TEXAS ★ SUCCESS
CENTER

THE TEXAS PATHWAYS MODEL

Based on the American Association of Community College (AACC) Pathways Model, 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 (HB5 endorsements in five academic/career areas) to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

K-12 partners	CONNECT	ENTER	PROGRESS	SUCCEED	4-year & Industry partners
	8th Grade selection of an Endorsement – Efficient Dual Credit – HS Graduation ———— Adults	On-Ramps – Gateway Courses	Structured Programs of Study – Productive Persistence — Efficient Transfer	Certificates Associates Degrees Meaningful Jobs	
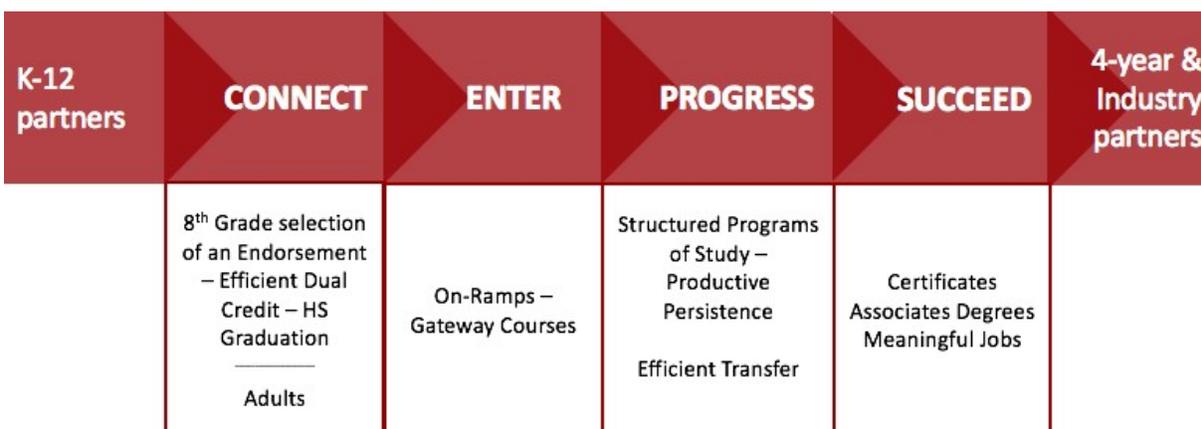
GUIDED PATHWAYS ESSENTIAL PRACTICES

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.