

NEWS RELEASE



Contact:

Linda García
Executive Director
Office: 512-232-8428
Cell: 512-541-8365
linda.garcia@cccse.org

Alternate Contact:

Courtney Adkins
Assistant Director of Publications
Office: 512-475-6142
adkins@cccse.org

Guided Pathways Gains Momentum

AUSTIN, TX –

Building Momentum: Using Guided Pathways to Redesign the Student Experience, a report released today by the Center for Community College Student Engagement (the Center), presents the first national baseline data on student and faculty perceptions of guided pathways practices.

Guided pathways is a reform movement that aims to improve students' rates of completion, transfer to four-year institutions, and attainment of jobs with value in the labor market by reframing the entire student journey—this new journey includes intensive and continual academic advising, early career exploration, structured academic and career-focused communities, and active and applied learning experiences, among other things.

“Student-facing pathways implementation is just beginning at many colleges; however, we can already see a real impact from those institutions that have been involved in the work,” said Linda García, Executive Director of the Center. “Just by adopting guided pathways, many community colleges have made a crucial first step toward institutional transformation, which will better serve the millions of students who attend them.”

Nationally, 48 percent of students said someone had talked with them about how long it would take to achieve their goals; however, at South Seattle College, an early adopter of guided pathways, 70 percent of student respondents said this had happened.

In some cases, the majority of students are positively experiencing guided pathways practices:

- 68 percent of entering students reported being required to meet with an advisor before registering for classes.
- 67 percent of entering students said they were required to follow an academic plan that specified the courses they needed to take.
- 79 percent of returning students said the courses they needed to take were available when they needed them.

The report also unveils challenges related to institutional implementation:

- Less than half (44 percent) of entering students said that someone at the college had talked with them about the types of jobs their pathway of study would lead to.
- Only 41 percent of entering students reported using their college's website to explore career options.
- Of faculty members who reported that their college is implementing guided pathways, 36 percent said they are not at all involved in the efforts and 49 percent said they need more professional development about their role in the initiative.

“We’re not seeing all students experience pathways at scale yet, even at colleges furthest along in the work,” said García. “Implementing institution-wide change takes time, but we must continue our commitment to change the experience for all students and close the gaps in outcomes for those who have been historically underserved.”

The data in the report come from nearly 50,000 entering students who responded to a guided pathways item set on the 2018 Survey of Entering Student Engagement, more than 75,000 students in at least their second term who responded to a guided pathways item set on the 2019 Community College Survey of Student Engagement, and more than 7,000 faculty members who responded to a guided pathways item set on the 2019 Community College Faculty Survey of Student Engagement.

The Center for Community College Student Engagement is a service and research initiative in the Department of Educational Leadership and Policy in the College of Education at The University of Texas at Austin.

Building Momentum: Using Guided Pathways to Redesign the Student Experience is available at www.cccse.org/NR2020

Note: *Building Momentum* was originally scheduled to be published in March 2020, but its release was delayed due to the COVID-19 pandemic.