Teaching & Learning Within a Guided Pathways Framework

Center for Community College Student Engagement

? Poll Question #1

Have you heard of the Center for Community College Student Engagement (CCCSE)?

? Poll Question #2

Have you seen your student engagement data?

1. The Student Voice

2. Guided Pathways: Teaching & Learning

3. Equity Tools for Teaching & Learning

1. The Student Voice

2. Teaching & Learning

3. Equity Tools for Teaching & Learning

Center for
Community College
Student Engagement

"School is **NOT FOR EVERYONE**. I guess **I'M ONE** of those people it's not for. It is what it is."

"A-ha" Moments About the Student Experience

Center for Community College Student Engagement

Student Engagement

It's unlikely to happen by accident.
It has to happen

by design

Nearly

1000

Community colleges have participated in *CCSSE* since 2001

AACC reports there are a total of 1,100 community colleges

SENSE
Survey of Entering
Student Engagement

CCSSE
Community College Survey
of Student Engagement

CCFSSE
Community College Faculty Survey
of Student Engagement

Representing feedback of

6.5
Million
Community College
Students

4.2
Million
Community College
Faculty

19

Ohio colleges are in the 2019 cohort.

Participated in any of these three years:
- **2019**
- **2018**
- **2017**

TELL
ME
SOMETHING
GOOD!

Yes

Would you recommend this college to a friend or family member?

94%

Quite a bit/Very much

College provides the support you need to succeed at this college?

76%

Overall cohort – 76%

What Motivates Students To Enroll at The College?

Obtain a Certificate **41%**

Obtain an Associate **80%**

Transfer to a 4-Year College **60%**

Source: 2019 Ohio *CCSSE* Results

Issues That Would Cause Students To Withdraw

36%

Working Full-Time

Issues That Would Cause Students To Withdraw

25%

Caring for Dependents

Issues That Would Cause Students To Withdraw

37%

Transfer to a 4 year college or university

Source: 2019 Ohio *CCSSE* Results

1. The Student Voice

2. Guided Pathways: Teaching & Learning

3. Equity Tools for Teaching & Learning

Help Students Get on a Path PILLAR 2

Has a staff member at this college talked with you about which credits will transfer toward your intended program or major at the four-year institution of your choice?

I have not decided on a program, major, or pathway of study at this college — 7%

I plan to transfer but have not chosen a four-year institution — 13%

I am not planning to transfer — 11%

All Entering Students

Yes — 36%

No — 32%
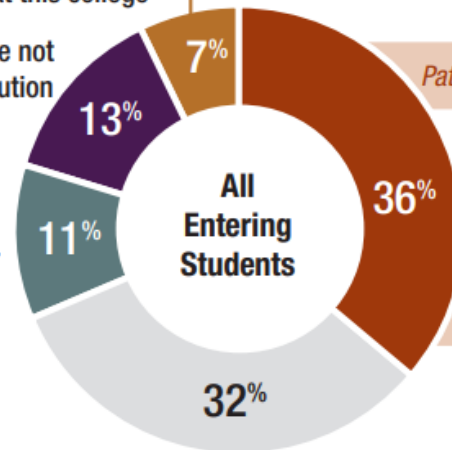
Pathways 1.0 College Spotlight
Yes **47%**
ZANE STATE COLLEGE (OH)

Top Quartile Range
Yes **41%–66%**

Percentages are institutional averages and therefore may not total 100%.

Source: 2018 SENSE entering student data

BUILDING MOMENTUM

Using Guided Pathways to Redesign the Student Experience

Center for Community College Student Engagement

2020 NATIONAL REPORT

BUILDING MOMENTUM

Using Guided Pathways to Redesign the Student Experience

Center for Community College Student Engagement

2020 NATIONAL REPORT

Help Students Stay on Their Path PILLAR 3

If you were interested in changing your program, major, or pathway of study at this college, do you know how to go about doing this?

All Returning Students

- I am not sure 19%
- Yes 59%
- No 22%

Pathways 1.0 College Spotlight
Yes 71%
TULSA COMMUNITY COLLEGE (OK)

Top Quartile Range
Yes 63%–74%

Percentages are institutional averages and therefore may not total 100%.

Source: 2019 CCSSE returning student data
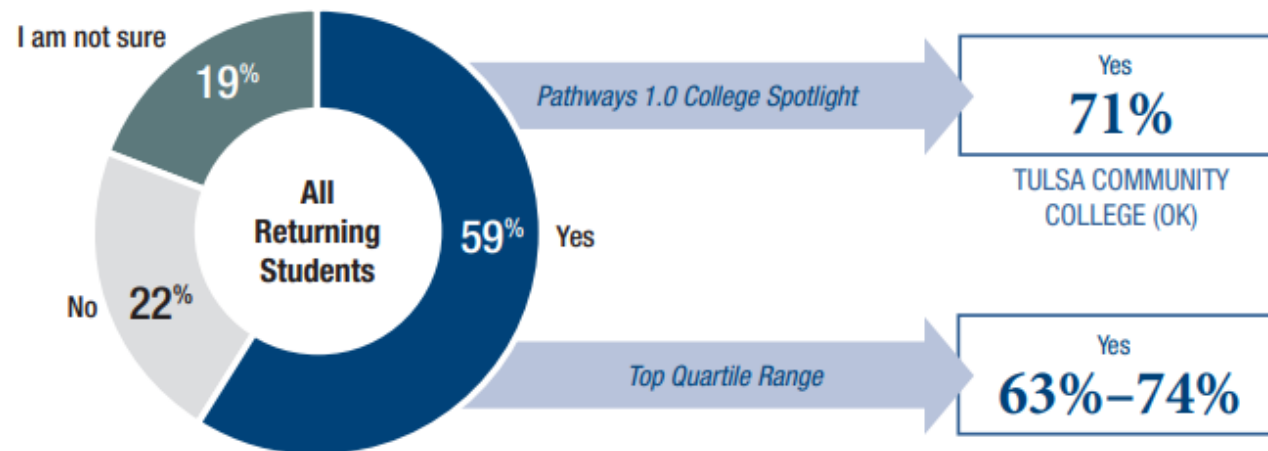
BUILDING
MOMENTUM
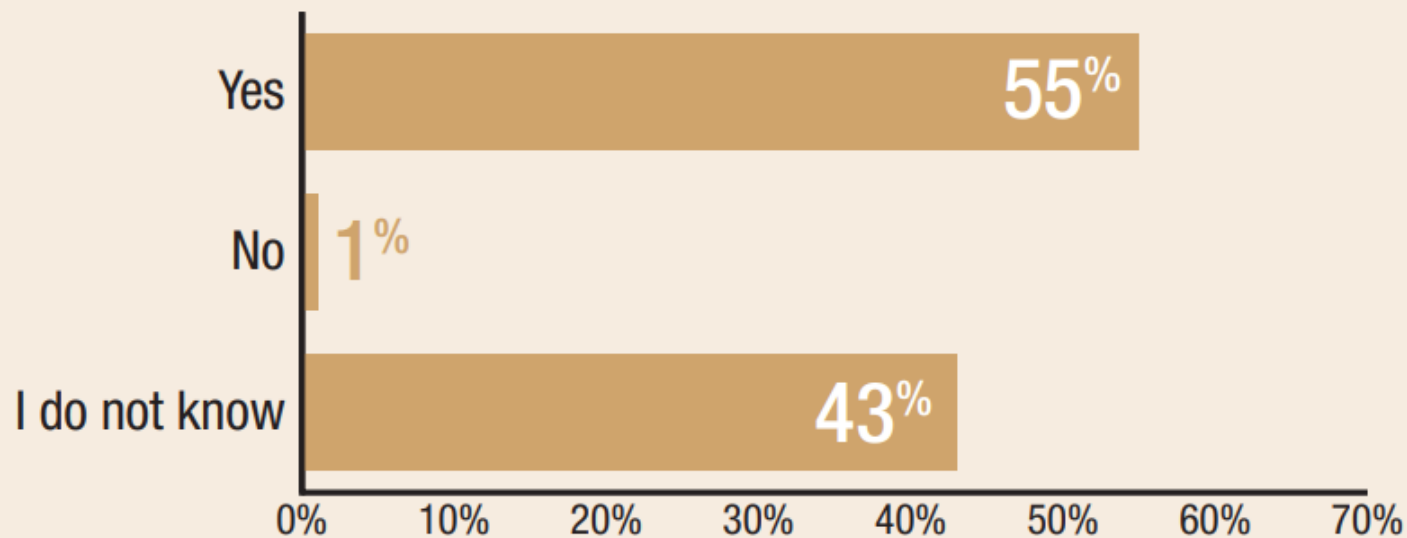
Using Guided Pathways to Redesign
the Student Experience

2020
NATIONAL
REPORT

*Center for
Community College
Student Engagement*

ENGAGING STUDENTS BEGINS WITH
ENGAGING FACULTY

Is this college in the process of implementing guided pathways?

All Faculty *N=7,434*

Yes	55%
No	1%
I do not know	43%

Can You Implement Something You Don't Know About?

Among faculty who report their college is implementing guided pathways…

- 28% of full-time faculty
- 53% of part-time faculty

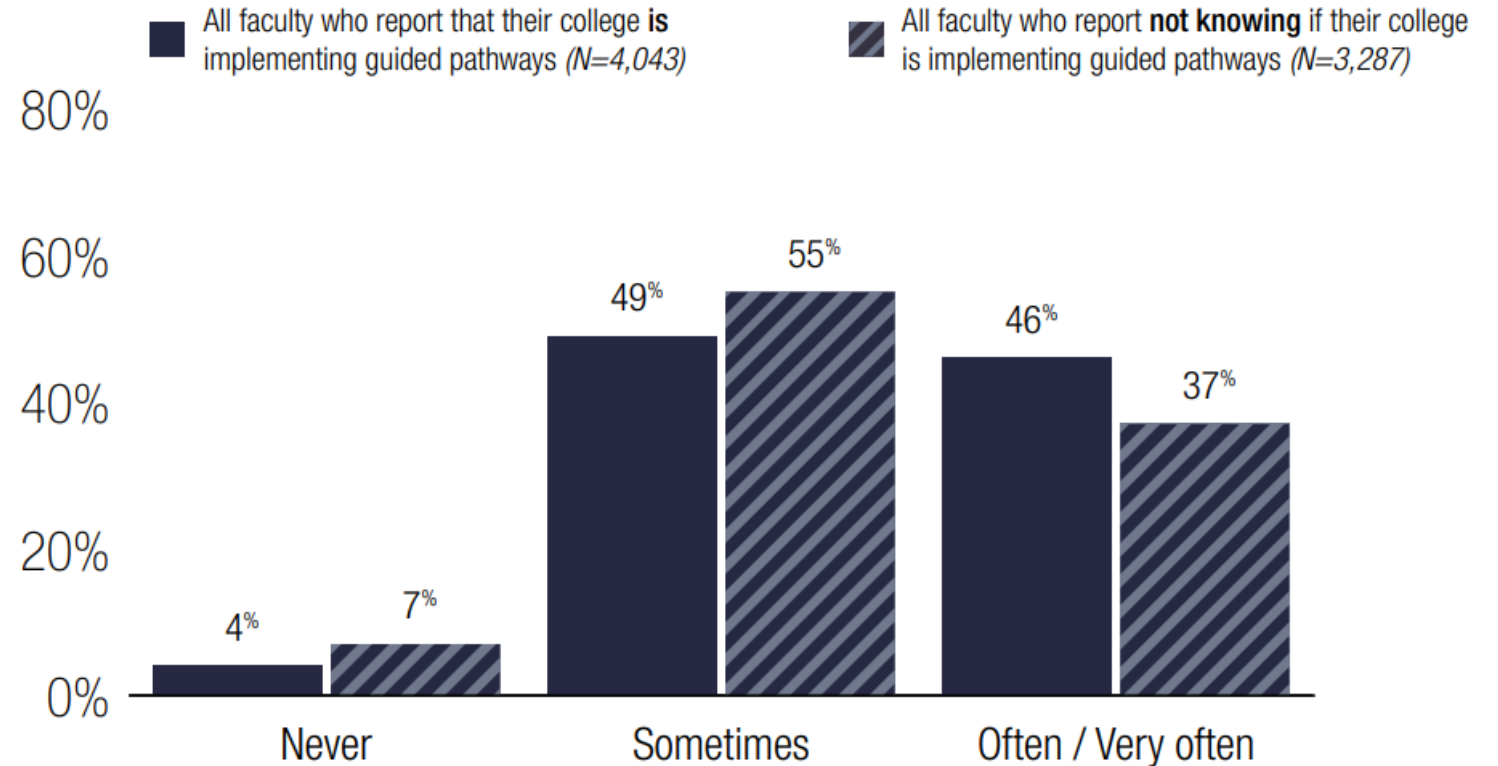**Say that they are not at all involved in it**

Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK

How often do students in your selected course section talk about career plans with you?

■ All faculty who report that their college **is** implementing guided pathways *(N=4,043)*

▨ All faculty who report **not knowing** if their college is implementing guided pathways *(N=3,287)*

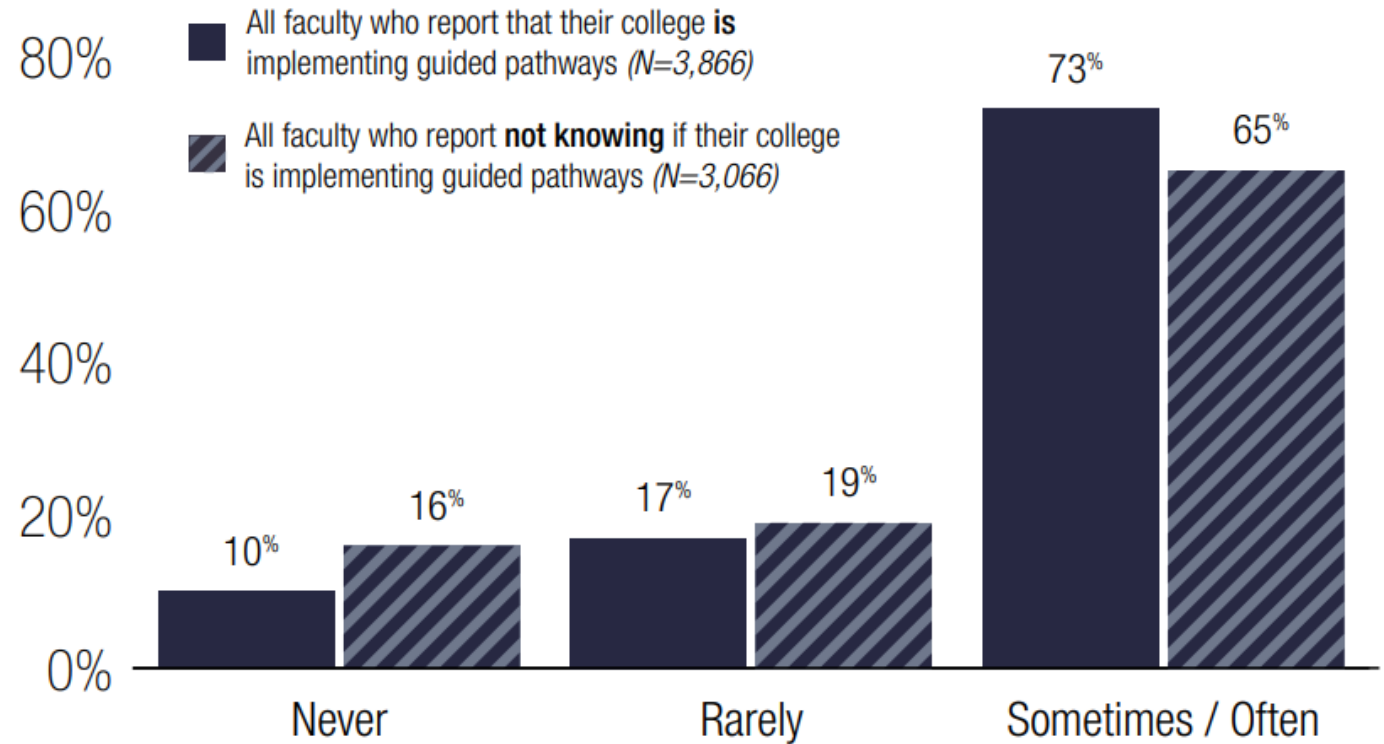|	Never	Sometimes	Often / Very often
Is implementing	4%	49%	46%
Not knowing	7%	55%	37%

Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK

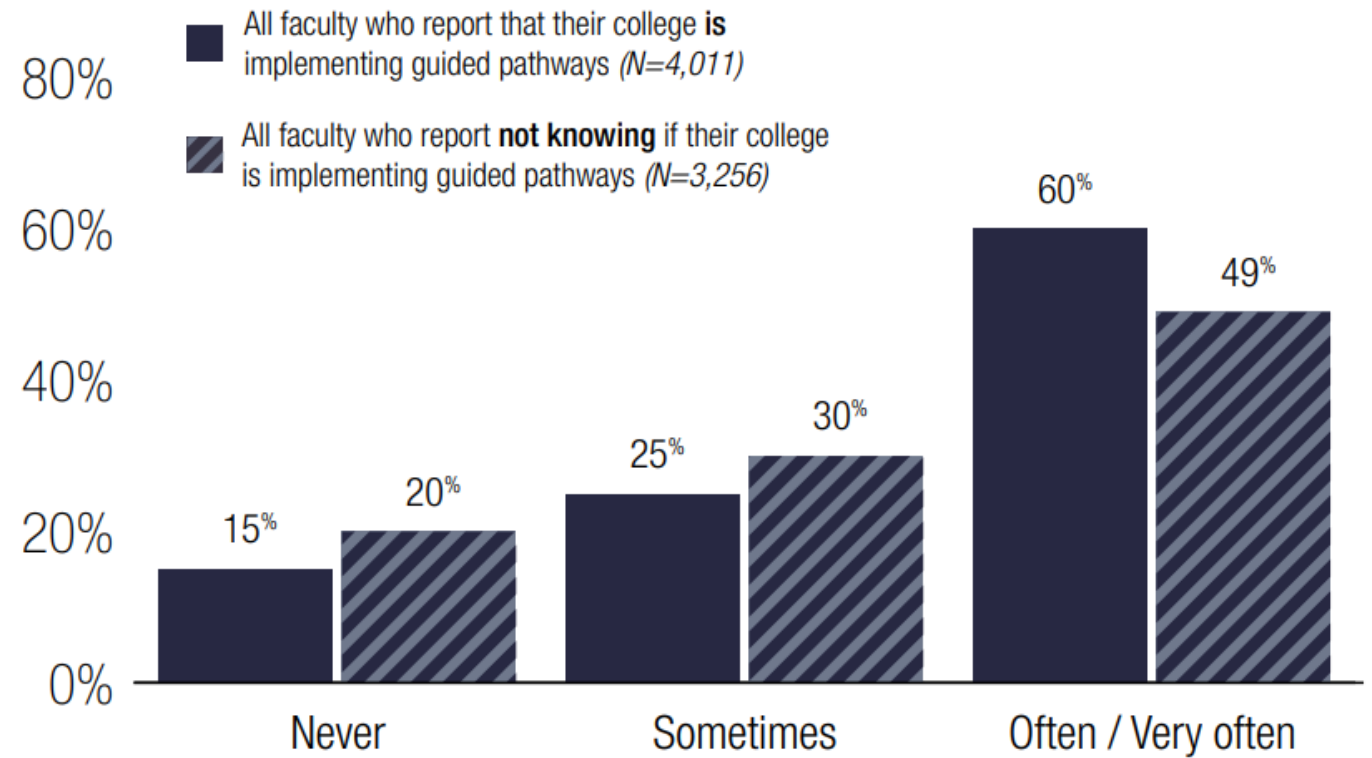How much do you incorporate the use of peer or other tutoring into your course section?

- ■ All faculty who report that their college **is** implementing guided pathways *(N=3,866)*
- ▨ All faculty who report **not knowing** if their college is implementing guided pathways *(N=3,066)*

	Never	Rarely	Sometimes / Often
Is implementing	10%	17%	73%
Not knowing	16%	19%	65%

Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK

Center for Community College Student Engagement

How often do students in your selected course section work on a paper or project that requires integrating ideas from various sources?

Legend:
- All faculty who report that their college **is** implementing guided pathways *(N=4,011)*
- All faculty who report **not knowing** if their college is implementing guided pathways *(N=3,256)*

	Never	Sometimes	Often / Very often
Is implementing	15%	25%	60%
Not knowing	20%	30%	49%

The Evolution of Pillar 4:
Ensure Students Are Learning

Updated Definition

▸ Scaled high-quality, program-relevant, applied learning experiences

▸ Intentional and sustained student engagement

▸ Evidence-based, high-impact teaching practices across modalities

▸ Institution-wide commitment to equity-minded, asset-based teaching improvement

▸ Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment

Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK

Center for Community College Student Engagement

cccse.org/ESAL

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Ensure Students Are Learning Web Toolkit

Ensure Students Are Learning
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    Participating Colleges >

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Professional Development Tools for Faculty >

Tools to Use With *CCSSE*, *CCFSSE*, and *SENSE* Results >

Overview

The Center for Community College Student Engagement has long advocated efforts to strengthen community college education in ways that lead to increased college completion and equity in student outcomes. Learning from the Center's survey research and student focus groups, as well as

Search

Because the component "high-impact teaching practices" encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with "HITP" in the drop-down menu below.

Components of Pillar Four:

- Any - ▾

Select a Resource Type:

- Any - ▾

Resource Title	Preview	Components
0% Lecture		• Student engagement • HITP- Collaborative assignments and projects
100% Outside of Class		• Applied learning experiences • Student engagement • HITP- Collaborative assignments and projects • Equity-minded, asset-based teaching

Search

Because the component "high-impact teaching practices" encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with "HITP" in the drop-down menu below.

Components of Pillar Four:

- Any -

Select a Resource Type:

- Any -

- Any -	
Applied learning experiences	
Student engagement	
HITP- Alert and intervention	
HITP- Tutoring	
HITP- Supplemental instruction	
HITP- Writing intensity	
HITP- Collaborative assignments and projects	
HITP- Research experience	
HITP- ePortfolios	
HITP- Service learning	
HITP- Internships	
HITP- Capstone projects	
Equity-minded, asset-based teaching	
Assessment of learning	

Preview   Components

- Student engagement
- HITP- Collaborative assignments and projects

- Applied learning experiences
- Student engagement
- HITP- Collaborative assignments and projects
- Equity-minded, asset-based teaching

- Applied learning
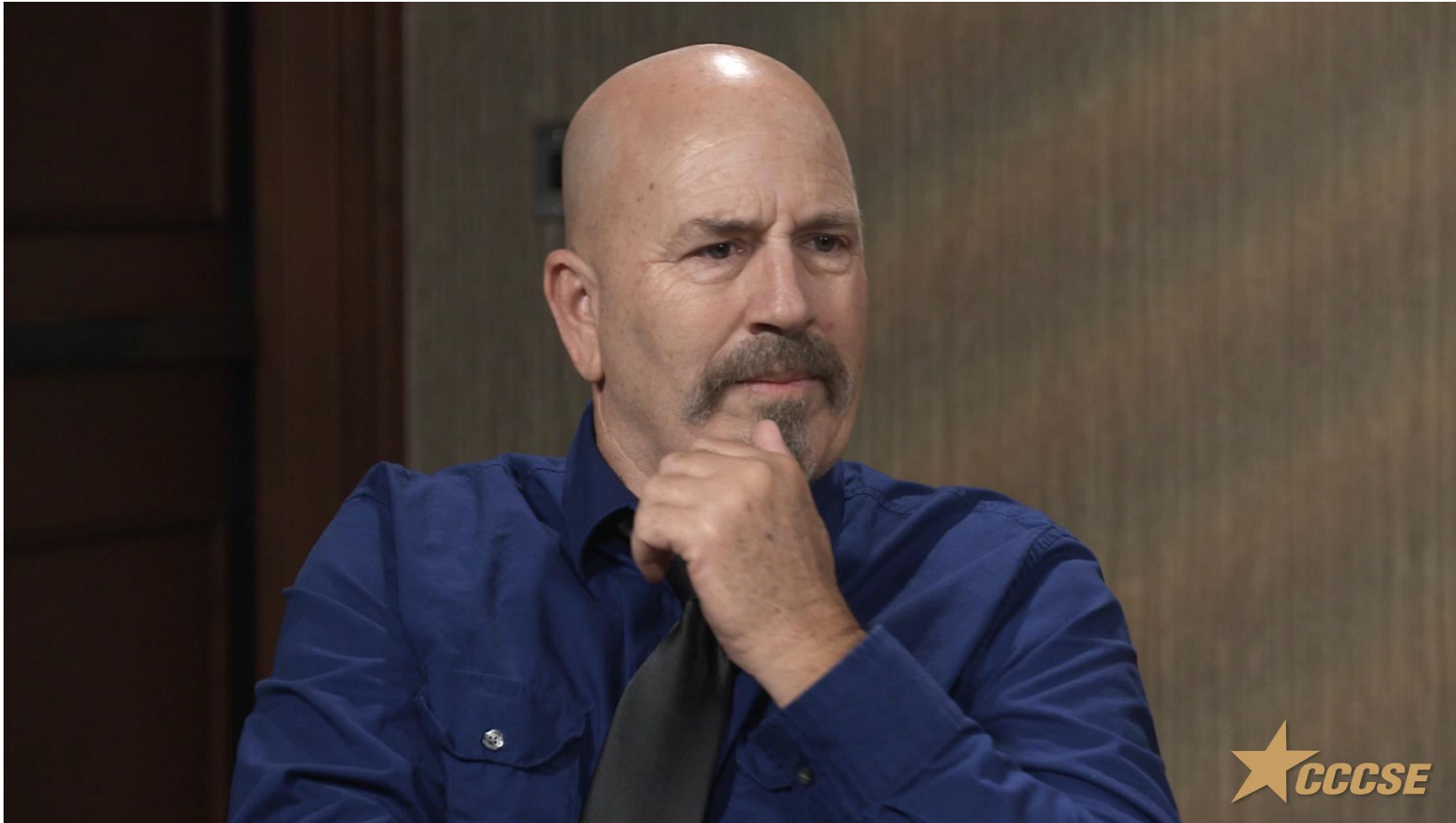
Ensure Students Are Learning:
Faculty Descriptions of Innovative Teaching Practices

Hands-on Activity for Exploring Privilege and Oppression

Innovative Teaching Practice Description:

To get students to think critically about privilege and oppression, the instructor asks students to review five clues about an oppressed group and to write down guesses about the identity of the group on a sheet of paper. For example, the instructor provides these clues:

1. There are people who are part of this group who are still forcibly converted to the dominant

students are all members of the (still unidentified) oppressed group. The instructor then asks the left-handed students to write their name on the board; at this point, most students are able to identify the nature of the oppressed group.

Next, the instructor walks the students through the five clues and explains how these relate to left-handed people specifically. Right-handed students are then asked to brainstorm ways in which left-handed

- There are people who are part of this group who are still forcibly converted to the dominant group.

- In American history, there was a time when people in this group were considered mentally ill.

- Stereotypes of this group include that these individuals are clumsy.

- If you were a member of this group during the Salem witch trials, this would have been proof that you were a witch.

1. The Student Voice

2. Guided Pathways: Teaching & Learning

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cccse.org/ESAL

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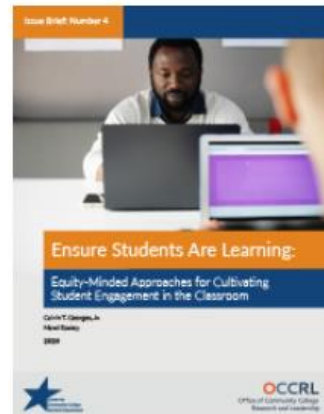
Issue Briefs:

Number 1: Asset-Based, Equity-Minded Approaches to Teaching and Learning

Number 2: Centering Equity-Mindedness in Syllabus Construction

Number 3: The Importance of Midlevel Leaders in Advancing Equity

Number 4: Equity-Minded Approaches for Cultivating Student Engagement in the Classroom

Number 5: Supplemental Exercises and Resources

Ensure Students Are Learning:

Asset-Based, Equity-Minded Approaches to Teaching and Learning

Eboni M. Zamani-Gallaher

2020

OCCRL
Office of Community College
Research and Leadership

Center for
Community College
Student Engagement

"Racially minoritized students are expected to cross cultural borders daily with instructors who do not acknowledge or understand their cultural specificity and have little to no critical awareness of their own personal cultural grounding relative to whiteness, white privilege, and so forth."

Issue Brief: Number 1

Ensure Students Are Learning:
Asset-Based, Equity-Minded Approaches to Teaching and Learning

Eboni M. Zamani-Gallaher
2020

Center for Community College Student Engagement

OCCRL
Office of Community College Research and Leadership

Issue Brief: Number 2

Ensure Students Are Learning:
Centering Equity-Mindedness in Syllabus Construction

Jason A. Keist
Raina Dyer-Barr
2020

Center for Community College Student Engagement

OCCRL
Office of Community College Research and Leadership

"The syllabus is a guide for the course and a contract between instructors and students that dictates how students are evaluated. Equity-minded syllabi are also race-conscious and hyper-aware of the harm that can be, and often is, inflicted on students of color by race-neutral classroom policies and practices;"

Issue Brief: Number 1

Ensure Students Are Learning:

Asset-Based, Equity-Minded Approaches to Teaching and Learning

Eboni M. Zamani-Gallaher

2020

OCCRL
Office of Community College Research and Leadership

Center for Community College Student Engagement

Issue Brief: Number 2

Ensure Students Are Learning:

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Jason A. Keist
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2020

OCCRL
Office of Community College Research and Leadership

Center for Community College Student Engagement

Issue Brief: Number 3

Ensure Students Are Learning:

The Importance of Midlevel Leaders in Advancing Equity

Krystal Andrews
Anjalé D. Welton

2020

OCCRL
Office of Community College Research and Leadership

Center for Community College Student Engagement

"*If we don't know who our students are on an individual level, we won't understand what engagement might look like for that student.*"

Ensure Students Are Learning:

Equity-Minded Approaches for Cultivating Student Engagement in the Classroom
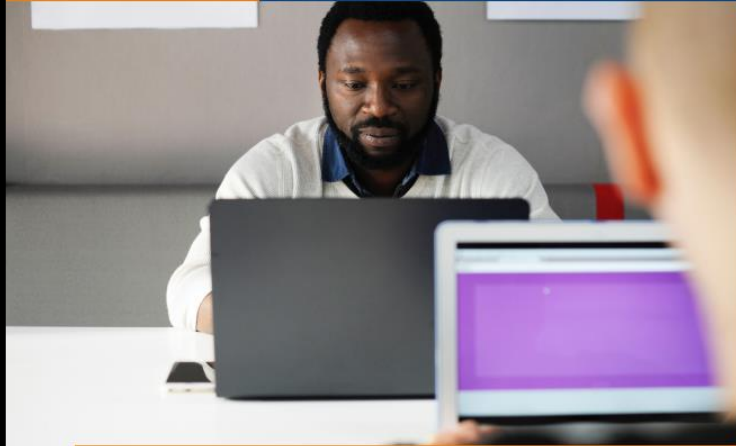
Colvin T. Georges, Jr.
Marci Rockey

2020

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Ensure Students Are Learning:

Supplemental Exercises and Resources

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Faculty Focus Group Discussion Guide

Ensure Students Are Learning
Faculty Focus Group Discussion Guide

Center for Community College Student Engagement

2. What do you feel you bring to your role as a community college instructor? What makes you an effective teacher (e.g., knowledge/experience in your field, good teaching skills, ability to relate well with students, other)?

3. What kind of professional development opportunities does your college provide to help faculty develop more effective teaching and learning strategies?
   - How do you work with other faculty at your college to support improvement in teaching practices? What about part-time faculty?
   - Can you describe a time when you've shared teaching strategies with colleagues? Or when you have successfully implemented a strategy you learned from a colleague?
   - When you first started teaching at this college, were you assigned a faculty mentor? Have you served as a mentor?
   - What do you do on your own to stay abreast of engaging and effective teaching practices?
   - What are some of the incentives offered for faculty who engage in professional development opportunities and/or undertake this type of teaching? (Intrinsically motivated rewards?)

Professional Development Tools for Faculty

Engaging Faculty With Teaching and Learning:
An Agenda

Center for Community College Student Engagement
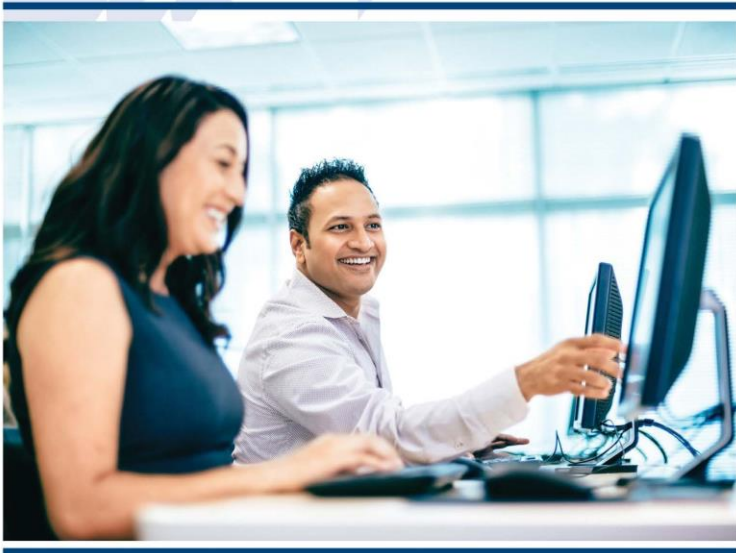
Agenda

<Insert Date>

9:00 a.m.–11:00 a.m.

9:00 a.m. **Welcome and Introductions**

Overview of Objectives:

- Define *Guided Pathways*
- Define *Ensure Students Are Learning* in a Guided Pathways Framework
- Provide Resources and Tools for *Ensure Students Are Learning*

9:15 a.m. **What is *Guided Pathways*? What is *Ensure Students Are Learning* in a Guided Pathways Framework?**

Notes for Facilitator:

What is Guided Pathways?

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market—and to achieve equity in those outcomes.

What is Ensure Students Are Learning in a Guided Pathways Framework?

Ensuring students are learning in a guided pathways framework means using program-level outcomes, culturally responsive teaching practices, and high-quality assessment to promote student learning inside and outside the classroom.

Professional Development Tools for Faculty

Faculty Learning Community: Sample Activity

Faculty Learning Community: Sample Activity

This activity is designed for a community of part- and full-time faculty learners interested in teaching and learning within a guided pathways framework. The learning community should be composed of faculty members teaching in the same discipline.

This is a multi-step activity that will take place over three weeks. There will be two in-person group meetings, along with individual work in between the two face-to-face meetings. For the face-to-face meetings, there should be a moderator present who is familiar with the work of guided pathways and the Center for Community College Student Engagement's *Ensure Students Are Learning* website.

All time frames are suggestions. Actual times are up to the moderator's discretion based on the size of the faculty learning community. The moderator should also build in appropriate break times for the face-to-face sessions.

The goals of the activity are for the members of the learning community to

- gain a better understanding of teaching and learning within a guided pathways framework,
- review and use the Narratives Search tool on the *Ensure Students Are Learning* website,
- develop a teaching practice to use in one of their courses based on one of the practices described in the narratives, and
- share their insights and ideas with fellow members of the learning community.

Week One, Group Session (one day)

Step One:

The moderator should lead the members of the learning community through a review of the *Ensure Students Are Learning* website and facilitate a discussion about what guided pathways is and what teaching and learning means within a guided pathways framework.

The landing page of the *Ensure Students Are Learning* website includes a comprehensive overview of guided pathways and how instruction fits within it. A visual "placemat" of the guided pathways implementation process is also available on this page and can be downloaded, printed, and distributed to the learning community members.

[30 minutes]

Tools to Use with *CCSSE, CCFSSE,* and *SENSE* Results

Pathways Toolkit:
Intersecting Engagement Data with Pathways
(*CCFSSE*)

Center for
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CCSSE

Faculty Predictions Exercise – Guided Pathways

CCSSE
Community College Survey
of Student Engagement

The following are items from the Community College Survey of Student Engagement (*CCSSE*) that are aligned with the **"Ensure Students are Learning"** component of the Pathways Model. We invite you to predict the responses our students gave on these select items. Results from this exercise can be compared against our *CCSSE* results. The alignments and/or gaps between student responses and faculty responses can help facilitate important discussions.

#4	In your experiences <u>at this college</u> during the current academic year, about how often have you done each of the following?	Students who responded OFTEN or VERY OFTEN	
		Prediction (%)	Actual (%)
a.	Asked questions in class or contributed to class discussions		
b.	Made a class presentation		
c.	Prepared two or more drafts of a paper or assignment before turning it in		
d.	Worked on a paper or project that required integrating ideas or information from various sources		
e.	Came to class without completing readings or assignments		
f.	Worked with other students on projects during class		
g.	Worked with classmates outside of class to prepare class assignments		
i.	Participated in a community-based project (service-learning activity) as a part of a regular course		
j.	Used e-mail to communicate with an instructor		
k.	Discussed grades or assignments with an instructor		
m.	Discussed ideas from your readings or classes with instructors outside of class		
n.	Received prompt feedback (written or oral) from instructors on your performance		
o.	Worked harder than you thought you could to meet an instructor's standards or expectations		
q.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)		
s.	Skipped class		

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Team Time

**Teaching & Learning Within
a Guided Pathways Framework**

Team Time

February 12, 2021

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1. **Select a question for the group to discuss.**

   - How are we making all faculty members (full-time and part-time) aware that we are implementing guided pathways?

   - What kind of professional development opportunities for teaching within a guided pathways framework are we offering our faculty? What opportunities are we not offering?

   - How are we supporting our faculty to have time and opportunity to interact with and learn from one another, especially with student services staff?

2. **What are some strategies that might improve this area?**

Teaching & Learning Within a Guided Pathways Framework

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