



BUILDING MOMENTUM

Using Guided Pathways to Redesign
the Student Experience



2020
NATIONAL
REPORT

INTRODUCTION

What follows is a discussion guide that can be used to facilitate conversations with faculty and staff about their experiences developing guided pathways at your college.

To access the full CCCSE Focus Group Toolkit, visit <https://cccse.org/resources/focus-groups>. Featured on this page is the Focus Group Manual, which provides comprehensive guidance around planning and conducting focus groups with students, faculty, and staff. This manual contains several appendix resources, such as templates for invitation emails and consent forms as well as sample intake survey questions and basic focus group opening questions. In addition, the Toolkit includes a variety of discussion guides (including this one) devoted to a diverse array of topics important to community college student engagement and success.

FACULTY & STAFF DISCUSSION GUIDE

LEADERSHIP FOR CHANGE

1. How did this college build leadership throughout your organization to implement guided pathways?
 - a. Who was involved?
 - b. What steps did you take?
2. What are the most compelling elements in making the case for pathways reform at this college?
3. How do you see the work of preparing for and implementing guided pathways integrating with other student success initiatives you have in place?
 - a. Is guided pathways a separate initiative?
 - b. Does it bring other initiatives together? Explain your answer.
4. What have been important steps in creating an institutional culture at this college to support this magnitude of transformational change?
5. How have you allocated and reallocated human and fiscal resources so that guided pathways can be implemented and sustained?
6. What is this college explicitly doing to ensure equity in outcomes for all students as it implements guided pathways at scale?

7. What have been the greatest challenges in leadership as part of this work?
8. What are one or two examples of effective strategies your college has used to promote faculty and staff engagement in pathways design and implementation?
9. To create the time and space we know is needed to support guided pathways implementation, are there other initiatives or programs the college has discontinued? What has the college stopped doing?
10. What strategies have you used for ongoing communication and dissemination of key messages related to pathways design and implementation at scale?
11. What types of professional development are needed to support faculty and staff as the day-to-day roles evolve and shift?
12. What steps have you taken and are you currently taking to build and strengthen partnerships with K-12, universities, and area employers—so that student pathways connect across educational sectors and to jobs/careers?
13. What steps have you taken to build and enhance the technology infrastructure needed to support the guided pathways work?
14. Have you asked your board for specific policy support or initiated any policy changes within the institution to support the guided pathways work?
 - a. If yes, what types of policies did you need to promote and support the work?

CLARIFY THE PATHS

15. How did you set up your teams for the critical process of mapping programs to create clear and coherent pathways for students?
16. When you created your program maps, what were some surprises that you encountered?
17. What was the process for determining the progress milestones in the maps?
18. How have you worked with university partners to ensure that students can transfer with junior standing in their chosen major?
19. How have you used this college's program maps to work with high schools?
20. How has this college used program maps to work with regional employers on alignment with jobs and careers?

21. How did this college determine what type of math to include in each program of study?
22. In what key ways has this college integrated redesigned developmental education (academic skill building in English and math) into your pathways?

HELP STUDENTS GET ON A PATH

23. What were the most important changes needed as part of the college intake process for a guided pathways model?
24. How does this college connect new students to programs of study? Does this process differ for students who need support to build academic skills?
25. What has this college done to assess students and determine what supports they may need if they are not ready for college-level work (e.g., multiple measures, non-cognitive assessments, etc.)?
26. What requirements (if any) have been established for students in their first semester? First year? What are the desired outcomes (e.g., declare major, complete full-program plan, complete college-level math and english, etc.)?
27. How is this college encouraging and supporting career exploration?
28. To ensure students are passing the gateway courses, what integrated supports has this college put in place?
29. What were the greatest challenges you witnessed in the work to redesign intake processes in the guided pathways implementation process?
30. How should institutions meaningfully engage student services practitioners in the change process?
31. In what ways do student services practitioners' roles need to change in order to carry out the work of guided pathways?
 - a. What professional development support is needed in student services for professionals to adopt and carry out their new roles?
32. How has the experience of a student entering at your college in this academic year changed most significantly from that of a student who entered three years ago?

KEEP STUDENTS ON THE PATH

33. Has the advising structure changed as part of the pathways work at this college? If yes, in what ways?
34. If a student needs help, what supports does this college have in place to identify these needs?
 - a. Once the need is identified, how do students get the support they need?
 - b. Are academic supports embedded within courses in the college's pathways?
35. If students falls off their path at this college, what structures or processes are in place to get them back on path successfully?
 - a. How do you know when they are back on path?
36. Do students have a tool they can use to track their own progress on their path?
 - a. How do they find out about this tracking method?
 - b. When do they find out about it?
 - c. Is this college tracking how frequently this tool is being used?

ENSURE STUDENTS ARE LEARNING

37. To what extent have faculty members integrated active and applied learning experiences into pathways at this college (e.g., apprenticeships, group projects, field work, clinical placements, service learning, etc.)?
38. How has assessment of learning changed under the guided pathways model at this college?
39. How is this college engaging faculty to participate in learning outcome assessments that are pathways-focused?
40. Does this college have ways to help students document and monitor their learning (e.g., electronic portfolios, etc.)?
41. How has this college integrated feedback from employers to improve outcomes for graduates?
42. How is this college equipping faculty—providing professional development—to ensure they can provide engaging learning strategies that include project-based, collaborative, and applied learning experiences?

43. Are faculty working together any differently to support improvement in teaching practices within pathways?

a. If yes, in what ways?

44. How is this college bringing part-time faculty into this work so they build the needed skills to improve student learning?

SUMMARY AND CLOSE

45. In what ways is this college working differently? Please provide examples of changes in culture, policy, structure, or practice.

46. For colleges that are new to pathways reform, what advice would you give?