GUIDED PATHWAYS AND THE ROAD TO EQUITY

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Description

❑ Our Commitments

❑ Guided pathways – and our fears

❑ Faculty leadership (10+1)

❑ Data, self-reflection, and why we should do guided pathways

❑ Guided pathways and equity mindedness

Our Commitments

(1) Data-driven inquiry into student outcomes (end-goals)

(2) New and intensified awareness of identity-based inequities as institutional problems

(3) Personal and collective responsibility for achieving outcomes

Equitized Campuses Create Conditions for Success

Access

Community

eq·ui·ty *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

Transfer

Course Completion

Graduation

Certification Completion

Guided pathways in a sentence:

- Guided pathways is a consolidation of all the initiatives we've been working on for the last decade and a program of barrier removal so more students can be successful.

- Principles:

  - Clear pathways

  - Help students enter the right pathway

  - Help students stay on the path

  - Ensure learning with intentional outcomes.

What are we afraid of?

- We'll have to dumb down our curriculum and lower standards.

- We'll have to push students through regardless of achievement.

- We'll become hand holders instead of educators. Students won't learn self advocacy or sufficiency.

- We'll limit or eliminate student choice (and our own programs).

How do we keep those things from happening?

- We build our leadership on the bedrock of collegial consultation and participatory governance.

- We review the legal basis of collegial consultation (10+1), and we practice it.

- We step up to do the work for the benefit of our students.

- We develop shared understanding and shared language.

Faculty and the 10 + 1(§ 53200)

1) curriculum, including establishing prerequisites and placing courses within disciplines;

2) degree and certificate requirements;

3) grading policies;

4) educational program development;

5) standards or policies regarding student preparation and success;

6) district and college governance structures, as related to faculty roles;

Faculty and the 10 + 1(§ 53200)

7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

8) policies for faculty professional development activities;

9) processes for program review;

10) processes for institutional planning and budget development; and

11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

The 10+1 and Guided Pathways
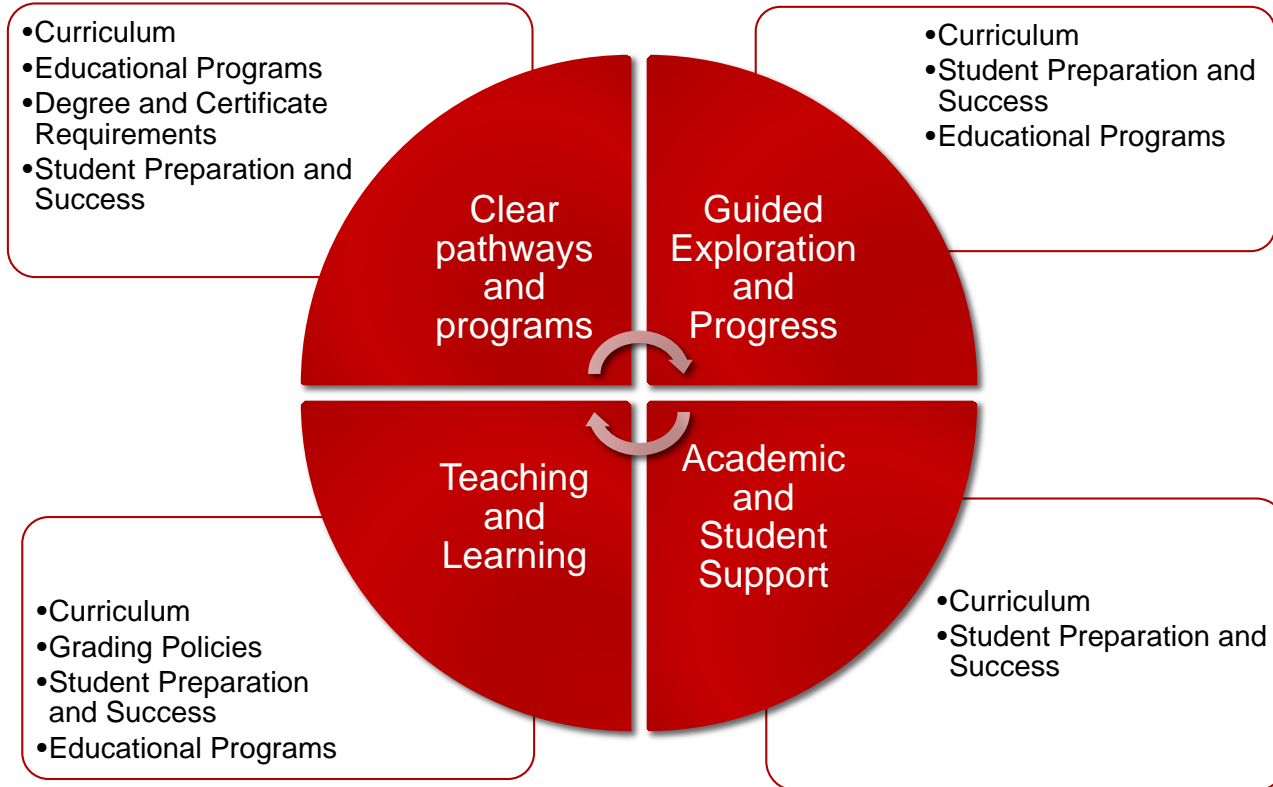
Faculty roles

- Leadership at all levels and in all committees, workgroups, etc.
- ASCCC Liaisons
- Membership on collaborative teams
- Data analysis
- Innovation, particularly in teaching and learning
- Communication
- Coordination with district and regional support

Data and Equity: What's Data Good For?

- Data quantifies information objectively, but also tells a narrative
- Data can introduce ideas in eye-opening, visual ways
- Data can enable faculty and administrators to act and be supported
- Data can be your best friend and worst enemy
- Data can also be misleading, which argues for faculty interpretation.
- "Never underestimate the power of data denial"

- FCC's Student Equity and Success Committee has been conducting "student barrier research" to determine priorities for implementation.

A big picture data point:

- 35% of Fresno City College students do not attain a certificate, degree, or transfer in the six years after starting here.
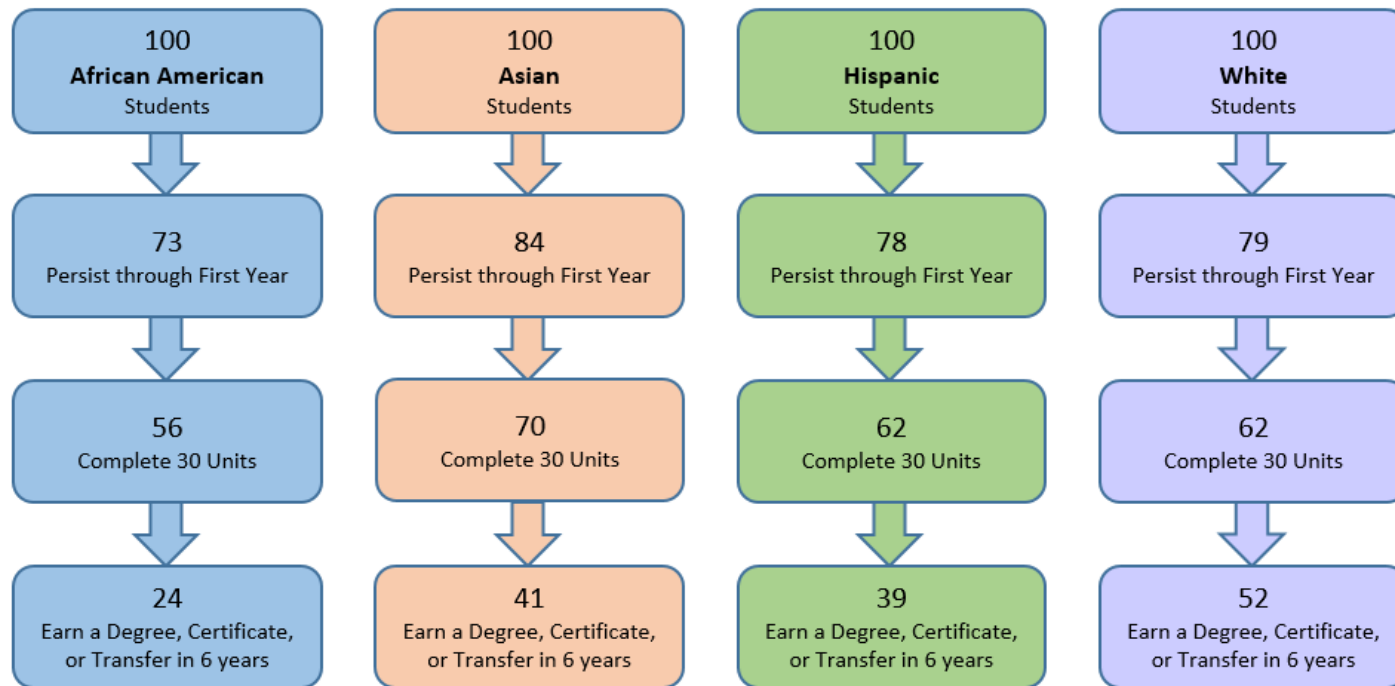
Setting the Stage for Data Talk

- Create space for people with different perspectives to describe what jumps out at them.

- Ask people to present hypotheses, encourage alternative hypotheses.

- Determine what you can agree on based on the data, can we agree on action steps?

- List additional information you need to guide possible action steps.

- Don't fear concerns about methodology. Address them, but don't let these questions prevent a discussion about students.

From Data Talk to Data Action

- Create a journey map focused on the arc of a student's experience over time. Look for highs and lows and their causes.

- Conduct focus groups and interviews with students to understand their experience. Keep the student voice at the forefront.

- Create a visual representation of the way work is currently done using a process map. Annotate the map with major issues or barriers.

- Find more data and analyze when needed. Dig deeper.

Fresno City College Student Momentum by Race/Ethnicity

100 African American Students	100 Asian Students	100 Hispanic Students	100 White Students
73 Persist through First Year	84 Persist through First Year	78 Persist through First Year	79 Persist through First Year
56 Complete 30 Units	70 Complete 30 Units	62 Complete 30 Units	62 Complete 30 Units
24 Earn a Degree, Certificate, or Transfer in 6 years	41 Earn a Degree, Certificate, or Transfer in 6 years	39 Earn a Degree, Certificate, or Transfer in 6 years	52 Earn a Degree, Certificate, or Transfer in 6 years

Note: All numbers derived from the 2018 Student Success Scorecard.

Cultural Humility
versus
Cultural Competence

Cultural humility promotes...

• Continuous engagement in self reflection and self-critique as lifelong learners and reflective practitioners

• Checking the power imbalances that exist in the professional-client relationships

• Mutual respect, partnership, and advocacy with communities on behalf of the clients served and in which clients are embedded. (Tervalon, M. and Murray-Garv J. (1998))

The Practice of Being Equity Minded

Perspective or "mode" of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes (Center for Urban Education)

- take personal and institutional responsibility for the success of students
- critically reassess your own practices
- requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

Equity Literacy Activities

1. <u>RECOGNIZE</u> biases and inequities.

2. <u>RESPOND</u> to biases and inequities in the immediate term and long-term.

3. <u>CREATE</u> and <u>SUSTAIN</u> a bias-free and equitable learning environment.

4. <u>APPLY</u> a equity cognitive-frame to individual and institutional practices.

Cognitive Frame

- Call attention to inequities

- Assume responsibility for the elimination of inequities

- Focus on your capacity to make change

USC Center For Urban Education (2010)

What can we do for you? (Info@ASCCC.org)

- ASCCC is a partner with the state Chancellor's office to provide faculty support for guided pathways.

  - Site visits

  - Presentations

  - Resources

  - Problem resolution

Questions? Info@asccc.org

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Additional Resources

- Guided Pathways Key Performance Indicators Overview

https://cccgp.cccco.edu/Portals/0/uploads/Guided%20Pathways%20KPI%20At%20A%20Glance.pdf

- California Community Colleges Scorecard
  https://scorecard.cccco.edu/scorecard.aspx

- Launchboard https://www.calpassplus.org/LaunchBoard/Home.aspx

- Center for Urban Education https://cue.usc.edu/equity/equity-mindedness/

State and Local Data: Research and Resource

- [California Community Colleges Chancellor's Office MIS Data Mart](#): provides information about students, courses, student services, outcomes and faculty and staff.
- [The Launchboard](#): a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on the effectiveness of college programs in both CTE and non-CTE pathways.

Research and Resources

- [The Research and Planning Group for California Community Colleges](): provides research and analysis on general elements of CA's community college landscape and topical issues.

- [O*Net Online](): contains hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy, the skills and abilities needed for those occupations, and job forecasts. Though not exclusive to CA, was developed here.

- [Community College Research Center](): provides research specific to community colleges and is heavily involved in Guided Pathways work.

National Data: Research and Resources

- **The Digest of Education Statistics:** includes the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education, population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends.

- **Center for Urban Education at USC, The Equity Scorecard**: quantitative and qualitative data and inquiry tools for problem-solving to improve the success of students from underrepresented racial-ethnic groups.

- **The National Student Clearinghouse® Research Center™**: provides research on enrollment, transfer, high school graduates, and much more.

National Data: Research and Resources

- [The U.S. Department of Education's College Scorecard](): a comparison of schools by degree program, size, location, or name.
- [The Integrated Postsecondary Education Data System]() (IPEDS) from the National Center for Education Statistics: a mandatory reporting system for all post-secondary institutions that participate in any federal student financial aid program to provide student data on enrollment, persistence, degrees/certificates awarded, and on financial aid.