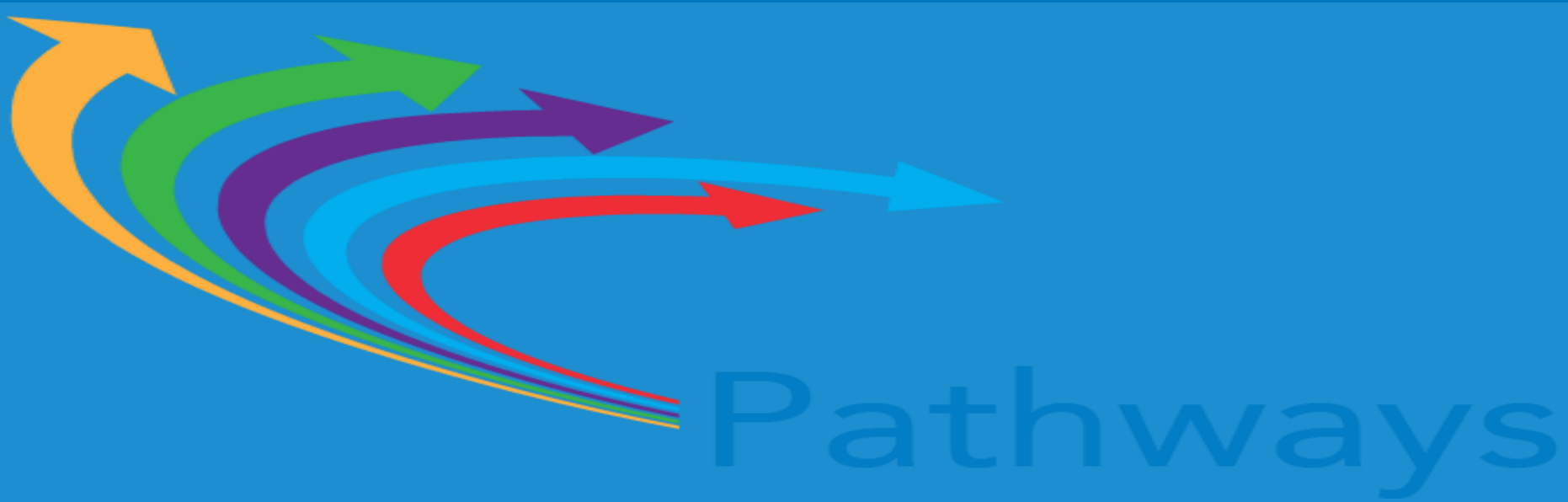




Teaching Excellence and Equity through Guided Pathways

Florida Pathways Institute
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The “4 Pillars” of Guided Pathways

- CLARIFY THE PATH
- HELP STUDENTS CHOOSE AND ENTER A PATH
- HELP STUDENTS STAY ON THEIR PATH
- ENSURE STUDENTS ARE LEARNING

Guided Pathways Model Practices

1 Map paths to student end goals

- Meta-majors
- Program maps to jobs/careers
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration, supported choice making
- Focus on connection & purpose
- Full-program plan/ Term 1

3 Keep students on the path

- Monitoring progress on plan
- Integrated and contextualized support
- Frequent feedback
- Predictable scheduling

4 Ensure students are learning

- Field-specific learning outcomes
- "Light-the-fire" course in field
- Active learning throughout
- Field-relevant experiential & co-curricular learning



INSTITUTIONAL TRANSFORMATION THROUGH GUIDED PATHWAYS: Shifts in Culture, Policy, & Practice



What We Know From Experience

The “big needles” are tough to move.

- Every college is perfectly designed to produce the results it is currently getting
- Problems of scale
- Challenges in institutional transformation
- Culture change is vital to implementation and sustainability
- Equity work must be central and pervasive.

Guided Pathways Cultural Shifts

FROM:		TO:
Are students college-ready?	➡	Are colleges student-ready?
Sanctioned wandering	➡	Purposeful direction
Institutional siloes	➡	Cross-functional teams
Discrete strategies/ boutique programs	➡	Evidence-based practices integrated into coherent student experiences <i>at scale</i>
Support services optional/ by referral	➡	Integrated/contextualized academic support
Teaching classes faculty want to teach when they want to teach them	➡	Teaching classes students need to take when they need to take them
Equity as sidebar	➡	Equity as design principle

Guided Pathways Mindset Shifts

FROM:		TO:
Transfer vs. CTE, credit vs. non-credit	➡	Career-connected transfer paths or livable-wage job w/ clear degree path
Full-time vs. part-time	➡	On-plan vs. off-plan
Job/transfer support for near completers	➡	Career/transfer exploration and planning for <u>all students</u>
Standardized placement tests	➡	Multiple measures and in-class diagnostic assessment
Pre-requisite remediation	➡	Integrated/contextualized academic support
Algebra and English comp “gatekeepers”	➡	Critical program courses (including field-appropriate math)
In-class vs. co-curricular	➡	Program-relevant active/experiential learning

CHANGING FACULTY ROLES

- Re: Scale – student success and equity can't be a classroom-by-classroom strategy
e.g., *Collective commitments* to culturally responsive teaching, experiential learning, integrated academic support
- Thus: collaborative effort among faculty is essential
- Cross-/ multi-functional work becomes the necessary norm
- Advisors teach and faculty advise
- Review of position descriptions, workload definitions, governance processes and collective bargaining agreements is requisite to sustainability and scale



TEACHING & LEARNING CHALLENGES

- **Aligning Learning Outcomes in Program Paths**
- **Building Connection & Belonging**
- **Helping Students Find Their Purpose**
- **Developing “Light-the-Fire” Courses**
- **Mapping “The Right Math”**
- **Embedding Active and Experiential Learning**
- **Integrating Academic Support**
- **Promoting Equity In and Out of the Classroom**





TEACHING EXCELLENCE & EQUITY

ACHIEVING EQUITY

- Won't happen by itself.
- Won't happen through small-scale special programs – requires sustainability and scale
- Requires intentional change in the educational experience designed for students – as it incorporates the best of what we've learned about what matters.
- Requires getting well past disaggregation of data...to the difficult work of uncovering and the addressing sources of institutional racism and unconscious bias.



The “4 Pillars” of Guided Pathways

- CLARIFY THE PATH
- HELP STUDENTS CHOOSE AND ENTER A PATH
- HELP STUDENTS STAY ON THEIR PATH
- ENSURE STUDENTS ARE LEARNING

The following slides provide illustrations of key equity-related tasks associated with each pillar. The list is by no means exhaustive but rather intended as a discussion-starter.

CLARIFY THE PATH

- Review program mix; develop an explicit institutional position and strategy related to programs that do not lead to livable-wage jobs/careers.
- Review and revise curriculum in pathways with a powerful equity, inclusion and anti-racism lens.
- Build maps to ensure that students complete transfer-level math and English in their first year.
- Select “the right math” for each program map – that is, the math that students genuinely need in order to thrive in their chosen career and in transfer.
- Restrict program pathways to 60-65 credits for an associate degree.

HELP STUDENTS CHOOSE AND ENTER A PATH

- Review and strengthen processes through which we support ALL students in exploring options and making choices.
- Examine and refine advising and counseling language through which we communicate beliefs about “realistic” options for students and what we believe they are capable of achieving.
- Build comprehensive educational plans that explicitly include stacked credentials and/or post-community college credentials as needed to ensure students achieve economic upward mobility.
- Focus on connection and purpose.

HELP STUDENTS STAY ON THE PATH

- Develop metamajors into large-scale learning communities, promoting connection, belonging, affiliation, access to support and special programs
- Attend to student financial stability/basic needs
- Diversify instructional faculty, advising/counseling, administration

DIVERSIFY...



HELP STUDENTS STAY ON THE PATH

- Embed academic support *inescapably* within courses

INESCAPABLE ACADEMIC SUPPORT?



ENSURE STUDENTS ARE LEARNING

- Ensure that all students take a “light-my-fire” course in their program/metamajor in their first term.
- Mandate training to strengthen culturally responsive teaching and eliminate unconscious bias and microaggressions from the classroom.
- Align co-curricular learning within metamajors/programs
- Incorporate active/experiential learning throughout every program pathway.

ACTIVE/ EXPERIENTIAL LEARNING



Experiential Learning

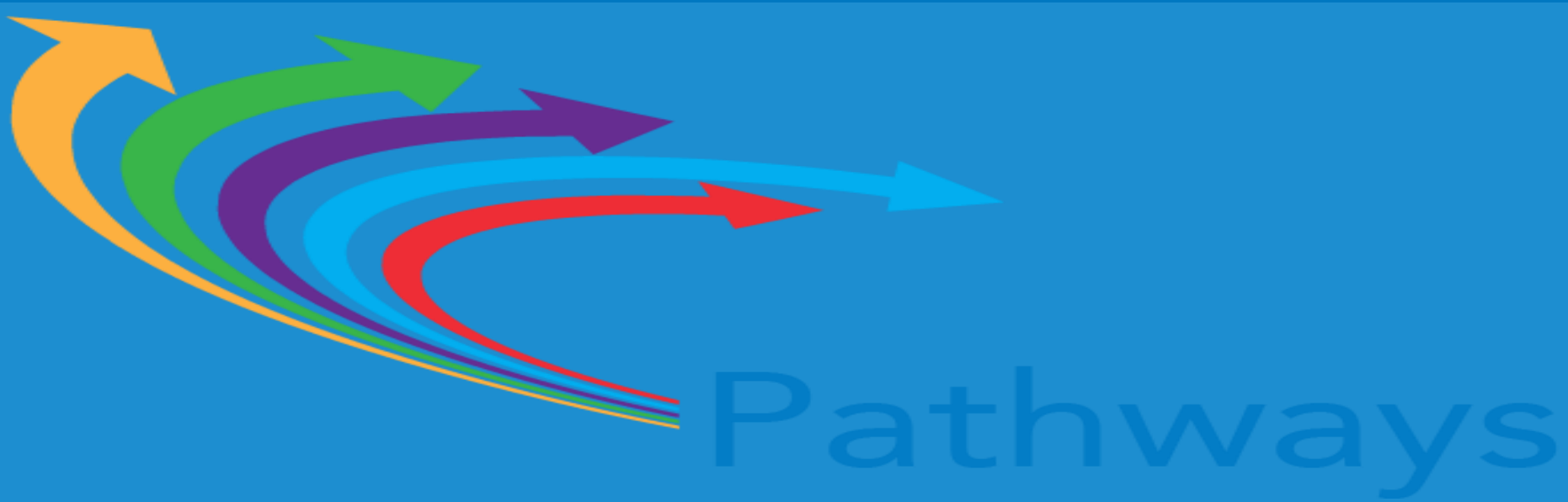
- Performances/ Demonstrations
- Internships
- Clinical Placements
- Apprenticeships
- Service Learning
- Job Shadowing
- Group Projects Outside of Class
- Field Work
- Work Study in the Field

DISCIPLINED BY [DISAGGREGATED] DATA

Early Momentum & Prompts for Change

- Which students are in which programs? Which students complete?
- What % of entering students (and which students) present at census date never complete a college credit?
- What % of entering students (and which students) complete college-level English and Math in their first year?
- What % of students (and which students) complete a full-program academic plan by the end of their first semester?
- What % of entering students (and which students) complete at least 3 courses in their program of study in their first year?





QUESTIONS? COMMENTS?

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