

Guided Pathways Model at Access-Oriented 4-Year Institutions: A Student-Centered Approach to College Access and Success

	“On Ramps” Recruitment	Early Progress (Lower Division Courses)	Advanced Progress (Upper Division Courses)	Transition
Asset Points	<ul style="list-style-type: none"> - Students can easily access clear information about cost of attendance, aid options, and ways to increase affordability - Institution administration espouses the value of the whole student and enacts related practices and policies - Communities develop long-term relationships and view institutions as connected to (not separate from) their identity 	<ul style="list-style-type: none"> - Students experience proactive advising to coach them through their degree paths - Students experience blended academic/career advising - Students experience institutions as inclusive organizations with increased understanding of their lived experiences - Students have clear understanding of attainment goals and time to degree - Institutions are viewed by external stakeholders as developers of talent, place, and innovation 	<ul style="list-style-type: none"> - Students affirm that chosen program of study aligns with their skills, interests, and career goals - Students experience structured, steady support toward degree completion - Students grow in their application of course material to their post-college plans - Institutions are viewed by external stakeholders as developers of talent, place, and innovation 	<ul style="list-style-type: none"> - Students benefit from multiple on-ramps from the institution into workforce and/or graduate programs - Multiple stakeholders see the value and return on investment into 4-year degrees (student, family, legislators, industry, community) - Students find sustained relationships with their alma mater through alumni engagement and continued learning opportunities - Students are empowered by their education as engaged citizens and community members
Partners	<p>Internal: TRIO programs; enrollment services/admissions; financial aid; communications; faculty; alumni</p> <p>External: National thought partners; community colleges; K-12; industry; families and local communities</p>	<p>Internal: Cross-campus committee (e.g., IR, SA, AA, Faculty, financial aid, business officer, etc.); TRIO; alumni</p> <p>External: National thought partners; community colleges; K-12; industry; students' communities/families</p>	<p>Internal: Students; cross-campus committee (e.g., IR, SA, AA, faculty, financial aid, business officer, etc.); TRIO; alumni</p> <p>External: National thought partners; community colleges; K-12; industry; students' communities and families</p>	<p>Internal: Students/alums; Faculty and scholars, centers for career exploration, research centers</p> <p>External: National thought partners; families (i.e., communities); employers; industry</p>
Processes	<ul style="list-style-type: none"> - Concurrent enrollment - Advising partnerships between 2- and 4-year institutions - Need-based financial aid support staff and services - Advising sessions to develop academic plan for first semester before arrival - Holistic Admission Processes 	<ul style="list-style-type: none"> - Inclusive orientation that identifies wrap-around services - Co-requisite model of support to optimize likelihood of student success - Alignment with upper-division courses (e.g., course redesign) - Academic and cost information related to selecting and switching majors - Meta majors as a component of degree planning - Early alert systems to aid and support students - Career exploration in the first and second year of enrollment 	<ul style="list-style-type: none"> - Alignment with lower-division courses - Degree mapping to prevent excess credit accumulation - Career exploration, workforce placement, and undergraduate research opportunities - Degree audits at scale to be completed each semester - Integration of experiential learning into curriculum - Receiving transfer credits from within and outside of the state or system 	<ul style="list-style-type: none"> - Equitable access to internships and high-quality job placement as part of collaborative partnership between institutions and nearby workforce - Alumni and faculty networks for student support - Financial literacy and awareness - Career exploration office provides scalable supports for student queries and workforce placement - Graduate degree program exploration
Interventions as Intermediary Steps	<ul style="list-style-type: none"> - Bridge programs - TRIO programs - Dual enrollment - Tuition guarantee programs (i.e., fixed tuition and fees) - Innovative case - Case study focused on underrepresented students: The Achieving Collegiate Excellence and Success (ACES) Pathway 	<p>Entry</p> <ul style="list-style-type: none"> - Learning communities - Balanced course loads for individuals while decreasing time-to-degree - Nudge campaigns to improve student success (focus on advising) - Evidence-based advising that leverages institutional data on course sequences and student success - Case study: The University of South Alabama's Pathway USA 	<ul style="list-style-type: none"> - Completion grants - Undergraduate research programs - Evidence-based advising that leverages institutional data on course sequences and student success - Case study: The University of Memphis Finish Line Program <p>Completion</p>	<ul style="list-style-type: none"> - Undergraduate research programs - Career-focused advising redesigns - Bridges into graduate school - Apprenticeships designed to ensure equitable access to high-quality employment - Case study: Portland State University's Academic and Career Advising Redesign
Policies	<ul style="list-style-type: none"> - Articulation agreements to ease transfer - Adult re-enrollment programs - Tuition discounting according to need - Promise programs - Transparent costing (full-view) 	<ul style="list-style-type: none"> - Replacing developmental education courses with co-requisites - Centralized and proactive advising - Transfer articulation (focus on receiving transfers) - Financial aid for students' full academic journey 	<ul style="list-style-type: none"> - Commitment to course delivery on time for students & multi-semester schedule - Faculty and administration focus on teaching and learning - Inclusive and diverse faculty and administration - Integrated and streamlined aid - Faculty governance/administration shared university-wide curricular communication 	<ul style="list-style-type: none"> - Four plus one programs (i.e., BS/BA + MA/MS in 5-year program of study) - Federal policies on post-college outcomes - Tuition reimbursement - Re-skilling/upskilling opportunities via targeted certificates - Standardized graduate exam/admissions
Pressure/Friction Points	<ul style="list-style-type: none"> - Limited communication between colleges serving disadvantaged student populations - Unstable state funding - Performance funding as a deterrent to access - Accumulation of credits that don't count toward degree 	<ul style="list-style-type: none"> - Excess credit accumulation - Ad hoc/decentralized services - Vendor costs for under-resourced institutions - Basic need concerns 	<ul style="list-style-type: none"> - Low awareness of career paths for field of study - Increasing unmet need with decreasing aid - Unavailable courses or inefficient sequencing - Additional barriers to graduation (e.g., fees and policies) 	<ul style="list-style-type: none"> - Exhausted aid - Imbalance between theoretical and practical knowledge and skills - Misalignment of coursework with career expectations - Limited or no jobs in a career area
Essential Institutional Capacities	<p>IR & IT: Enrollment, placement</p> <p>SF: Balancing recruitment and transition costs (onboarding)</p> <p>L&C: Partnership development; clear vision and alignment between espoused and enacted values</p>	<p>IR & IT: Early alerts, nudges, identifying early bottlenecks in student progress</p> <p>SF: Resourcing frontline staff, particularly advisors, to support retention and completion efforts</p> <p>L&C: Center for teaching and learning; faculty and provost partnerships</p>	<p>IR&IT: Accurate academic progress (degree program auditing)</p> <p>SF: Considerations of long-term affordability for students, strategic resources for program infrastructure</p> <p>L&C: Workforce development partnerships; faculty and provost partnerships</p>	<p>IR&IT: Post-college outcomes; ROI to state, region, country</p> <p>SF: Leveraging alumni as sources of support and industry connections</p> <p>L&C: Senior leadership partnerships; success stories of student achievement and workforce placement</p>

Key: Institutional Research (IR); Information Technology (IT); Strategic Finance (SF); Leadership and Culture (L&C)

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