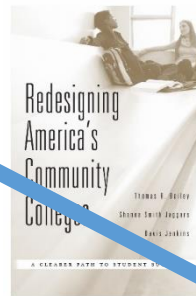# Strengthening Guided Pathways and Career Success By Ensuring Students Are Learning

2011

2015

30

2017

2018

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 assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or 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.
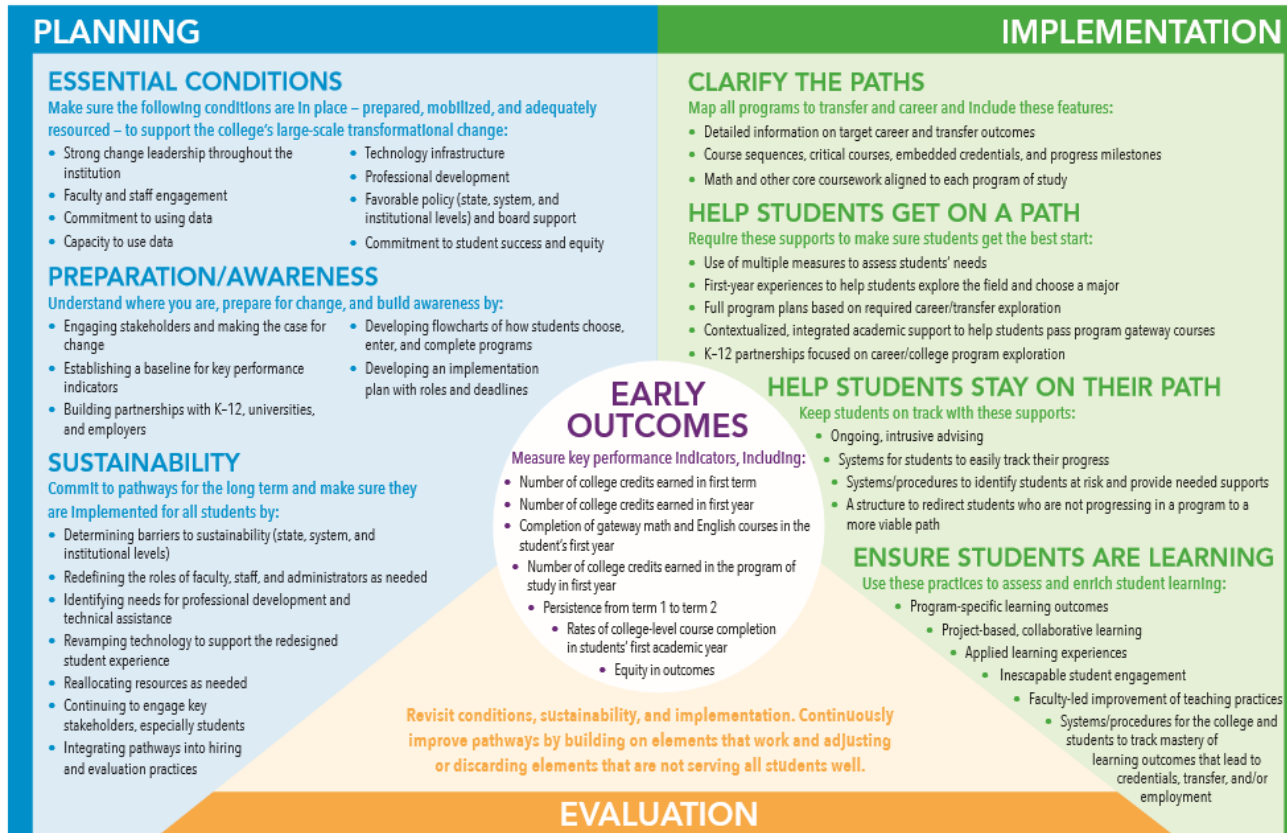
EVALUATION

Pathways

Guided Pathways: Planning, Implementation, Evaluation

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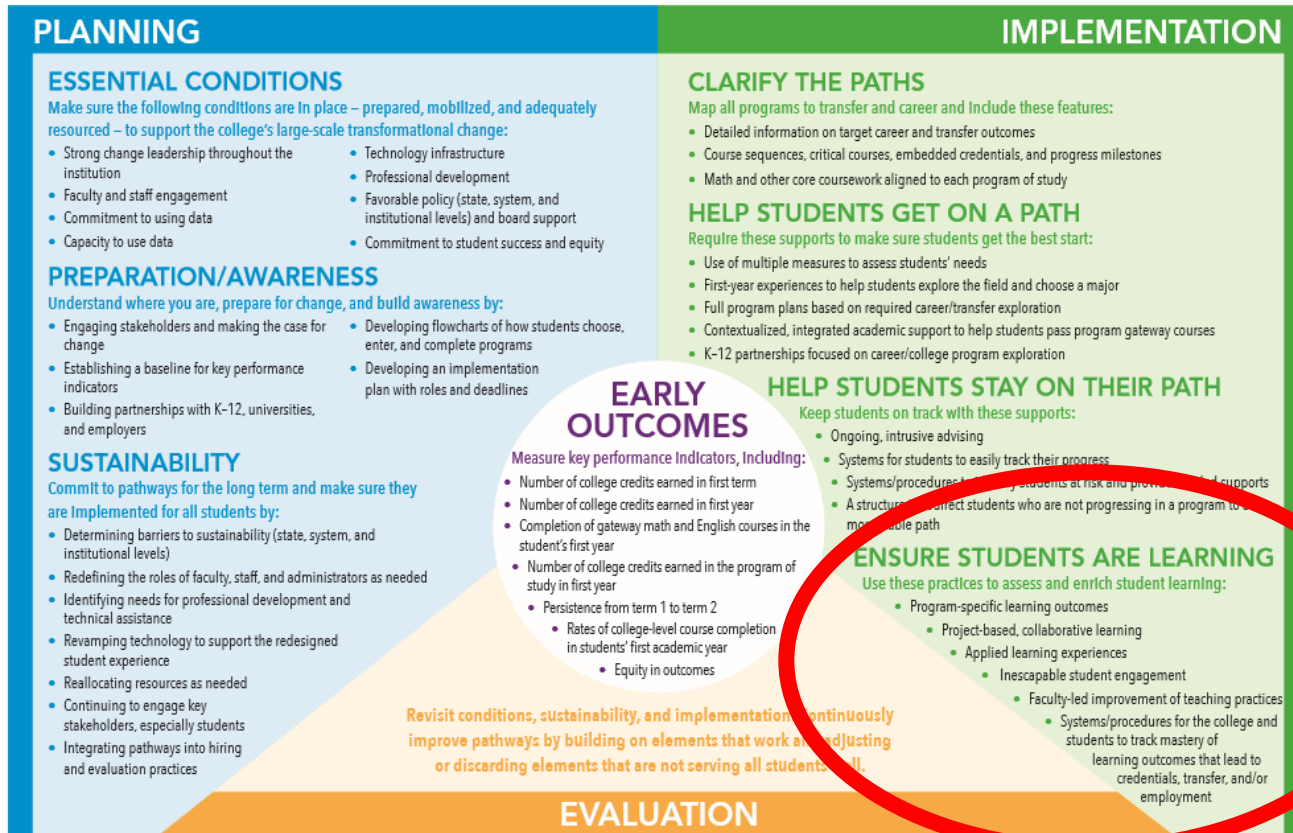
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EVALUATION

FEB. 17

Ensure Students Are Learning

1. Refresh the Definition

2. Landscape Scan

3. Tools

How?

Interviews
- 24
  - Colleges (8)
  - Partners

Partners
- 23
  - Chart
  - Pathways Work

Themes for definition * highlights from interviews* Work in Pathways

ENSURE STUDENTS ARE LEARNING
Updated Definitions

Before

Use these practices to assess and enrich student learning:

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After

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

Landscape Scan

Guided Pathways: *Ensure Students Are Learning*

Partner Web Resources Chart

This tool is designed to help higher education leaders, faculty, and staff who are interested in finding online materials and resources focused on Guided Pathways Pillar #4: *Ensure Students Are Learning*. A checkmark represents that information for a particular component is found on the organization's website, or the partnering organization indicated that a checkmark should be selected. The chart was reviewed by the partnering organization prior to distribution.

Organization	Equity	Evidence-based teaching practices	Program-specific learning outcomes	Project-based, collaborative learning	Applied learning experiences	Inescapable student engagement	Faculty-led improvement of teaching practices	Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment
Achieving the Dream	✓	✓	✓	✓		✓	✓	✓
American Association of Community Colleges	✓	✓	✓	✓	✓	✓	✓	✓
American Association of State Colleges and Universities	✓	✓	✓	✓	✓			
Association of American Colleges & Universities	✓	✓	✓	✓	✓	✓	✓	✓
The Aspen Institute College Excellence Program	✓	✓					✓	

Ensure Students Are Learning: Tools

Ensure Students Are Learning: Tools

1. Video Clips of faculty discussing *ensure students are learning* teaching strategies

2. Narratives of faculty giving examples how they engage in *ensure students are learning* teaching strategies in the classroom

3. Web-based tools for faculty and colleges to promote guided pathways *ensure students are learning* components

Ensure Students Are Learning

Video Clips

- Interviews were conducted with award-winning faculty at the NISOD conference in May, 2019.

- The interviews have resulted in **75-100** potential video clips to be posted on the Center's website.

Ensure Students Are Learning: Video Clips

Ensure Students Are Learning: Video Clips

Ensure Students Are Learning

Ensure Students Are Learning
Faculty Focus Group Discussion Guide

Center for
Community College
Student Engagement

Outcome #1: To learn what institutional policies, practices, and processes promote effectiveness and success for faculty, specifically as they relate to student success.

1. What inspired you to become a community college instructor? Did someone approach you about the possibility of teaching at a community college? Did you seek it out on your own?

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?)

Outcome #2: To understand the engaging practices that innovative faculty are using in their classes.

1. Think about a specific course in which you make the most use of an engaging practice. Go through the process of designing a course. What do you think about as you are designing a course?
   - What resources have been helpful?
   - Where did you find these resources?
   - As you are designing a course, do you think about how you will know that learning is going on, what you will observe when it is happening, and how you will assess that it is happening? Describe that process.
     - How is student self-reflection part of the assessment process?
     - What tools do you use that help students document and monitor their learning (e.g. electronic portfolios)?
   - How do you incorporate course-level learning outcomes into your course design and assessment processes?
   - If program-specific learning outcomes are incorporated into your course design and assessment processes, how do you do that?

Ensure Students Are Learning

Narratives

- Five items about innovative teaching practices were added to the Community College Faculty Survey of Student Engagement (*CCFSSE*) 2018

- Presidents at 40 participating colleges gave permission to contact their faculty for follow-up interviews

- 202 interviews were conducted with faculty from 30 colleges

- The interviews have resulted in approximately **275** potential narratives to be posted on the Center's website

ENSURE STUDENTS ARE LEARNING
Updated Definitions

Before

After

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Ensure Students Are Learning

Coding of the Narratives and Video Clips

Based on the revised definition for Pillar Four, Center staff developed codes in five areas for the narratives and video clips:

❑Applied learning experiences

❑Student engagement

❑High-impact teaching practices*

❑Equity-minded, asset-based teaching

❑Assessment of learning

Ensure Students Are Learning

Coding of the Narratives and Video Clips

*Sub-categories for the high-impact teaching practices were developed based on the Center's list of HIPs and AAC&U's list of HIPs.

Ensure Students Are Learning

High-Impact Teaching Practices Sub-Codes

- ❑Alert and intervention

- ❑Tutoring

- ❑Supplemental instruction

- ❑Writing intensity

- ❑Collaborative assignments and projects

- ❑Research experience

- ❑ePortfolios

- ❑Service learning

- ❑Internships

- ❑Capstone projects

Ensure Students Are Learning

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

Center for Community College Student Engagement

CCFSSE: Intersecting Engagement Data with Pathways

The Pathways Model is composed of essential institutional practices that help students along their journey to success. The following are items from the Community College Faculty Survey of Student Engagement (CCFSSE) that are aligned with important dimensions of the Pathways Model. As colleges begin to undertake serious work on the various necessary aspects of the design and implementation of structured student pathways, this tool can be used to facilitate important conversations with faculty about gaps and areas of alignment in three key areas: helping students get on a path, helping students stay on their path, and ensuring students are learning.

Help Students Get On A Path			
Item Text	**Variable Name**	**Response Options**	**Report**
How often do students in your selected course section do the following? *Talk about career plans with you*	STUTLKCARPLN	• Never • Sometimes • Often • Very often • Don't know	Student and Faculty
Are you currently teaching developmental/remedial courses at this college?	TCHDEVED	• Yes, I teach ONLY developmental courses • Yes, I teach both developmental and college-level courses • No, I teach only college-level courses	Faculty
During the current academic year, which of the following are part of your teaching role at this college? (Mark all that apply) *Accelerated developmental education*	ACCDEVED	• Not marked • Marked	Faculty
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas? *Developing clearer career goals*	FGNCARGOAL	• None • Very little • Some • Quite a bit • Very much	Student and Faculty
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas? *Gaining information about career opportunities*	FGNGAINCAR	• None • Very little • Some • Quite a bit • Very much	Student and Faculty

Ensure Students Are Learning

The Tools and Resources Website-What's Coming Next?

- **Landing page 1) explaining how to navigate site, 2) connecting site to foundational information about guided pathways, and 3) placing teaching and learning into the context of guided pathways**

- **Definitions for all codes**

- **Equity-based tools**

- **Use case examples for faculty and others**

- **Links to other organizations' tools**

Ensure Students Are Learning Web Tools and Resources Finalized

Fall 2020

Strengthening Guided Pathways and Career Success by
Ensuring Students are Learning

Partnership with the Center for Community College Student Engagement

WE ASPIRE

Advancing Student Performance through Integration, Research, and Excellence

AAC&U
Association of American Colleges and Universities

Project Goals

To work collaboratively with faculty to improve learning and quality in pathways programs to help students understand defined credential competencies and the alignment with employability skills and competencies.

Project Goals

To contribute to a research-based, scalable model for the *ensuring students are learning* component of the Guided Pathways framework and a set of professional development tools for institutions to achieve the stated outcomes for measuring student learning and success.

Project Goals

To develop a research design for studying the effects of this model on teaching and learning outcomes within the guided pathways framework at the institutional level.

Strengthening Guided Pathways and Career Success by Ensuring Students are Learning

Amarillo College
Chattanooga State Community College
Community College of Baltimore County
Crafton Hills College
Finger Lakes Community College
Houston Community College
Indian River State College
Kapi'olani Community College
Kilgore College
Miami Dade College

Middlesex Community College
Monroe Community College
Northeast Wisconsin Technical College
Palo Alto College
Salt Lake Community College
San Antonio College
San Jacinto College
South Texas College
St. Petersburg College
Waubonsee Community College

Educating For Democracy

AAC&U
Association of American Colleges and Universities

Key Project Activities and Deliverables

- AAC&U's Institute on High-Impact Practices & Student Success

- Baseline Assessment of Core Components

- Evaluation and Structured Interviews by CCCSE

- VALUE Institute

- Teaching, Learning and Assessment Framework

- Professional Development Resources

Educating For Democracy

www.aacu.org/valueinstitute, or email
valueinstitute@aacu.org

VALUE Approach to Assessment

VALUE rubrics answer the need for measuring the development and application of the essential learning outcomes that college graduates need to be productive in work and in citizenship over time

The VALUE rubrics are available for download – at no cost – on the AAC&U website (https://www.aacu.org/value)
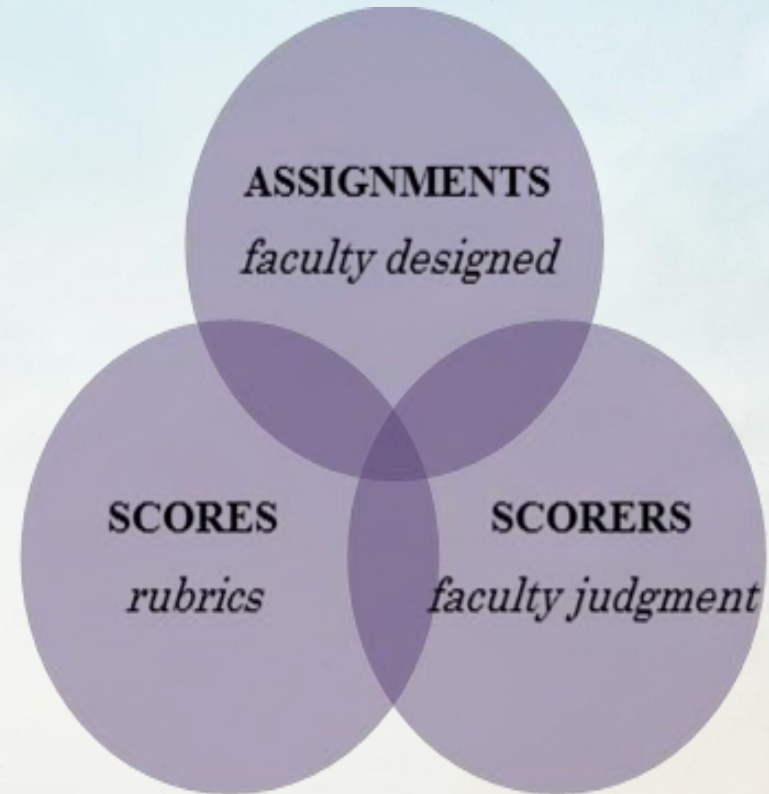
A A
C &U
Association of American Colleges and Universities

List of VALUE Rubrics

- **Knowledge of Human Cultures & the Physical & Natural Worlds**
  - Content Areas →No Rubrics
- **Intellectual and Practical Skills**
  - Inquiry & Analysis
  - Critical Thinking
  - Creative Thinking
  - Written Communication
  - Oral Communication
  - Reading
  - Quantitative Literacy
  - Information Literacy
  - Teamwork
  - Problem-solving

- **Personal & Social Responsibility**
  - Civic Knowledge & Engagement
  - Intercultural Knowledge & Competence
  - Ethical Reasoning
  - Foundations & Skills for Lifelong Learning
  - Global Learning
- **Integrative & Applied Learning**
  - Integrative & Applied Learning

VALUE Institute

- Sampling plan development

- Submission guidance

- Online scorer training

- Double scoring of artifacts

- Disaggregated data – race/ethnicity, 1st-gen, Pell Eligible, gender, age to address equity questions

- Aggregate reports for context and comparison

AAC&U
Association of American Colleges and Universities

VALUE Institute

- Written Communication

- Quantitative Reasoning

- Critical Thinking

- Civic Engagement

- Ethical Reasoning

- Global Learning

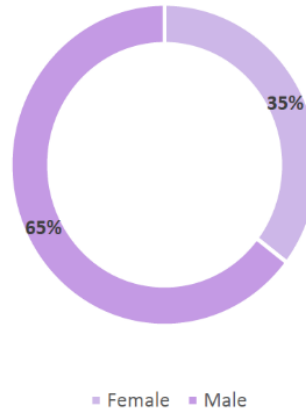- Intercultural Knowledge and Competence

Student Characteristics

This page summarizes the student population demographics for the 2-year institutions that participated in the 2017-2018 Critical Thinking rubric assessment.
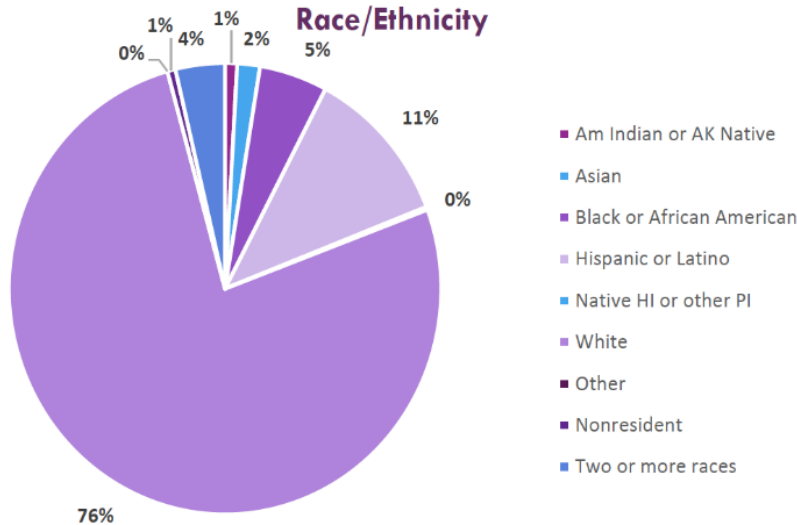
Overall Demographic Descriptives

	n	%
Sex		
Female	348	35%
Male	191	65%
Race/Ethnicity		
Am Indian or AK Native	5	1%
Asian	9	2%
Black or African American	27	5%
Hispanic or Latino	61	11%
Native HI or other PI	1	0%
White	408	76%
Other	0	0%
Nonresident	3	1%
Two or more races	20	4%
Pell Eligibility		
Pell-eligible	240	51%
Non-Pell-eligible	231	49%
Credits Completed		
Less than 75% of credits completed	110	23%
More than 75% of credits completed	369	77%

Sex

35%

65%

- Female - Male

Race/Ethnicity

0% 1% 4% 1% 2%
5%
11%
0%
76%

- Am Indian or AK Native
- Asian
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- Hispanic or Latino
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- White
- Other
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- Two or more races

VALUE Institute Report : Disaggregated data from 2017-2018 cohort of 2-year institutions

Association of American Colleges and Universities

VALUE INSTITUTE
Learning Outcomes Assessment At Its Best

Scores by Student Characteristics

Dimension 1: Explanation of Issues
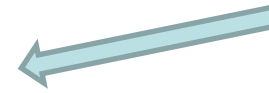
The table below displays percentages of students who scored at different levels of evidence by selected student characteristics. Examining rates for different groups offers insight into how performance varied within aggregate population.

	Capstone	Milestones		Benchmark
	4	3	2	1
Pell-Eligible				
Yes	1%	29%	63%	8%
No	2%	25%	65%	9%
Gender				
Female	2%	28%	63%	7%
Male	1%	27%	64%	9%
Race/ethnicity or international				
American Indian or Alaska Native	0%	25%	75%	0%
Asian	0%	0%	100%	0%
Black or African American	0%	14%	77%	9%
Hispanic or Latino	0%	16%	68%	16%
Native Hawaiian/Other PI	0%	0%	100%	0%
White	2%	31%	61%	7%
Other	0%	0%	0%	0%
Non-resident	0%	67%	33%	0%
Two or more races	6%	28%	56%	11%
Credits Completed				
Less than 75% completed	0%	27%	63%	11%
More than 75% completed	0%	0%	0%	0%