



Achieving the Dream™

SUPPORTING GUIDED PATHWAYS IMPLEMENTATION AT SUNY

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Achieving the Dream™

ACHIEVING THE DREAM

**Leading a movement to ensure
student success for colleges that
champion educational equity**

WHY

ATD believes its mission is urgent and that the stakes for success have never been higher.

The future of our country requires that we strengthen our communities by relentlessly addressing systemic inequities within higher education to increase social and economic mobility for all students and families.

OUR PHILOSOPHY

Four core principles guide our work and explain our success:

The Power of Fundamentals

Advancement through Relationships

The Ecosystem of Reform

Equity

OUR APPROACH

We engage our network in whole-college transformation using a coaching process that is constantly informed and improved by our longstanding partnerships and practice in the field.

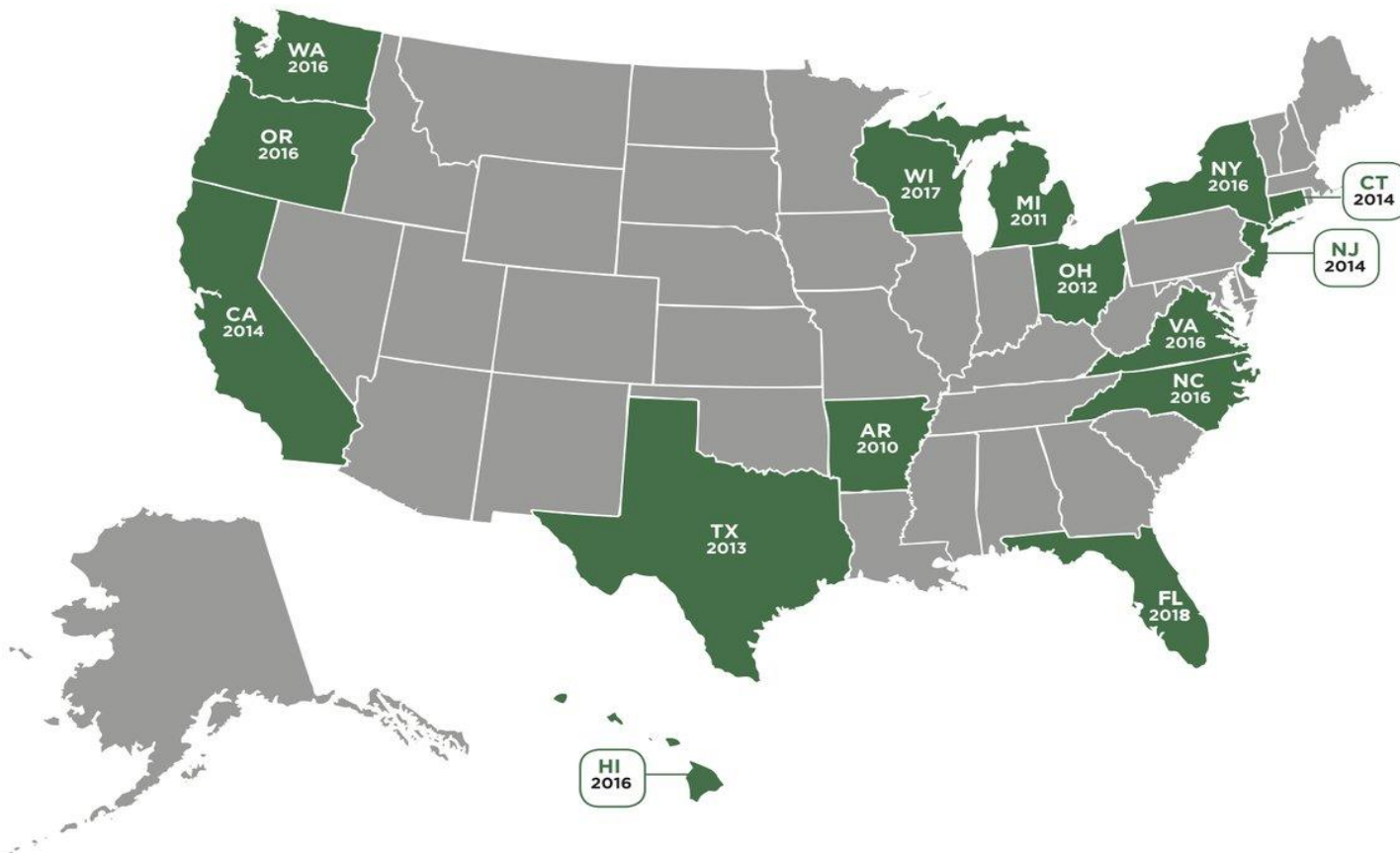
To fuel innovation, we anticipate future needs and issues, leveraging knowledge through collective learning.

OUR FUNDAMENTALS FRAMEWORK

Our **Institutional Capacity Framework** helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.



STUDENT SUCCESS CENTERS





Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



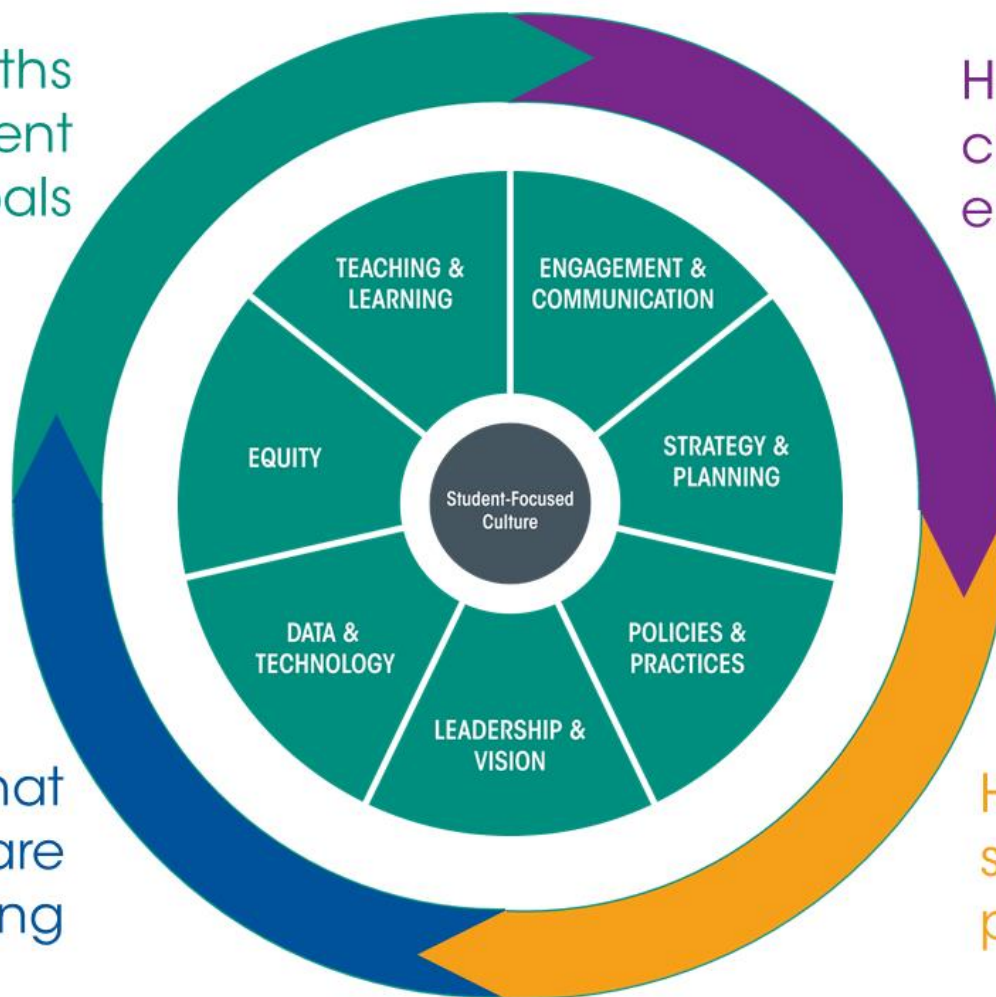
Ensure that learning is happening with intentional outcomes.





Clarify paths
to student
end goals

Help students
choose and
enter a pathway



Ensure that
students are
learning

Help students
stay on a
path

CLARIFYING EDUCATIONAL PATHWAYS

Academic program maps

Version 1.0	Version 2.0	Version 3.0
Program of study maps -courses and sequences - 60 credit AA degrees	Meta-major program maps	Meta-major programs mapped to labor market outcomes
Alignment with transfer institution maps	Math pathways	Embedded co-curricular opportunities
	Default first semester	Key course identification
	AS stackable credentials	Gen Ed alignment
		K-12 partnerships for competency/curricular alignment
		Multiple on-ramps (PLA, CBE, non-credit to credit)

GETTING STUDENTS ON PATHWAYS

Early Emphasis	Expanded Focus
“One size fits all”	Equitable, holistic student supports
Focus on FTIC, especially from high school	Support for all new students
	Early career exploration (K-12 partnerships)
Orientation	Meta-major orientation
Assigned advisors; caseload management	Predictive analytics and segmentation for targeted advising based on academic and non-cognitive needs
	Intentional focus on financial/food/housing security and other non-cognitive issues
FYE course	Increased collaboration/linkages between academic and student services
	Early momentum metrics

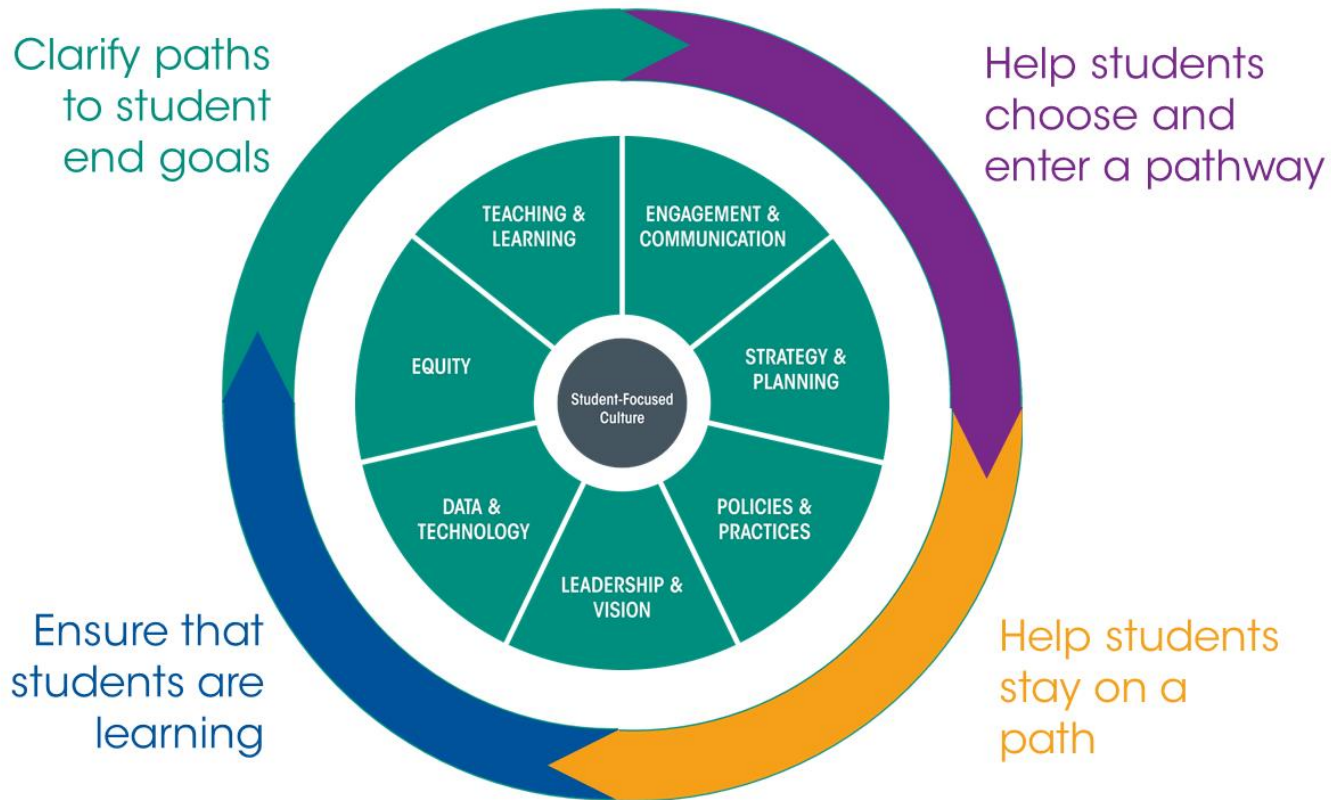
SUPPORT STUDENTS TO STAY ON THE PATHWAY

Early Emphasis: Fragmented and Optional	Expanded Focus: Holistic and Aligned with Pathways
Career coaching/advising, but not systematic	Career advising aligned with meta-major, interests, goals, progression
Early alerts and interventions	Integrated academic, non-cognitive and data-based
Academic supports (tutoring, labs, mentors)	Integrated with class-room instruction and student needs
Some faculty support to advising/mentoring	Clear processes and information
Alternate pathways in highly selective meta-majors/programs	Alternate pathways for all students
	Increased information sharing, collaboration and monitoring (technology)
	Progression metrics

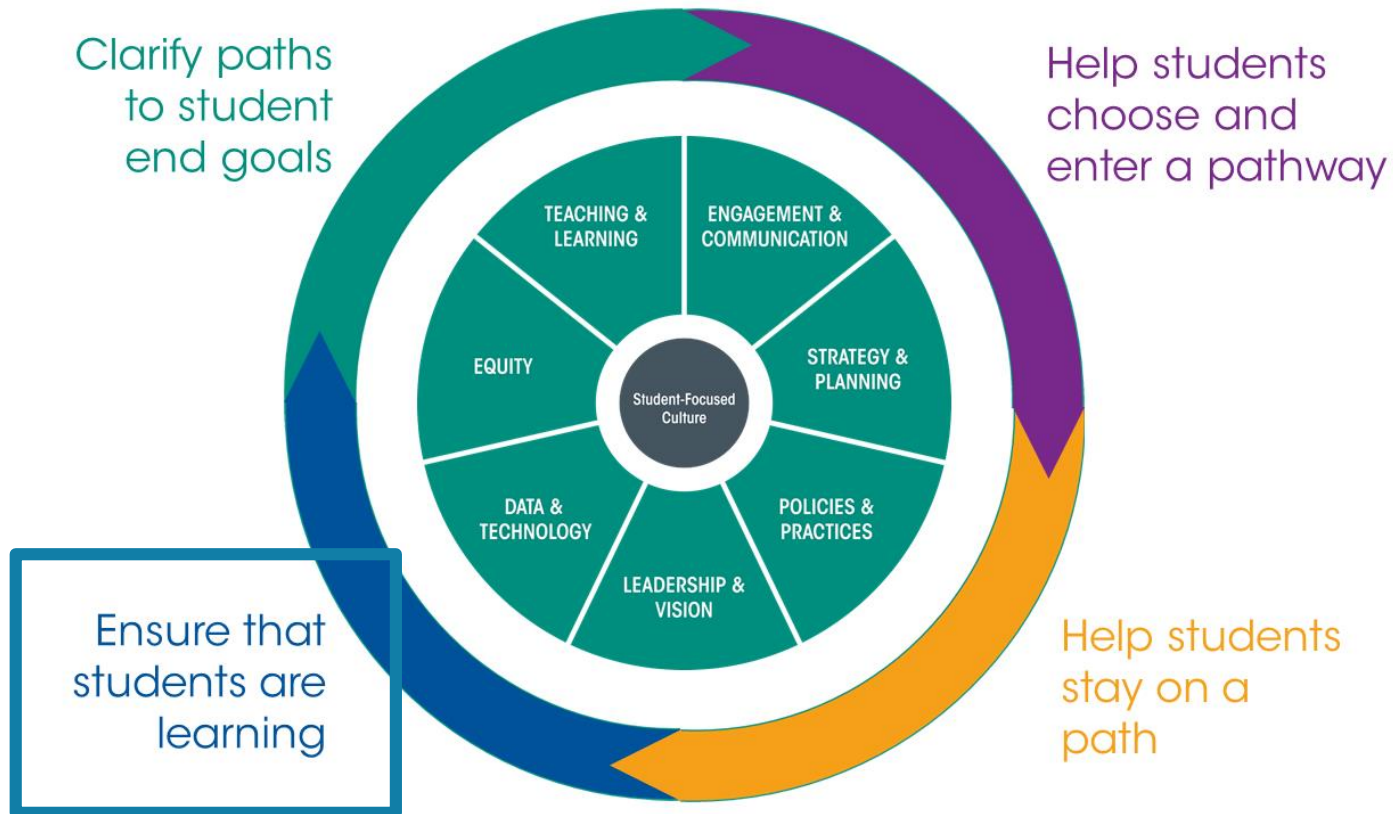
ENSURING STUDENTS LEARN

Early Emphasis	Expanded Focus
Course learning outcomes	Program learning outcomes for skills/talent development
	Co-curricular alignment with student learning outcomes
Faculty professional development for full time faculty	Faculty development pathways; professional development for all faculty
	Course redesign that includes innovation in pedagogy, instructional strategy, technology (digital learning, OER)
	Center for Teaching and Learning aligned with student success outcomes

ATD SUPPORTS PATHWAYS WORK AT EVERY STAGE



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Achieving the Dream™

FACULTY ENGAGEMENT IN GUIDED PATHWAYS REFORM

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WHAT OUR STUDENTS NEED

Strong positive correlation between quality of faculty-student interactions and student persistence toward completion

- Effects are especially strong for first-generation students, students of color, students from low-income backgrounds

PUTTING STUDENTS ON THEIR PATH TO SUCCESS

Students excel when they are engaged in their own learning

- Are more challenged academically
- Experience more active and collaborative learning activities
- Interact more frequently with faculty
- Perceive the campus environment as being more supportive

(George Kuh)

FACULTY AS DRIVERS OF CHANGE

1. College leaders inspire full-time and adjunct faculty to become active partners in change

FACULTY AS DRIVERS OF CHANGE

2. Create both a culture of evidence and a culture of engagement, one that treats full-time and adjunct faculty as valuable partners in making sense of data

FACULTY AS DRIVERS OF CHANGE

3. Institutionalize expectations and opportunities for continuous engagement

FACULTY AS DRIVERS OF CHANGE

4. Work to span silos and nurture a college culture that is inquiry-based, collaborative, and transparent

Think about how and why full-time and adjunct faculty are engaged in change at your college ...

- What forms does this take?
- What helps to make this happen?
- What gets in the way?

TRANSFORMATIVE CHANGE

Structural Change

Lays the framework for new behaviors, thereby encouraging improved student experiences throughout the institution.

Process Change

Reforms how people do their jobs at an individual level.

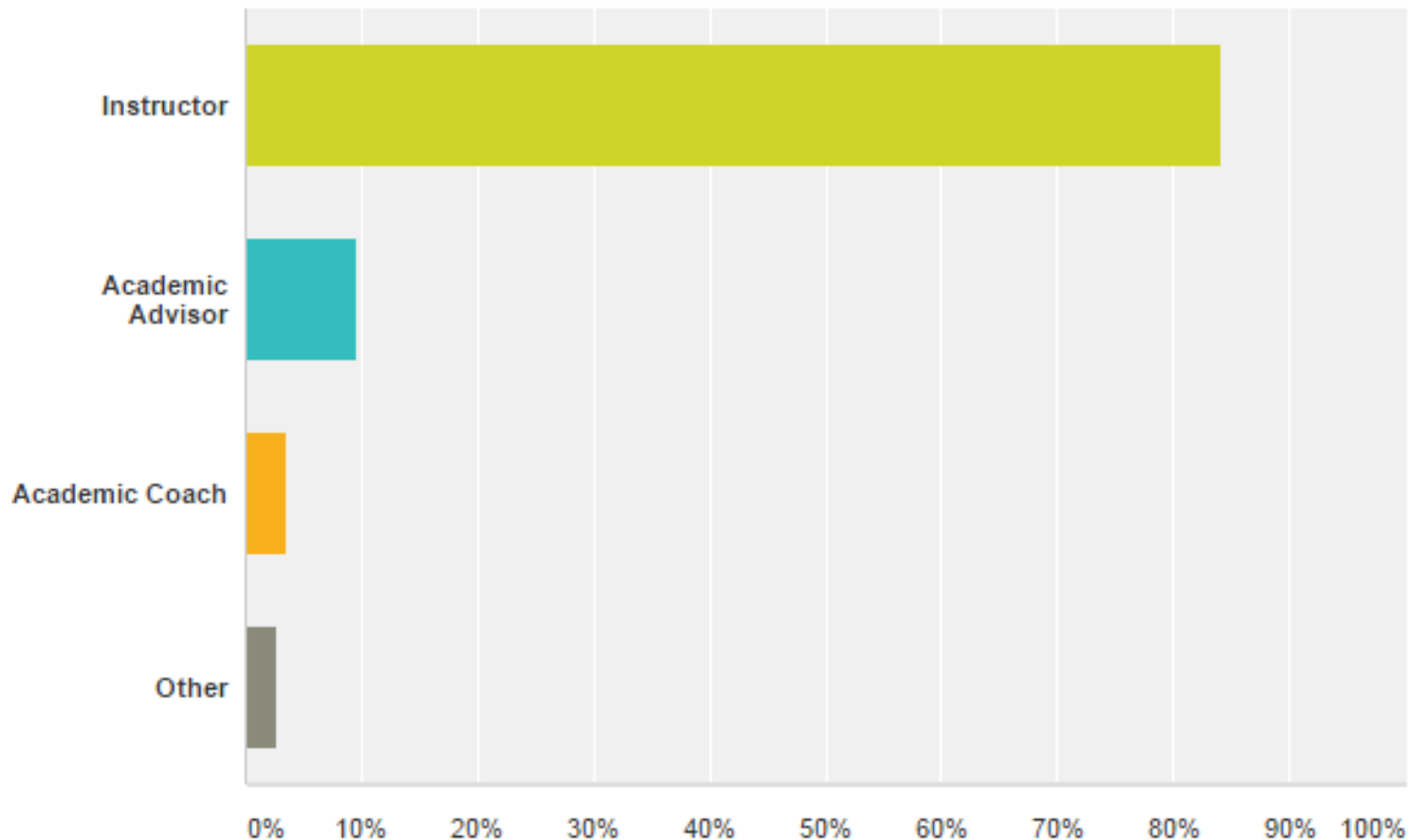
Attitudinal Change

Occurs when individuals start to understand their work and view work processes in new ways.

Learn more about how colleges use this approach to transform student support at:
<http://ccrc.tc.columbia.edu/publications/how-colleges-use-ipass-transform-student-support.html>

STUDENTS INDICATE DESIRE TO CONNECT WITH FACULTY FIRST

When you receive a flag, who do you want to talk to first?



MOVING BEYOND “BUY-IN”

- Need more than acceptance (or lack of resistance)
- Passive non-compliance is far more dangerous than active resistance
- Co-ownership is required for durable success
- “All hands on deck” not just for the work but also for a healthy, positive climate

(Alison Kadlec)

FACULTY, STAFF, & ADMINISTRATORS IN HEALTHY CLIMATES ...

- See a strong connection between their personal values and the goals of the change
- Believe that innovating on behalf of better outcomes for students is important, important now, and is valued/expected
- Understand how the change sought fits with other institutional priorities
- Feel respected, heard, valued by their departments and institutional leaders
- Believe that they have the support and guidance to be successful in their roles

(Alison Kadlec)