SUCCESS CENTER FOR OHIO COMMUNITY COLLEGES

Disparities Remain: Addressing Race Avoidance and Equitizing Pathways

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OACC LEADERSHIP ACADEMY FOR STUDENT SUCCESS

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OACC
OHIO ASSOCIATION OF COMMUNITY COLLEGES

OCCRL
Office of Community College Research and Leadership

OCCRL'S MISSION

OCCRL researchers study policies, programs, and practices designed to enhance outcomes for diverse youth and adults who seek to transition to and through college to employment.

Strengthening Pathways for All Students Through Research and Leadership

ACTIVITY, RESEARCH, AND DEVELOPMENT

pathwaysTOresults

EQUITY CONSCIOUS
COMMUNITY COLLEGE PATHWAYS

HISPANIC-SERVING COMMUNITY COLLEGES
STEM PIPELINES

CTE APPRENTICESHIPS

OER
Exploring Strategies to Close Gaps in Community Colleges

Transitioning Learners to Calculus in Community Colleges

Comprehensive
Local
Needs Assessment

MSCC
Minority Serving Community Colleges

Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes

REVERSE TRANSFER

Program Review *Illinois*

Postsecondary Pathways
for Former Foster Care Youth

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Guided Pathways: Planning, Implementation, Evaluation

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.**

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

PREPARATION/AWARENESS

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING

Use these practices to enrich and assess student learning:

- 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

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

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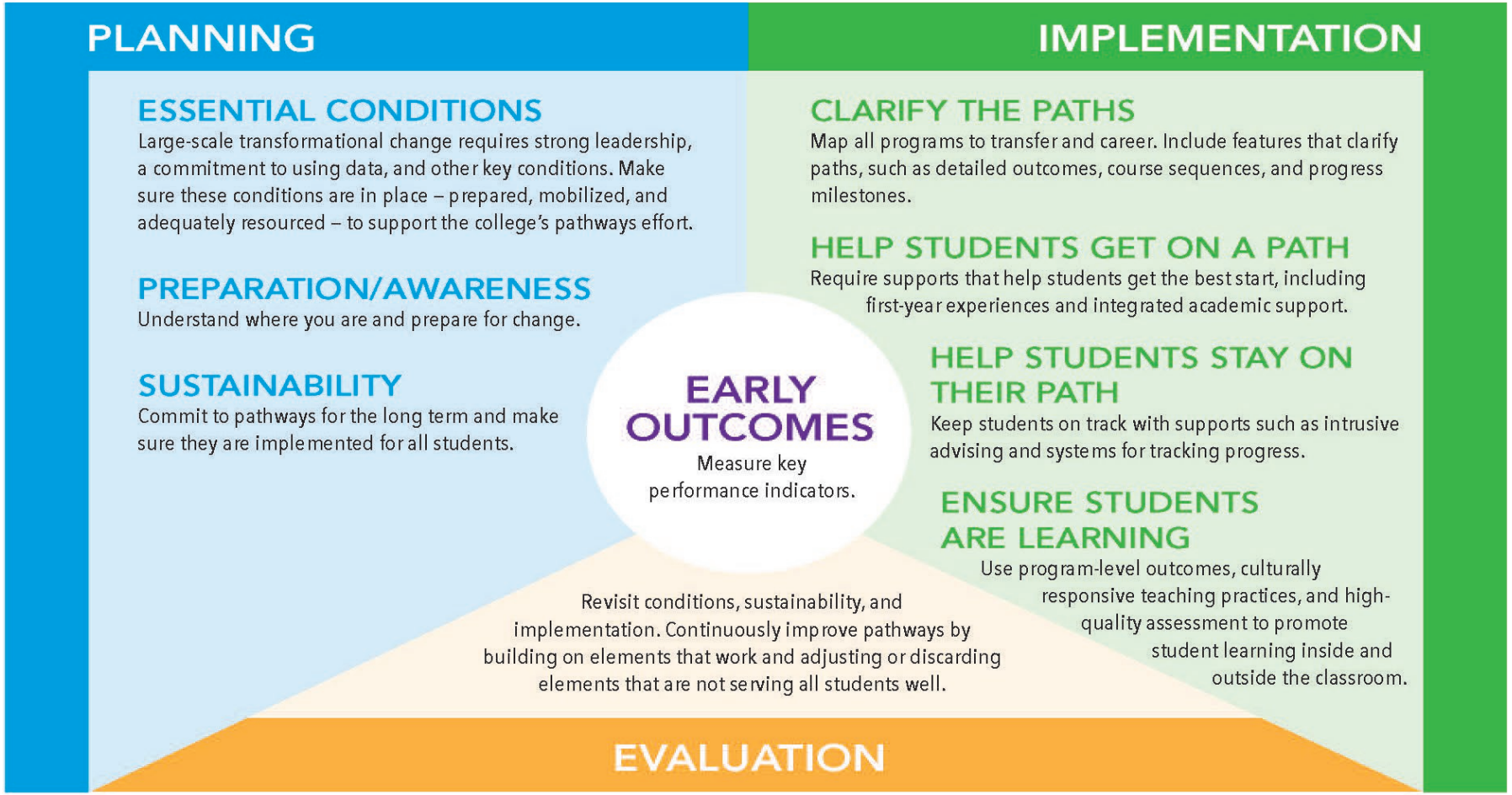

Pathways collaborative organizations: AACC, AAC&U, Aspen, ATD, Carnegie/WestEd, CCA, CCCSE, CCRC, Dana Center, JFF, NCII, OCCRL, Sova, and UNCF.

SEPTEMBER 2019

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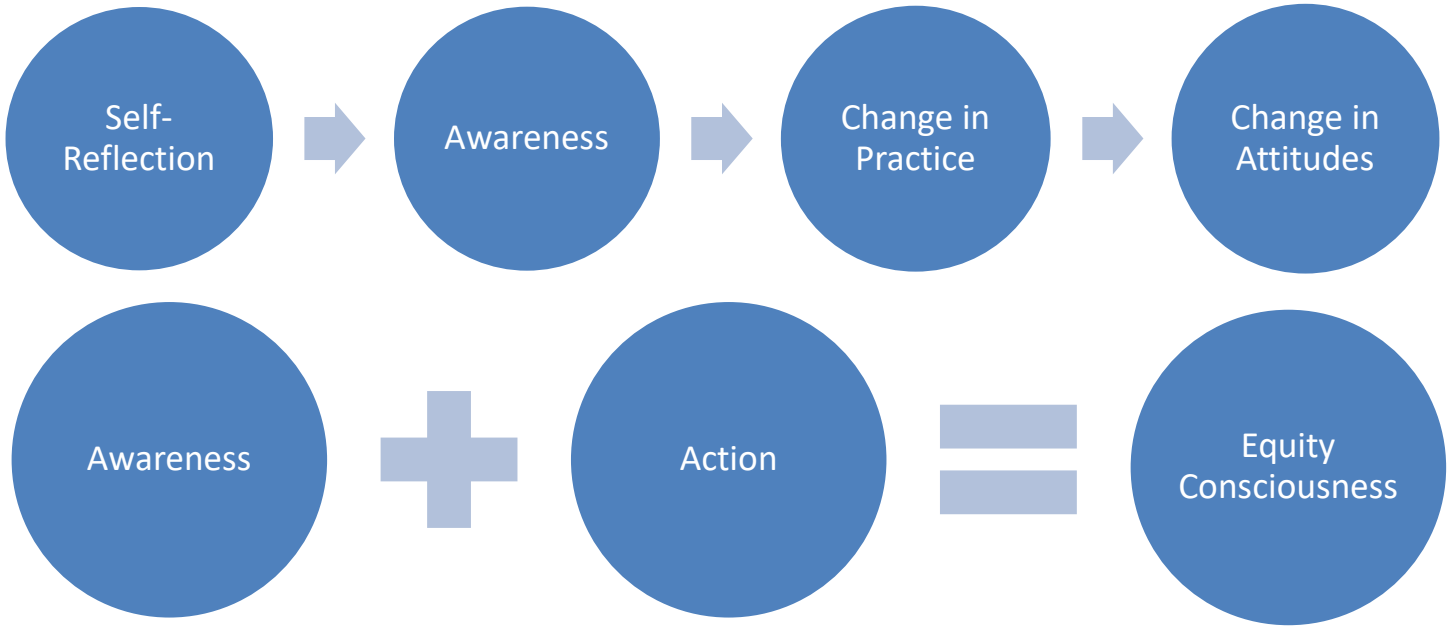
EQUITY CONSCIOUSNESS

The awareness of unequal advantages and disadvantages that result in inequitable treatment and outcomes **and** a willingness to take direct action that seeks to address and rectify the inequities.



CONSIDERING FRAMING

The expression equity does not elicit the fear and defensiveness evoked by the word racism. It is open to interpretation, and people have an intuitive sense that when we are speaking about equity we are speaking about fairness…

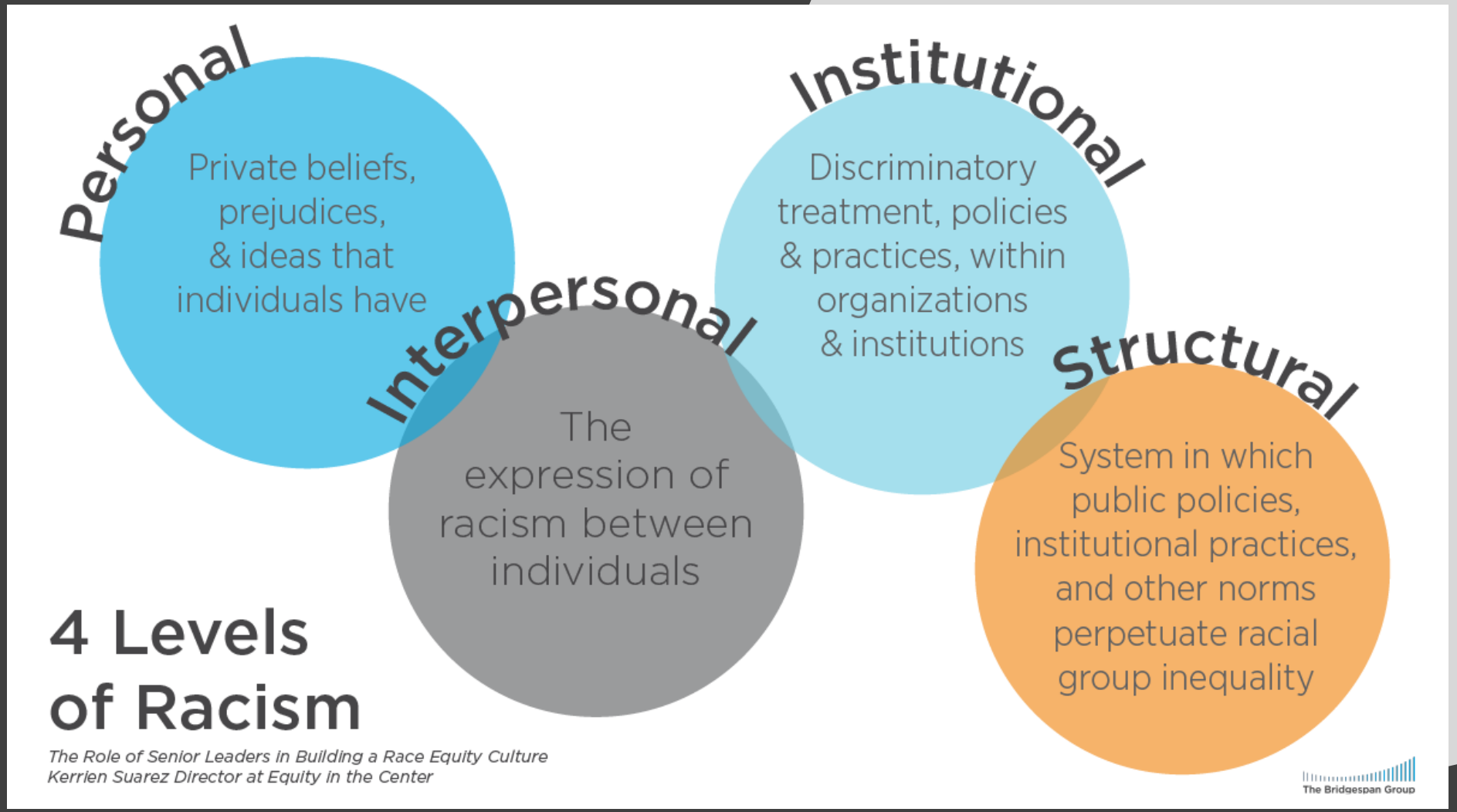
Further, many White Americans do not acknowledge that educational practices can be discriminatory in the absence of conscious, overt, interpersonal acts of racial discrimination.

Dowd & Bensimon (2015)

RACIAL ILLITERACY & DECENTERING WHITENESS

Bensimon, 2021

FACE RACE


Personal
Private beliefs, prejudices, & ideas that individuals have
Institutional
Discriminatory treatment, policies & practices, within organizations & institutions
Interpersonal
The expression of racism between individuals
Structural
System in which public policies, institutional practices, and other norms perpetuate racial group inequality
4 Levels of Racism
The Role of Senior Leaders in Building a Race Equity Culture
Kerrien Suarez Director at Equity in the Center
The Bridgespan Group

FACE RACE

- Structural racial inequity
- GP as transactional and not intersectional
- The need for both process and outcome

FACE RACE

- Coloring whiteness
- “I don’t see color”

A CALL FOR RACIALLY CENTERED EQUITY CONSCIOUSNESS PATHWAYS:

Highlights from OCCRL's Guided Pathways Delphi Study

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ADMINISTRATIVE LEADERS

- Guided Pathways model needs more buy in from faculty and academic/student affairs staff;
- Model needs a shared understanding of equity.
- Model needs assessment around the impact of technology on inequities;
- Further consideration of how to bridge K12/P20 with the GP model is imperative.

FACULTY

- Educators need more clarification on the components of GP (roles and process).
- Institutions remain stagnate—slow to change and/or unable to change in meaningful ways to meet students' needs;
- Current model is centered around improving college completion rates, attaining jobs; elevates efficiency over quality (efficiency model).
- Deficit and gap-oriented language.

EDUCATIONAL RESEARCHERS

- Guided Pathways model is race-neutral.
- Model lacks (but needs) a forthright equity statement/position.
- GP model is norm-referenced for PWIs; it is not one size fits all.
- Faculty is largely missing from the model.

WORKFORCE/POLICY STAKEHOLDERS

- Systems misalignment between K12 and postsecondary
- Disconnect between GP framework and workforce/career
- Racial equity is neutral, transactional, and remains status quo within the GP model
- Questions about who is shaping the GP narrative
- Questions about how to disrupt the dominant frame

ONWARD AND UPWARD: A CALL TO ACTION

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