



The State University of New York
Student Assembly

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RESOLUTION FC18-04

TO: Members of the General Assembly
FROM: Rep. Brendan Caluneo, Chair of Community Colleges Committee
Members of the Community College Committee
SPONSORS: Academic Affairs Committee
DATE: November 17th, 2018
SUBJECT: Guided Pathways

ACTION REQUESTED

That the General Assembly of the State University of New York support SUNY's Guided Pathways Initiatives and the elements that make up the Guided Pathways Program.

RESOLUTION

I recommend that the Student Assembly of the State University of New York (SUNYSA) adopt the following resolution:

Whereas, the SUNY Guided Pathways Project “helps our state’s community colleges design and implement structured academic and career pathways at scale, for all students. Building on national research, led by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC), this project is designed to help increase completion rates and student achievement in New York State”¹; and,

Whereas, the goals of Guided Pathways are “college completion, transfer, and attainment of jobs with value in the labor market- and to achieve equity in those outcomes”²; and,

¹ <https://nysssc.org/institutes/>

² <https://www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf>

Whereas, “The guided pathways model is built upon three important design principles. First, colleges’ program redesigns must pay attention to the entire student experience, rather than to just one segment of it... Second, a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students’ goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and “backward maps” programs and supports to ensure that students are prepared to thrive in employment and education at the next level”³; and,

Whereas, the four dimensions of the Guided Pathways Model are clarify paths to student end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning⁴; and,

Whereas, the first dimension, to clarify paths to student end goals, simplifies the decision making processes for students, provides clear and easily understandable options, and establishes transfer pathways for students to help further their success even after graduation⁵; and,

Whereas, the second dimension, to help students choose and enter a pathway, “helps students explore academic and career options from the beginning of their college experience”⁶ instead of once they are midway through their program; and,

Whereas, the third dimension, to help students stay on path, ensures students are supported throughout their entire educational career, and not just at the very beginning, end, or only when they are in emergency situations; and,

Whereas, the fourth dimension, to ensure that students are learning, ensures that the college experience is effective and contributes to the end goals of students by aligning with their requirements for success in employment and further education⁷; and,

³ <https://www.aacc.nche.edu/wp-content/uploads/2017/09/TheMovementTowardPathways.pdf>

⁴ <https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf>

⁵ <https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf>

⁶ <https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf>

⁷ <https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf>

Whereas, Corning Community College, Jamestown Community College, Mohawk Valley Community College, Monroe Community College, Onondaga Community College, Rockland Community College, Suffolk County Community College, SUNY Orange, Tompkins Cortland Community College, and Westchester Community College are involved in the first series of SUNY Guided Pathways Institutes, and

Whereas, “early results from some initiatives that are part of the guided pathways model, such as using multiple measures to decide on developmental education placements, are showing some narrowing of gaps”⁸ between historically underrepresented groups and historically privileged students; therefore be it,

Resolved, that SUNY Student Assembly supports clarifying paths to student end goals; and be it further,

Resolved, that the SUNY Student Assembly supports faculty, administration, and students helping students choose and enter a pathway; and be it further,

Resolved, that the SUNY Student Assembly supports faculty, administration, and students helping students stay on their chosen paths; and be it further,

Resolved, that the SUNY Student Assembly supports a focus on educational outcomes; and be it further,

Resolved, that the SUNY Student Assembly supports Guided Pathways initiatives being both furthered at the SUNY colleges already participating in them, as well as started at the SUNY colleges not yet participating in them; and finally be it,

Resolved, that this resolution be sent to the college presidents at the 64 SUNY institutions.