

**Case Study of Guided Pathways Implementation at the Community Colleges of One  
Northeastern State's Higher Education System**

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### **Dedications**

Alexis would like to dedicate this project to her friends and family that supported her on this arduous journey. She would like to especially recognize her partner, Santiago, for constantly cheerleading her despite time zone differences and the need to attend class in the middle of the night. Also, Alexis would like to thank her mother, Jane, for ensuring that she was eating balanced meals and two mini-dachshunds, Auggie and Marco, for relentless entertainment and companionship. She would also like to thank her capstone partner, Jennifer, for opening her eyes and heart to the community college educational system and serving as a wonderful counterpart on this adventure.

Jennifer would like to dedicate this project to her patient, supportive, and all-around spectacular husband, Joseph, and sons, Marcus and Gregory. Their constant encouragement and words of kindness helped her reach the finish line. She would also like to dedicate this work to every community college student trying to defy the odds and complete their education.

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## Executive Summary

**Problem:** The Northeastern State University System (NESUS)<sup>1</sup> has been experiencing decreased rates of enrollment, retention, and graduation. In an effort to combat this issue, the NESUS Office of Community Colleges (NESUS OCC) decided to implement a nationwide initiative, titled Guided Pathways, which is a program based on the research of the Community College Research Center (CCRC) at Columbia University, and the work of the Pathways Collaborative. The overarching objectives of Guided Pathways are to increase retention and graduation rates, promote equity and facilitate the transition from academia to workforce.

**Literature Review:** There is ample literature available on the implementation of Guided Pathways, including peer-reviewed journal articles, books and doctoral dissertations. CCRC authors published a majority of the literature that we reviewed, which stated the urgency for community college education reform. The existing “cafeteria style” model was not working and meta-majors needed to be implemented so that students had clear roadmaps to achieve goals, strong advising to select the correct path and robust efforts to keep students on track. CCRC utilized Kotter’s (2012) 8-Step Change Management Model as the framework for the Guided Pathways implementation process. Furthermore, the dissertations also underlined the importance of faculty buy-in, cross-silo collaboration, and communication in ensuring success.

**Framework:** Kotter (2012) was considered a pioneer in studying change management and utilized that research to develop his 8-step model. The steps need to be completed sequentially

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<sup>1</sup> NESUS is a pseudonym we use to protect the anonymity of our partner organization.

and are as follows: 1) create urgency, 2) form a powerful coalition, 3) create a vision for change, 4): communicate the vision, 5) remove obstacles, 6) create short-term wins, 7) build on the change, and 8) incorporate and anchor the changes in corporate culture.

**Research Questions:** We intentionally developed generic research questions that would promote the collection of qualitative and quantitative data in alignment with Kotter's (2012) change management model. The research questions are 1) What practices resulted in Guided Pathways implementation at scale? and 2) What practices hindered Guided Pathways implementation at scale?

**Project Design:** We conducted a mixed-methods parallel case-study that encompassed quantitative and qualitative data. The quantitative data analysis was centered on NESUS's tableau dashboard and the National Student Clearinghouse Research Center Data website. The qualitative data review included faculty champion interviews, likert-style Qualtrics survey, thorough website review, and document review.

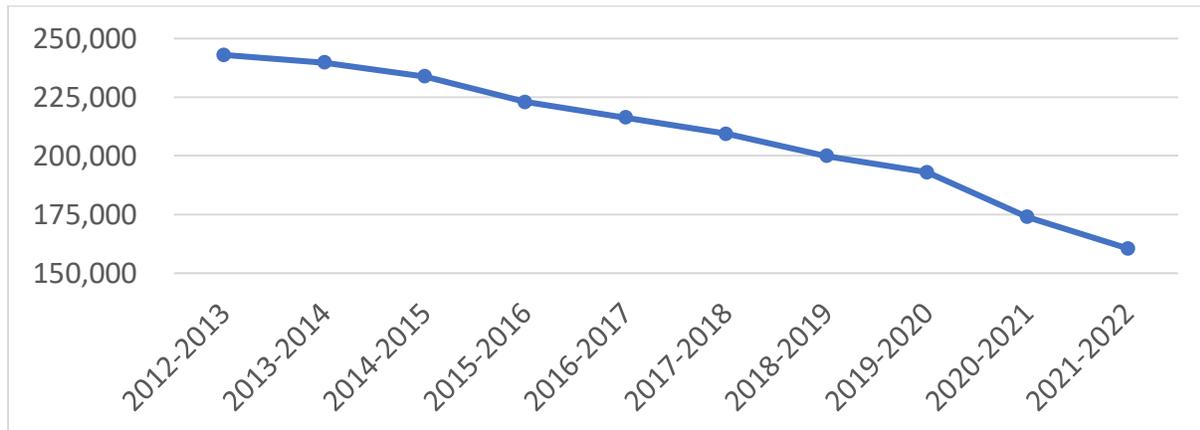
**Results:** The qualitative and quantitative analyses revealed that the more a college aligns its efforts with Kotter's (2012) change management model, the more a college will be successful implementing at scale. On the other hand, the more that a college steers away from Kotter's change management model, the less likely the implementation will be successful at scale.

**Recommendations:** We made 8 recommendations that align with Kotter's change management framework. Each recommendation is rooted in Kotter's model, which will increase the success of implementation at scale.

## **Case-study of NESUS Guided Pathways Implementation**

### **Organization Context**

The Northeastern State University System (NESUS) is one of the largest academic networks in the United States and is comprised of over 60 colleges and universities; of these are 30 community colleges that provide educational offerings to students from all over the globe (NESUS, 2019). For Fall 2022 semester, there were 159,333 students enrolled in community college classes of which approximately 90% were state residents (NESUS Database). Also, over 95% of the state's residents reside within 30 miles of a NESUS institution (Anonymous, 2019), which makes it geographically desirable and easy to access. Despite this proximity, NESUS community college enrollment has steadily declined by 3% annually over the past ten years and 17% since the beginning of the COVID-19 pandemic, as demonstrated in Chart 1. NESUS executive leadership is looking to its community college leadership to improve enrollment and retention.

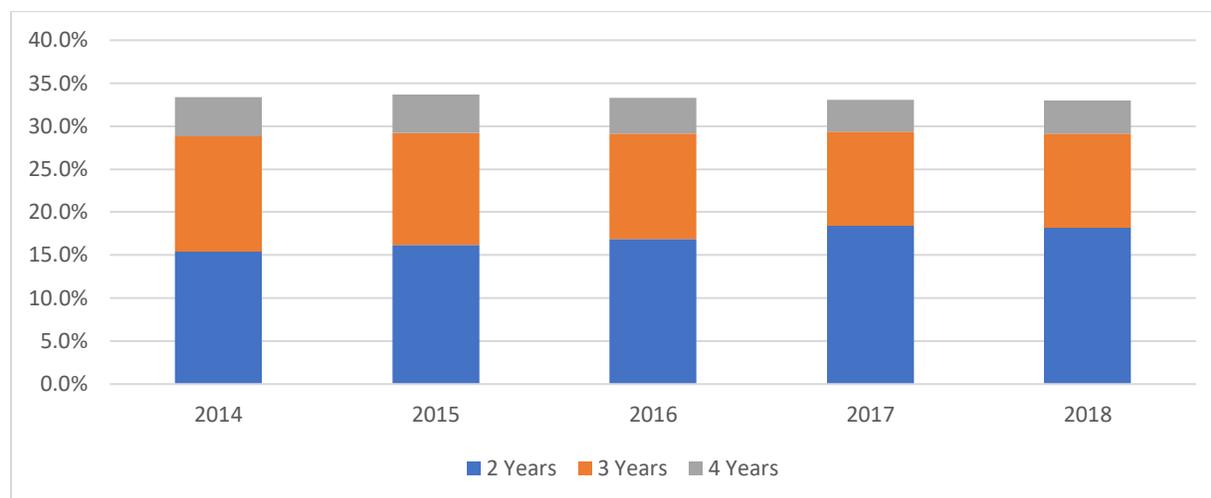
**Chart 1***NESUS Community College Enrollment, 2012-2022*

Note: Data for chart collected on NESUS Tableau Dashboard

Designed as a vehicle for upward mobility, community colleges serve some of our nation's most vulnerable populations. And yet, recent data shows that NESUS community college students are completing their degrees at abysmally low rates. From 2014-2018 only 33% percent of students completed a two-year degree in four years or less, as shown in Chart 2. Recognizing this as an unacceptable and inequitable outcome, NESUS determined that it needed to implement substantive changes.

## Chart 2

*NESUS Graduation Rates  $\leq$  4 years of Enrollment, 2014-2018*



Note: Data for chart collected on NESUS Tableau Dashboard

In that regard, The Northeastern State Office of Community Colleges and the Education Pipeline (hereinafter NESUS OCC) is the entity that supports the state's 30 community colleges and promotes the connection between K-12 education and community college. The office's top priorities are student success initiatives, leadership support, workforce development, and the education pipeline. In connection with these priorities, NESUS OCC runs a number of initiatives, including the Guided Pathways initiative, which is one of the main programs NESUS OCC has targeted to address the enrollment and retention concerns.

Guided Pathways is a national initiative based on the research of the Community College Research Center (CCRC) at Columbia University, and the work of the Pathways Collaborative.

The goal of Guided Pathways is to improve student retention and completion, promote equity, and foster transition from education to the workforce. According to CCRC, the organizing principles or “pillars” of Guided Pathways are: 1) clear curricular pathways; 2) helping students choose their pathway; 3) helping students stay on their path; and 4) ensuring that teaching and learning is happening with intentional outcomes. After concerted efforts led by NESUS OCC, 28 of the state’s 30 community colleges are now implementing the Guided Pathways framework to some degree. In fact, at the time of its implementation, the state’s governor and legislature endorsed the adoption of Guided Pathways. NESUS Chancellor stated that “this innovative program at community colleges provides students with an individualized education beginning in their high school years, which focuses on developing the skills needed for the in-demand jobs of their choice. We will continue to pursue and support these proven programs that put students on track to completing their college degrees on time and prepares them with the skills needed to begin their careers.” (Anonymous, 2019). Furthermore, \$1.8 million dollars have been allocated to support the implementation of Guided Pathways in the 30 community colleges (Anonymous, 2019).

The primary stakeholders for this project are the leadership at NESUS OCC and the 28 community colleges currently implementing Guided Pathways (see Table 1), as they will be provided with the results, which will demonstrate the factors and/or barriers in the Guided Pathways implementation process of two colleges. This study will enable them to better understand how the initiative should be enhanced or modified, and how to sustain momentum. Furthermore, a number of NESUS constituents will be indirect beneficiaries of our work

including NESUS faculty, support staff, administrators, and students. Each will reap the downstream effects of this quality improvement project.

**Table 1**

*Guided Pathway Implementation Timeline*

<b>Cohort</b>	<b>Implementation Time</b>	<b>Participating Colleges</b>
1	2018-2019	Colleges A-J
2	2019-2022	Colleges K-R
3	2021-2022	Colleges S-BB

Note: Implementation timeline adapted from NESUS website (college names removed for anonymity).

### **Problem of Practice**

The problem facing NESUS OCC is that very little information exists about the factors that promoted a successful implementation at scale<sup>2</sup> or barriers that hindered the implementation at scale of Guided Pathways. Following its adoption, Guided Pathways has been studied at other community colleges nationwide, but not at NESUS. Moreover, the initial cohort of colleges began the implementation process preceding the COVID-19 pandemic in 2018 and 2019. Also there have been numerous changes in leadership at the colleges and some Guided Pathways “champions” may no longer work at NESUS. This has resulted in competing priorities and Guided Pathways implementation may have been impacted. Furthermore, NESUS OCC will

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<sup>2</sup> In this context, “implementation at scale” is defined as “Practice is implemented at scale - that is, for all students in all programs of study”. This definition is from the CCRC Scale of Adoption Assessment (SOAA) tool used to assess progress toward implementing Guided Pathways model.

no longer fund Guided Pathways implementation. As such, NESUS OCC is eager to understand what has and has not worked so they are better able to provide guidance for the community colleges moving forward on their own. Thus, it is helpful for NESUS OCC to understand how the implementation proceeded at two colleges from the initial 2018-2019 cohort.

### **Review of Literature**

We conducted a literature review designed to foster a thorough understanding of the Guided Pathways program, the history of its implementation, and as a basis for determining what to look for as we gathered data on implementation at our case-study colleges. Because of the vast amount of research performed by the CCRC at Columbia University, we were also able to glean an appropriate conceptual framework and feasible research methodology. What follows is a review of literature discussing the birth of Guided Pathways, implementation methods in other states/contexts, emergent trends/patterns of successful implementation, Kotter's (2012) change management principles, and case-study methodology as a basis for Guided Pathways inquiry.

#### ***The birth of Guided Pathways***

According to the Washington D.C. education advocacy group, EAB (<https://eab.com>), the prevalence of Guided Pathways can be traced back to the publication of Bailey and colleagues' (2015a) "Redesigning America's Community colleges." Although the book may not be responsible for the term Guided Pathways, it could certainly be the source of the ubiquitous use of the term from 2015 to the present. However, it is worth noting that a year prior to the book's

publication, Jenkins and Cho (2014) published a paper, based in part on previous research, that concluded that students who are on a well-defined path with few choices are more likely to complete community college and earn a degree. It is in this paper that Jenkins firmly invites community colleges to eschew the “cafeteria style” educational offerings in favor of “guided pathways” (Jenkins & Cho, 2014).

Jenkins & Cho (2014) describe the Guided Pathways approach as centered on three main drivers: 1) clear roadmaps to well defined goals; 2) onramps with strong advising to choose the path; and 3) robust efforts to keep students on the path and achieving the goal. Bailey and colleagues (2015c) took those three concepts, now called pillars, and added the fourth: ensure students are learning along the way. These two seminal works were based on rigorous research and case-study (notably of Queensborough Community College in New York). The outgrowth of this work has been hundreds of community colleges across the country attempting broad-based change by implementing Guided Pathways.

### ***Guided Pathways implementation in context***

Fortunately, due to the efforts of CCRC and a plethora of doctoral student studies, there is a wealth of literature detailing a wide variety of community colleges’ efforts in implementing Guided Pathways (or similar change). Since 2013, CCRC researchers have studied and reported findings on a nearly annual basis (Jenkins et al., 2022, Jenkins et al., 2021a, Jenkins et al., 2021b, Jenkins et al., 2020, Jenkins et al., 2019, Jenkins et al., 2018a, Jenkins et al., 2018b, Bailey et al., 2015b, & Jenkins & Cho, 2013). There are six common findings among these reports:

- Finding 1: Implementation takes years. Most organizations accept that systemic change and instant gratification cannot coexist. But, Guided Pathways implementation will test even the most patient among us. Researchers studying how some of California's community colleges were sustaining the work of Guided Pathways found that it takes at least ten years for full implementation (Curry et al., 2021). Prior to that, Jenkins and colleagues (2018) suggested a timeline of seven years in their implementation guide. After reviewing the work of eight community colleges in various locations, Jenkins and colleagues (2019) noted that it can take six years, including two years of capacity building, just for the initial phase. These findings provide important context for investigating progress in community colleges who have been working on Guided Pathways for four years at most, most of which have been during a pandemic.
- Finding 2: A well-defined communication strategy that incorporates data is essential. Nothing can stall an initiative quite like inadequate communication. In their report detailing findings from the field study of eight pathways colleges, Jenkins et al. (2019) describe the importance of introducing Guided Pathways to the community early and planning for frequent communication. Similar findings and suggestions can be found in the dissertation work of several scholars who engaged in similar field studies (Hargreaves, 2022, Zimmerman-Cooper, 2021, Bailey-Hoffman, 2019, & Ashby, 2018). Furthermore, Alai (2022) and Hope (2017) demonstrate how colleges they studied used understandable data for successful communication.

- Finding 3: Cross-silo collaboration is needed for inclusive implementation teams. Jenkins et al. (2015) note that “collaboration is critical to implementing guided pathways” (pg. 1). In later field studies by Jenkin and colleagues (2018 & 2019), Hargreaves (2022), Curry and colleagues (2021), Ashby (2018), and Hope (2017), collaboration across units and total campus involvement are noted as essential to successful implementation. Furthermore, Klempin and Lehr (2021) looked at the impact of Guided Pathways on adult learners in three Tennessee community colleges and described how success was connected to college-wide coordinated participation.
- Finding 4: Faculty buy-in is the most elusive and most important element of success. Harrington (2020) authored an entire book for college leaders on the art of engaging faculty in Guided Pathways work. This focus is emblematic of both the importance of this endeavor and the challenges associated with accomplishing it. In a 2019 report to the Texas Success Center, Flores and Fabianke (2019) note that of the eighteen colleges implementing Guided Pathways,  
  
“...at a few colleges, the lack of faculty and staff inclusion in decision making resulted in a misunderstanding of the pathways model and concern about the impacts of reimagining or restructuring academic departments and advising models. Pathways teams at these colleges believed the concern had slowed progress and reported that they should have included more faculty and staff earlier in the process” (pg. 4).

There are examples throughout the literature that emphasize the role of faculty in successful implementation (Bailey-Hoffman, 2018 & Zimmerman-Cooper, 2021).

- Finding 5: Clear program mapping. In one of the more recent publications by CCRC, Jenkins et al. (2021) state that six years of community college Guided pathways research correlates success with clear program organization into meta majors and backwards mapping of curriculum. In their review of thirteen Tennessee community colleges Guided Pathways work, Jenkins and colleagues (2018) noted that all thirteen colleges started at the goal and backwards mapped the work. As early as 2013, Jenkins and Cho (2013) were imploring colleges to have detailed maps to clear goals. Based on the doctoral studies of guided pathways implementation, this advice was heeded (Budge, 2017 & Ashby, 2018).
- Finding 6: Process structure overhaul. In the CCRC's various field studies, as reported by Jenkins and colleagues (2019, 2018) an organization's willingness to engage in effective systemic change is correlated with successful Guided Pathways implementation. Hargreaves (2022) linked success in California's community colleges to student-informed procedural overhaul that included changing campus culture. Bailey-Hoffman (2019) noted that a common challenge in the multi-college district that she studied was the complicated implementation of wide-ranging changes. What emerges from this trend is that adherence to a change methodology (like Kotter's (2012) eight-step change framework) aids in a college's willingness to change and subsequent success at that change effort (Jenkins et al., 2019).

### ***Kotter's change management principles***

Three years after “Redesigning America’s Community Colleges” (Bailey et al., 2015a) was published, Jenkins et al. (2017) released an article summarizing findings from a six-college case-study of Guided Pathways implementation. In so doing, the authors evaluated the colleges’ change management using the three main principles of the Kotter eight-step change process (citing, Kotter International, n.d.). Specifically, Jenkins et al. (2017) looked at creating a climate for change, engaging the organization in change, and implementing/sustaining change. Two years later, Jenkins et al. (2019) published findings from an eight-college case-study and added a fourth dimension to their change management framework as follows:

1. Laying the groundwork for whole-college redesign,
2. Introducing guided pathways to the college community,
3. Supporting collaborative planning and implementation, and
4. Sustaining and institutionalizing student success reforms (p. 8).

The authors again credited Kotter (Kotter International, n.d.) with their rubric, noting that “the four phases ..., which build on Kotter’s framework ... are specific to the community college context and the requirements of whole-college redesign” (p. 8).

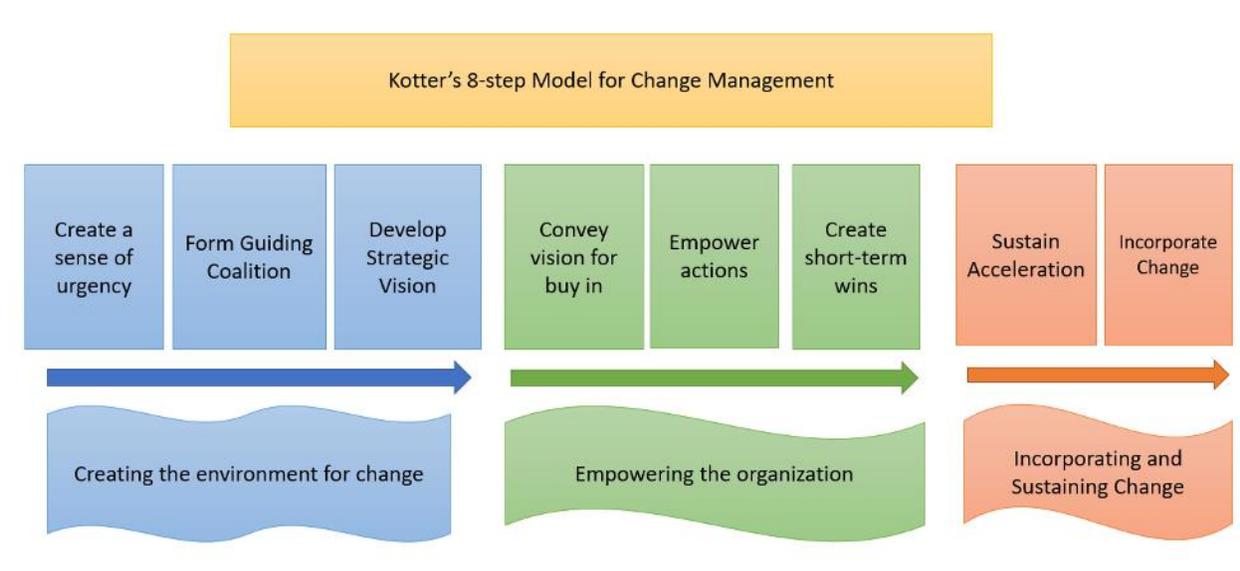
Furthermore, some of the dissertation Guided Pathways case studies we reviewed also relied on Kotter’s framework to inform their analysis. For example, Moore (2019), while studying faculty engagement in Guided Pathways implementation found that the college’s lack of a change strategy hindered its opportunity for growth. Zimmerman-Cooper (2021) also

applied Kotter's (1996) change model and transformational leadership theory to her study of a mid-western community colleges' approach to faculty buy-in.

Given the degree to which our review of implementation at two of NESUS's community colleges draws on the research of CCRC and the dissertations it spawned, it seems fitting that we use both the eight-step Kotter framework (see Figure 1 below) and Jenkins et al. (2019) tweaking of that framework to guide our study.

**Figure 1**

*Kotter's Model for Change Management*



Note: This figure is derived from Kotter's (2012) Change Management Model

Kotter studied organizational change in approximately 100 organizations and used those case studies to develop his 8-step model. These steps should be completed sequentially to achieve success and they are outlined below.

- Step 1: **Create Urgency:** Need to develop a sense of urgency to initiate motivation. This can occur by sharing the competitive landscape and engaging in “town hall” dialogue with the employees.
- Step 2: **Form a Powerful Coalition:** Find effective change leaders to support the initiative. These key individuals are influential and have a variety of sources of power.
- Step 3: **Create a Vision for Change:** Concepts and vision need to be linked to facilitate understanding of the organization’s direction.
- Step 4: **Communicate the Vision:** Develop messaging and communicate it frequently to demonstrate dedication to the project. It needs to remain the cornerstone of all employees’ actions and leaders need to demonstrate behaviors to facilitate success.
- Step 5: **Remove Obstacles:** Ensure that all employees are onboard and that there are no barriers to success. This is critical to empower the staff to accomplish the goal.
- Step 6: **Create Short-Term Wins:** This will facilitate and continue with momentum to accomplish the larger picture. These need to be smaller achievable goals so that employees feel that the vision can be accomplished.
- Step 7: **Build on the Change:** It takes time to achieve long-term success. It is difficult to continue with the momentum, but it is critical to do so.
- Step 8: **Anchor the Changes in Corporate Culture:** The change effort needs to be embedded in the organizational core. This should be demonstrated in the vision and values and employees should recognize the successful efforts.

### ***Case-study for Guided Pathways Insights***

A case-study is often conducted with a mixed methodology approach (Starman, 2013). However, CCRC researchers primarily employed qualitative tools in their case studies of Guided Pathways implementation (Jenkins et al., 2022, Jenkins et al., 2021a, Jenkins et al., 2021b, Jenkins et al., 2020, Jenkins et al., 2019, Jenkins et al., 2018a, Jenkins et al., 2018b). In these cases, a self-assessment was sent to each college, followed by extensive interviews and focus groups. However, Guided Pathways-focused dissertations we looked at relied on both quantitative and qualitative methods (ex: Budge, 2017; Donnelly, 2020; Scott, 2022), with quantitative data primarily focused on student retention/completion data and demographic information. To the extent that completion rates and demographic data can help inform an implementation analysis, quantitative data supplements the qualitative findings of surveys and interviews.

The literature revealed that nearly all of the CCRC research is case-study driven, as are the many dissertations to which we looked for guidance (Alai (2022) , Ashby, 2018, Bailey-Hoffman, 2019, Curry et al., 2021, Hargreaves, 2022, Hope (2017), Jenkins et al., 2022, Jenkins et al., 2021a, Jenkins et al., 2021b, Jenkins et al., 2020, Jenkins et al., 2019, Jenkins et al., 2018a, Jenkins et al., 2018b, Bailey et al., 2015b, & Jenkins & Cho, 2013, & Zimmerman-Cooper, 2021). Based thereon, we conducted a case-study within the conceptual framework of Kotter (2012).

### **Conceptual Frame and Project Questions**

The purpose of this quality improvement project is to better understand the factors and potential barriers to adopting Guided Pathways in NESUS colleges specifically, based on Kotter's (2012) model of change management. Since CCRC utilized Kotter as the foundation for the implementation of Guided Pathways, we wanted to align our project with Kotter as well, rather than Jenkins' model that was derived from Kotter. Moreover, these research questions were generically written to allow the two study sites to provide ample quantitative and qualitative data to address Kotter's eight step model. This allows us to better understand NESUS's adherence to CCRC's recommended implementation strategies. The research questions are:

- What practices resulted in Guided Pathways implementation at scale?
- What practices hindered Guided Pathways implementation at scale?

### **Project Design**

Among the many options for investigating a quality improvement project, case-study is a reliable and oft-used choice. But, as Starman (2013) notes, case studies are more than a methodological choice and often combine both quantitative and qualitative data collection. One of the many definitions of case-study that Starman (2013) explores includes that of Sagadin (1991):

“case-study is used when we analyze and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.),

individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail” (p. 31).

Since we seek to study the phenomenon of Guided Pathways implementation in two of NESUS’s community colleges, case-study is appropriate for that purpose.

We designed our project to study two colleges with different demographic populations and approaches to Guided Pathways implementation. We thought it would be helpful to gather quantitative data on both student demographics and completion rates at both colleges and the national level for comparison. While this information may not tell us much about implementation success, we felt it might inform choice of implementation methodology. We followed the lead of CCRC researchers to gather implementation success data by employing qualitative methods as well. As such, our approach was a mixed methods approach.

### ***Data Collection Design***

For both research questions, we needed the same data components, and we utilized identical data collection methods. Table 2 provides details about the necessary data and respective collection methods.

**Table 2***Data Collection Design*

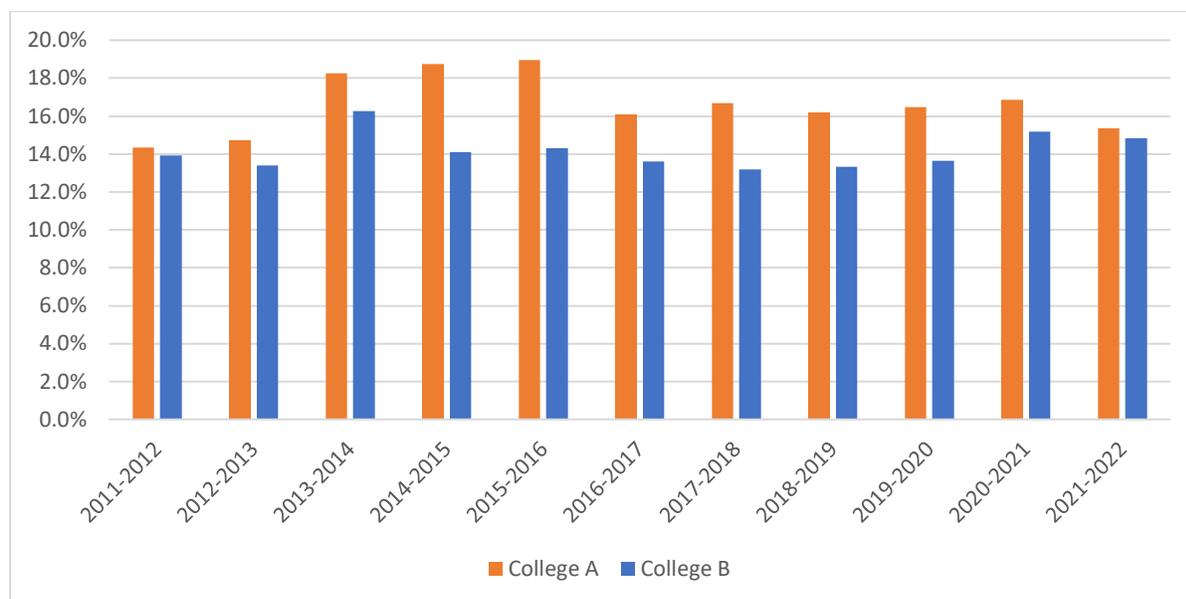
<b>Project Questions</b>	<b>Data Needed</b>	<b>Data Collection Methods</b>
What practices resulted in Guided Pathways implementation at scale?	<ul style="list-style-type: none"> <li>• Guided Pathways implementation plan/status</li> <li>• Historical SOAA results</li> <li>• Public information on Guided Pathways implementation</li> <li>• Graduation rates/demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-structured faculty Champion interviews</li> <li>• Closed- and open-ended questions on Qualtrics survey for faculty, support staff, and administrators</li> <li>• College website review</li> <li>• Tableau data analysis</li> </ul>
What practices hindered Guided Pathways implementation at scale?	<ul style="list-style-type: none"> <li>• Guided Pathways implementation plan/status</li> <li>• Historical SOAA results</li> <li>• Public information on Guided Pathways implementation</li> <li>• Graduation rates/demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-structured faculty Champion interviews</li> <li>• Closed- and open-ended questions on Qualtrics survey for faculty, support staff, and administrators</li> <li>• College website review</li> <li>• Tableau data analysis</li> </ul>

### ***Research Site Selection***

In January 2023, we met with Renee Dimino, an Associate Professor and Guided Pathways Project Director at a community college. As a preliminary step, and with Dimino's guidance, we used a purposive sampling to identify two colleges out of the 28 NESUS colleges that were implementing Guided Pathways. Due to Dimino's extensive experience with the implementation of Guided Pathways at community colleges, we felt that she would have insight into which colleges would best serve the purposes of this case-study. Dimino recommended College A and College B as they each were part of the Cohort I implementation in 2018. Additionally, the annual graduation rates (as shown in Chart 3) are lower than 20% consistently, which demonstrates the need for change and additional resources. Moreover, each of the colleges had both successes and challenges in adopting the Guided Pathways program. She believed that these sites would provide ample data that can be extracted and applied to future colleges that are implementing Guided Pathways.

### Chart 3

#### *Annual Graduate Rates, 2011-2022*



Note: Data for chart collected on NESUS Tableau Dashboard

### Data Collection and Analysis

In this section we describe the process by which we analyzed the data that was collected. Since this case-study used a mixed-method approach, we had five different approaches to data collection and analysis.

#### **Website Review**

To get a picture of the colleges' external presentation with regard to their Guided Pathways work, we conducted a thorough review of their public-facing websites. We gathered data on the presence of Guided Pathways language, concepts, and activities. Because websites

are a primary method for colleges to communicate their values and programs (Van Noy et al., 2016), we assessed the degree to which the colleges communicated their commitment to Guided Pathways and institutional change using a self-created rubric we grounded in our conceptual framework (see Table 3). We started at the home page of each website and then reviewed each link and secondary link from that page. We then used each site’s internal search bar using “guided pathways” as a query. We reviewed each additional link this subsequent search produced.

**Table 3**

*Website Review Rubric*

<b>Category (Kotter/Pathways)</b>
Does the website have evidence of creating clearly defined pathways?
Does the website indicate how students get help choosing a path?
Does the website demonstrate efforts to keep students on a path?
Does the website have any evidence of the institution’s efforts to ensure learning is occurring?
Does the website have evidence of the organization creating a climate for change (urgency, coalition, vision)
Does the website communicate the vision of Pathways or show evidence of success (small wins)
Does the website have evidence of efforts to build on or sustain change

Applying this framework, we created a matrix for each college indicating where we found information consistent with the categories (separated by category), a summary of the

finding, and a link to the exact location of the finding. For anonymity, we removed the links from the table in published documents (See Appendix A).

### ***Quantitative Data Collection***

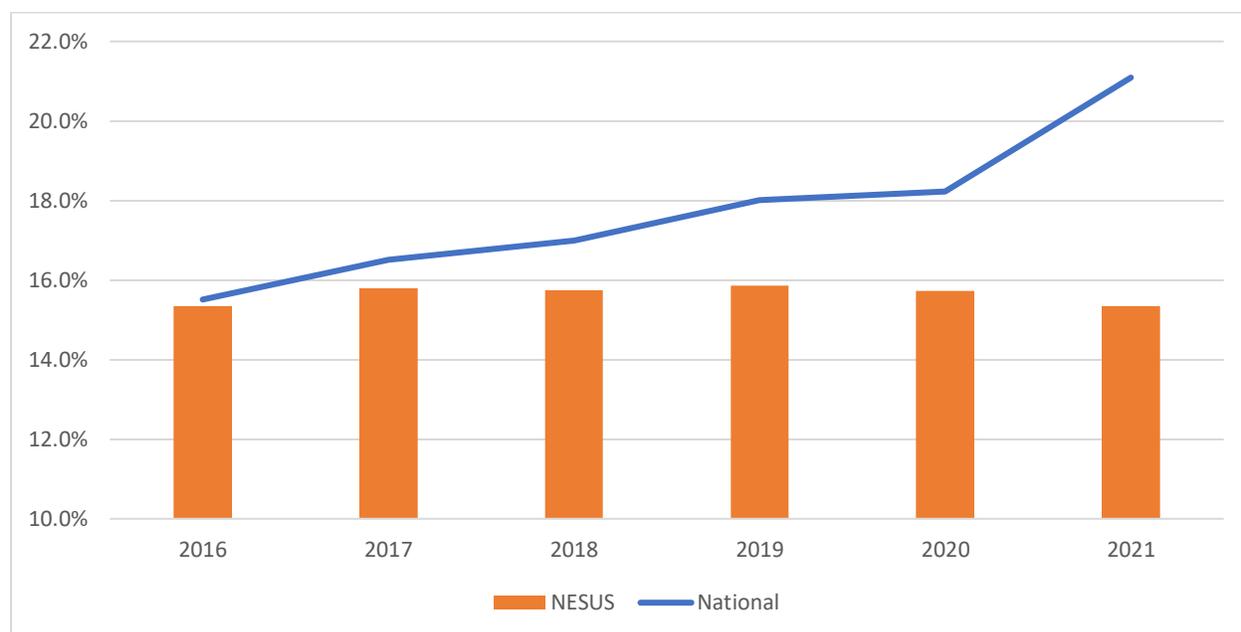
There are two primary sources of historical data that we collected. First, we conducted a comprehensive assessment of data available to the public via the NESUS Tableau server. We were able to analyze cumulative data for NESUS and drill down by college. The NESUS website contains metrics regarding enrollment and graduation rates in general and by discipline. Additionally, we were able to collect data by year of enrollment and how many years it took to graduate with a degree.

NESUS's tableau dashboard provided us with ample historical data to ascertain enrollment and graduation data, meta-major degree completion, and demographic data (Appendix B). This quantitative data was compiled and compared over multiple years. For most of the fields, there was over five years of data. Since the data fields were identical, we were also able to draw comparisons between the two colleges. We learned in the faculty champion interviews that College A actually started the Guided Pathways adoption process in 2014, which proceeded Cohort 1's implementation. As a result, there were more years of data available for College A. However, since College B began the implementation process in 2018 with a completion date of Fall 2020, there are only two years of data to assess the post-implementation phase.

We also compared the NESUS tableau data to National Student Clearinghouse Research Center data. This was done to demonstrate how NESUS compares to community colleges nationwide. For example, NESUS community college rates averaged 15.8% from 2016 to 2021, which was substantially lower than the national average (see Chart 4 below). However, when analyzing graduation rates by major, NESUS and National Student Clearinghouse Research Center had differing categories. We were able to draw some comparisons, but it required the development of a “crosswalk”. In the end, we opted not to compare NESUS and national graduation rates by major.

#### Chart 4

*NESUS and National Community College Graduation Rates, 2016-2021*



Note: Data derived from NESUS Tableau Dashboard and National Student Clearinghouse Research Center data

## **Surveys**

We used the Qualtrics platform to administer a survey of the faculty, student services staff, and administrators. The survey was comprised of both closed- and open-ended questions. The initial two questions asked the user to identify the college affiliation and role at the organization. The next 19 questions were adapted from the Scale of Adoption Assessment (SOAA), which has been administered to the NESUS colleges in previous years (see Table 4). This tool was developed by CCRC and utilizes a Likert-style scale rating of *not occurring*, *not systematic*, *planning to scale*, *scaling in progress* and *at scale*. This survey was first administered in 2017 and readministered intermittently to some but not all colleges. Both College A and College B completed SOAAs in 2019, which were provided to us. We decided to administer the identical tool to be able to draw comparisons from prior years, knowing that the colleges could provide us with that data. (See Appendix C for Qualtrics Survey)

**Table 4***SOAA Questions, by Header Category*

<b>MAPPING PATHWAYS TO STUDENT END GOALS</b>	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
	Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
<b>HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b>	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
	Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.

	<p>Required math courses are appropriately aligned with the student's field of study.</p>
	<p>Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>
	<p>The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>
<p><b>KEEPING STUDENTS ON PATH</b></p>	<p>Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>
	<p>Students can easily see how far they have come and what they need to do to complete their program.</p>
	<p>Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>
	<p>Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>

	<p>The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>
<p><b>ENSURING THAT STUDENTS ARE LEARNING</b></p>	<p>Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>
	<p>Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>
	<p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>
	<p>Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>

	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
	The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

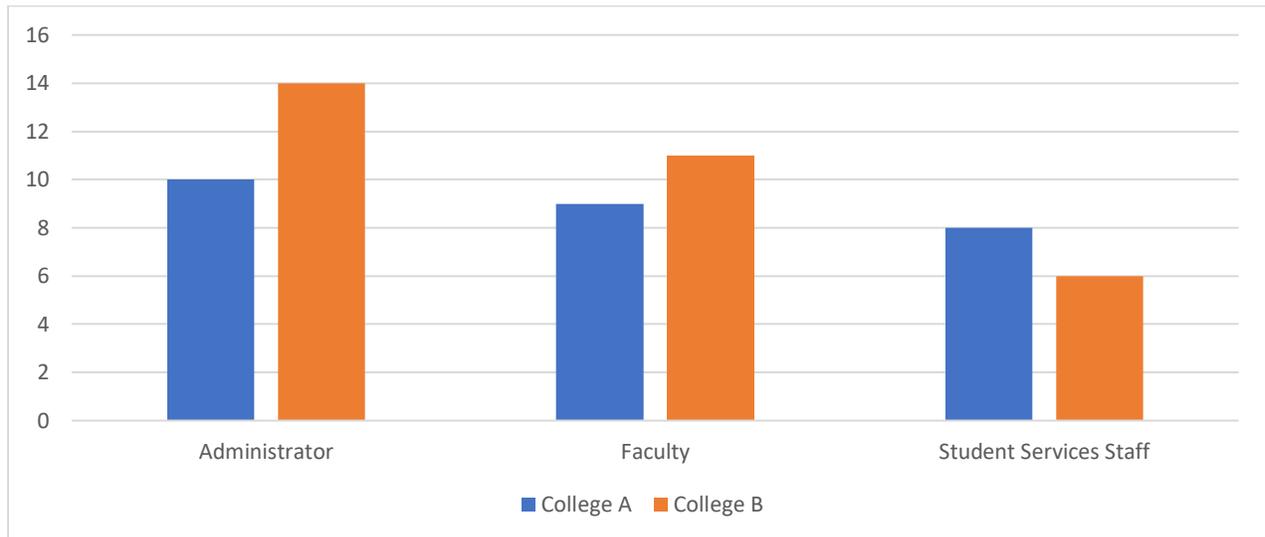
We developed three additional open-ended questions to gather qualitative information to better understand the Guided Pathways implementation process. These inquiries target the research questions posed in the case-study.

- In your opinion, what helped facilitate Guided Pathways implementation?
- In your opinion, what hindered Guided Pathways implementation?
- Please describe, from your perspective, your institution's current Guided Pathways implementation status.

We provided the survey to the Institutional Research department at each college once we received their respective contact information. Both colleges required their own internal IRB review process, which delayed the distribution of the Qualtrics survey. Since we already had Vanderbilt's IRB approval, we were able to receive approval from College A and College B relatively seamlessly.

We worked with the Institutional Research department of each college to disseminate the Qualtrics survey to all full-time faculty and staff. On April 18, 2023, College A emailed out the survey to all full-time staff and faculty, sent a reminder on May 3, 2023, and that survey closed on May 5, 2023. College B emailed out the survey to all full-time staff and faculty on May 15, 2023, sent a reminder email on May 23, 2023, and that survey closed on May 26, 2023. College B had a smaller window for survey completion because we were not able to meet with College B leadership earlier.

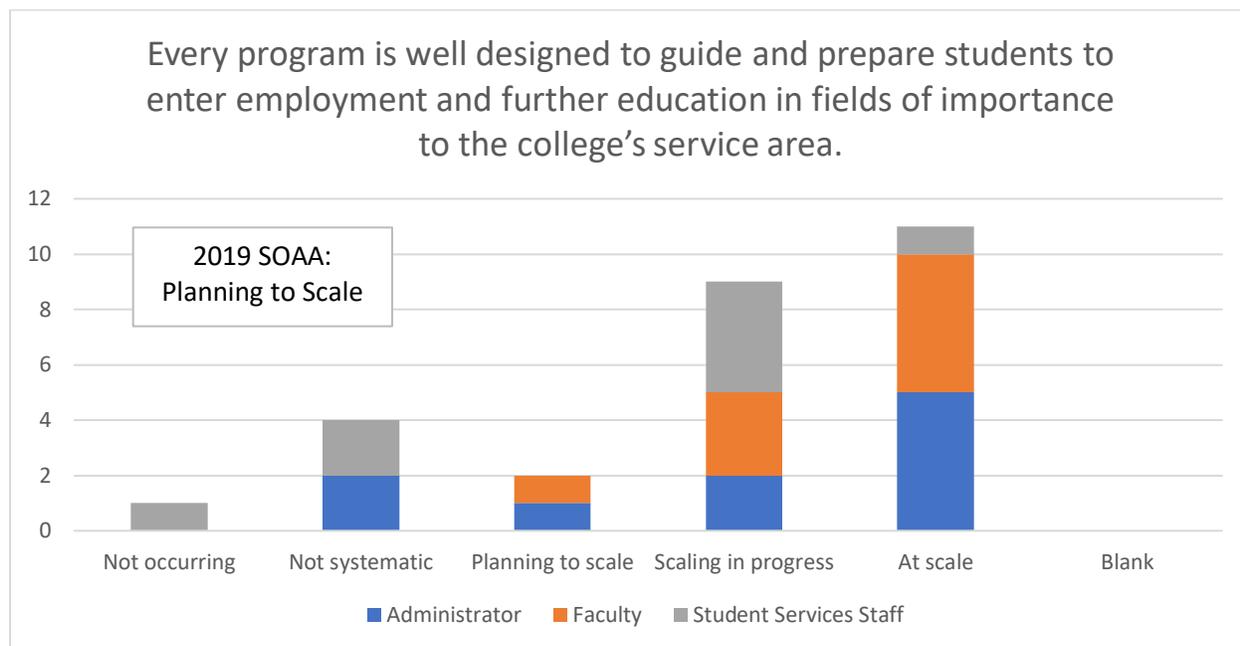
We received less than a 10% response rate overall; there were 27 responses from College A (47% of all respondents) and 31 from College B (53% of all respondents). Distribution of respondents by role and organization appears below in Chart 5.

**Chart 5***Respondents by Role and Organization*

We graphically depicted all Likert-style answers by college affiliation and organizational role. The answers were compared to their respective prior SOAAs in 2019, as annotated in the text box in each graph. See Chart 6 below for an example. This allowed us to understand what progression, if any, occurred during the past four years. Lastly, we compared College A and College B results to each other, which further demonstrated the significant differences in Guided Pathways progress. See Appendix D for graphical results of Qualtrics survey.

## Chart 6

### Responses to Question 1 for College A



Note: The bars represent the responses to the Qualtrics survey while the textbox indicates the 2019 SOAA response.

The last three questions of the Qualtrics survey were open-ended questions that enabled us to gather additional information about the status of the Guided Pathways implementation. These questions were not mandatory, but over 90% of the respondents answered those questions. We used the same coding system that was applied to the institutional champion interviews to understand the perspectives of survey participants. This allowed us to draw comparisons across all of the qualitative data, particularly with respect to organizational role. However, there was no consistency in regard to organizational role and perspective on Guided Pathways adoption. See Appendix E for Qualtrics survey open-ended responses that were coded per the rubric outlined in Table 6.

## ***Interviews***

We used purposeful sampling to identify one faculty champion and one administrator at each college to gain additional insight into the implementation of Guided Pathways at their respective campuses. We chose interviewees that were instrumental in the implementation and adoption at their institutions. We created a list of questions by drawing on themes in the CCAR literature, Kotter conceptual framework, and our research questions (see Table 5), with the questions approved by the Institutional Review Board.

### **Table 5**

#### *Interview Questions for Faculty Champions*

Can you describe how you became involved with Guided Pathways?
How would you describe your current role?
What did your institution do to prepare for Guided Pathways?
How did your institution first introduce Guided Pathways to the college community?
What was/is your institution's plan for implementation, what people were involved in implementation and how were they chosen?
Can you describe where your institution is relative to your initial plan and if the plan has changed/morphed at all?

Can you describe how your institution has communicated what is happening with Guided Pathways throughout the process?
Do you think there have been any “wins” in your institution’s Guided Pathways work so far?
What have been your biggest opportunities and challenges during the Guided Pathways process?
What does the future of Guided Pathways at your institution look like?
Any thoughts about Guided Pathways in general you want to add?

We emailed the questions prior to the interview so that the interviewees had ample opportunity to thoroughly answer them and conducted semi-structured interviews over Zoom. Each of the interviews lasted just under an hour each. On April 21, 2023, we interviewed one administrator and one professor at College A, which was recorded on Zoom. We then replayed the recording to develop the transcript using Otter AI and subsequently replayed it again to verify the transcript’s accuracy. On May 11, 2023, we interviewed one administrator and one dean at College B. We recorded the interview on Zoom and then used Zoom’s transcript technology for the second interview. We verified the accuracy of the transcript by replaying the recording. Then, we both coded the interviews individually to align with Kotter’s (2012) change management model. We then compared our coding for consistency. This allowed us to align the interviews to the conceptual framework (see Table 6) and later align responses to the research questions. See Appendix G for coded faculty champion responses.

**Table 6***Coding Rubric*

Category (Kotter)	Color
Evidence that the college created urgency. (Laying the groundwork for whole-college redesign)	Yellow
Evidence that the college formed a Powerful Coalition: broad participation. (supporting collaborative planning and implementation)	Green
Evidence that the college created a vision for change	Blue
Evidence that the college communicated the vision for change. (Introducing guided pathways to the college community)	Purple
Evidence that the college Removed Obstacles: Ensure that all employees are onboard and that there are no barriers to success.	Grey
Evidence that the college created/celebrated Short Term Wins.	Red
Evidence that the college built on the change (sustaining and institutionalizing student success reforms).	Cobalt
Evidence that the college anchored the change in the organizational culture	Teal

***Document Review***

Knowing that the colleges participating in NESUS's Guided Pathways institutes were required to prepare reports and other evidence of participation, we requested that each college provide us with any documents they prepared in connection with their Guided Pathways work. Other than the SOAA discussed above, NESUS did not require that documentation take any prescribed form. As such, we expected that the documents would take different forms, but could all be subjected to the same coding rubric. See Appendix F for the indexed documents.

Each college provided us with their SOAA(s) and provided us with access to a repository of Guided Pathways documents. College A's documents were available on their public-facing website and essentially documented the creation of their work groups and the final recommendations from each. College B's documents were all housed on an internal website and

they provided us with “read only” access. However, our permissions did not allow us to access what was needed, so College B emailed us additional requested documents.

### *SOAAs*

College A provided us with their completed SOAA, while college B provided us with a "closing report" they submitted in lieu of a SOAA. College A provided us with one SOAA, while college B provided us with two SOAAs completed about a year apart. While we anticipated using the SOAAs primarily for comparison to our survey responses, because some of the responses in the SOAA are open ended we decided to treat them as documents as well, and coded the open-ended responses with our conceptual framework rubric, as shown in Table 6.

### *Repository Documents*

Each college provided us with a significant number of documents. To ensure that the documents provided were relevant, we did a quick summary review of each. We looked for activities or practices reflected in the documents that related to our coding categories (see Table 7). Once a document was identified as relevant, we then conducted a close review of the document guided by our coding rubric. We then indexed the documents by creating a table for each repository which lists each document by title (and weblink when possible), provides a summary description of each document, and indicates which coded themes were present in the document (Appendix F). For all published work, we removed any identifying weblinks. Below is an example of our indexing:

**Table 7***Sample Relevant Document*

<b>Document Name and Link</b>  (Links removed for anonymity)	<b>Document Description</b>	<b>Kotter Principles Present</b>
Design Analysis Workgroup Charter	Organizational document for work group- lists membership and tasks/guiding principles and vision	1 urgency 2 broad coalition 3 vision for change 5 barriers removed

**Findings*****Research Questions***

Based on our analysis of documents, faculty champion interviews, and an online Qualtrics survey of College A and College B Guided Pathways implementation, including open-ended questions, we find that adherence to Kotter's 8 Stage Change Management model is essential to implementation at scale. As such, our research questions and answers are:

1. What were the factors that resulted in Guided Pathways implementation at scale?

*Answer:* The more a college aligns its efforts with Kotter's change management model, the more likely the college is to be able to implement Guided Pathways at scale.

2. What factors hindered Guided Pathways implementation at scale?

*Answer:* The more a college veers from Kotter's change management model, the less likely the college will be able to implement Guided Pathways to scale.

To facilitate a deeper understanding of these findings, what follows are descriptions of College A and College B's implementation efforts in the context of Kotter's 8 Stage Change Management Model.

### ***College A Findings***

#### 1. Create a Sense of Urgency

Kotter (2012) emphasizes the need for a clearly communicated sense of urgency for institutional change. All of the data we collected demonstrates that College A was very effective at explaining the Guided Pathways change as a moral imperative and not just "another new initiative" (Appendix G). In fact, during our interview of their leads, it became clear that College A used graduation data to justify changing their processes as early as 2014, which was prior to NESUS suggesting the Guided Pathways implementation. College A interviewee A stated,

"that was really how the introduction started when we started with the [Redesigning America's Community Colleges] book and just talking about the experience of college students and then moved into [American Association of Community Colleges]" (Appendix G).

The faculty champion noted that participating in Achieving The Dream (ATD) catalyzed College A to become more of a "data college" which in turn became the impetus for change.

From the outset of our interviews with College A and review of their website, it was abundantly clear that they approached the Guided Pathways work as an ethical necessity. As noted by their high-level administrative interviewee,

“We had our first ever what was called data summit where we basically released data to the entire college at once when we were all together looking at this data. And I think there was [sic] some surprises in that to have seen that our graduation rate had hovered around between 28 and 30%... But we sat in that room looked at the data and said ... it's not that we didn't do anything but we haven't really accomplished anything. And that was a rough pill to swallow” (Appendix G).

College A's faculty lead also described the degree to which understanding this urgency was integral to the plan: “We first looked at the data where, you know, average 30% graduation rate. That's pretty powerful data that kind of tells you you don't have a great student experience” (Appendix G).

Furthermore, our document review also demonstrated how College A anchored all of their work in the urgent need for change. For example, each of College A's documents referenced in the College A Document matrix (Appendix F) begin with a statement reflecting the purpose and urgency of the work. Both the work group charters and the final team recommendations reflect the importance of improving the student experience. It seems this difference may explain in part why College A was able to carry the work across the interruption of a global pandemic and bring the effort to scale.

## 2. Form a Guiding Coalition

For Kotter (2012), change can only take place if the organization builds a powerful coalition, that is both broad and deep, to lead the change. College A built a powerful coalition to implement Guided Pathways, by using a “bottom up” and grassroots approach. Both comments from our interviews of College A leads, and their committee documents provide a strong indication that College A believed that the faculty and staff should lead this project because they were the ones doing the work on the ground. The data shows that leadership believed that they should support and accept the work of the project leaders, even if turning over control was a challenge. The high-level administrator from College A captured this best describing a scenario wherein his boss wanted to know the progress. He said:

“So for the first year, they went out and did that work that group of 30 people put together and redesigned the unit, I stayed out of it, which was a little off putting sometimes when the President would come in and ask me how's it going, and I had to say, I have no idea I'll tell you when they give it to me” (Appendix G).

The depth of the guiding coalition assembled by College A is evident in the documents that both set up their working committees and reported out their progress, as well as their website's Guided Pathways section. Each of these provides evidence that employees from all over the college, in myriad departments, were on the various committees in appropriate roles. The sheer number of employees (over 75) who participated in the work is impressive. The open-ended answers to our survey also demonstrate a depth of understanding and appreciation for the work that would not be present without such a broad coalition. For example, one self-

identified administrator responding to the survey stated that what helped implementation was “A faculty and staff led group propelled by key faculty and supported by College leadership (Pres, Board, VPs, etc.)” (Appendix E). A faculty member’s response to the same question was “Groups containing people across the college looking at various areas and recommending ways to improve those areas” (Appendix E).

### 3. Develop a Strategic Vision rooted in Organizational Culture

Kotter’s (2012) work emphasizes that simply desiring change without a clear vision for what that change looks like will not lead to meaningful change. The vision developed by College A leadership and implemented by the teams was strongly rooted in organizational culture. As noted by the high-level administrator we interviewed,

“guided pathways for us ... is less an initiative than a mindset change for the institution.

And when we it's almost funny to me now when we say we follow a guided pathways

[model] ... as far as I'm concerned, is just the way we do business” (Appendix G).

Looking at this work as rooted in their culture may have been easier for College A because of their participation in “Achieving The Dream” prior to beginning their pathways work. As that same administrator noted:

“from my perspective, it ... was about conversations. It was more conversations about

the student experience. It was reading the book and then getting into the cohorts to

expose ourselves to the institutes that were happening and the learning that was

available. And in some ways it was trying to build what the culture of the institution was

in advance that forward in terms of communication ... So I think that's where it really started. And as [FL] pointed out, to me grounded in the ATD work” (Appendix G).

Furthermore, as can be seen in the website evaluation (Appendix A) and the document matrix (Appendix F), College A had a clear strategic plan for implementing Guided Pathways. Their committee documents all delineate the vision. Their Board of Trustees approved the vision. Importantly, the vision was not merely platitudes and instead was specific with tangible goals. As College A faculty champion noted “We've also written guided pathways into our strategic framework. And that goes out to you know, all of leadership and so, and that's what's used for faculty and staff to write their goals each year” (Appendix G).

#### 4. Convey/Communicate the Vision for buy-in

Communication is the backbone for Kotter’s (2012) Change Management model and College A excelled at this. The faculty champions went to every department’s staff meetings, open forums, and academic and student affairs meetings (Appendix F, Appendix G). They created websites, shared drives, and portals that contained meeting minutes and status of implementation so that information was consistently available. They also emailed the faculty and staff regularly to provide status updates. College A believed that informal communication was “more powerful” because it “was face to face” (Appendix G). As the College A administrator observed: “I don't think there's ever been more of a comprehensive approach to disseminating information than what I saw from [FL] and her partner and during that process” (Appendix G).

College A also used their website for communication to their broader community. As noted in the website matrix (Appendix A), College A’s commitment to the principles and

outcomes of Guided Pathways is easy to see on their public-facing website and consistent throughout. Layers of information detail the process of implementation and the desired outcome. Although the open-ended answers to our survey for College A show some disconnect in what the faculty might have been aware of, the remainder of the data we collected indicates that it is not likely due to a lack of communication on the part of the implementation team or college leadership.

#### 5. Empower Actions/Remove Obstacles

Kotter (2012) states that it is critical to remove barriers and obstacles to optimize outcomes. College A indicated a belief that a grassroots and team-based approach would facilitate success by minimizing leadership's involvement so that conversations and ideas could flow freely. As College A administrator indicated:

“It was very clear to me anyway and I believe my counterpart and the Vice President of Student Affairs would agree that we had motivated engaged faculty and staff that wanted to fix the issues that we have. And there was probably a long tradition or more administratively led initiatives in the past. It was time for us to step aside and let the people who do the work do the work” (Appendix G).

In so doing, faculty and/or staff resistance to administrative mandates—a barrier to organic problem-solving—was reduced.

College A also ensured that the teams would not be stalled by a multi-layer approval process and would be supported with release time and funding as needed. Multiple members of teams were sent to trainings and implementation team leads were relieved of other duties or

compensated for taking on additional duties during the phases of heavy workload. College A also credits their pre-existing culture of cooperation and comradery with the empowerment that implementation leads experienced.

#### 6. Create and Celebrate Short-term Wins

Kotter (2012) underscores the importance of celebrating short-term wins when going through large-scale and long-term change initiatives. College A was adept at celebrating every milestone in their regular communication and on their website. Furthermore, College A celebrates their wins at annual data summits. Some of the wins College A described celebrating along the way were: eliminating developmental education that has doubled the student success in English and Math courses, increasing the graduation rate to more than 30%, and decreasing the average number of graduating credits from 88 to 66 (for a 64 unit degree).

College A faculty champion proudly described the processes by which the wins were and are celebrated:

“We have at least three Institute days a year we just changed so now they happen throughout which are professional development days where we just run for faculty and staff sessions all day long led and designed by them and folks from the outside that we can bring in on all of [the successes]... I do a regular update to the Board of Trustees. So they're aware of what's happening with guided pathways, the data that we have on the win” (Appendix G).

College A has shifted this data summit to an equity summit based on some of the findings from their Guided Pathways implementation.

## 7. Sustain Acceleration

According to Kotter (2012), sustaining change is one of the most challenging aspects of broadscale institutional change. Adding a global pandemic to the change timeline had the potential to significantly stunt College A's vision for change. However, as can be seen on their website, in their communications, in the survey results and interviews, College A did a remarkable job at sustaining the momentum of their efforts (Appendix A, Appendix E, Appendix F, and Appendix G). As the VP we interviewed acknowledged, their work with ATD prior to Pathways certainly helped them stay on course. Notably, however, this VP indicated that the administration's divestment of power over Guided Pathways was exactly what enabled it to thrive, despite the pandemic:

"I have to say that because of the strength of the groups that had been created among the faculty and staff, while I was able to step away and deal totally with crisis of how do we keep the college going. Once they went through the insurmountable effort of putting the entire college online in seven days... faculty organically got back together to keep these things going, even though the rest of us were involved in, in what was effectively a long-term crisis situation" (Appendix G).

## 8. Anchor the Change

It is challenging to know when an organization's change efforts are incorporated at scale on the institutional level. However, College A provided us with two examples during our interview that demonstrate that the change they desired is incorporated into their culture. College A

faculty champion gave us a great example of this describing a recent curriculum meeting. She said:

“I also sit on our curriculum committee. We had a meeting last night where we reviewed a course and a program-- and the program looking at data is not going to lead to a livable wage. And so it was immediately brought up well, we can't do that. And it was brought up by people that were never like involved in spearheading guided pathways. So it was just you know, this does not fall along with you know, guided pathways work, we can't accept something like this. And then a course was proposed, that's supposed to be part of an AS degree, but it wouldn't transfer and same thing it was brought up not by me or any of the other Guided Pathways people there, but that, you know, we can't do this. This doesn't follow along the lines of the guided pathways framework” (Appendix G).

These rejections were by college staff and faculty who were not on implementation teams. Thus, the college community beyond the change champions are now invested in the principles.

Furthermore, our review of College A's website demonstrates the degree to which the Guided Pathways work is rooted in the organization's culture. It was easy to find information on Guided Pathways on College A's website and the integration of the philosophy was readily apparent. For example, from College A's homepage there is a link to a page that delineates the institution's reasons for and commitment to Guided Pathways (Appendix A).

College A's survey results indicate that the vast majority of survey respondents see the Guided Pathways work as occurring at scale. But perhaps the greatest indication that College A has fully incorporated change is that they were the first of the NESUS colleges to have their Board of Trustees approve a student success policy that is rooted in Guided Pathways, thereby mandating the continuation of and commitment to the work.

### ***College B Findings***

While College B did make significant inroads in its adoption, the implementation process did not follow Kotter's (2012) 8 step change management model. This lack of adherence appears to have impacted its ability to implement at scale.

#### **1. Create a Sense of Urgency**

The former President issued a directive to implement Guided Pathways over a two-year period, from 2018 to 2020, per the interviewed faculty champions. One faculty member response from the Qualtrics survey stated that: "Guided Pathways was being implemented at other institutions. The former President of the college initiated the implementation. He worked with the National Guided Pathways Team" (Appendix E). Another faculty member from the Qualtrics survey wrote that "Our president made it a priority" (Appendix E). The emphasis to embark on this journey was truly driven top-down. However, once that President left College B, there was a lack of leadership to continue to pursue Guided Pathways. A faculty member stated that "The driving force behind guided pathways left and the initiative was not pursued" (Appendix E). College B was without a President for over a year, resulting in stalled implementation efforts. Furthermore, College B is about to announce the new President, but it

is unknown what this individual's perceptions are on Guided Pathways. The two Guided Pathways champions noted that they were not involved in the selection committee for the new President and could not discern what the future of Guided Pathways will be at College B.

College B's urgency was rooted in contextual issues, rather than an organizational one. Moreover, faculty champions stated that there were also issues with their internal systems that served as a catalyst for Guided Pathways. The faculty champion at the time, stated that "there [were] a lot of issues with advisement and misadvisement of students that was going on. Our advisement system was broke" (Appendix G). However, it is worth noting that the faculty champions were heavily invested in Student Affairs and would have a sincere interest in improving their processes. Five College B employees had responded in the Qualtrics survey that advising needs contributed to the facilitation of Guided Pathways implementation. Moreover, one support services staff member stated that "the need existed" (Appendix E). While this is a blanket statement, it truly summarizes that there was a need for change.

## 2. Form a Guiding Coalition

College B built a powerful coalition to implement Guided Pathways, by using a 'bottom up' and grassroots approach. College B efforts were led by one dean and an administrator, and they created "cross-functional teams involving 70+ faculty/staff with a structure outside of the usual one" (Appendix E). Also, College B believed that the workgroups were established in such a unique manner, which "was completely separate of everything else that was at the college, and [lead 1 thinks] that was one of the huge benefits and instigators for the success" (Appendix G). The faculty champion said:

“The college had decided that they were gonna bring up together a big steering committee for guided pathways. I was part of that, but didn't have a really big role. But at some point things were not progressing in the fashion that the President thought that they should go, and that was kind of tossed aside, and instead we went to a different type of a model where [Lead 2] and I were both asked to co facilitate the project” (Appendix G).

One Administrator stated that “We had two very strong co-chairs that kept the thoughtful facilitation moving forward. They were organized and strategic, helping the various groups develop strong plans” (Appendix E). The overall perception was that College B formed a strong guiding coalition that would be successful.

Moreover, College B relied heavily on an outside consultant and the faculty champions vetted all coalition work through this individual. The faculty champions emphasized that it was helpful for keeping them on track. The consultant kept track of all of the committee work and then reported back to the faculty champions. The consultant was contracted for about one year and then those tasks were passed on to a full-time College B employee. This investment from College B facilitated the progress of Guided Pathways and was instrumental in engraining the dedication to its adoption, despite the fact that College B did not implement at scale. Moreover, College B disbanded the powerful coalition after handing off to the newly hired Title V coordinator, which could have negatively impacted the ability to implement at scale.

### 3. Develop a Strategic Vision rooted in Organizational Culture

College B's President spoke about adopting Guided Pathways in meetings and provided some information to establish the groundwork. The vision, at the time, was that it would take two years to implement, from 2018 and going live in Fall 2020. One faculty member stated that "I believe in the mission and what Guided Pathways can mean for historically marginalized groups" (Appendix E).

On the other hand, per the Qualtrics survey respondents, there does not seem to have been a general consensus of the strategic vision. One administrator stated that "some faculty didn't and still don't think that Guided Pathways is a good thing for students" (Appendix E) and another said that there is a "lack of fully understanding the program" (Appendix E). These comments alone underscore that the college's leaders are not buying into the Guided Pathways program. Another administrator stated that "brute force" (Appendix E) was utilized to help facilitate its adoption. Moreover, one faculty member said "It has created a segregation on campus. Our campus is too small for this type of [Guided Pathways] organization" (Appendix E). These comments describe a maligned change vision, which hindered the success of implementation.

### 4. Convey/Communicate the Vision for buy-in

The faculty champions went to every department's staff meetings, open forums, and academic and student affairs meetings. They created shared drives and portals that contained meeting minutes and status of implementation so that information was consistently available. The faculty champions also emailed consistently to provide status updates. They reported that

they were all encompassed in Guided Pathways during the implementation phase. College B described it as “a traveling road show” (Appendix G) where they “were ready to talk to anybody at any given time about Guided Pathways” (Appendix G). The College B faculty champion said they “ate and slept Guided Pathways” (Appendix G). Consistently, College B’s faculty interviewee describes an incredible communication effort grounded in the process, but not as much in the reasons. For example, she noted:

“Once we had our structure in place and we had our first kickoff meeting, there were a couple of ways that we communicated it out to the broader community. Our President was very generous with letting us use time during our startup that we would kind of talk about [how] the teams will work, you know initially, what the structure [is] and how the project was going to move forward with potential timelines” (Appendix G).

However, the open-ended questions in the Qualtrics survey revealed that there were challenges with communication. One faculty member stated that “The Guided Pathways implementation process unfortunately was neither collaborative or transparent. There was a tremendous lack of communication, and I was a member of one of the committees!” (Appendix E). Moreover, there were responses that indicated that communication only occurred with those that were working on the initiative, and not with all employees. One respondent noted that “Guided Pathway was not marketed on campus, so people don't even know that we are doing in Guided Pathways” (Appendix E). This was also further demonstrated when conducting the external website review (See Appendix A). College B’s website, while espousing many of the principles of Guided Pathways work, contains no reference to or integration of Guided

Pathways. In fact, to find anything on Guided Pathways from College B's website, we typed the phrase "guided pathways" into the website search function, and that only produced Board minutes.

Furthermore, our document review demonstrated how College B focused on transparency around process—again a laudable effort that produced change but perhaps not sustainable change without the focus on the "why". Each of the documents summarized in the College B Document Matrix (Appendix F) demonstrates tremendous effort, planning, and clarity, but little attention to the reason for the work.

#### 5. Empower Actions/Remove Obstacles

College B felt that by doing a grassroots and team-based approach that this facilitated success by minimizing leadership's involvement that could block some of their initiatives. One of the faculty champions stated that "the ideas came not from a senior manager, but from the ground up. The people" (Appendix G). The other faculty champion continued to say:

"I won't say we're given carte blanche to pick their team. There were some people that had to be on those teams, but then, if they recognize while they started kind of meeting and doing their work oh, by the way, we need [that person] like there was a process that they could ask you to join their team. And the other thing we did, I, and I think this helped with preventing burnout" (Appendix G).

Not that leadership is perceived as a barrier per se, but the faculty champions underscored the importance of their minimal involvement. They both emphasized that getting senior leadership's approval to be on department meeting agendas and hosting open forums

enabled them to reach the end-users easily. Moreover, they both believed that the workgroup involvement by curating recommendations resulted in greater success.

#### 6. Create and Celebrate Short-term Wins

College B had numerous short-term wins in the two years that Guided Pathways was implemented. First, the college reorganized their structure to more of a school model so that each dean aligns with the meta-majors. College B furthered that initiative by moving the offices of all faculty and support services to newly formed departments so that students could find everyone centrally. Per the faculty champions, not all staff and faculty were onboard with this move, but they proceeded with the efforts. The interviewees noted that this has really facilitated student relationships and their ability to know their educational resources. Moreover, student advising was restructured and College B hired nine additional advisors. The faculty champion stated that “They still have the team. It's there, but we're only gonna tell them their student success advisor, their faculty adviser, and if they have a special populations advisor our special population, our veterans, trio, EOP” (Appendix G). Lastly, they implemented a new registration system that was easier to use and more accessible to the student population. However, the results of the Qualtrics survey demonstrated that there is still confusion on the status of advisement.

Also, College B implemented a first semester experience course that is required by all students to improve the student experience. Lastly, they also restructured the degrees to enable movement between degrees by having common first term classes. The faculty champion stated

that “so that if a student goes from nursing to business they're not losing anything because nursing and business first term looks identical” (Appendix G).

#### 7. Sustain Acceleration

Guided Pathways implementation was supposed to conclude in 2020. However, due to the pandemic, departure of the President, and passing implementation responsibilities to a new employee, the adoption seems to have stalled. Numerous responses in the Qualtrics survey cited the pandemic as a driving factor that impacted the college. Priorities needed to be shifted to ensure that the basics aspects of the organization could continue. Moreover, there are multiple comments from all roles in the Qualtrics survey that indicate that the departure of the then-President was a major hit to this initiative. The perception was that there was “a lack of institutional support” (Appendix E). College B hired a Title V coordinator in March of 2020 and this individual was directed to oversee the Guided Pathways program. However, one administrator noted that “there was not a good hand-off to Title V supervision of the implementation” (Appendix E), resulting in the stagnation of the program. Another administrator wrote that:

“Once the two strong co-chairs completed V.1, they moved away from their roles and the initial implementation seemed to disappear. There didn't seem like there was a responsible party heading the momentum. I'm not aware of any data collection that we collected to measure initial success. It's really sad that so much effort seems to be wasted” (Appendix E).

The open-ended responses in Qualtrics were all across the spectrum in regards to what was and what was not done. One administrator wrote that “I am not sure what the status is...it seems like some things have been implemented and others that have not” (Appendix E). Another administrator stated that it was “supposed to be fully implemented but lots of question marks remain” (Appendix E). However, another respondent wrote that “still progressing and adjusting” (Appendix E) and another wrote that the implementation was “middle of the road” (Appendix E). Then on the other hand, another administrator wrote that “it went rather well, though if we had more budget, we would probably have gotten more help” (Appendix E). There are mixed perceptions about its completion, the work that is still being done and the status of the implementation.

#### 8. Incorporate Change

College B demonstrated a segmented implementation approach to Guided Pathways rather than institution-wide change. College B achieved some major milestone changes with Guided Pathways work that by most standards would be defined as success, but is not yet Guided Pathways at scale. For example, consider the comments of their faculty champion when asked about their process once initial goals were achieved:

“The momentum definitely slowed ... There wasn't that feeling of like, because we were such a large group of people involved. When [Lead 1] and I first got started with this that large group of people was no longer present when the Title V director kind of took it, and it passed to that space because we thought they would continue some of the work ... some of it was done, meaning we had our first year seminar ... The restructuring

advisement was set up ... There were some things that when the Title V folks took it over they did not have to do, because we accomplished those goals” (Appendix G).

The interviewee goes on to reflect that there hasn’t been much progress since the work shifted to the Title V space (which occurred contemporaneously with the start of the pandemic shut-down). The faculty champion also noted that the Title V coordinator is no longer at College B, and it is a bit murky who is now responsible for Guided Pathways.

As noted in the other sections, there is some confusion about the implementation status of Guided Pathways. One administrator wrote that “We are guided pathways in name only. Departments are still operating within constructs that were in place long before the Guided Pathways model and are reticent to change” (Appendix E). The same respondent also said that it was the “mindset” (Appendix E) of the organization that hindered College B’s ability to implement to scale. A student services employee stated that “No one bought into it” (Appendix E) but then another one said that “it seems to have a good outcome” (Appendix E). Moreover, there were numerous comments about the current advising system and that students are still taking incorrect classes, despite all of the advances made. It was worth remembering that there was a response rate of less than 10% for the Qualtrics survey, but these comments are quite poignant and very telling of the College B’s incorporation of change.

### **Recommendations**

As we have used Kotter (2012) as a framework for our analysis and findings, we use it here as well to shape our recommendations. In general, we found that College A’s approach to

implementing Guided Pathways was consistent with Kotter’s framework, and they were able to implement it at scale. Though it does not seem this was an intentional course on their part, their actions aligned, nonetheless. Conversely, because College B missed out on some important practices recommended by Kotter (due to the pandemic, a change of leadership, or otherwise), they have been unable to implement at scale. We provide a summary of our findings and recommendations in Table 8 below.

**Table 8**

*Summary of Findings and Recommendations*

Kotter Step	College A Finding	College B Finding	Recommendation
1.Create a sense of urgency	College A used completion data and low graduation rates to show that change was an ethical requirement	College B administration mandated the change.	NESUS should encourage the colleges to demonstrate the college specific urgency for change.
2.Form a Guiding Coalition	College A formed a broad-based campus-wide coalition. Administration deliberately stepped aside.	College B formed a broad coalition for initial implementation phase only.	NESUS should encourage the colleges to maintain broad-based multi-siloed working groups until implementation is at scale.
3.Develop a strategic vision rooted in organizational culture	College A referred to Guided Pathways as “the way we do business” and fully integrated the philosophy into the organizational culture.	College B took an initiative-based approach to Guided Pathways.	NESUS should encourage colleges to embed the philosophy of Guided Pathways into their culture.
4.Communicate the vision for buy-in	College A had a strong communication plan and implemented it well.	College B had a strong communication plan and implemented it well until the	NESUS should encourage the colleges to model the

		work was transitioned from the teams.	communication efforts of both College A & B.
5. Empower actions/remove Obstacles	College A's leadership empowered the teams by giving them full decision-making power	College B's leadership empowered teams until the initiative was transferred to one office.	NESUS should encourage college leadership empower organic ground up change until at scale.
6/Create and celebrate short-term wins	College A held regular summits wherein their progress at every level was celebrated.	College B communicated their short-term success well, but as end-products rather than a step to full implementation.	NESUS should encourage the colleges to identify attainable wins and celebrate them regularly
7.Sustain acceleration	College A sustained change by employing the methods noted above.	College B was unable to sustain momentum once the initiative was transferred.	NESUS should reinforce that implementation at scale takes at least 7 years and can stall and restart.
8.Incorporate and build on change	College A continues to make policy based upon the change created by Guided Pathways.	College B has not been able to build on their early success.	NESUS should encourage the colleges to maintain urgency and broad coalitions so that external factors don't inhibit full incorporation.

As NESUS OCC transitions implementation at scale of Guided Pathways to its community colleges, we are recommending that they encourage the colleges to follow Kotter's (2012) change strategy, no matter where they are in their implementation phase. Below we walk through each step of the change framework with specific recommendations consistent with our findings.

*Recommendation 1: Create a sense of urgency*

As noted by Jenkins et al. (2019), part of the important early work of Guided Pathways implementation is making a clear and unequivocal case demonstrating the need for change. NESUS should encourage the community colleges to develop a statement of their own internal urgency for implementing Guided Pathways. One tool for creating the sense of urgency is to use data on student completion, graduation rates, employment, and debt. The studies done by Alai (2022) and Hope (2017) demonstrate colleges that successfully used this type of data to create internal urgency. College A was successful in using their graduation data to create a sense of urgency around their need to implement Guided Pathways. If NESUS's remaining community colleges understood their college-specific need for this work, and communicated the urgency, it is likely cohorts across the institutions will be more motivated to pick up stalled initiatives.

*Recommendation 2: Form a powerful guiding coalition*

NESUS should encourage the colleges to maintain broad-based multi-siloed working groups until implementation is at scale. Both our literature review and data collection indicate that success is closely tied to the degree to which the work is implemented at the grassroots level with administrative directive. Specifically, Jenkin and colleagues (2018) observed that implementation at scale was dependent upon collaboration in which every sector of the college had meaningful representation. Similar field study observations were made by Hargreaves (2022), Curry and colleagues (2021), Ashby (2018), and Hope (2017). Of particular importance, according to Harrington (2022), is including faculty in every aspect of the work. In a study of

eighteen colleges, Flores and Fabianke (2019) found that not incorporating faculty deeply into the work was a barrier to implementation. Thus, once the work of creating programs that align with Guided Pathways principles is assigned to the groups of people who will be implementing the work, the groups should have robust representation of faculty. As a result, the programs will be organic, and the implementers (including faculty) will have a sense of ownership and a desire to see successful completion.

*Recommendation 3: Develop a strategic vision rooted in organizational culture*

The literature we reviewed contained clear examples noting the importance of having a strong vision tied to a clear strategy in Guided Pathways implementation (Jenkins, 2019 & Moore, 2019). NESUS should encourage colleges to embed the philosophy of Guided Pathways into their mission statements, organizational documents, external and internal websites so that implementation at scale is inevitable. This will help the community colleges to have a vision for implementation that is rooted in their culture and not just a passing phase or temporary initiative. The data we collected from College A showed consistency in creating a culture of student success, the primary Guided Pathways objective. If the remaining colleges embrace a cultural shift focused on these principles, it becomes nearly impossible to abandon the work.

*Recommendation 4: Communicate the vision for buy-in*

Bailey and colleagues (2015b), after performing an in-depth case-study, found that for Guided Pathways reform to succeed, broad-based communication is essential. Jenkins and colleagues (2019) emphasized the importance of a written communication strategy. NESUS

should encourage the colleges to model the communication efforts of both colleges, which includes email, website, meetings, and shared drives. Communication should include not just progress but continue to identify the sense of urgency and the cultural imperative. Both of the colleges we studied were very good at communicating all of the work that was occurring. We found that this was a major element of the success both colleges experienced. College A likely realized a greater degree of success because their communication preceded implementation on the ground and continues to this day with regular data summits. We recommend this level of communication for all of the colleges undertaking the work.

*Recommendation 5: Empower actions and remove obstacles*

NESUS should encourage college leadership to allow the change to develop organically from the ground up until it is at scale, recognizing that this can take a very long time. One of the obstacles we saw in the literature and in our data collection was frustration with the pace of implementation. However, Jenkins and colleagues (2019) and Curry and colleagues (2021) both found that full implementation of Guided Pathways reforms can take anywhere from seven to ten years.

Notably, college A had a significant amount of time in similar work before beginning pathways, so perhaps this is why the timeline may have seemed shorter for implementation. College B endured a major leadership change at a pivotal moment which may have derailed their progress. If colleges implementing pathways built their vision on a realistic timeline, it is likely that external obstacles would be less likely to cause implementers to abandon ship

because pressure for short-term performance would be removed and grace for adaption to new leadership would be the norm.

Furthermore, leadership at NESUS's community colleges should allow the teams implementing the work to make decisions and support those decisions, holding implementers accountable. Leadership should focus on obtaining funding for implementer training and position creation, as recommended by the teams. The kind of transformative change that Jenkins and Cho (2013) and Hargreaves (2022) observed requires significant time and resources to overhaul entire departments and processes, a trend for success that we noted earlier in our Literature Review.

*Recommendation 6: Create and celebrate short-term wins*

While Jenkins and colleagues (2019) advise adhering to a change strategy like Kotter's, little emphasis appears to be placed on celebrating short-term wins. However, both Moore (2019) and Alai (2022) found that adherence to this particular element of Kotter's change framework was key to sustaining momentum. NESUS should encourage the colleges to identify attainable achievements that can be seen as wins and to communicate and celebrate each one as it occurs with regularity. This helps validate efforts and prolong motivation. Both colleges we studied were very good at communicating early wins. However, once College B stopped communicating progress (due either to the pandemic or leadership change), interest in implementation waned. We recommend a vision that has specific milestones from the beginning through at-scale implementation and celebration of each, no matter how small, along

the way. We also recommend celebrating what does happen, even if it is not the full achievement of a milestone. Recognizing progress at regular intervals sustains momentum.

*Recommendation 7: Sustain acceleration*

NESUS should ensure that the community colleges recognize that the literature shows that implementation at scale takes seven years or longer. Furthermore, in the first study of multiple community colleges after Guided Pathways was introduced, Jenkins and colleagues (2017) found that sustaining change over the long haul is one of the most important elements of implementing change. Sustaining change leans heavily on the previous six recommendations. Once college leadership understands that implementation of a change initiative can ebb and flow and be picked up and reinvigorated using the Kotter (2012) framework, they might be more encouraged to spend the effort to regain momentum. When leadership changes or a crisis occurs (like the pandemic) colleges should expect a slow-down in their timeline but persist, nonetheless. Strong messaging from NESUS accepting this reality would support these efforts.

*Recommendation 8: Incorporate and build on the change*

NESUS should encourage colleges to embed the principles and success of Guided Pathways into all of their processes so that the change is incorporated and building upon it occurs organically. Jenkins and colleagues (2019) and Flores and Fabianke (2019) noted the degree to which the colleges they studied were able to implement Guided Pathways reforms was heavily dependent upon how much they incorporated and built upon the early systemic change they were able to achieve. College A demonstrated a myriad of methods for achieving this including a board-approved student success policy and broad incorporation of Guided

Pathways in its public facing website, institutional strategic plan, and organizational statements. If NESUS colleges similarly incorporate the work into “how they do business” as College A did, they should expect outcomes like College A has experienced: faculty and staff making decisions based on Guided Pathways principles without ever having been involved in the implementation.

### **Limitations**

There are numerous limitations that impacted this case-study. First, we were not privy to the emails that were sent to the fully-time faculty and staff. While we did provide the language, we are unsure of what the emails actually stated. This may have impacted our survey response rate. Second, our response rate was less than 10%, which makes it difficult to ascertain the majority of the staff and faculty’s perceptions. We can make some deduction and implications based on the Qualtrics survey responses, but further research would need to be conducted. Third, we experienced some delays in getting the case-study process started with College B, resulting in an abridged window of 10 days for the Qualtrics survey (as compared to 14 days for College A). Fourth, College A was involved in work similar to Guided Pathways (ATD) two years before embarking on the project putting them a full 4 years ahead of College B. Lastly, we used the terminology of “implementation to scale”. However, each college may have a different definition than what was provided in the SOAA. This could result in erroneous responses and the data may be skewed.

## Conclusion

Change is hard. Institution-wide cultural change at-scale is about as hard as change gets. In the 2000's, when community colleges across the country began taking inventory of their student success data (graduation, retention, and time-to-completion rates), there surfaced a widely shared belief in the need for a cultural shift. It led to Bailey and colleagues (2015a) publishing *Redesigning America's Community Colleges*, which in turn kicked off the Guided Pathways movement, designed to improve student outcomes (graduation to workforce) in community colleges. In 2018, NESUS began the work to help its community colleges join the efforts across the country in implementing Guided Pathways.

Over the course of four years (2018-2022), NESUS OCC trained three cohorts of community colleges (totaling 28) to implement Guided Pathways. In the interim, a global pandemic and significant leadership change interrupted implementation at many of the colleges. By fall of 2022, NESUS OCC sought to understand what practices or factors either promoted or hindered implementation of Guided Pathways at-scale at the participating community colleges.

To help with that understanding, we studied two of NESUS's community colleges' Guided Pathways implementation. Both colleges were from Cohort 1, allowing for the greatest passage of time from commencing the work. First, we conducted an in-depth literature review which provided abundant case studies of implementation at colleges across the country as well as a suitable conceptual framework for studying the colleges. We chose Kotter's (2012) 8-step change framework as the context for understanding implementation of Guided Pathways.

Next, based on the literature, we chose a parallel case-study as our methodology and began collecting data. We collected publicly available data on graduation rates, surveyed faculty and staff, interviewed team leads, and conducted document reviews at both colleges. After doing so, we found that a closer adherence to Kotter's (2012) change management framework led to a closer implementation at-scale for one of the colleges. While the other college experienced significant improvement as a basis of their work, we found that they had not implemented at-scale due to deviation from the principles of the change strategy.

Based thereon, we made a series of recommendations consistent with Kotter's (2012) 8-step change framework. We note here that whether NESUS continues with the "Guided Pathways" program or chooses to pivot to one of the many student success initiatives available at any given time, adhering to a change framework while embarking on vast cultural change is more likely to promote the kind of change desired than any one program. Taking the work of Kotter (2012) and Jenkins (2019) together, we recommended that changing at-scale requires the following: creating a sense of urgency (anchored in local institutional data), developing a vision for change—rooted in organizational culture (strategic planning), creating a broad powerful coalition that is in place until change is at-scale (including substantial faculty representation), communicate the urgency, plan, and vision (based on a clear communication strategy), remove obstacles and empower teams (allowing grassroots change to be created by the people doing the work), create and celebrate short-term wins (every change that improves the student experience is worth celebrating), sustain and build upon the change (remembering that at-scale cultural change takes a long time), and incorporate that change into the institutional culture

(every decision is based upon the change). Perhaps most importantly, we noted in our recommendations that the change effort can be reinvigorated at any stage, by refocusing strategy and grounding it in the Kotter framework. We hope these recommendations (and the entirety of our project) help NESUS's community colleges continue the heroic work of improving the lives of the students they serve.

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### Appendix A: Website Review

College A Website Review (links in original removed here for anonymity)

<b>Category</b> <b>(Kotter/Pathways)</b>	<b>Description of Evidence</b>
Does the website have evidence of creating clearly defined pathways?	<ol style="list-style-type: none"> <li>1. under academics drop-down “areas of study” clear upfront mention of pathways</li> <li>2. on areas of study page, link “choose a pathway” link sends to clearly delineated program of study to career chart</li> <li>3. each area of study listed above has a hyper link that leads to a tabbed chart with the map of classes and the jobs you can get.</li> <li>4. Under admissions drop down, link to “viewbook” mention of “real pathways” consistent with other material</li> </ol>
Does the website indicate how students get help choosing a path?	<ol style="list-style-type: none"> <li>1. Viewbook (under admissions) speaks to advising, finding a path.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Under the advisement link in academics the “guidebook” has clear direction on resources for choosing a path/career—though no clear GP language</li> </ol>
<p>Does the website demonstrate efforts to keep students on a path?</p>	<ol style="list-style-type: none"> <li>1. Entry page indicates large number of advisors to help students</li> <li>2. See # 3 in defined pathways</li> <li>3. General comment: advisement area of the website is clear and helpful and in the spirit of pathways but no clear mentions of pathways</li> </ol>
<p>Does the website have any evidence of the institution’s efforts to ensure learning is occurring?</p>	<ol style="list-style-type: none"> <li>1. The website shows and provides access to a robust learning commons—no specific pathways language</li> <li>2. Web has no info on faculty/methodology/monitoring—just directory</li> <li>3. Direct link to this pillar and demonstration of wins</li> </ol>
<p>Does the Website have evidence of the organization creating a climate</p>	<ol style="list-style-type: none"> <li>1. Direct from the homepage is a link to the institutions reasons for and commitment to guided pathways. This link opens up other links to the planning and personnel</li> </ol>

<p>for change (urgency, coalition, vision)</p>	<p>2. Search bar “guided pathways’ search produced lots of links and documents—you’d have to be looking for it.</p>
<p>Does the Website communicate the vision of Pathways or show evidence of success (small wins)</p>	<ol style="list-style-type: none"> <li>1. Consistent messaging on pathways to careers or transfer in viewbook, and academic links</li> <li>2. Mission statement clear mention of commitment to pathways</li> <li>3. Strategic planning documents linked on the website show GP goals through out and “wins”</li> <li>4. From the homepage there is a link to GP which then has pillars linked and under each are the wins—maybe hard to find unless you know what you’re looking for. I found this via the search bar—not by a clear direct link</li> </ol>
<p>Does the Website have evidence of efforts to build on or sustain change</p>	<ol style="list-style-type: none"> <li>1. A little buried but there is GP council for the college that has clear mission and job with regard to implementation.</li> <li>2. Strategic planning documents linked on the website show GP goals through out and “wins”</li> </ol>

## College B Website Review (link in original removed here for anonymity)

Category (Kotter/Pathways)	Description of Evidence
Does the website have evidence of creating clearly defined pathways?	<ol style="list-style-type: none"> <li>1. No indication of pathways on the home page</li> <li>2. The “about” section has a mention of pathways and career readiness.</li> <li>3. No language in mission, vision, or values of pathways, but spirit of pathways is there</li> <li>4. For each of the schools you can click to the degrees and then from the degrees you get requirements and careers</li> <li>5. Academics&gt;&gt;academic programs leads to a filterable list of degrees but not the careers connected unless you link through—not clearly defined</li> <li>6. The link “transfer pathways” doesn’t lead to a discussion of clear pathways</li> </ol>
Does the website indicate how students get help choosing a path?	<ol style="list-style-type: none"> <li>1. In the about section there is a link to student success which has information on specific targeted advising but no mention of “pathways”</li> </ol>

	<p>2. Under the Admissions&gt;&gt;Get started tab there are resources for getting “on a path” and language that RCC will help,</p>
<p>Does the website demonstrate efforts to keep students on a path?</p>	<p>1. In the advising section there is mention of schools much like pathways career communities and specialized advising</p> <p>2. Under admissions&gt;&gt;get started&gt;&gt;first time students there is reference to getting an advisor who helps you stay on track no matter which school you choose</p>
<p>Does the website have any evidence of the institution’s efforts to ensure learning is occurring?</p>	<p>1. Under the colleges “steps beyond statements’ link there are videos evidencing attempts ensure equitable teaching</p>
<p>Does the Website have evidence of the organization creating a climate</p>	<p>1. The only place I saw evidence of clear movement to change was under “steps beyond statements” and there was a connection to GP. However a link on the page that says equity through guided pathways leads to the GP website... nothing internal</p>

<p>for change (urgency, coalition, vision)</p>	<p>This was a bit buried... found via a search of the website but also:</p> <p>home&gt;&gt;about&gt;&gt;dei&gt;&gt;stepsbeyondstatements</p> <ol style="list-style-type: none"> <li>2. A search using the search bar produced a board of trustees resolution approving GP model</li> <li>3. Same search revealed web press release of funding for career pathways</li> </ol>
<p>Does the Website communicate the vision of Pathways or show evidence of success (small wins)</p>	<p>None identified</p>
<p>Does the Website have evidence of efforts to build on or sustain change</p>	<p>The “steps beyond statements” noted above and the reference to academies pursuant to GP are the only indicators</p>

## Appendix B: NESUS Tableau Data

The cells highlighted in red show a decrease while the cells in green shown an increase in the percentage change.

Male/Female Demographics	All		College A		College B	
	Female	Male	Female	Male	Female	Male
% Change for 5 years (2018-2022)	1.8%	-2.3%	3.8%	-4.3%	1.9%	-2.1%
Annual % Change 2018-2022	0.4%	-0.5%	0.8%	-0.9%	0.4%	-0.4%

	All		College A		College B	
	Average Age Change % (2018-2022)	Annual % Change 2018-2022	Average Age Change % (2018-2022)	Annual % Change 2018-2022	Average Age Change % (2018-2022)	Annual % Change 2018-2022
Under 18	39.4%	7.9%	28.5%	5.7%	50.3%	10.1%
18-19	-7.8%	-1.6%	-8.6%	-1.7%	2.1%	0.4%
20-21	-10.1%	-2.0%	-26.7%	-5.3%	-18.0%	-3.6%
22-24	-15.9%	-3.2%	-15.7%	-3.1%	-24.1%	-4.8%
25+	-16.0%	-3.2%	-20.2%	-4.0%	-17.2%	-3.4%

Humanities	All			College A			College B		
	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	-17.0%	-21.0%	-17.8%	-12.2%	-18.5%	-15.7%	-24.6%	0.0%	-24.1%
Average Graduation % Change for 5 Years	-12.9%	-31.8%	-13.6%	-25.0%	-54.2%	-29.5%	-12.9%	0.0%	-11.9%
Average Graduation % Change for 3 Years	-8.0%	6.1%	-8.5%	-22.7%	-55.3%	-29.4%	-7.7%	0.0%	-7.3%
Annual Avg Graduation % Change (2012-2022)	-1.7%	-2.1%	-1.8%	-1.2%	-1.9%	-1.6%	-2.5%	0.0%	-2.4%

Health and Related Fields	All			College A			College B		
	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	29.1%	-3.6%	25.0%	4.8%	-74.5%	-27.8%	23.8%	5.5%	21.5%
Average Graduation % Change for 5 Years	34.5%	-8.6%	27.8%	67.2%	-35.4%	47.6%	59.2%	4.0%	59.9%
Average Graduation % Change for 3 Years	26.4%	1.6%	23.3%	87.4%	14.0%	71.9%	20.4%	3.0%	22.7%
Annual Avg Graduation % Change (2012-2022)	2.9%	-0.4%	2.5%	0.5%	-7.5%	-2.8%	2.4%	0.0%	2.2%

Social and Behavioural Sciences and Law	All			College A			College B		
	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	31.5%	-28.7%	22.0%	-23.9%	0.0%	-39.1%	-49.3%	46.8%	-61.1%
Average Graduation % Change for 5 Years	28.0%	-3.3%	24.3%	92.2%	0.0%	85.0%	-54.0%	39.0%	-57.6%
Average Graduation % Change for 3 Years	17.8%	1.5%	16.1%	85.6%	0.0%	68.8%	-42.8%	0.0%	-46.2%
Annual Avg Graduation % Change (2012-2022)	3.2%	-2.9%	2.2%	-2.4%	0.0%	-3.9%	-4.9%	0.0%	-6.1%

Architecture, engineering and related technologies	All			College A			College B		
	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	-4.7%	39.0%	4.2%	-1.6%	44.1%	15.8%	473.1%	16.5%	194.1%
Average Graduation % Change for 5 Years	-6.2%	21.1%	0.1%	-7.5%	36.7%	24.3%	64.6%	23.4%	38.9%
Average Graduation % Change for 3 Years	-3.2%	11.9%	1.0%	6.1%	34.1%	50.1%	8.6%	23.7%	2.0%
Annual Avg Graduation % Change (2012-2022)	-0.5%	3.9%	0.4%	-0.2%	4.4%	1.6%	47.3%	0.0%	19.4%

	All			College A			College B		
<b>Mathematics, computer and information</b>	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	65.2%	-1.7%	58.9%	52.7%	69.7%	29.3%	151.8%	2.5%	75.8%
Average Graduation % Change for 5 Years	17.5%	-13.5%	15.0%	-30.1%	86.0%	-24.5%	70.1%	0.6%	52.6%
Average Graduation % Change for 3 Years	8.4%	-6.8%	7.2%	-23.8%	20.9%	-22.8%	25.6%	0.0%	18.4%
Annual Avg Graduation % Change (2012-2022)	6.5%	-0.2%	5.9%	5.3%	7.0%	2.9%	15.2%	0.0%	7.6%

	All			College A			College B		
<b>Personal, protective and transportation services</b>	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	-22.5%	63.7%	-15.6%	-40.5%	45.5%	-44.5%	-5.1%	16.4%	-19.3%
Average Graduation % Change for 5 Years	-10.8%	0.9%	-8.7%	-29.6%	-46.9%	-33.3%	-22.9%	23.7%	-21.2%
Average Graduation % Change for 3 Years	-12.3%	3.9%	-9.7%	-23.1%	-34.0%	-24.6%	-16.5%	34.2%	-23.0%
Annual Avg Graduation % Change (2012-2022)	-2.2%	6.4%	-1.6%	-4.0%	4.5%	-4.5%	-0.5%	0.0%	-1.9%

	All			College A			College B		
<b>Visual and performing arts, and communications</b>	Assoc	UG Dip	Total	Assoc	UG Dip	Total	Assoc	UG Dip	Total
Average Graduation % Change for 10 Years	-1.6%	1.1%	-1.9%	-9.3%	-100.0%	-28.4%	44.3%	0.0%	10.8%
Average Graduation % Change for 5 Years	4.1%	46.5%	5.2%	20.5%	0.0%	16.0%	20.2%	0.0%	10.8%
Average Graduation % Change for 3 Years	-8.1%	-7.1%	-8.2%	5.6%	0.0%	-4.0%	17.6%	0.0%	10.8%
Annual Avg Graduation % Change (2012-2022)	-0.2%	0.1%	-0.2%	-0.9%	-10.0%	-2.8%	4.4%	0.0%	1.1%

### **Appendix C: Qualtrics Survey**

As doctoral students in the Leadership, Learning and Organizations program at Vanderbilt University, we are inviting you to participate in a capstone project about the implementation process of Guided Pathways at your NESUS college. You have been identified as a potential interviewee for this project because of your position.

Your participation in this project is extremely important to us and will assist in facilitating the ongoing momentum of the Guided Pathways adoption process. This survey should take approximately 10-15 minutes. Participation is voluntary and your response will be kept anonymous. You will have the option to not respond to any question that you choose. Participation or nonparticipation will not impact your relationship with NESUS. Agreement to participate will be interpreted as your agreement to participate and that you are at least 18 years of age.

If you have any questions about the project, please contact the Principal Investigator, Alexis Chaudron, via email at [alexis.e.chaudron@vanderbilt.edu](mailto:alexis.e.chaudron@vanderbilt.edu), Jennifer O'Hara at [jennifer.ohara@vanderbilt.edu](mailto:jennifer.ohara@vanderbilt.edu) or my faculty advisor, Dr. Jean Forray at [jeanie.m.forray@vanderbilt.edu](mailto:jeanie.m.forray@vanderbilt.edu). Please print or save a copy of this page for your records.

The purpose of this survey is to gather data on faculty and staff perceptions of Guided Pathways implementation at your institution. It is part of a doctoral project. Other than identification of your institution, and your role, your answers will be anonymous.

The survey itself is based on and adapted from The Community College Resource Center's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015).

Please select your college

- College A
- College B

Pick the option that best describes your position.

- Faculty
- Student Services Staff
- Administrator

Below you will see 19 statements about Guided Pathways Implementation at your institution.

Please indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption Definition

**Not occurring:** College is currently not following, or planning to follow, this practice

**Not systematic:** Practice is incomplete, inconsistent, informal, and/or optional

**Planning to scale:** College has made plans to implement the practice at scale and has started to put these plans into place

**Scaling in progress:** Implementation of the practice is in progress for all students

**At scale:** Practice is implemented at scale—that is, for all students in all programs of study.

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Required math courses are appropriately aligned with the student’s field of study.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Students can easily see how far they have come and what they need to do to complete their program.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Program 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

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Next, you will be asked to answer 3 short answer questions.

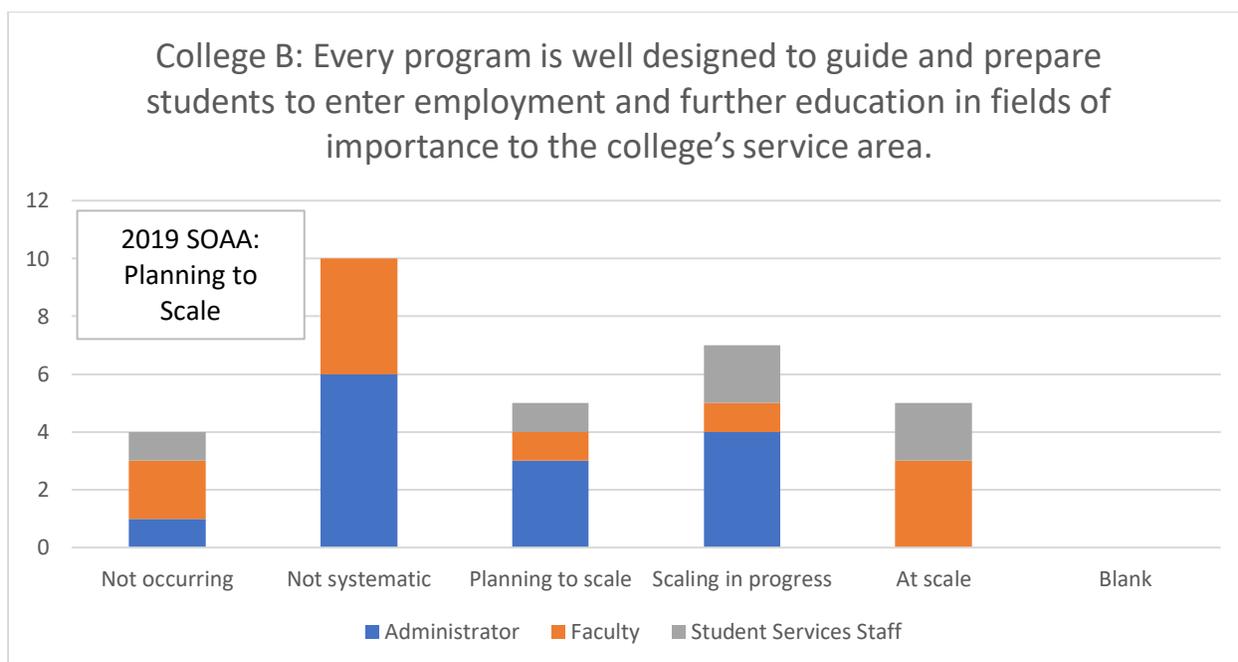
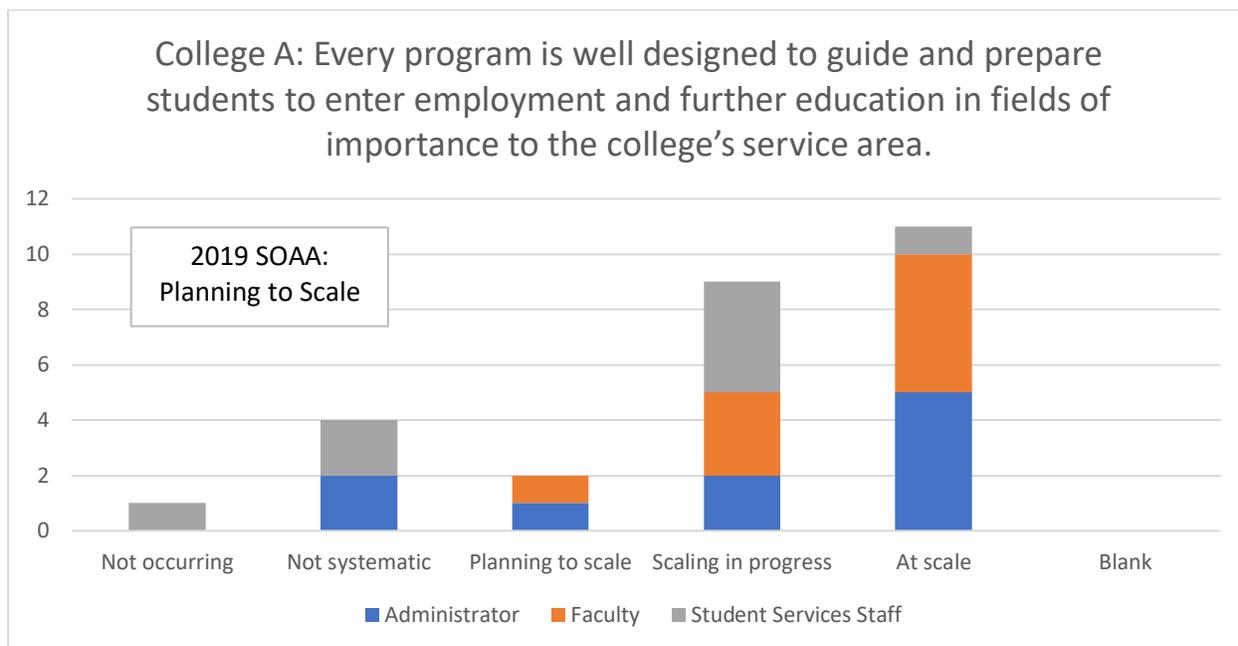
In your opinion, what helped facilitate Guided Pathways implementation?

In your opinion, what hindered Guided Pathways implementation?

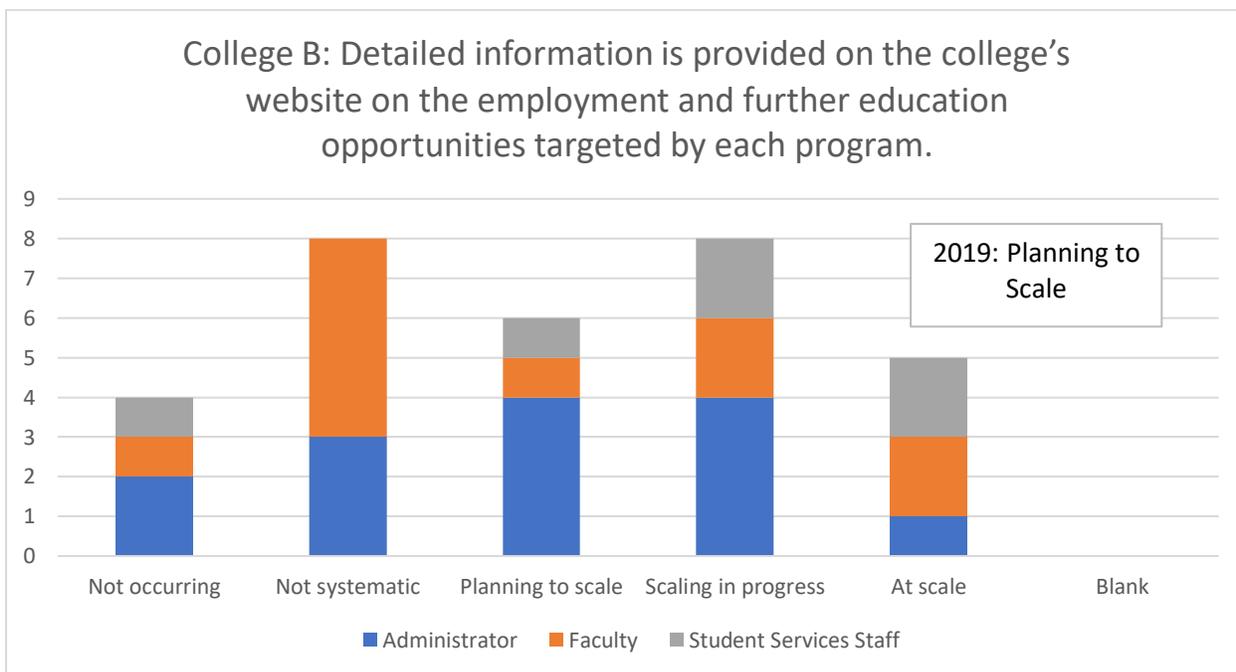
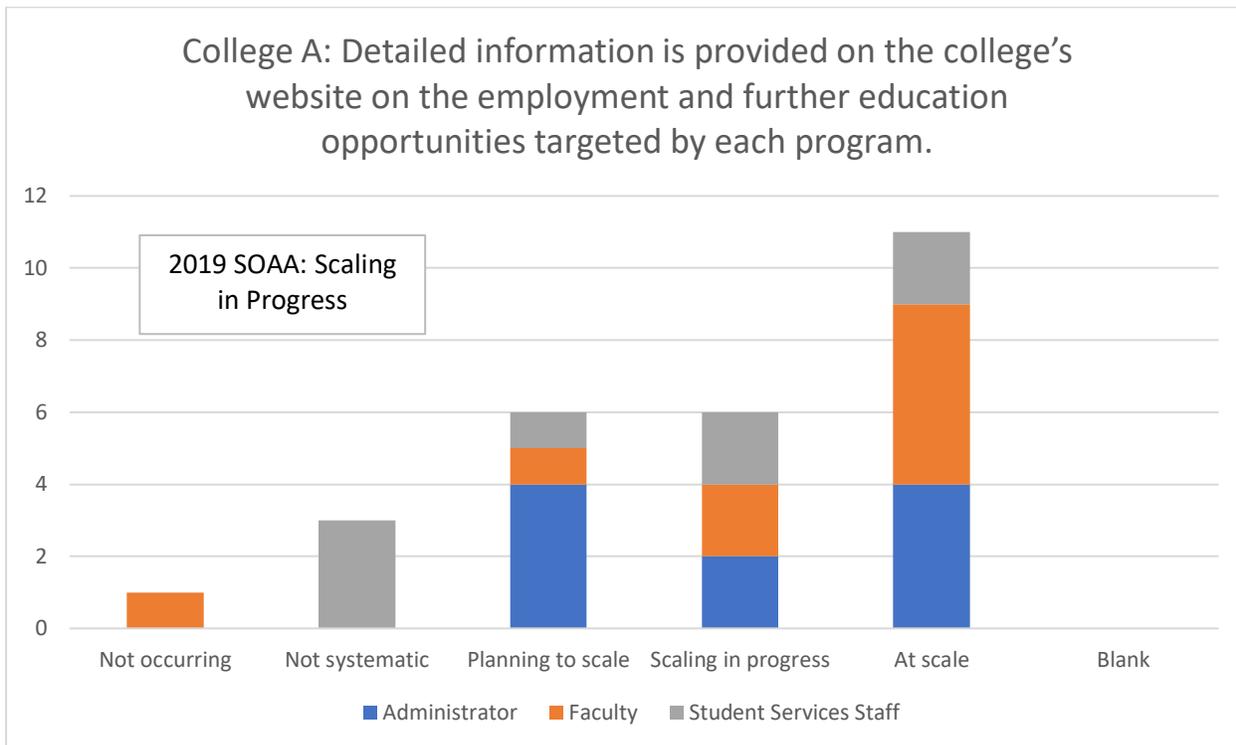
Please describe, from your perspective, your institution's current Guided Pathways implementation status.

### Appendix D: Qualtrics Survey Results

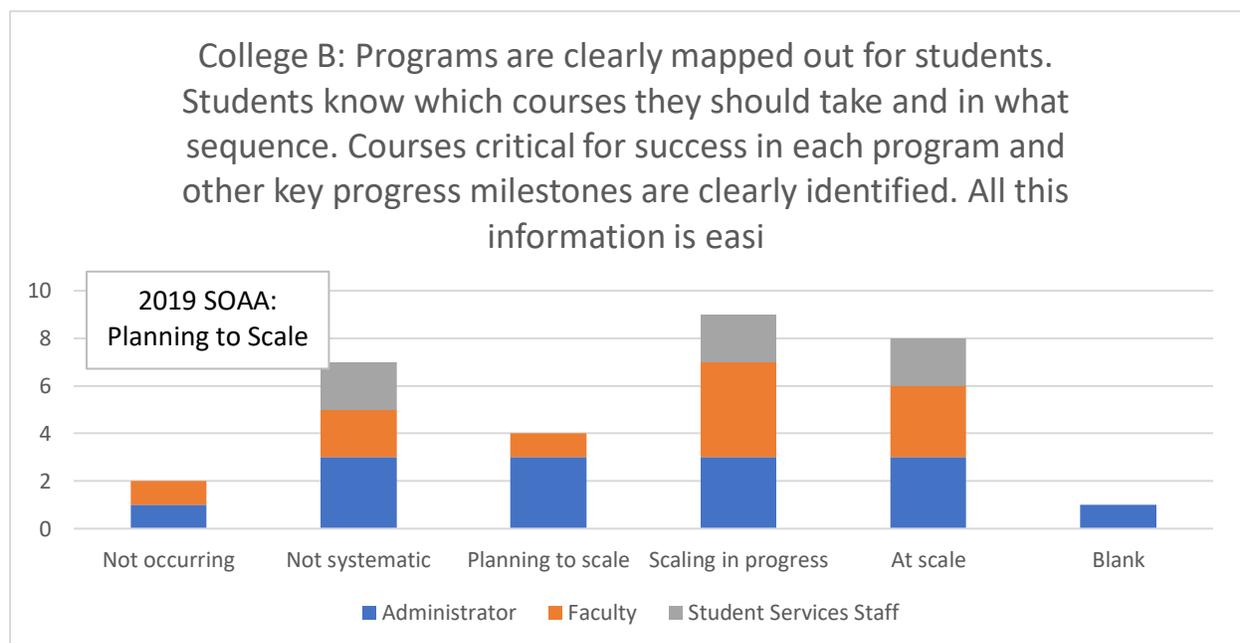
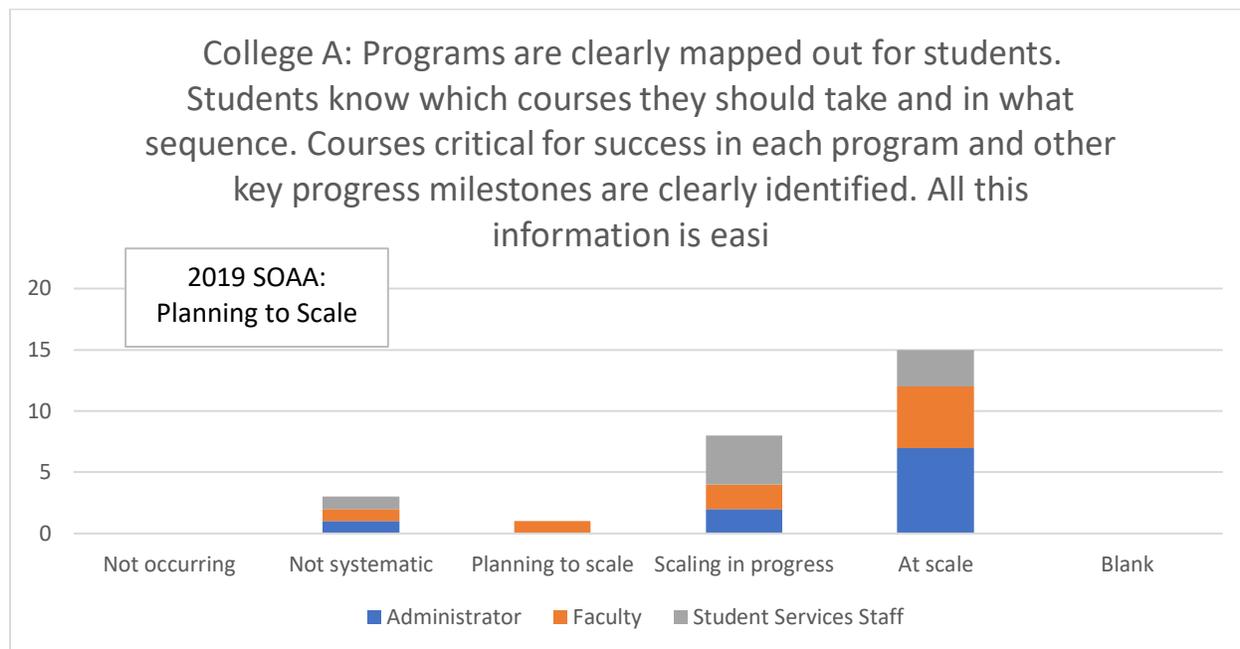
Question 1: College A and College B responses with 2019 SOAA responses written in a textbox



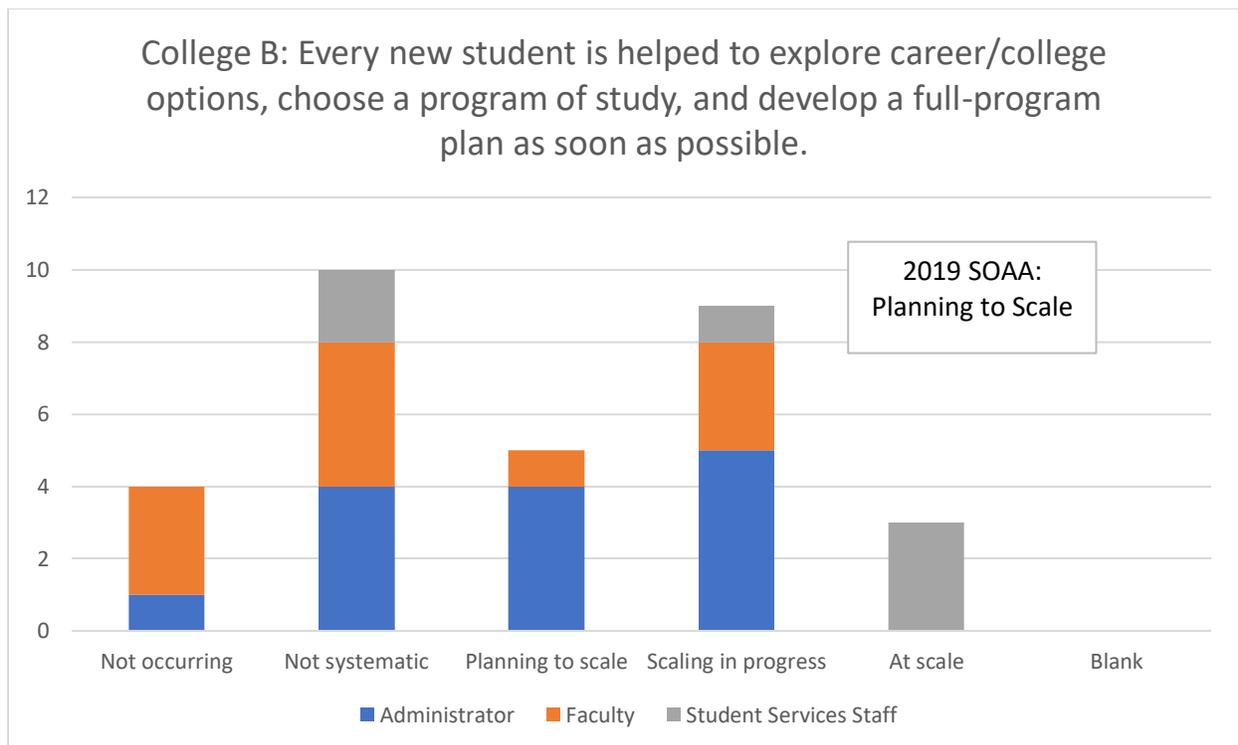
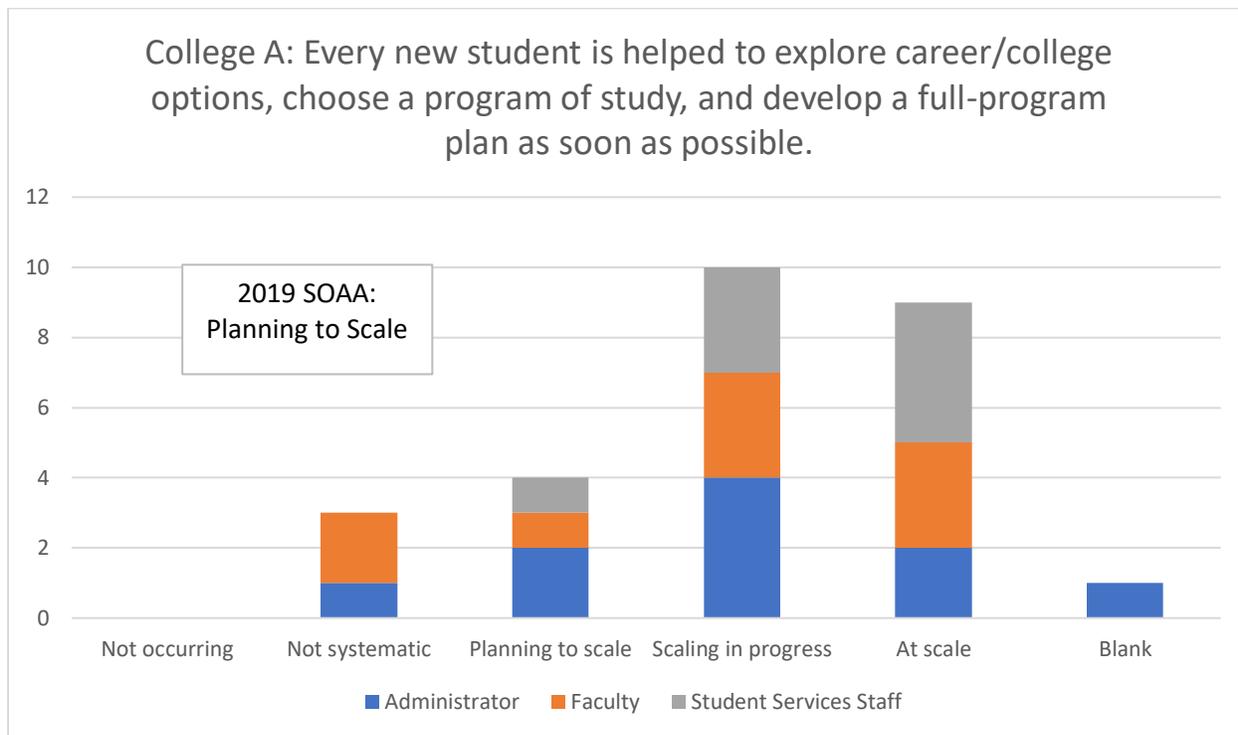
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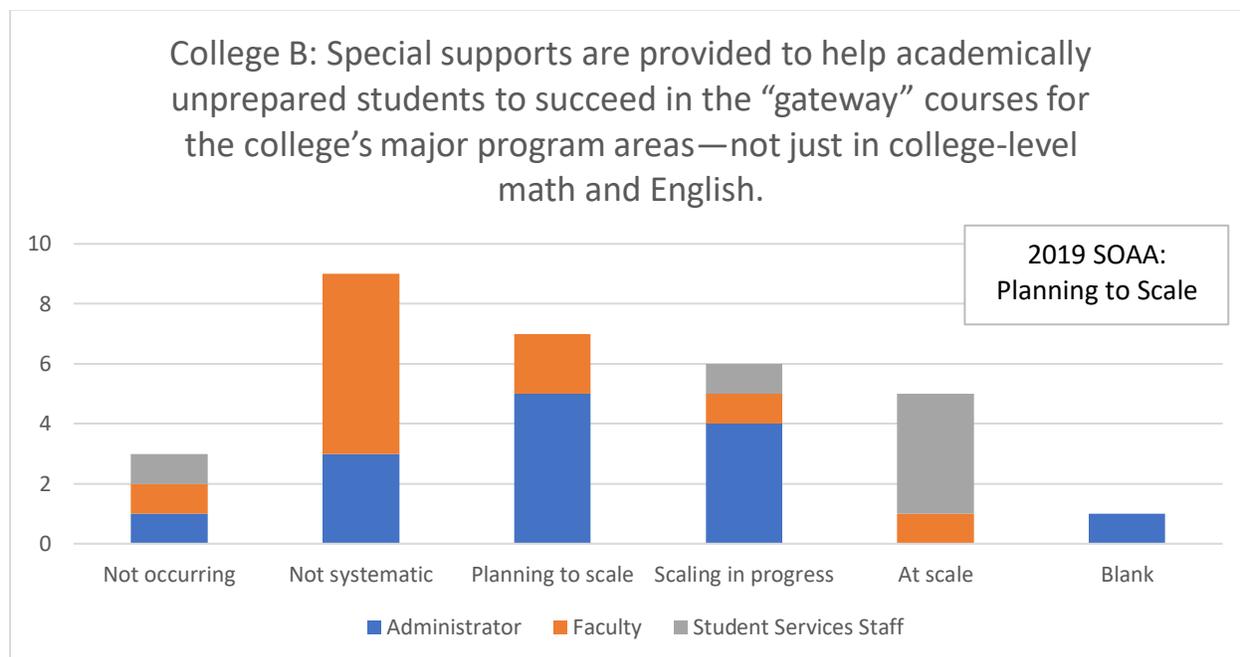
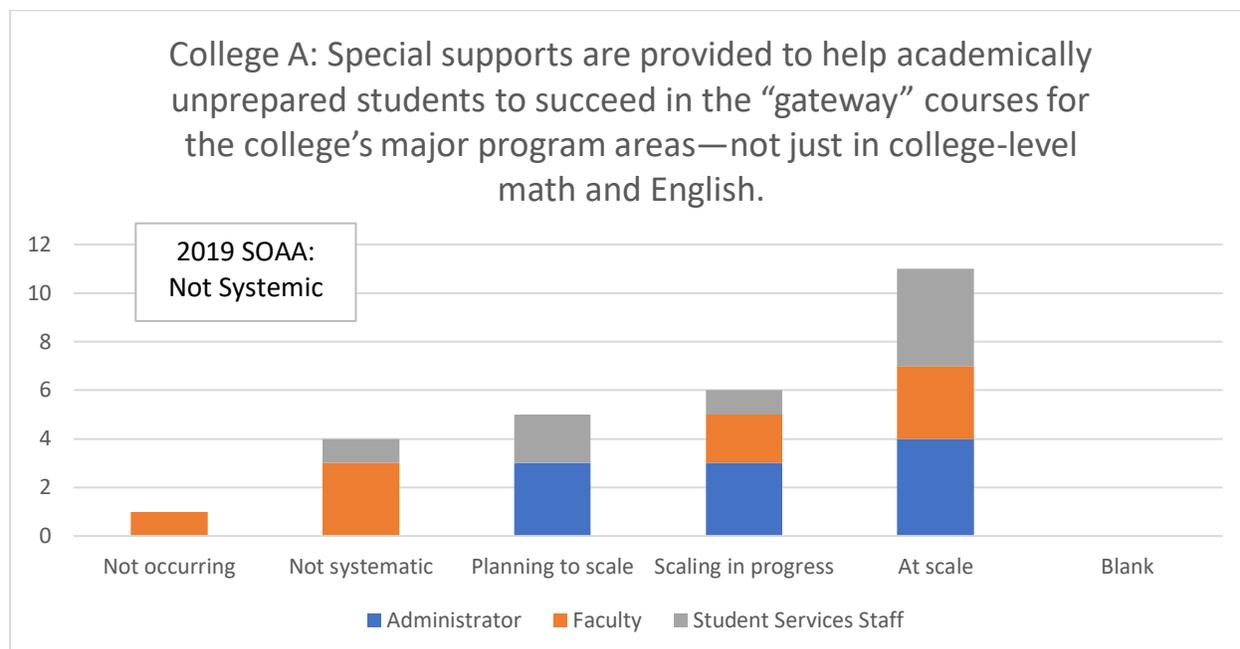
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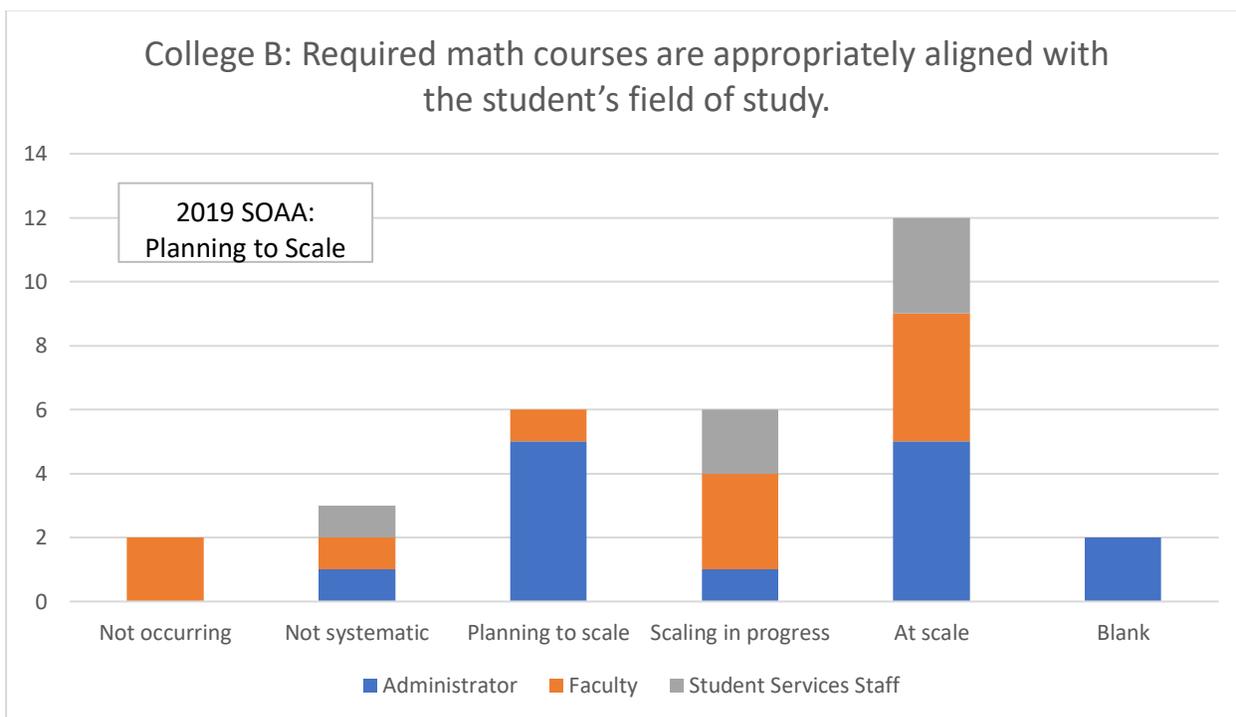
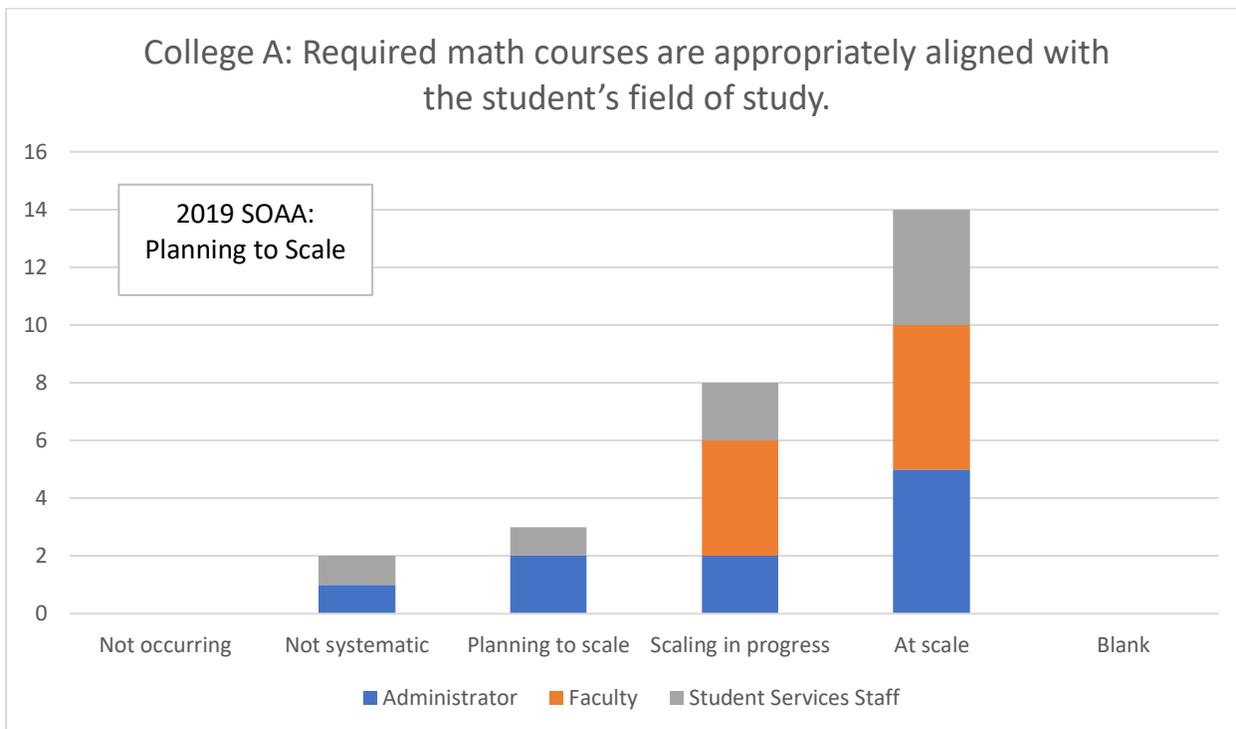
Question 4: College A and College B responses with 2019 SOAA responses written in a textbox



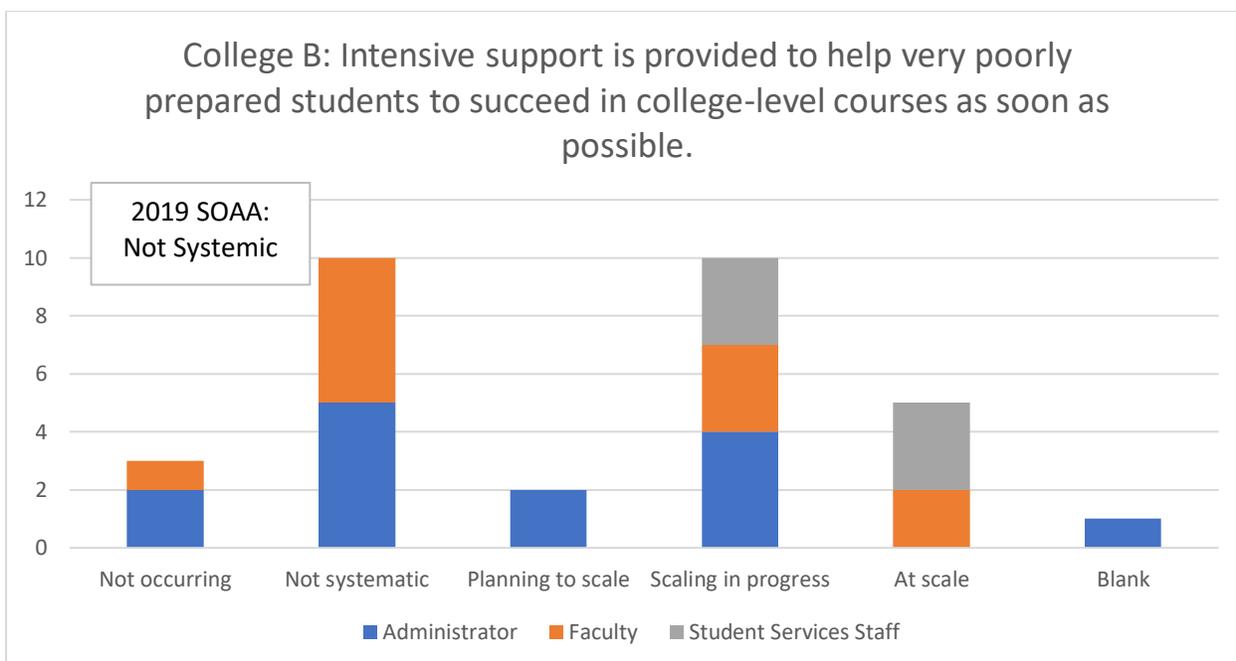
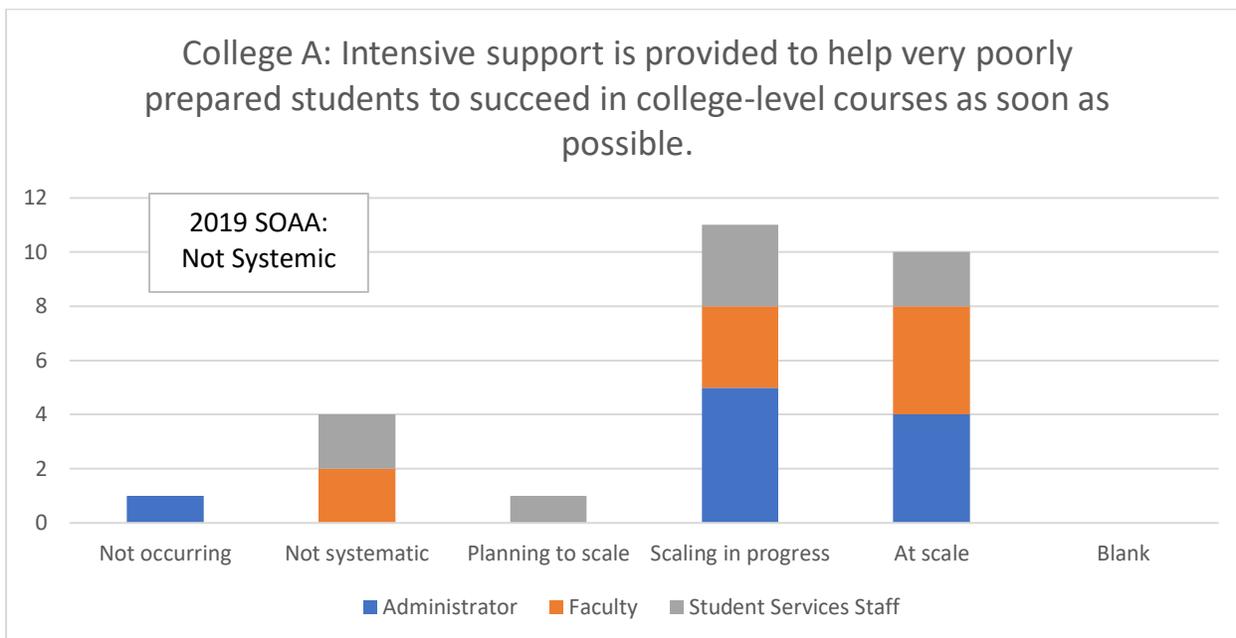
Question 5: College A and College B responses with 2019 SOAA responses written in a textbox



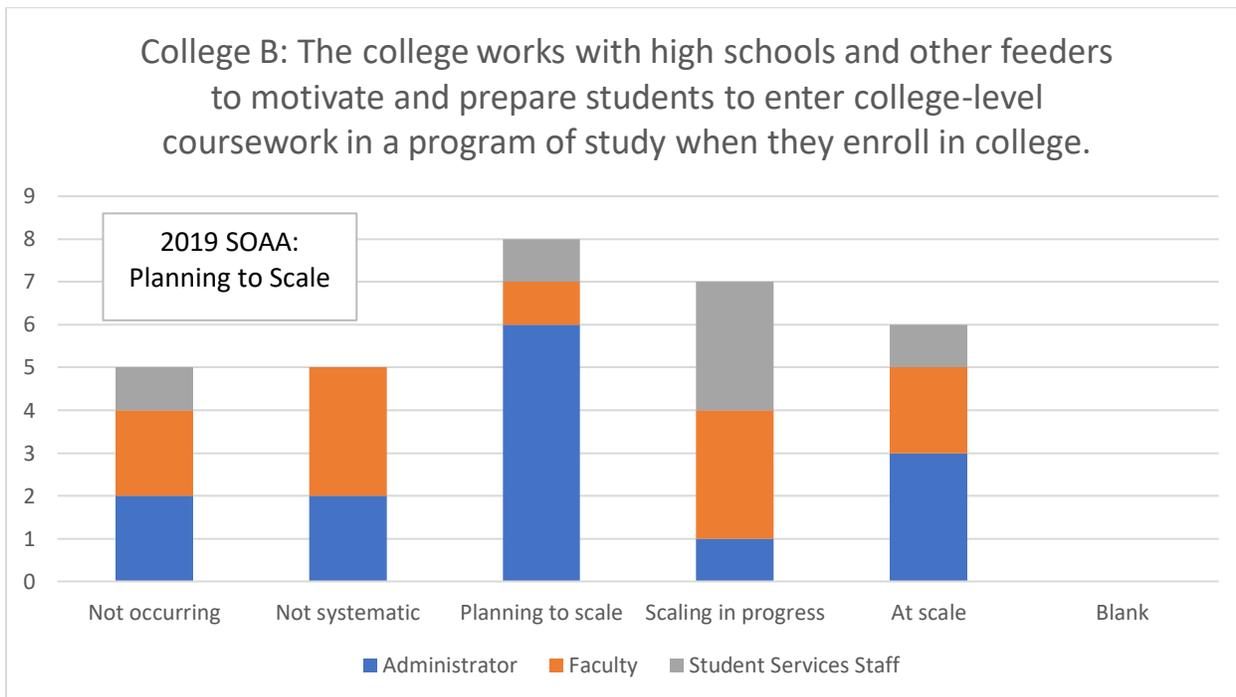
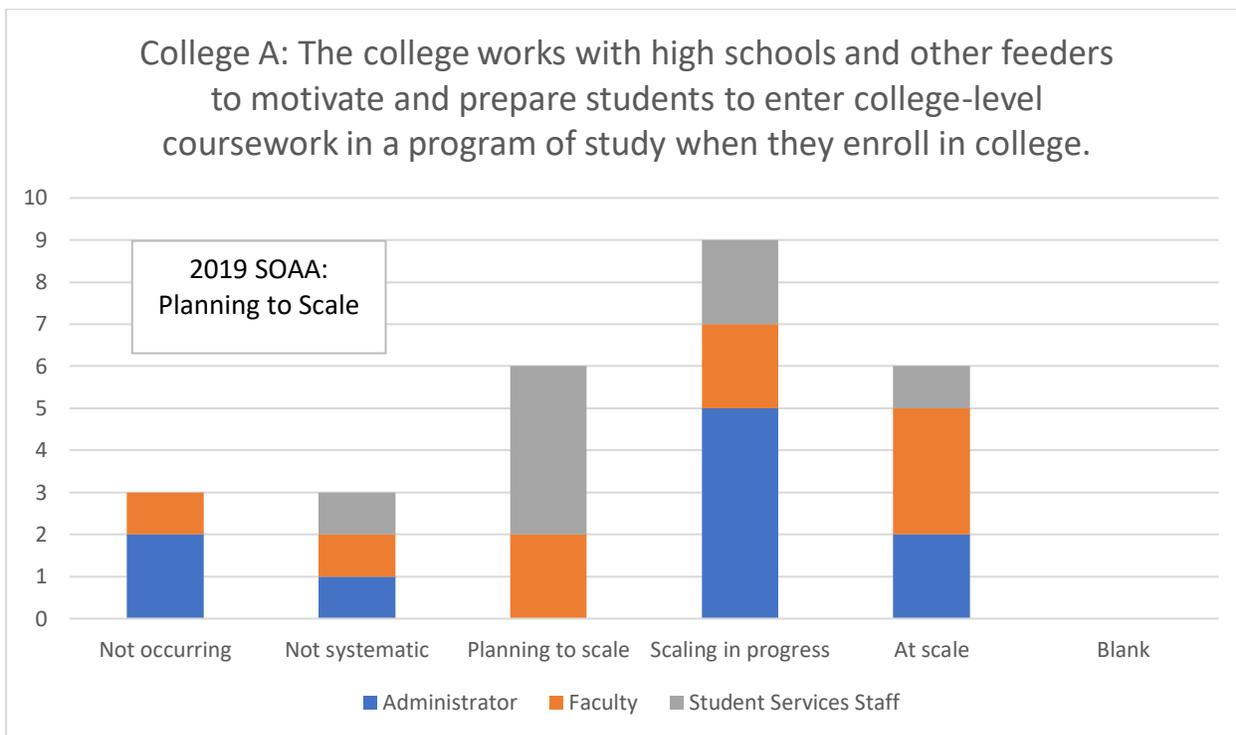
Question 6: College A and College B responses with 2019 SOAA responses written in a textbox



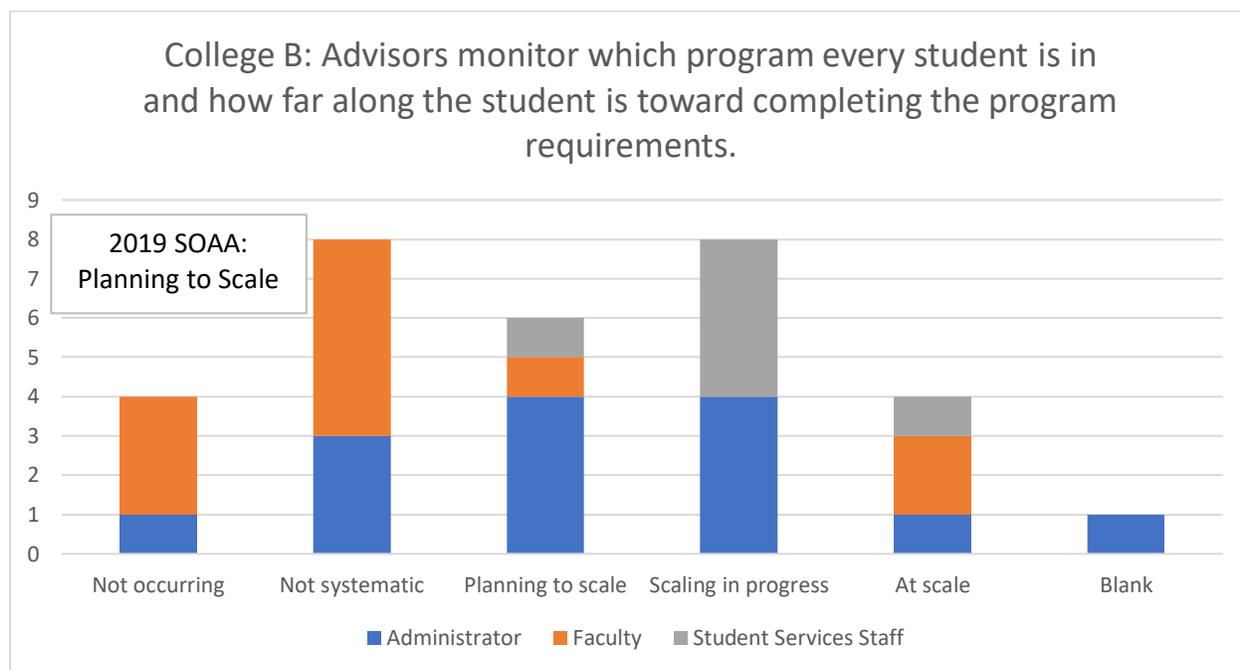
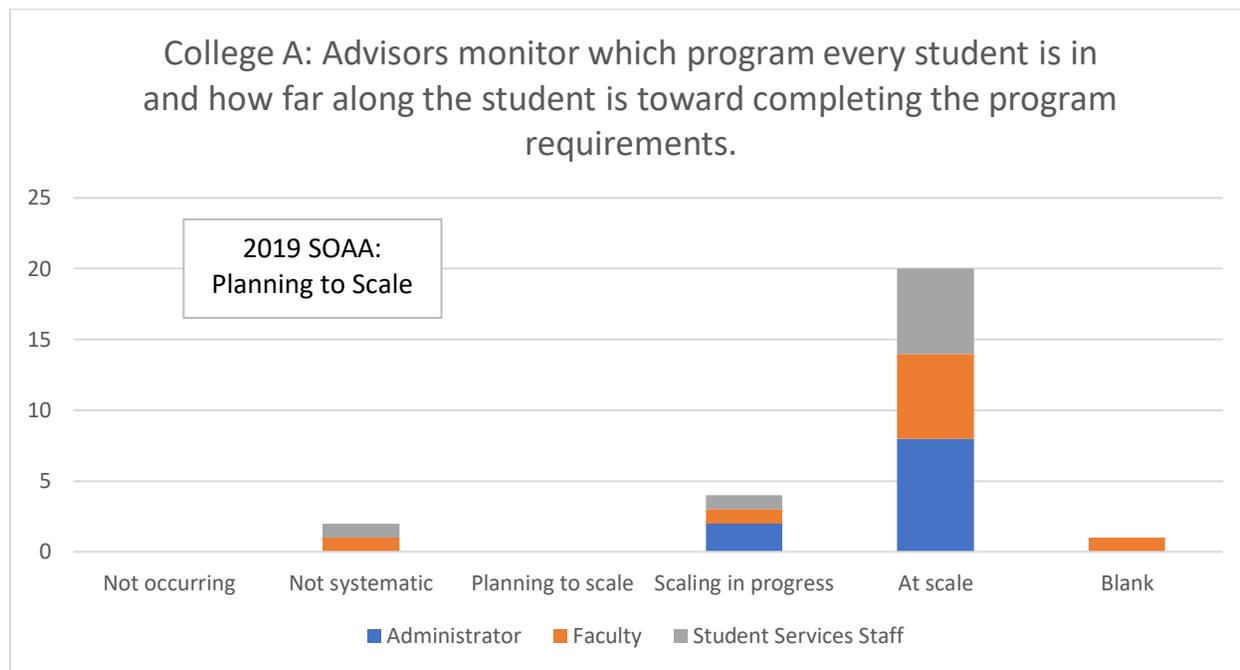
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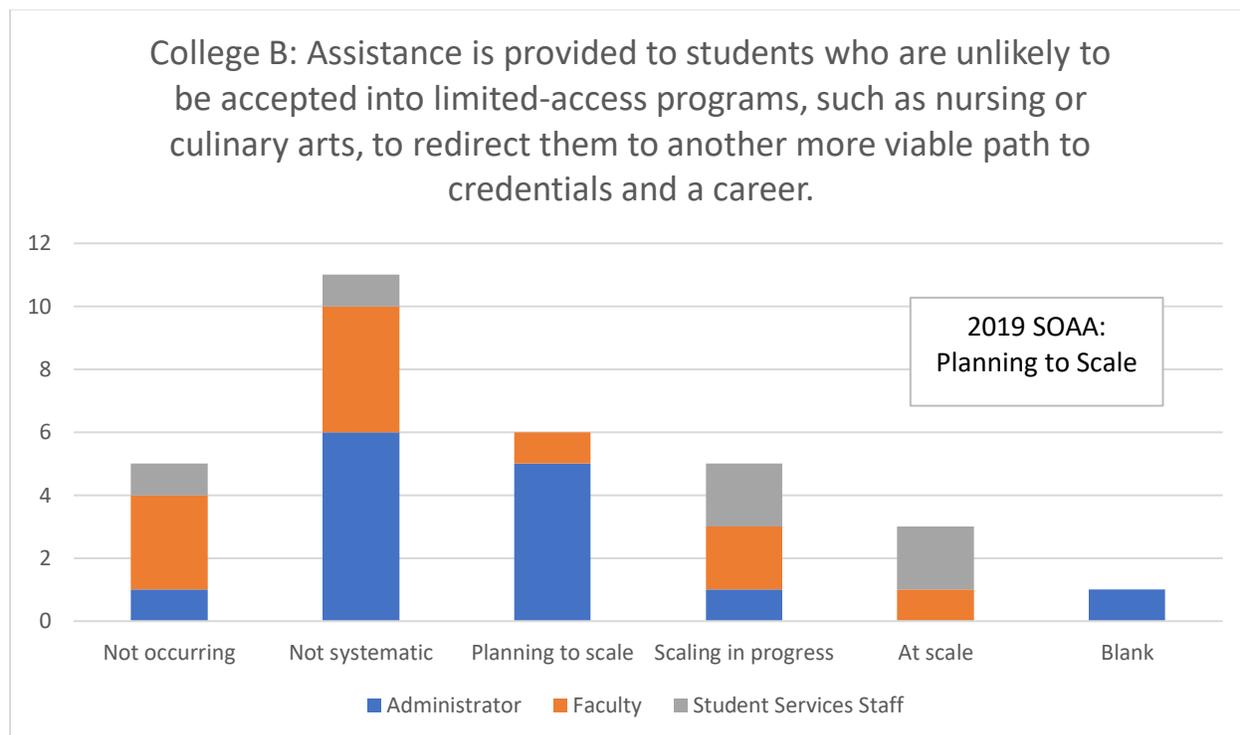
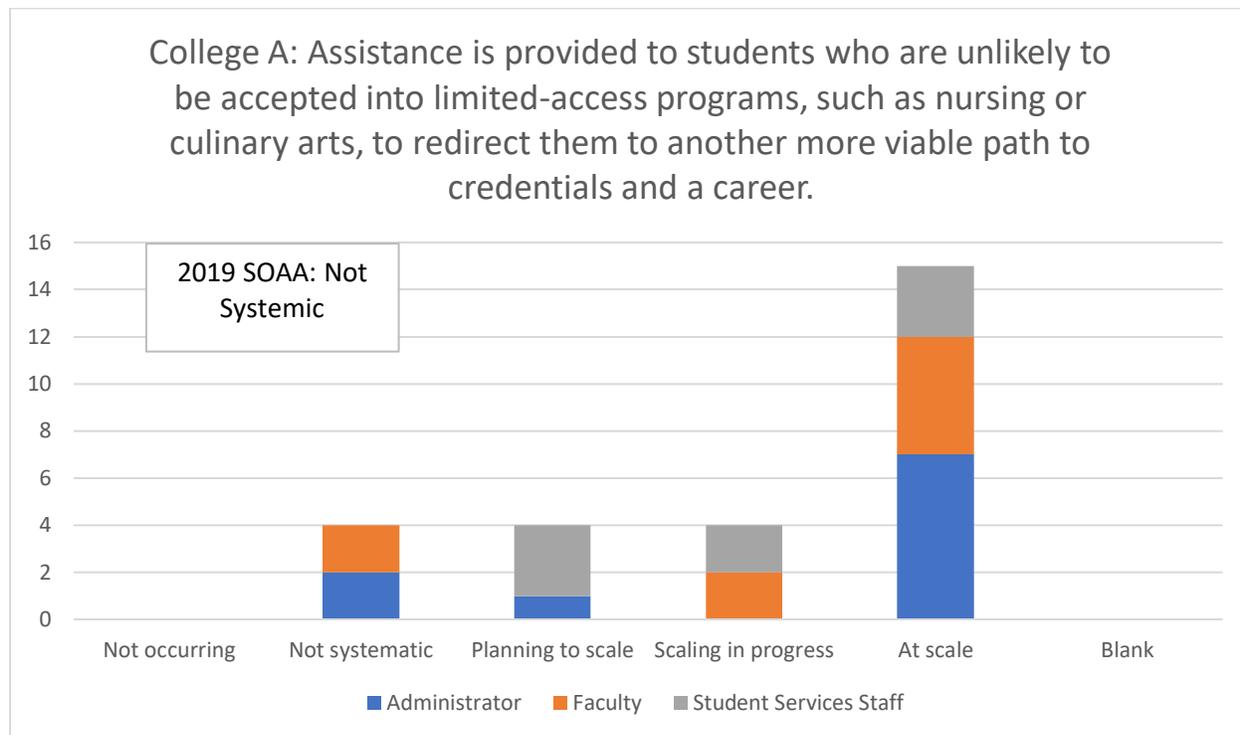
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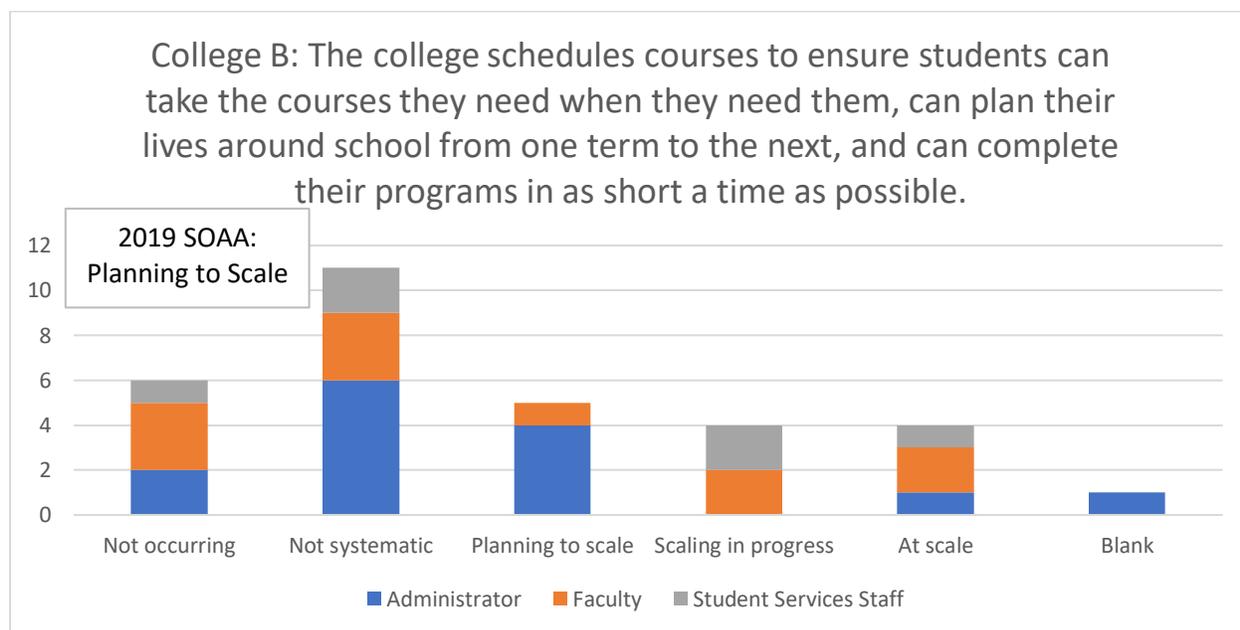
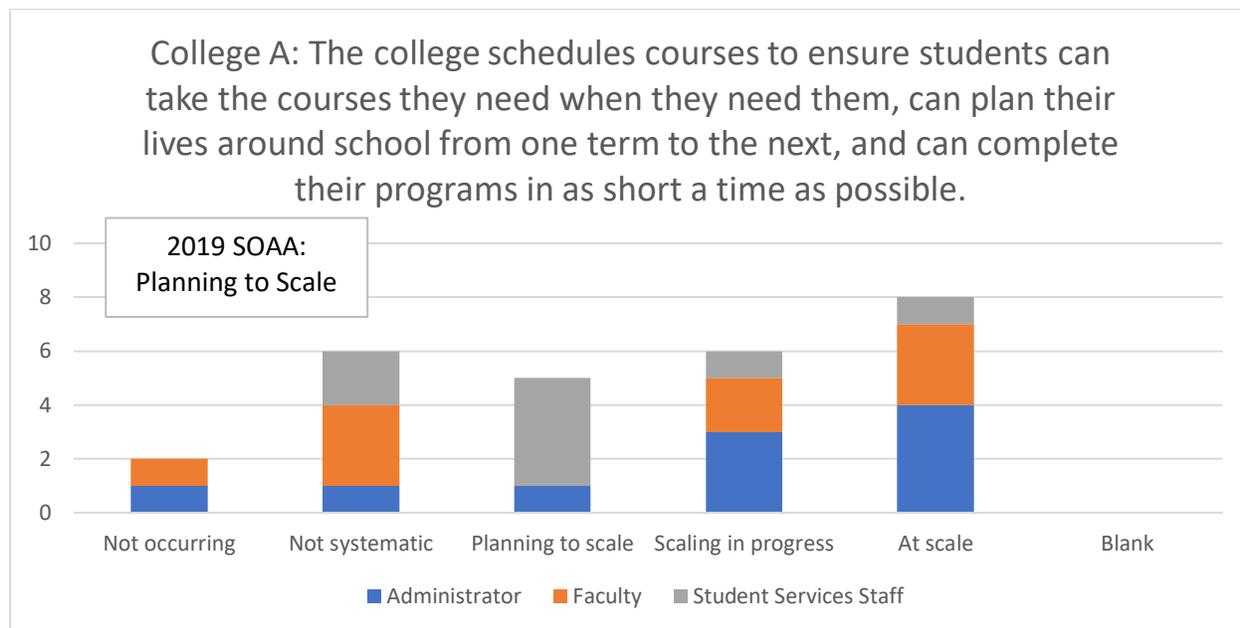
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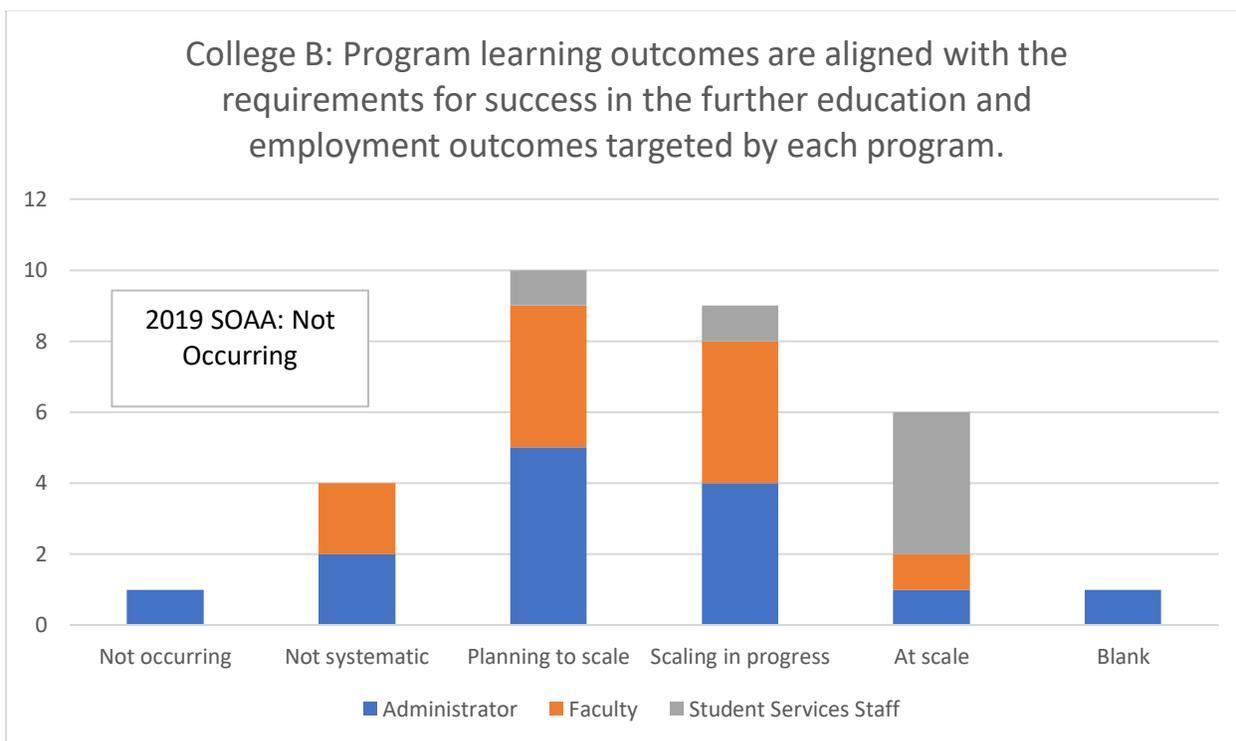
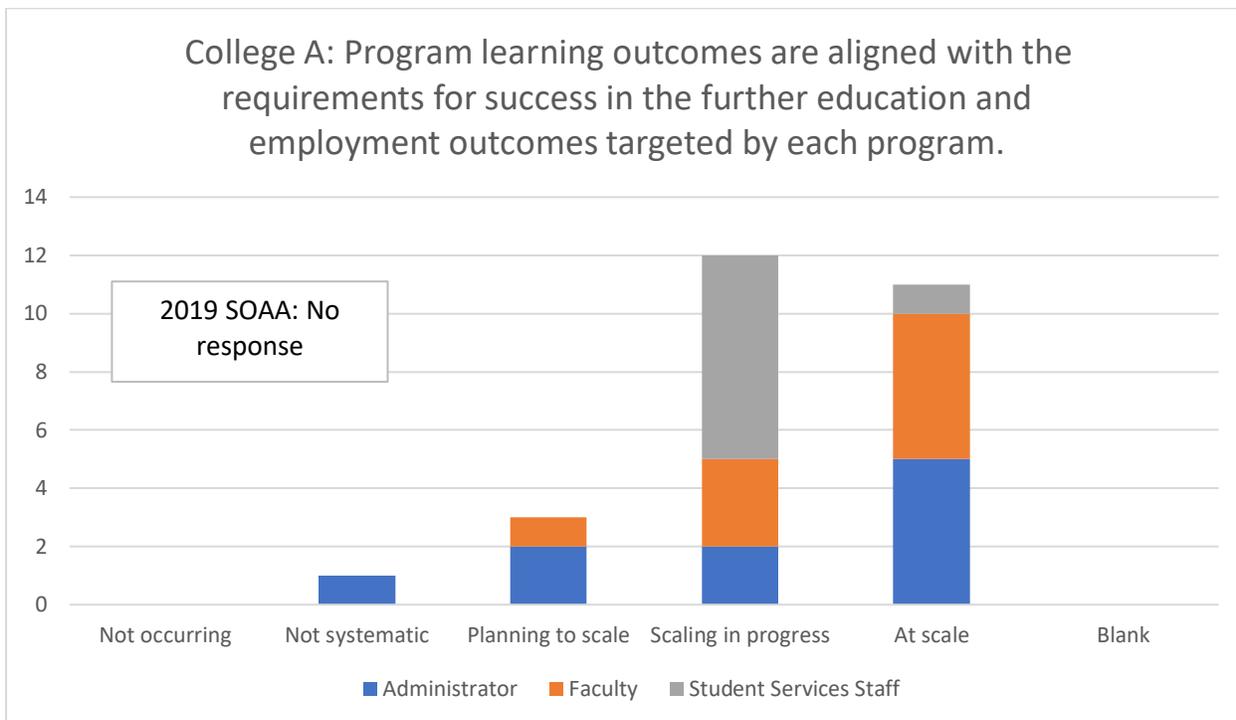
Question 10: College A and College B responses with 2019 SOAA responses written in a textbox



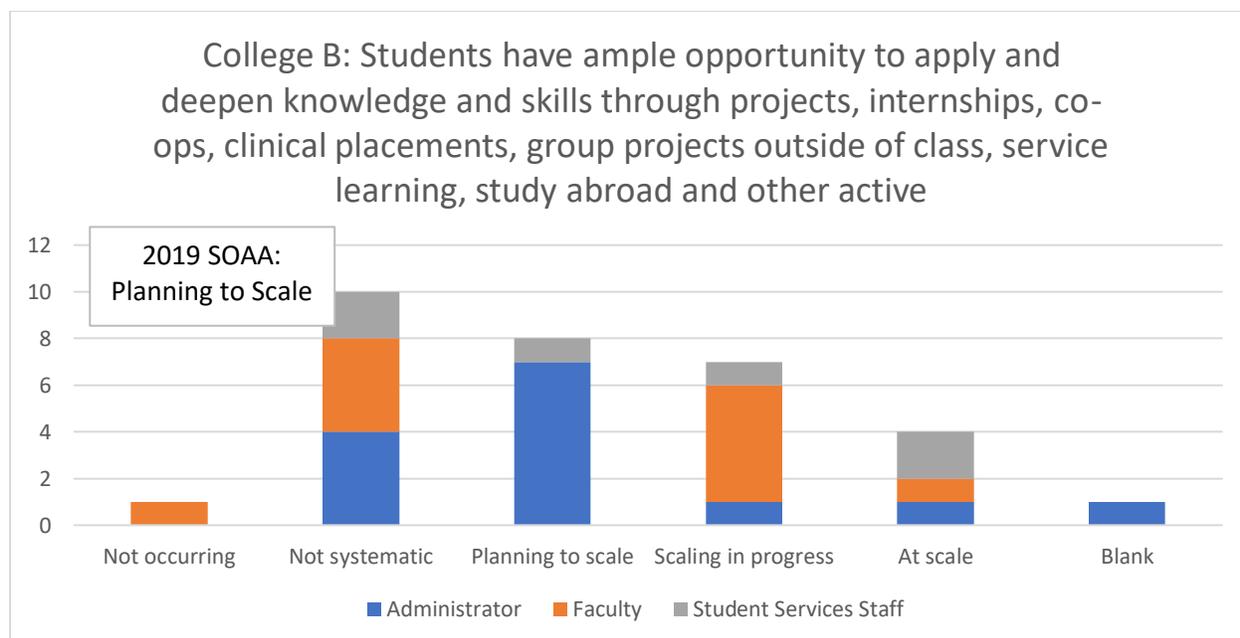
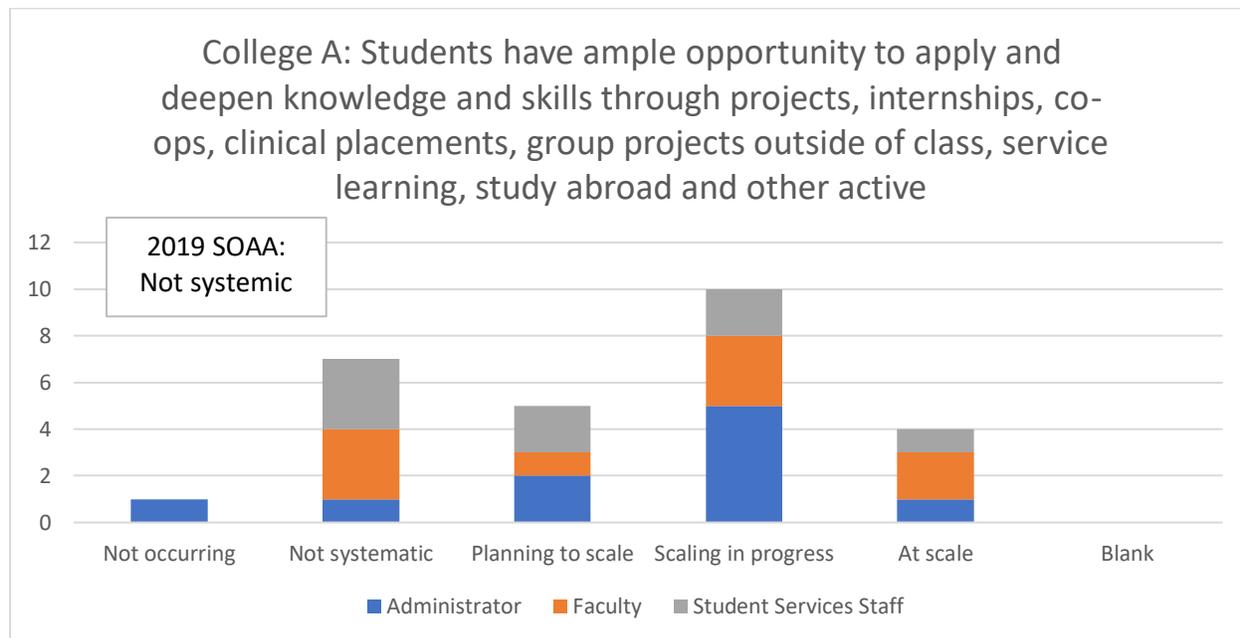
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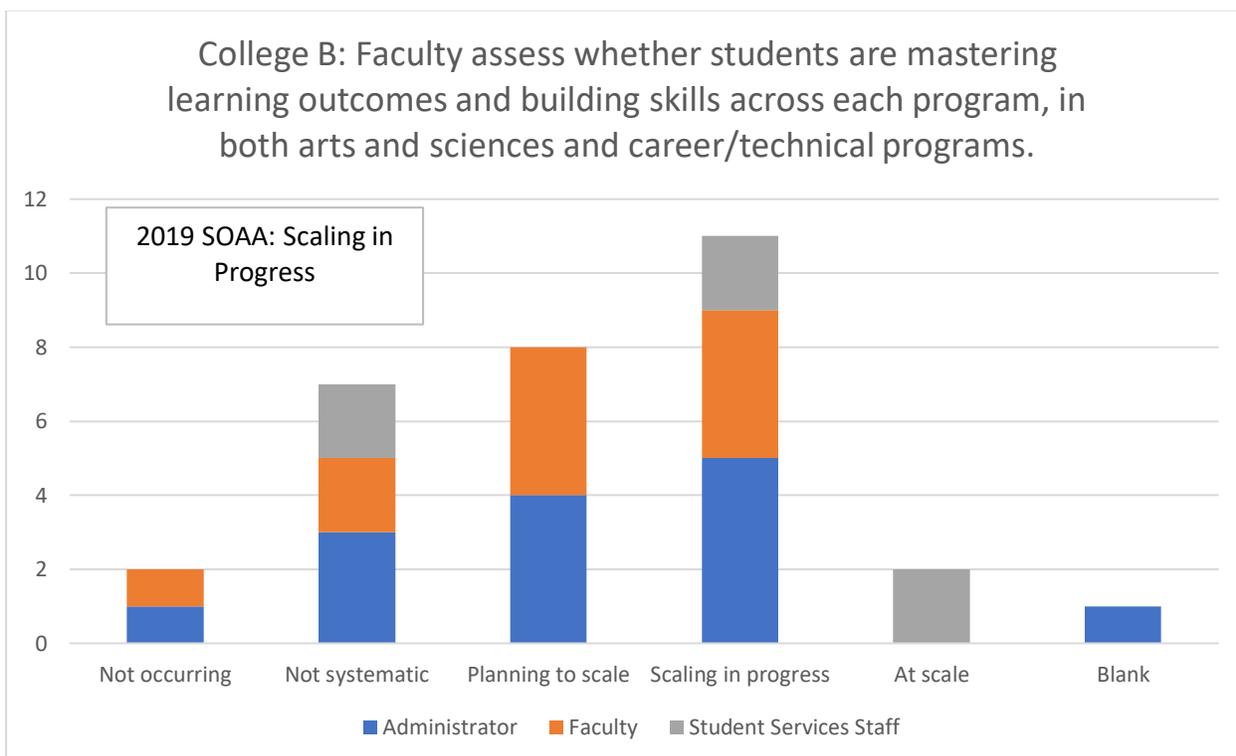
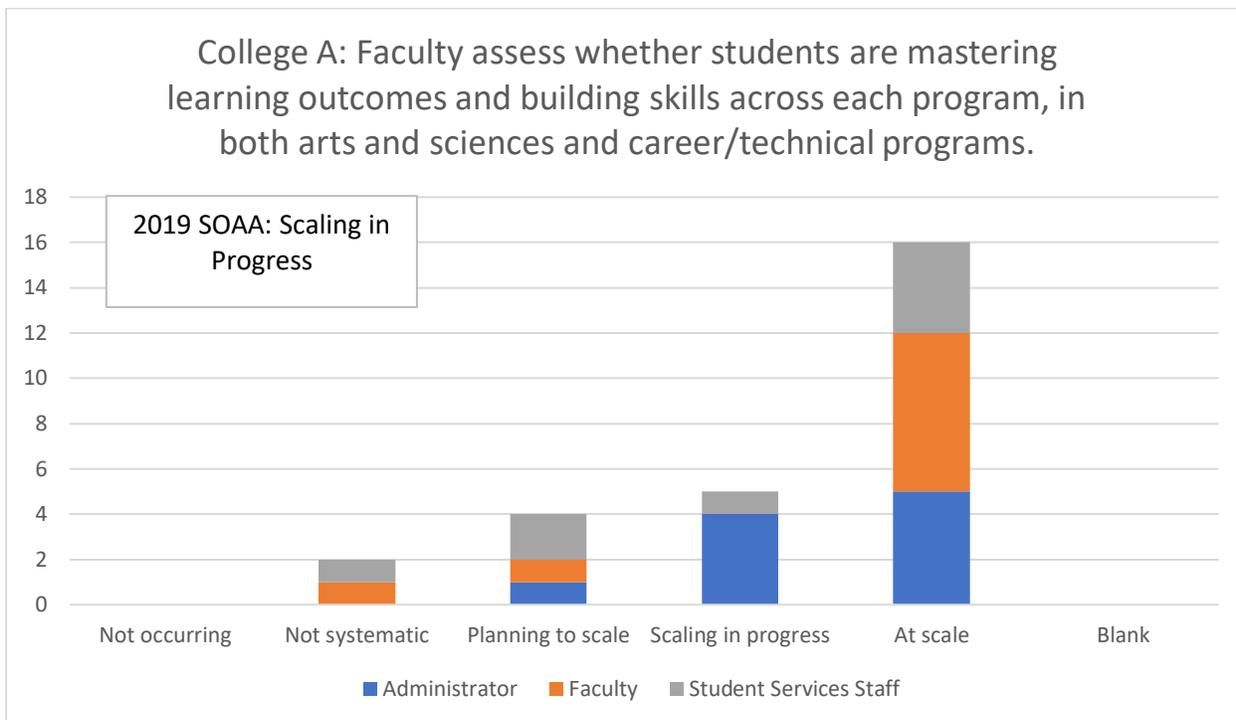
Question 12: College A and College B responses with 2019 SOAA responses written in a textbox



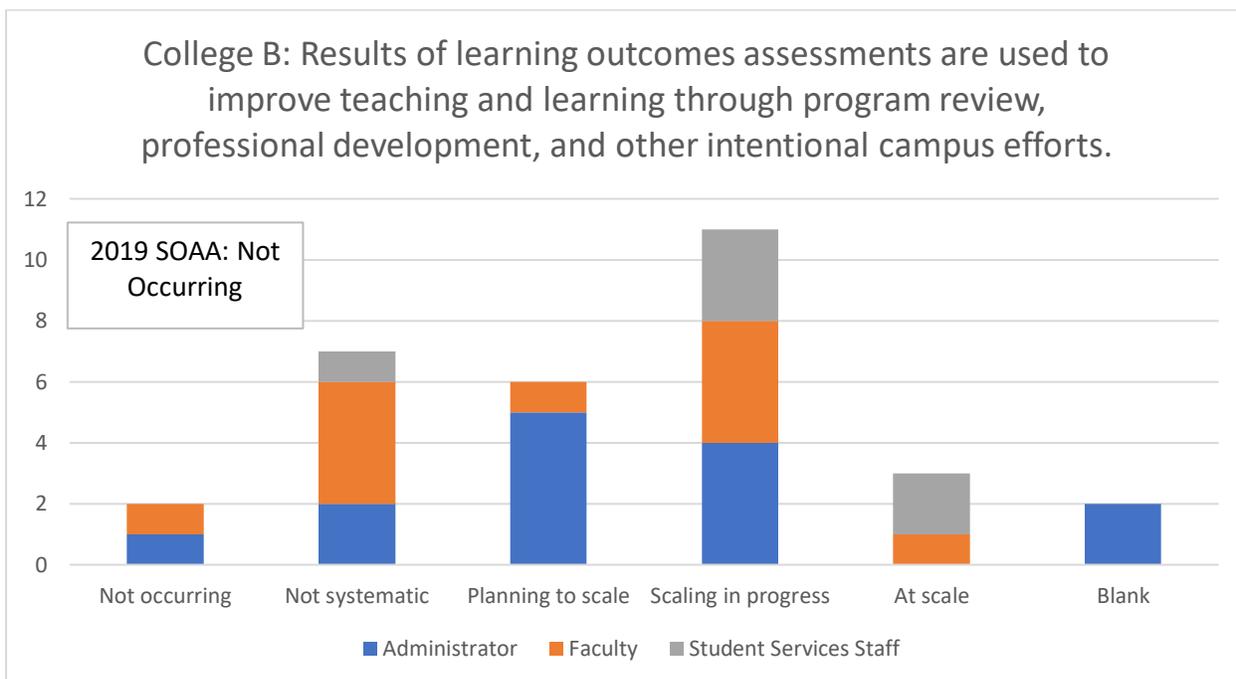
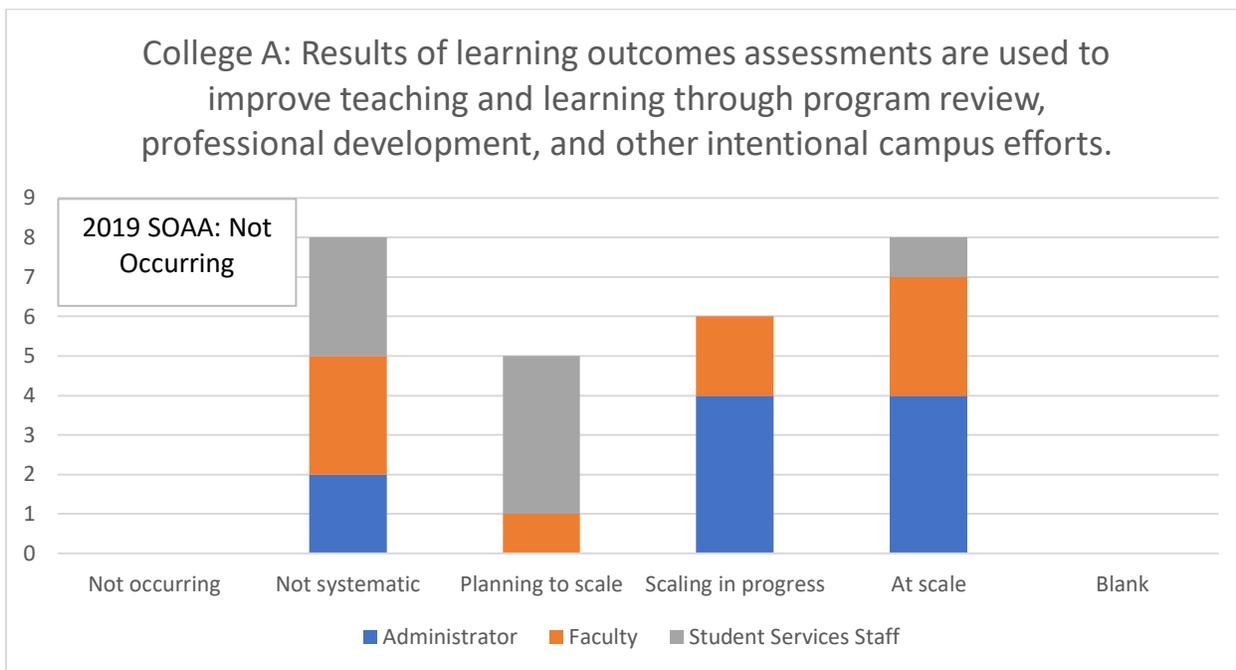
Question 13: College A and College B responses with 2019 SOAA responses written in a textbox



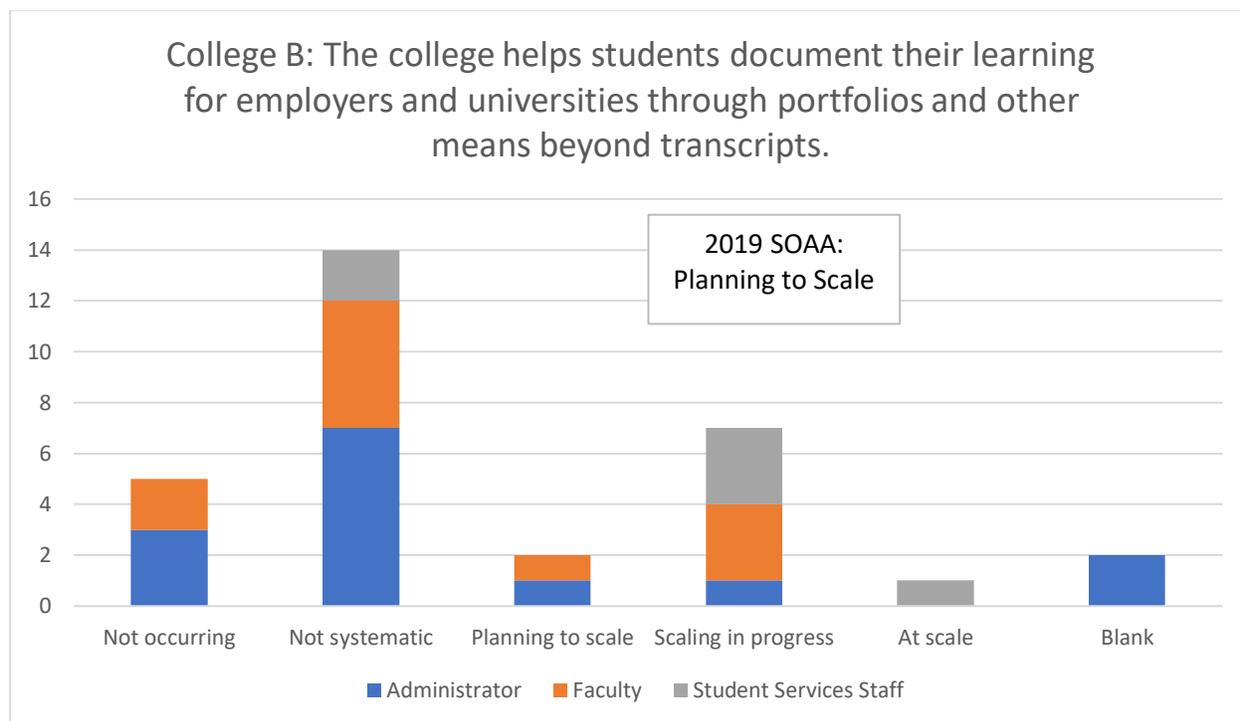
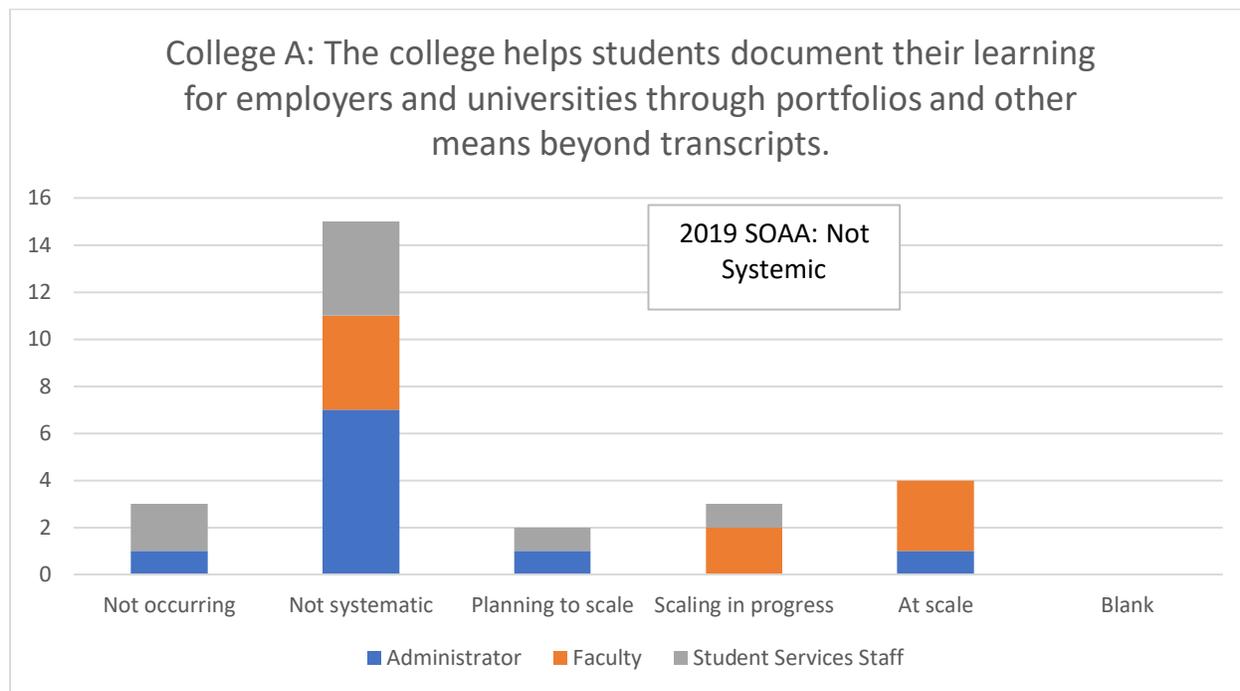
Question 14: College A and College B responses with 2019 SOAA responses written in a textbox



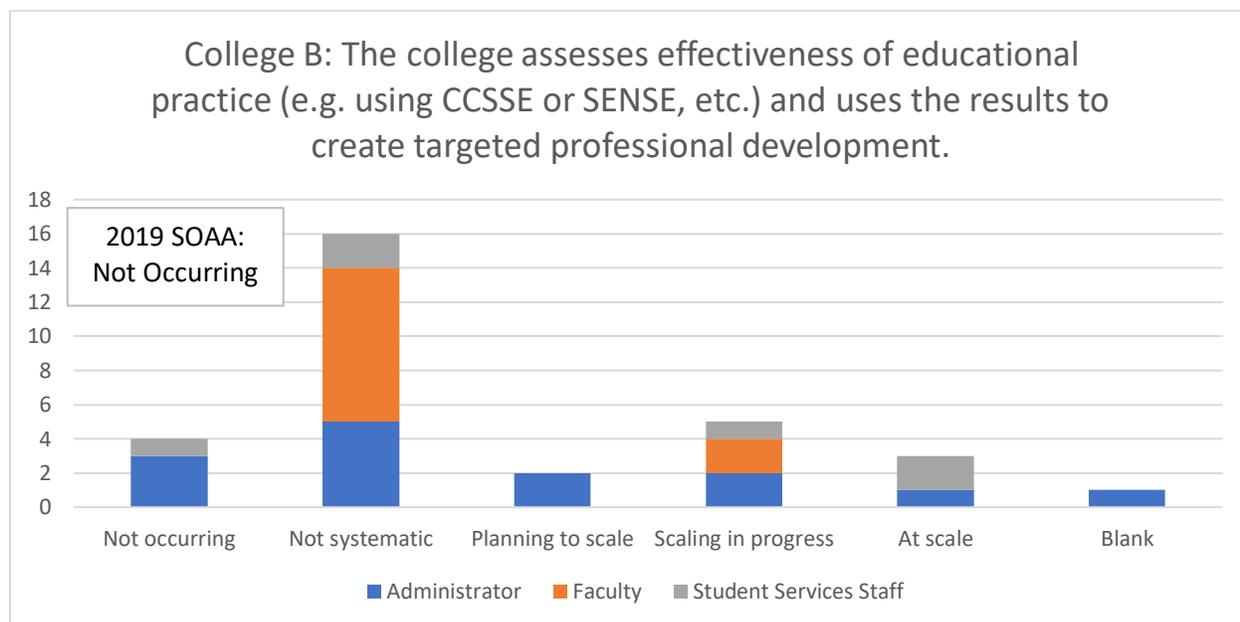
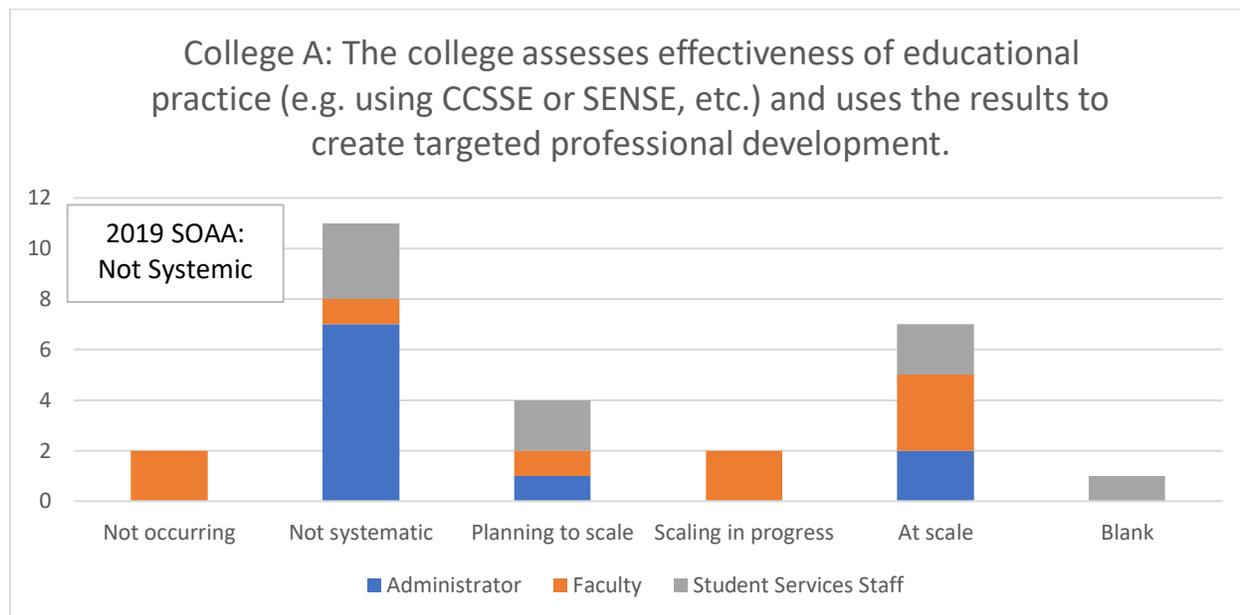
Question 15: College A and College B responses with 2019 SOAA responses written in a textbox



Question 17: College A and College B responses with 2019 SOAA responses written in a textbox



Question 18: College A and College B responses with 2019 SOAA responses written in a textbox



### Appendix E: Qualtrics Open-Ended Responses

College A

Category (Kotter)	Highlight Color	Speaker & Location in the Transcript
Evidence that the college formed a Powerful Coalition: broad participation (supporting collaborative planning and implementation)	green	<p>“A faculty and staff led group propelled by key faculty and supported by College leadership”</p> <p>“Groups containing people across the college looking at various areas and recommending ways to improve those areas”</p>

## College B

Category (Kotter)	Highlight Color	Speaker & Location in the Transcript
Evidence that the college created urgency. (laying the groundwork for whole-college redesign)	yellow	<p>“Guided Pathways was being implemented at other institutions. The former President of the college initiated the implementation. He worked with the National Guided Pathways Team.”</p> <p>“Our president made it a priority”</p> <p>“The driving force behind guided pathways left and the initiative was not pursued.”</p> <p>“the need existed”.</p>
Evidence that the college formed a Powerful Coalition: broad participation (supporting collaborative	green	<p>“cross-functional teams involving 70+ faculty/staff with a structure outside of the usual one”</p> <p>“We had two very strong co-chairs that kept the thoughtful facilitation moving forward. They were organized and strategic, helping the various groups develop strong plans.”</p>

planning and implementation)		
Evidence that the college created a vision for change	blue	<p>“I believe in the mission and what Guided Pathways can mean for historically marginalized groups.”</p> <p>“some faculty didn't and still don't think that Guided Pathways is a good thing for students”</p> <p>“lack of fully understanding the program”</p> <p>“brute force”</p> <p>“It has created a segregation on campus. Our campus is too small for this type of organization.”</p>
Evidence that the college communicated the vision for change	purple	<p>“The Guided Pathways implementation process unfortunately was neither collaborative or transparent. There was a tremendous lack of communication, and I was a member of one of the committees!”</p>

(introducing guided pathways to the college community)		<p>“Guided Pathway was not marketed on campus so people don't even know what we are doing in Guided Pathways.”</p>
Evidence that the college Removed Obstacles: Ensure that all employees are onboard and that there are no barriers to success.	gray	
Evidence that the college created/celebrated Short Term Wins.	red	
Evidence that the college built on the change	kobalt	<p>“a lack of institutional support.”</p> <p>“there was not a good hand-off to Title V supervision of the implementation”</p>

<p>(sustaining and institutionalizing student success reforms)</p>		<p>“Once the two strong co-chairs completed V.1, they moved away from their roles and the initial implementation seemed to disappear. There didn't seem like there was a responsible party heading the momentum. I'm not aware of any data collection that we collected to measure initial success. It's really sad that so much effort seems to be wasted.”</p> <p>“I am not sure what the status is...it seems like some things have been implemented and others that have not.”</p> <p>“supposed to be fully implemented but lots of question marks remain.”</p> <p>“still progressing and adjusting”</p> <p>“middle of the road”</p>
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		<p>“it went rather well, though if we had more budget, we would probably have gotten more help”</p>
<p>Evidence that the college anchored the change in the organizational culture</p>	<p>tea</p>	<p>“We are guided pathways in name only. Departments are still operating within constructs that were in place long before the guided pathways model and are reticent to change.”</p> <p>“mindset”</p> <p>“No one bought into it”</p> <p>“it seems to have a good outcome”.</p>

## Appendix F: Index of Documents

### College A Index of Documents

Document Name and Link	Document Description	Kotter Principles
Design Analysis Workgroup Charter <a href="https://www.mvcc.edu/guided-pathways/pdf/design-analysis-assessment-workgroup-charter.pdf">https://www.mvcc.edu/guided-pathways/pdf/design-analysis-assessment-workgroup-charter.pdf</a>	Organizational document for work group- lists membership and tasks/guiding principles and vision	1 urgency 2 broad coalition 3 vision for change 5 barriers removed
Design Analysis Assessment Recommendations <a href="https://www.mvcc.edu/guided-pathways/pdf/design-analysis-assessment-recommendations.pdf">https://www.mvcc.edu/guided-pathways/pdf/design-analysis-assessment-recommendations.pdf</a>	Final Document of committee recommending curriculum and assessment practices that assure consistency with GP principles	4 Communication 7 Building on change
General Studies Workgroup Charter <a href="https://www.mvcc.edu/guided-pathways/pdf/general-">https://www.mvcc.edu/guided-pathways/pdf/general-</a>	Organizational document for work group- lists membership and tasks/guiding principles and vision; also speaks to “whole college redesign”	1 urgency 2 broad coalition 3 vision for change

<a href="#">studies-workgroup-charter.pdf</a>		
General Studies Recommendations <a href="https://www.mvcc.edu/guided-pathways/pdf/general-studies-recommendations.pdf">https://www.mvcc.edu/guided-pathways/pdf/general-studies-recommendations.pdf</a>	Final Document of committee recommending criteria for moving students into a path, first year experience classes, and career counseling	4 Communication 5 barriers removed 7 Building on change 8 change grounded in org culture
Intake and Onboarding Workgroup Charter <a href="https://www.mvcc.edu/guided-pathways/pdf/intake-onboarding-workgroup-charter.pdf">https://www.mvcc.edu/guided-pathways/pdf/intake-onboarding-workgroup-charter.pdf</a>	Organizational document for work group- lists membership and tasks/guiding principles and vision; speaks to creating holistic onboarding experience of students	2 broad coalition 3 vision for change 5 barriers removed
Intake and Onboarding Recommendations <a href="https://www.mvcc.edu/guided-pathways/pdf/intake-onboarding-recommendations.pdf">https://www.mvcc.edu/guided-pathways/pdf/intake-onboarding-recommendations.pdf</a>	Final Document of committee recommending an improved onboarding process grounded in GP and institution culture of being “student ready”	4 Communication 7 Building on change 8 change grounded in org culture

<p>Integrated Advising Workgroup Charter</p> <p><a href="https://www.mvcc.edu/guided-pathways/pdf/integrated-advising-workgroup-charter.pdf">https://www.mvcc.edu/guided-pathways/pdf/integrated-advising-workgroup-charter.pdf</a></p>	<p>Organizational document for work group- lists membership and tasks/guiding principles and vision</p>	<p>1 urgency</p> <p>2 broad coalition</p> <p>3 vision for change</p>
<p>Integrated Advising Recommendations</p> <p><a href="https://www.mvcc.edu/guided-pathways/pdf/integrated-advising-recommendations.pdf">https://www.mvcc.edu/guided-pathways/pdf/integrated-advising-recommendations.pdf</a></p>	<p>Highly detailed final recommendations from workgroup setting up faculty mentor/student advisor case-management method of advising</p>	<p>4 Communication</p> <p>7 Building on change</p>
<p>Meta-major Workgroup charter</p> <p><a href="https://www.mvcc.edu/guided-pathways/pdf/metamajor-workgroup-charter.pdf">https://www.mvcc.edu/guided-pathways/pdf/metamajor-workgroup-charter.pdf</a></p>	<p>Organizational document for work group- lists membership and tasks/guiding principles and vision</p>	<p>2 broad coalition</p> <p>3 vision for change</p> <p>5 barriers removed</p>
<p>PLA Workgroup Charter</p> <p><a href="https://www.mvcc.edu/guided-pathways/pdf/pla-workgroup-charter.pdf">https://www.mvcc.edu/guided-pathways/pdf/pla-workgroup-charter.pdf</a></p>	<p>Organizational document for work group- lists membership and tasks/guiding principles and vision</p>	<p>2 broad coalition</p> <p>3 vision for change</p>

<a href="#">ed-pathways/pdf/pla-workgroup-charter.pdf</a>	and tasks/guiding principles and vision	5 barriers removed
PLA Workgroup Recommendations  <a href="https://www.mvcc.edu/guid-ed-pathways/pdf/pla-workgroup-recommendations.pdf">https://www.mvcc.edu/guid-ed-pathways/pdf/pla-workgroup-recommendations.pdf</a>	Highly detailed final report of workgroup setting up streamlined system for granting credit to non-traditional students for life-experiences or prior educational experiences	4 Communication 5 barriers removed 7 Building on change
School Design Recommendations  <a href="https://www.mvcc.edu/guid-ed-pathways/pdf/school-design-final-recommendations.pdf">https://www.mvcc.edu/guid-ed-pathways/pdf/school-design-final-recommendations.pdf</a>	Final design of academic schools—this appears to be from meta-majors workgroup—perhaps meta-major workgroup... not final report from them	7 Building on change 8 change grounded in org culture
Universal Teaching and Learning Workgroup Charter  <a href="https://www.mvcc.edu/guid-ed-pathways/pdf/universal-">https://www.mvcc.edu/guid-ed-pathways/pdf/universal-</a>	Organizational document for work group- lists membership and tasks/guiding principles and vision. Notes focus on equity	2 broad coalition 3 vision for change 8 change grounded in org culture

<a href="#">teaching-learning-workgroup-charter.pdf</a>		
<p>Universal Teaching and Learning Recommendations</p> <p><a href="https://www.mvcc.edu/guided-pathways/pdf/universal-teaching-learning-workgroup-recommendations.pdf">https://www.mvcc.edu/guided-pathways/pdf/universal-teaching-learning-workgroup-recommendations.pdf</a></p>	<p>Detailed final report from workgroup recommending changes to professional development, creating equity minded hiring and classrooms, delineating core competencies for faculty, suggesting LMS improvements</p>	<p>4 Communication</p> <p>7 Building on change</p> <p>8 change grounded in org culture</p>
<p>August, 2019 SOAA (Scale of adoption assessment)</p>	<p>College A's self-assessment of progress to date, with equity goals incorporated. Full report of implementation at scale with new goals.</p>	<p>1 urgency</p> <p>2 broad coalition</p> <p>3 vision for change</p> <p>4 Communication</p> <p>5 barriers removed</p> <p>6 create and celebrate wins</p> <p>7 Building on change</p> <p>8 change intergrated in org culture</p>

## College B Index of Documents

Document Name and Link	Document Description	Kotter Principles
October 2018 Power Point	PP used for college wide kick off meeting. Gives technical background of why GP and how it works, lists teams, communication strategy	2 broad coalition 3 vision for change 4 Communication 5 barriers removed
November 2018 Power Point	Appears to be for an update meeting. Same power point as October, 2018 with one extra slide showing communication efforts and planning	2 broad coalition 3 vision for change 4 Communication 5 barriers removed
December 2018 Power Point	Appears to be for monthly update meeting. Same background slides with updates on institutes, timeline and planning.	2 broad coalition 3 vision for change 4 Communication 5 barriers removed
April 2019 Power Point	Different style power point that appears to be for	2 broad coalition 3 vision for change

	informational forum. Clear delineation of why—not necessarily urgency—good communication of how	4 <b>Communication</b> 5 <b>barriers removed</b>
April 2019 Power Point	Appears to be from another update. Same background slides but many new slides on major achievements including new schools, restructure of personnel, board of trustee approval	2 <b>broad coalition</b> 3 <b>vision for change</b> 4 <b>Communication</b> 5 <b>barriers removed</b> 7 <b>Building on change</b>
January 2020 Power Point	Appears to be for semester startup Update. Details approved schools, structure, and integrated student success team.	2 <b>broad coalition</b> 3 <b>vision for change</b> 4 <b>Communication</b> 5 <b>barriers removed</b> 7 <b>Building on change</b>
October 2020 Final Report for Guided Pathways	Final Document of Guided Pathways Teams before moving project to Title V. Submitted in lieu of a SOAA to	2 <b>broad coalition</b> 3 <b>vision for change</b> 4 <b>Communication</b> 5 <b>barriers removed</b>

	CCRC. Detailed listing of each team's accomplishments	7 Building on change 8 change grounded in org culture
March 2018 SOAA (Scale of adoption assessment)	College B's self-assessment of progress to date, with equity goals incorporated. Full report of implementation at scale with new goals.	1 urgency 2 broad coalition 3 vision for change 4 Communication 5 barriers removed 6 create and celebrate wins 7 Building on change 8 change intergrated in org culture
June 2019 SOAA (Scale of adoption assessment)	College B's self-assessment of progress to date, with equity goals incorporated. Full report of implementation at scale with new goals.	1 urgency 2 broad coalition 3 vision for change 4 Communication 5 barriers removed 6 create and celebrate wins 7 Building on change

		8 change intergrated in org culture
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### Appendix G: Quotes from Faculty Champion Interviews

College A

Category (Kotter)	Highlight Color	Speaker & Location in the Transcript
Evidence that the college created urgency. (laying the groundwork for whole-college redesign)	yellow	<p>“that was really how the introduction started when we started with the [Redesigning America’s Community Colleges] book and just talking about the experience of college students and then moved into [American Association of Community Colleges]”.</p> <p>We had our first ever what was called data summit where we basically released data to the entire college at once when we were all together looking at this data. And I think there was [sic] some surprises in that to have seen that our graduation rate had hovered around between 28 and 30%... But we sat in that room looked at the data and said ... it's not that we didn't do anything but we haven't really accomplished anything. And that was a rough pill to swallow”</p>

		<p>“We first looked at the data where, you know, average 30% graduation rate. That's pretty powerful data that kind of tells you you don't have a great student experience”.</p>
<p>Evidence that the college formed a Powerful Coalition: broad participation</p> <p>(supporting collaborative planning and implementation)</p>	green	<p>“So for the first year, they went out and did that work that group of 30 people put together and redesigned the unit I stayed out of it, which was a little off putting it sometimes when the President would come in and ask me how's it gone? And I had to say, I have no idea I'll tell you when they give it to me.”</p>
<p>Evidence that the college created a vision for change</p>	blue	<p>“We've also written guided pathways into our strategic framework. And that goes out to you know, all of leadership and so, and that's what's used for faculty and staff to write their goals each year”.</p>

		<p>guided pathways for us ... is less an initiative than a mindset change for the institution. And when we it's almost funny to me now when we say we follow a guided pathways [model] ... as far as I'm concerned, is just the way we do business"</p> <p>"Achieving The Dream" prior to beginning their pathways work. As that same administrator noted: "from my perspective, it ... was about conversations. It was more conversations about the student experience. It was reading the book and then getting into the cohorts to expose ourselves to the institutes that were happening and the learning that was available. And in some ways it was trying to build what the culture of the institution was in advance that forward in terms of communication ... So I think that's where it really started. And as [FL] pointed out, to me grounded in the ATD work"</p>
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<p>Evidence that the college communicated the vision for change (introducing guided pathways to the college community)</p>	<p>purple</p>	<p>“more powerful” “was face to face”.</p> <p>“I don't think there's ever been more of a comprehensive approach to disseminating information than what I saw from [faculty champion] and her partner and during that process”</p>
<p>Evidence that the college Removed Obstacles: Ensure that all employees are onboard and that there are no barriers to success.</p>	<p>gray</p>	<p>“It was very clear to me anyway and I believe my counterpart and the Vice President of Student Affairs would agree that we had motivated engaged faculty and staff that wanted to fix the issues that we have. And there was probably a long tradition or more administratively led initiatives in the past. It was time for us to step aside and let the people who do the work do the work”</p>
<p>Evidence that the college created/celebrated Short Term Wins.</p>	<p>red</p>	<p>“We have at least three Institute days a year we just changed so now they happen throughout which are professional development days where we just run for faculty and staff sessions all day long led and designed by them and folks from the</p>

		<p>outside that we can bring in on all of [the successes]... I do a regular update to the Board of Trustees. So they're aware of what's happening with guided pathways, the data that we have on the win"</p>
<p>Evidence that the college built on the change (sustaining and institutionalizing student success reforms)</p>	cobalt	<p>"I have to say that because of the strength of the groups that had been created among the faculty and staff, while I was able to step away and deal totally with crisis of how do we keep the college going. Once they went through the insurmountable effort of putting the entire college online in seven days... faculty organically got back together to keep these things going, even though the rest of us were involved in, in what was effectively a long term crisis situation"</p>
<p>Evidence that the college anchored the change in the organizational culture</p>	teal	<p>I also sit on our curriculum committee. We had a meeting last night where we reviewed a course and a program-- and the program looking at data is not going to lead to a livable wage. And so it was immediately brought up well, that's we can't do</p>

		<p>that. And it was brought up by people that were never like involved in spearheading guided pathways. So it was just you know, this does not fall along with you know, guided pathways work, we can't accept something like this. And then of course, was proposed, that's supposed to be part of an AS degree, but it wouldn't transfer and same thing it was brought up not by me or any of the other Guided Pathways people there, but that, you know, we can't do this. This is a you know, doesn't follow along the lines of the guided pathways framework.</p>
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## College B

Category (Kotter)	Highlight Color	Speaker & Location in the Transcript
Evidence that the college created urgency. (laying the groundwork for whole-college redesign)	yellow	<p>“there [were] a lot of issues with advisement and misadvisement of students that was going on. Our advisement system was broke”</p>
Evidence that the college formed a Powerful Coalition: broad participation (supporting collaborative planning and implementation)	green	<p>“was completely separate of everything else that was at the college, and [lead 1 thinks] that was one of the huge benefits and instigators for the success.”</p> <p>“The college had decided that they were gonna bring up together a big steering committee for guided pathways. I was part of that, but didn't have a really big role. But at some point things were not progressing in the fashion that the President thought that they should go, and that</p>

		<p>was kind of tossed aside, and instead we went to a different type of a model where [Lead 2] and I were both asked to co facilitate the project.”</p>
Evidence that the college created a vision for change	blue	
Evidence that the college communicated the vision for change (introducing guided pathways to the college community)	purple	<p>“a traveling road show”</p> <p>“were ready to talk to anybody at any given time about Guided Pathways”.</p> <p>“ate and slept Guided Pathways”</p> <p>“Once we had our structure in place and we had our first kickoff meeting, there were a couple of ways that we communicated it out to the broader community. Our President was very generous with letting us use time during our startup that we</p>

		<p>would kind of talk about [how] the teams will work, you know initially, what the structure [is] and how the project was going to move forward with potential timelines”</p>
<p>Evidence that the college Removed Obstacles: Ensure that all employees are onboard and that there are no barriers to success.</p>	<p>gray</p>	<p>“the ideas came not from a senior manager, but from the ground up. The people”</p> <p>“I won't say we're given carte blanche to pick their team. There were some people that had to be on those teams, but then, if they recognize while they started kind of meeting and doing their work oh, by the way, we need [that person] like there there was a process that they could ask you to join their team. And the other thing we did, I, and I think this helped with preventing burnout”</p>
<p>Evidence that the college created/celebrated Short Term Wins.</p>	<p>red</p>	<p>“They still have the team. It's there, but we're only gonna tell them their student success advisor, their faculty adviser, and if they have a special populations advisor our special population, our veterans, trio, EOP”.</p>

		<p>“so that if a student goes from nursing to business they're not losing anything because nursing and business first term looks identical”.</p>
<p>Evidence that the college built on the change</p> <p>(sustaining and institutionalizing student success reforms)</p>	cobalt	
<p>Evidence that the college anchored the change in the organizational culture</p>	teal	<p>“The momentum definitely slowed ... There wasn't that feeling of like, because we were such a large group of people involved. When [Lead 1] and I first got started with this that large group of people was no longer present when the Title V director kind of took it, and it passed to that space because we thought they would continue some of the work ... some of it was done, meaning we had our first year seminar ... The restructuring advisement was set</p>

		<p>up ... There were some things that when the Title V</p> <p>folks took it over they did not have to do, because</p> <p>we accomplished those goals</p>
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