Guided Pathways framework

- A challenge to every system and practice, from student start to student finish
- It has to be the whole package, not individual pieces—that ends up being tinkering around the edges
- Best viewed as principles, not a prescriptive checklist; this fosters the hard, deep conversations necessary for institutional, transformative change
- Full implementation at scale is likely to take more than five years
- It’s ongoing, iterative work

Traits of the colleges making institution-wide progress

- Leadership is critical and no one can go missing
- Guided Pathways is a mindset—it’s the mission and the work of the whole college to help students succeed
- Be brave enough to turn over all the rocks—policies, practices, and systems
- Broad, deep involvement of faculty and staff in the work leads to culture shifts
- Strategic use of tools—data, institutional incentives and levers
- Bring change to scale and sustain it by incorporating it into the college’s structures and processes
- Guided Pathways is a concerted, focused, iterative way of doing the college’s work to help students succeed there—it is continuous
- Take an institution-wide approach to strengthening teaching/learning and equity related practices in the classroom
- A healthy appetite for innovation and improvement AND for using such work strategically to build on each other

Student outcomes

- First year outcomes in college math, English, and 15 credits show slow, steady progress for all colleges, with the two GP cohorts having higher levels (data covers 2011-2020)
- Fourth year completion rates show only a couple of percentage point gains over the 2011-2018 entering classes, and remain in the high 20s-low 30s
- Black/African American and Hispanic/Latino students showed solid progress within their own groups on the first year measures. Small numbers of American Indian/Alaska Native and Pacific Island students make this harder to determine, but the progress here seems more variable within these groups