Best quote from this question ***“Change is hard…”***

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| Potential Positive Effects | Potential Negative Effects |
| Potential Positive Effects on Institutions | **Potential Negative Effects on Institutions** |
| GP Framework allows student-oriented transformation | Change is hard… |
| Great conversations; requiring greater and effective communication | Conflicts requiring mediation and compromise |
| Greater transparency and clarity | Fiercely guarded territory = tensions |
| Better Faculty become mentors concerning jobs and transfer clarity on GE may be more fruitful for students and faculty | Loss of faculty autonomy; increased faculty competition for courses |
| Increase completions & decrease unnecessary units; Address completion and success rates | Performance –based goals may narrow student success focus |
|  | Dysfunctional college no agreement on plan |
|  | May fail to integrate important projects and initiatives |
| Potential Benefits to Students | **Potential Negative Effects on Students** |
| Closes equity gaps | Treating students as a number |
| Increased retention and persistence | Eliminate exploration; Destroying personal enrichment/liberal arts |
| Clear navigation for students | Loss of specific courses as evidenced by AB 705 |
| Students better informed | Lack of choice; limit student autonomy |
| Alleviate students taking wrong courses and getting lost | Continuous nudging and alerts will irritate students like lifelong learners or self-motivated |
| Potential Benefits on Curriculum & Programs | **Potential Negative Effect on Curriculum & Programs** |
| Strengthen curriculum and programs (including currency, rigor and outcomes) | Reduced rigor to produce degrees education; Decrease development of new programs and courses |
| More career-focused curriculum | Effort to make student choose a major is additional work primarily placed on faculty |
| Potential Benefit for Student Services | **Potential Negative Effect for Student Services** |
| Better, more efficient, timely student services and access to services | Additional institutional barriers |
| Increased collaboration streamlining services | Students must pick career goals or majors too early |

*Sample Comments*

*“Guided pathways can increase collaboration among areas of the colleges; it will help streamline the process in both services and academic affairs; it will cause the college to adapt to students’ needs and perspectives. Faculty, especially, will become mentors to students about job prospects and transfer expectations. The negatives: Guided pathways might change the curricula of programs when we begin mapping courses and seeing the needs of classes. For instance, in English, some literature classes might not be offered because it doesn’t fit within the pathway; also, with AB 705 the elimination of credit basic skills has worried faculty on the success of students.”*

*“There is some concern for liberal-arts education and the smaller programs, but we have decided (in principle) that these sorts of classes help to set apart an education at our institution, and will endeavor to include some of these classes in every pathway. The positive impacts are closing the equity gap, more students successfully completing their goals, and un-siloing our institution with a focus on preparing the college for the student!”*

*“Positive: more clarity on how to reach one's academic goals. Negative: absolutely no wiggle room for exploration. You are locked in. You have to choose before you even have any data on what you're good at, what you are interested in, and what would bring you satisfaction in life.”*

*“positive: better coordination and collaboration across student services and instructional areas; establishing some clear pathways as guidance for students who desire knowledge of it. negative: "tracking" so narrowly that we lose vulnerable students who start a pathway but then find they want to change and then get discouraged about continuing or changing a pathway. Potential negative: if state/top-down directives about how guided pathways need to be implemented increase to the point of impeding on local control, the outcome would not be good for students.”*

*“If you take classes to get a job, why would you need liberal arts? I teach communication studies and you can't get a job in communication studies, so why would we need to exist in this model? Research demonstrates that students who pick their majors in their second year are more successful than those who choose them in their first but I fear we will shuttle them into majors too early. Meta-majors look like the easy-bake oven approach. We are taking away exploration. Do you know how many communication majors used to be chemistry majors? Many! We are trying to take away a student's ability to explore, to fail to wonder--even Oakley admits that he was thankful he could "ping" around in a CC. Everything is at risk—“*

*“We can only improve. The existing structures and approach have not increased student success or completion.”*

*“There is a fear that for our population it will neglect the needs of some students—whether financial, familial, developmental, or other— to attend part time, to take remedial classes, to remain undecided...”*

*“More clarity for students. Hopefully more degrees and transfers. I don't see any negatives for students. Many faculty dislike change and this will be difficult for them.”*