





GUIDED PATHWAYS Keeping Students On a Pathway
FLEX DAY
October 2019
Guided Pathways' Connections Workgroup

College Planning Priorities 2019/2020

- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- Implement the integration of all ACCJC standards throughout campus structure and processes.

Four Pillars of Guided Pathways

<p>Clarify the Path</p>  <p>Create Clear Curricular Pathways to Employment and Further Education</p>	<p>Enter the Path</p>  <p>Help Students Choose and Enter Their Pathway</p>	<p>Stay on the Path</p>  <p>Help Students Stay on Their Path</p>	<p>Ensure Learning</p>  <p>Follow Through, and Ensure that Better Practices are Providing Improved Student Results.</p>
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Guided Pathways

Guided Pathways affords us an opportunity to think deeply about equity in the classroom.

"How can I support every student to succeed?"

"What is acceptable, reasonable, realistic, sustainable... without lowering the standard of the class?"

Staying on a Path

Agenda

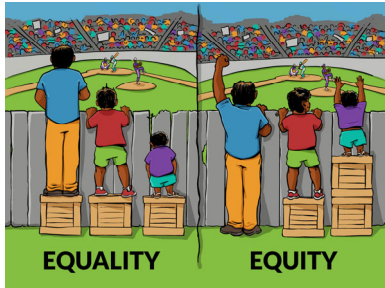
- Discussion of equality vs equity
- Students discussing staying on a path
- Breakout into groups to discuss key areas in the classroom that can affect students staying on a pathway
- Jigsaw with others to discuss what was discussed in each area.
- How can we share this out?

Equality vs Equity

Equality refers to ensuring similar treatment and resources for all.

Equity means that all populations reach the same outcome.

Equality vs Equity



Equality vs Equity



What do you notice?
What groups are being served?

Equality vs Equity



Where do you think this is?

Equality vs Equity

Which population are Disproportionately Impacted (DI) at Las Positas?

Depends on the definition or rubric being used!

Equality vs Equity 2019 SEA DI Group

- American Indian or Alaska Native (All)
- American Indian or Alaska Native (Female)
- American Indian or Alaska Native (Male)
- Asian (Male)
- Black or African American (All)
- Black or African American (Female)
- Black or African American (Male)
- Disabled (All)
- Disabled (Male)
- Filipino (Female)
- Hispanic or Latino (All)
- Hispanic or Latino (Male)
- LGBT (All)
- LGBT (Female)
- LGBT (Male)
- More than one race (Male)
- Native Hawaiian or other Pacific Islander (All)
- Native Hawaiian or other Pacific Islander (Female)
- Native Hawaiian or other Pacific Islander (Male)
- Some other race (All)
- Some other race (Male)
- White (Female)
- First Generation (All)
- First Generation (Female)
- First Generation (Male)
- Foster Youth (All)
- Foster Youth (Female)
- Foster Youth (Male)

Equality vs Equity

In 2017, we had a different rubric, different definition.

In 2017 we had under these conditions 3 additional DI Populations:

- Males
- Low Income
- Veterans

What groups are not evaluated – groups by age!

Equality vs Equity

Metrics for the 2019 Student Equity and Achievement Data

- Access (Enrolled in the Same Community College)
- Readiness (Completed Both Transfer-Level Math and English within the District)
- Retention (Retained from Fall to Spring at the Same College)
- Completion (Attained the Vision Goal Completion Definition)
- Completion (Transferred to a Four-Year Institution)


Metrics for the 2017 Student Equity Data

- Access
- Successful Course Completion (English, Math, ESL)
- Successful ESL and Basic Skills Completion
- Institutional Outcomes (Degrees, Certificates, Transfers)

Listening to Students

Quotes from students related to Staying on a Path





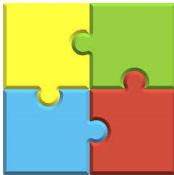
Jigsaw Learning Overview

- Your name tag has a color and a number.
- In a minute, we are going to break up groups based on *color*.
- In your breakout groups, we will be spending 30 minutes diving deeply into a topic. You will each become an expert on this topic.
- After 30 minutes you will find three other folks who have the same *number*.
- You will spend 30 minutes sharing with each other about what you learned.

Jigsaw Learning

Color Breakout Directions:

- Break out into your groups based on the color on your name tag:
 - Yellows go to the front left.
 - Greens go to the front right.
 - Blues go to the back left.
 - Reds go to the back right.

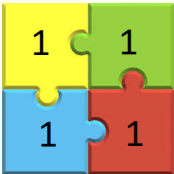


30 minutes in your expert groups.

Jigsaw Learning

Number Breakout Directions:

- Find three other folks with the *same number* as your name tag.
- Spend 30 minutes sharing with each other about what you learned.



30 minutes sharing your groups.

Reflection

From what we have covered so far, reflect on the following questions.

- What excites you?
- What do you want to know more about?



Case of Making a Difference

Oakton College

An example where a faculty-driven, inexpensive initiative had a huge impact!

Oakton Community College

“Assume that full time students are on campus about 15 hours a week, or 180 hours each semester.

During that semester, they are likely to spend about 4 hours total interacting with student support staff, 32 hours walking around, and 144 hours in classrooms interacting with and learning from faculty.

...faculty are the people who convey to students that they belong in college, that they have the capacity to learn, and the someone cares about their progress (or not).”

Oakton Community College Faculty/Student Engagement Protocol

First Three Weeks of Class

- Set clear, high academic standards but not policies that easily doom students.
- Learn names and have students learn on another's name.
- Give feedback on an assignment or quiz.
- Hold 15-min, one-to-one "get-to-know-you" conferences with each student.

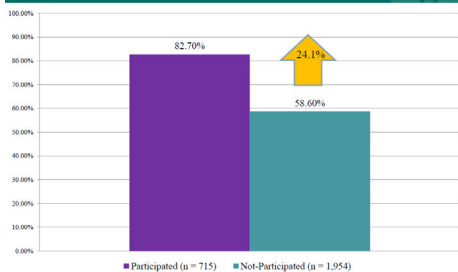
Oakton Community College Faculty/Student Engagement Protocol

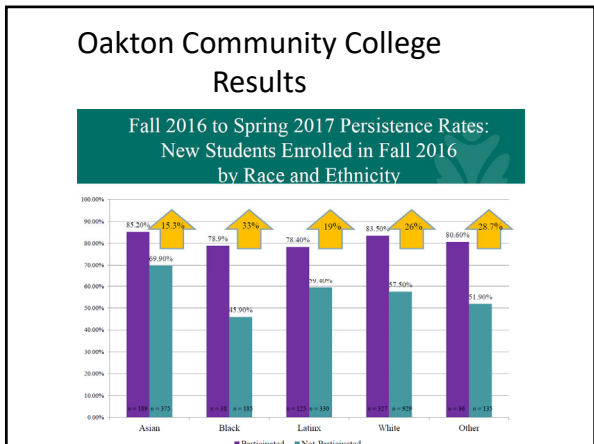
Rest of the Semester

- Acquaint students with resources and opportunities at Oakton.
- Attend at least one cocurricular event with students.
- Contact students who are struggling in class and offer them help.
- Talk with students about completing an associate degree or certificate.
- Participate in assessment activities for the project as a whole.

Oakton Community College Results

Fall 2016 to Spring 2017 Persistence Rates:
New Students Enrolled in Fall 2016






Oakton Community College

Faculty Leadership and Student Persistence—A Story From Oakton Community College
Essays

Elisabeth Barnett
Wednesday, 09 May 2018



Article is provided with some more information on lessons learned, successes, and challenges to doing an initiative such as this.

More information is available upon request!

Next Steps

One of the goals of Guided Pathways is to take the “luck” out of the student experience. Many faculty expressed a desire to have resources made available to them to improve student success and retention, without lowering the standards of the material in the class.

How do we share this information out with our colleagues?
What are the next steps?

