

Insights from the Guided Pathways 2.0 Institute:
“Teaching and Learning as a Key Strategy to Ensure Equitable
Student Outcomes”
March 22-24, 2023

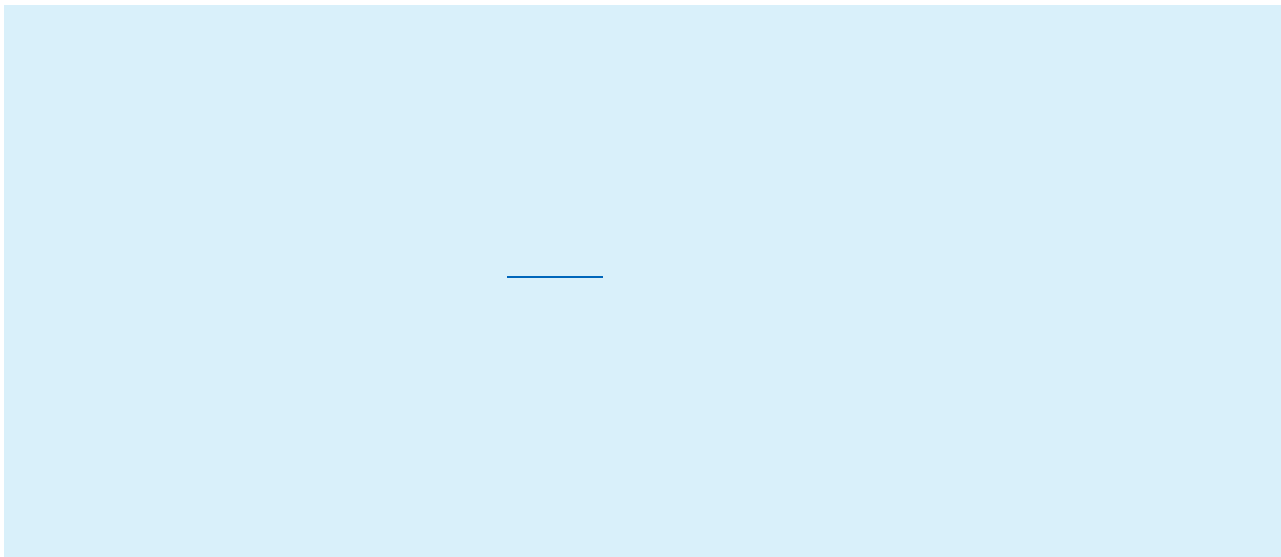
INSTITUTE OBJECTIVES:

- Understand your role in the institutionwide commitment to equity-minded, asset-based teaching.
- Identify strategies for building capacity in teaching and learning to achieve equity goals.
- Understand how, and to what extent, students experience teaching and learning at the college
- Prepare to engage students in teaching and learning and gain applied learning and other high-impact practices
- Develop a culture of assessing programmatic equity with disaggregated student outcome data to make continual improvements



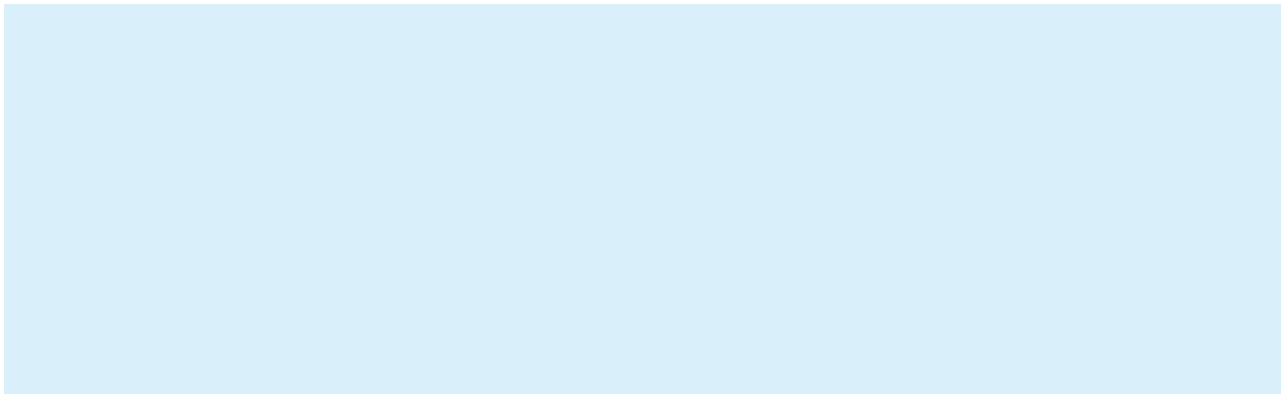
ACTIONS COLLEGES CAN TAKE

- 6 Socialize on-campus resources available to students, and remove the stigma around utilizing them: Students' life circumstances, such as financial stability, physical and mental wellbeing, and



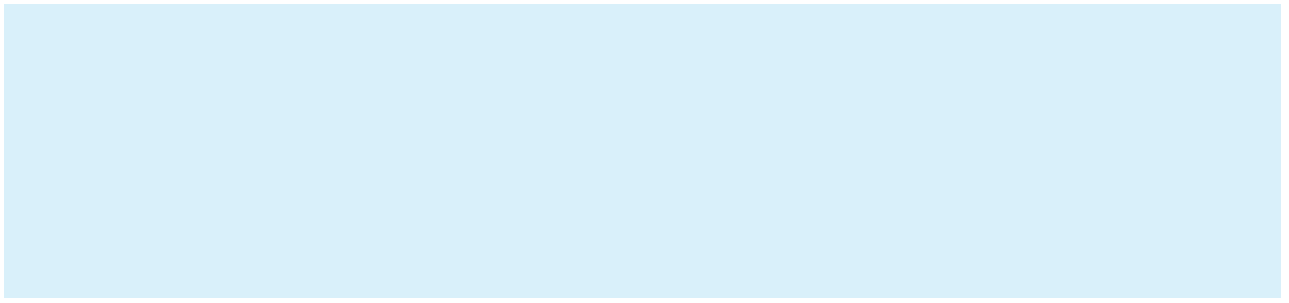
Two key [high-impact practices](#) include applied learning and opportunities for student engagement in the classroom. Applied learning experiences enable students to integrate and extend the knowledge they are learning in the classroom and apply it to ~~world~~ experiences. High student engagement occurs when college professionals purposefully design opportunities for students to engage with other students, professors, industry professionals and the subject matter they are learning. These evidence-based practices support student learning and persistence.

For example, [Los Angeles Trade Technical College](#) collaborates with employers such as [Masco](#) to cocreate courses and programs that align with industry needs, maximizing students' employment readiness. At Riverside City College, administrators and faculty are working together to support faculty in integrating equity minded career exploration with students in the classroom. The goal of embedding career conversations into the classroom is to support students in making informed career and educational decisions for the short and long term. Please see [career assignment examples](#) that incorporate equity minded career research, career readiness and life planning activities for students.



med majors, they incorporate a racial equity lens into their course content by embedding topics like medical racism in their assignments to prepare future medical practitioners to identify and address these challenges. [Explore an example assignment.](#)

Quality assessment of program learning outcomes is essential to ensure that colleges and universities are fulfilling their commitments to prepare students for future work, life and civic engagement. Assessing program data is critical for advancing equity. In particular, reviewing course completion rates by race and ethnicity will help reveal racial/ethnic gaps in enrollment, persistence and completion course by course. When gaps exist, consider employing evidence-based, high-impact practices from an equity perspective. Practices should not be designed in an identity-neutral way, because student participation and needs vary, and catering to students with a specific set of resources normalizes privilege and perpetuates hierarchies and disparate outcomes. This



- 6 USC Race and Equity Center [“Race-conscious Implementation of a Developmental Education Reform in California Community Colleges”](#)
- 6 USC Race and Equity Center [“Post AB705 How Do We Do the Hard Work of Engaging in Racially Equitable Curricular Reform?”](#)
- 6 Dr. Sherry K. Watt, University of Iowa [“Privileged Identity Exploration \(PIE\) Model”](#)
(Frameworks like PIE can help college personnel recognize and reckon with their own privileged identities and hold courageous conversations to identify and dismantle structural inequities. See the University of Iowa Associate webpage to [learn more.](#))
- 6 Book by Claude M. Steele [“Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do \(Issues of Our Time\)”](#)
- 6 Proceedings of the National Academy of Sciences [“Brief Intervention to Encourage Empathic Discipline Cuts Suspension Rates in Half Among Adolescents”](#)
- 6 Book by Kathryn E. Lindner [“High-Impact Practices in Online Education: Research and Best Practices”](#)
- 6 CCCSE:
 - Videos and narrative resources [Explore 10 areas of high-impact teaching practices](#)
 - Briefs and spotlight series [Equity Tools and Issue Briefs](#)
 - Playbook: [Teaching and Learning Within a Guided Pathways Framework](#)

RELATED PRESENTATIONS TO VIEW:

- 6 [“Grounding Inquiry into Equity-Based Teaching & Learning in the Student Experience: Student Panel”](#)
- 6 [“Findings on Student Engagement & an Overview of the Expanded Definition of Guided Pathways Pillar #4”](#)
- 6 [“From Equity Talk to Equity Walk: Our Shared Responsibility for Infusing Equity into Teaching & Learning Approaches”](#)
- 6 [“Pathways to Economic Mobility”](#)
- 6 [“The Physiology of Equity: Instilling a Culture of Dignity”](#)
- 6 [“Seizing the Moment: Implementing AB 705/1705 with Fidelity to Racial Equity”](#)

The resources listed in this document are a combination of those introduced by plenary session speakers, concurrent session speakers and concurrent session participants. They are provided for exploration and learning and are not specifically endorsed by the authors.

