

Topic. Integrating Guided Pathways Framework into your classroom

Background. Oakton Community College in Illinois developed The Faculty Persistence Project (FPP) with the goal of improving student persistence. The FPP guidelines are grounded in the concept that faculty have the greatest influence on a student’s college experience. Faculty participating in the project, use student interactions to acknowledge the individuality of the student, emphasize capability and capacity to learn, and demonstrate interest in each student’s success.

Additional information

<https://ccrc.tc.columbia.edu/blog/faculty-leadership-student-persistence-oakton-community-college.html>

Oakton Faculty Persistence Project Protocol

First Three Weeks of Class	Rest of the Semester
Set clear, high academic standards but not policies that easily doom students. Learn names and have students learn one another’s names. Give feedback on an assignment or quiz. Hold 15-minute, one-to-one “get-to-know-you” conferences with each student.	Acquaint students with resources and opportunities at Oakton. Attend at least one cocurricular event with students. Contact students who are struggling in class and offer them help. Talk with students about completing an associate degree or certificate. Participate in assessment activities for the project as a whole.

Application

Using the FPP protocol as a guide, what activities can you do the first three weeks in class? The rest of the semester?

How would you adapt the strategies for large class sizes?

What technology or structural supports can facilitate ‘high touch’ interactions?