

Ensure Students Are Learning: Partner Organizations Engaged in the Work

Below is a list of partner organizations who are involved with practices to assess and enrich student learning: Each organization's name is linked to the organization's website. Information was gathered from the website or was submitted by the partnering organization. The document shows examples of work from each organization within the [Guided Pathways Essential Area](#) Pillar #4 *Ensure Students Are Learning*. The descriptions were reviewed by the partnering organizations prior to distribution.

[Achieving the Dream](#)

Achieving the Dream is a comprehensive non-governmental reform movement for student success. Together with our network of higher education institutions, coaches and advisors, state policy teams, investors and partners, we are helping more than 4 million community college students have a better economic opportunity and achieve their dreams.

✓ Equity

[ATD Equity Institute: Developing a Single-Minded Focus on Equity](#)

During this interactive day-long institute, institutional teams engage in learning opportunities and activities to develop a deeper understanding of what equity means, what it looks like in practice, and how it is manifested or stifled on their campuses. By the end of the institute, teams develop an equity vision that describes the experience they want for their incoming fall students and leave with strategic and concrete next steps to implement when they return to campus to move their vision forward.

Also, see the information below about the Teaching & Learning Summit.

**✓ Evidence-based teaching practices; ✓ Program-specific learning outcomes;
✓ Project-based, collaborative learning; ✓ Inescapable student engagement;
✓ Faculty-led improvement of teaching practices; ✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

[Teaching and Learning Capacity Building Services](#) helps colleges organize and go beyond narrow programmatic reforms to transforming teaching and learning in every classroom. We deliver this work centrally within a faculty development unit, such as a Center for Teaching & Learning (CTL), to ensure colleges provide focused and sustainable classroom-based reform. Available as a one- or three-year engagement.

[Teaching & Learning Summit:](#)

Participants at the inaugural ATD Teaching and Learning Summit will learn how colleges can create a culture of teaching and learning excellence for student success. The Summit is uniquely designed to support institutional teams of four or more in examining classroom-based practices and designing an action-based strategy for implementing instructional models that support students to succeed and achieve their academic and professional goals.

This event is designed for institutional teams of faculty, faculty developers, and academic affairs leaders to focus their work in one of these key areas and engage in highly interactive sessions and team planning time (see Summit website for more information about each thread):

- Open Educational Resources: Beyond Cost
- Guided Pathways: Ensuring Students Are Learning

- Culturally Responsive Practices: Leveraging Knowledge for Equity
- Adaptive Courseware for Early Success (By Invitation only: Every Learner Everywhere)

In each thread, participants will work with expert facilitators to build or enhance their classroom-based reforms as they learn:

- Active, accessible, and empowering instructional practices to foster student learning and success.
- Implementation strategies to scale high impact pedagogy across the institution.
- How CTLs (and other faculty professional development units) can be leveraged to support deep implementation of classroom-based reforms.
- Resources and tools they can apply to effectively execute on their plans and integrate this work with other student success initiatives.
- How to build strong, authentic collaborations between academic affairs and student affairs to bolster student success.

A [Data and Technology Assessment](#) helps you better utilize your existing data to advance student success. It's available to colleges in the ATD Network that have completed their three-year capacity-building experience.

[American Association of Community Colleges \(AACC\)](#)

AACC is the primary advocacy organization for the nation's community colleges. The association represents nearly 1,200 two-year, associate degree-granting institutions, and more than 12 million students.

[AACC's Pathways Model](#)

What is the "Pathways Model?" The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

Because the Pathways Model encompasses all four essential practices (clarify the path, help students choose and enter a path, keep students on their paths, and ensure learning), all of which together requires large-scale institutional change, AACC's pathways work addresses the entire model, with equity at the center.

✓ **Equity**

AACC launched the [Guided Pathways Resource Center](#), a website that offers more than 300 tools and resources for colleges undertaking the challenging work of designing and implementing guided pathways. When conducting a search for "equity" in the Guided Pathways Resource Center, many guided pathways resources are listed. A focus on achieving equity through guided pathways is part of every pathways event for which AACC provides leadership or partnership.

✓ **Program-specific learning outcomes; ✓ Evidence-based teaching practices, particularly ✓ inescapable student engagement (including ✓ collaborative learning, ✓ project-based learning, and ✓ applied learning experiences); ✓ Faculty-led improvement of teaching practices**

Essential Practice #4—*Ensure that students are learning*—is one of the pillars of guided pathways work and thus is addressed through AACC’s institutes, workshops, and other learning events. Within the pathways model, that work encompasses: a) Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs, b) Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study, and c) Ensure incorporation of effective teaching practice throughout the pathways. In pathways work, AACC consistently emphasizes the necessity of clarity and alignment of learning outcomes, and the explicit incorporation of evidence-based teaching practice across courses in student pathways.

✓ **Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment**

The process of program mapping, a central feature of guided pathways work led by AACC and others, entails definition of student learning outcomes, alignment of those outcomes across course sequences, and work to ensure that course-level outcomes accrue to desired program-level outcomes. Learning outcomes assessment is a necessary part of the ongoing evaluation and improvement of guided pathways in any college.

[AACC's Voluntary Framework of Accountability](#) provides opportunities for colleges to benchmark their student progress and completion data against peers and to provide stakeholders with critical information to the colleges.

[American Association of State Colleges and Universities \(AASCU\)](#)

AASCU is a Washington-based higher education association of nearly 420 public colleges, universities, and systems whose members share a learning and teaching-centered culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions' economic progress and cultural development.

✓ **Equity**

[Millennium Leadership Initiative](#)

AASCU Millennium Leadership Initiative (MLI) is a premier leadership development program that provides individuals traditionally underrepresented in the highest ranks of higher education the opportunity to develop skills, gain a philosophical overview, and build the network needed to advance to the presidency. For almost 20 years, MLI has reinforced the vital role that diversity plays in the institutional mission, assisting participants to advance in their careers and helping institutions diversify their executive leadership.

✓ Evidence-based teaching practices

[Excellence and Innovation Awards](#)

The purpose of these awards is to recognize and honor AASCU institutions demonstrating excellence and innovation in their approach to achieving student success, regional and economic development, international education, teacher education, and leadership development and diversity.

[Transparency and Accountability](#)

AASCU works with a variety of partner organizations to provide innovative tools, metrics and reporting frameworks that member institutions can use to (1) inform data-driven improvement efforts and (2) communicate about their performance to a variety of stakeholders, including students, policy makers and the public.

Currently, AASCU is engaged in two major initiatives in the area of transparency of accountability:

- **Student Achievement Measure (SAM):** The Student Achievement Measure (SAM) is a collaborative effort by six leading higher education associations to enhance transparency and provide the public with a more comprehensive measure of college student progress and completion.
- **Voluntary System of Accountability (VSA):** Created in 2007 through a partnership between the Association of Public and Land-grant Universities (APLU) and AASCU, the Voluntary System of Accountability (VSA) promotes greater accountability through accessible, transparent, and comparable information on public four-year institutions of higher education.

✓ Program-specific learning outcomes

AASCU works with a variety of funders, partner organizations, and regional comprehensive institutions to leverage data and evidence-based practices to understand the “how” of student success institutional transformation reform at scale. Currently AASCU is engaged in three student success transformation and scaling initiatives:

1. Reimagining the First Year of College: 44 institutions charged with redefining the first year experience.
2. Frontier Set: 28 institutions and two systems working together to capture, share, and support replicable models of institutional transformation.
3. Prep for Scale: Capacity and programmatic development of member associations’ ability to scale student success transformation practices.

✓ **Project-based, collaborative learning** speaks a lot to the initiatives above with the added context of structures and operational processes of institutions continuous improvement process: prepare, reflect, prioritize, and act.

✓ Applied learning experiences

AASCU provides customized program focused on student success transformation to our leadership programming and annual meetings. Learning from our student success initiatives is packaged and shared with our member institutions at convenings and via webinars.

[Association of American Colleges & Universities \(AAC&U\)](#)

AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,400 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

✓ **Equity**

Making Excellence Inclusive is AAC&U's guiding principle for access, student success, and high-quality learning. Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. Making excellence inclusive is thus an active process and requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.

✓ **Evidence-based teaching practices;** ✓ **Project-based, collaborative learning;** ✓ **Applied learning experiences;** ✓ **Inescapable student engagement**

These teaching and learning practices (e.g., First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects) have been widely tested and have been shown to be beneficial for college students from many backgrounds—especially historically underserved students, who often do not have equitable access to high-impact learning. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

✓ **Program-specific learning outcomes;** ✓ **Faculty-led improvement of teaching practices;** ✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

AAC&U's approach under the [LEAP Essential Learning Outcomes](#) begins with institutional-level outcomes aligned with institutional missions and employer interests. There is a strong relationship between the competencies that employers say they seek from recent graduates and the essential learning outcomes. Hundreds of campuses, including state systems of higher education, have adapted, or adopted, the LEAP outcomes at the institutional and/or program-levels.

AAC&U launched the [VALUE Institute](#) to help campuses build capacity to assess student learning. The [VALUE rubrics](#) were developed by interdisciplinary teams comprised primarily of faculty experts representing colleges and universities across the United States. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of cognitive development. The core expectations articulated in all 16 of the VALUE rubrics can be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of

expectations such that evidence of learning can be shared nationally through a common dialogue and understanding of student success.

The Aspen Institute College Excellence Program

The Aspen Institute's College Excellence Program aims to advance higher education practices and leadership that significantly improve student learning, completion, and employment after college—especially for the growing population of students of color and low-income students on American campuses.

✓ Equity

The [Frontier Set](#) is a diverse set of high-performing two- and four-year colleges, universities, and state systems, all committed to significantly increasing student access and success and eliminating racial, ethnic, and socioeconomic disparities in college attainment.

✓ Evidence-based teaching practices

Aspen Institute has created [Leading for Community College Excellence](#), a set of curricular resources complete with case studies, videos, discussion questions, and recommended activities designed to help existing graduate education and community college professional development programs produce exceptional leaders who can improve student success.

✓ Faculty-led improvement of teaching practices

In 2013, Aspen published [Building a Faculty Culture of Student Success](#), a guide describing how leading community colleges have created cultures in which faculty members consistently work to reform and improve their teaching in ways that measurably improve student learning. It provides a look at some innovative approaches, including the tenure process at Valencia College. Aspen's curricular module, [Improving Teaching and Learning](#) discusses the role of the president in creating a culture where faculty are empowered to lead teaching and learning reform.

Carnegie Math Pathways

With an emphasis on the whole system producing the developmental mathematics crisis, the Carnegie Math Pathways formed a Networked Improvement Community of researchers and practitioners to develop and iteratively improve a holistic solution that addresses a range of factors in order to improve the math learning experience and course success in entry-level college mathematics for all students. This program was developed by faculty for faculty and includes research-based curriculum, robust faculty professional learning, improvement analytics, and coaching for faculty and administrative leaders.

✓ Equity

The [Carnegie Math Pathways \(CMP\) program](#) was specifically designed to address the inequities of developmental education. Sixty percent of all students are placed into remedial mathematics, and this number is considerably higher for students of color. Of those placed into remediation, only 20% ever

complete the single college-level math course needed for graduation or transfer. CMP has changed this by engaging all students directly in college level mathematics while giving them the supports they need to be successful. As a result, students are succeeding at triple the rate and in half the time compared to their peers in the traditional system, and these results hold across all racial/ethnic subgroups. This success is attributed in part to the relevance of the curriculum and robust faculty professional development. CMP's curriculum has been carefully contextualized to enable students to engage in mathematics connected to real life experiences relevant in their communities. CMP's faculty professional learning includes specific support for the enactment of instructional practices that promote equitable participation in the classroom to drive equitable outcomes.

✓ Evidence-based teaching practices

The Pathways represent an innovative approach to mathematics learning and teaching. Along with a set of revised, accelerated curricula centered on authentic contexts relevant to students' lives and academic and career goals, Statway and Quantway are taught using a [research-based pedagogy](#) focused on collaboration, fostering deeper learning, and community building in the classroom.

✓ Program-specific learning outcomes

[Statway](#), a statistics pathway, and [Quantway](#), a quantitative reasoning pathway, were specifically designed to streamline and accelerate the developmental and entry-level math course sequence, while providing quality math learning opportunities aligned with students' areas of study and career fields. Specific versions of the curricula exist to address programs such as information technology, environmental science, and health science.

✓ Project-based, collaborative learning

Statway and Quantway are designed to be taught using a student-centered approach that engages students to actively and collaboratively problem solve.

✓ Applied learning experiences

Unlike a traditional math course that focuses on rote application of procedure, Statway and Quantway introduce and motivate mathematical concepts through application. Curricular materials engage students in authentic relevant contexts, which apply to their degrees, careers, and lives.

✓ Inescapable student engagement

The CMP program recognizes the importance of addressing the whole learner and thus faculty preparation and student supports include focus on non-cognitive factors such as belonging, mindset, and the ability to navigate the college environment. In this way, students are an inescapable part of the learning community and deeply engaged with their faculty and peers. Building student confidence and a sense of community in the classroom provides a strong foundation for productive student engagement and persistence throughout the course.

✓ Faculty-led improvement of teaching practices

The CMP [Networked Improvement Community](#) enables our faculty and administrative members to collaborate with peers to share learnings, improve practice, and access and contribute to the ongoing development of evidence-based resources to support student learning and success. Faculty are at the core of the improvement of the instructional system, leading the improvement of the curriculum as well as the professional learning supports for faculty.

✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

[Analytics](#) are at the heart of the Pathways – providing actionable information to classroom faculty and college administrators about student progress and mastery through data gathered from a common instructional platform and assessments.

Center for Community College Student Engagement

The [Center for Community College Student Engagement](#) is an umbrella organization for survey research, focus group work, and related services for community and technical colleges interested in improving educational quality through strengthened student engagement and student success. Since its inception, the Center has surveyed more than 3 million community college students from over 900 institutions, cumulatively representing a total credit enrollment of more than 6.5 million students. Member colleges represent an overwhelming majority of all accredited, public, associate-degree-granting two-year institutions in the United States. The Center is known nationally for a variety of activities: the [Community College Survey of Student Engagement \(CCSSE\)](#), the original student survey; the [Community College Faculty Survey of Student Engagement \(CCFSSE\)](#), a companion survey to the original student survey; the [Survey of Entering Student Engagement \(SENSE\)](#), another student survey that alternatively focuses on the "front door" of the community college experience; focus group work through the Center's various [initiatives](#); printed and electronic [national reports](#) distributed across the country to community colleges, higher education researchers and organizations, and the media; regional, state, and college-level student success [institutes](#) and professional development [workshops](#).

The Center for Community College Student Engagement is one of the eight [national partners](#) on the [AACC Guided Pathways Project](#), and one of the [main partners](#) on the [California Guided Pathways Project](#). In order to know how students are experiencing guided pathways, it is paramount that you ask students! The Center has created pathways tools to specifically survey students about their pathways-related experiences.

- [Pathways Toolkits](#): The Pathways Toolkits include items from Center surveys that are aligned with important dimensions of the Pathways Model. As colleges begin to undertake serious work on the various necessary aspects of the design and implementation of structured student pathways, these tools can be used to facilitate important conversations about gaps and areas of alignment in three key areas: helping students get on a path, helping students stay on their path, and ensuring that students are learning.
- [Pathways Modules](#): Through the Pathways Project led by AACC and funding from the Bill & Melinda Gates Foundation, the Center has developed two survey item modules on guided pathways, which were included in the *SENSE* 2018 and *CCSSE* 2019 administrations. The *SENSE* 2018 module is composed of 12 items, and the *CCSSE* 2019 module is composed of 20 items, all specifically focused on guided pathways and student experiences.

✓ **Equity**

All of the Center's survey results can be can be disaggregated by breakout variables (e.g., race/ethnicity), and colleges are strongly encouraged to do so. In 2014, the Center for Community College Student Engagement launched a special initiative—Improving Outcomes for Men of Color in Community Colleges, and published a special report entitled [Aspirations to Achievement: Men of Color and Community Colleges](#) and [supporting materials](#).

✓ Project-based, collaborative learning

In 2012–2014, the Center for Community College Student Engagement published three national reports focused on high impact practices entitled [A Matter of Degrees](#). The first national report, [A Matter of Degrees: Promising Practices for Community College Student Success \(A First Look\)](#), identifies that three of the design principles for effective practice include *clear, coherent pathways*; *intensive student engagement*; and *professional development* for everyone at the college. Back in 2011, 13% of the community college faculty who participated in the Community College Faculty Survey of Student Engagement (CCFSSE) responded that they required students to be involved in an internship, apprenticeship, clinical placement, or other hands-on-learning experience beyond the classroom (one of the components of the 2017 Guided Pathways Framework for *Ensure Students Are Learning*).

✓ Inescapable student engagement

The Center for Community College Student Engagements' 2010 National Report entitled [The Heart of Student Success: Teaching, Learning, and College Completion](#), is focused on deep learning. A table on page 10 of the report shows a disconnect between student and faculty perceptions regarding engaged learning. For example, 40% of community college students reported that they had never worked with classmates outside of class to prepare class assignments; whereas 14% of faculty said that students had never worked with classmates outside of class to prepare class assignments. “Inescapable student engagement” is one of the practices identified to assess and enrich student learning on the Guided Pathways Framework. The research findings are unequivocal. Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their college studies and to achieve at higher levels.

✓ Faculty-led improvement of teaching practices

[Ensure Students Are Learning Project](#)

The **Ensure Students Are Learning Project**, funded by the Bill & Melinda Gates Foundation, supports the Center in developing common understanding of and resources for *ensure students are learning* (Pillar Four in the guided pathways model) in an effort to increase content for institutions so that they can more effectively implement guided pathways.

The Center conducted a landscape scan by interviewing faculty who participated in the 2018 [Community College Faculty Survey of Student Engagement \(CCFSSE\)](#), Pathways Collaborative partners, [Pathways colleges](#), and field experts to create a refreshed definition to support the *ensure students are learning* component. Faculty focus groups and interviews were conducted to identify model teaching practices, and tools for faculty engagement (including faculty video clips and a national report) are posted online.

[Community College Equity Assessment Lab](#)

A national research laboratory under the Interwork Institute at San Diego State University, CCEAL supports community colleges with research, assessment, and training activities that support the success of historically underserved students of color.

The mission of CCEAL is to develop knowledge and advance promising practices that enhance access, achievement, and success among underserved students of color. CCEAL was developed to advance three objectives:

- to conduct and disseminate empirical research on the experiences of historically underrepresented and underserved students in community colleges;

- to provide training that improves practices and research relevant to students of color in community colleges; and
- to use assessment and evaluation to facilitate capacity-building within community colleges.

✓ Equity

Our Surveys:

Our surveys are designed to identify areas in need of enhanced attention for institutional practice and professional development to advance equity.

- [Community College Success Measure – Student Survey](#): A student assessment tool for identifying factors influencing the experiences and outcomes of underserved community college students.
- [Community College Instructional Development Inventory \(CC-IDI\) – Faculty Survey](#): A faculty assessment inventory to inform professional development needs for instructional faculty who teach in community colleges.
- [Community College Staff Development Inventory \(CC-SDI\) – Student Service Survey](#): A staff assessment inventory to inform professional development needs for student services personnel who support community college students.

✓ Evidence-Based Teaching Practices

Books: <https://cceal.org/publications/books/>

- Wood, J. L., & Harris III, F. (2016). Teaching boys and young men of color: A guidebook. San Diego, CA: Lawndale Hill.
- Wood, J. L., & Harris III, F. (2017). Supporting men of color in the community college: A guidebook. San Diego, CA: Lawndale Hill.
- Wood, J. L., Harris III, F., & White, K. (2015). Teaching men of color in the community college: A guidebook. San Diego, CA: Montezuma.

✓ Applied Learning Experiences

[Black Minds Project](#)

An initiative to raise the national consciousness about issues facing Black boys and men in education.

[National Consortium on College Men of Color](#)

The National Consortium on College Men of Color (NCCMC) supports postsecondary institutions in building the capacity necessary to advance outcomes for college men of color. This mission is carried out through development activities (e.g., [webinars](#)), a [research database](#), and a [convening](#) that builds a community of learners who can engage in collective sense-making, organizational learning, and change.

✓ Faculty-Led Improvement of Teaching Practices

Books: <https://cceal.org/publications/books/>

- Wood, J. L., & Harris III, F. (2016). Teaching boys and young men of color: A guidebook. San Diego, CA: Lawndale Hill.
- Wood, J. L., & Harris III, F. (2017). Supporting men of color in the community college: A guidebook. San Diego, CA: Lawndale Hill.
- Wood, J. L., Harris III, F., & White, K. (2015). Teaching men of color in the community college: A guidebook. San Diego, CA: Montezuma.

Survey:

- [Community College Instructional Development Inventory \(CC-IDI\) – Faculty Survey](#): A faculty assessment inventory to inform professional development needs for instructional faculty who teach in community colleges.
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[Community College Research Center \(CCRC\)](#)

Housed at Teachers College, Columbia University, CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

✓ Equity

In fall 2018, CCRC added “Equity Considerations” to the Scale of Adoption Assessment (SOAA), to be published online in summer 2019. The following considerations relate to student learning:

- (Area 2) For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?
- (Area 3) How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- (Area 4) How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

The report, [Building guided pathways to community college student success: Promising practices and early evidence from Tennessee](#) (Jenkins, Brown, Fink, Lahr, & Yanagiura, September 2018, pp. 32–34, 36–39), includes disaggregated early momentum Key Performance Indicator data related to college credits earned and gateway course completion.

✓ Evidence-based teaching practices

In [Redesigning America’s community colleges](#) (Bailey, Jaggars, & Jenkins, 2015) the authors describe research-based teaching practices including the learning facilitation approach to instruction to address conceptual understanding, metacognition, and student motivation (p. 87, 97–98, 112–113, 117); definition and teaching of skills, concepts, and habits of mind essential to each course in a program (p. 98, 100); and the importance of academic support services (p. 91–93).

✓ Program-specific learning outcomes (PLOs)

PLOs are included in CCRC's [Scale of Adoption Assessment](#) tool (practices 4a, b, d); discussed in [Redesigning America's community colleges](#) (Bailey, Jaggars, & Jenkins, 2015, pp. 38–39, 98); and discussed in [What we are learning about guided pathways](#) (Jenkins, Lahr, Fink, & Ganga, April 2018, pp. 6–7) and [What we know about guided pathways](#) (Bailey, Jaggars, & Jenkins, March 2015, pp. 2–3). Colleges' work to develop PLOs is described in [Building guided pathways to community college student success: Promising practices and early evidence from Tennessee](#) (Jenkins, Brown, Fink, Lahr, & Yanagiura, September 2018, pp. 25–26); [Building blocks: Laying the groundwork for guided pathways reform in Ohio](#) (Jenkins, Lahr, & Fink, September 2017, pp. 10, 12–13); and [Implementing guided pathways: Early insights from the AACC Pathways Colleges](#) (Jenkins, Lahr, & Fink, April 2017, pp. 2, 16–17, 36–38, 40, 44, 48, 53).

✓ Project-based, collaborative learning

Project-based and collaborative learning is discussed in [Redesigning America's community colleges](#) (Bailey, Jaggars, & Jenkins, 2015, pp. 86–87, 92–93) and [Building guided pathways to community college student success: Promising practices and early evidence from Tennessee](#) (Jenkins, Brown, Fink, Lahr, & Yanagiura, September 2018, pp. 27–28).

Learning communities are described in [Redesigning America's community colleges](#) (Bailey, Jaggars, & Jenkins, 2015, p. 90–93, 102) and [What we are learning about guided pathways Part 2: Case studies](#) (Jenkins, Lahr, Fink, & Ganga, April 2018, p. 2, Cleveland State's First-Year Seminar).

✓ Applied learning experiences

Internships and service learning are discussed in [Building guided pathways to community college student success: Promising practices and early evidence from Tennessee](#) (Jenkins, Brown, Fink, Lahr, & Yanagiura, September 2018, pp. 13, 28); [Building blocks: Laying the groundwork for guided pathways reform in Ohio](#) (Jenkins, Lahr, & Fink, September 2017, p. 14, 17); and [Implementing guided pathways: Early insights from the AACC Pathways Colleges](#) (Jenkins, Lahr, & Fink, April 2017, p. 17, 36).

Xueli Wang's research on STEM students' momentum and engagement in program-relevant applied learning is described alongside guided pathways in [New insights for guided pathways reforms from research on community college student momentum](#) (Jenkins & Fink, September 4, 2018; blog post).

✓ Faculty-led improvement of teaching practices

A collaborative inquiry approach to improving teaching practice is described in [Redesigning America's community colleges](#) (Bailey, Jaggars, & Jenkins, 2015, pp. 105–112, 158–168).

✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

[Early momentum metrics: Why they matter for college improvement](#) (Jenkins & Bailey, February 2017) describes three measures (credit, gateway, and program momentum) that colleges can use to gauge whether institutional reforms are improving student outcomes. These measures are used in [Building guided pathways to community college student success: Promising practices and early evidence from Tennessee](#) (Jenkins, Brown, Fink, Lahr, & Yanagiura, September 2018, pp. 29–39) and [What we are learning about guided pathways Part 1: A reform moves from theory to practice](#) (Jenkins, Lahr, Fink, & Ganga, April 2018, pp. 8–9).

Complete College America (CCA)

At CCA, we are leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates, and ensure every student has the opportunity to achieve their dreams.

Complete College America Purpose First

Empower students with resources to make informed, early choices of majors and programs of study, building early academic momentum and ultimately increasing their likelihood of success and completion.

✓ Equity

We Believe In Equity.

We know we're all in this together—and our collective economic, cultural, and civic futures depend upon success in higher education for all people, not just the most economically secure. We will move beyond lip service, recognizing that while data disaggregation is an essential starting point, we must do more in our pursuit of concrete actions proven to permanently close educational achievement gaps for those most often left behind: students of color, low-income students, first-generation students, and older students. We support students of high ability and high need and reject low expectations.

✓ Evidence-based teaching practices

We Believe In Effective Implementation.

We will develop and act on clear, concise, highly structured, evidence-based, and goal-oriented implementation plans designed to achieve dramatic improvements in student success. The measurable goals and the plans to achieve them must be equally owned by administrators and faculty with a clear understanding of their responsibilities for generating results. We expect action at scale and with urgency, ensuring all students are provided the opportunity to benefit from reform efforts. We will deploy best practices where they exist and work to discover new solutions where they do not.

✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

We Believe In Evidence And Facts.

We do not fear the hard truths revealed through an honest and revealing assessment of the data, but instead realize that data are key to understanding our strengths, confronting our challenges, and identifying solutions. Everyone—from the boardroom to the classroom—must engage in data analysis and the evaluations of results. Data professionals should be empowered to step up to join their fellow change agents, asserting their expertise to help drive continuous improvement.

Charles A. Dana Center

How can we ensure all students—particularly those traditionally underserved—have equitable access to excellent math and science education? At the Charles A. Dana Center at The University of Texas at Austin, this question has inspired our vision and guided our work for more than 20 years.

Every day, our team works with educators, administrators, policymakers, and other partners to dismantle barriers in education systems while creating and scaling the types of math and science education innovations that support student success.

The [Dana Center Mathematics Pathways](#) (DCMP) are a rapidly growing national movement in colleges and universities that better support student learning and success.

The [Dana Center Math Pathways Resource Site](#) provides all tools and resources available for each check in the Partner chart. Please refer to the [Implementation guide](#) for the pathways process.

✓ **Equity**

The DCMP was founded on the belief that all students should have equitable access to an excellent education and pathways to prepare for postsecondary and career and career success, and all work we do is shaped by this vision and mission.

The home page of the [Resource Site](#) provides this information. Traditionally underserved students are more likely to be incorrectly placed into developmental courses; we work with institutions to scale best practices in mathematics pathways and co-requisites so that all students are placed into college-level courses with the appropriate level of supports. These students are also underrepresented at universities and therefore more likely to be adversely affected by transfer and applicability issues. Our work at the system, region, and state levels includes strategies that ensure students' math pathways courses will apply to their program of choice at the receiving institution.

✓ **Evidence based teaching practices**

All DCMP activities are based on research and evidence. Citations are provided in all materials for the evidence upon which these practices are based. See [all resources](#). As one example, our course programs include supports for faculty enacting the courses, such as facilitation strategies for collaborative learning, literacy supports for speakers of other languages, supporting constructive perseverance, and supporting the development of reading and writing skills. We also provide face-to-face and virtual professional learning for faculty who are not using our course programs. These include best practices in developing an effective co-requisite course, strategies for differentiated learning, rethinking assessment, and more.

✓ **Program-specific learning outcomes**

[Higher Education Professional Learning Sessions](#)

The Dana Center's professional learning offerings for higher education stakeholders are designed to combine research, field evidence, local data, and local policy context to support institutions, systems, regions, and states in the development of math pathways that are customized for their students and community. We supply the facilitation, tools, resources, and structured experiences so that institutions engage with and learn from their peers, to move forward.

The DCMP course programs are fully immersed in content applications that are authentic and relevant to programs of study, rather than decontextualized algebraic contents. Learning outcomes focus on both math content and the ability to apply that math content in authentic situations.

✓ **Faculty-led improvement of teaching practices**

The DCMP [Focused Online Collaborative Learning Interactions is synchronous online professional learning that features classroom faculty facilitating peer discussions](#). Sessions include research and practice related to the development of effective student discourse through active and collaborative learning, learning mindsets, classroom culture, and more.

✓ Project-based, collaborative learning

[Higher Education Curricular Resources](#)

The Dana Center's current higher education curricula serve three [aligned mathematics pathways](#): quantitative reasoning, introductory statistics, and the path to calculus. These courses may be adopted together, individually, or may be used as exemplars by curriculum committees as they engage in the design or selection of course materials. They are based on a student-centered approach in which the instructor serves as the facilitator while students work collaboratively to analyze, problem-solve, and present and justify solutions.

✓ Applied learning experiences

The Dana Center's higher ed math courses are based on active, collaborative learning and are embedded in authentic problem-solving applications such as assessing risk in health and finance, activities related to civic engagement, and understanding news reports. The materials are available on the [Pearson MyLab](#) platform so that students receive immediate feedback when preparing for the next day or when practicing and extending concepts learned in a previous class meeting. The courses are also designed to develop students' reading and writing skills more fully, as students and groups are routinely engaged with word problems and asked to provide written explanations of their analysis and solution.

In addition, a college-level learning frameworks course, [Frameworks for Mathematics and Collegiate Learning \(FMCL\)](#), is freely available for download from the [Dana Center Mathematics Pathways website](#). Similar to a student success course but incorporating elements of learning science, this course supports students in developing mindsets and strategies to increase persistence and success. Students engage in authentic literature research and explore and choose their program of study.

✓ Inescapable student engagement

The DCMP courses and the DCMP professional learning offerings focus on engaging the whole student, creating a culture of belonging, and surrounding the student with coherent supports across the campus. Independent research shows that the culture created by the DCMP in-class collaborative activities leads to the spontaneous formation of peer study groups outside of class. Students in DCMP courses noted marked increases in their understanding of how math would be used in their everyday lives.

✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

DCMP positively impacted students' completion rate for developmental math, their likelihood of taking and passing college-level math, and their earning of college-level math credits within the first two semesters of college; preliminary findings show an impact of DCMP on earning a certificate after four semesters.

The Dana Center's Higher Education team provides services to support systemic and sustainable change in postsecondary education. We focus on the implementation of [mathematics pathways](#) through coordinated efforts across all levels of the higher education system: national, state, institutional, and classroom. We work to empower local leaders, build upon previous work, and establish inclusive and respectful structures and processes to engage people in cycles of continuous improvement.

Every Learner Everywhere

Every Learner Everywhere is providing evidence-based, field-tested resources to institutions of higher education to support the effective implementation of adaptive learning technology. Every Learner's focus is on improving teaching and learning, and increasing the success of first-generation students, low-income students, and students of color. Every Learner Everywhere is a network of 12 partner organizations working collaboratively to provide training, and community-vetted resources that support the adoption and implementation of adaptive courseware. An example of an early resource is the implementation toolkit ([A Guide for Implementing Adaptive Courseware: From Planning Through Scaling](#)) based on the experiences of eight institutions that are using adaptive courseware in scaled, transformative ways.

✓ **Equity**

Equity is at the center of Every Learner Everywhere's work. Resources are provided to help institutions implement adaptive courseware and adopt high-impact teaching practices, both of which have been shown to improve student outcomes and close equity gaps. Our coaches also provide guidance to institutions to help disaggregate data for first-year, high-enrollment courses and identify courses that have the highest potential for improving equity. Targeted resources are then provided so institutions can engage in a continuous improvement plan to increase students' success rates in those courses. Our coaching model also encourages institutions to align their adaptive courseware initiatives with larger institutional goals around equity.

✓ **Evidence-based teaching practices**

Our network partners with stakeholders at a variety of institutions to develop field-tested, evidence-based resources to improve teaching and learning. Our network will continue to refine our materials based on evidence from the field and our partnerships with a cohort of two-year and four-year institutions in three states—Texas, Ohio, and Florida. The learnings from these partnerships will then be used to further refine our resources and make them available to at least 200 institutions by 2022.

✓ **Program-specific learning outcomes**

The data and analytics available in adaptive learning systems can help instructors determine whether course-level objectives are being mastered. If adaptive courseware were used collectively and collaboratively across a program, it would have the potential to provide a cohesive instructional experience and monitor students' progress toward larger, program-specific outcomes. (While few institutions are using adaptive courseware in this way at the moment, our network hopes to move more institutions in that direction.)

✓ **Project-based collaborative learning**

Some adaptive courseware products allow instructors to assign collaborative assignments and project-based activities. However, even if those features are not part of the adaptive course, when faculty use adaptive courseware to teach the fundamentals of the course content, it frees them up to spend more of their class time on collaborative, interactive, and project-based activities.

✓ Inescapable student engagement

Adaptive systems provide a student-centric design that adjusts instruction based on individual student skill and outcome attainment, which creates an engaging learning environment for students. Furthermore, the adaptive courseware also provides instructors with rich data on student understanding and progress so instructors can intervene and provide remediation as needed to keep students engaged and on-track. With adaptive courseware, students own their learning journey. The adaptive system provides them with real-time responses and feedback, which leads to increased opportunities for self-study, self-remediation, and increased self-efficacy.

✓ Faculty-led improvement of teaching practices

Adaptive systems provide resources and data that empower instructors to improve their own practice. Traditional assessment methods (mid-term and end-of-term assessments) often provide information to instructors too late in the learning cycle and too infrequently for them to meaningfully adjust their practice. Adaptive systems on the other hand, generate frequent, automated assessments that allow instructors to adapt their teaching and better meet the needs of their students. This timely and comprehensive feedback enables faculty to continually improve their course design, course activities, and (hopefully) course outcomes.

Every Learner Everywhere helps instructors improve their practice by offering a suite of training resources (webinars, workshops, and interactive Communities of Practice) so instructors can get the support they need (from experts in the field and their peers) and learn how to best leverage adaptive technology at every stage.

✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

Adaptive courseware is designed to give students and instructors a clear picture of whether or not students are mastering course objectives using continuous formative assessment. Students are guided through learning objectives by the courseware and the content is modified and scaffolded based on their assessment data. Not only does courseware track students' mastery of course objectives, it can also provide additional instruction and remediation on topics that may not have normally been covered in the college course. As a result, adaptive courseware provides new opportunities to help students achieve mastery of objectives, even if they have gaps in their prerequisite knowledge.

[Faculty Survey of Student Engagement \(FSSE\)](#)

The [Faculty Survey of Student Engagement \(FSSE\)](#), which is coordinated by the Indiana University Center for Postsecondary Research, was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. This instructional staff version (for faculty, instructors, and graduate students who teach) focuses on:

- The use of effective teaching strategies
- Encouraging student collaboration
- The nature and frequency of student-faculty interactions
- Opportunities for students to engage with diverse perspectives

- The importance faculty place on institutional support for students
- The importance faculty place on various areas of learning and development

FSSE is designed to measure instructional staff expectations for student engagement in educational practices that are empirically linked with high levels of learning and development. Institutions use FSSE results in many ways—accreditation self-studies, assessment and improvement, curricular reform, professional development, institutional research, faculty and graduate student workshops and retreats, and Scholarship of Teaching and Learning initiatives.

FSSE is a web-based survey. It is administered nationally to faculty, instructors, and graduate students who teach at baccalaureate degree-granting colleges and universities. FSSE contributes to the following components of Pillar Four: Ensure Students Are Learning in the Guided Pathways Framework:

✓ Equity; ✓ Evidence-based teaching practices; ✓ Program-specific learning outcomes; ✓ Project-based collaborative learning; ✓ Applied learning experiences; ✓ Inescapable student engagement; and ✓ Faculty-led improvement of teaching practices

- FSSE measures practices related to equity such as reflective learning, discussions with diverse others, and working effectively with others.
- FSSE’s core survey focuses on evidence-based effective teaching practices such as higher-order learning, integrative learning, quantitative reasoning, and writing.
- FSSE results are reported by institution-created groupings and disciplinary fields to facilitate conversations about program-specific learning outcomes.
- FSSE asks about faculty involvement in a number of project-based collaborative learning high-impact practices as well as how much they encourage collaborative learning in their courses.
- FSSE asks about numerous applied learning experiences including spending class time on experiential learning, supervising student internships, and including service-learning as part of course projects.
- FSSE measures a variety of behaviors that promote inescapable student engagement such as structuring courses for students learning and development, using active teaching practices, and using teaching methods that provide clarity in instruction with prompt and detailed feedback.
- FSSE’s core survey asks faculty about how they spend their time on scholarly activities, how much time they spend working to improve their teaching, and dedicate optional additional item sets to teaching professional development and the Scholarship of Teaching and Learning.

[FSSE Overview](#)

The *FSSE Overview* provides some general information about the institutions and faculty/instructors that participated in the most recent administration of FSSE. A PDF version of the *Overview*, which contains an additional section highlighting ways that institutions can use their data is available through the above link.

[Publications & Presentations](#)

Links to extensive collection of FSSE-related publications, scholarly papers, presentations, and other findings.

John N. Gardner Institute for Excellence in Undergraduate Education

The John N. Gardner Institute for Excellence in Undergraduate Education is a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with teaching, learning, retention, and completion. Through its efforts, the Institute will strive to advance higher education's larger goal of achieving equity and social justice.

✓ Equity; ✓ Evidence-based teaching practices; ✓ Faculty-led improvement of teaching practices

Gateways to Completion

Gateways to Completion is an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation, and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention.

Teaching and Learning Academy (TLA)

Drawing on the Model for Equity and Evidence-Based Teaching, the Teaching and Learning Academy (TLA) is a face-to-face and virtual course redesign community specifically for faculty. The TLA helps participants develop and apply evidence-based teaching practices to improve student learning in rigorous, high-failure rate gateway courses—strategies that often do not get applied without strong, continuous support.

Institute for Higher Education Policy (IHEP)

IHEP is a nonpartisan, nonprofit organization committed to promoting access to and success in higher education for all students. Based in Washington, D.C., IHEP develops innovative policy- and practice-oriented research to guide policymakers and education leaders who develop high-impact policies that will address our nation's most pressing education challenges.

✓ Equity; ✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

IHEP Innovates—IHEP provides the field with quality data and research that sparks innovation and trends in key areas. At nearly [400 postsecondary institutions](#), including community colleges and Minority-Serving Institutions (MSIs), IHEP has prompted pedagogical and curricular reforms, the use of data and metrics for institutional improvement and accountability, and the creation of public-private partnerships to leverage resources.

Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework helps identify a core set of comprehensive and comparable metrics to answer critical questions about who attends college, who succeeds in and after college, and how college is financed. Importantly, to advance goals of social mobility and equity, the metrics must provide information specifically on how low-income and other underserved students fare.

JFF

JFF is a national nonprofit that drives transformation in the American workforce and education systems. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. Join us as we build a future that works.

For all mentions of SSC Network services, please refer to our SSC Toolkit pages for [guided pathways implementation services](#) and [Center capacity-building services](#).

✓ Equity

- Equity is a thread throughout our work, including our internal work on Diversity, Equity and Inclusion, and appears in almost every project we work on.
- Equity is a core focus of our work with our Postsecondary State Network and Student Success Center Network (SSCN). It also appears in the Network services we offer (see Toolkit for details).
- “Building Equitable Pathways” is a Bill & Melinda Gates Funded project. JFF is leading and learning from a Community of Practice of seven leading intermediary organizations focused on building equitable college and career pathways. Our goal is to expand and improve educational and career opportunities for Black, Latino, and low-income students through elevating and strengthening the role of intermediaries as key drivers for this work.

✓ Evidence-based teaching practices

- One of our Network service areas is “supporting underprepared students.” JFF works with two service providers in this area, particularly on developmental education redesign for math and English. These services build on our previous work in this area.
- JFF was the policy partner for the Developmental Education Initiative (see report [here](#)), a partner in the Core Principles for Remediation, and we worked on Completion by Design. Our series of case studies on Florida colleges can be found [here](#) (we also did a literature review and a series of webinars).
- We have a lot of work on student-centered and deeper learning principles, see [here](#) and our [Student-Centered Research Learning Collaborative](#).

✓ Program-specific learning outcomes

- Our [Pathways to Prosperity Network](#) develops, implements, and scales college and career pathways to expand economic opportunity for all young people and meet regional talent needs. This forward-looking approach depends on strong cross-sector partnerships.
- Our [Center for Apprenticeship and Work-based Learning](#) provides expert guidance on how to identify and share effective approaches that work for companies, students, and workers.
- We have a lot of work on student-centered and deeper learning principles, see [here](#) and our [Student-Centered Research Learning Collaborative](#).

✓ Project-based, collaborative learning

- [Center for Apprenticeship and Work-based Learning](#)

✓ Applied learning experiences

- [Center for Apprenticeship and Work-based Learning](#)
- [Pathways to Prosperity Network](#)

✓ Faculty-led improvement of teaching practices

- Accelerating Opportunity is a national initiative managed by JFF. [This blog](#) details how adult learners can accelerate a path to economic advancement.
- Our [Accelerating CTE](#) work, funded by the ECMC Foundation, seeks to address a major challenge that many CTE students face: not completing a career or education program due to low academic skills and a lack of preparation for college-level coursework.
- We also have some Adult Basic Education work in this area.

✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment

- Google.org is supporting JFF to integrate the Google IT Support Professional Certificate into leading community colleges in seven states: California, Illinois, Michigan, New York, Ohio, Texas, and Wisconsin. See [here](#).
- JFF has a lot of Competency-Based Education work, see [here](#) for an example.
- JFF manages the [Policy Leadership Trust for Student Success](#). An example of their work: we recently had a working group meeting focused on policy recommendations for career connections. See both [state policy paper series](#) and [Smart Postsecondary Policies](#) (policy indicators).
- We have SSC Network services on data and evaluation. We work with two service providers who help both the SSCs, colleges, and the Network as a whole track and share out the work they are doing.

[NASPA – Student Affairs Administrators in Higher Education](#)

We are the leading association for the advancement, health, and sustainability of the student affairs profession. Our work provides high-quality professional development, advocacy, and research for 15,000 members in all 50 states, 25 countries, and 8 U.S. territories.

✓ Equity

[Equity and Diversity](#)

The Equity and Diversity focus area emphasizes social justice and the continued diversification in today's higher education environment. From recent court decisions and new legislation to diversification of the profession's workforce, NASPA recognizes the impact that Equity and Diversity has on our professionals. Through our identity-base Knowledge Communities, NASPA events, Equity, Inclusion, and Social Justice Division, and writing and research opportunities, NASPA provides resources and creates communities around these issues, creating ample opportunities for involvement and support which enables growth and understanding in the student affairs profession.

✓ **Project-based, collaborative learning;** ✓ **Applied Learning Experiences;**
✓ **Inescapable student engagement;** ✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

[NASPA](#) completed a scan of institutions' use of student employment on campus and found several institutions that have used on-campus jobs as a way to help students develop skills and competencies that will help them in the job market. For example, [Clemson University's Professional Internship and Co-op \(UPIC\) program](#), housed in the Center for Career and Professional Development, is doing a good job of delivering a curriculum that requires students to work with their supervisor—referred to as a mentor—on a planned set of steps that include everything from improving communication to developing a LinkedIn profile. They have had the program for about five years now, and they typically include outcomes data in each of their annual reports. NASPA developed a [landscape report](#) and [rubric](#) for institutions to measure their readiness to scale on-campus student employment programs.

NASPA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are helping institutions create [Comprehensive Learner Records \(CLR\)](#) that show the depth and breadth of students' learning. Each institution that has successfully created one of these records has said that the relationship between these three areas was very important. They have to do a few key things for it work: 1- agree on the criteria for what counts as learning; 2- agree on a set of frameworks and measures for how to determine the level of learning that is happening; and 3- contribute to a shared narrative for students about what the kinds of learning they can experience.

[National Center for Inquiry & Improvement](#)

✓ **Equity;** ✓ **Evidence-based teaching practices;** ✓ **Program-specific learning outcomes;** ✓ **Inescapable student engagement;** ✓ **Faculty-led improvement of teaching practices;** and ✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

Authentic, large-scale improvement begins with colleges' rethinking how their policies, programs, and services come together to create the optimal student experience. NCII helps colleges through every step of planning; design; implementation, and evaluation of guided pathways; and student financial stability reforms.

Guided pathways provides a powerful, practical framework through which institutions address students' entire educational experience and streamline students' path from entry to completion. It requires evolutionary change that focuses on the college's role in increasing the number of students who graduate, transfer with junior standing, and are prepared for the quality careers that exist in their region – and ensures that these improved outcomes are achieved equitably. Student financial stability work involves restructuring both traditional and nontraditional financial support in a coherent, student-friendly way. With these changes, finances become less of a barrier for low-income students so they can graduate or transfer at higher rates.

NCII serves the goals of *Guided Pathways Pillar Number Four: Ensure Students Are Learning* in a number of ways, most notably supporting colleges in establishing college-wide principles of effective teaching and facilitating the design of faculty-driven professional development structures to support the advancement of teaching & learning.

NCII leaders have also been involved in the design and assessment of student learning outcomes assessment for the better part of two decades, beginning on the ground in the California Community College System in the early-to-mid 2000s.

National Institute for Learning Outcomes & Assessment

Established in 2008, the mission of the **National Institute for Learning Outcomes Assessment** (NILOA) is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families, and other stakeholders.

NILOA assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. Documenting what students learn, know, and can do is of interest to colleges and universities, accrediting groups, higher education associations, foundations, and others beyond campus, including students, their families, employers, and policy makers.

Transparency Framework

The NILOA Transparency Framework is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. This page provides an overview of the Framework and describes how to navigate its components.

The Introduction includes information about transparency and describes the Transparency Framework.

The Overview includes a complete list of the six components of transparent student learning outcomes assessment and presents institutional items to consider when discussing website transparency.

The Components provides descriptions and examples of each of the six components individually. For additional information and institutional examples of each component, users may select a specific component from the navigation menu or from the component page.

The Definitions page serves as a glossary for the terms used in the transparency framework including: transparency, audiences, not transparent and transparent.

The section on Using the Framework provides information to institutions interested in applying the Transparency Framework to their institutional website. Included are examples of effective website communication strategies and institutional assessment models.

The final section Framework in the Field shows how institutions are using the Transparency Framework.

Assignment Design and Library Initiative

Many local and national initiatives are underway to increase opportunities for institutions to improve a wide range of student learning outcomes. It is hard to imagine an effort with greater potential to effectively address this challenge than helping faculty design assignments that require students to demonstrate the knowledge, proficiencies and dispositions needed in the 21st century. Toward this end, NILOA has been working to foster the development and use of intentionally designed assignments through faculty-driven collaborative peer review processes, to promote an embedded, faculty-driven approach to assessment through the assignments that faculty require of their students

The Assignment Library and resources including the [Assignment Charrette toolkit](#) aim to help institutions conduct their own local assignment design workshops.

[Culturally Responsive Assessment](#)

As colleges educate a more diverse and global student population, there is increased need to ensure every student succeeds. NILOA is developing resources to explore the relationship between equity and assessment and to create assessment approaches that are inclusive of diverse learners. The occasional paper, [Equity And Assessment: Moving Towards Culturally Responsive Assessment](#), argues that for assessment to meet the goal of improving student learning and authentically documenting what students know and can do, a culturally responsive approach is needed. In describing what culturally responsive assessment entails, this paper offers a rationale as to why change is necessary, proposes a way to conceptualize the place of students and culture in assessment, and introduces three ways to help make assessment more culturally responsive.

[National Student Clearinghouse® \(NSC\)](#)

The [NSC Post-Secondary Partnership](#) provides more efficient collection and reporting of student metrics, leverage existing data flows and data infrastructure to create efficiencies and reduce administrative burdens while enabling easier data-driven decision-making, and improve institutions' and organizations' ability to retain students and increase the likelihood of students earning credentials.

✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment**

[Postsecondary Data Partnership](#)

The Postsecondary Data Partnership is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, and identify where to focus their resources increase student success. It is dedicated to the idea that easier access to better data enables colleges and universities to create interventions and program improvements that lead to better student outcomes.

The NSC is uniquely positioned to support the Postsecondary Data Partnership because more than 3,600 colleges and universities — enrolling over 99 percent of postsecondary students nationwide — already trust us for student enrollment and degree completion reporting.

[Gainful Employment Reporting](#)

Our Gainful Employment Reporting service allows you to expand your Clearinghouse Enrollment Reporting service to include the Department of Education's required Gainful Employment (GE) data submissions. Through our free service, your institution sends GE data to the Clearinghouse, which the Clearinghouse submits to the Department of Education on your behalf.

Office of Community College Research and Leadership

The mission of the Office of Community College Research and Leadership (OCCRL) is to use research and evaluation methods to improve policies, programs, and practices that enhance community college education and the transition to college for diverse learners at the state, national, and international levels.

✓ **Equity**

CTE Gateway to Equity

OCCRL is conducting an exploratory [case study of CTE programs](#) that are making noticeable gains in supporting underrepresented and underserved students and what structures and practices they have implemented in order to strive for equity.

Equity-Driven Change

The [Hispanic-Serving Community Colleges STEM Pipelines](#) study endeavors to establish a richer understanding of the ways that HSCCs may affect student persistence among diverse learners and illuminate ways that these unique institutional contexts play a role in furthering educational comes for STEM students.

✓ **Evidence-based teaching practices;** ✓ **Applied learning experiences;** ✓ **Inescapable student engagement**

The [Minority-Serving Community Colleges \(MSCC\)](#) exploratory study is examining factors that influence student success in STEM at public community colleges that are federally designated minority-serving institutions.

[Transitioning Learners to Calculus in Community Colleges \(TLC3\)](#) is a research project aimed at transforming institutional approaches to matriculating STEM majors into and through Calculus II in community colleges.

Transformative Leadership

- The [Equity Conscious Community College Pathways \(EC₃P\)](#) is a comprehensive national project focused on building student and practitioner pipelines through advancing guided pathways that support mobility for first-generation, underserved, and minoritized youth, as well as promoting career pathways and equity-centered training for community college educators.
- [Pathways to Results \(PTR\)](#) is an outcomes-focused, equity-guided process to improve programs and policies that support student transition to and through postsecondary education into employment.

✓ **Faculty-led improvement of teaching practices;** ✓ **Program-specific learning outcomes**

[Comprehensive Local Needs Assessment](#) The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process. The summation of findings from the Comprehensive Local Needs Assessment process are to

inform school districts' and community colleges' development of their Perkins V local application for funding.

Program Review Illinois

The Office of Community College Research and Leadership (OCCRL) is conducting an evaluation of the ICCB program review process for career and technical education programs. OCCRL has four goals for this evaluation study, 1) Improving the efficiency and efficacy of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Examining variations of the program review process across institutional contexts and institutional identities (e.g., rural/suburban/urban; minority-serving institutions/predominately white institutions; small/large student populations) to understand how the process is utilized across diverse institutions throughout Illinois; 3) Identifying professional development, technical support, and supplemental materials that could improve outcomes associated with program review and 4) Enhancing the application of program review findings in colleges' campus-level programmatic planning and decision-making processes.

United Negro College Fund (UNCF)

✓ **Equity**

UNCF envisions a nation where all Americans have equal access to a college education that prepares them for rich intellectual lives, competitive and fulfilling careers, engaged citizenship, and service to our nation.

UNCF's mission is to build a robust and nationally-recognized pipeline of under-represented students who, because of UNCF support, become highly-qualified college graduates and to ensure that our network of member institutions is a respected model of best practice in moving students to and through college.

UNCF's North Star is to increase the total annual number of African American college graduates by focusing on activities that ensure more students are college-ready, enroll in college and persist to graduation. This is done through a three-pillar strategy. Positioning member institutions as a viable college option for students and investing in institutional capacity to improve student outcomes; creating transformational support programs to ensure students are enrolling and persisting through college completion; building awareness of educational attainment and cultivating college-going behaviors within the African American community.

✓ **Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment; ✓ Project-based, collaborative learning; ✓ Applied learning experiences; ✓ Faculty-led improvement of teaching practices**

Institute for Capacity Building (ICB) and [UNCF Career Pathways Initiative \(CPI\)](#)

As the UNCF Institute for Capacity Building (ICB) endeavors to increase the effectiveness of its partner institutions at ensuring student success and improving career outcomes, we have noted a gap in those institutions' readiness to drive transformative change on campus. Solving for this gap is no easy feat. These institutions primarily have fewer resources and are negatively impacted by a plethora of challenges affecting higher education's ability to drive transformative change, including:

- 1) a lack of awareness of and inclusion in the latest higher education reform discussions,
- 2) a lack of resources to invest in training and professional development, and
- 3) an infrastructure that has not historically adapted quickly to changing needs.

As the completion agenda continues to grow, a focus on building the capacity of higher education institutions will be critical. This fact has become abundantly clear in our current work within ICB and the UNCF® Career Pathways Initiative (CPI). The CPI program funded by the Lilly Endowment is a \$50 million investment over seven years to help four-year public and private HBCUs and PBIs strengthen institutional career outcomes with the goal of increasing the number of graduates who immediately transition to meaningful jobs in their chosen fields or go on to attend graduate or professional school. CPI leverages a three-pronged, comprehensive approach to developing career pathways for students: 1) intentional guided pathways, 2) curricular enhancements, and 3) integrated co-curricular engagement. Within this three-prong approach we support, not just individual school grantees, but also school cluster-based projects that we are beginning to see learnings from within these school collaborations. We have also recently launched faculty grants to increase our learnings and research on teaching practices.

[Washington State Board for Community and Technical Colleges](#)

The Washington State Board for Community and Technical Colleges—led by a nine-member governor-appointed board—advocates, coordinates and directs Washington state’s system of 34 public community and technical colleges.

✓ Equity; ✓ Faculty-led improvement of teaching practices; ✓ Systems/procedures for the college and students to track mastery or learning outcomes that lead to credentials, transfer, and/or employment; ✓ Evidence-based teaching practices

The statewide Assessment, Teaching and Learning Community (ATLC) includes educators, administrators, and institutional researchers — representing both two-year and four-year institutions in Washington — who provide campus leadership to strengthen teaching and learning through assessment and faculty development.

Assessment Teaching & Learning Professional Development for Guided Pathways
<https://www.sbctc.edu/colleges-staff/programs-services/assessment-teaching-learning/atl-conference-registration-logistics.aspx>

✓ Program-specific learning outcomes

Guided Pathways Learning Agenda incorporates mapping sessions fostering greater understanding and applied learning opportunities for institutions working to develop pathway and program specific learning outcomes designed to meet current and emerging industry needs and standards.

<https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/default.aspx>

✓ Inescapable student engagement

Engaging statewide support for redesign of holistic student supports including excellent advising and financial supports focused on capacity building for the second year in a row sending eight leaders in student affairs from across the state distributed geographically to become regional experts and resources. In addition to capacity building, twice per year the SBCTC hosts a [Guided Pathways Student Success](#)

[Institute](#) focused on building effective student engagement practices across the student experience, including classroom, FYE course development, and other practices.

[I-DEA](#)

Moving English-Language Learners Further, Faster

The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in the context of college and careers for learners who face the largest language gaps. It started in 2013 as a three-year pilot program of Washington's community and technical college system with support from the Bill & Melinda Gates Foundation.

The goal was to move Washington's English Language Learners further and faster in order to meet Washington's workforce needs and federal Workforce Innovation and Opportunity Act (WIOA) Title II requirements.

The Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA) requires federally-funded job-training programs and their partners to build strong connections with each other and to tightly align training to the realities of today's job market. Title II of the act sets expectations for adult education and family literacy, including people with limited English language skills.

I-DEA complies with WIOA by quickly and effectively teaching students the English language, digital literacy, and employability skills needed to succeed in the labor market and meet employers' needs.

Curriculum Development

I-DEA started with nine colleges in 2013. College faculty developed the original curriculum in partnership with community-based organizations. The remaining 25 colleges joined the program in phases. At each phase, colleges and community-based organizations provided feedback on the instructional model to improve it for the next wave of colleges.

The curriculum and related audiovisual materials were refined in 2017 and made available as Open Educational Resources on Canvas Commons and OER Commons.

Student Levels

Project I-DEA was originally developed for English Language Learners who place at the Educational Functioning Levels 1-3 as defined by the [National Reporting System](#). In Washington state, it is used through Level 4, with approval from the Bill & Melinda Gates Foundation.

Open Educational Resources

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