

*Deans for Academic Success as*  
**Catalysts for Pathways**

*Pathways*

**transfer**  
**WORKFORCE**  
**CERTIFICATES**  
**Degrees**



2018



ALAMO  
COLLEGES  
DISTRICT



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## Deans for Academic Success as Catalysts for Pathways

The transformational integration of pathways for student success requires leadership to engage in an academic redesign to ensure the development of a robust and sustainable model for leaders. The academic redesign of the role and the scope of work for the Deans for Academic Success at the Alamo Colleges District is aligned to the national framework for Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC). This is critical to ensure ongoing, continuous improvement of the pathways within the AlamoINSTITUTES Model. This transformational redesign of leadership for the Deans reflects a richer integration with the work of the Vice Presidents for Academic Success at the five colleges, along with the Vice Chancellor for Academic Success at the Alamo College District.

The five colleges of the Alamo Colleges District have adopted the Pathways Model defined by the Texas Pathways Institute as “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 credential and careers with value in the labor market.”

The intentional focus on providing an educationally coherent experience for our students ensures students enroll in a program that leads to graduation, transfer and a career through the AlamoINSTITUTES. The Deans for Academic Success, in collaboration with the Vice Presidents of Academic Success and the Vice Chancellor for Academic Success, will play a key role providing leadership within the colleges to design, implement and sustain the AlamoINSTITUTES Model.

While leadership has been involved in the heavy lifting of the AlamoINSTITUTES at the Colleges, the redesign of leadership will ensure responsibility for, but not limited to, the following:

- Provide leadership to faculty at the discipline and workforce program level to ensure career information and marketable skills are integrated across curricula.
- Ensure that academic support, applied and experiential learning, and co-curricular activities are contextualized within the AlamoINSTITUTES.
- Design a structure that guides students through their program of study to the completion of goals identified at the point of college entry.
- Implement systems for the accuracy of information, sustain communication networks within and between Colleges, and design internal processes for support.

Outcomes of the academic redesign for leadership will ensure engagement with pathways reform, improve alignment of academic programs with career paths, and strengthen a seamless transfer process to the baccalaureate with minimal loss of credits and time.

# Guiding Principles



## **The Deans for Academic Success are committed to:**

**A culture of continuous improvement within the AlamoINSTITUTES.**

**A commitment to The Alamo Way that defines the priorities of Student Success, Principle-Centered Leadership, and Performance Excellence.**

**Alignment of academic programs with a seamless transfer process to the baccalaureate and employment with enhanced employer engagement.**

**A responsive, flexible model that responds to workforce changes.**

**Interdependence in working in a collaborative model with sister Colleges and the Alamo Colleges District to ensure alignment and communication with the AlamoINSTITUTES.**

**The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities.**

# Framework for Leadership Reform

The adoption of the Pathways Model provides a dynamic opportunity to transform leadership expectations and responsibilities for the Deans for Academic Success. Deans will continue to work with faculty to design academic pathways which reflect students' educational and career goals, and serve as the primary support for collaboration, communication and continuous improvement by engaging stakeholders e.g. faculty, advisors, students and the community.



This active cross-college collaboration will ensure alignment across the Alamo Colleges District. Career pathways will strategically engage regional employers and maximize their expertise within the six (6) AlamoINSTITUTE Advisory Committees. Transfer alignments will also strengthen local Compact agreements with university partners and ensure program alignment in courses and student learning outcomes.

The overview of pathways in the unpublished document “What is the “Pathways Model?”

developed by the Community College Research Center (CCRC) and the AACC Pathways Project provides the framework for the redesign of the Dean’s role at the Alamo Colleges District. The bolded key words in the framework for Deans are cross-walked to both the Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the CCRC and AACC so expectations for leadership is aligned to national practices.



# Guided Pathways Essential Practices

## 1 CLARIFY PATHS TO STUDENT END GOALS

Coordinate the design, implementation, and sustainability of the AlamoINSTITUTES by working collaboratively to ensure coherence and clarity of Transfer Advising Guides (TAGs), pre-major maps and Institute default maps, thereby optimizing credits in transfer and minimizing loss of time to completion. Focus on career pathways and employer engagement. Integrate AlamoCONFIDENCE as a quality framework for student success.



## 2 HELP STUDENTS CHOOSE AND ENTER A PATHWAY

Ensure focus on student success through the collaboration of Deans, Vice Presidents and the Vice Chancellor for Student Success on AlamoENROLL (recruitment, enrollment, and advising) to assist students in choosing the appropriate Institute and pathway. Ensure faculty engagement with employers. Work collaboratively with our K-12 partners, emphasizing Dual Credit and Early College High Schools to strengthen academic oversight and support. In addition, work with faculty to create innovative remediation options to “on-ramp” entering college students into their program of study.

## 4 HELP STUDENTS STAY ON PATH



Collaborate with faculty mentors, certified advisors, and employers to support students to stay on the path through advising with key touch-points and to identify students need for early intervention and support.

Provide a robust menu of embedded academic and non-academic support to include applied and experiential learning and co-curricular activities.

Contextualize coursework and the connection to graduation, transfer and employment.

## 3 ENSURE THAT STUDENTS ARE LEARNING

Work closely with faculty to ensure educational coherence for students through the development, alignment, and assessment of student learning outcomes, effective teaching practices, and professional development opportunities.

Provide oversight of pedagogy, ensuring faculty have appropriate resources to deliver effective instruction.

Focus on students' progression, completion and essential skills for success in employment.

# Guided Pathways Essential Capacities

## 1 LEADERSHIP

Provide transformational leadership-centered methodology on communication, collaboration and innovation within each college in the Alamo Colleges District.

Lead strategic planning to ensure AlamoINSTITUTES meet students' educational goals. This allows for future redesign and alignment as the model becomes institutionalized and integral to the culture of the colleges.

Guide conversations and collaborations with the Institute Advisory Committees. This will develop stronger employer engagement, integrate feedback from advisory committees for specialized workforce programs, and ensure relevant academic alignment. Ensure opportunities for engagement with all stakeholders through development, implementation, and assessment.

## 2 INSTITUTIONAL CAPACITY TO USE DATA

Assess, analyze and ensure a cycle of improvement in the AlamoINSTITUTES to ensure the model is flexible in responding to internal and external influences.

Work with faculty to use data and evidence to continuously monitor and improve pathways. implementation and assessment within each college in Alamo Colleges District.

## 3 PROFESSIONAL DEVELOPMENT

Identify professional development opportunities for faculty and staff that will support the design, implementation, and improvement of the AlamoINSTITUTES.





## PROCESS

The College Presidents gave a charge for the Vice Presidents of Academic Success and the Deans to work collaboratively to envision the Deans for Academic Success' role as leaders in bringing the AlamoINSTITUTES to scale.

Leadership was also engaged in weekly, collaborative cross-college discussions and participated in the Texas Pathways Institute #2, which provided opportunities for additional dialogue in collaboration with the Vice Chancellor for Academic Success.

Academic Leadership was engaged in discussing national and state research, participated in relevant workshops, and had strategic conversations, which informed their redesign of leadership.

Leadership recognized the need for ongoing dialogue and planning to bring the model to scale within the Alamo Colleges District. To ensure this leadership model is robust and sustainable, the recommendation is to implement the newly designed Pathways Leadership Council (PLC) to ensure ongoing, strategic and collaborative discussions.

## 4 POLICY

Clarify and provide oversight for existing District policies, procedures and processes related to AlamoINSTITUTES, while providing direction for continuous improvement.

## 5 CAPACITY FOR ACTION RESEARCH

Champion engagement and an ongoing action research agenda, where stakeholders participate in problem-solving and strategic planning to improve the knowledge and practices around the AlamoINSTITUTES.

## I. SCOPE

The Pathways Leadership Council (PLC) is an integrated, systematized leadership collective that will ensure the AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning and alignment across the Colleges, while bringing AlamoINSTITUTES to scale.

The Pathways Leadership Council (PLC) serves to facilitate cross-college communication about alignment, reviews progress towards the completion of goals, coordinates planning between the Alamo Colleges District and sister Colleges, and ensures that the colleges' work aligns to the Board of Trustee's vision for the development, implementation, and assessment of the AlamoINSTITUTES.

## II. DUTIES AND FUNCTIONS

- 1 Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- 2 Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- 3 Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- 4 Serve in an advisory role to PVC on the pathways as well as related initiatives.
- 5 Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- 6 Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.



### III. REPRESENTATION AND MEMBERSHIP

The Pathways Leadership Council (PLC) is composed of the following members:

Deans for Academic Success	14
Deans for Student Success	6
Vice Presidents for Academic Success	6
Vice Presidents for Student Success	5
Ex-Officio Vice Chancellor for Academic Success	1
Ex-Officio Vice Chancellor for Student Success	1
Ex-Officio Chief Online Learning Officer	1
Total:	34

### IV. TERMS OF MEMBERSHIP

- 1 Additional PLC members can be added if there is a need to expand the membership.
- 2 Members are expected to attend meetings regularly.
- 3 Representatives are responsible for reporting PLC actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- 4 Each member of the PLC will come to meetings prepared to discuss topics.



## V. MANAGEMENT

- 1 The Vice Chancellors for Academic Success and Student Success will serve as leaders in an advisory role to the Council and provide direction.
- 2 The Council will allow for the creation of ad hoc committees to address issues requiring external Subject Matter Experts (SME's).
- 3 The Council will allow for additional resource experts to provide information and input as needed in committee meetings by invitation.
- 4 The Co-Chairs will be selected by the Presidents and should include a VP and a Dean. The Co-Chairs shall serve for one year, and may serve longer at the discretion of the Presidents. A Project Facilitator should be assigned to support the Council under the direction of the Co-Chairs.
- 5 The duties and responsibilities of the Co-Chairs shall include:
  - Call meetings to order
  - Type and post the agenda
  - Prepare and distribute minutes
  - Develop and post agendas at least 72 hours in advance of a meeting.
  - Facilitate meetings
  - Report Council recommendations to PVC
- 6 Meetings will be conducted a minimum of once a month during the academic year.
- 7 The meeting calendar of the incoming academic year will be set in advance.
- 8 The Council uses a consensus decision-making model.
- 9 A quorum is a majority of the membership.
- 10 An archive for the PLC will be established and maintained online and will contain all agendas, meeting minutes, and correspondence pertaining to PLC business.
- 11 The Council will evaluate PLC's scope and duties on an annual basis.

# Dean for Academic Success

## Revised Job Description

### JOB TITLE: DEAN FOR ACADEMIC SUCCESS

#### Job Summary:

Collaborate with the Vice President and Vice Chancellor for Academic Success, and other College and District administrators, to provide principle-centered leadership of the AlamoINSTITUTES through planning, development, and evaluation of academic and instructional support programs. Foster participatory leadership through a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the College and Alamo Colleges District; encourage professional excellence among the faculty and staff, as well as promote an organizational culture of ethical decision-making, customer service, creativity, and quality service. Facilitate, lead and support collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and educational opportunities. Promote and support tutorial services, selected academic success strategies, learning communities and other motivational services to nurture a campus climate conducive to the success of educationally and socio-economically diverse current and prospective students. Ensure compliance with a variety of applicable laws, rules, regulations and requirements related to community college instruction and pathways. This position reports to the Vice President for Academic Success.

#### Essential Job Functions:

- Provide transformational leadership that will utilize communication, collaboration, resources and innovation.
- Work collaboratively with faculty and university partners to ensure alignment.
- Engage with regional employers to strategically maximize their expertise through engagement on the Alamo Institute Advisory Committees.

#### Clarify paths to meet student goals

- Coordinate the design, implementation, and sustainability of the Alamo Institutes. Work collaboratively with the Vice Chancellor for Academic Success to ensure coherence and clarity of transfer advising guides (TAGs), pre-major maps, and institute default maps, with ongoing review to optimize credit transfer and minimize loss of time to completion.
- Use data and evidence to ensure AlamoINSTITUTES is flexible in responding to internal and external influences.

#### Help students choose and enter a guided pathway

- Work collaboratively with Student Success to help students choose the appropriate pathway.
- Work with K-12 partners in Dual Credit and Early College High School to strengthen bridges that include innovative, contextualized remediation pathways and support.

#### Support student persistence

- Coordinate with faculty mentors and certified advisors to support students at key touch points, provide ongoing guidance, and support at-risk students.
- Provide a robust menu of embedded, contextualized academic and non-academic supports.

#### Ensure student learning

- Ensure educational coherence by providing support for course and program level student learning outcomes, effective teaching practices, and professional development opportunities.
- Identify, utilize, and monitor the effectiveness of technological tools and infrastructure to support students' journey.

- Support a continuing action research agenda for developing faculty, advisors, and leadership's critical knowledge.
- Lead strategic planning and engage appropriate stakeholders to meet the educational goals of students.
- Provide leadership in guiding conversations and collaborations with AlamoINSTITUTES Advisory Committees to develop stronger employer engagement and to ensure academic and employment pathways are aligned to relevant employers in our region.
- Work with faculty and chairs to increase opportunities to contextualize academic programs. This also extends to ensuring academic and non-academic support programs, including information literacy and other library support services and tutoring, are contextualized with connections to their transfer and employment goals.
- Ensure a systemic, institutionalized process for cross-college dialogue to ensure alignment and encourage collaboration with sister Colleges.

#### **Additional duties include, but are not limited to:**

- Supervise, coordinate, and evaluate instructional and/or academic support programs.
- Supervise, guide, support, and evaluate the work of faculty and staff.
- Represent the college and the district through travel and community involvement, as well as extracurricular activities (conferences, convocation, etc.)
- Maintain records, inventories and operating budget for maximum efficiency and accountability.
- Develop and manage budget activities to align with strategic goals.
- Coordinate the development of curriculum and class schedule in conjunction with department chairs.
- Act as ombudsman for faculty, staff, and students.
- Be responsible for monitoring and implementing standards, regulations, and rules for areas of responsibility related to regional accreditation, organizational accreditation, state and federal regulations/law, and any consortia or partnership agreements, including cross-staff reciprocity agreements related to online education.
- Serve on councils and committees at the college, and district level.
- Assist with implementing college appeals and grievance procedures.
- Maintain and process employment related documents.
- Interview, recommend hiring of new personnel; initiate and review action for terminations
- Explore and recommend innovations and e-learning and other technologies to support learning.
- Coordinate, formulate, and maintain the academic standards for professional and technical education programs.
- Coordinate relevant grants and oversee compliance.
- Perform other duties as assigned.

#### **Minimum Qualifications**

- Master's degree from an accredited institution.
- Substantial experience in college teaching, instructional administration, program planning, and/or programs of academic support and development with a proven record of increasingly broad responsibilities.
- Understanding of, sensitivity to, and respect for, the diverse academic, socioeconomic, cultural, disability and ethnic background of students, faculty, staff, and community.

# Narrative of Alignment for Deans for Academic Success

## Northeast Lakeview College

The reorganization of Academic Success at Northeast Lakeview College emphasizes the Deans' role in leading the College's commitment to integrating Institutes into the work of the College. After carefully examining the disciplines associated with each of the institutes, NLC's academic executive team has modified the current division model to align the divisions with institutes; institutes and their component divisions—or in one case the division and its component institutes—will report to one of the newly reconfigured Deans for Academic Success.

Thus, the Creative and Communication Arts Institute (CCI) for example will be composed of three divisions: Fine and Performing Arts, English and Education, and Humanities. The disciplines included in those divisions are listed under the CCI on the College's web page. In a slightly different example the disciplines represented in the Business and Social Science division are those contained in both the Business and Entrepreneurship Institute and the Public Service Institute; thus, those two Institutes are contained in the Business and Social Science Division. One Dean for Academic Success will provide leadership for those Institutes. A second Dean for Academic Success will provide leadership for the Institutes of Health and Biosciences, Science and Technology, and Advanced Manufacturing and Logistics, which will be comprised of the Math, Engineering and Technology Division; the Science Division; and the planned Applied Technology Division. Learning Resources, Distance Education, and student learning centers, will report to the third Dean, and the services provided in that division will be integrated into all of the institutes.

Each of the Deans will also assume leadership of selected special programs within their purview. One Dean will lead pathways, high school endorsements, dual credit, ECHS, honors, and learning communities. A second Dean will lead service learning, experiential learning, internships, and technical program development. A third Dean will lead programs in faculty mentoring and professional development.

As is the case at present, NLC's AlamoINSTITUTE Teams, composed of advisors, academic support, data support, student activities personnel, and institute faculty will provide an advisory and planning forum for each institute.

While some adjustments in organization and leadership may occur going forward, the academic executive team are confident that the proposed organization integrating the institutes into the academic success structure of the college, and further linking the institutes to Student Success by embedding the Dean of Students and student advisors into both the operating and leadership of the institutes will strengthen student success at NLC.



### Northwest Vista College

The Northwest Vista College community proposes an organizational alignment of Deans for Academic Success to provide leadership of the AlamoINSTITUTES, a guided pathways approach to student success. The Deans for Academic Success will collaborate with faculty, Department Chairs, Discipline and Program Coordinators, Directors, Coordinators, and partners in the division of student success to fully develop and implement the academic support, experiential learning, and co-curricular activities that will help each student select, navigate, and complete an academic path that will support that student's career goals. The Deans for Academic Success will work collaboratively with faculty and staff across Academic Success and Student Success to ensure an optimal collegiate experience for Northwest Vista College students.



The proposed structure rearranges academic disciplines in both career and technical programs and transfer programs so that departmental organization aligns with the AlamoINSTITUTES and designates a Dean to oversee several academic support areas. NVC is currently working on a reorganization of departments to ensure equity of workload for chairs and better alignment with the institutes. Each Dean for Academic Success will coordinate AlamoINSTITUTES communication and activities within their own reporting area, and across all institutes within the college, and across the Alamo Colleges District. One way that Deans for Academic Success will manage AlamoINSTITUTES work is through membership on the District-wide Pathways Leadership Council (PLC). Members of the PLC, including Vice Presidents and Deans for Academic Success and Student Success, are charged with identifying and sharing best practices, using strategic planning, and aligning the goals of the AlamoINSTITUTES to meet labor market demands and provide the best possible academic and student support.



### Palo Alto College

In the revised Palo Alto College dean structure, two Academic Deans will have program oversight and the third Academic Dean will oversee the library and academic support for all Institutes. The specific academic support functions are listed on the chart. The Academic Departments are not currently aligned by Institutes and the Academic Dean's will share some oversight for some of the Institutes.

PAC is considering reorganization of the departments to make more equitable the responsibilities of the Chairs and to provide greater departmental alignment with the Institutes. However, this re-alignment is pending review and recommendations from the PAC faculty, Chairs, and

Deans, which is expected to occur during the Spring 2018 term.

### St. Philip's College

The proposed organizational chart is the St. Philip's College alignment of Deans for Academic and Student Success to the guided pathways and the AlamoINSTITUTES model which will provide leadership and direct oversight. The Deans for Academic Success will collaborate with the Dean for Student Success and the division of student success to fully develop and implement work in relation to co-curricular activities, academic support and applied experiential learning. The collaborative model will assist students in selecting a career pathway through AlamoADVISE, faculty mentoring, and life coaching. The Deans for Academic Success will work closely with chairs and faculty, in

concert with the Dean for Student Success and St. Philip's advising teams, to ensure an optimal collegiate experience and pathway completion. Thereby, achieving the certificate of completion or associate degree to fulfilling the goal of AlamoCONFIDENCE.

The Institutes are established in the spirit of the AlamoWAY: Always Inspire, Always Improve. The Pathways Leadership Council (PLC) will provide continued review of the AlamoINSTITUTES promoting student success, leadership and performance excellence. St. Philip's College Dean's for Academic and Student Success, as members of the PLC, communicate the direction of the institutes to faculty, use strategic planning and institute alignment goals to provide academic and student support, and meet labor market demands and career pathways.

### San Antonio College

In fall 2016, San Antonio College implemented a reorganization plan to combine all programs and courses to align with the six AlamoINSTITUTES. Taking into considering the six AlamoINSTITUTES, the workload of Chairs, and program distribution between two Deans, the redesign correlated well with the Student Success initiative to have students choose an institute as a broad decision toward their career pathways.

After a year of evaluating the benefits, as well as minimizing challenges with this realignment, the findings have led to the recommendation of employing three Deans that report to the Vice President for Academic Success. This will distribute the workload equitably while allowing each person time to focus on their area of responsibility. The delineation of programs, courses and support services is as follows.



### **Dean for Academic Success**

- Creative and Communication Arts Institute
  - Chair of Fine Arts
  - Chair of American Sign Language, World Languages, and English-as-a-Second Language
  - Chair of English, Humanities, Philosophy, History, Integrated Reading and Writing Education,
  - Chair of Journalism, Photography, Radio/Television/Broadcasting, and Music Business
- Science and Technology Institute (This dean will focus on the science components of the Science and Technology Institute.)
  - Chair of Natural Sciences
  - Chair of Mathematics, Physics, Engineering and Architecture
  - Chair of Psychology, Learning Frameworks, and Student Development
  - Chair of Computer Information Systems and Computer Science
  - Grants
  - High School Programs

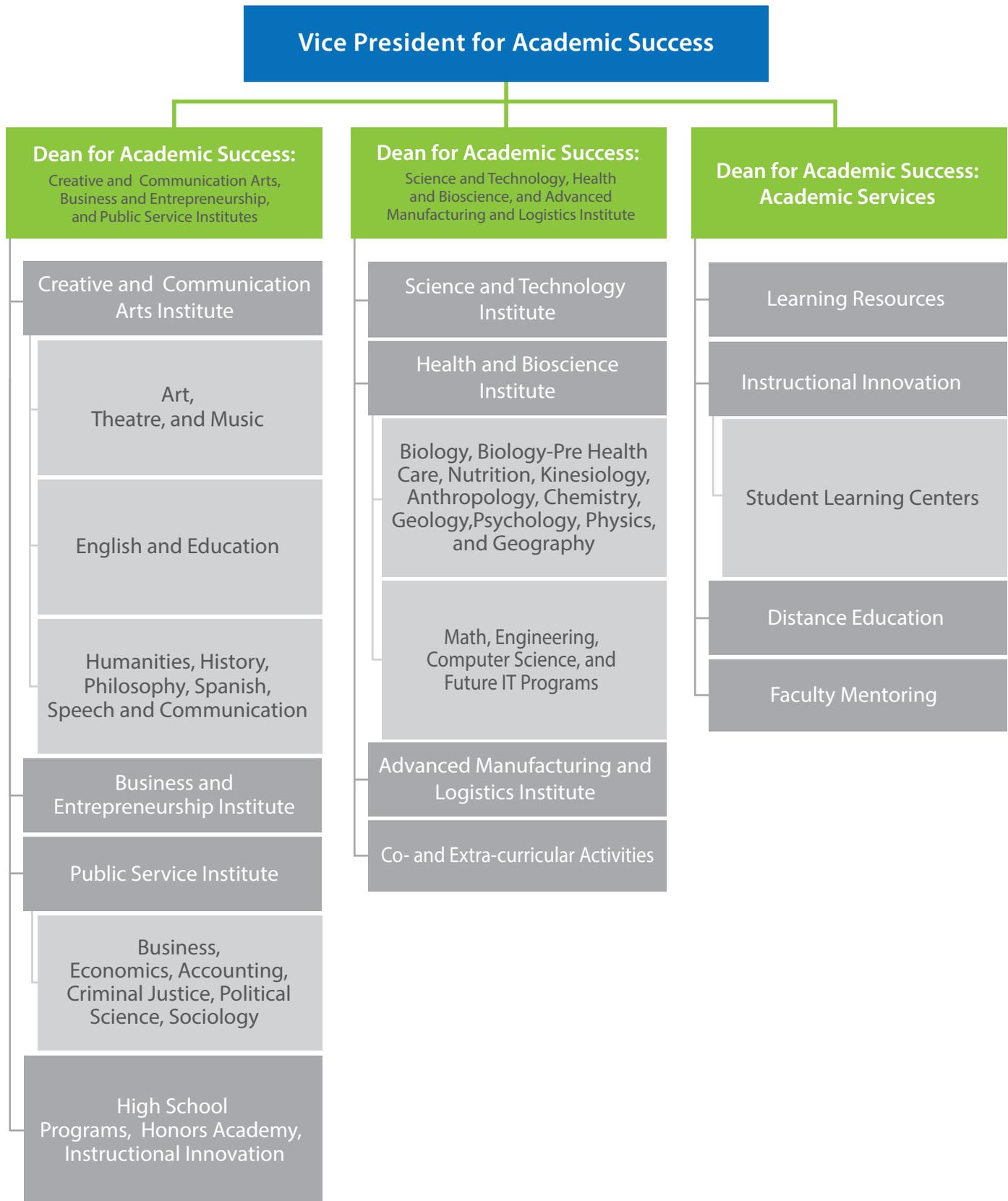
### **Dean for Academic Success**

- Health and Bioscience Institute
  - Chair of Allied Health and Kinesiology
  - Director of Nursing
- Business and Entrepreneurship Institute
  - Chair of Business, Finance, Marketing, Public Administration, Real Estate, and Economics
- Public Service Institute
  - Chair of Criminal Justice, Human Services, Court Reporting, and Political Science
  - Chair of Protective Services and Mortuary Science
  - Chair of Social Work, Sociology, Early Childhood Studies, and History
- High School Programs

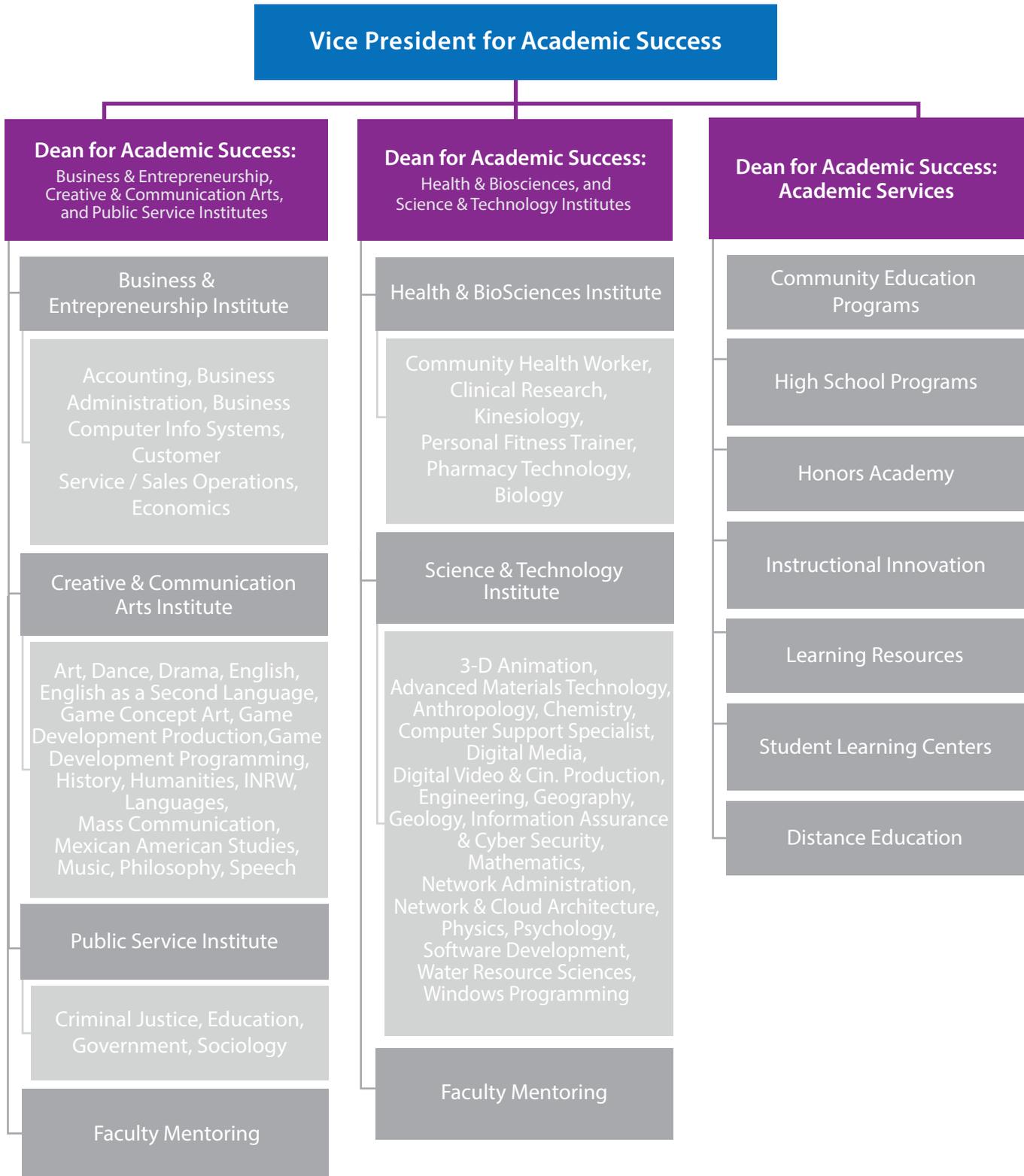
### **Dean for Academic Success**

- High School Programs
- Learning Resources
- Co and Extra Curricula Activities
- Community Education Programs
- Instructional Innovation
- Student Learning Centers

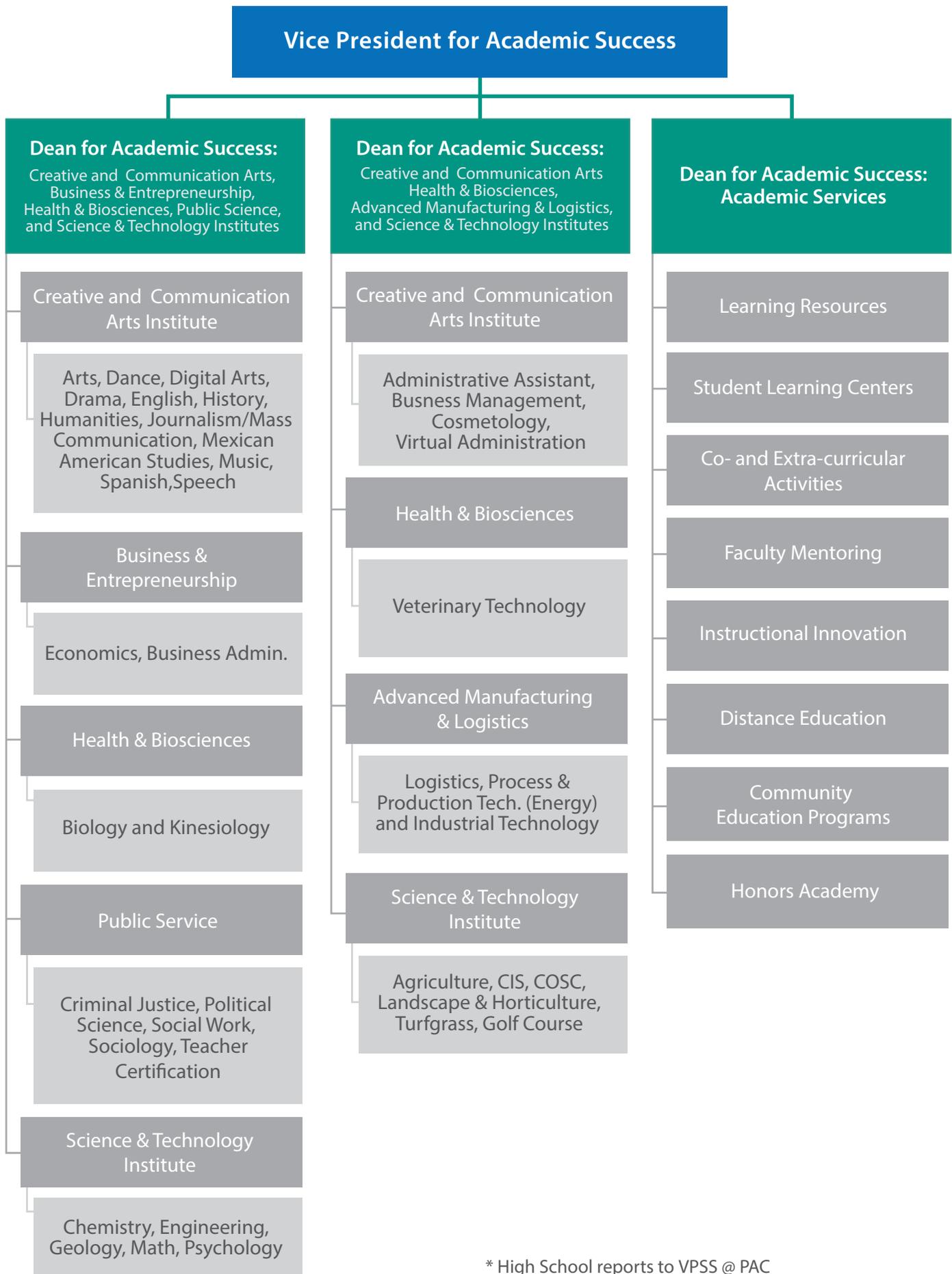
# Proposed NLC Academic Organization Chart



# Proposed NVC Academic Organization Chart

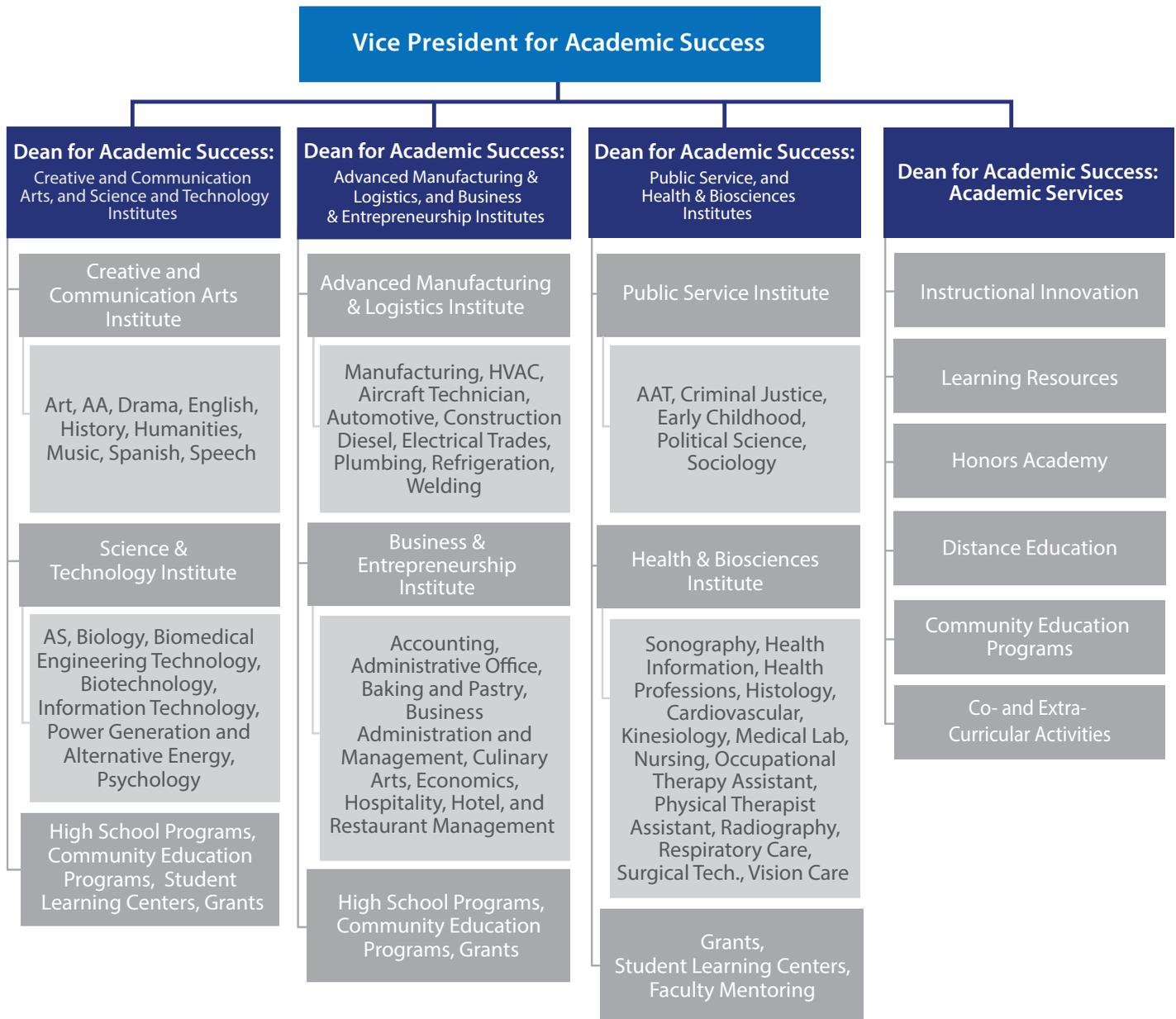


# Proposed PAC Academic Organization Chart

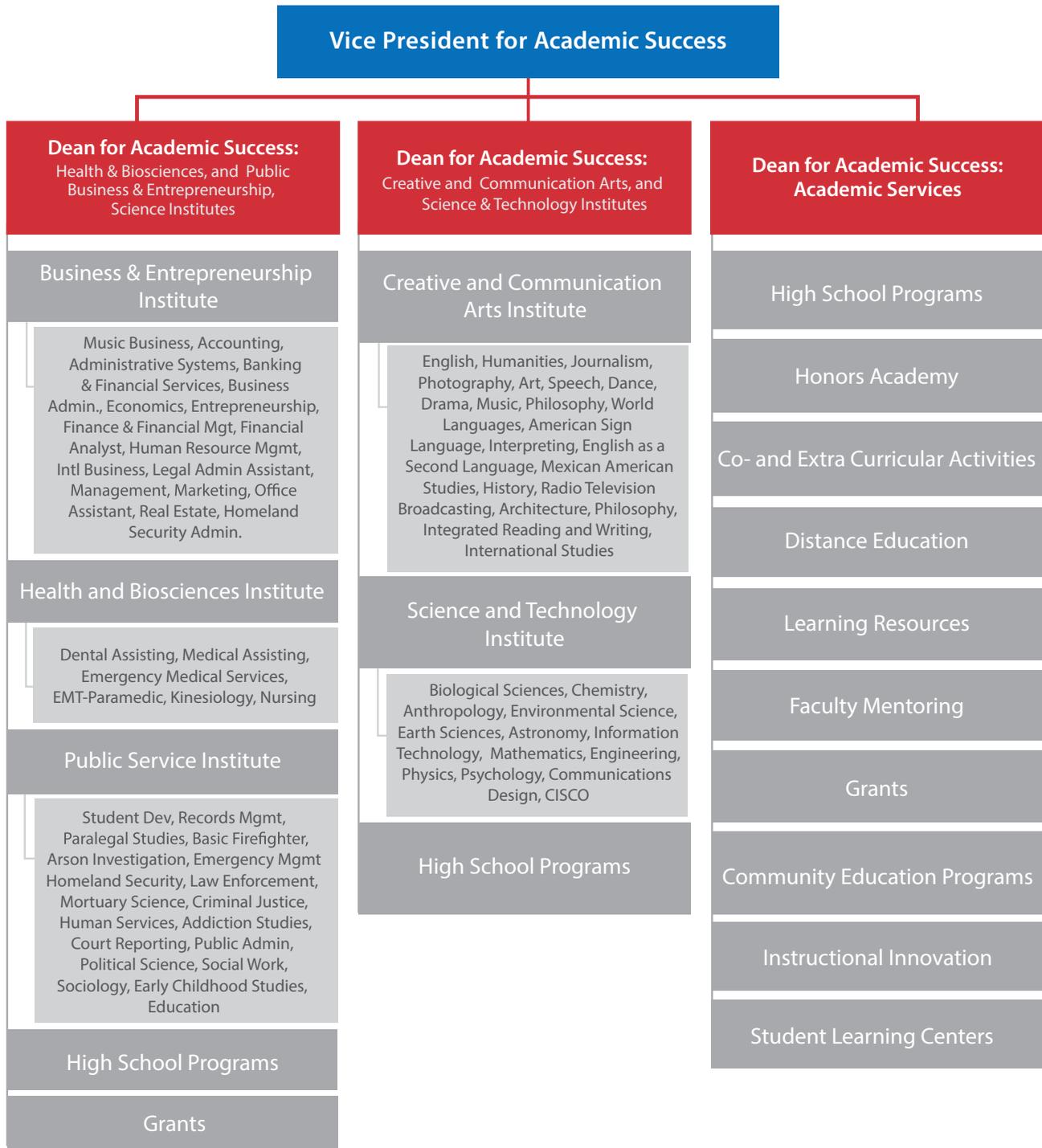


\* High School reports to VPSS @ PAC

# Proposed SPC Academic Organization Chart



# Proposed SAC Academic Organization Chart





## What is the “Pathways Model?”

The 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.

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 colleges 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 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

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

1. Clarify paths to student end goals
  - a.) Simplify students’ choice 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.
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 through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
  - b.) Redesign traditional remediation 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.

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 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 math, 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 programs

b.) Integrate **digital and 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** 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 at scale.

# Notes

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# Notes

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