



NEWS RELEASE

EMBARGOED

For Release

October 13, 2020 [12:01 A.M., EST]

Contact:

Linda García

Executive Director

Office: 512-232-8428

Cell: 512-541-8365

linda.garcia@cccse.org

Alternate Contact:

Courtney Adkins

Assistant Director of Publications

Office: 512-475-6142

adkins@cccse.org

Tools for Teaching and Learning Within a Guided Pathways Framework

AUSTIN, TX –

The Ensure Students Are Learning web toolkit and accompanying playbook, *Teaching and Learning Within a Guided Pathways Framework*, released today by the Center for Community College Student Engagement (the Center), provide resources that can be used to engage faculty in the work of guided pathways. Guided pathways is a reform movement that aims to improve community college students' rates of completion, transfer to four-year institutions, and attainment of jobs with value in the labor market by reframing the entire student journey. As the pathways implementation framework includes specific practices under the umbrella of "Ensure Students Are Learning," the involvement of faculty in the work is key.

Yet according to data collected from the 2019 Community College Faculty Survey of Student Engagement (CCFSSE), 32 percent of full-time faculty and 61 percent of part-time faculty report not knowing if their college is implementing pathways. When faculty *are* aware that their college is implementing guided pathways, however, their perceptions about their students and their own behaviors reflect higher levels of engagement. For instance, on an item that asks faculty how often their students talk about career plans with them, 46 percent of faculty who report that their college is implementing pathways say this happens *often* or *very often*, compared to 37 percent of faculty who don't know if their college is implementing pathways. Even larger differences exist between part-time faculty groups: 44 percent of part-time faculty who report that their college is implementing pathways say this happens *often*

or *very often*, compared to only 33 percent of part-time faculty who don't know if their college is implementing pathways.

In the arena of guided pathways, there is important work yet to be done, including the continuing work of engaging and supporting faculty, as they bring passion and intellect to the design and implementation of high-quality guided pathways for all of their students. The Ensure Students Are Learning web toolkit includes tools and resources to support this important work:

Video Clips and Narrative Search: This searchable database includes video clips and narrative descriptions of how community college faculty implement various components of “Ensure Students Are Learning.” The video clips and narratives were taken from interviews with over 200 community college faculty members across the country.

Equity Tools: These issue briefs and spotlight series documents explore equity-centered practices that college professionals—including faculty, department chairs, deans, and directors—can employ to ensure all students are learning.

Faculty Focus Group Discussion Guide: The discussion topics in this focus group guide include 1) the institutional policies, practices, and processes that promote effectiveness and success for faculty; and 2) the engaging practices that innovative faculty are using in their classrooms, including how they incorporate cultural awareness and inclusivity into their teaching practices.

The toolkit also includes professional development tools designed to introduce faculty to the web toolkit and to help them gain a better understanding of teaching and learning within a guided pathways framework. Additionally, the toolkit contains tools that colleges can use with their Center survey data to assess how their students are experiencing various components of guided pathways.

The Center for Community College Student Engagement is a service and research initiative in the Department of Educational Leadership and Policy in the College of Education at The University of Texas at Austin.