

Guided Pathways: An Overview

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**FORMAT FOR
EACH
TABLETOP
DISCUSSION:
10 MINUTES**

1. Table group will have approximately 8 minutes to discuss questions
2. Record main ideas
3. Pick someone to report out one or two highlights from your discussion
4. Pick a different reporter for each set of questions.

WHY GUIDED PATHWAYS?

Beginning with the end in mind

Improving completions by itself is not enough to close equity gaps and improve post-college outcomes for sustainable jobs and further education.

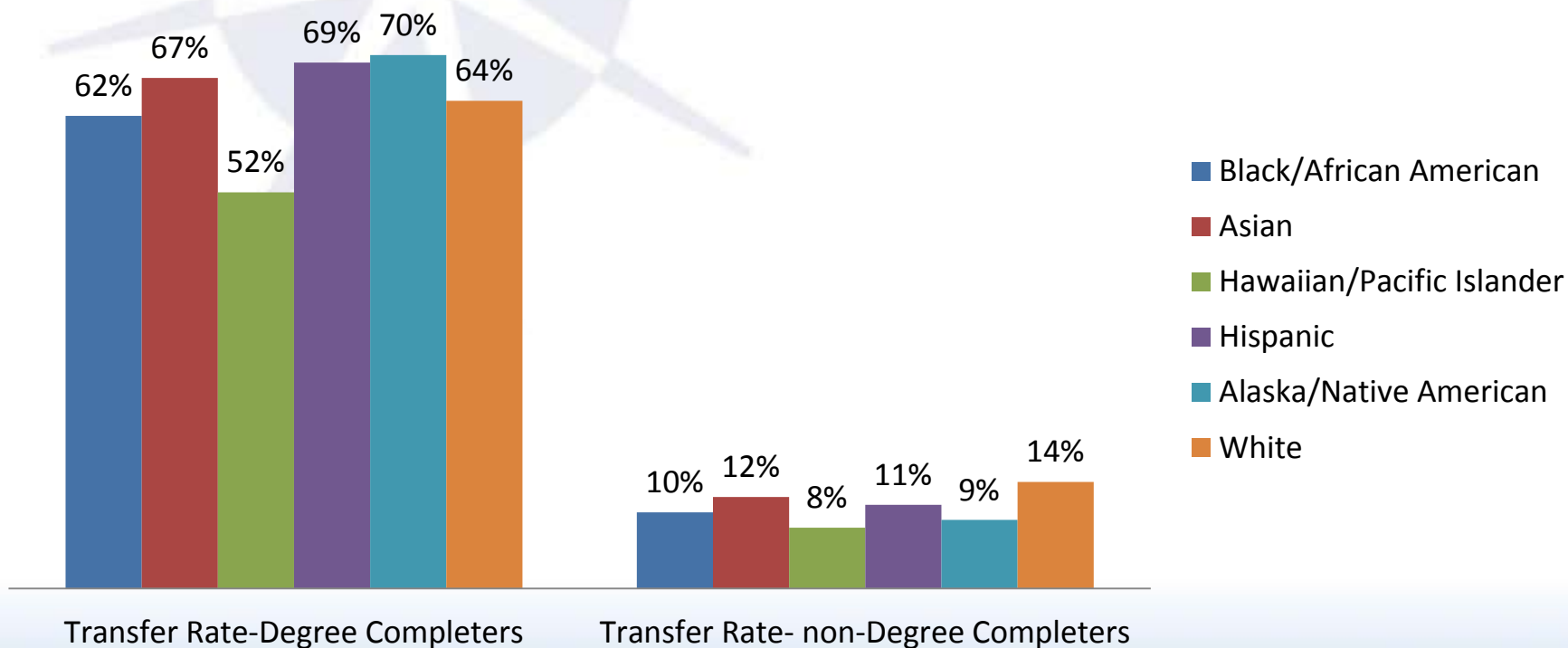
**SOME DATA WE
ARE
OBSERVING**

- Earning a transfer degree creates the most momentum for transfer. All groups rise.
- Even with a transferable degree, many students don't transfer. Some racial/ethnic groups transfer less than others; women have lower transfer rates than men.
- Those students who earn the transfer degree but do not transfer, but go directly to work earn much less than students with workforce awards.

Source: David Prince, IR Policy Associate, SBCTC.



Students are far more likely to successfully transfer if they finish their Associate degree.

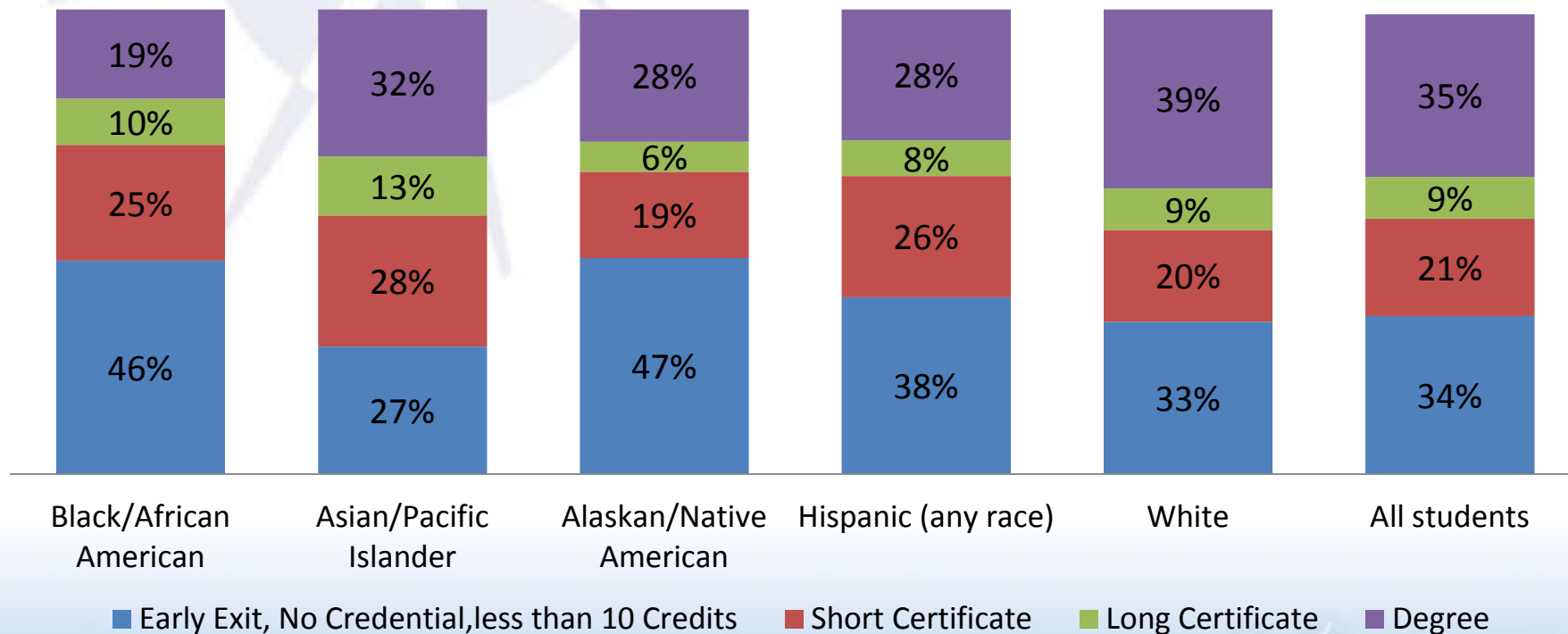


Source: David Prince, IR Policy Associate, SBCTC.



Under-represented students (particularly Afr. Americans) are less likely to earn degrees and more likely to be non-completers

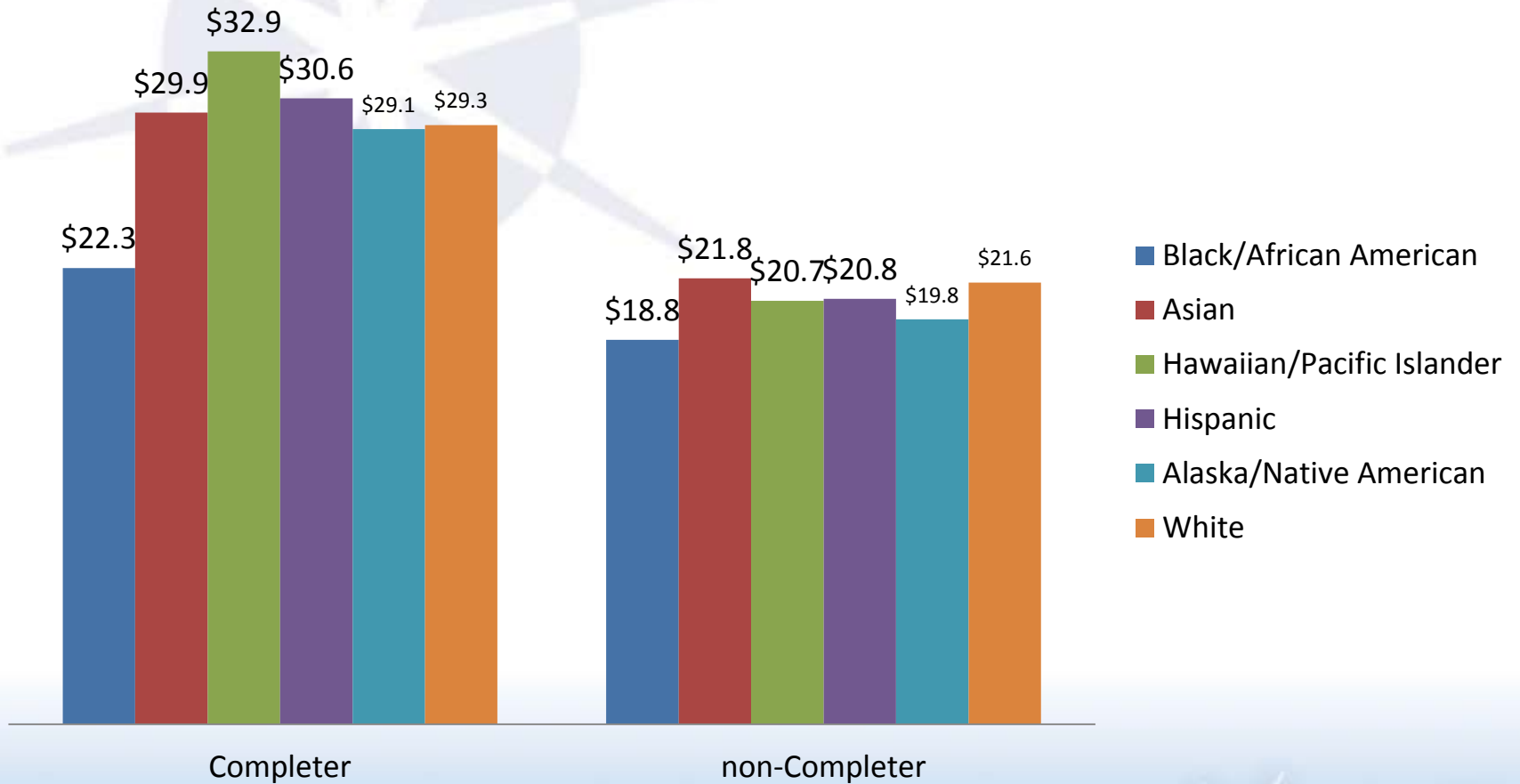
Highest Attainment Reached



Source: David Prince, IR Policy Associate, SBCTC.



Completers earn more after college (\$K)



MORE DATA OBSERVATIONS

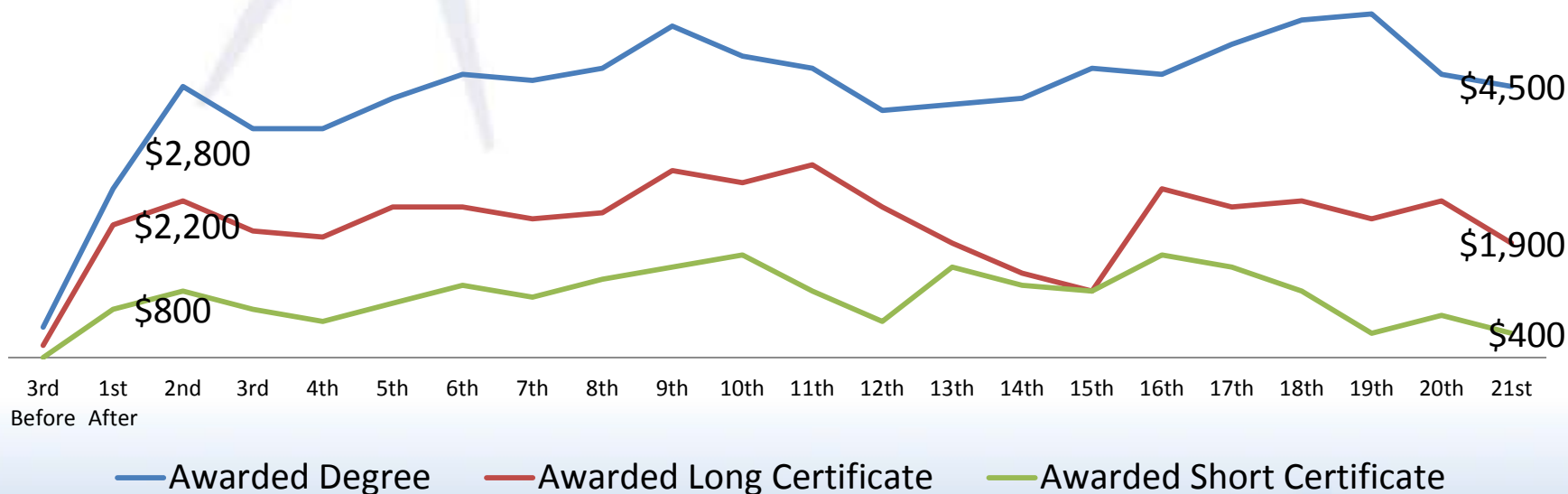
- What you earn depends on what you study.
- Under-represented students are more likely to enroll in lower wage training areas. They are also more likely to leave with short certificates.
- Students going to work in low wage areas need strong plans for further education- even to a BA degree. This also applies to many female-dominant fields.

Source: David Prince, IR Policy Associate, SBCTC.



This chart describes first-time-ever college students and shows the differences in quarterly earnings right after training and 5 years after between different awards and students with no award. The difference is greatest and grows the most for degrees.

Differences in Quarterly Earnings Over time Between Completers and Non-Completers for Students Seeking their First-Ever Post-Secondary Award

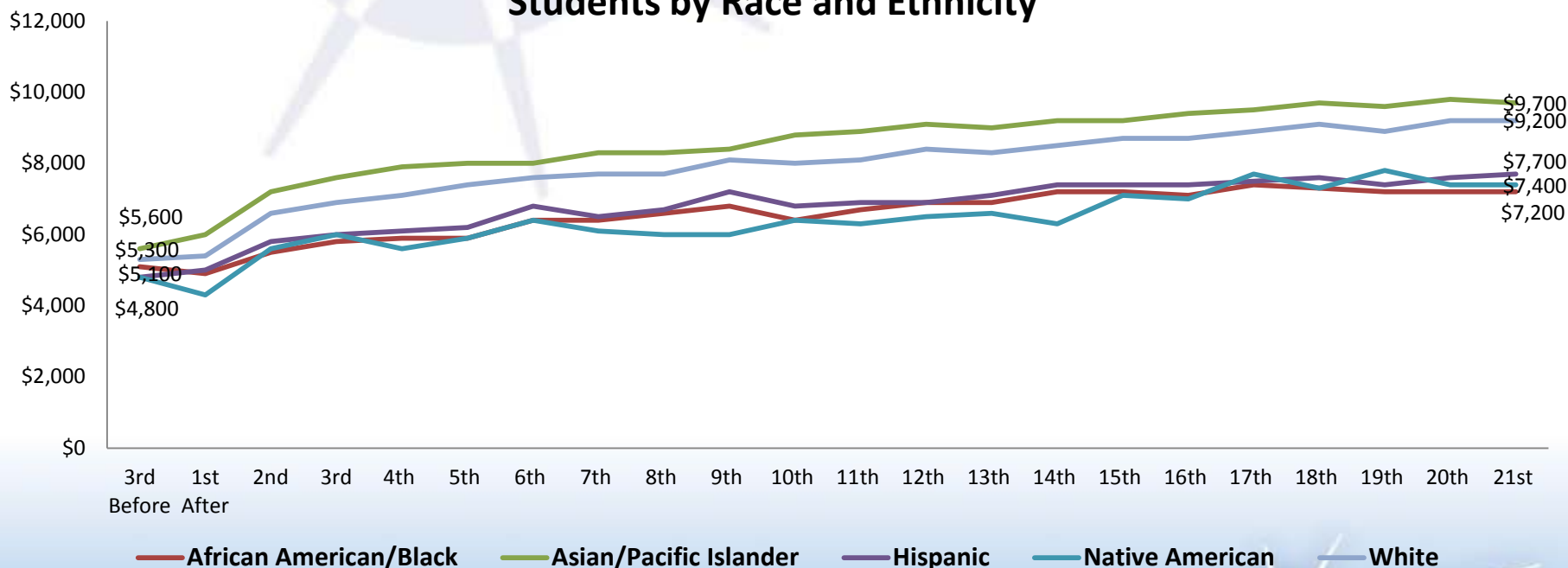


Source: David Prince, IR Policy Associate, SBCTC.



Whites and Asians quarterly earnings increase 73%; Afr. Am. 40%, Nat. Am 50% and Hispanics 60% from pre-training to 5 years after graduating. Degrees generated the bulk of this wage growth; certificates from working more hours.

Earnings Trajectory Students by Race and Ethnicity

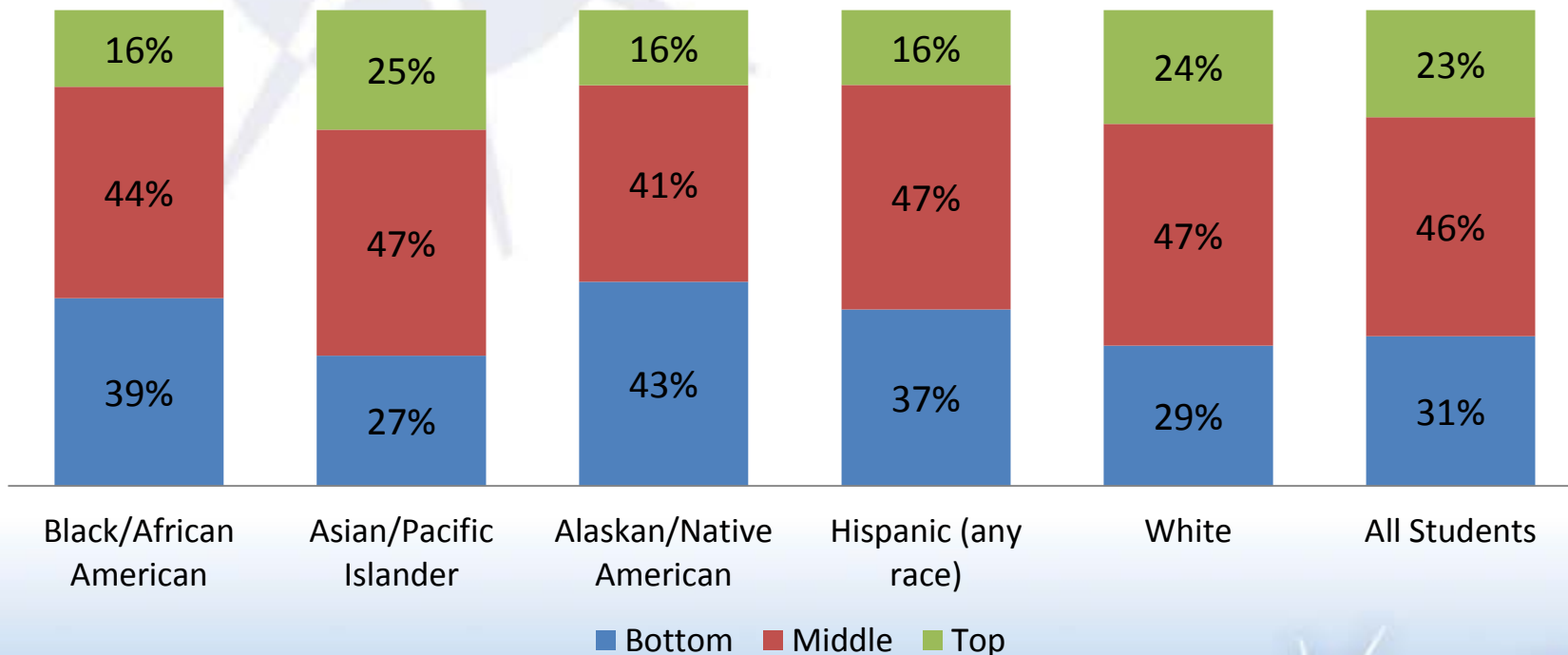


Source: David Prince, IR Policy Associate, SBCTC.



Under-represented students are more likely to find themselves in lower wage tier programs than are Asians and whites

Program Wage Tiers in Which Students Prepared for Work



**SOME DATA WE
ARE
OBSERVING**

All of this suggests that early in the student's program and career decisions making, we need to help all our students make more than one plan to transfer, intentionally offer more exposure to BAS degrees, and present other options for laddering a two-year workforce degree.

Source: David Prince, IR Policy Associate, SBCTC.

BOTTOM LINE

- We are asking our colleges to think differently - what will students do after they leave us and then work backwards to build Guided Pathways.
- In Washington's guided pathways work, we've made closing the equity gaps an explicitly stated goal.

GUIDED
PATHWAYS
PRINCIPLES

1. Clarify the paths

Curricular Alignment

2. Help students get on a path

Student Support - On-Boarding

3. Help students stay on the path

Student Support - Monitoring

4. Ensure students are learning

Institutional Pedagogy

**IMPORTANT TO
KNOW WHEN
UNDERTAKING
THIS SYSTEMIC
CHANGE WORK!**

These principles are presented in a linear, step-wise fashion.

In reality, guided pathways is hard, systemic change work and cannot be accomplished in a lock-step process.

**IMPORTANT TO
KNOW WHEN
UNDERTAKING
THIS SYSTEMIC
CHANGE WORK!**

For instance, a college cannot develop metamajors/pathways and program maps without considering student learning outcomes for the program, and vice versa.

**IMPORTANT TO
KNOW WHEN
UNDERTAKING
THIS SYSTEMIC
CHANGE WORK!**

- It will take collaborative work across all campus sectors to develop and implement guided pathways.
- No group can be left out of this process. Staying in silos will not help our students be successful.
- There is no cookie-cutter template to follow.

GUIDED
PATHWAYS
PRINCIPLE 1

Clarify the paths

Curricular Alignment

- Develop full program plans that will lead to meaningful jobs and family-wage income after graduation
- Map course sequences, critical courses, embedded credentials and progress milestones
- Identify contextualized math and English on-ramps that align with each pathway and program

**TABLETOP
DISCUSSION
QUESTIONS:
PART I**

1. Are the paths through our programs to transfer or degree completion and employment outcomes clearly defined?
2. Have we identified and contextualized math and English on-ramps?

GUIDED
PATHWAYS
PRINCIPLE 2

Help Students get on a path

Student Support - On-Boarding

- Help students understand their career options and explore their field and choose the pathway and major that will get them there
- Support students to develop full program plans based on workforce/transfer majors
- Ensure students have contextualized, integrated academic support to help students pass program gateway courses

**OLD
(OR
CURRENT)
MODEL
“CAFETERIA
STYLE”**

- We expect our students to understand our higher education jargon and intuitively know the process of enrolling in college
- College personnel often perceive a student's path into college to be a smooth, linear progression from application to enrollment

Get admitted



Fill out FAFSA and
receive funding



Get placed in
math and/or English



Attend orientation



Receive advising



Register for classes



Attend first day of classes

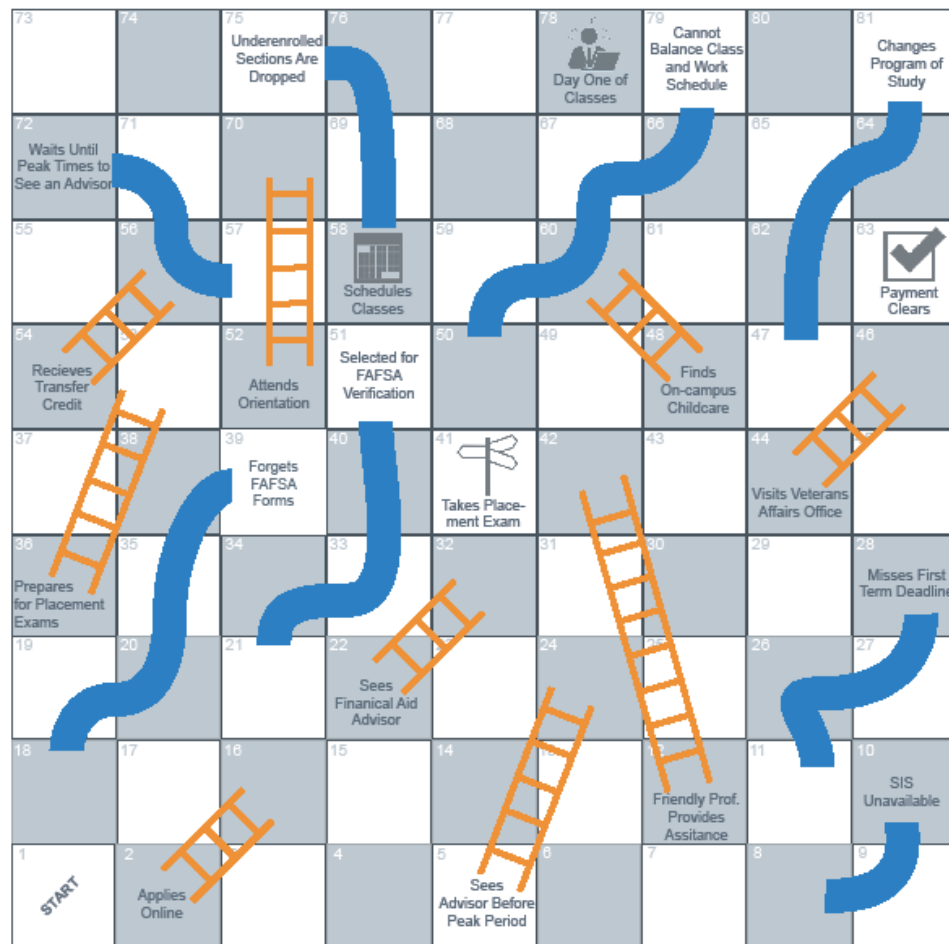
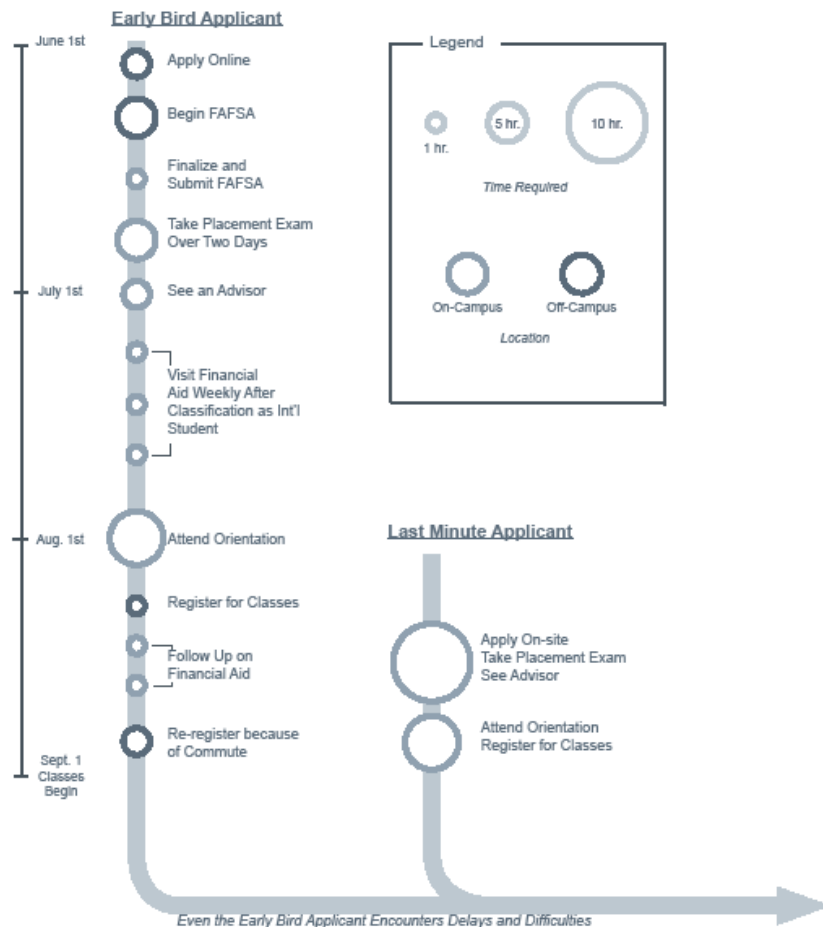
Student Onboarding Akin to “Chutes and Ladders”

Uncommon Persistence and College Navigation Skills Needed



Education
Advisory
Board

Community College Forum



HOW MANY BARRIERS?

How many hurdles do our students have to jump over to become enrolled for their first term?

Potential Barriers:

- Multiple visits to campus
- Phone calls and appointments
- Wait times
- Fees
- Offices only open traditional 8 am-5 pm
- Parking and transportation

**HOW MANY
BARRIERS?**

Unfortunately, many of
our students succeed
despite us, not **because**
of us.

GUIDED
PATHWAYS
PRINCIPLE 3

Help Students stay on the path

Navigation

- Ensure on-going intrusive/intensive advising
- Develop systems for students and advisor to easily track student progress
- Develop structure/process to re-direct students who are not progressing to identify a more viable path

**TABLETOP
DISCUSSION
QUESTIONS:
PART 2**

1. Can our students easily access information and resources on our web page to help them apply to college, get advising, receive financial aid and become enrolled for their first term?
2. How is our campus physically configured to facilitate student success? How many different offices or buildings does a student have to visit before successfully enrolling or getting advised? How far apart are they?

GUIDED
PATHWAYS
PRINCIPLES
2 AND 3

- Getting students on the path and keeping them on the path takes resources.
- Resources for staff, tools, events (like orientation) and facilities, increased financial aid and resources.
- We often talk about advisors, but not enough about career counselors, who play a crucial role in the success of our students.

**TABLETOP
DISCUSSION
QUESTIONS:
PART 3**

1. Do we have a career services office? If so, how many staff do we have? Are they housed within or near advising offices?
2. What financial resources are we currently dedicating for additional advising and career staff, tools, events (like orientation), facilities, financial support for students?
3. Do we charge our students fees for any of these entry or monitoring services?
4. How have we and our campus leadership planned for these shifting allocation needs?

GUIDED
PATHWAYS
PRINCIPLE 4

**Ensure Students are learning
(Institutional Pedagogy)**

- Develop specific learning outcomes, rather than focusing on discrete, course-by course outcomes
- Provide in-depth career exploration: Project-based, collaborative and applied learning experiences
- Faculty-led improvement of teaching practices, including culturally-responsive pedagogy
- Develop procedures to track mastery of learning outcomes all the way through program

**TABLETOP
DISCUSSION
QUESTIONS:
PART 4**

1. What financial resources are we currently dedicating for additional faculty, faculty professional development, centers for teaching and learning, and release time for course development?
2. How have we and our campus leadership planned for these shifting allocation needs?

THE SEM
PERSPECTIVE

So how does or can guided pathways positively impact funding, enrollment, ROI and resource re-allocation?

THE SEM PERSPECTIVE

The importance of enrollment in the fiscal health of institution

- **What's most efficient and effective?**
 - **Increased retention, more efficient completion.**
- **What do institutions tend to focus on?**
 - **Recruiting**

2015 cost of recruiting a single undergraduate student

The median cost of recruiting a single undergraduate student in 2015 is shown in Table 1 by institution type.

Table 1: Median cost to recruit a single undergraduate student in 2015

PERCENTILE	FOUR-YEAR PRIVATE INSTITUTIONS	FOUR-YEAR PUBLIC INSTITUTIONS	TWO-YEAR PUBLIC INSTITUTIONS
25th percentile	\$1,418	\$407	\$107
Median	\$2,232	\$578	\$118
75th percentile	\$3,617	\$775	\$266

Four-year private institutions spent the most to bring in new undergraduates in 2015, spending \$2,232 per new student at the median vs. \$578 per new student and \$118 per new student at the median, respectively, for four-year public institutions and two-year public institutions.

Source: Ruffalo Noel Levitz Report: Undergraduate Enrollment Trends: 2016 Cost of Recruiting an Undergraduate Student for four-year and two-year Institutions.



TAKE-AWAY
DISCUSSION
QUESTIONS

- Are you at the table in guided pathways planning discussions/steering committees?
- If not, how do you get the information of what's planned and what's coming next?

REFERENCES

Undergraduate Enrollment Trends:
2016 Cost of Recruiting an
Undergraduate Student for four-
year and two-year Institutions.

<https://www.ruffalonl.com/papers-research-higher-education-fundraising/2016/cost-of-recruiting-an-undergraduate-report>

Homepage: www.ruffalonl.com

**FOR MORE
INFORMATION**

Student Success Center website:
<http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/>

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