

The Texas Pathways Model is an *integrated, system-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 the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. 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. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

GUIDED PATHWAYS ESSENTIAL PRACTICES

1. CLARIFY PATHS TO STUDENT END GOALS

- a) Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
- c) Align **high school pathways** (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs.

2. HELP STUDENTS CHOOSE AND ENTER A PATHWAY

- a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school, including a College Prep Course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways.
- b) Redesign traditional remediation as an **"on-ramp" to a program of study**, which helps students explore academic and career options from eighth grade through 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 high school and college-level curriculum, particularly in program "gateway" courses.
- c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

3. HELP STUDENTS STAY ON PATH

- a) Support students through a strong **advising** process, embedded and ongoing in the high school-to-college-to-career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

4. ENSURE THAT STUDENTS ARE LEARNING

- a) Establish 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 high school, community college, and university programs.
- b) Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of **effective teaching practice**, especially practice that promotes student engagement, throughout the pathways.

ESSENTIAL CAPACITIES FOR GUIDED PATHWAYS REFORMS

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **LEADERSHIP** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **ENGAGEMENT** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **INSTITUTIONAL WILL AND CAPACITY TO USE DATA AND EVIDENCE** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **TECHNOLOGICAL TOOLS AND INFRASTRUCTURE** appropriate to support student progress through guided pathways.
- Commitment to the level of **STRATEGICALLY TARGETED PROFESSIONAL DEVELOPMENT** that will be required to design and implement pathways at scale.
- **POLICY CONDITIONS** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **CONTINUING ACTION RESEARCH AGENDA** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation.