Leading a movement to ensure student success for colleges that champion educational equity
WHY

ATD believes its mission is urgent and that the stakes for success have never been higher.

The future of our country requires that we strengthen our communities by relentlessly addressing systemic inequities within higher education to increase social and economic mobility for all students and families.
OUR PHILOSOPHY

Four core principles guide our work and explain our success:

The Power of Fundamentals
Advancement through Relationships
The Ecosystem of Reform
Equity
OUR APPROACH

We engage our network in whole-college transformation using a coaching process that is constantly informed and improved by our longstanding partnerships and practice in the field.

To fuel innovation, we anticipate future needs and issues, leveraging knowledge through collective learning.
Our Institutional Capacity Framework helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.
STUDENT SUCCESS CENTERS

Four Pillars of Guided Pathways

1. Create clear curricular pathways to employment and further education.
2. Help students choose and enter their pathway.
3. Help students stay on their path.
4. Ensure that learning is happening with intentional outcomes.
Clarify paths to student end goals

Help students choose and enter a pathway

Ensure that students are learning

Help students stay on a path
# CLARIFYING EDUCATIONAL PATHWAYS

## Academic program maps

<table>
<thead>
<tr>
<th>Version 1.0</th>
<th>Version 2.0</th>
<th>Version 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program of study maps - courses and sequences - 60 credit AA degrees</td>
<td>Meta-major program maps</td>
<td>Meta-major programs mapped to labor market outcomes</td>
</tr>
<tr>
<td>Alignment with transfer institution maps</td>
<td>Math pathways</td>
<td>Embedded co-curricular opportunities</td>
</tr>
<tr>
<td>Default first semester</td>
<td>Key course identification</td>
<td></td>
</tr>
<tr>
<td>AS stackable credentials</td>
<td>Gen Ed alignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-12 partnerships for competency/curricular alignment</td>
<td>Multiple on-ramps (PLA, CBE, non-credit to credit)</td>
</tr>
</tbody>
</table>
# Getting Students on Pathways

<table>
<thead>
<tr>
<th>Early Emphasis</th>
<th>Expanded Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One size fits all”</td>
<td>Equitable, holistic student supports</td>
</tr>
<tr>
<td>Focus on FTIC, especially from high school</td>
<td>Support for all new students</td>
</tr>
<tr>
<td>Orientation</td>
<td>Early career exploration (K-12 partnerships)</td>
</tr>
<tr>
<td>Assigned advisors; caseload management</td>
<td>Meta-major orientation</td>
</tr>
<tr>
<td>Predictive analytics and segmentation for targeted advising based on academic and non-cognitive needs</td>
<td>Intentional focus on financial/food/housing security and other non-cognitive issues</td>
</tr>
<tr>
<td>FYE course</td>
<td>Increased collaboration/linkages between academic and student services</td>
</tr>
<tr>
<td></td>
<td>Early momentum metrics</td>
</tr>
</tbody>
</table>
## SUPPORT STUDENTS TO STAY ON THE PATHWAY

<table>
<thead>
<tr>
<th>Early Emphasis: Fragmented and Optional</th>
<th>Expanded Focus: Holistic and Aligned with Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career coaching/advising, but not systematic</td>
<td>Career advising aligned with meta-major, interests, goals, progression</td>
</tr>
<tr>
<td>Early alerts and interventions</td>
<td>Integrated academic, non-cognitive and data-based</td>
</tr>
<tr>
<td>Academic supports (tutoring, labs, mentors)</td>
<td>Integrated with class-room instruction and student needs</td>
</tr>
<tr>
<td>Some faculty support to advising/mentoring</td>
<td>Clear processes and information</td>
</tr>
<tr>
<td>Alternate pathways in highly selective meta-majors/programs</td>
<td>Alternate pathways for all students</td>
</tr>
<tr>
<td></td>
<td>Increased information sharing, collaboration and monitoring (technology)</td>
</tr>
<tr>
<td></td>
<td>Progression metrics</td>
</tr>
</tbody>
</table>
ENSURING STUDENTS LEARN

<table>
<thead>
<tr>
<th>Early Emphasis</th>
<th>Expanded Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course learning outcomes</td>
<td>Program learning outcomes for skills/talent development</td>
</tr>
<tr>
<td>Co-curricular alignment with student learning outcomes</td>
<td>Co-curricular alignment with student learning outcomes</td>
</tr>
<tr>
<td>Faculty professional development for full time faculty</td>
<td>Faculty development pathways; professional development for all faculty</td>
</tr>
<tr>
<td>Course redesign that includes innovation in pedagogy, instructional strategy, technology (digital learning, OER)</td>
<td>Center for Teaching and Learning aligned with student success outcomes</td>
</tr>
</tbody>
</table>
ATD SUPPORTS PATHWAYS WORK AT EVERY STAGE

Clarify paths to student end goals

Help students choose and enter a pathway

Ensure that students are learning

Help students stay on a path
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FACULTY ENGAGEMENT IN GUIDED PATHWAYS REFORM

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Director of Teaching & Learning

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WHAT OUR STUDENTS NEED

Strong positive correlation between quality of faculty-student interactions and student persistence toward completion

- Effects are especially strong for first-generation students, students of color, students from low-income backgrounds
PUTTING STUDENTS ON THEIR PATH TO SUCCESS

Students excel when they are engaged in their own learning

➢ Are more challenged academically
➢ Experience more active and collaborative learning activities
➢ Interact more frequently with faculty
➢ Perceive the campus environment as being more supportive

(George Kuh)
FACULTY AS DRIVERS OF CHANGE

1. College leaders inspire full-time and adjunct faculty to become active partners in change
2. Create both a culture of evidence and a culture of engagement, one that treats full-time and adjunct faculty as valuable partners in making sense of data.
3. Institutionalize expectations and opportunities for continuous engagement
FACULTY AS DRIVERS OF CHANGE

4. Work to span silos and nurture a college culture that is inquiry-based, collaborative, and transparent
Think about how and why full-time and adjunct faculty are engaged in change at your college …

- What forms does this take?
- What helps to make this happen?
- What gets in the way?
TRANSFORMATIVE CHANGE

Structural Change
Lays the framework for new behaviors, thereby encouraging improved student experiences throughout the institution.

Process Change
Reforms how people do their jobs at an individual level.

Attitudinal Change
Occurs when individuals start to understand their work and view work processes in new ways.

Learn more about how colleges use this approach to transform student support at:
When you receive a flag, who do you want to talk to first?

- Instructor: 80% - 90%
- Academic Advisor: 10%
- Academic Coach: 0%
- Other: 0%
MOVING BEYOND “BUY-IN”

- Need more than acceptance (or lack of resistance)
- Passive non-compliance is far more dangerous than active resistance
- Co-ownership is required for durable success
- “All hands on deck” not just for the work but also for a healthy, positive climate

(Alison Kadlec)
FACULTY, STAFF, & ADMINISTRATORS IN HEALTHY CLIMATES …

- See a strong connection between their personal values and the goals of the change
- Believe that innovating on behalf of better outcomes for students is important, important now, and is valued/expected
- Understand how the change sought fits with other institutional priorities
- Feel respected, heard, valued by their departments and institutional leaders
- Believe that they have the support and guidance to be successful in their roles

(Alison Kadlec)