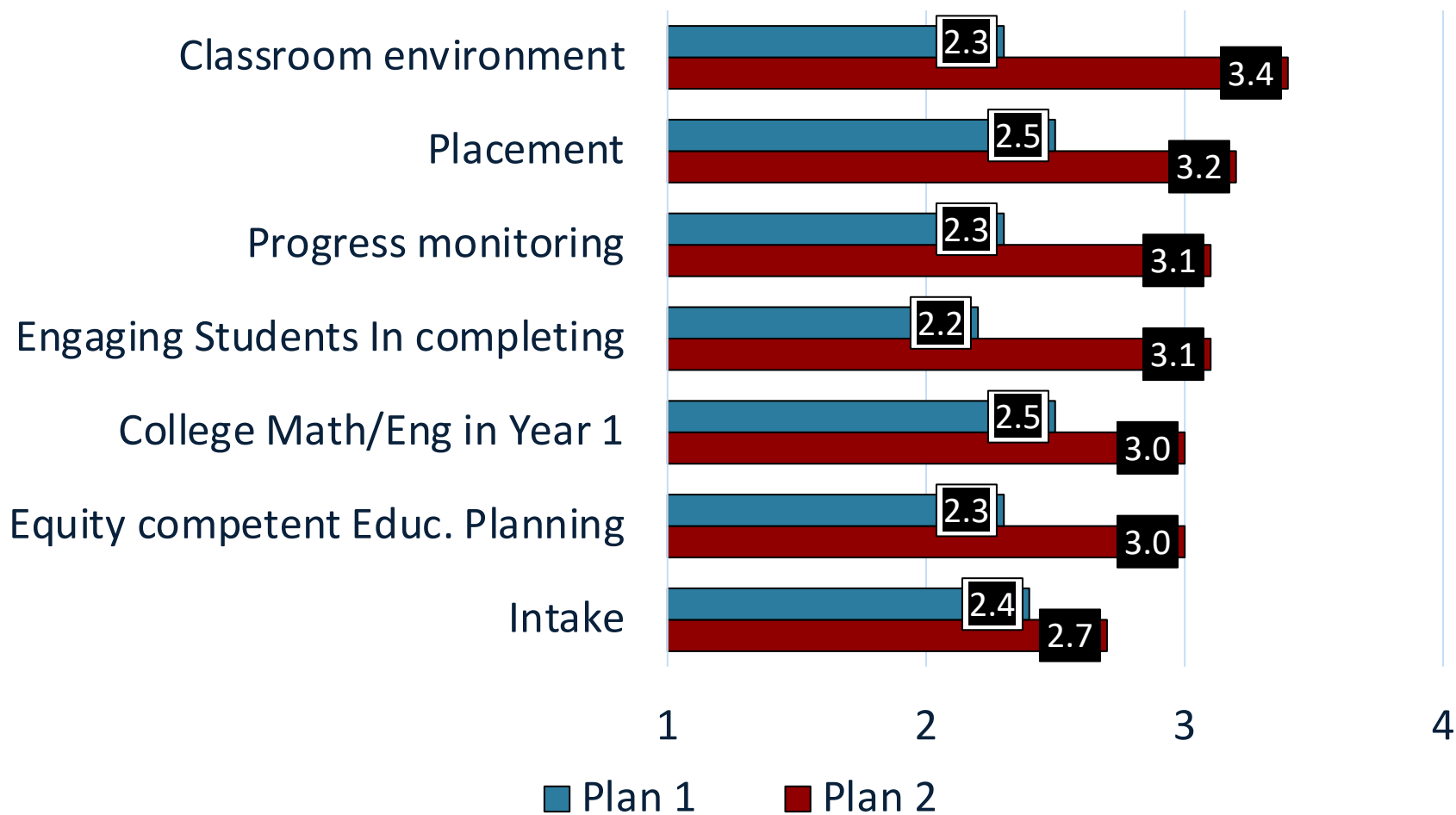
Average Reviewer Rating of Large-Scale Change (Plan 1 & Plan 2)



Average Reviewer Rating of Pathway Design (Plan 1 & Plan 2)



Average Reviewer Rating of Student Experiences (Plan 1 & Plan 2)





- 2022 Scale of Adoption
Assessment (SOAA):
- Findings on Scaled Practices

Practice Area 1: Mapping paths to students end goal

- 90% of WA CTCs have scaled **meta-majors** wherein programs of study are organized by interest area, but only half track information for individual students by meta-major
- Just over half CTCs have scaled **program maps** for CTE and/or transfer, with CTE more common than transfer.
- Almost 75% of CTCs report scaling **math pathways** on some level
- Limited evidence that **student-level data** on program and meta-major is collected or systematically leveraged by institutions to support broader reform goals

Practice Area 2: Helping students get on a program path

- Over 60% of WA CTCs have scaled the practice of **advising** students to take at least one program-specific course in their first term
- The majority of colleges have **scaled entry advisement** with exposure to program-specific courses but have not scaled **career assessment**
- Less than 20% of colleges have scaled an **educational plan** for students to complete programs including online plans so students can monitor their own progress
- Few colleges have scaled **onboarding activities** contextualized with meta-major-related content

Practice Area 3: Keeping students on a path to completion

- About 75% of WA CTCs have scaled **case load advising**, which assigns an advisor to each student based on interest area or meta-major
- Less than 30% of colleges have scaled **mandatory ongoing advising**
- Less than 10% of colleges have scaled **data utilization** about students' meta-majors and program plans to develop course schedules aligned with completion goals

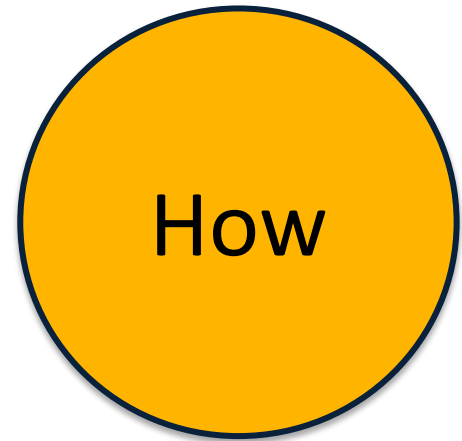
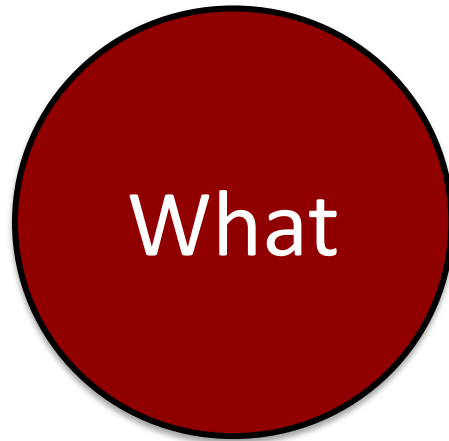
Practice Area 4: Ensuring students are learning across programs

- Only about 15% of WA CTCs have scaled corequisite support in core subjects such as math and reading
- “While only 23% of colleges in Washington have scaled such pedagogical innovations [as instruction, pedagogy, and content in foundation courses], several made note of a statewide effort to incorporate equity-focused improvements into pedagogy and instruction, which is in the early stages of implementation.”



- Transformative Change
 - Where Are We Now?

Where Are We Now?



Transformative Change

“Raising the individual, organizational and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity.”

Sustaining

Scaling

Systemic
Change

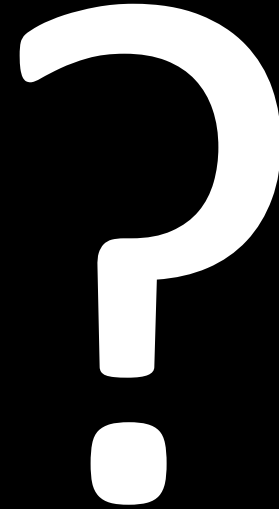


Strategies for Transformative Change

- Transformative leadership
- Commitment to equitable student outcomes
- Strategic capacity building
- Developmental and impact evaluation
- Partnerships and networks
- Intentional communications
- Policy reform

What are your
take-aways from
these results?

What next?



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