

Insights from Guided Pathways Webinar:

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In addition to Norco's college professionals grounding their work in their why, they adopted a collaborative approach, which has been crucial in making continuous improvements for students. Instructional and student services college professionals work hand in hand. They also worked with funders, partners, sister colleges and colleges in the California Guided Pathways Project. Each year, Norco conducts evaluations that enables it to identify needs, expand and contract its teams, and shift resources so it can build on its work and prioritize what it can do for Norco students. For example, through several iterations, Norco has updated its onboarding process for students. By grounding itself in purpose, building a big tent and conducting evaluations, Norco's college professionals have been able to implement, scale and evolve the four pillars of Guided Pathways.

“ We're always asking ourselves, 'How is this better for students?' So, we're making sure that we continue to focus on that purpose and that 'why,' do the necessary planning, bring the appropriate individuals in — and it's a whole institution wide reform — and ensure evaluation along the way.

—Dr. Monica Green,



2. Build a big tent through day-to-day habits of modern change leadership:

Stay ahead of common challenges to sustain student-focused change. That involves communicating clearly and consistently, supporting those leading implementation, and committing to the long-term work of cultivating strong and effective silo-spanning teams. Kadlec suggests adopting the following daily habits:



- Never stop making the case of your work, and **e e rca e a** over time.
- **L e dee** to those closest to students and the students themselves.
- Take realistic stock of capacity of those leading implementation, and **d e ard r f r r**
- Ensure that **d e e a a er a dfr e fac a d aff a e e r e eed**
- **U. ar e a e fda aa de de ce** and strive to have only **e ce e ee** that bring out the best in teams.
- Do the hard, ongoing, inward-facing work to **b d ea f e c c e** among faculty, staff and administrators.

STRATEGY IN PRACTICE:

To redesign the student experience, MiraCosta College created workgroups and a large design community to identify what a success team model could look like — but that all paused when it came to light that not everyone was on the same page about equity. The design community took the time to hear more from students about their experiences, conduct more research, bring in speakers, and share from their own race and ethnicity journeys. At the heart of it all were honest, authentic, sometimes difficult conversations. Ultimately, MiraCosta's college professionals regrouped and launched the success teams with a deeper, richer understanding of what it means to center student equity.

“ As a Latinx woman, as a former c