GUIDED PATHWAYS: CRITICAL ROLE OF TEACHING AND LEARNING CENTERS IN IMPROVING STUDENT SUCCESS

Christine Harrington
Director, Center for the Enrichment of Learning and Teaching
Middlesex County College
David Altstadt
Associate Director, Postsecondary
Jobs for the Future

Learning Outcomes for Today's Session

Describe the role that TLCs can play in student success reform efforts.

Explain how establishing partnerships with other TLCs as well as state and national partners can increase impact on student success outcomes.

Identify at least 3 actions TLC directors can take to build partnerships and develop programming aligned to Guided Pathways.

College Completion Rates

What percentage of first time community college students graduate within 3 years?

31.6%

What percentage of first time bachelor degree seeking college students graduate within 6 years?

53.8%

Fall 2012 Cohort Data Used
Sources: McFarland et al. (2017)

Credits Earned

What is the average number of credits an associate degree-seeking student accumulates by the time he/she completes? (60 is typically required)

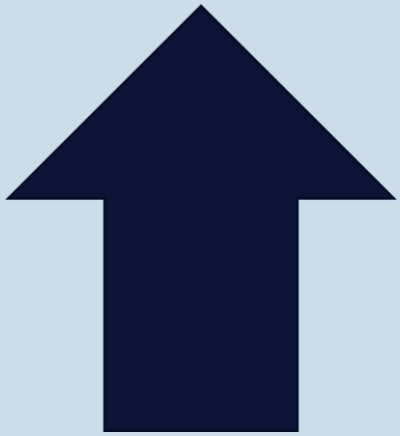
82

What is the average number of credits an bachelor degree-seeking student accumulates by the time he/she completes? (120 is typically required)

135

Source: Complete College America (2018)

What is Guided Pathways?



Goal:

Improving Student Experiences and Increasing Student Completion

Essential Practices

Establishing Pathways

- Defining Programs and Paths
- Creating Meaningful Learning Experiences

Navigating Pathways

- Helping Students Choose a Pathway
- Helping Students Stay on a Pathway

Guided Pathways:
A Collaborative, Institutional Effort

A NATIONAL FOCUS ON ADVISING AND STUDENT SUPPORT REFORM

BUT WHAT ABOUT THE CLASSROOM?

"In a typical semester, a student may spend 200 hours with their professors versus only one hour with their advisor" ACUE

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How Guided Pathways is Currently Touching Down in the Classroom

1. Changing the course-taking habits of students
   - *Curricular maps*
   - *Math pathways*
2. Changing pedagogy in narrow ways
   - *Co-requisite remediation*
3. Bringing new forms of data in the fingertips of faculty
   - *Course-level dashboards*
   - *Early alerts*

Guided Pathways Pillar 4: Ensure Students are Learning

- Align program learning outcomes to further education and employment
- Embed active, experiential learning into every program
- Assess students' mastery of learning outcomes.
- Draw on assessments to improve teaching and learning (e.g. program review, PD, other)
- Document learning for employers and universities (e.g. portfolios)

HOW ELSE SHOULD GUIDED PATHWAYS CONNECT TO TEACHING AND LEARNING

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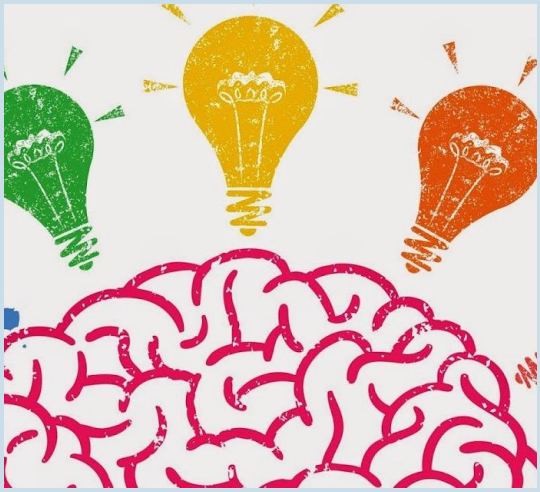
BRAIN-WRITING EXERCISE: HOW CAN TEACHING AND LEARNING CENTERS PLAY AN ESSENTIAL ROLE IN GUIDED PATHWAYS?



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1. Write down one idea about how a TLC can support the Guided Pathways movement.
2. Pass the card to the right.
3. Read what you is listed on the card you receive. Write down another idea (it can NOT be one you already wrote down or one you read already).
4. Repeat until we stay “stop”.

Teaching and Learning Center Expertise

- Curriculum and Course Design
- Evidence-Based Teaching Practices
- Reflection

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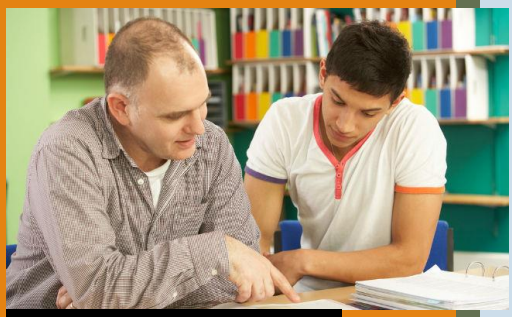
Aligning Curriculum to Career Paths

Knowledge

Skills

Learning Outcomes → Assessment → Teaching Methods

Backward Design: Revising Curriculum



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Helping Students Stay on the Path: Critical Role of Faculty

Frequent Opportunities for Feedback

Missing Class and Poor Performance

Personally Connecting Students to Resources

PARTNERSHIPS: BEYOND YOUR TLC

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New Jersey: A State Example

- Establish Statewide Network
- Specialized Training
- POD Conference

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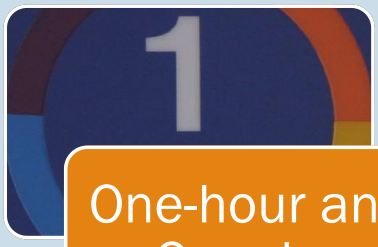
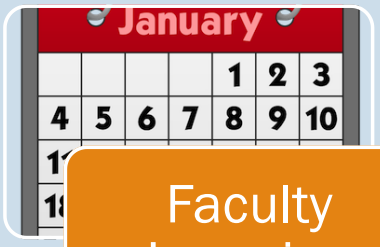
More Significant Professional Development



One-hour and One-day Events



Faculty Learning Communities

Professional Development: Part-Time and Full-Time Faculty

Course Design Institute

June 2017

- 25 Full-Time Faculty Participated
- 2 Facilitators
- 3-Day In-Person Institute

June 2018

- 75 Part-Time and Full-Time Faculty Participated
- 11 Facilitators
- 2-Week Hybrid Institute (2 In-Person Days)

Course Design Learning Outcomes

As a result of participating, faculty will:

- Identify assessments that provide clear evidence that learning outcomes have been achieved.
- Determine which teaching strategies best align with the learning outcomes.
- Create a new or revised syllabus that is grounded in backward design principles.
- Share their experience about the course design process with faculty colleagues, especially during and after implementation.

Quotes

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- "I attended the Course Design Institute last summer when prodded by a colleague here at Hudson County Community College. I had no idea what an impact it would have on my teaching. It is not an exaggeration to note the Institute transformed the way I design courses, design syllabi, and teach. I cannot recommend the Course Design Institute highly enough. It will transform your teaching and course design." Katie Sweeting, Assistant Professor English, Hudson County Community College
- "I was able to revamp my entire syllabus to make it more learning centered. It allowed me to change the tone of my syllabus from "What you should not do" to "How you can succeed in this course". I synthesized and listed all of the available student support and help in a table in the syllabus. One of the best things I learned was to figure out the main themes in my course, how to line up my course objectives for each them and then learn how to build activities that align with those learning objectives under each theme." Madhavi Shah, Assistant Professor, Biology, Raritan Valley Community College

WHO CAN YOU PARTNER WITH?

JFF

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NATIONAL CENTER FOR INQUIRY & IMPROVEMENT

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COMPLETE COLLEGE AMERICA

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For More Information on Guided Pathways Resources

- https://www.pathwaysresources.org/

Next Steps: Developing An Action Plan

What are at least 3 actions you can take when you return to your campus to increase the focus on teaching and learning in Guided Pathways?

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Questions? Comments?

- Christine Harrington Ph.D.
  - *drchristineharrington@Verizon.net*
  - *www.scholarlyteaching.org*
  - *732.690.2090*
- David Altstadt, JFF
  - *daltstadt@jff.org*
  - *www.jff.org*
  - *617-728-4446*