Guided Pathways: An Overview

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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.
• Earning a transfer degree creates the most momentum for transfer. All groups rise.
• 40% of students who graduate from a public baccalaureate were transfer students.
• Of those graduates, 75% transferred with an AA.

Source: David Prince, IR Policy Associate, SBCTC.
• 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 and 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

<table>
<thead>
<tr>
<th></th>
<th>Early Exit, No Credential,less than 10 Credits</th>
<th>Short Certificate</th>
<th>Long Certificate</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>28%</td>
<td>25%</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>32%</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Alaskan/Native American</td>
<td>28%</td>
<td>6%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>28%</td>
<td>19%</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>White</td>
<td>39%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>All students</td>
<td>35%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: David Prince, IR Policy Associate, SBCTC.
Completers earn more after college ($K)
• 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.
Workforce Students

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.

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

<table>
<thead>
<tr>
<th>Race/Category</th>
<th>Bottom</th>
<th>Middle</th>
<th>Top</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>39%</td>
<td>44%</td>
<td>16%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>27%</td>
<td>47%</td>
<td>25%</td>
</tr>
<tr>
<td>Alaskan/Native American</td>
<td>43%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>37%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>White</td>
<td>29%</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td>All Students</td>
<td>31%</td>
<td>46%</td>
<td>23%</td>
</tr>
</tbody>
</table>
All of this suggests that early in the student’s program and career decision-making, we need to help all our students make more than one plan to transfer, offer more exposure to BAS degrees, and present other options for laddering a two-year workforce degree.

Source: David Prince, IR Policy Associate, SBCTC.
• 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.
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
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.
For instance, a college cannot develop metamajors/pathways and program maps without considering student learning outcomes for the program, and vice versa.
• 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
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
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
→ Attend orientation
→ Fill out FAFSA and receive funding
→ Receive advising
→ Get placed in math and/or English
→ Register for classes
→ Attend first day of classes
Student Onboarding Akin to "Chutes and Ladders"
Uncommon Persistence and College Navigation Skills Needed

Legend

1 fl. 2 fl. 10 fl.

Time Required

On-Campus Off-Campus

Location

June 1st
Apply Online
Begin FAFSA
Finalize and Submit FAFSA
Take Placement Exam Over Two Days

July 1st
See an Advisor
Visit Financial Aid Weekly After Classification as in-t1 Student

Aug 1st
Attend Orientation
Register for Classes
Follow Up on Financial Aid

Sept. 1 Classes begin
Re-register because of Commute

Even the Early Bird Applicant Encounters Delays and Difficulties

Early Bird Applicant

Last Minute Applicant

Apply On-site Take Placement Exam See Advisor
Register for Classes Attend Orientation Register for Classes

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

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81 82 83 84 85 86 87 88 89 90

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

Potential Barriers:

- Visits to campus
- Phone calls and appointments
- Offices in different buildings
- Fees
- Offices only open 8 am-5 pm
- Parking/transportation
Unfortunately, many of our students succeed despite us, not because of us.
Help Students stay on the path

**Guided 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
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
1. Are you at the table in guided pathways planning discussions/steering committees?

2. If you are not, how do you get the information of what’s planned and what’s coming next?
Visit the Student Success Center website: http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/

Contact Lisa Garcia-Hanson
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