

## **Guided Pathways**

The Guided Pathways Model is an *integrated, institution-wide approach to student success* based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

### **Guided Pathways is not:**

- just another initiative that will come and go - it is a long-term, transformational reform effort that will impact all areas of the institution
- arranging existing curriculum onto maps alone – program maps are an essential first step but they need to be implemented with all of the other components of the model to be effective
- something that can be planned and executed by a small group of institutional or district leaders – it will require engagement at all levels of the institution
- being implemented only at selected institutions across the country; a wide range of colleges nationally have begun engaging in guided pathways reform

### **Guided Pathways is:**

- structured, educationally coherent program maps that align with students' goals for careers and further education
- mechanisms for students to explore careers, choose a program of study, and develop an academic plan based on program maps created by faculty and advisors upon intake
- exploratory program or career clusters that students enter upon intake that allow guided exploration in a field of study before they pick a specific program pathway
- predictable schedules based on analysis of courses students need to progress on their plans
- developmental education as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses
- holistic, embedded and on-going advising that deliberately connects students to the institution and to the program of study
- monitoring structures for students and advisors to ensure that students are progressing along their program path and mechanisms for intervention when students fall off their pathway
- program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs high school and other feeder curriculum designed to prepare students to enter college programs in particular fields
- without a research foundation and examples of successful practice – national research and institutional examples are accumulating rapidly