

Guided Pathways Rubric	EMP Workgroup Assignment
<p>1. Mapping pathways to student end goals.</p> <ul style="list-style-type: none"> a. Colleges clearly map out every program, indicating which courses students should take in what sequence and highlighting courses that are critical to success, along with “cocurricular” requirements and progress milestones. b. For each program, colleges provide detailed information on the employment opportunities targeted by the program and the transfer requirements for bachelor’s programs in related fields. c. All of this information is readily accessible on colleges’ websites. 	<p>1.a Pathways</p> <p>1.b CTE, Website</p> <p>1.c Website, Marketing</p>
<p>2. Helping students choose and enter a program pathway.</p> <ul style="list-style-type: none"> a. Colleges redesign the new student experience to help students explore career and college options and choose a program of study or broader “meta-major” and develop a program plan early on. b. Special supports are provided to help students take and pass college-level courses in pathway-appropriate math and English and other foundational subjects in their field of interest—ideally so that students can complete most of their core introductory courses in their first year. Intensive support is provided to help severely underprepared students succeed in college-level courses as soon as possible. c. Colleges work with high schools to help students explore career and college interests and prepare them to enter a college-level program of study directly after they complete high school. 	<p>2.a FTIC, Advising</p> <p>2.b Dev. Ed, CTE, Noncredit</p> <p>2.c Student Advising, CTE, Marketing, (Dual Enrollment)</p>
<p>3. Keeping students on path.</p> <ul style="list-style-type: none"> a. Advisors monitor which program every student is in and how far along students are toward completing their program plans. b. Students too can easily see their progress and what they need to do to complete their program. c. Advisors and students are alerted when students deviate from their plans, and policies and supports are in place to help students get back on track. d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing, to redirect them to a more viable path to credentials and a career. e. Colleges schedule classes to ensure that students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. 	<p>3.a Advising, Pathways Workgroup</p> <p>3.b Advising, Pathways Workgroup</p> <p>3.c Advising, CTE</p> <p>3.d Advising, CTE, Dev. Ed,</p> <p>3.e Enrollment Management</p>
<p>4. Ensuring that students are learning.</p> <ul style="list-style-type: none"> a. Faculty assess whether students are mastering learning outcomes as they progress through a program. b. Program learning outcomes are aligned with the requirements for success in further education and employment in a related field. c. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs. d. Colleges track mastery of learning outcomes by individual students, and the information is easily accessible to students and faculty. e. To ensure that students are learning, colleges work to ensure that teaching is effective. A key focus of teaching in the pathways model is attention to collaborative, active learning that is relevant to the student’s field of interest. This includes teaching and learning in the classroom as well as learning that takes place outside the classroom, such as through internships or service learning. 	<p>4.a OAW</p> <p>4.b OAW, Pathways</p> <p>4.c OAW, Program Review</p> <p>4.d CTE, Advising</p> <p>4.e Prof. Dev. Committee, Dev. Ed, SSEC (CUE)</p>
<p>5. Connection to Developmental Education: Connecting their developmental education reforms to their pathways efforts to better enable students to pass critical program gateway courses and get on a program path. If colleges are to enable the majority of their students to enter a college-level program of study as quickly as possible—ideally in the first year—the conventional approaches to placement and remediation will not suffice. Virtually all of the AACC Pathways colleges are experimenting with new approaches to developmental education, but most have not implemented these reforms at scale. We outline ways in which, by thinking differently, colleges could sort out many fewer students and enable many more to get on the college-level program paths that the colleges are working to strengthen through guided pathways reforms.</p>	<p>5 Dev. Ed., CTE</p>