



# GUIDED PATHWAYS

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# Guided Pathways Defined

“The Pathways Model is an ***integrated, institution-wide*** approach to student success based on intentionally designed, clear, coherent and structured educational experiences.”



# Guided Pathways Defined

“Central to the pathways model are **clear, educationally coherent program maps**—which include specific course sequences, progress milestones, and program learning outcomes.”





# Guided Pathways Defined

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**“Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps...”**





# What is different about Guided Pathways?

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- Focuses on institutional transformation
  - Provides an overarching framework to integrate diverse initiatives & reforms underway
  - Brings together evidence-based practices into a more coherent whole
  - Emphasizes interventions that work at scale
  - Creates clear, intention, well-sequenced curriculum and program design
  - Keeps students at the center of the (re)design process
  - Is an evidence-based approach that comprehensively addresses the conditions needed for students to thrive and complete their goals
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# Who does Guided Pathways Serve?

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- Guided Pathways provides broad, structured supports with targeted strategies that can support specific student needs:
    - Dual/Concurrent Enrollment
      - Courses can be sequenced to allow students begin on a pathway in high school
    - Adult Education Students
    - Career and Technical Students
    - Degree and Certificate Seeking Students
    - Students intending to transfer (traditional and adult learners)
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# Guided Pathways Dimensions

**There are 4 Dimensions of the Pathways Model:**

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1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. Keep students on path
4. Ensure that students are learning



# Dimension 1: Clarifying the Path

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## CLARIFYING THE PATH

- Mapping programs “with the end in mind”
  - Aligning course content and student learning outcomes
  - Identifying milestone courses
  - Identifying the right math courses to support student goals
  - Review pathway curriculum for coherence
  - Select recommended elective courses
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# Dimension 1: Clarifying the Path

## Sample Career & Academic Communities/Meta-Majors



# Dimension 2: Help Students Choose and Enter a Path

## HELP STUDENTS CHOOSE AND ENTER A PATH

- Strengthen and clarify student-facing information about jobs/careers/transfer options
- Align advising with critical student choices and milestones
- Embed intrusive advising in pathways



# Dimension 2: Help Students Choose and Enter a Path

## HELP STUDENTS CHOOSE AND ENTER A PATH

- Identify preliminary interest from 10 career areas.
- Contextualize Smart Start Orientation.
- Create common coursework for the first 25% of the enrollment for each Career and Academic Community.
- Possible contextualization of initial general education courses.
- Provide experiential learning opportunities (e.g. job shadowing, informational interviewing).



## TECHNOLOGY DEGREES AND PROGRAMS

### BACHELOR'S DEGREES

Technology Development and Management

### ASSOCIATE IN ARTS TRANSFER PLAN

Information Systems Management

### ASSOCIATE IN SCIENCE

Computer Information Technology  
Cybersecurity

Computer Networking  
Computer Programming and Analysis  
Web Development

### CERTIFICATES

Help Desk Support Specialist  
Cybersecurity

Computer Support  
Cisco Certified Network Associate  
Linux System Administrator  
Microsoft Certified Solutions Associate  
Computer Programmer  
Computer Programming Specialist  
Web Development Specialist

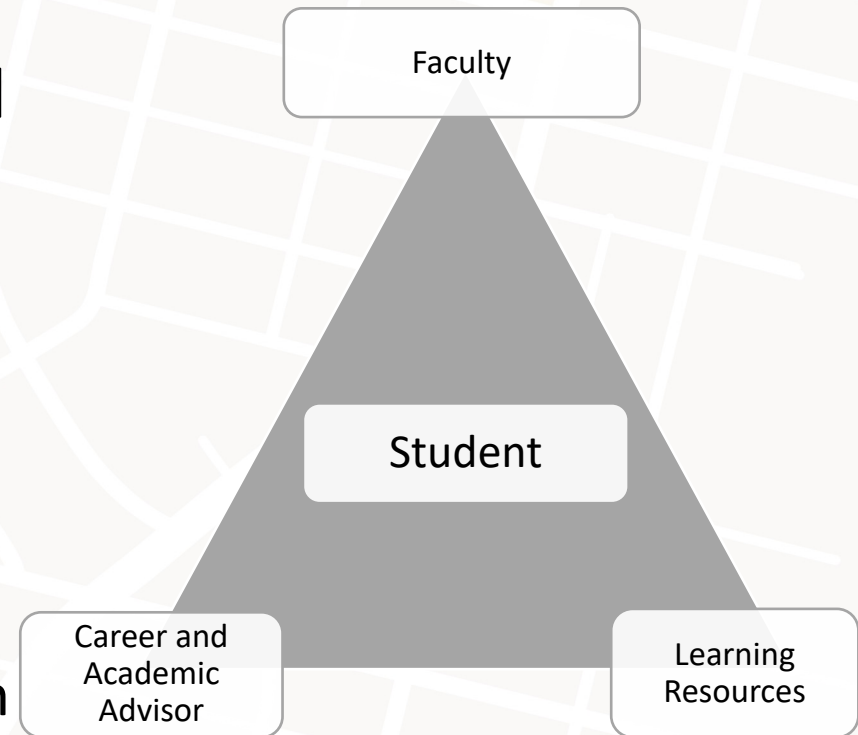




# Dimension 3: Keep Students on a Path

## KEEP STUDENTS ON A PATH

- Define appropriate communication milestones encouragement and intervention
- Embed meaningful career and/or transfer skills
- Set policies for completing college level Math and English requirements



# Dimension 4: Ensure that Students are Learning

## ENSURE THAT STUDENTS ARE LEARNING

- Start with the end in mind by backward mapping the career and labor market outcomes associated with each certificate and degree program.
- Map program learning outcomes to career and academic pathway courses.
- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).
- Align discipline-appropriate co-curricular learning.



# Dimension 4: Ensure that Students are Learning

## ENSURE THAT STUDENTS ARE LEARNING

- Strengthen assessment by identifying where learning outcomes are introduced, practiced, reinforced and finally mastered with supporting documentation
- Faculty review how program learning outcomes should change along the pathway to align their course and assessment protocols.



# Idealized Timeline for Implementing Guided Pathways at Scale

## LAYING THE GROUNDWORK

3+ Years Prior to Pathways

- Build capacity to collect, report, and use data
- Develop strategic goals and plan, focused on improving student outcomes
- Implement at least one major innovation at scale

## BUILDING A SENSE OF URGENCY

Year 1

- Make the case for change
- Scrutinize current practice from student perspective

## INTAKE AND ADVISING REDESIGN

Years 2-3

- Redesign intake to enable students to explore career/academic options and develop full-program plan by end of term 1
- Pilot integrated and contextualized academic support for program gateway courses
- Redesign scheduling and advising to support timely student advancement
- Plan upgrading of business process and IT systems and begin training staff

## IMPROVED SCALE IMPLEMENTATION

Years 4-5

- Evaluate and improve pathways implementation
- Build academic and career communities within meta-majors
- Extend program pathways into high schools (start with dual enrollment) and adult ed programs

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

## MAPPING PROGRAM PATHWAYS

Year 2

- Organize programs into career-focused meta-majors
- Backward map all programs to jobs and transfer opportunities

## INITIAL SCALE IMPLEMENTATION

Year 3

- Begin scale implementation of new student intake, planning, scheduling, and advising
- Reorganize learning outcomes assessment around meta-majors and maps
- Implement IT systems and business processes to support pathways
- Plan extension of program pathways into high schools and adult ed programs

## ONGOING IMPROVEMENT

Ongoing

- Institutionalize program review, improvement, and professional development within and across meta-majors