

# 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.

WHY GUIDED  
PATHWAYS?

**SOME DATA WE  
ARE  
OBSERVING**

- 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.

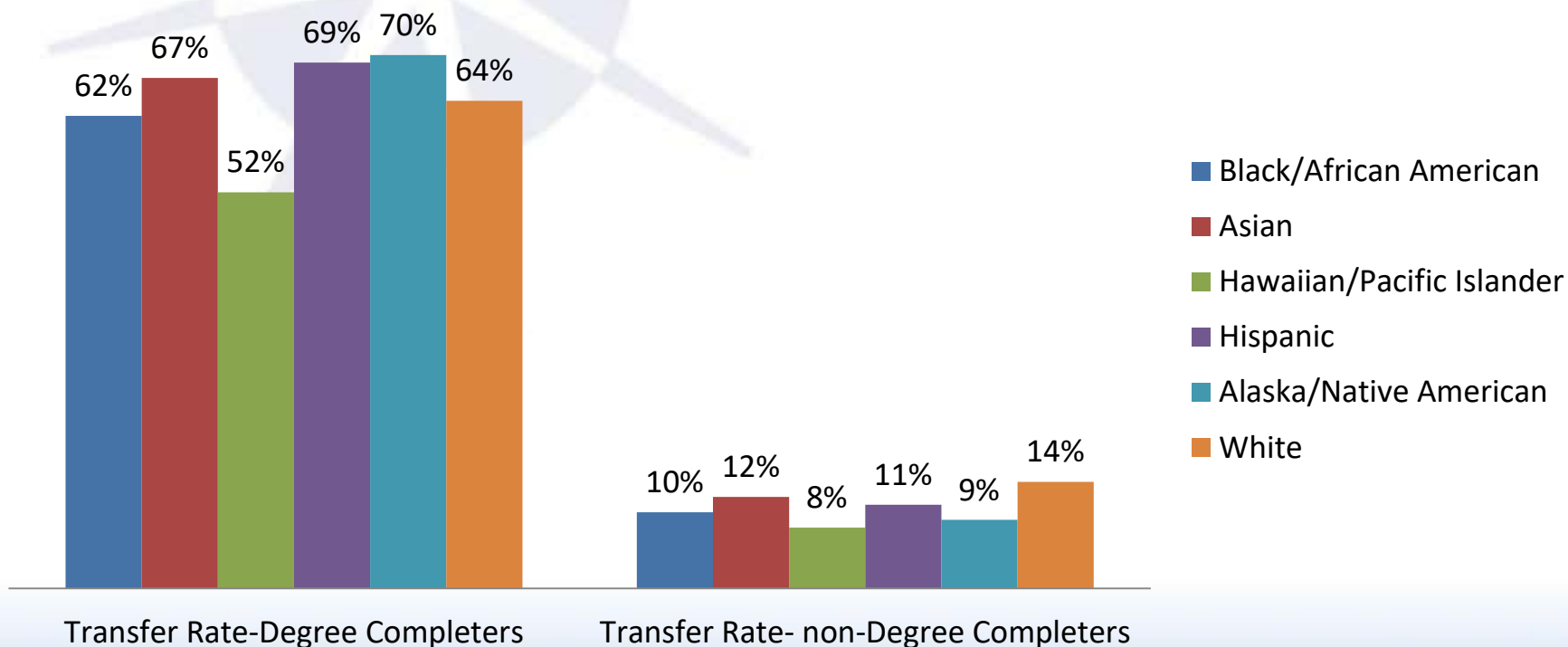
**Source: David Prince, IR Policy Associate, SBCTC.**

**SOME DATA WE  
ARE  
OBSERVING**

- 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.**

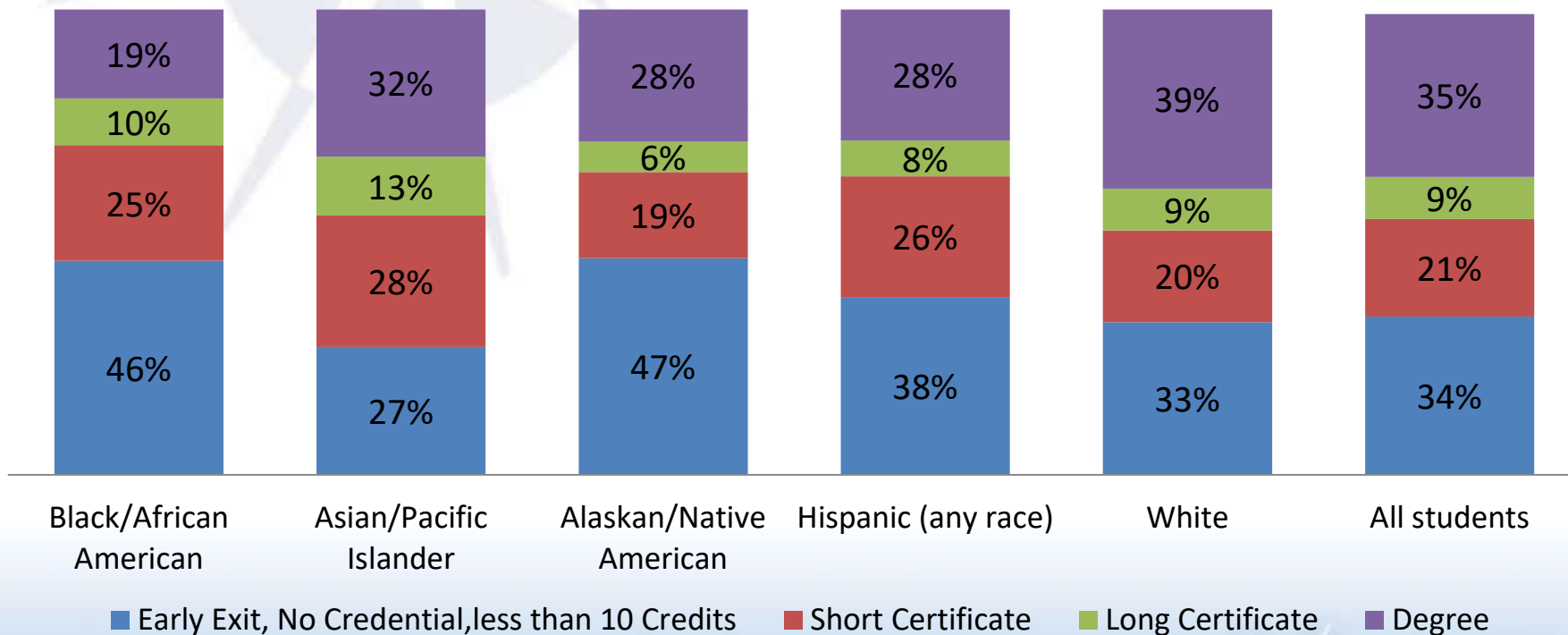
## Students are far more likely to successfully transfer if they finish their Associate degree.



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

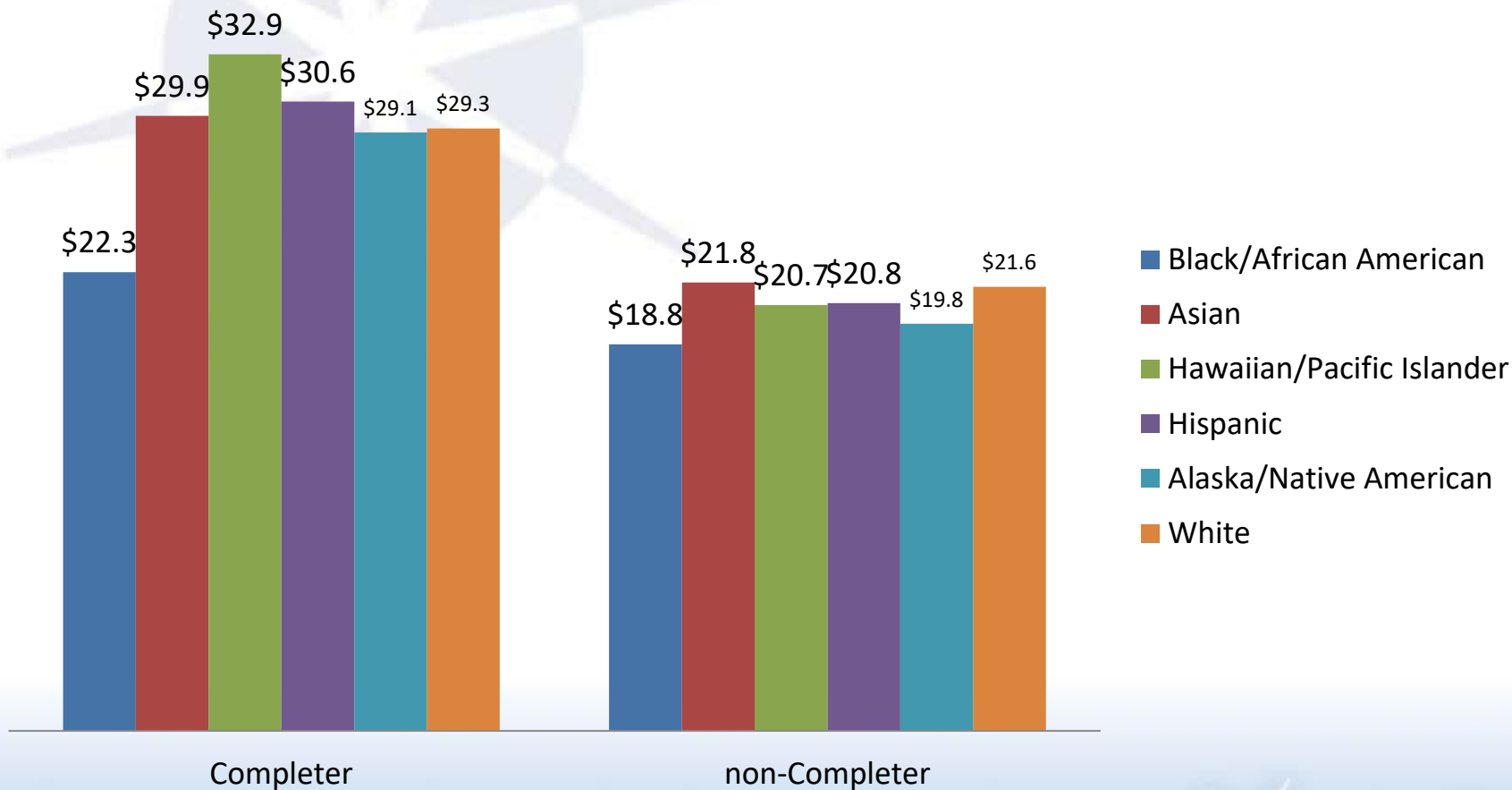


Source: David Prince, IR Policy Associate, SBCTC.





## 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.

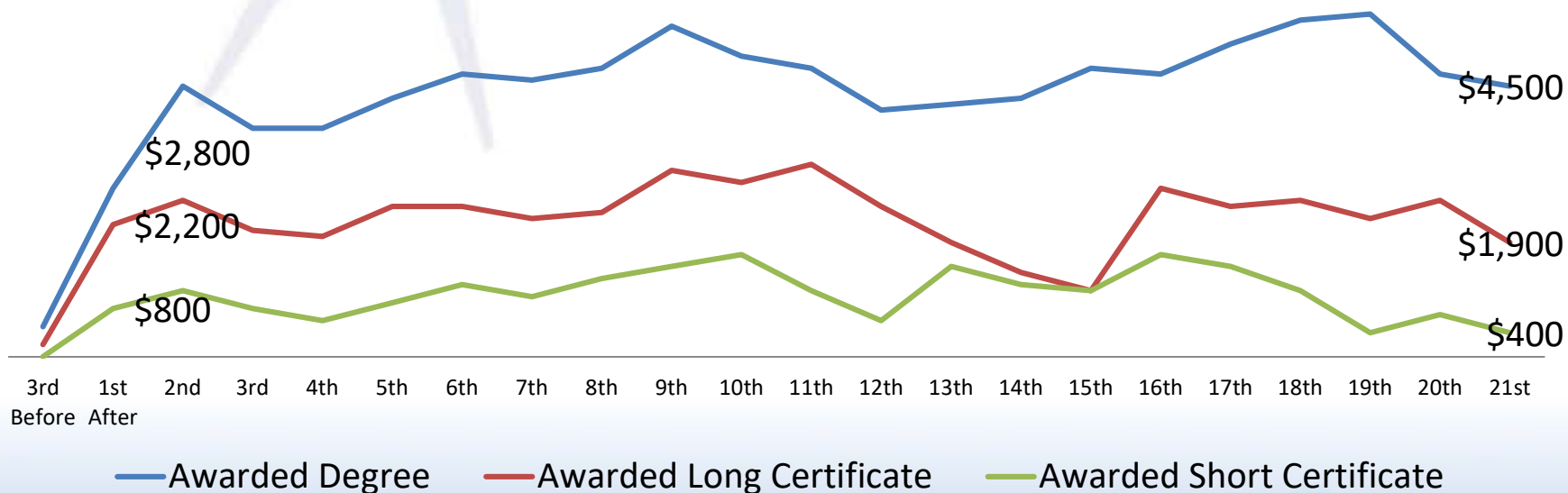




## Workforce Students

*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**

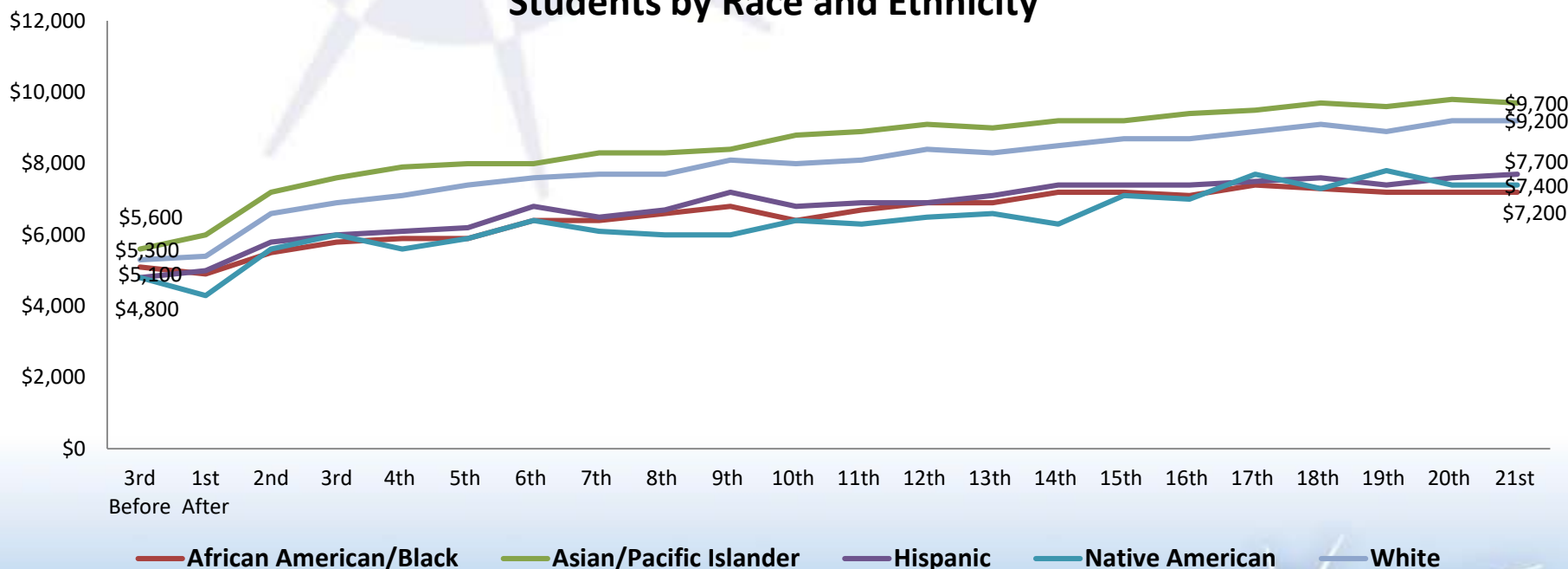


Source: David Prince, IR Policy Associate, SBCTC.

## Workforce Students

**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

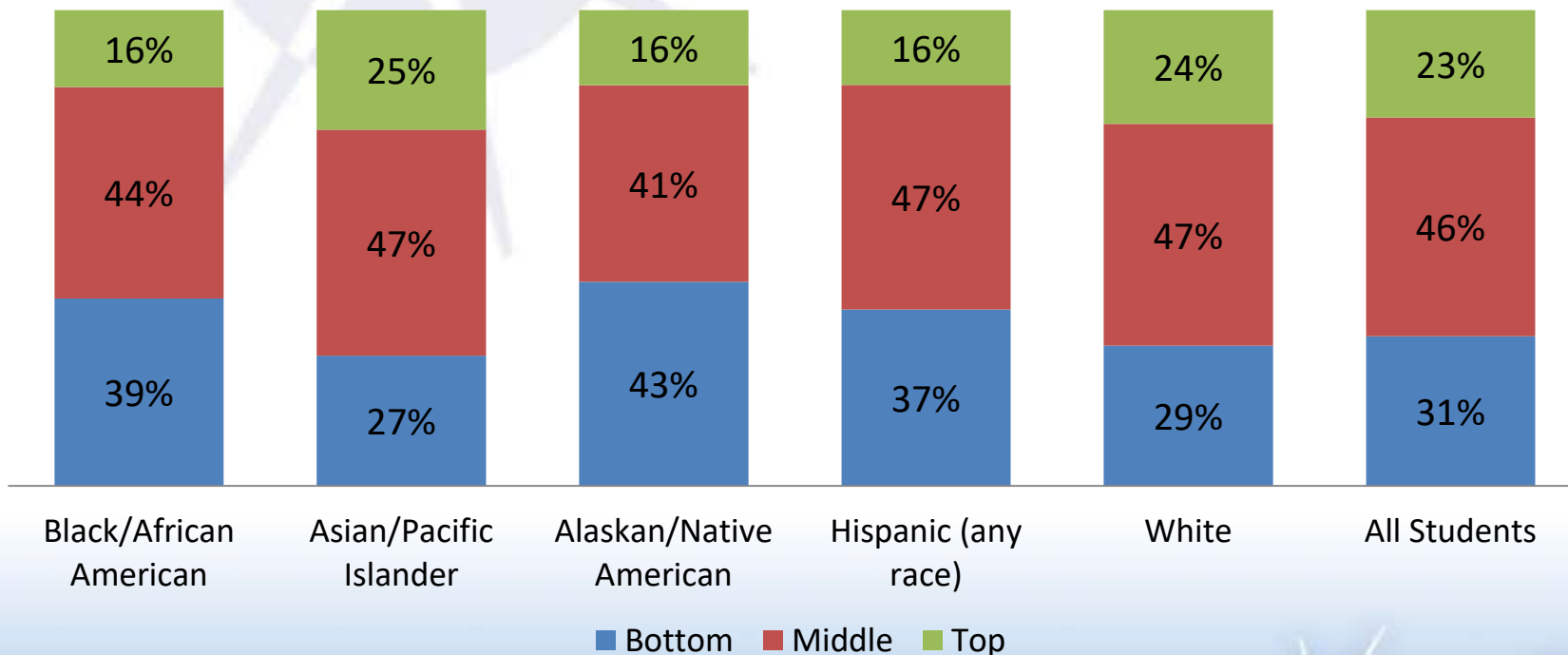


Source: David Prince, IR Policy Associate, SBCTC.



***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 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.**



**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

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

# WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

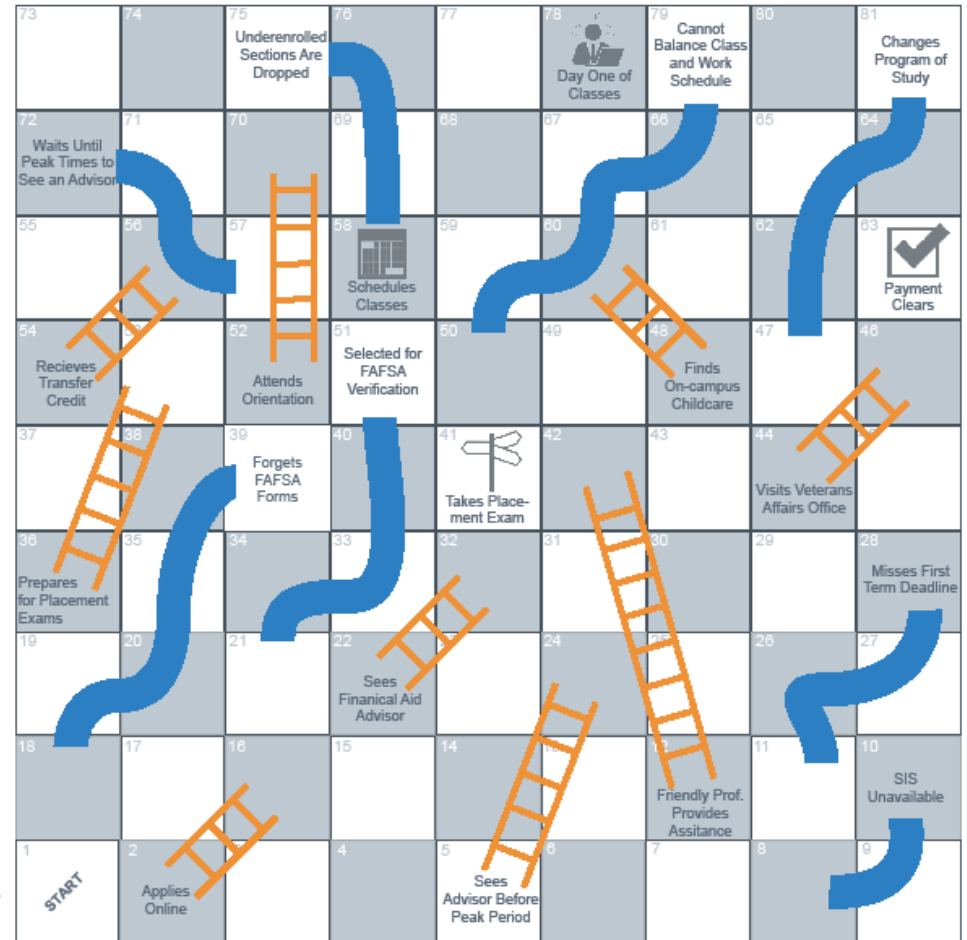
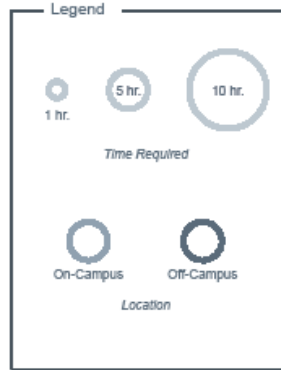
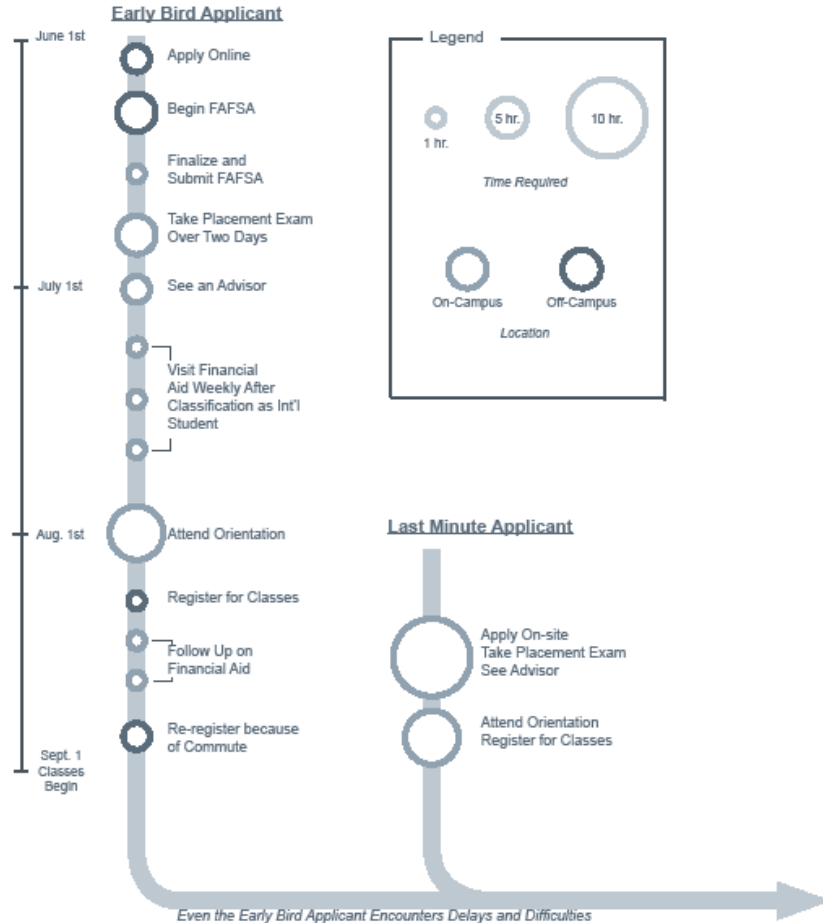
## Student Onboarding Akin to "Chutes and Ladders"

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:**

- Visits to campus
- Phone calls and appointments
- Offices in different buildings
- Fees
- Offices only open 8 am-5 pm
- Parking/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

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



TAKE-AWAY  
DISCUSSION  
QUESTIONS

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?

**FOR MORE  
INFORMATION**

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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and Technical Colleges (SBCTC)

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