

Campus Conversation Starters



BUILDING MOMENTUM

Using Guided Pathways to Redesign
the Student Experience



2020
NATIONAL
REPORT



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While guided pathways work is underway on a growing number of campuses, it is too early in this work for most colleges to see significant change. That said, improvement in engagement is one early indicator. Thus, when more colleges are deeply involved in the work of guided pathways, the Center anticipates that student engagement will increase—and improvements in outcomes will follow.

The work of guided pathways takes time and coordinated effort among administrators, faculty, and staff. Colleges interested in starting to implement pathways or furthering existing efforts should use data to determine their next steps.

For every pillar and every aspect of implementing guided pathways, campus conversations can shed light on needs, expand understanding, and inspire people to take action and continue this challenging work. The following questions can be used to spur such conversations.

Pillar 2: Help Students Get on a Path

- ▶ Are we building an environment in which all students feel welcome and validated prior to their first day of class?*
- ▶ Are we talking to every student about how long it will take them to complete their degree?
- ▶ Are new students taking a course that ignites their learning in their first term?+
- ▶ Does every student in every program have a clear plan for program completion and employment or transfer?+
- ▶ Are we talking to every student about how much it will cost to complete their degree?
- ▶ How are we identifying and then serving underprepared students? Are we using corequisite support rather than stand-alone developmental courses?
- ▶ Are all first-time students required to develop a complete program plan in their first term?+
- ▶ Are we advising students with equity in mind? Are we giving all students information about programs of study that can increase their economic mobility?
- ▶ Do our pathways systems work for students who are not first-time-in-college students when they start at our college?
- ▶ Are all students meeting with an advisor before registering for classes the first time?
- ▶ Are all students required to explore career interests and options?

* Source: Dr. Rob Johnstone, Founder & President, National Center for Inquiry & Improvement (NCII)

+ Source: Dr. Davis Jenkins, Senior Research Scholar, Community College Research Center, Teachers College, Columbia University

Pillar 3: Help Students Stay on Their Path

- ▶ Are we working from an assumption of what students can do with the right support, rather than what they cannot do?*
- ▶ Are students meeting with an advisor every term they are enrolled?
- ▶ Do we schedule classes so that students can take the courses they need to advance when they need them?+
- ▶ Have we embedded non-academic supports along the student journey?*
- ▶ Are we helping students review progress on their academic plans each time they meet with an advisor?
- ▶ Do we (and students) know how far along students are in their programs, in terms of both time and money?+
- ▶ Do we have a clear process for students who want to change their paths? If so, do all students know about it?

Pillar 4: Ensure Students Are Learning

- ▶ What kind of professional development opportunities are we offering our faculty for teaching within a guided pathways framework?
- ▶ Are we training faculty to incorporate cultural awareness and inclusivity into their courses?
- ▶ Are we encouraging faculty to use asset-based teaching approaches that leverage students' strengths?
- ▶ Are we helping faculty integrate active and applied learning experiences into their courses?
- ▶ Are we requiring practices that help students build key skills and develop strong academic habits (e.g., study groups and collaborating with other students)?
- ▶ Are we requiring students who could benefit from tutoring and other supports to use those supports?
- ▶ How do we encourage students to interact with faculty members outside the classroom?
- ▶ How do we help students gain program-relevant experience?+



If they always keep on front and center what's in the best interest of the student, it's going to be the right decision for that institution.

— ADMINISTRATOR



TOOLS & RESOURCES



Visit www.cccse.org/NR2020 for additional tools, including *SENSE*, *CCSSE*, and *CCFSSE* toolkits that can help colleges assess their pathways efforts to date and evaluate how students are experiencing key practices. This site also includes protocols that colleges can use for pathways focus groups with students as well as with faculty and staff working on guided pathways efforts.

* Source: Dr. Rob Johnstone, Founder & President, National Center for Inquiry & Improvement (NCII)

+ Source: Dr. Davis Jenkins, Senior Research Scholar, Community College Research Center, Teachers College, Columbia University