



Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK

ACKNOWLEDGMENTS

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We would like to thank the Association of American Colleges & Universities (AAC&U) for being our partner in the Ensure Students Are Learning Project.

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The members of the Pathways Collaborative, a group of organizations that came together and were collectively responsible for creating and refining the pathways framework, have been the boldest advocates of this work and deserve recognition.

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We also owe a debt of gratitude to the community college faculty members who shared their stories of innovative teaching practices with us, both during focus groups and through telephone interviews.

The Center for Community College Student Engagement, a service and research initiative in the [Department of Educational Leadership and Policy](#) in the [College of Education](#) at [The University of Texas at Austin](#), provides insights that matter for community colleges. The Center assists institutions and policymakers in using information to promote improvements in student learning, persistence, and attainment.

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The Evolution of Pillar 4:

Ensure Students Are Learning

A challenge that community colleges continue to face is how to strengthen the education they provide in ways that lead to increased college completion and equity in student outcomes. Information gleaned from the Center's survey research and student focus groups over nearly two decades has produced the awareness that substantial improvement in these areas cannot be attained through small-scale strategies or interventions, but only through fundamental redesign of students' educational experiences.

The Center is certainly not alone in this understanding. In 2015, the Community College Research Center (CCRC) published *Redesigning America's Community Colleges*, which synthesized years of research and made the case for transformational change through guided pathways—a whole-college reform model that aims to improve students' rates of completion and transfer and to achieve equity in those outcomes.

Also in 2015, the American Association of Community Colleges (AACC), along with the Center and other organizations, launched a formal project to help community colleges design and implement guided pathways. The group selected 30 colleges from 17 states to participate in intensive guided pathways work, much of which was conducted through a series of pathways institutes.

These 30 colleges ultimately became known as the Pathways 1.0 colleges. Since then, many more colleges have joined this movement. Some have undertaken pathways work as part of Pathways 2.0 (AACC's second round of the Pathways Project), state-level student success centers, or targeted efforts such as the California Guided Pathways Project under the direction of the National Center for Inquiry and Improvement (NCII). Other colleges have undertaken the work without being part of an organized group.

In 2017, as part of the original AACC Pathways Project, the Pathways Collaborative developed a framework for implementing guided pathways. The framework included four pillars of pathways implementation for colleges:

- ▶ Pillar 1: Clarify the Paths—mapping all programs to transfer and career
- ▶ Pillar 2: Help Students Get on a Path—requiring supports to help students get the best start
- ▶ Pillar 3: Help Students Stay on Their Path—keeping students on track through advising and other supports
- ▶ Pillar 4: Ensure Students Are Learning—using specific practices to enrich and assess student learning

Of the four pillars of guided pathways, the least amount of progress has been made with Pillar 4 (ensure students are learning). Many institutions start guided pathways implementation around Pillar 1 (clarify the paths) or Pillar 2 (help students get on a path), as these focus on the work of program mapping and academic planning and supports—which set students up for success early in their educational journeys. Other institutions begin the work of pathways with Pillar 3 (help students stay on their path) by redesigning their advising systems to make advising services ongoing and intrusive.

Pillar 4 (ensure students are learning), however, asks that faculty (full-time and part-time) be fully engaged in the pathways mission—and in turn, use their classrooms to engage students in the process.

As a result, the **Ensure Students Are Learning Project** was undertaken to develop a common understanding of Pillar 4 (ensure students are learning) and to develop resources that institutions can use to more effectively consider how to ensure students are learning as they implement guided pathways.

As one element of the project, the Center held focus groups and conducted interviews with faculty from colleges across the country to identify model teaching practices and tools for faculty engagement.

And, with input from AAC&U, the Center conducted interviews with leaders from several of the Pathways 1.0 colleges, members of the Pathways Collaborative, and field experts in guided pathways work to refine the definition of Pillar 4 (ensure students are learning).¹ Based on the themes that emerged from these interviews around the learning that had occurred since the framework was developed in 2017, the definition of Pillar 4 was refreshed in 2019.

In the **updated definition**, community colleges and their faculty are charged with using the following 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

Respondents

The data presented in this playbook are based on responses to the 2019 *CCFSSE* from 7,534 faculty across 73 colleges. Of those faculty, 4,104 reported that their college was implementing guided pathways, and 3,229 reported not knowing if their college was implementing guided pathways. Only 101 faculty responded that their college was not implementing guided pathways. Because this group is so small, these respondents are combined with those who reported not knowing if their college was implementing guided pathways. To view the complete methodology supplement, visit <https://cccse.org/ESAL/playbook>.

¹ To see the original definition of Pillar 4 (ensure students are learning), visit <https://cccse.org/ESAL/landscape-scan>.

Can You Implement Something You Don't Know About?

Findings from *CCFSSE 2019* offer insight regarding challenges that colleges face related to the implementation of Pillar 4 (ensure students are learning):

- ▶ Sixty-eight percent (n=2,868) of full-time faculty and 39% (n=1,236) of part-time faculty report that their college is in the process of implementing guided pathways. On the other hand, 32% (n=1,361) of full-time faculty and 61% (n=1,969) of part-time faculty report not knowing whether their college is implementing pathways.
- ▶ Among faculty who report that their college is implementing guided pathways, over a quarter (28% [n=795]) of full-time faculty and over half of part-time faculty (53% [n=652]) say that they are not at all involved in it.
- ▶ Among faculty who report that their college is implementing guided pathways, 45% (n=1,291) of full-time faculty and 58% (n=715) of part-time faculty say that they need more professional development about their role in the work.

A review of the literature illustrates that involving faculty members in the work of guided pathways is a developing process—but when the task at hand is institutional change, the continuing work of informing, preparing, and supporting faculty should not be minimized. Faculty and staff engagement is an essential condition for this transformational change. This playbook and the accompanying [web toolkit](#) are resources that can be used to engage faculty in this important work.





What **CCFSSE** Findings Tell Us About Pillar 4: Ensure Students Are Learning

CCFSSE 2019 data reveal that within a single institution, some faculty members are aware that their college is implementing guided pathways and some are not.

The importance of bringing all faculty along on the pathways journey is illustrated in a further review of CCFSSE results: When faculty *are aware* that their college is implementing guided pathways, their perceptions about their students and their own behaviors reflect higher levels of engagement.

Historically, due to circumstances mostly out of their control, part-time faculty are often less engaged with the college community than full-time faculty—and this is normally reflected in CCFSSE data. Yet, among faculty who report that their institution is implementing guided pathways, part-time faculty often respond the same or even more positively on many CCFSSE items than do their full-time counterparts.

For instance, in response to the item asking about *the extent to which students' experiences in an instructor's class contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills*, 70% (n=1,954) of full-time faculty who report that their college is implementing guided pathways respond *quite a bit* or *very much*, and 69% (n=815) of their part-time peers respond the same way. Conversely, among faculty who report not knowing whether their college is implementing guided pathways, 69% (n=929) of full-time faculty respond *quite a bit* or *very much*, yet only 61% (n=1,167) of part-time faculty say the same.

Student Engagement

Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their college studies and to achieve at higher levels.

The Center's three primary survey instruments—*SENSE*, *CCSSE*, and *CCFSSE*—each measure various aspects of student engagement: for entering students, for returning students, and faculty perceptions of it, respectively.

When students participate in applied learning experiences and are exposed to high-impact teaching practices and other elements of Pillar 4 (ensure students are learning), they are more likely to be engaged than their peers who do not have these experiences. Therefore, because student engagement is intrinsically linked to other components of the refreshed *ensure students are learning* definition,² no data are reported specifically for it in this playbook.

It is important to note that the Center has consistently maintained that student engagement does not happen by accident, but rather by design. Institutions must continually strive to actively connect students with one another, with their instructors, and with their course content. To help colleges in their efforts to ensure these connections happen, the Center analyzed *CCFSSE* data that are related to several components of Pillar 4 (ensure students are learning).² As a result, the components examined in this playbook are **Applied Learning Experiences**, **High-Impact Teaching Practices** (specifically, *Collaborative Assignments and Projects*, *Tutoring*, *Writing Intensity*, and *Research Experience*), and **Assessment of Learning**.



² See definition on Page 3.

How Student Engagement Data Can Assess Pillar 4

(Ensure Students Are Learning)

The Center's student-facing survey instruments, the Survey of Entering Student Engagement (*SENSE*) and the Community College Survey of Student Engagement (*CCSSE*), ask many questions related to Pillar 2 (help students get on a path), Pillar 3 (help students stay on their path), and Pillar 4 (ensure students are learning). As colleges begin to undertake serious work on the various aspects of the design and implementation of structured student pathways, the Center's [Pathways Toolkits](#) can be used to facilitate important conversations about gaps and areas of alignment that need further attention and to evaluate how students are experiencing these three areas of the work.

Additionally, when quantitative data such as those collected with *SENSE* and *CCSSE* are disaggregated based on student characteristics like race and ethnicity, age, and gender, we can learn a great deal about how different groups of students are experiencing various components of pathways—including classroom practices designed to enrich their learning and foster their success.



Applied Learning Experiences

Applied learning experiences can occur in or out of the classroom and often encourage students to integrate and extend the knowledge they have acquired through their coursework. These experiences can also help prepare students for life beyond college through the development of the background, skills, and perspective necessary for success in the labor market.

As the Center reported in its 2020 publication *Building Momentum: Using Guided Pathways to Redesign the Student Experience*, students who participate in internships and other applied learning experiences are more likely to be exposed to a range

of practices that improve their engagement and are aligned with the pathways pillars. Correspondingly, faculty who report that their college is implementing guided pathways are more likely to say that their students work with them on activities other than coursework than are faculty who report not knowing if their college is implementing guided pathways.

Faculty who report that their college is implementing guided pathways are also more likely to say that their students talk about their post-collegiate plans with them.

Innovative Teaching Practices



Applied Learning Experiences

Connecting Students to Insider Information on Chosen Career Path

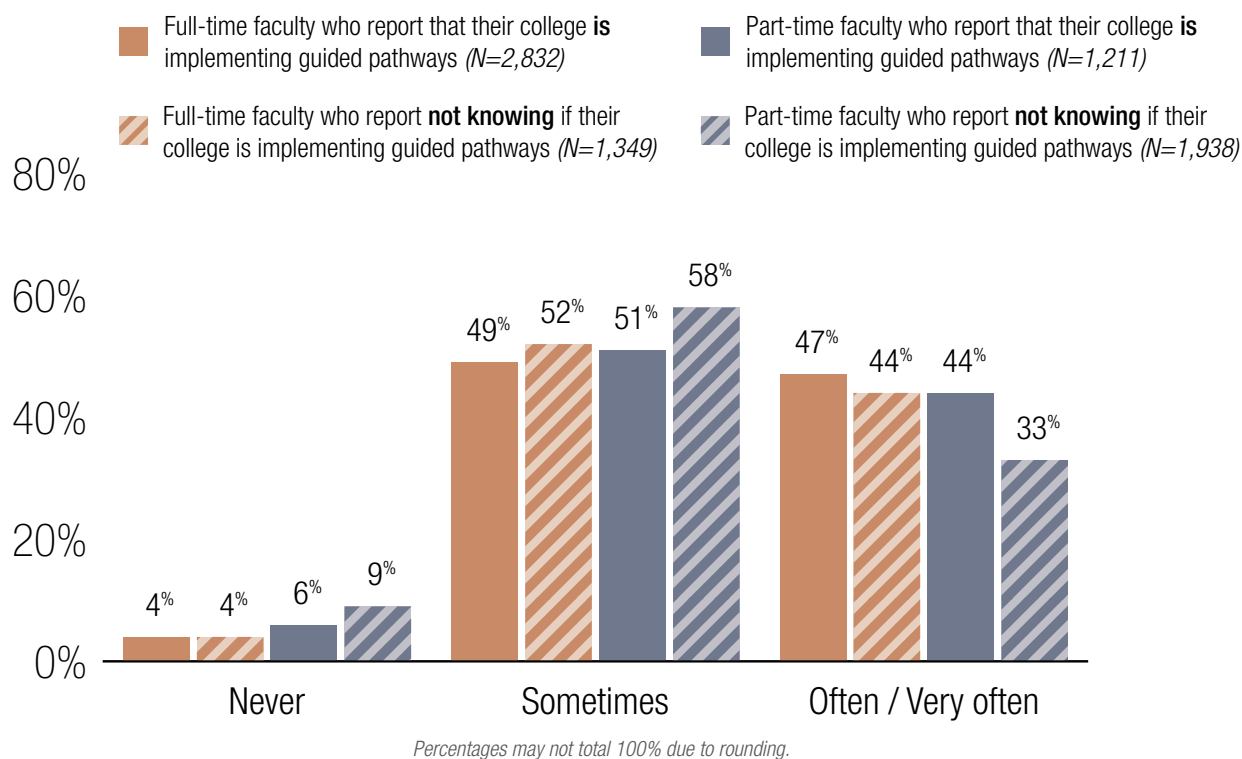
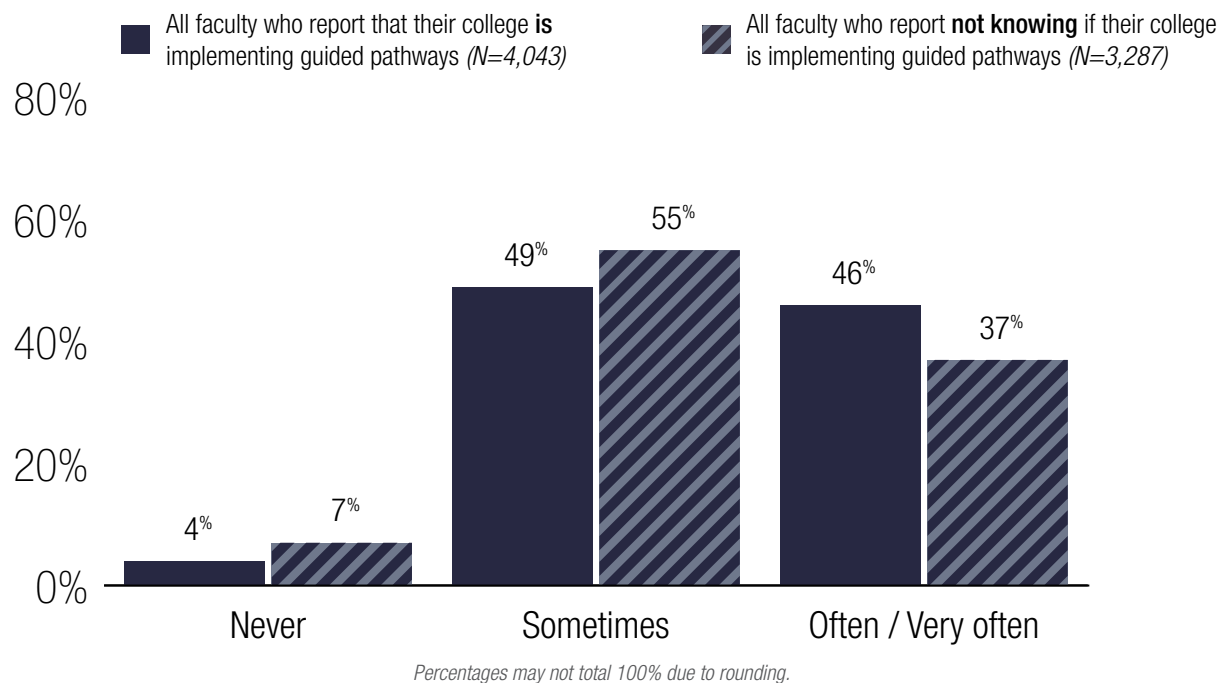
Each student conducts an interview with a professional in a field of interest, then must write a report to the instructor and deliver a 10-minute presentation to the class highlighting what they learned. These field interviews help the students develop communication skills while gathering useful career information.

Real-World Application With Business Sustainability Plan

After the instructor initiates a partnership with a local business and sets up a site visit, students work collectively to conduct research and formulate a plan to help the business owner improve efficiency for their building. While each student selects a specific area of focus to explore (e.g., water management, energy, or equipment) and creates an individual report, the class combines the information into a comprehensive report to present to the business owner.

Complete descriptions of these teaching practices as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>

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



High-Impact Teaching Practices

High-impact teaching practices³ are pedagogical practices that can influence students' success. They can take many different forms—from the incorporation of tutoring into a course to assignments that help students learn to work effectively with others.

Four of these—*Collaborative Assignments and Projects*, *Tutoring*, *Writing Intensity*, and *Research Experience*—are featured in this playbook.

CCFSSE also poses questions to faculty members about whether four additional high-impact teaching practices are part of their teaching role: supplemental instruction, internships, service learning activities, and capstone projects. Generally, not many faculty regularly incorporate these practices into their curricula; however, faculty who report that their college is implementing guided pathways are more likely to say that these practices are part of their teaching role than those who say they don't know if their college is implementing guided pathways.

To a small degree, faculty who report that their college is implementing guided pathways are also more likely to report using alert and intervention services, another high-impact teaching practice. CCFSSE does not pose any questions about the use of e-portfolios, the remaining high-impact teaching practice featured in the web toolkit.

Collaborative Assignments and Projects

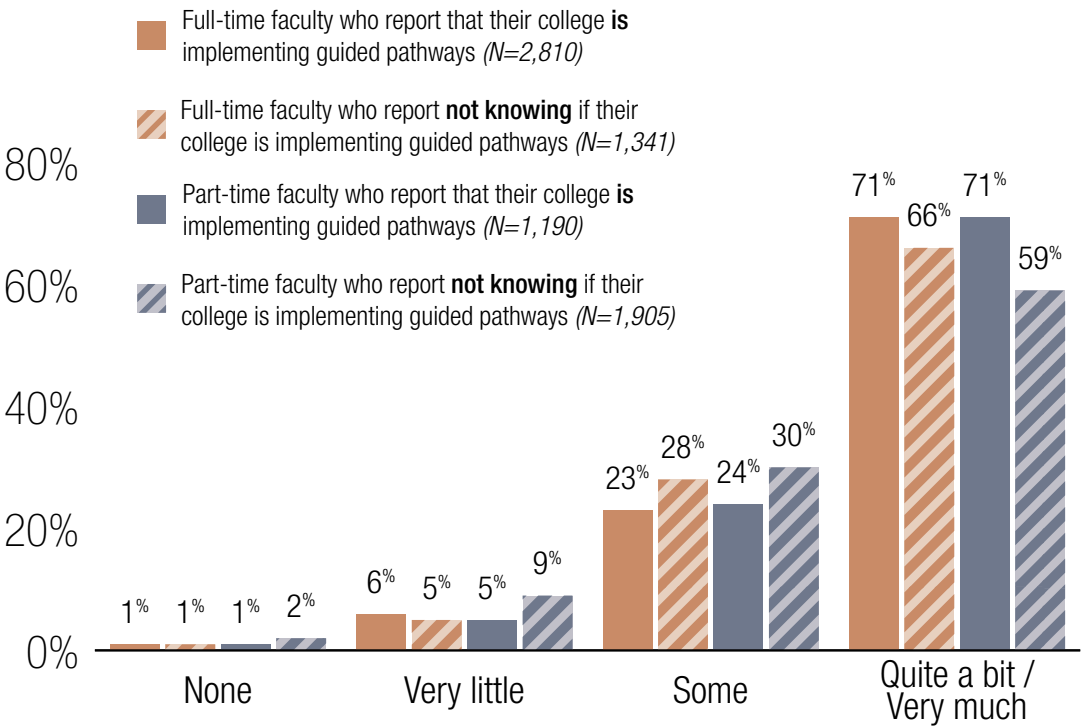
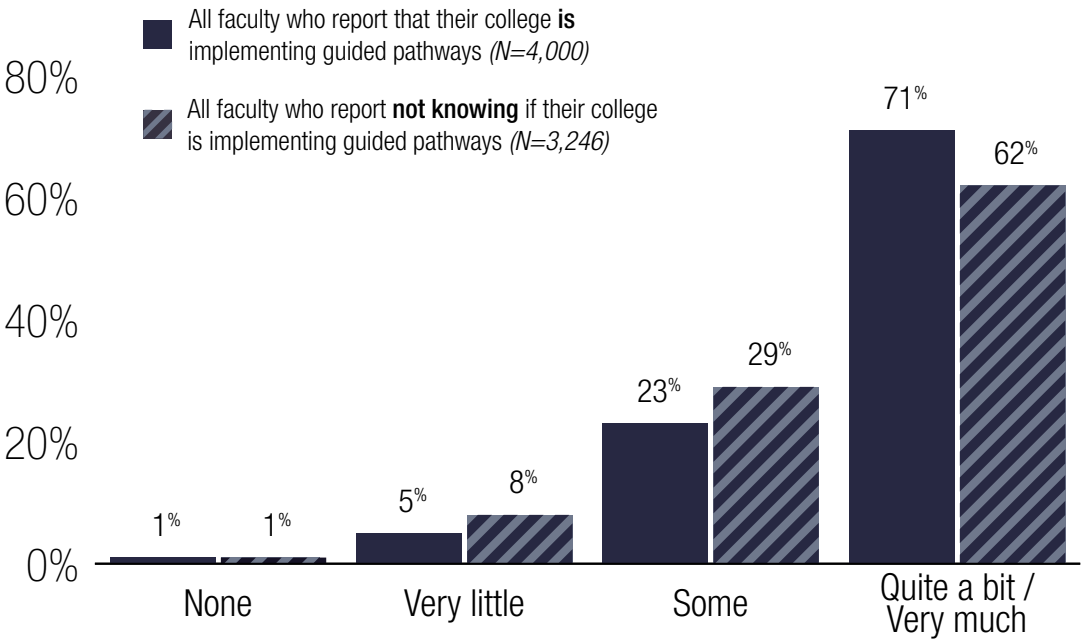
Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. Long an engagement indicator for CCSSE, *active and collaborative learning* has been linked with higher grades and course completion measures as well as long-term persistence and degree completion.⁴



³ The 10 high-impact teaching practices in the web toolkit were identified based on previous work undertaken by AAC&U, the National Survey of Student Engagement (NSSE), and the Center. The Center's work took the research that had been conducted in the four-year sector and sought to deepen the understanding of high-impact practices in the community college field.

⁴ <https://ccsse.org/aboutsurvey/docs/CCSSE%20Validation%20Summary.pdf>

To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in working effectively with others?



Percentages may not total 100% due to rounding.

Innovative Teaching Practices



Collaborative Assignments and Projects

Progressive Scenario Approach to Criminal Investigative Skills

By forming partnerships with various divisions of the justice system and recruiting other students and staff at the college to act out roles in crime scenarios, the instructor devises a series of engaging activities for students to learn five basic investigative skills. Working primarily in teams or pairs, students practice observing and memorizing a scene, documenting details of the scene of a crime, interviewing witnesses, writing reports, and conducting surveillance. Not only do these teaching methods prepare students for the careers ahead of them, but also with the heavy emphasis on collaboration, the instructor notices that students support and learn from each other.

Active Learning Through a Real-World Advertising Project

For this semester-long advertising project, the instructor groups students based on their interests—graphic design, social media, web copy, etc. While these teams work independently on their assigned component, all teams also work together to produce a well-designed final product. For example, after surveying other students and conducting research on communication strategies and their target audience, the class develops and proposes a new General Education Core Curriculum Certification for the Dean of Arts and Sciences to consider.

Complete descriptions of these teaching practices as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>



Innovative Teaching Practices

Tutoring

Peer Instruction Increases Engagement in Science Course

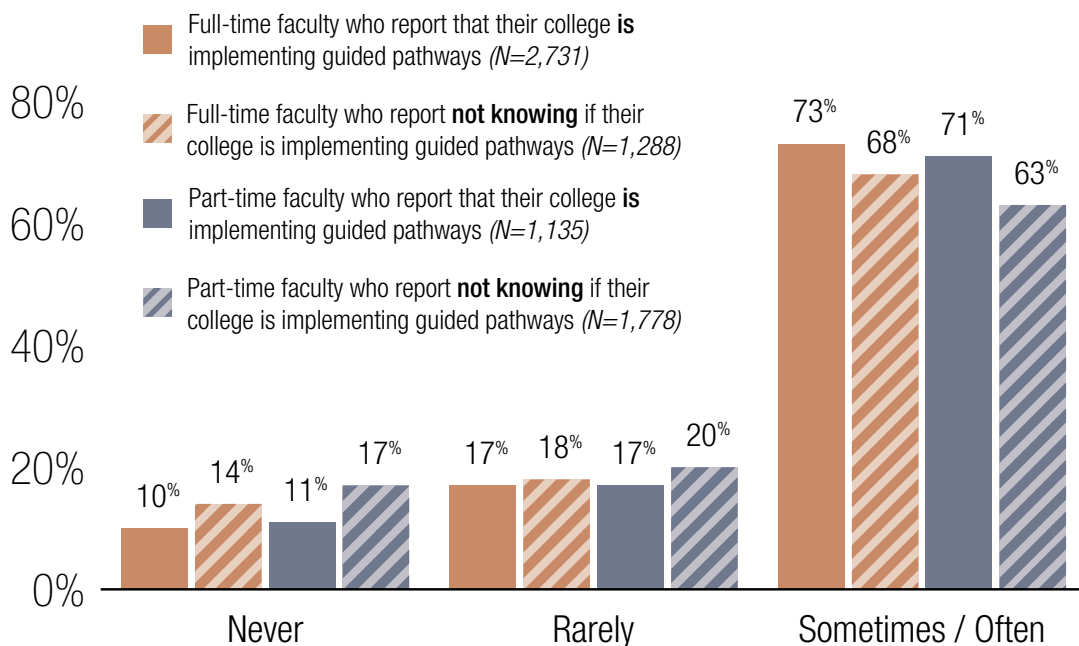
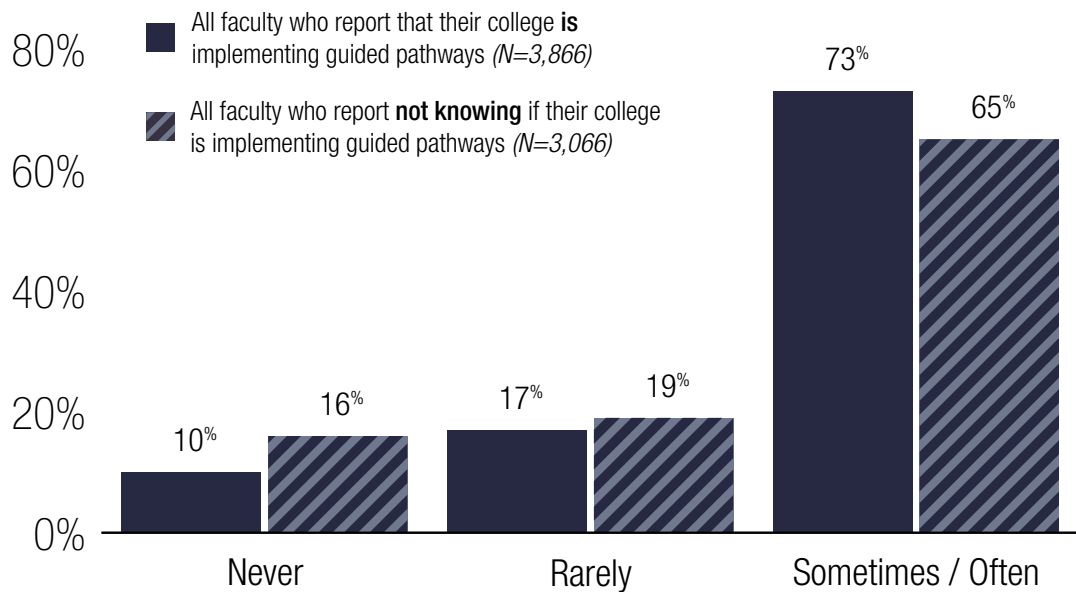
A chemistry instructor uses peer instruction to reinvent traditional “chalk talk” science lectures. Class begins with 20 to 30 minutes of instruction; then, to promote small group interaction, students work in pods of three or four to apply learned concepts and solve instructor-provided problems. The instructor circulates among the groups, offering immediate feedback while encouraging struggling students to seek help from peers. The practice session ends once learners finish the first set of problems. The instructor reviews any misconceptions or common errors before moving on to the next topic of the lecture.

Complete description of this teaching practice as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>

Tutoring

Not only can tutoring be used to engage students with their coursework and with one another, this high-impact teaching practice can also help ensure that they do not fall off track.

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



Percentages may not total 100% due to rounding.



Writing Intensity and Research Experience

The Center has always asserted that writing-intensive activities and research experience increase time on task and the effort students put into their work, both of which can lead to higher levels of engagement. Correspondingly, as one of the goals of guided pathways is to improve the rates of transfer and attainment of jobs with value in the labor market, the importance of writing and research experience in the community college classroom cannot be understated.

Innovative Teaching Practices



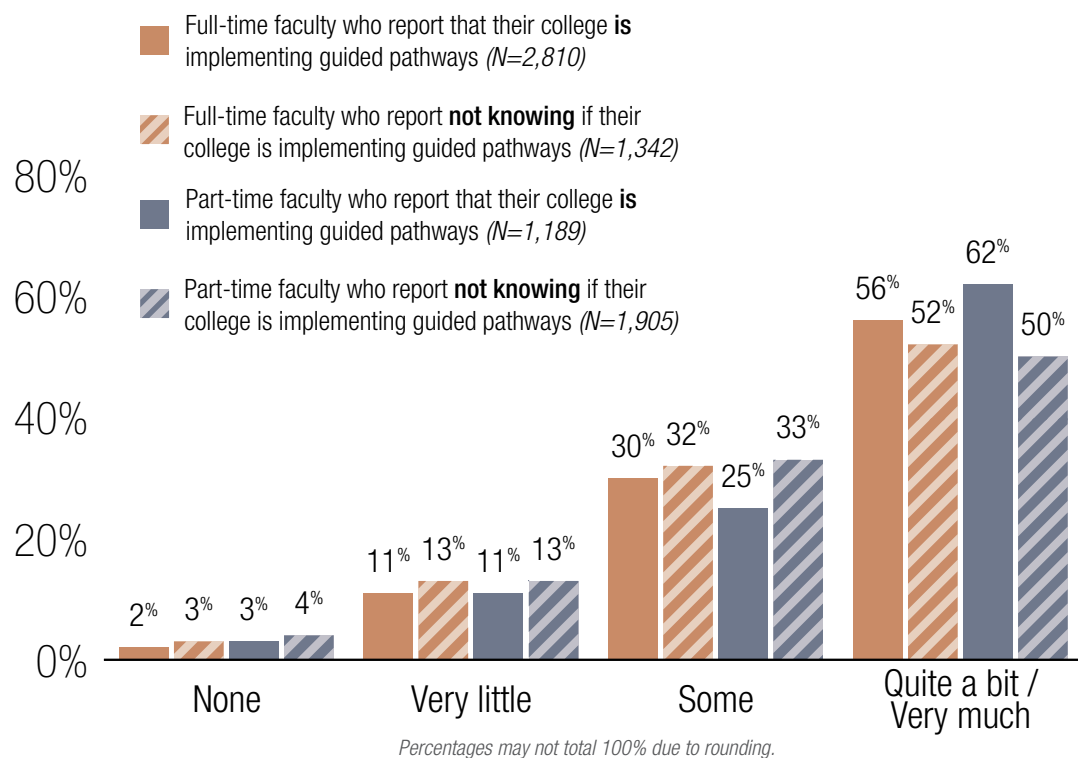
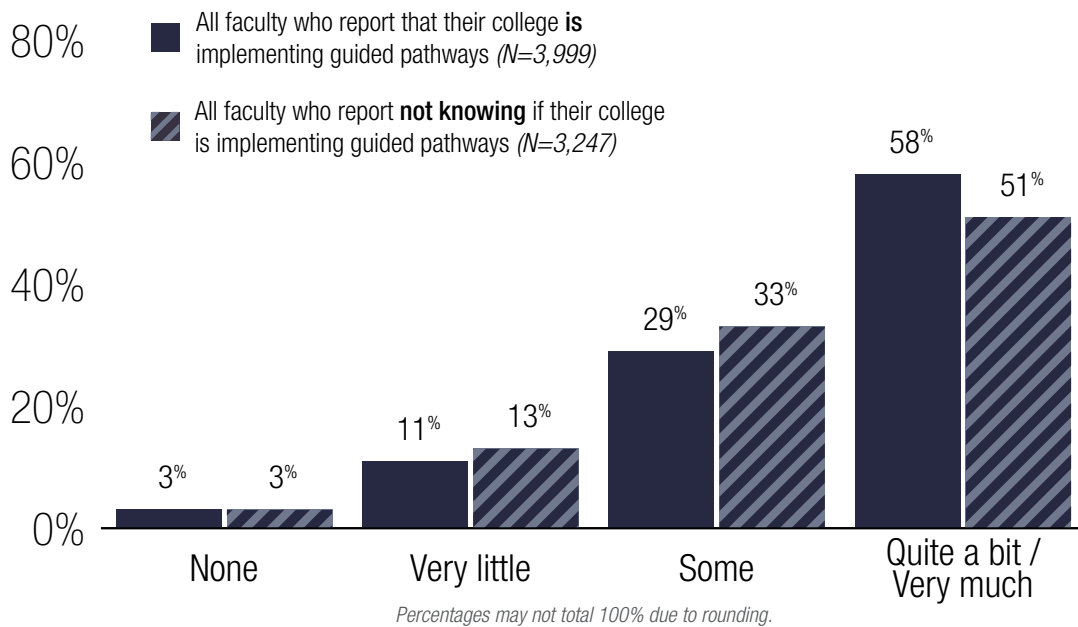
Writing Intensity

Iterative Writing Through Paper Workshopping

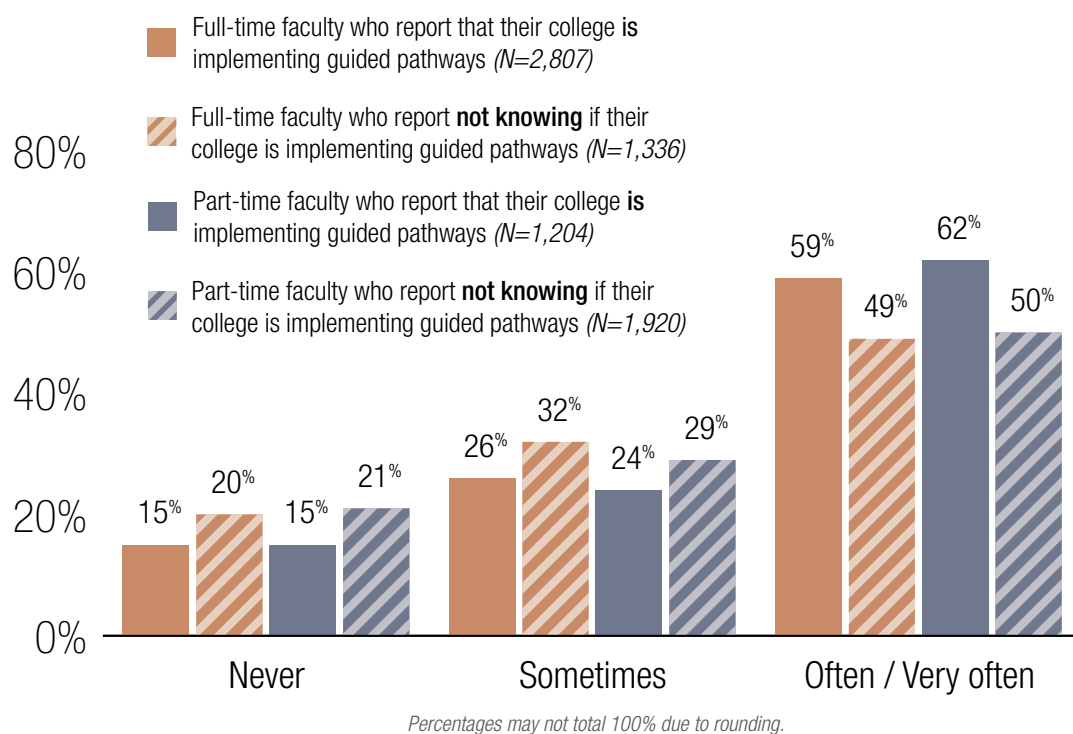
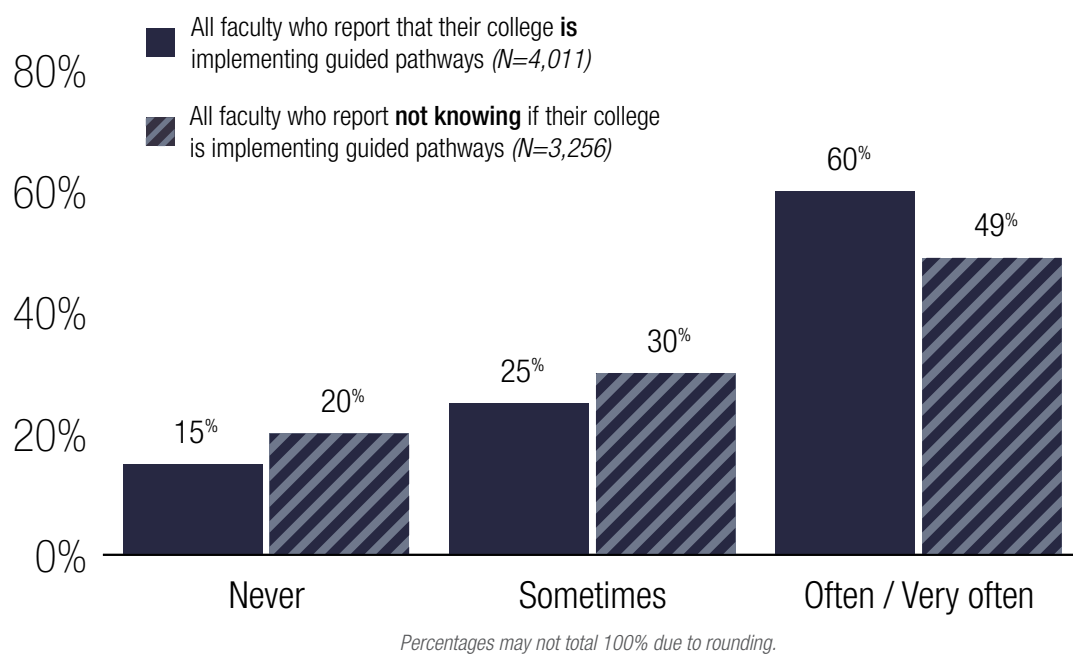
Throughout the semester, students complete several drafts of multiple papers—these assignments overlap one another so that students work on different stages of various papers simultaneously. The process also involves class discussions about the topics, structural guidelines that shift from liberal to more specific, and one-on-one meetings with the instructor for immediate feedback. Using this technique, the instructor observes improved writing and time management skills by the end of the semester.

Complete description of this teaching practice as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>

To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in writing clearly and effectively?



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





Innovative Teaching Practices

Research Experience

Using Fairytales for In-Depth Analysis Project

In this semester-long project, students work individually to conduct an in-depth examination of a classic fairytale. Students progress through several steps to produce a final analytical paper that examines the historical development, cultural significance, and social impact of their chosen fairytale. In addition to the final paper, students present their findings to their classmates and submit a portfolio including all of the work they have completed on the project throughout the term.

Complete description of this teaching practice as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>



Assessment of Learning

According to AAC&U, “Learning assessment is the systematic process of examining multiple forms of evidence of student learning and development outcomes within and across courses, academic programs, high-impact practices, general education curricula, and co-curricular experiences in order to ensure that colleges and universities are meeting their institutional missions, commitments to equity, and fulfilling their promises to parents, students, policy makers, and the public to prepare students for future work, life, and citizenship.”

As AAC&U further points out, “Done well, learning assessment not only measures student learning but also fosters students’ development of deep and flexible knowledge and their ability to use such knowledge through engagement in tasks that are varied, relevant, and authentic.”

To that end, faculty members responding to *CCFSSE* who report that their college is implementing guided pathways indicate that their coursework employs critical thinking skills *quite a bit* or *very much* across several survey items at a higher rate than do faculty who report not knowing if their college is implementing guided pathways.



Innovative Teaching Practices



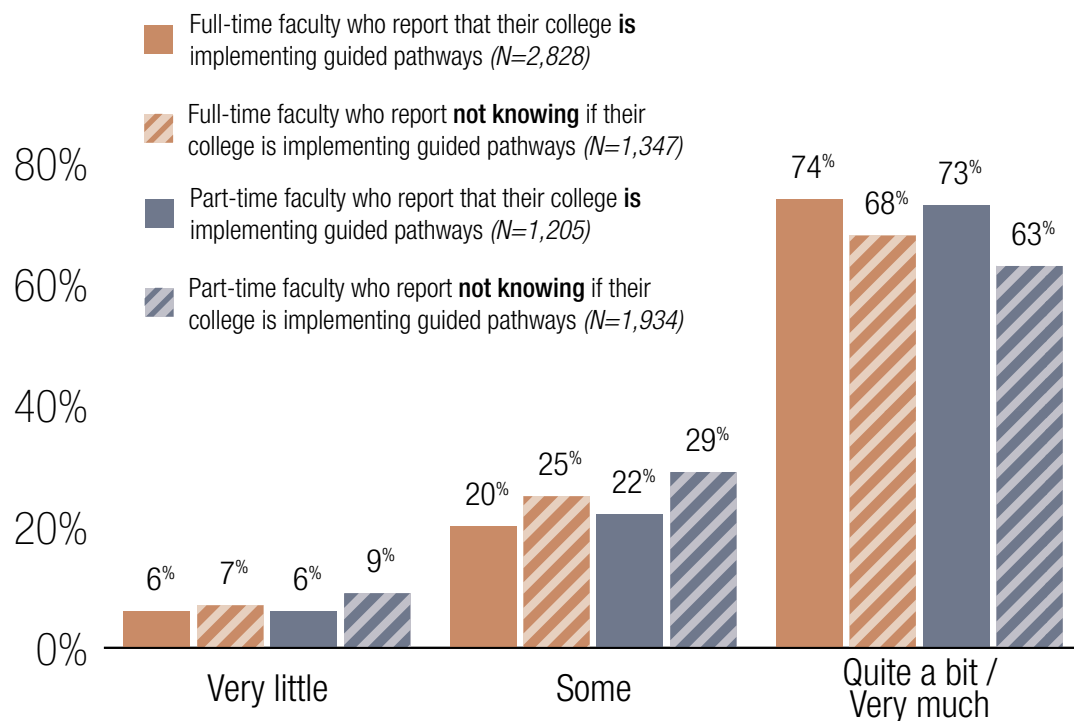
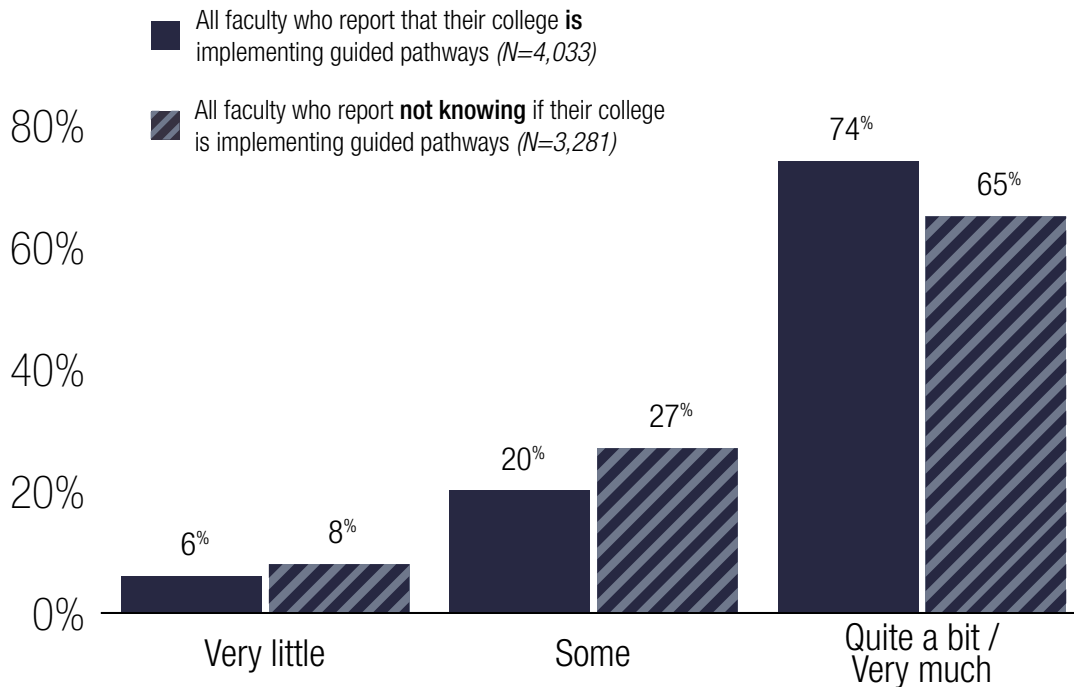
Assessment of Learning

Whiteboard Exercises Allow for Accountability and Prompt Feedback

The instructor assigns worksheets and online assessments in advance and uses class time to assess preparedness and completion. With enough whiteboard space around the classroom for all students to write simultaneously, whether individually or in groups, the instructor is able to observe the work in real time, offer immediate feedback, identify who is struggling or who is not engaged, and provide guidance.

Complete description of this teaching practice as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>

How much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill?



Percentages may not total 100% due to rounding.

Faculty members who report that their college is implementing guided pathways are more likely to say that their students discuss grades and assignments with them than are faculty who report not knowing if their college is implementing guided pathways.

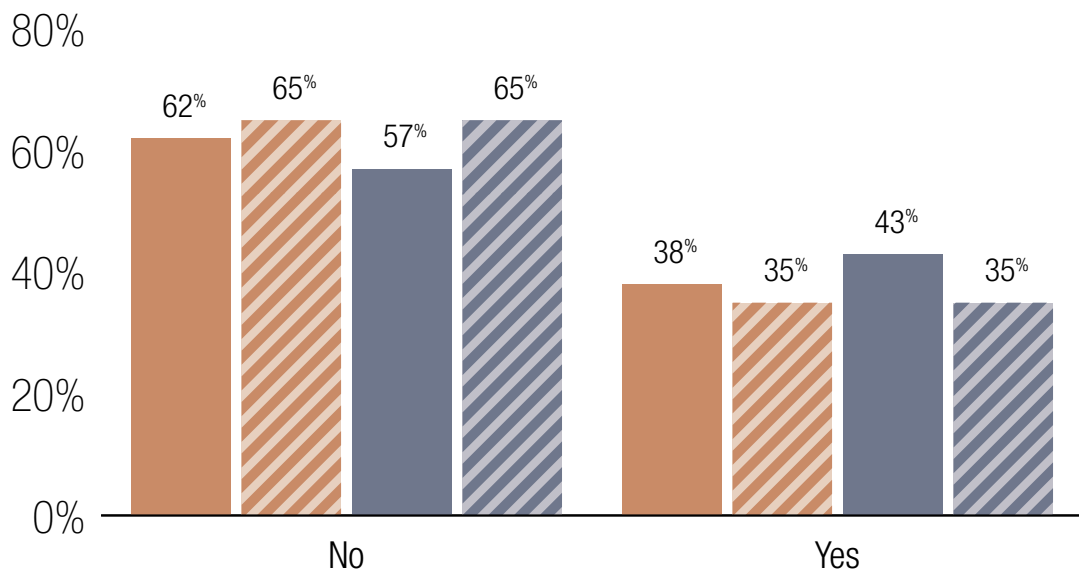
And part-time faculty who report that their college is implementing guided pathways are more likely to administer an in-class assessment to determine their students' preparedness to succeed during the

first week of the academic term than are part-time faculty who report not knowing if their college is implementing guided pathways. This higher level of engagement by part-time faculty who report that their college is implementing pathways is a pattern that occurs across many of the *CCFSSE* survey findings. Additionally, as illustrated across several of the survey findings, these part-time faculty sometimes exhibit positive behaviors at a higher rate than full-time faculty who report that their college is implementing guided pathways.



During the first week of the current academic term in your selected course section did you administer an in-class assessment to determine your students' preparedness to succeed in the course?

- Full-time faculty who report that their college **is** implementing guided pathways ($N=2,760$)
- Full-time faculty who report **not knowing** if their college is implementing guided pathways ($N=1,310$)
- Part-time faculty who report that their college **is** implementing guided pathways ($N=1,165$)
- Part-time faculty who report **not knowing** if their college is implementing guided pathways ($N=1,866$)

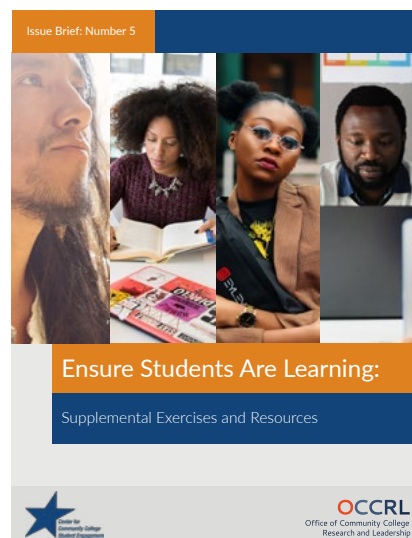
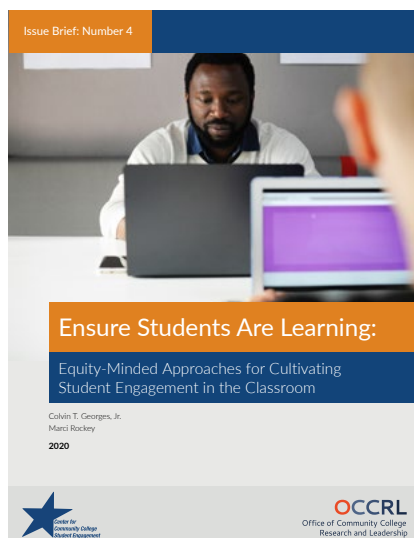
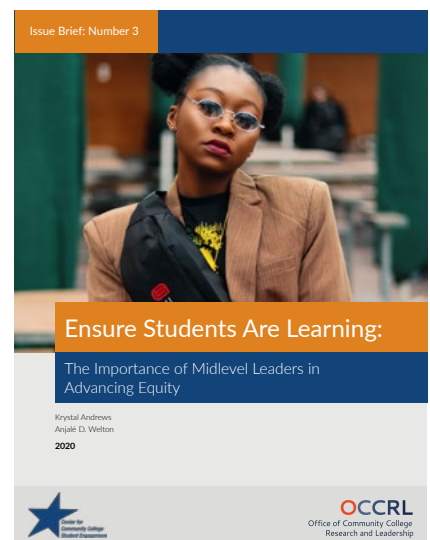
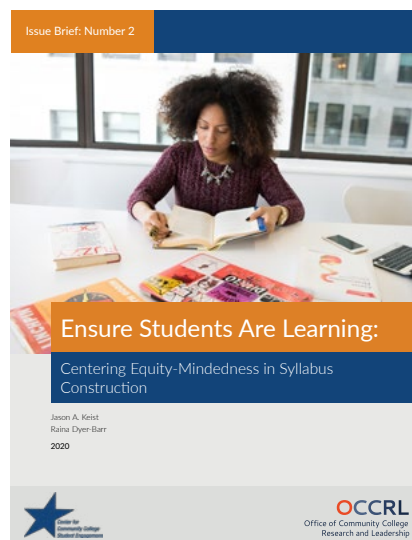


Equity-Minded, Asset-Based Teaching

An essential condition of the guided pathways model is a commitment to equity in student outcomes—and in order for there to be equity in student outcomes, equity-minded practices must be in place. To help institutions with their work in this fundamental sphere, the Ensure Students Are Learning web toolkit includes four issue briefs that cover topics such as creating an equity-minded syllabus and the role of midlevel

leaders in advancing equity. A fifth brief contains supplemental exercises and resources to be used with the four primary briefs. Four abbreviated spotlight briefs that can be used independently or as complements to the issue briefs are also available. All of these tools were developed by the Center's colleagues at the [Office of Community College Research and Leadership \(OCCRL\)](#).

Equity Tools: Issue Briefs



“Embedded in the framework of Guided Pathways is ensuring that all students are learning. A precursor to getting students on a pathway as well as keeping students on the path are nuanced understandings and application of equity-minded practices.”

Eboni Zamani-Gallaher, Professor of Education Policy, Organization and Leadership-University of Illinois at Urbana-Champaign; Director, Office of Community College Research and Leadership (OCCRL); Executive Director, Council for the Study of Community Colleges (CSCC)



Innovative Teaching Practices *Equity-Minded, Asset-Based Teaching*

Creative and Contextualized Learning Through Open-Ended Course Projects

While the instructor requires students to complete an initial synopsis, a preliminary bibliography, and a final paper that provides context, students have quite a bit of latitude in how they carry out their final project. Examples of students' open-ended projects include theatrical performances, machinery replicas, websites, and dioramas.

Students can alternatively read and analyze a historical novel or participate in and reflect upon a race talk forum hosted by the college. The goal of these forums is to discuss current issues around racism and explore possible solutions.

This creative take on the traditional research paper allows students to engage in topics that spark interest and to leverage their inherent talents, increasing involvement in class discussions and overall engagement.

Personal Experience and Creative Practice Connect Students to Subject Matter

The instructor contextualizes learning by using creative practices to engage students in sociological imagination—a process through which students learn that seemingly personal or private matters are often connected to larger social and historical conditions. This practice involves a series of creatively based activities—songs, poetry, and short stories—that take place both inside and outside of the classroom over three weeks. This teaching practice is used at the point in the semester focused on race, class, and gender inequality to help students explore critical social justice issues throughout history.

Complete descriptions of these teaching practices as well as descriptions of additional teaching practices are available at <https://cccse.org/ESAL/search>

Ensure Students Are Learning Web Toolkit

The Ensure Students Are Learning [web toolkit](#), a companion piece to this playbook, was developed as a digital resource for community colleges and their faculty to use as they continue the important work of implementing Pillar 4 (ensure students are learning) of the guided pathways framework.

The toolkit includes several different types of resources:

► [Landscape Scan](#)

The Landscape Scan provides examples of how 23 partner organizations are engaged in the work of ensuring students are learning. Links to specific programs and initiatives are included.

► [Video Clips and Narratives Search](#)

Over 250 faculty members were interviewed, either in person or via telephone, in order for the Center to collect descriptions of innovative teaching practices that are related to the components defined in Pillar 4 (ensure students are learning). Correspondingly, this portion of the toolkit houses a searchable database of those faculty stories. Summaries of several of these narratives of innovative teaching practices are shared throughout this playbook.

Descriptions of the Pillar 4 components that can be used to enrich and assess student learning are included as well.

► [Equity Tools](#)

As described previously, four issue briefs written by the staff of OCCRL are included in this section of the web toolkit. The briefs explore equity-centered practices that college professionals—including faculty, department

chairs, deans, and directors—can employ to ensure all students are learning:

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

Centering Equity-Mindedness in Syllabus Construction

The Importance of Midlevel Leaders in Advancing Equity

Equity-Minded Approaches for Cultivating Student Engagement in the Classroom

There is also a fifth brief composed of discussion questions and additional resources intended to supplement the four briefs listed above. This brief can be used to further understanding of issues pertinent to racial equity on community college campuses with the goal of initiating discussions that prompt action:

Supplemental Exercises and Resources

Additionally, OCCRL produced four spotlight series documents that can be used alone and as complements to the issue briefs:

A Definition of Equity-Minded, Asset-Based Teaching

Guidelines for Creating an Equity-Minded Syllabus

Equity-Minded Principles for Department Chairs to Engage Faculty

Guidelines for Fostering Student Engagement in the Classroom in Equity-Minded Ways

► **Faculty Focus Group Discussion Guide**

This focus group discussion guide can be used to collect information from faculty about how they ensure students are learning. The discussion topics include 1) the institutional policies, practices, and processes that promote effectiveness and success for faculty, specifically as they relate to student success; and 2) the engaging practices that faculty are using in their classes, including how they incorporate cultural awareness and inclusivity.

► **Professional Development Tools for Faculty**

This section of the toolkit contains two activities that can be used to engage faculty in the work of teaching and learning within a guided pathways framework. Both activities use other tools available in the web toolkit:

Engaging Faculty With Teaching and Learning: An Agenda can be used as an introduction to Pillar 4 (ensure students are learning) of the guided pathways framework and to the searchable database of teaching practices in the web toolkit.

Faculty Learning Community: Sample Activity is a multi-week activity for part-time and full-time faculty who teach in the same discipline. The goal of the activity is for participants to develop a teaching practice based on one they discover through the searchable database of narratives and to share their insights and ideas with fellow members of the learning community.

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

The following tools include items from Center surveys that are aligned with Pillar 4 (ensure students are learning), and they can be used by colleges to assess how their students are experiencing various components of guided pathways.

The *CCFSSE Pathways Toolkit* aligns items from CCFSSE with important dimensions of the pathways framework. As such, this tool can be used to facilitate important conversations with faculty about gaps and areas of alignment in three key areas: help students get on a path, help students stay on their path, and **ensure students are learning**. Toolkits that correspond with the CCSSE and SENSE pathways-related items are also available on the Center website.

The *Guided Pathways Faculty Predictions Exercises* can be used to jump-start discussions with faculty on whether and why faculty predictions differ from actual student responses on CCSSE and SENSE items that are aligned with Pillar 4 (ensure students are learning).

The *Guided Pathways Course Feedback Forms* are end-of-course evaluation forms based on CCSSE and SENSE items aligned with Pillar 4 (ensure students are learning) and are intended for local administration and data analysis.

The Path Forward With Pillar 4:

Ensure Students Are Learning

Turning the tide on ensuring all students are learning will require engagement and commitment from faculty, but the effort should not rest solely on their shoulders. While teaching and learning primarily happens in the classroom, enriching and assessing student learning should be an institution-wide effort.

Faculty members alone will not be able to scale program-relevant applied learning experiences. Nor will they be able to ensure that there is an institution-wide commitment to equity-minded, asset-based teaching improvement. And while student engagement certainly happens in the classroom, it should also happen in every interaction a student has with the college.

Because faculty will need the support of their college communities to ensure all students are learning, the Center offers these **campus conversation starters** to bolster these efforts:

- ▶ How are we training our faculty to incorporate cultural awareness and inclusivity into their courses?
- ▶ How are we encouraging our faculty to use asset-based teaching approaches that leverage students' strengths?
- ▶ How are we helping our faculty integrate active and applied learning experiences into their courses, whether face-to-face or online?
- ▶ How are we making all faculty members (full-time and part-time) aware that we are implementing guided pathways?
- ▶ How are we clarifying the faculty role within our institution's guided pathways work?
- ▶ How are we making guided pathways relevant for liberal arts faculty in the same way it is for faculty who teach in career and technical fields?
- ▶ What kind of professional development opportunities for teaching within a guided pathways framework are we offering our faculty?
- ▶ How are we supporting our faculty to have time and opportunity to interact with and learn from one another?
- ▶ How are we training new faculty on what high-quality assessment that promotes student learning looks like?
- ▶ How are we routinely measuring the engagement of our faculty and our students?
- ▶ How are we ensuring that all faculty who teach online employ high-impact teaching practices?
- ▶ How are we incorporating practices that help students build key skills and develop strong academic habits (e.g., study groups and collaborating with other students)?
- ▶ How are we encouraging our students who could benefit from tutoring and other supports to use those supports?
- ▶ How are we encouraging our students to interact with faculty members outside the classroom, whether physical or virtual?
- ▶ How are we supporting our full-time faculty as well as our part-time faculty to have time and opportunity to engage with students outside of class sessions, whether physical or virtual?
- ▶ How are we helping our students gain program-relevant experience?⁵

⁵ Source: Davis Jenkins, Senior Research Scholar, CCRC

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Teaching and Learning Within a Guided Pathways Framework

A PLAYBOOK



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