

<p>GUIDED PATHWAYS</p> <p>FLEX DAY SPRING 2020</p>	<p>Keeping Students On a Pathway Before and On Day 1</p> <p>Guided Pathways' Connections Workgroup</p>
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1

<p>College Planning Priorities 2019/2020</p> <ul style="list-style-type: none">• Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities• Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.• Implement the integration of all ACCJC standards throughout campus structure and processes.

2



3

Guided Pathways

Guided Pathways affords us an opportunity to think deeply about equity in the classroom.

"How can I support every student succeed?"

"What are acceptable, reasonable, realistic, sustainable things that can be incorporated into the classroom to keep students on their academic pathway... without lowering the standard?"

4

Guided Pathways

Today we hope to have a highly collaborative conversation around growth mindset syllabi, grading practices, communication and language that can provide equitable opportunities for us to get to know our students as learners and support their individual needs without reducing the rigor of the classroom.

5

Staying on a Path

Agenda

- Whip Around
- Break Out Session I
- Break Out Session II
- Planning for Fall
- Next Steps

6

<h2>Whip Around</h2>	<h3>Whip Around Directions</h3> <p>One person reads the questions <i>one at a time</i>.</p> <p>Everyone at the table <i>whips around</i> clockwise with their answer <i>in 30 seconds or less</i>.</p> <p>The point is to answer quickly and honestly.</p> <p>The same person as before reads the next question and then everyone whips around answering until all the questions are answered.</p>
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7

<h2>Breakout</h2>	<h3>Session I</h3> <h3>Session II</h3>
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8

Reflection

Brainstorm individually what strategies/work you would like to incorporate into your Fall classes.

Pair or Small Group share.



9

Case of Making a Difference

Oakton College

An example where a faculty-driven, inexpensive initiative had a huge impact!

10

Oakton Community College

“Assume that full time students are on campus about 15 hours a week, or 180 hours each semester.

During that semester, they are likely to spend about 4 hours total interacting with student support staff, 32 hours walking around, and 144 hours in classrooms interacting with and learning from faculty.

...faculty are the people who convey to students that they belong in college, that they have the capacity to learn, and the someone cares about their progress (or not).”

11

Oakton Community College Faculty/Student Engagement Protocol

First Three Weeks of Class

- Set clear, high academic standards but not policies that easily doom students.
- Learn names and have students learn one another’s name.
- Give feedback on an assignment or quiz.
- Hold 15-min, one-to-one “get-to-know-you” conferences with each student.

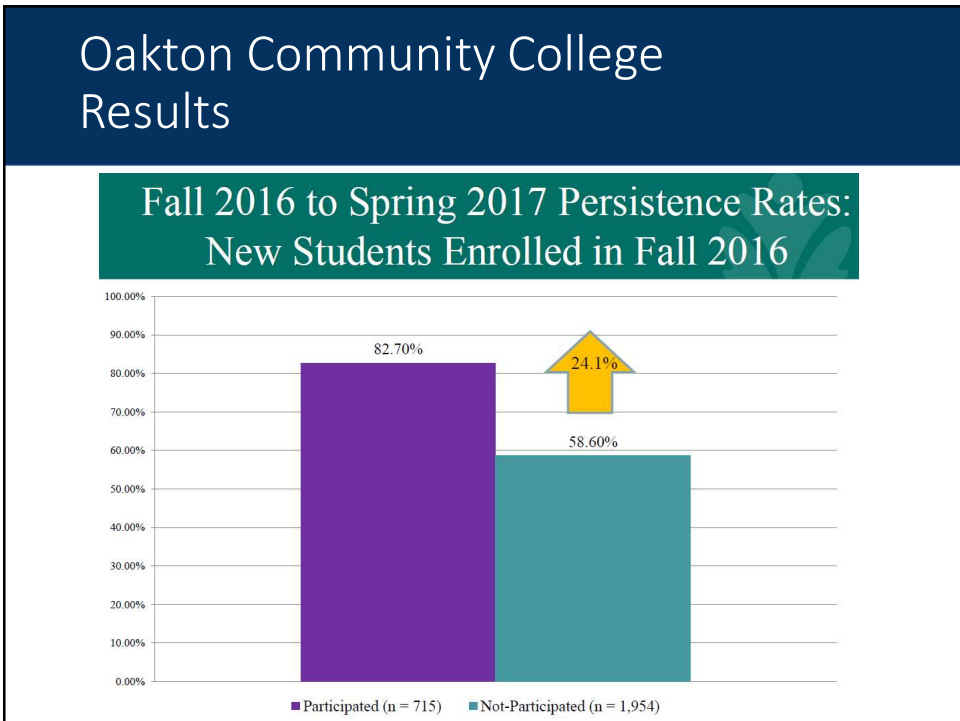
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Oakton Community College Faculty/Student Engagement Protocol

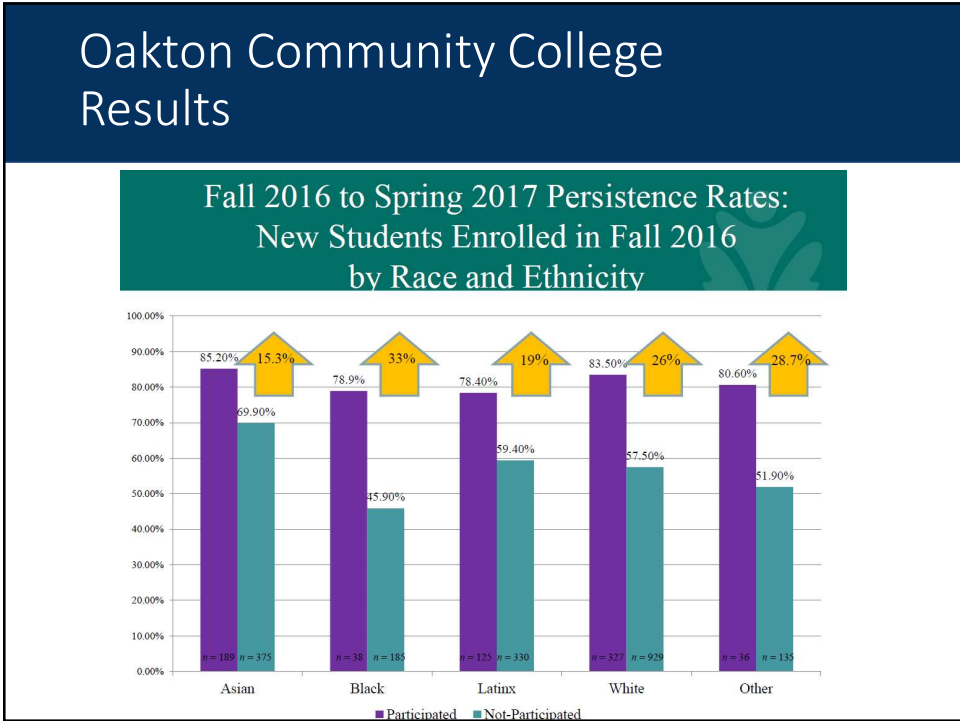
Rest of the Semester

- Acquaint students with resources and opportunities at Oakton.
- Attend at least one cocurricular event with students.
- Contact students who are struggling in class and offer them help.
- Talk with students about completing an associate degree or certificate.
- Participate in assessment activities for the project as a whole.

13



14



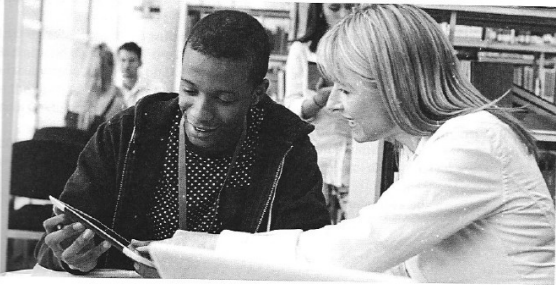
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Oakton Community College

**Faculty Leadership and Student Persistence—A Story From
Oakton Community College**
Essays

Elisabeth Barnett

Wednesday, 09 May 2018



TODAY
2pm – 4pm
Room 2450

16

Next Steps

One of the goals of Guided Pathways is to take the “luck” out of the student experience.

Many faculty expressed a desire to have resources made available to them to improve student success and retention, without lowering the standards of the material in the class.

How do we share this information out with our colleagues?
What are the next steps?



17

Guided Pathways

This work is an US THING.

This is our year of ACTION.

Let’s make the work meaningful to our students and to our campus culture.

18