

Insights from the Guided Pathways 2.0 Institute:
“Engaging the Entire Institution in Guided Pathways Implementation”



As you work towards Guided Pathways, whether you're a classified professional, the President, or any other role, think about yourself as a change agent who can lever Guided Pathways opportunities to create a more equitable and just institution, not just for our students, but for our colleagues and our community.

— Dr. Eric Felix

Associate professor at San Diego State University



1. Make student success a top priority in every role at the college.

When colleges involve and empower all personnel in a coalition for collective action, it is possible to mobilize around student success as a shared priority. By ensuring all college professionals have a clear understanding of their role and that leadership is distributed equitably, colleges can create new opportunities for staff to work together so that no one will shoulder the responsibility of change alone.

ACTIONS COLLEGES CAN TAKE

Start with a coalition of the willing. Collaborate with those already advancing this work and invite them to build a process focused on a specific change at the college. As momentum builds, this core group can become ambassadors and communicate to others why they should get involved. Learn more in the Guided Pathways Playbook brief [“Create a Coalition of Support for Large-Scale Change.”](#)

Think of institutional engagement like a grassroots movement.

Many colleges are integrating Guided Pathways with the Institute for Evidence-Based Change’s [Caring Campus](#), which is an approach to make students feel welcome and connected to their college. Caring Campus focuses on engaging faculty and classified professionals, who are on the front line with students but not always seen as contributing to student success efforts. [Research on Caring Campus](#) found that the approach led staff to see themselves as change-makers while building their leadership skills and interpersonal relationships.

Create spaces for all college professionals to build partnerships with one another. Classified professionals, many of whom reflect the racial and cultural diversity of our students, bring valuable insight and institutional knowledge to the table. One way to break down silos is to recognize this value and bring a cross-section of college professionals to work together in formal spaces on campus, such as committees. Reedley College uses a “tri-chair” model where faculty, classified professionals and administrator representatives co-chair committees. This model works well when co-chairs commit to lose their titles and take on roles they may not otherwise (such as being the designated note taker). Be inclusive and equitable, ensuring all are respected, honored, validated and compensated for their work. Mutual respect across campus relationships shapes student belonging, persistence and completion.

When you ask the college perceptions of classified professionals, folks agree they could not run without these important professionals, but they are not included in institutional change efforts. All the things classified professionals do each and every day make such an impact on the student experience & student success.

— Ken Sherwood

Chief Operating Officer and Vice President, Institute for Evidence-Based Change

STRATEGY IN PRACTICE:

MiraCosta College embeds Guided Pathways at every level

MiraCosta College has been committed to the Guided Pathways framework and engaging in this work for years. This year, college leaders are reintroducing Guided Pathways to articulate everyone's role across the college. To that end, they have enacted institutional, technology and communication changes to embed Guided Pathways into everything they do. They have institutionalized change by **codifying Guided Pathways responsibilities in job descriptions** of professionals across the college such as instructional and counseling faculty and financial aid staff. By making Guided Pathways part of everyone's role, it doesn't become another initiative but instead becomes a core part of the way they work.

2. Go big on practices that advance student belonging systemically.

RELATED PRESENTATIONS TO VIEW:

["Welcome, Introductions & Framing"](#)

["Leading Successful Whole College Reform in California"](#)

["Embracing Guided Pathways: Paving the Way Toward Vision 2030"](#)

["A Strategic Vision for the Future: Setting Priorities and Supporting them through Strategic Financing and Human Resource Development"](#)

["Integrating Guided Pathways with a Caring Campus Approach to Help Faculty and Staff Develop a Culture of Belonging for Students"](#)

["An Exploration of Equity, Guided Pathways and Post-Graduation Success: Reflections from California's Labor Market & Its Intersection with Community College Education"](#)

["The Role of the Whole College in Transitioning Dual Enrollment Students to Continue Their College Journey"](#)

The Success Center at the Foundation for California Community Colleges independently prepared this overview based on the presentation; the overview may not fully represent the presenters' viewpoints.

