GUIDED PATHWAYS

FLEX DAY
March 2020

LPC Persistence Project

Guided Pathways'
Connections Workgroup

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College Planning Priorities 2019/2020

- 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.

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Four Pillars of Guided Pathways

Clarify the Path

Create Clear Curricular Pathways to Employment and Further Education

Enter the Path

Help Students Choose and Enter Their Pathway

Stay on the Path

Help Students Stay on Their Path

Ensure Learning

Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

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LPC Persistence Project

A community college our size, with similar demographics, started a faculty-driven, inexpensive initiative that had a huge impact!

This persistence project that saw retention rates jump on average 24% and faculty satisfaction increase with participation.

Today we want to discuss what Oakton Community College achieved and collaboratively make a plan to take action on our own initiative project – to have a substantial, positive impact on our students and in our community!

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LPC Persistence Project

Agenda:

- Learn about Oakton's Persistence Project
- Brainstorm about what an LPC Persistence Project would look like
- Create a Gant-map of action items if we were to start one in Spring 2021

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Case of Making a Difference

Oakton College

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

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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)."

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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.
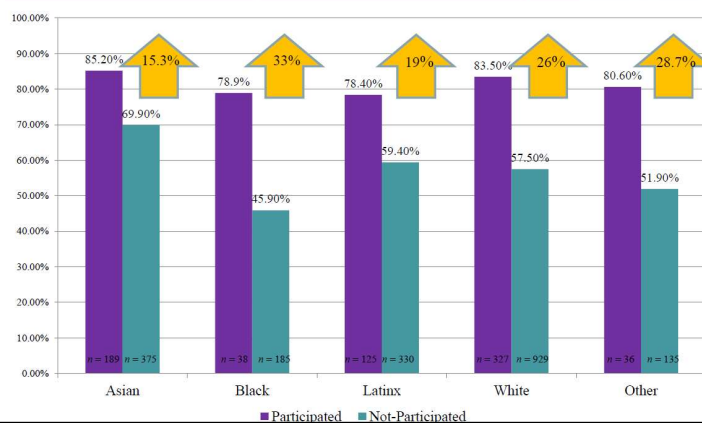
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Oakton Community College
Results

Fall 2016 to Spring 2017 Persistence Rates:
New Students Enrolled in Fall 2016

82.70%   24.1%

58.60%

■ Participated (n = 715)   ■ Not-Participated (n = 1,954)
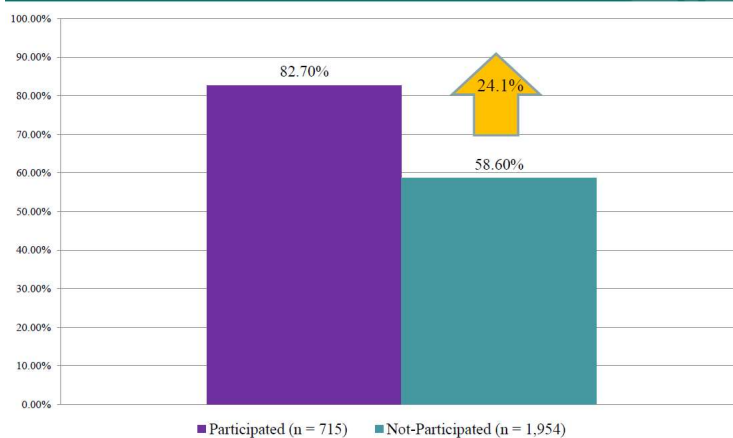
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Oakton Community College Results

Fall 2016 to Spring 2017 Persistence Rates:
New Students Enrolled in Fall 2016
by Race and Ethnicity

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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

Articles and papers with some more information on lessons learned, successes, and challenges to doing an initiative such as this have been written.

More information is available upon request!

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Oakton's Findings: Immediate Reactions and Rapid Growth

- Amazing transformation of classes
- Students' enthusiasm about the project was high
- Decided to expand the project as rapidly as possible
- Departments customized their support to meet the needs of their disciplines
- In six semesters they had:
  - More than 200 faculty members participating
  - 22 Departments and Programs participating
  - Across all modes of delivery – face-to-face and online!

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Oakton: One-to-One Conferences and Genuine Bonds with Students are KEY

- Getting to know students right away
- Understanding the challenges facing our students as well as their strengths – not working from a deficit only model!
- Understanding what students think of their experience at the community college
- Transforming office hours to contact hours
- Students want us to listen!
- Faculty learned about possible implications of classroom practices that would help diminish inequity

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Oakton: Challenges

- Difficulty for adjunct faculty… offices, time, and knowledge of the college, and compensation
- One-to-one conferences are challenging for some instructors
- Faculty concern for students in non-participating sections
- Burn-out from faculty… more work and more stress
- College's need to clearly define their goals, priorities, and student services/supports

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Oakton: Solutions

- Give attention to the needs of adjunct faculty
- Provide professional development both on how to conduct one-to-one conferences and on understanding the college's resources
- Learning how to take care of our own emotional needs
- Establish a mentoring system and convincing all departments to participate
- Implementing the project in every class is <u>not</u> a reasonable goal for most instructors nor for the institution as a whole.

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Oakton: Faculty Testimonials

"The gift of these deeper connections with my students is a payment that can not measured, knowing what a difference it has made not just in their lives, but in my own."

"You learn quickly during the interviews about the many problems our students are dealing with."

"Once you do it in one class section, you want to try to do it in all of your classes."

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Oakton: Faculty Testimonials

"Just the fact that when students come to your office once, they tend to come back for a variety of reasons."

"I'm stunned by how many online students make it to campus to meet me."

"Somehow it makes you do what you've always been doing in your classes in a much more comprehensive and intentional way."

"It has helped me form close and lasting bonds with my students."

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Oakton: Faculty Testimonials

"The relationships I have formed have been transformative."

"I learned a lot about students who most certainly would NOT have come to see me."

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Case of Making a Difference

Las Positas College

What would our Persistence Project look like?

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Pair-Share

Spend some time brainstorming about what each of the Faculty/Student Engagement Protocol items would like *in your class*.

Share out in pairs or small groups.

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Pair-Share

Spend some time brainstorming about what should LPC's Persistence Project look like?

What should LPC's Persistence Project look like?

| What would you like to see?	What would we have to do to make this happen?	When would we have to do this?

Share out in pairs or small groups.

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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?
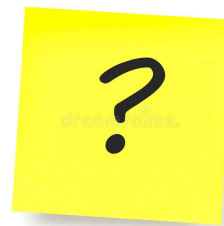
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Guided Pathways

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.

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