Guided Pathways Evaluation

In 2021, the Washington State Legislature assigned the Washington State Institute for Public Policy to evaluate the Guided Pathways model. We were directed to complete a preliminary report (due December 2023) that:

1) evaluates the effect of Guided Pathways on early student outcomes and

2) reviews the implementation of the model in Washington.

This survey is being sent to all Washington Community and Technical Colleges to fulfill this assignment. We appreciate that Washington CTCs have been previously surveyed multiple times regarding their implementation of the Guided Pathways model. Considering this, we narrowed the scope of this survey to focus primarily on the timing of implementation of new interventions related to Guided Pathways. Knowing the exact timing of interventions helps us to better understand when we would expect to see changes in student outcomes and for whom we would expect to see changes. The information provided in this survey will be combined with other qualitative information shared by SBCTC to get a complete picture of implementation in Washington.

We will be using the data to evaluate the Guided Pathways model. We will not be evaluating how successful colleges were at implementing their Guided Pathway objectives. We will anonymize the experiences of specific colleges in our discussion of the effect of Guided Pathways on student outcomes and the implementation of the model in Washington. All colleges that respond to this survey will be given the opportunity to review and comment on this report before it is submitted to the legislature.

We are asking colleges to respond to these questions based on implementation at their specific institution. We are not asking them to speak to their impression of the Guided Pathways across the state.

If you have any questions, comments, or concerns, please contact:

[Chasya.hoagland@wsipp.wa.gov](mailto:Chasya.hoagland@wsipp.wa.gov)

Thank you so much for your time.

# Basic Information

1. What is the name of your institution?
2. Who participated in completing this form (name/ title)?

# Initial implementation

*Many institutions engaged with and/or began implementation of Guided Pathways elements before they officially participated in one of the Guided Pathways cohorts.*

1. When did your institution begin discussions about implementing Guided Pathways reforms?

*Please report by academic year*

|  |  |  |
| --- | --- | --- |
| *Term* |  | *Year* |
| Choose an item. |  | Choose an item. |

1. What teams/departments were involved in these discussions?

*We recognize that community and technical colleges are not a monolith and may not have the same needs and priorities. This will impact their goals for Guided Pathways and implementation order. To better understand your institution’s intentions:*

1. Briefly describe your institution’s main objectives when it first implemented Guided Pathways.
   1. Have these objectives changed over time? How?

# Implementation Details

*We would like to have more information about the timing of specific interventions implemented at your institution. We will be using this information along with administrative data to determine the effects of Guided Pathways on early student outcomes and to describe how colleges are meeting the minimum standards described in Engrossed Second Substitute Senate Bill 5194 – Community and Technical Colleges-Various Provisions (E2SSB 5194)*

***Please describe all interventions your institution has implemented that***

* ***were a key part of your institution’s Guided Pathway reforms,***
* ***related to the minimum standards described in E2SSB 5194, and/or***
* ***were designed to impact outcomes for all students or specific subpopulations of students.***

*If your institution completed several small, related interventions, it is okay to combine them into a single entry. For example, interventions should be combined if:*

* *your institution Implemented a version of the same program for two different student populations (e.g., transfer and professional/technical students) at around the same time.*
* *a later program was an expansion/extension of an earlier program.*

*Please list each intervention in the grouping when describing the intervention.*

*Throughout the rest of the document, we use language consistent with the description of minimum standards in E2SSB 5194. Exhibit 1 contains the full legislative language describing the minimum standard and the approximate corresponding institutional practice.*

**Exhibit 1**

Legislative Minimum Standards

| **Category** | **Minimum Standard** |
| --- | --- |
| Mapping of student educational pathways | Comprehensive mapping of student educational pathways with student end goals in mind. These must include transparent and clear career paths that are tightly aligned to the skills sought by employers. Pathways must align course sequences to show clear paths for students, alignment with K-12 and university curriculum, and skills sets needed to enter the workforce. |
| Advising and career counseling reforms | Dedicated advising and career counseling that helps students make informed program choices and develop completion plans. Advising services may include processes that help students explore possible career and educational choices while also emphasizing early planning. Advising must be culturally competent and with an emphasis on helping historically underserved, low-income, and students of color navigate their education. |
| Student success support infrastructure | A student success support infrastructure using programs that state board for community and technical colleges finds have been effective in closing equity gaps among historically underserved student populations and improving student completion rates. The student success support program must be based on research or documented evidence of success. In tandem with guided pathways implementation, student success support programs may include evidence-based elements such as:   1. Equity-competent academic advising services; 2. Equity-competent career development programming. 3. Clear information regarding financial aid and financial literacy; and Inclusive curriculum and teaching practices |
| Developing/supporting data analysis of student learning | Data analysis of student learning as well as program and service outcomes. Data must be used to inform program development, the creation and further refinement of student pathways, and to provide opportunities for early intervention to help students succeed. |

### Mapping

*Pathway meta-majors has been a consistent priority for most institutions. We wanted to give all institutions the opportunity to specifically speak to this intervention.*

1. *Has your* institution implemented mapping of student pathways?

Yes  No

*If no, skip to next section. If yes,*

* 1. Please provide a list of your meta-majors.

*Alternatively, you may provide a link to the meta-major description available to your students.*

* 1. What teams/departments have been involved with this work?
  2. Are pathways aligned with K-12 and university curricula?

Yes  No

* + 1. If yes, briefly describe how they are aligned?
  1. Are pathways aligned to meet the skills needed to enter the workforce?

Yes  No

* + 1. If yes, briefly describe how they are aligned?
  1. Enter the year (and term if possible) you began the following phases of implementation.

*If your institution does not recall the exact timing of implementation, please approximate the year.*

|  |  |  |
| --- | --- | --- |
| Phase | Term | Year |
| Exploring and preparation (e.g., the institution is having discussions about the component and is exploring implementation). | Choose an item. | Choose an item. |
| Planning and resourcing (e.g., the institution has decided to implement the component and is determining how to best implement the program (e.g. which staff will be responsible for rollout) but students are not participating in the program). | Choose an item. | Choose an item. |
| Implementation and operationalizing (e.g., the institution is actively testing the component. Pilot programs may be implemented at this stage, but the component is not the standard practice for the institution). | Choose an item. | Choose an item. |
| Full implementation (e.g., the component is standard practice at the institution. All staff is comfortable with the component, and it is reasonable to assume that all students participating in the component are exposed to the new standards). | Choose an item. | Choose an item. |

* 1. Have there been any significant changes to your institution’s meta-majors since their initial implementation?

Yes  No

* + 1. If yes, briefly describe how the meta-majors have changed?

1. Please describe how first-time entering students are directed (and redirected) to these paths.

## Intervention Timing

*Please copy the intervention timing section as many times as needed to describe all GP interventions.*

**Please describe interventions/reforms your institution has implemented as part of the Guided Pathways.**

* 1. Describe the intervention *(Please describe the program with enough detail for us to have a high-level understanding of what your institution did).*
  2. Does this population target all students or a specific student population?

All students  Specific student population

* + 1. If the intervention targets a specific student population, please select the box that best describes the intervention. *For example, if an intervention targets all male students, ONLY select “male”. If an intervention targets African American men, please select “male” AND “Black/African American”.*

|  |  |
| --- | --- |
| Characteristic | Categories |
| Sex | Female  Male  Other (write in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Race | AI/AN  Asian  Black/African American  Hispanic  Pacific Islander  White  2+ Races  Other (write in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Mission Area | Basic Education  Professional/Technical  Transfer  Other (write in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| SES | Low-income |
| Full-time Part-time status | Full-Time  Part-Time |
| Meta major/ program | (write in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other | Other (write in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* 1. Select categories that best match the goals of the intervention

Mapping of student educational pathways

Advising and career counseling reforms

Developing/supporting data analysis of student learning

Student success support infrastructure

Closing equity gaps

Intake

Other (write-in)

* 1. Enter the year (and term if possible) you began the following phases of implementation.

*If your institution does not recall the exact time of implementation, please approximate the year.*

|  |  |  |
| --- | --- | --- |
| Phase | Term | Year |
| Exploring and preparation (e.g., the institution is having discussions about the component and is exploring implementation). | Choose an item. | Choose an item. |
| Planning and resourcing (e.g., the institution has decided to implement the component and is determining how to best implement the program (e.g. which staff will be responsible for rollout) but students are not participating in the program). | Choose an item. | Choose an item. |
| Implementation and operationalizing (e.g., the institution is actively testing the component. Pilot programs may be implemented at this stage, but the component is not the standard practice for the institution). | Choose an item. | Choose an item. |
| Full implementation (e.g., the component is standard practice at the institution. All staff is comfortable with the component, and it is reasonable to assume that all students participating in the component are exposed to the new standards). | Choose an item. | Choose an item. |

* 1. Are there any other changes to the intervention that we should be aware of (e.g. were there significant revisions, did you stop the intervention etc.)

## Additional questions about interventions

### Advising and career counseling

1. *If not already discussed*, please describe any additional ways your institution has reformed advising and career counseling to support students in their program choices and completion plans because of your participation in Guided Pathways. Please include information about:
   1. The entry advising process for first-time incoming students.
   2. Orientation programming and activities for first-time incoming students.
   3. Processes that help students explore career and educational choices.

### Student success supports

1. *If not already discussed*, please describe any additional ways your institution has reformed student success supports because of your participation in Guided Pathways.

### Data information

1. *If not already discussed*, please describe how your institution is using data analysis and tracking technology to inform the following:
   1. Program development.
   2. Refinement of student pathways.
   3. Determine opportunities for early intervention for students.
   4. Help advisors support students.

# Related Activity

1. Is your institution participating in other interventions and/or using resources outside of those allocated directly for Guided Pathways to meet your institution’s goals for Guided Pathways (e.g. Achieving the Dream coaching etc.)
2. How did the COVID-19 pandemic impact your institution’s implementation of Guided Pathways?
3. Were there any other factors that might have influenced the impact of your institution’s Guided Pathways work (positively or negatively)?

# Final Questions

1. What major successes has your institution had so far?
2. What are/were major challenges or obstacles faced during your implementation?
3. What resources are needed going forward to support your institution’s goals?
4. Are there any other things that you would like us to know about your institution’s experience with the Guided Pathways model?