



Pathways Implementation at Scale – PRE-MORTEM ANALYSIS

Instructions: Assume that your institutional goal is to implement guided pathways at scale. Now assume that you fail to achieve that goal. Identify below the major causes of that mortality. Then, for each cause, delineate the specific leadership strategies you will employ to anticipate and avert or address the challenges. Add more rows as needed. *This exercise is designed to identify major challenges and pitfalls to implementation of pathways based on where the college is now. The college teams should then brainstorm ways to address these challenges and formulate strategies to lead through them during the implementation process.*

“Why We Failed to Implement Pathways at Scale”	Leadership Strategies to Anticipate and Avert Failure
<p>1) Culture: Faculty Resistance to Change</p> <ul style="list-style-type: none"> a) I do a great job already; No need to fix anything; I was hired to teach my discipline, not ensure student success or “equity”. b) “My course” isn’t recommended on any pathway, therefore I don’t support this move! c) This is another top-down approach; the latest “flavor of the month” initiative. d) College is a time for exploration; We do NOT want to stifle students’ exploration e) Not everyone was meant to succeed; This is a meritocracy (Deficit mindset) f) Counseling faculty feel overworked and now undermined by these efforts which are “farming out” their jobs to untrained faculty and technology. 	<ul style="list-style-type: none"> • Faculty can be asked to define the kinds of professional development that would engage them in design thinking and guided pathways planning and implementation. No one wants to be “trained,” especially when that training is imposed, even when that training is called a “retreat.” But at critical times and when we are inspired toward positive change, we seek new knowledge. We have to begin with a positive mindset that people want to contribute. • Engage faculty as disciplines and as departments to research and understand for what are they preparing students. What skills do students need? What will they do with those skills? This will help us figure out how we can work across disciplines to ensure that students leave SMC with essential skills and knowledge--communications, math, interpersonal, technological, critical thinking, ...
<p>2) Culture: Administration Resistance to Change</p> <ul style="list-style-type: none"> a) Changing from “business as usual” is scary and risky b) Lack of vision from leaders; lack of urgency c) Admitting we need to redesign ourselves is to admit we have a problem 	<ul style="list-style-type: none"> • Recognize that others have done it via consultants, data mining, recommender systems; We must use consultants to facilitate research and development; We must anticipate contractual obligations; Use consultants to lead the way and introduce us to “what is possible”; Adopt an “agile” approach to development.

<p>3) Communication Problems</p> <ul style="list-style-type: none"> a) Failure to create buy-in which sabotages implementation b) Lack (or overload) of information shared c) Student messaging regarding “exploration” is tricky d) This will change SMC’s signature and uniqueness thus decreasing enrollment e) This is just “educational tracking” by another name 	<ul style="list-style-type: none"> • Engage STUDENTS in articulating their aspirations and the sorts of things we can offer that help them. • Marketing campaign needs to explain how GP enhances transfer. HS counselors and SMC outreach counselors will need special training on how to explain GP in a simple manner.
<p>4) Data and Technology Failures</p> <ul style="list-style-type: none"> a) Our homegrown SIS is an obstacle and we fail to invest in new platforms which impacts most elements of a guided pathways framework b) Lack of capacity/expertise with technological design, innovations, and implementation c) We fail to mine the data we already have collected and/or data remains in silos d) MyEdPlan 2.0 will be out-of-date by the time we implement 	<ul style="list-style-type: none"> • SMC must replace ISIS as soon as possible. If we can raise capital to build physical buildings, shouldn’t we be able to raise capital for our digital infrastructure? SMC sets a new trend by creating a municipal bond measure for digital infrastructure development.
<p>5) Implementation Failures</p> <ul style="list-style-type: none"> a) Budgetary woes and the CCC funding model prevent implementation b) Reallocations of resources faces stiff opposition and thus sabotage c) We don’t integrate student success services into the overall plan and if we don’t educate faculty on the role of student services and how in partnership we assist our students in achieving their educational and career goals. d) Silos (student services and instructional departments) remain in place e) Lack of infrastructure hinders full scale implementation f) We overcomplicate the process; Too much analysis striving for perfection leads to delays g) Pathways for transfer are simply too complex and therefore we revert to our old ways h) Failure to provide adequate support and training to faculty and staff 	<ul style="list-style-type: none"> • Recognize that a different approach to counseling may need to be created to facilitate “at scale” student progression and intervention. • As Guided Pathways is being created to not forget to create programs for “high touch” for students which help them in engagement and feeling of belonging. Create training for faculty on the transfer process for SMC students. • Identify things which are important to have at first scaling versus those things that would be nice to have, but not necessary right away. • Initially, only address First-Time Freshmen for pathways

<p>6) Workload Problems</p> <ul style="list-style-type: none">a) Compensation for curricular redesign and program maps with career informationb) Department Chairs are already inundated by demands	<ul style="list-style-type: none">• Great plans at other institutions began positively and then hit roadblocks as union/labor issues emerged; these took time and compromise. Communication, open dialogue, and projects that engage faculty in working together (perhaps beginning by building a couple of "Faculty Inquiry Groups") build trust and help form relationships
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Consider the Following:

- What do you **not** know now that you need to know about this work?
- How will you obtain that additional data/information?
- What other individuals/ groups need to be engaged in this discussion?
- What strategies will the team use to accomplish that engagement?
- What are the implications for needed technical assistance and/or professional development for the institution?