The Caring Side of Guided Pathways: Increasing the Faculty and Staff Connection to Students

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Welcome and Introductions

- Thinking back about what led you to a career in education.
- What or who inspired you.
- Sharing...
Guided Pathways

Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

Policies & Practices

- Policies
- Standards
- Guidelines
- Procedures
Faculty/Staff to Student Engagement
Why Focus on Engagement?

- **Doing good and doing well**
  - Community college students can be more successful – we agree CC student outcomes could improve
    - There are colleges that are making improvements in student success
  - Student population is decreasing
    - Funding is mostly based on enrollment
  - We can do good (help students be more successful) and do well (increase our funding)
  - Engagement works
    - Not a new concept
      - Tinto: self-efficacy, sense of belonging, and perceived value of the curriculum
      - Light: engaging with a faculty/staff member is key to persistence
      - Empirical example: Odessa College
Top Performing College: Odessa College
Odessa College’s Journey

- Proposed defunding
- Budget deficit
- Poor graduation rates
- Low morale
- Have to compete in a boom/bust economy
Student Factors

- Gender
- Ft/Pt
- FTIC
- Online
- Standing
- Ethnicity
- Age
- Time
Instructor Interviews
Findings

Different Teaching Methods

Human Relationships
Odessa’s Four Instructional Commitments

- Interact with students by name
- Closely monitor student progress
- One on one meetings
- Masters of paradox
Odessa’s Four Staff Commitments

Commit to making eye contact, smiling, saying hello, acknowledge

Commit to recognizing good or vulnerable behavior – celebrate or intervene

Commit to engaging with students – establishing a personal connection

Commit to developing clear and coherent practices and processes for students – eliminating barriers
Intentionality
Student Course Retention Rates

Significant Increases in Course Retention

First Time Student Course Retention

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<thead>
<tr>
<th></th>
<th>Fa 10</th>
<th>Fa 17</th>
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<tbody>
<tr>
<td>87.5%</td>
<td>96.1%</td>
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All Students Course Retention

<table>
<thead>
<tr>
<th></th>
<th>Fa 10</th>
<th>Fa 17</th>
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<tbody>
<tr>
<td>86.3%</td>
<td>96.9%</td>
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Student Course Success Rates
Significant Increases in Course Success

First Time Student Course Success
- Fa 10: 61.8%
- Fa 17: 75.0%

All Students Course Success
- Fa 10: 69.8%
- Fa 17: 78.4%
Completion Rates Increased Dramatically (In Percent)

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
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<tr>
<td>2007</td>
<td>7%</td>
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<tr>
<td>2011</td>
<td>17%</td>
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<tr>
<td>2015</td>
<td>45%</td>
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Cohort – First time/Full Time
How To Get Started

• Take a look at what is working well
  – This a “Bright Spots” analysis, not a deficit analysis
• Seek to articulate those behaviors
• Bring champions together to:
  – Understand the culture
  – Determine general and specific behaviors
  – Develop an implementation plan
  – Develop a communication plan
  – Develop a monitoring plan
  – Develop a leadership plan
Feedback and Questions