



Pathways Work In Action

FLORIDA PATHWAYS INSTITUTE
SEPTEMBER 2020

Synthesis and Next Steps

What you've heard during this Institute

- ▶ Centering equity and the student voice
- ▶ Evidence-based decision making
- ▶ Broad engagement, communication and empowerment
- ▶ Action-based theory of change for sustainability

Now, what do we do?

Continuous Learning and Synthesis

- ▶ Nationwide, the data is disturbing. For colleges in ATD Network since 2012
 - ▶ Overall, completion of credential within 4 years increased by 3 percentage points
 - ▶ But equity gaps not narrowing or closing
- ▶ Recently released CCCSE “**Using Guided Pathways to Redesign the Student Experience: Building Momentum**” Report helps understand the problem

What We've Learned: Equity

- ▶ Key take-aways from our experience:
 - ▶ Confusion about what is required to close persistent, systemic equity gaps
 - ▶ But, increased understanding that colleges need to examine long-held structures, processes, policies and attitudes—and focus on remediating them, not “fixing” students
 - ▶ Recommend: **From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education**

What We've Learned: Equity

Practitioner Inquiry Model enables effective sensemaking

- ▶ Interrogate the people, practices and policies that lead to equity gaps
 - ▶ Make sense of data in terms of practices instead of student deficits
 - ▶ Redesign policies and practices
- ▶ Ask why unequal outcomes exist
- ▶ Determine what to do to make sustainable change

Let's Apply to Pathways Pillars 2 and 3!

What We've Learned: Pillars 2 and 3

CCCSE Report findings: 70% respondents met with academic advisor before registering...but

- ▶ Only 20% said a college staff person helped them pick program or major
- ▶ <50% said college staff person talked with them about what jobs their program or major could lead to
- ▶ Who were the students who did not meet with advisors?

What We've Learned: Pillars 2 and 3

- ▶ And, 76% returning students met with advisor once during term...but
 - ▶ ~30% said a college staff person discussed which credits would transfer to baccalaureate programs
- ▶ Let's take a poll!

Poll

Why is advising still primarily transactional?

- ▶ No unified framework for delivery of student supports
- ▶ Unclear or undefined objectives for advising
- ▶ Focus on enrollment or completion but not labor market value of credential
- ▶ Disaggregated student data not shared or discussed
- ▶ Insufficient advisor training
- ▶ All of the above

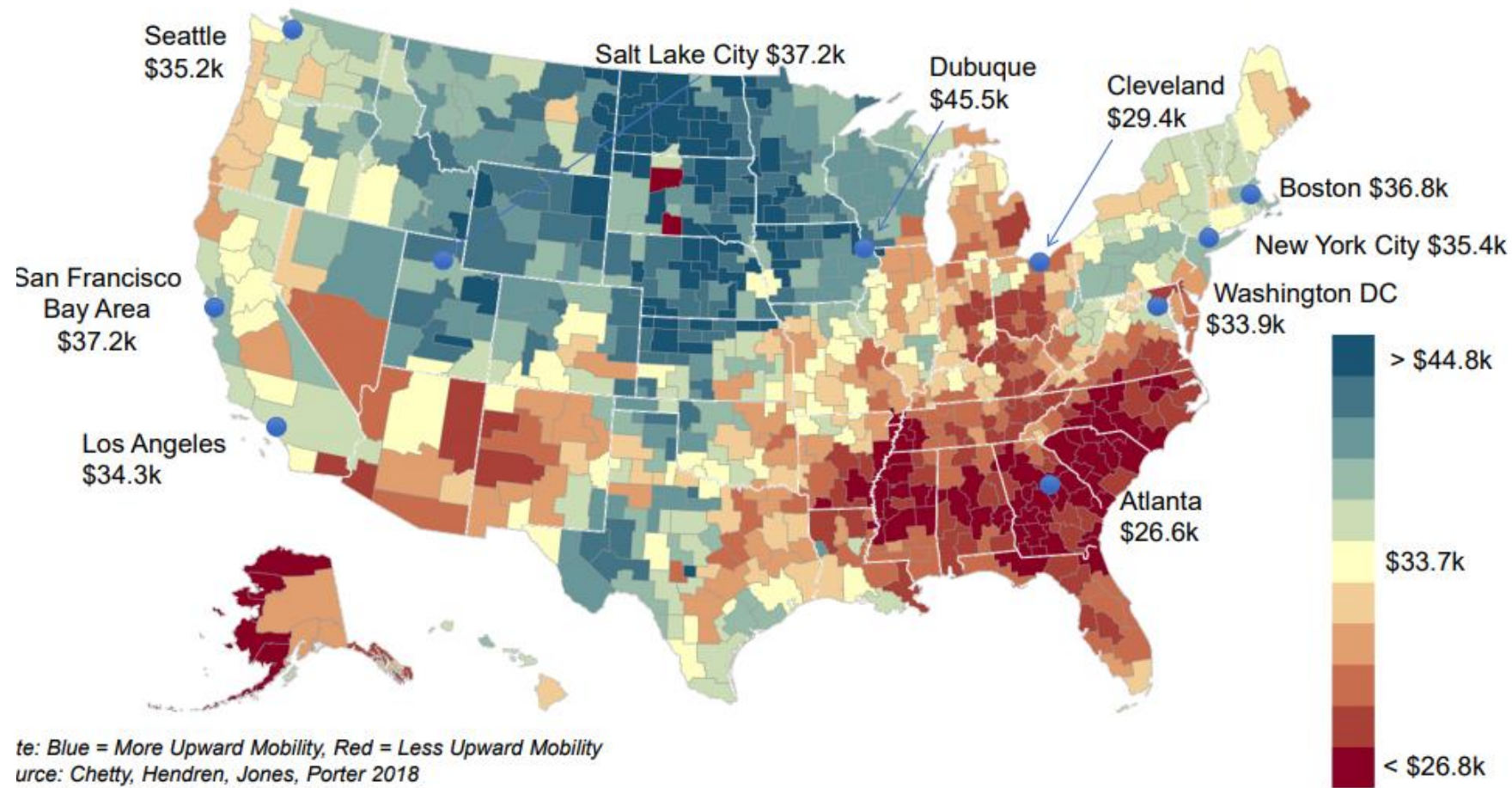
What We've Learned: Holistic Re-design

- ▶ Too many colleges tackle redesign discretely, without an overarching model or framework, strategic resource allocation or commitment to ongoing improvement
- ▶ Very little intentional focus on career exploration and advising

***How can we affect intergenerational income mobility
without this focus?***

Barriers to Upward Mobility

Average Household Income for Children with Parents Earning \$27,000 (25th percentile)



Higher Education's Impact on Mobility

- ▶ Some colleges do a better job of launching students from poor families into the upper middle class
- ▶ Mobility rate defined as low income access x top quintile achievement rate
 - ▶ US average is 1.9%
 - ▶ Florida Pathways participants range from 1.5-1.9% with 2 exceptions
- ▶ Percentage of students in Pathways colleges who move up 2 or more quintiles ranges from 18-25%

Career Advising and Economic Mobility

- ▶ Disaggregate program enrollment and completion data
 - ▶ Racial, income and gender disparities
- ▶ Examine current career advising policies and processes
 - ▶ All students or only “undecideds”?
 - ▶ Comprehensive or “fly-over” in FYE?
 - ▶ Infused in first year advising or left to career services in last semester?
- ▶ Redesign for intentionality and impact

What We've Learned: Teaching & Learning

Can't delay tackling Pillar 4: Large scale, substantive change will not occur without addressing teaching and learning

- ▶ Large equity gaps continue to persist in high enrollment Gen Ed courses in most colleges
- ▶ While most students report participation in study groups, assignments with peers and faculty interactions outside of class, only 21% participate in experiential learning, internships or co-ops.

What We've Learned: Teaching & Learning

Substantive change in student outcomes will not occur without transformative learning experiences

- ▶ Asset-based approach to organizational learning and ongoing improvement
- ▶ Innovative and evidence-based pedagogical practices to make students and faculty active learners
 - ▶ Culturally responsive practices
 - ▶ Gateway course redesign
 - ▶ OER

What We've Learned: Teaching & Learning

- ▶ Use data to identify and close equity gaps, assess high impact practices, align program learning outcomes
- ▶ Create faculty pathways that support continuous improvement in teaching excellence
- ▶ Provide opportunities for faculty and staff to interact and collaborate to develop skills and knowledge to teach/advise more effectively with people from different backgrounds
- ▶ Redesign structures, policies and attitudes are stopping students from progressing

What We've Learned: Teaching & Learning

- ▶ This work needs to be led by faculty with authentic engagement (vs “buy-in”)
 - ▶ Identified as change agents
 - ▶ Empowered to examine critically how well curriculum serves students
 - ▶ Engaged in meaningful learning that equips them with the tools they need

What We've Learned: Teaching & Learning

- ▶ Compelling evidence of need to build strong foundation of professional learning
 - ▶ Half of the faculty at Pathways colleges say they don't know much or anything about pathways
 - ▶ Similar number say they need more professional development to be engaged productively
- ▶ Strong examples of colleges that provide time, space and incentives to develop broad engagement and comprehensive approaches

**“Community colleges
are the American institutions of this moment”**

James Fallows

Pathways Fundamentals Restated

- ▶ Ensure all programs **prepare students for good jobs and life-long learning and development**
- ▶ Help all students actively explore options and interests, become part of a community and **complete valuable credentials efficiently and affordably**
- ▶ Build additional capacity to collaboratively **create/sustain economic vitality in the region**

Florida Jobs 2030 Recommendations

- ▶ Deepen and expand **cross-sector collaboration**
- ▶ Foster opportunities for **targeted skills development** that is responsive to economic shifts (innovation, work-based learning)
- ▶ Improve statewide **career awareness and counseling**
- ▶ Streamline transitions between high school, postsecondary, and workforce and create a more **seamless pipeline** between education and the workforce
- ▶ Adopt a **data-driven approach** to meeting Florida's needs for a 21st century workforce

Strategies to Align Programs with Local Needs

- ▶ Redesign program offerings from “taught” to “sought”
- ▶ Align program learning outcomes with inter-disciplinary knowledge and skill mastery linked to requirements for employment, further education and career changes
- ▶ **Florida 2030 Goals:**
 - ▶ **60% working-age adults have high-value credential or training experience**
 - ▶ **80% working adults have employability skills (communication, critical thinking, problem solving, collaboration)**

Next Steps

Successful Colleges...

- ▶ Build strong **fundamentals** and know that this commitment is enduring
- ▶ Adopt an **organizing framework** (culture and context matters) to align their student success work
- ▶ Advance their **own unique theory of change** (culture and context matters) around the lever(s) that will drive scaled gains
- ▶ Move with **pace and** a sense of **urgency**

Turning the Flywheel

“There is no single defining action, no grand program, no single killer innovation, no single lucky break , no miracle moment. Rather, it is like turning a giant flywheel.”

(Jim Collins, “Turning the Flywheel”)

The Flywheel is turning!