



# WEIAOB Meeting

*Thursday, July 17, 2025*  
*10:00 AM–12:00 PM*



# Meeting Agenda

- Call to Order and Introductions (*15 min.*)
- Presentation and Discussion: Board Governance Workgroup (*45 min.*)
- Discussion: Election of Co-chairs for 2025-26 (*20 min.*)
- Presentation and Discussion: 2026 Legislative Ad Hoc Advisory Committee (*10 min.*)
- Presentation: WSIPP Study on Guided Pathways (*20 min.*)
- Public Comment (*5 min.*)
- Closing (*5 min.*)



## WEIAOB Members

- Jane Broom (Co-chair)
- Sen. T'wina Nobles (Co-chair)
- Sen. Judy Warnick
- Rep. Dave Paul
- Rep. Alex Ybarra
- Dr. Steven Ashby
- Ash Awad
- Barbara Hult
- Charles Knutson
- Ruben Flores
- Chris Bailey
- Dr. Terri Standish-Kuon
- Jeff Vincent
- Bill Lyne
- Eleni Papadakis
- Heather Kurtenbach
- Collin Bannister
- Mollie Kuwahara



## 2025 WEIAOB Meeting Dates

- **Thursday, July 17, 10 AM–12 PM** (*today*)
- Thursday, October 9, 10 AM–12 PM

*All meetings will take place virtually.*



# **Presentation and Discussion: Board Governance Workgroup**

*Joel Anderson and Jane Broom*



# Discussion: Election of Co-chairs for 2025-26

*Joel Anderson and Jane Broom*



# **Presentation and Discussion: 2026 Legislative Ad Hoc Advisory Committee**

*Joel Anderson and Jane Broom*

# GUIDED PATHWAYS: IMPLEMENTATION & STUDENT OUTCOMES

---

WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY

**Julia Cramer**  
Sr. Research Associate

July 17, 2024



# TODAY I'LL COVER

- **Introduce WSIPP**
- **Our legislative assignment**
- **Background on Guided Pathways**
- **Approach to studying implementation and results**
- **Approach to studying student outcomes and results**
- **Looking ahead to final report**
- **Questions**

# WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY

## Non-partisan research at legislative/board direction

### WSIPP Board of Directors

Senator Chris Gildon,  
Co-Chair

Senate Tina Orwall

Senator Marko Liias

Senator Mark Schoesler

Kim Johnson, Senate Staff Dir.

K.D. Chapman-See, OFM

Erin Guthrie, UW

John Carmichael, TESC

Representative Larry Springer,  
Co-Chair

Representative Cyndy Jacobsen

Representative Timm Ormsby

Representative Suzanne Schmidt

Jill Reinmuth, House Staff Dir.

Sahar Fathi, Governor's Office

Shari McMahan, EWU

Bidisha Mandal, WSU

# LEGISLATIVE ASSIGNMENT

## E2SSB 5194 (2021)

### **Preliminary report** – March 2024

- Evaluate the effect of the guided pathways model on early student outcomes including student retention and persistence, college-level English and math within the first year, and graduation and transfer rates.
- Review the implementation of the guided pathways model in Washington and any available evidence of the effectiveness of the program.

### **Final report** – December 2029

- Evaluate the effect of guided pathways on longer-term student outcomes including degree completion, time to degree, transfer to four-year institutions, employment, and earnings.

# WHAT IS GUIDED PATHWAYS?

- Developed in 2015 by the Community College Research Center (CCRC).
- Not a strictly-defined program model. It's a whole-college framework that aims to help students choose academic paths and earn credentials or transfer on time.
- Colleges use the framework to reform academic programs, advising, student services, data collection, instructional practices....etc.
  - Mostly community colleges. (~400 in the U.S. currently)
- As a result, implementation varies from college to college.

# THEORY OF CHANGE

GP Area	Map Pathways	Help students choose a path	Help students stay on path	Ensure learning
College Activities	<ul style="list-style-type: none"><li>• Meta-majors</li><li>• Program maps</li></ul>			
Student Outcomes	<ul style="list-style-type: none"><li>• Identify areas of interest</li><li>• Declare program</li></ul>			

# THEORY OF CHANGE

GP Area	Map Pathways	Help students choose a path	Help students stay on path	Ensure learning
College Activities	<ul style="list-style-type: none"> <li>• Meta-majors</li> <li>• Program maps</li> </ul>	<ul style="list-style-type: none"> <li>• Onboarding</li> <li>• Career exploration</li> <li>• Advising</li> <li>• Education plans</li> </ul>		
Student Outcomes	<ul style="list-style-type: none"> <li>• Identify areas of interest</li> <li>• Declare program</li> </ul>	<ul style="list-style-type: none"> <li>• Declare program</li> <li>• Pass college-level English and math courses</li> </ul>		

# THEORY OF CHANGE

GP Area	Map Pathways	Help students choose a path	Help students stay on path	Ensure learning
College Activities	<ul style="list-style-type: none"> <li>• Meta-majors</li> <li>• Program maps</li> </ul>	<ul style="list-style-type: none"> <li>• Onboarding</li> <li>• Career exploration</li> <li>• Advising</li> <li>• Education plans</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Program monitoring</li> </ul>	
Student Outcomes	<ul style="list-style-type: none"> <li>• Identify areas of interest</li> <li>• Declare program</li> </ul>	<ul style="list-style-type: none"> <li>• Declare program</li> <li>• Pass college-level English and math courses</li> </ul>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Pass college-level courses</li> <li>• Credit accumulation</li> <li>• GPA</li> <li>• Earn credential</li> <li>• Transfer</li> </ul>	

# THEORY OF CHANGE

GP Area	Map Pathways	Help students choose a path	Help students stay on path	Ensure learning
College Activities	<ul style="list-style-type: none"> <li>• Meta-majors</li> <li>• Program maps</li> </ul>	<ul style="list-style-type: none"> <li>• Onboarding</li> <li>• Career exploration</li> <li>• Advising</li> <li>• Education plans</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Program monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Course design</li> <li>• Instructional practices</li> </ul>
Student Outcomes	<ul style="list-style-type: none"> <li>• Identify areas of interest</li> <li>• Declare program</li> </ul>	<ul style="list-style-type: none"> <li>• Declare program</li> <li>• Pass college-level English and math courses</li> </ul>	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Pass college-level courses</li> <li>• Credit accumulation</li> <li>• GPA</li> <li>• Earn credential</li> <li>• Transfer</li> </ul>	



# THEORY OF CHANGE

GP Area	Map Pathways	Help students choose a path	Help students stay on path	Ensure learning
College Activities	<ul style="list-style-type: none"> <li>• Meta-majors</li> <li>• Program maps</li> </ul>	<ul style="list-style-type: none"> <li>• Onboarding</li> <li>• Career exploration</li> <li>• Advising</li> <li>• Education plans</li> </ul>	<ul style="list-style-type: none"> <li>• Advising</li> <li>• Program monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Course design</li> <li>• Instructional practices</li> </ul>
Student Outcomes	<ul style="list-style-type: none"> <li>• Identify areas of interest</li> <li>• Declare program</li> </ul>	<ul style="list-style-type: none"> <li>• Declare program</li> <li>• <b>Pass college-level English and math courses</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Retention</b></li> <li>• Pass college-level courses</li> <li>• <b>Credit accumulation</b></li> <li>• <b>GPA</b></li> <li>• Earn credential</li> <li>• Transfer</li> </ul>	

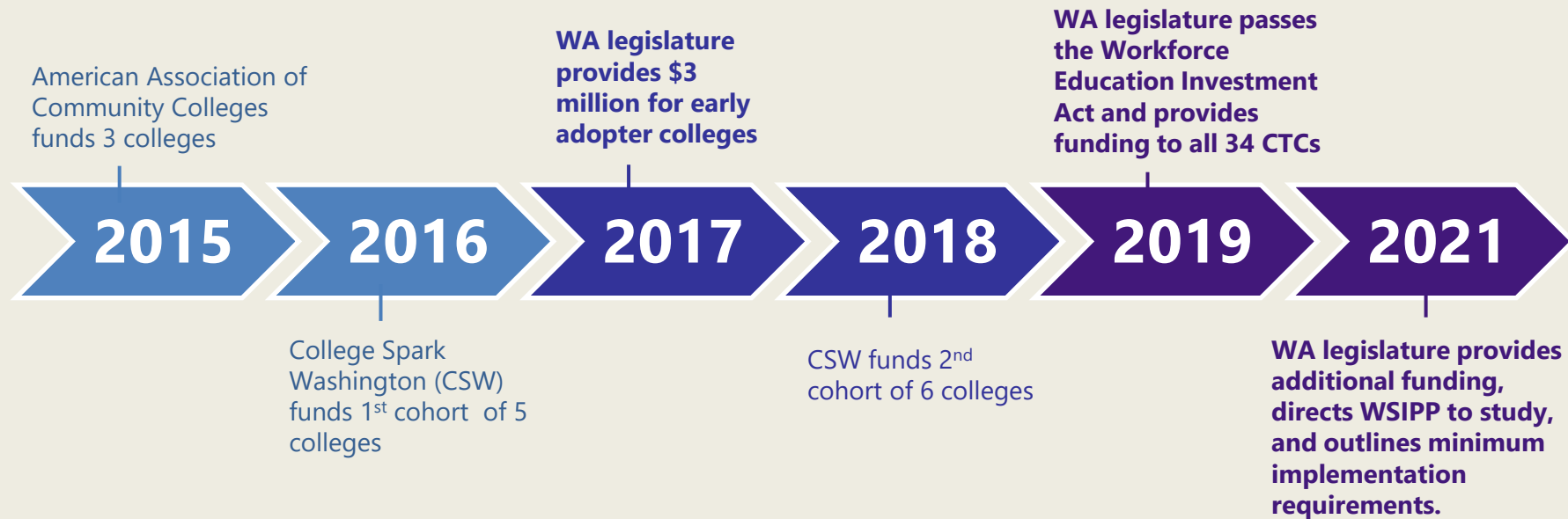
# RESEARCH ON GUIDED PATHWAYS

- Most research is descriptive or case studies about implementation.
- No program evaluations with comparison groups have been conducted to show a causal relationship between Guided Pathways and student outcomes.

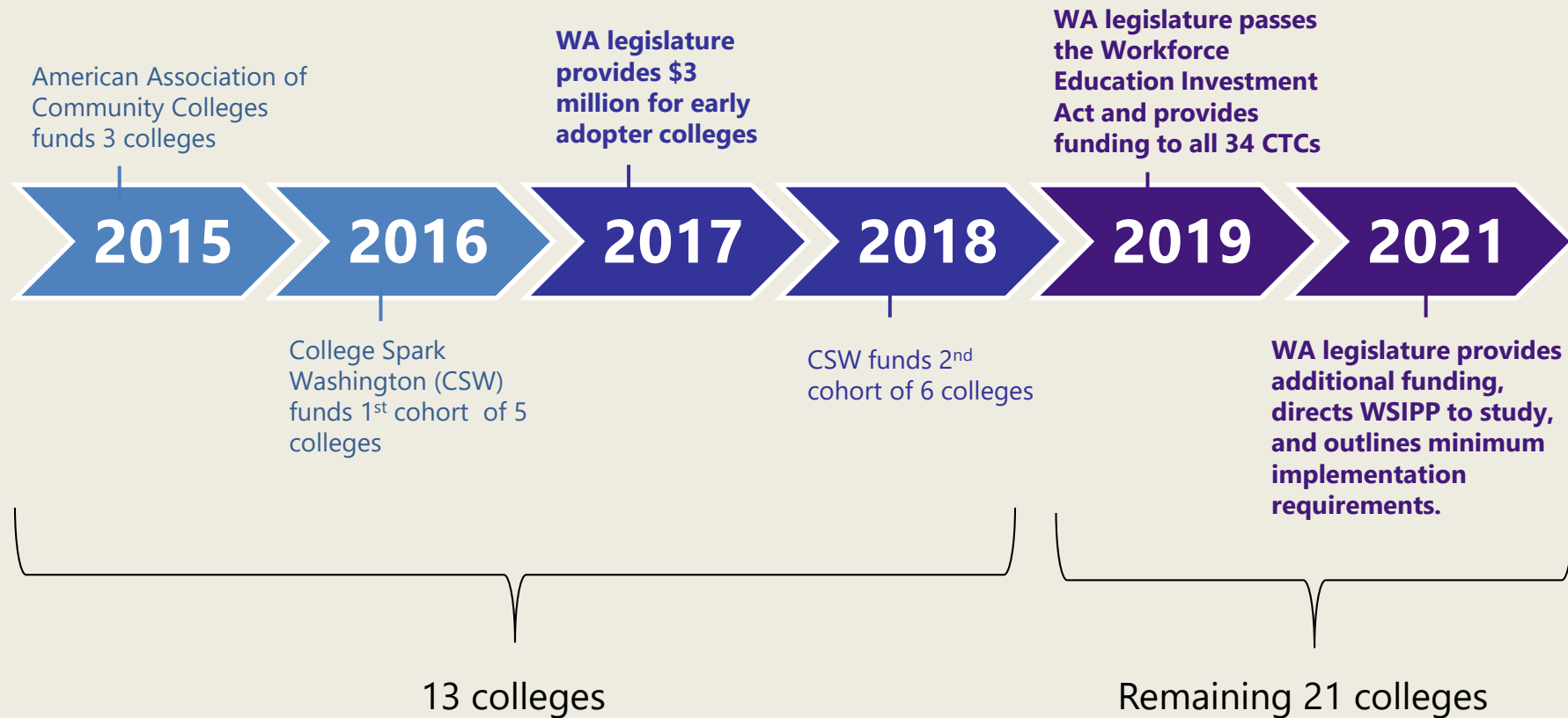
## **Evaluation challenges**

- Not a strictly defined program and activities vary from college to college.
- Framework is implemented college-wide, and in most states, across all colleges at the same time, so identifying an unaffected comparison group is difficult.
- Reforms overlap with other policies or programs, making it hard to isolate a GP effect.

# GUIDED PATHWAYS IN WASHINGTON



# GUIDED PATHWAYS IN WASHINGTON



# APPROACH: IMPLEMENTATION

We conducted a survey to learn about implementation

- Submitted to all 34 community and technical colleges. 33 responded.
- Framed questions around 4 legislative requirement areas.
  - Mapping educational pathways
  - Advising and career counseling
  - Data analysis
  - Student support services
- Reviewed responses and summarized main themes.
  - All responding colleges are implementing GP to some extent.
  - 18 colleges are implementing activities in all four legislative requirement areas.
  - Shared activities across colleges but overall, implementation varies.

# SURVEY RESPONSES: MAPPING EDUCATIONAL PATHWAYS

*Map educational pathways aligned with K-12 and university curriculum and skills needed to enter the workforce.*

- 30 colleges reported activities in this area
- Themes across colleges:
  - Using program maps to schedule courses
  - Redesigning courses



# SURVEY RESPONSES: ADVISING & CAREER COUNSELING

*Advising that helps students make informed program choices and develop completion plans.... emphasizes early planning and is culturally competent.*

- 28 colleges reported activities in this area
- Themes across colleges:
  - Revamping student orientations
  - Redesigning course placement processes
  - Revising college success and exploratory courses



# SURVEY RESPONSES: DATA ANALYSIS OF STUDENT LEARNING

*Data is used to inform program development, pathways, and interventions to help students succeed.*

- 22 colleges reported activities in this area
- Themes across colleges:
  - Creating data dashboards
  - Creating early alert systems
  - Building a data-informed culture





# SURVEY RESPONSES: STUDENT SUCCESS SUPPORTS

*Services include programs based on research that help close equity gaps among underserved student populations and improve completion rates.*

- 26 colleges reported activities in this area
- Themes across colleges:
  - Developing corequisite courses
  - Promoting professional development opportunities
  - Strengthening traditional student support services



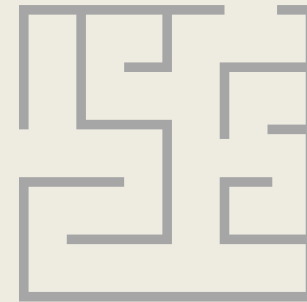
# SURVEY RESPONSES: SUCCESSES

- Guided Pathways success areas:
  - Increased collaboration between staff, faculty, and advisors
  - Improvements related to equity
  - Positive changes to campus culture



# SURVEY RESPONSES: CHALLENGES

- Guided Pathways challenge areas:
  - COVID-19 related challenges
  - Staff capacity and turnover
  - College-wide changes to data system (ctcLink)
  - Program buy-in



# APPROACH: STUDENT OUTCOMES

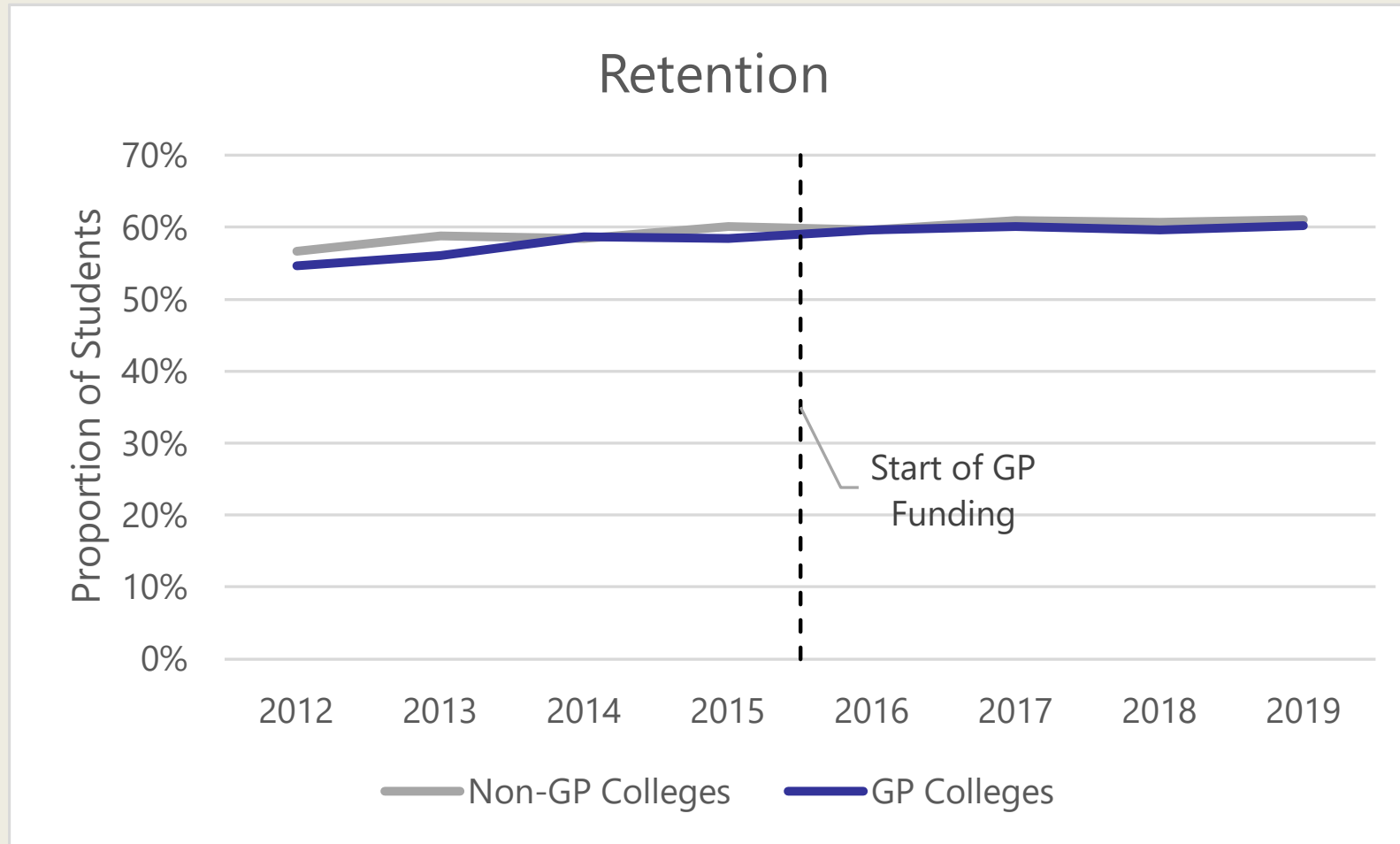
We received data from SBCTC to examine trends in outcomes between students enrolled in:

- **GP colleges:** 13 colleges implementing Guided Pathways between 2015 and 2019 (early adopters)
- **Non-GP colleges:** 21 colleges that had not yet adopted Guided Pathways (adopted after 2019)

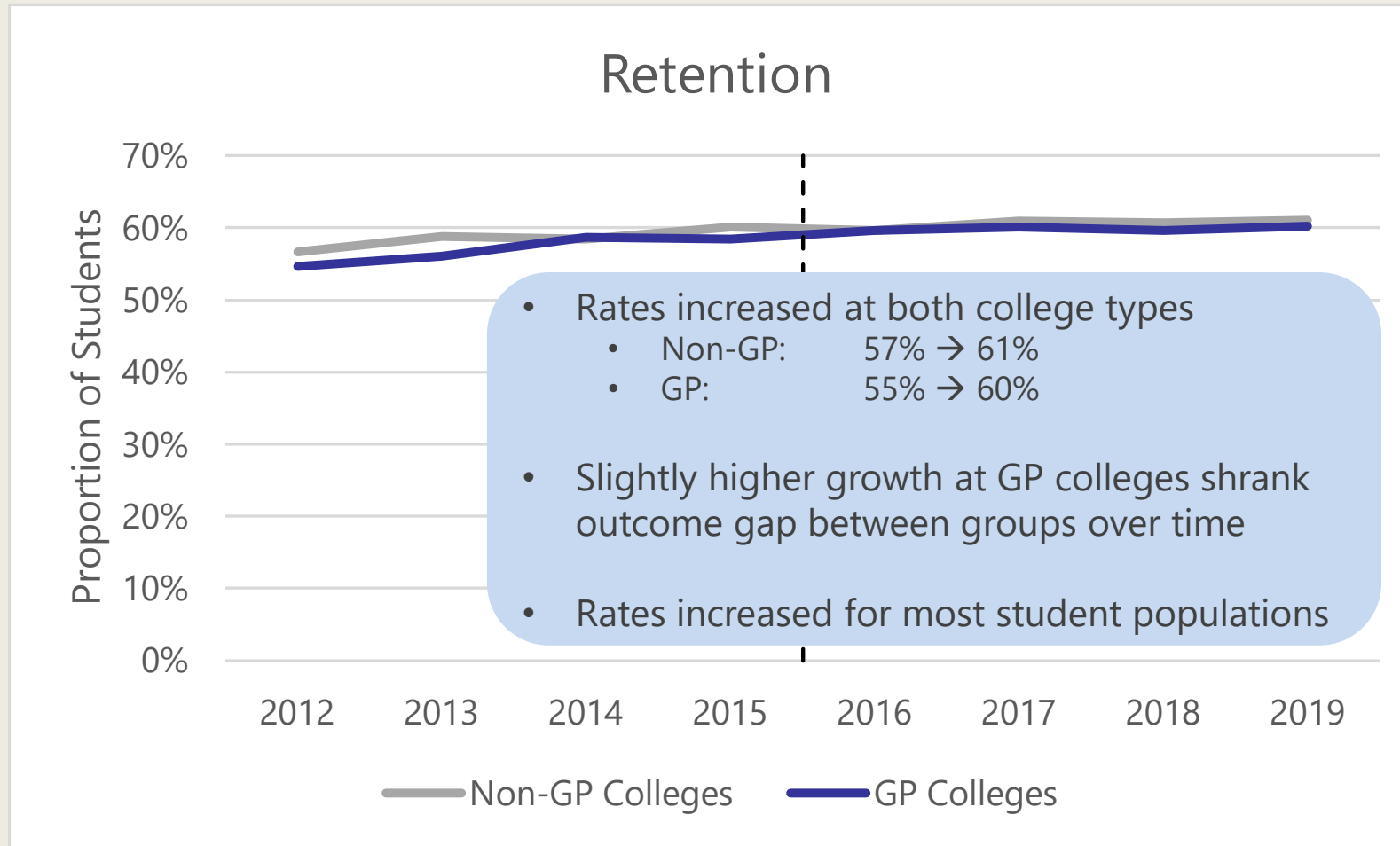
# APPROACH: STUDENT OUTCOMES

- **Retention:** % of students who remain enrolled or complete a credential between fall term of their first and second year.
- **College-level courses:** % of students who pass college-level math and English courses in their first year.
- **Credit accumulation:** % of full-time students who obtain 45 credits or complete a credential in their first year.
- **GPA:** average GPA in their first year.

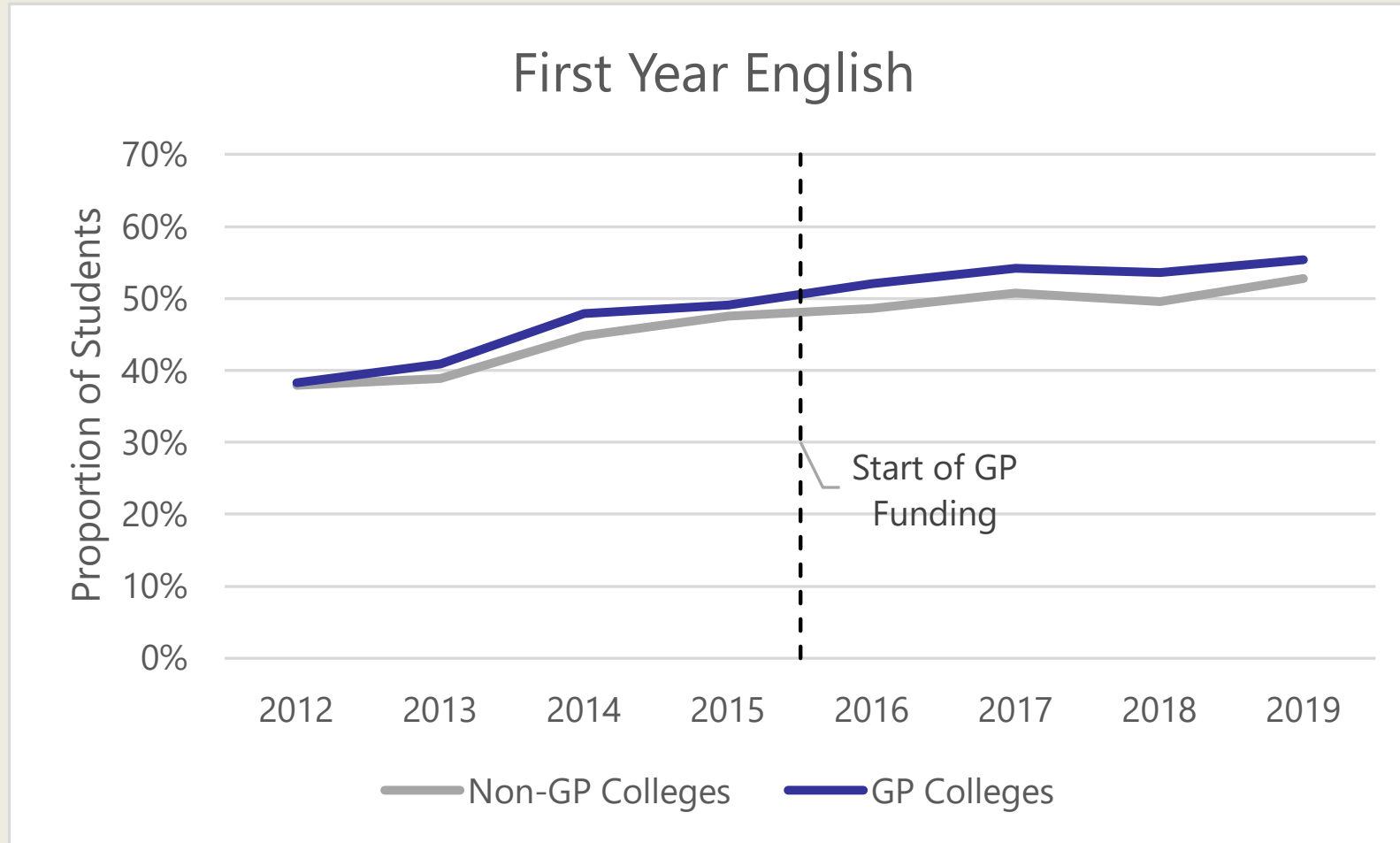
# FIRST-YEAR RETENTION



# FIRST-YEAR RETENTION

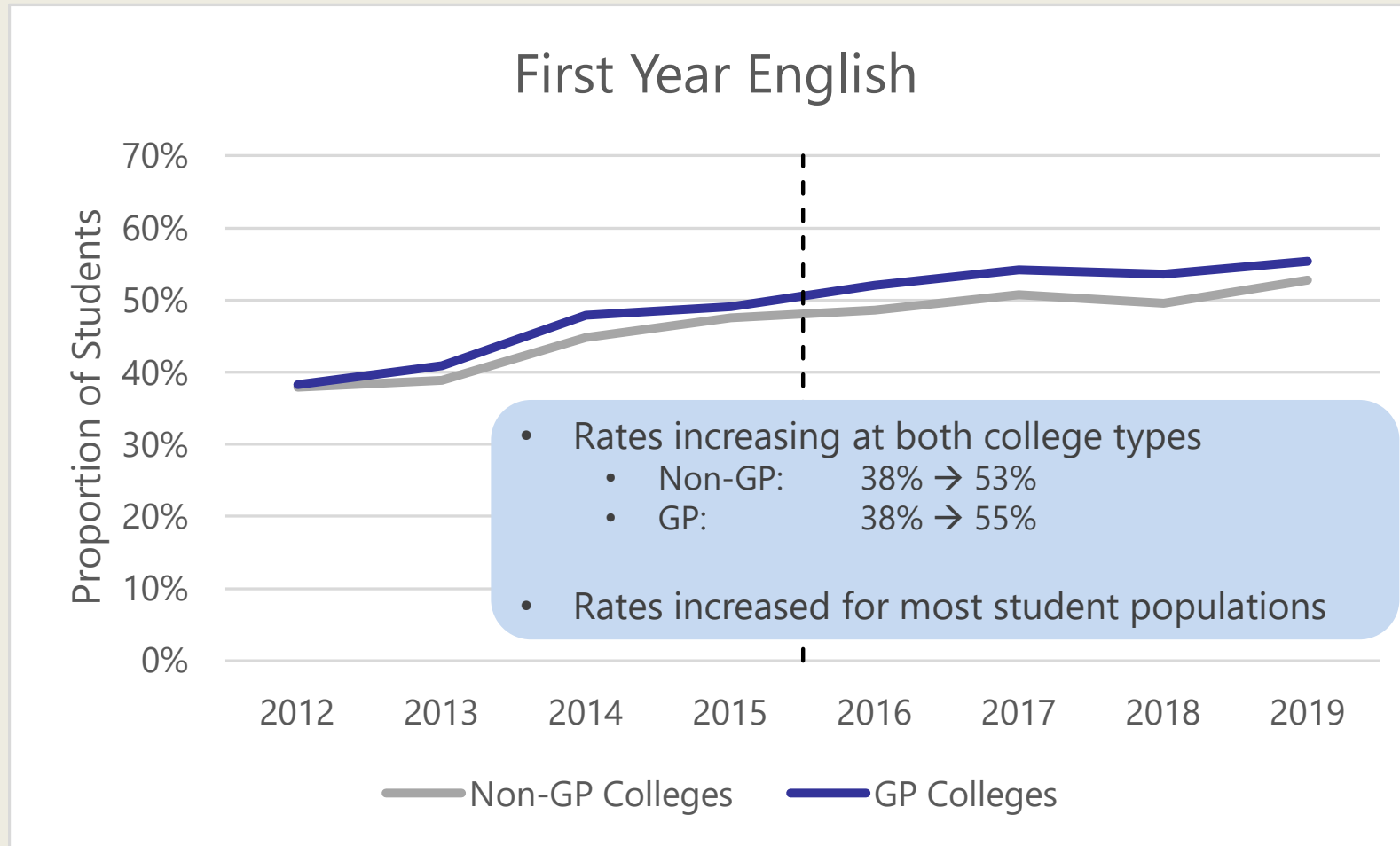


# FIRST-YEAR COURSE COMPLETION - ENGLISH

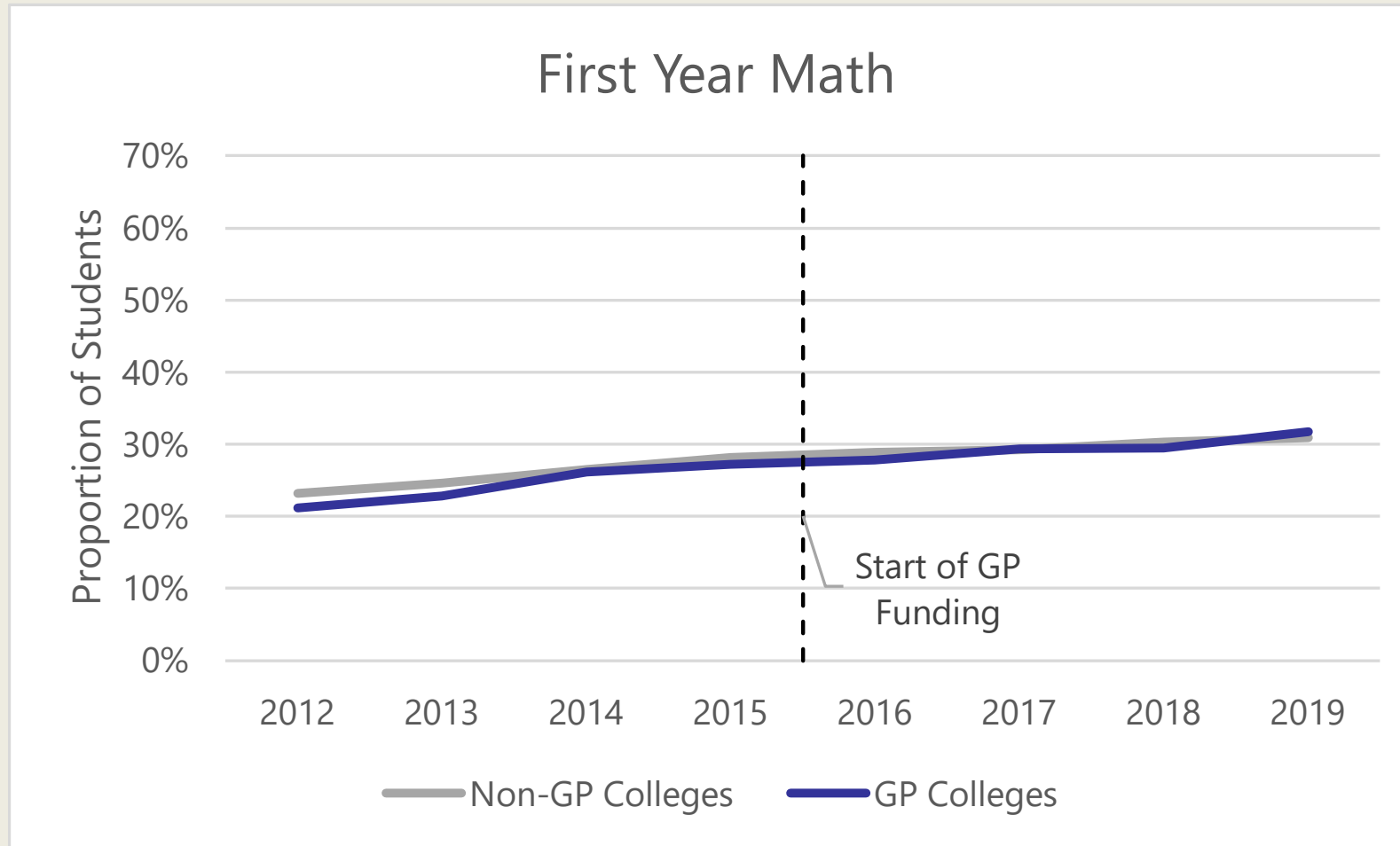




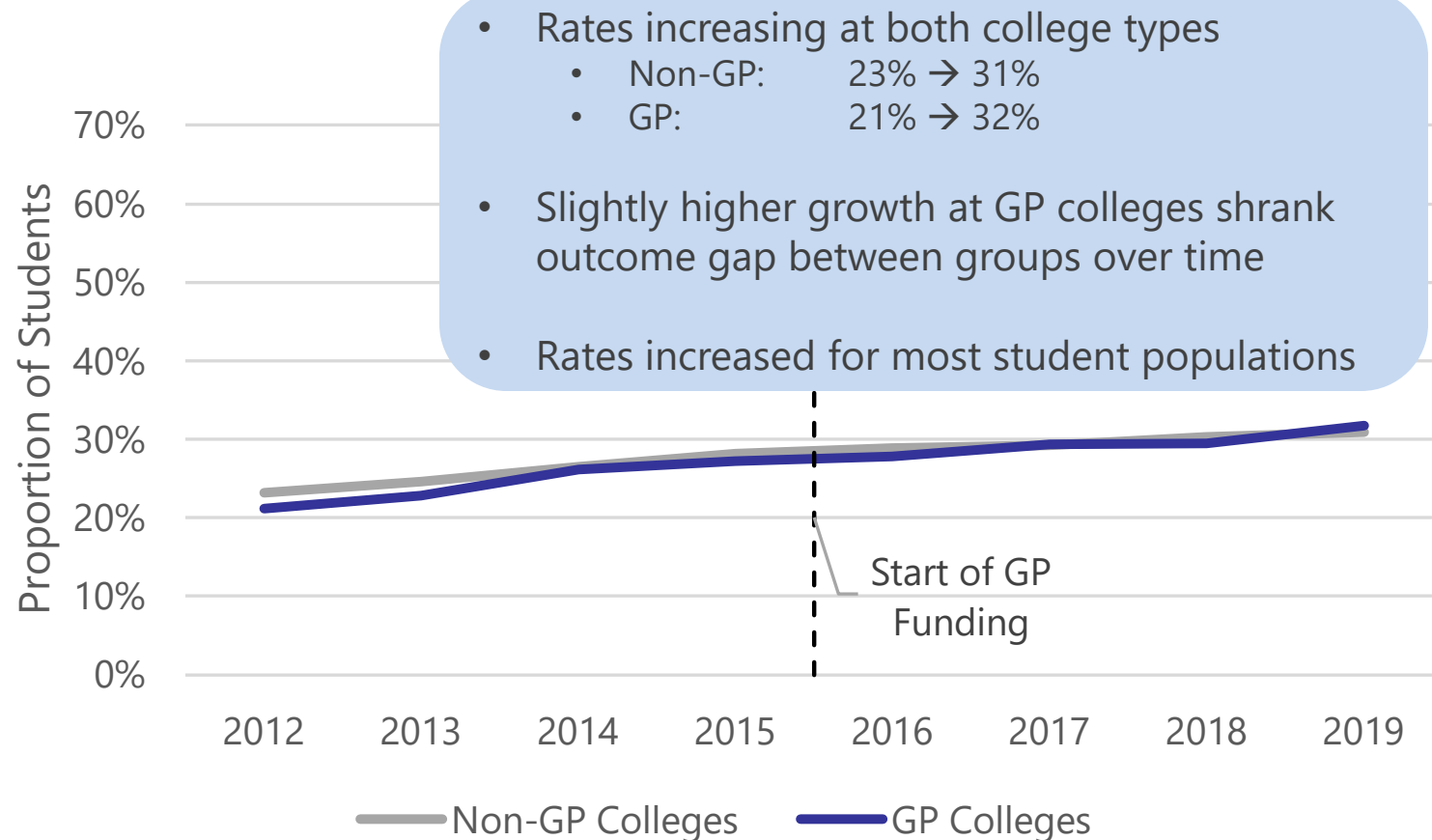
# FIRST-YEAR COURSE COMPLETION - ENGLISH



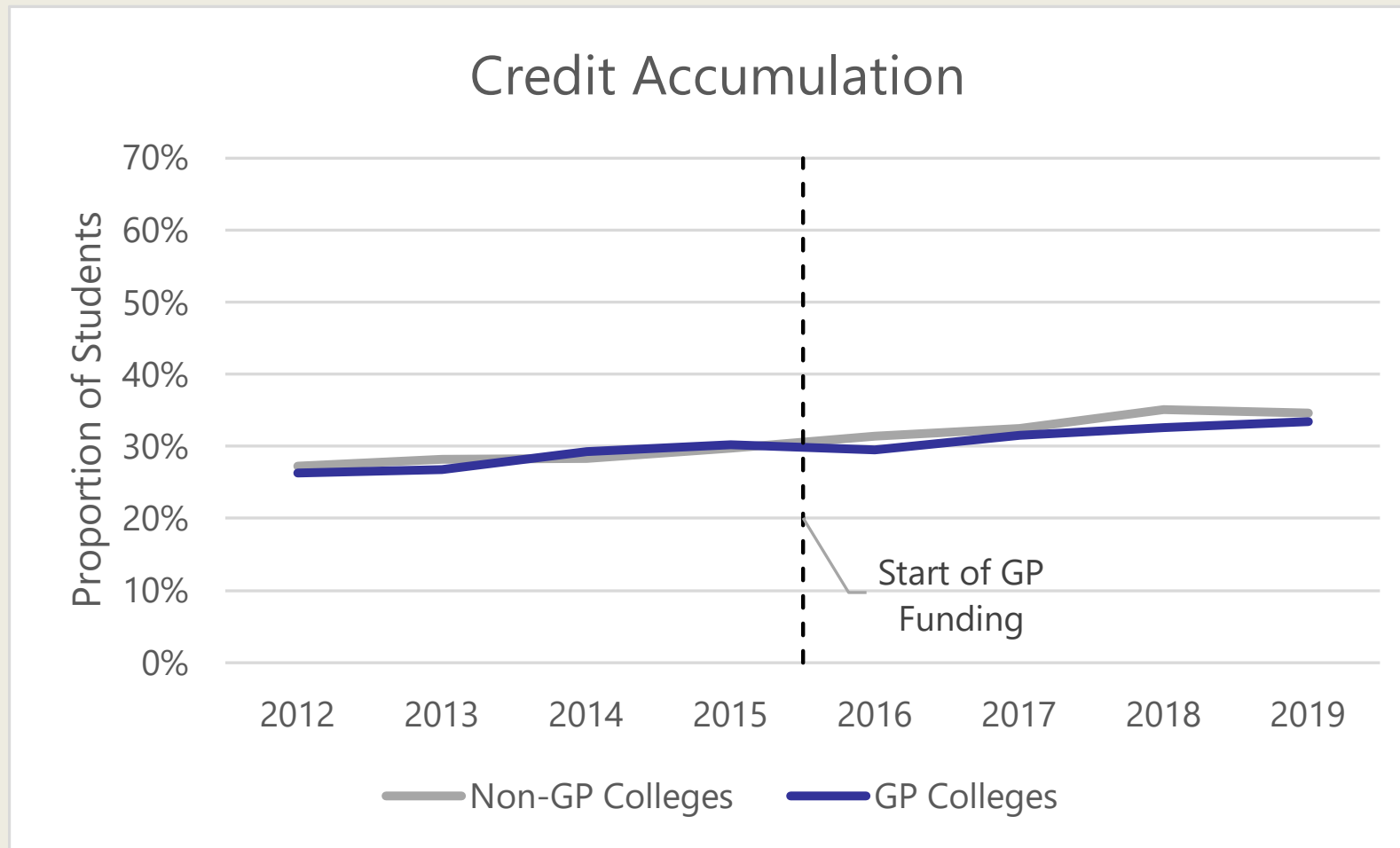
# FIRST-YEAR COURSE COMPLETION - MATH



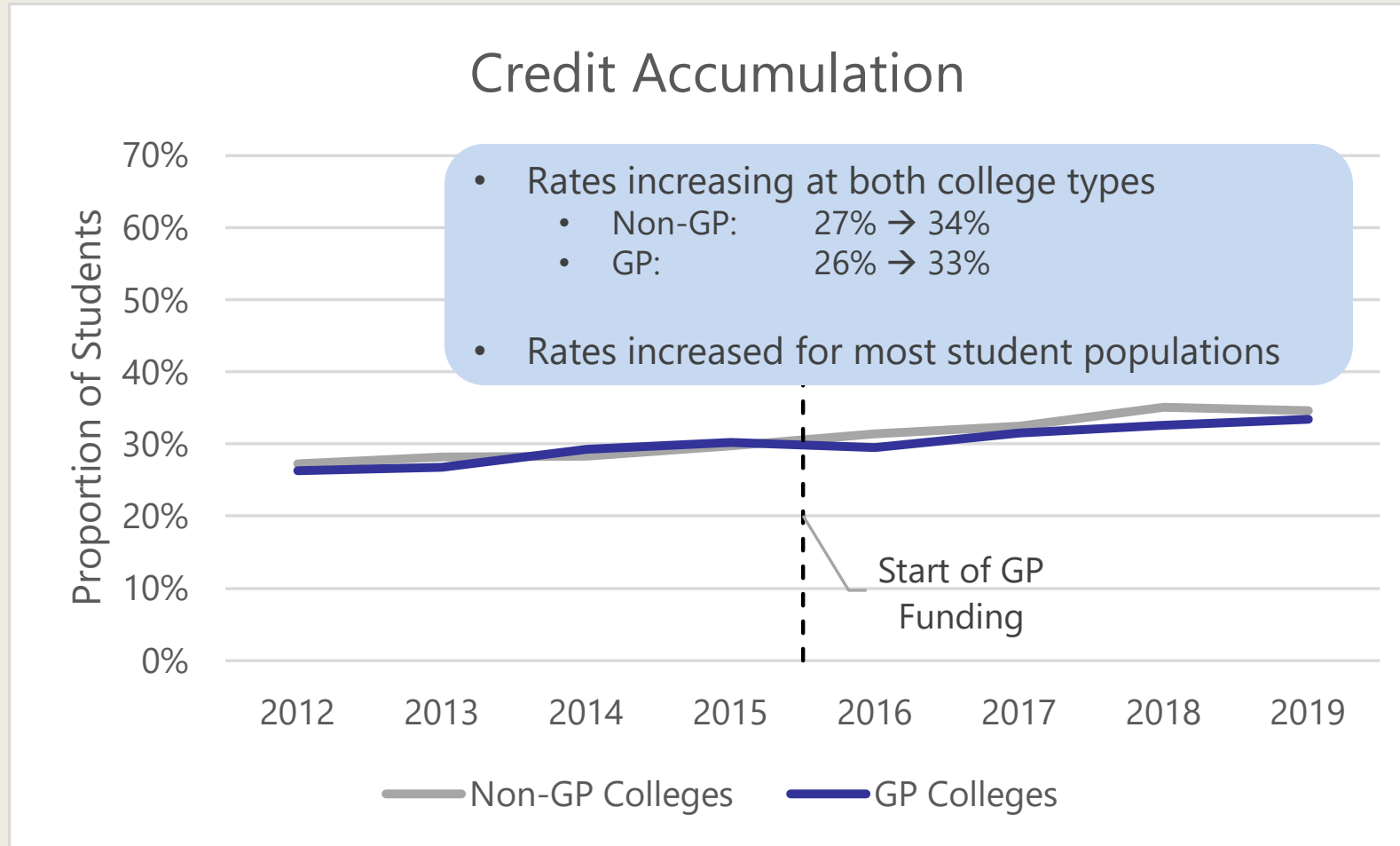
# FIRST-YEAR COURSE COMPLETION - MATH



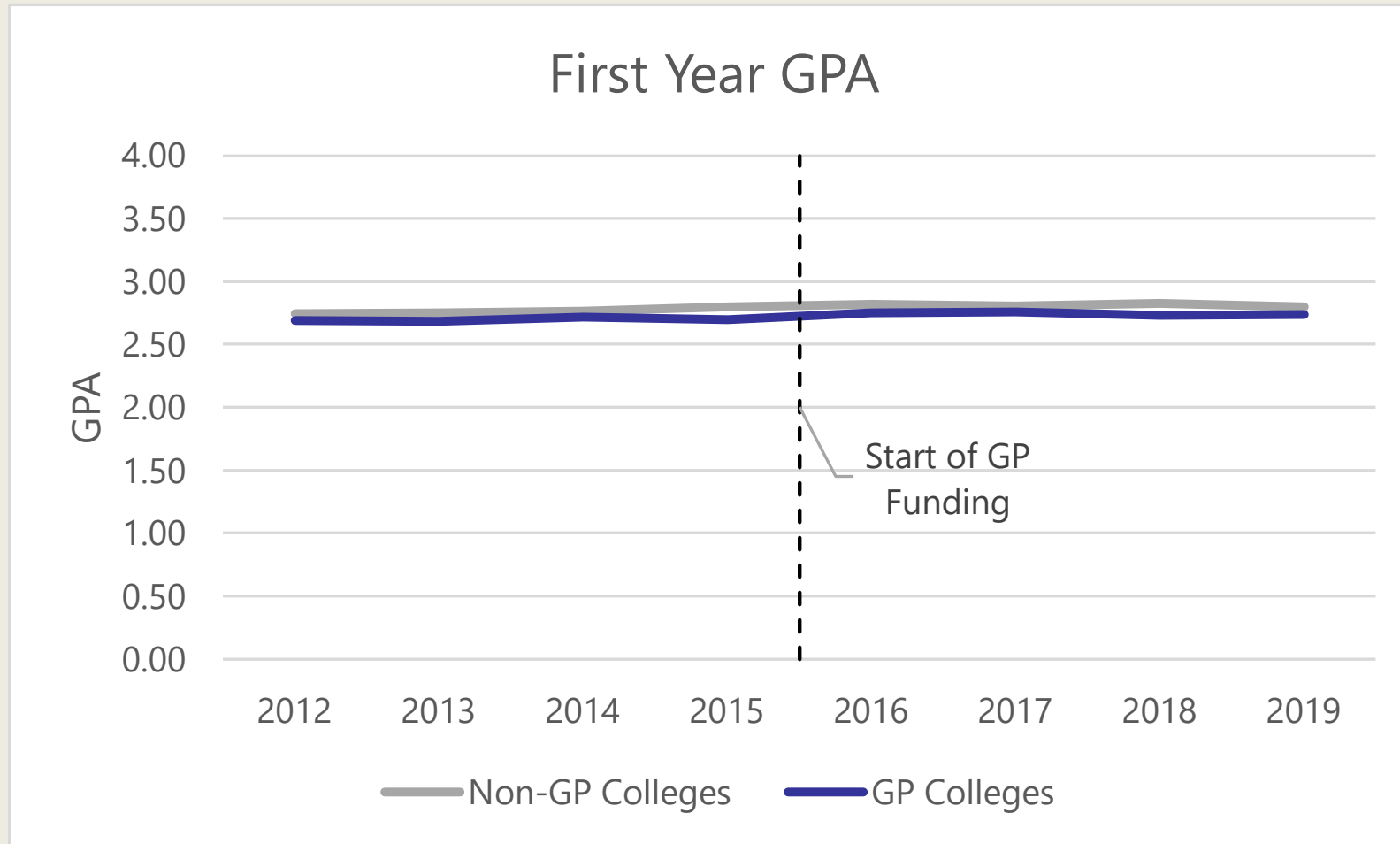
# FIRST-YEAR CREDIT ACCUMULATION



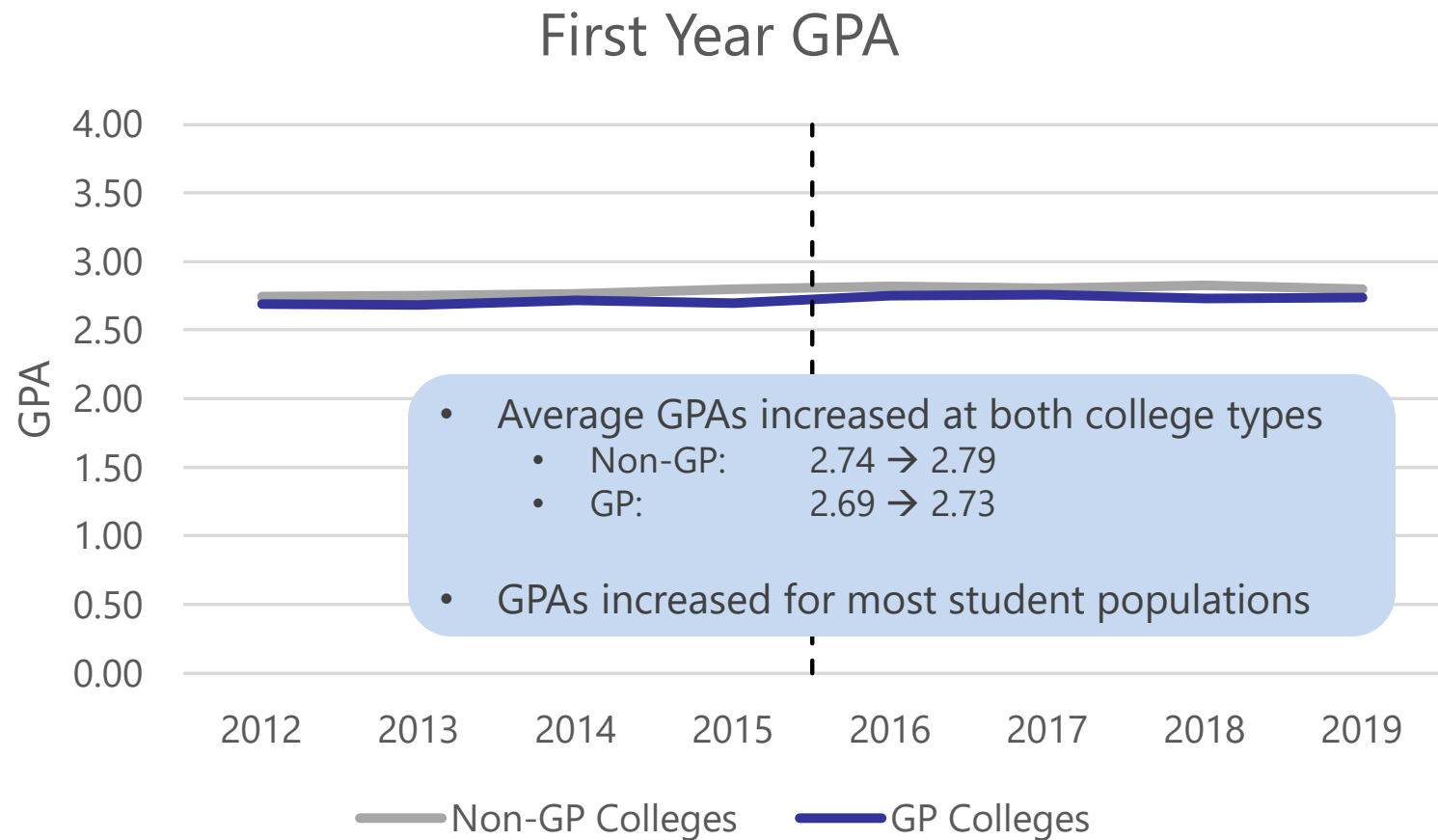
# FIRST-YEAR CREDIT ACCUMULATION



# FIRST-YEAR GPA



# FIRST-YEAR GPA



# TAKEAWAYS

## Implementation

- All responding colleges are implementing Guided Pathways to some extent.
- 18 are implementing activities in all four legislative requirement areas.
- Guided Pathways implementation varies from college to college.

## Student Outcomes

- Retention, course completion, credit accumulation and GPA increased at both GP and non-GP colleges and differences in outcomes between groups is small.
- Outcomes increased for most student populations (i.e., socio-economic status, race, gender, educational experience)



# LIMITATIONS

## Implementation Results

- Survey responses may not capture all Guided Pathways work colleges are doing.
  - 1 college didn't respond. We cannot speak to its implementation.
- Survey responses may describe efforts that began before GP or from other reforms that coexist with GP.

## Student Outcome Results

- Our analysis is descriptive, not causal.
- Differences in outcomes between college types could be due to Guided Pathways, other programs, and/or college and student factors.

# WHAT'S NEXT?

## Final report due December 2029

*Evaluate the effect of guided pathways on longer-term student outcomes including degree completion, time to degree, transfer to four-year institutions, employment, and earnings.*

## Intermediate work

- Tracking Guided Pathways research and policy changes.
- Tracking other major initiatives colleges are doing.
- Exploring state and national data sources.
- Exploring additional ways to track implementation in Washington.

# THANK YOU

## Questions?

[Julia.Cramer@wsipp.wa.gov](mailto:Julia.Cramer@wsipp.wa.gov)