



GUIDED PATHWAYS

An integrated, structured, and equity-focused approach to student success.



Western Technical College

Clarify the Path



Create Clear Curricular Pathways to Employment and Further Education

Enter the Path



Help Student Choose and Enter their Pathway

Stay on the Path



Help Students Stay on Their Path

Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results



Create a clear curricular pathway to employment and further education

- ✓ Create clear curricular pathways to employment and further education.
- ✓ Actively establish transfer pathways with partner institutions.
- ✓ Recognize time is the enemy of students living in poverty.

Current Examples

- Contextualized, career pathway learning and credit for prior learning in ABE/GED/HSED pre-college course work
- Partnerships with K-12 institutions that provide early career planning and early college credit attainment

Work in Progress

- Common first term around Areas of Interest
- Course offerings to minimize student time to completion
- 7-week sessions
- Clear part-time and full-time pathways

Discussion Questions

1. What do we know about how program maps work for ALL students?
2. How are we embedding culturally responsive teaching and learning practices to meet the needs of diverse student groups?
3. What does a program map look like and how does a student view it?
4. How are the values, norms, and lived experiences of ALL students represented in pathways?
5. How are students, faculty, and staff engaged in co-creation of pathways?
6. What does Western know about how underserved students enroll, transfer, and complete pathways?
7. What changes are being made to improve the outcomes of underserved students in specific pathways?





Help students choose and enter their pathway

- ✓ Create accessible bridges between Adult Basic Education and K-12.
- ✓ Redesign on-ramps that align with programs of study.
- ✓ Integrate student success skills and career exploration.
- ✓ Provide accelerated, contextualized support.

Current Examples

- ABE/GED/HSED career pathway work (The Tech Club is an example)
- Credit for Prior Learning embedded in onramps for adult learners
- Opportunities for high school students to earn college credit
- Coaching services throughout the admissions and onboarding process
- Programs which contain multiple entry points throughout the year

Work in Progress

- Elimination of unnecessary pre-requisite or developmental courses
- 7-week sessions
- Wait list and transfer options
- Evaluation of online application and application process

Discussion Questions

1. How fully do pathways reflect the aspirations and goals of ALL student groups?
2. How do we help underrepresented students feel like they belong and help them enroll, transfer, and complete pathways?
3. What changes can we make to improve underserved students' success in navigating transfer pathways?
4. How is Western's Educational Justice & Equity framework training (including the intersections of culturally responsive, poverty, and trauma) being captured in the development of Guided Pathways?





Help students stay on their path

- ✓ Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology.
- ✓ Ensure students have an academic plan with predictable schedules, leverage faculty coaching to monitor progress, and create effective and accessible interventions when students go off track.
- ✓ Embed academic and non-academic supports throughout students' programs.

Current Examples

- Drop-in help in the Learning Commons
- Tiered individualized support (PALS courses)
- Embedded support instructors in program classes
- Early alert system
- Assess and refer model
- Faculty coaching

Work in Progress

- Coordinated response to incomplete grades issued
- Universal Design-Universal Accommodations implementation
- Universal Student Success Plan
- Clear student interface system
- Academic calendar review
- Adoption of high-flex modality

Discussion Questions

1. To what extent do the faculty and staff who are involved in advising reflect the demographics, backgrounds, and experiences of diverse student groups?
2. What do diverse learners know about college programs, course-taking, and other aspects of the college experience, and how are advising processes being reformed to address these differences?
3. How are the values, norms, and dispositions of diverse student groups represented in college and career advising?





Ensure that learning is happening with intentional outcomes

- ✓ Capture the importance of feedback loops between student and teacher
- ✓ Integrate high impact practices such as experiential learning projects, blocked and paired courses, cohort-based learning, and internships.
- ✓ Require learning outcomes to be aligned with requirements for success in further education and employment.
- ✓ Track mastery of learning outcomes by individual students.
- ✓ Focus attention on collaborative, cohort based, contextualized, experiential, active learning that is relevant to the student's field of interest.

Current Work

- New faculty orientation and mentoring models
- Syllabi and credit hour review
- Curricular design and assessment plan
- Co-teaching model in key gateway courses
- Embedded support instructors in targeted programs
- Individualized Academic Intervention (PALS)

Work in Progress

- Universal Design-Universal Accommodations implementation
- Division-specific professional development and faculty support
- Embedding culturally responsive, poverty and trauma informed practices
- Transferable first term whenever possible
- 7-week sessions/optimization of terms

Discussion Questions

1. To what extent do the pedagogical strategies resonate with the demographics, backgrounds, and experiences of diverse student groups?
2. How do diverse learners achieve in reformed classrooms?
3. How is culturally responsive teaching and learning being deployed to meet the learning needs of diverse student groups?

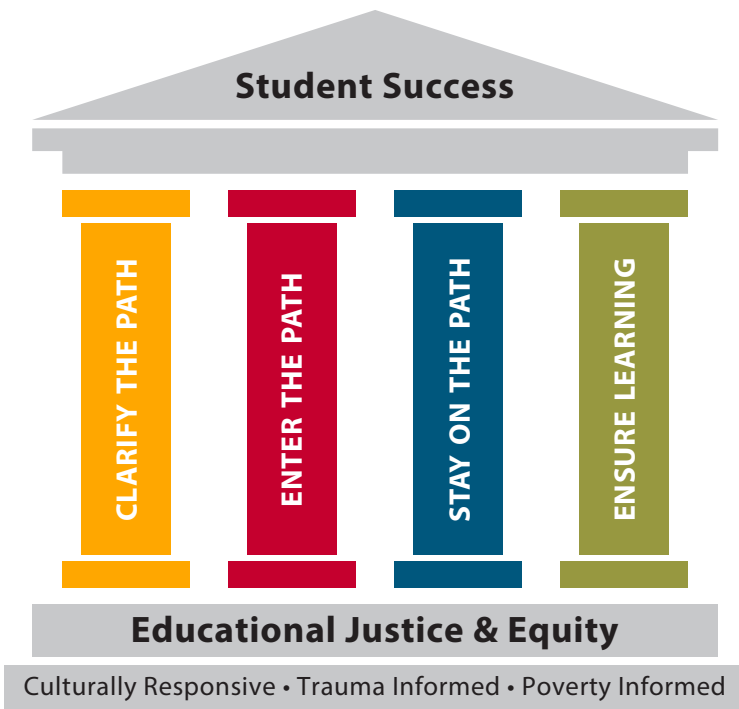


Guided Pathways



Guided Pathways is an integrated, institution-wide approach to redesigning the college experience from entry to graduation. It seeks to streamline a student's journey through college by providing structured choice, revamped support, and clear learning outcomes. At its core, the purpose of Guided Pathways is to eliminate long-standing equity gaps that create obstacles to student persistence and completion.

The examples provided in this document are not all inclusive of the numerous efforts already in practice or in development at Western. For a more detailed list, including additional equity considerations as we move forward, visit the Guided Pathways page on CavNet.



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