**GUIDED PATHWAYS Planning and Implementation Guide:
Pathway Mapping**

Guided Pathways is a framework for learning and transforming your college. In order to fully engage in this work, your college and leadership team will need to commit to significant change and continuous improvement over a long period of time.  Because this type of institutional change is the aggregate of numerous large and small changes and because of the turnovers in staffing, it is important to **document your plans and progress**, as well as to **use project manage tools and change management techniques** to effectively carry out your work.

This **tool is primarily designed** to help your college **plan and implement Pathway Mapping at scale.** Because this practice spans instruction, student services, and technology, it will require collaboration among areas such as instructional divisions, faculty, shared governance committee(s), advising, credentials evaluation, web team, and institutional research.

In addition, you can use the tool to inform current and future staff about the state of Guided Pathways practices at your college.

This tool is aligned with **legislative requirements** from the [Workforce Education and Investment Act SB 5194](https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/Senate/5194-S2.SL.pdf?q=20241017122338), the legislative action that provides the system with Guided Pathways Funding. SB 5194 states that colleges must have:

Comprehensive mappingof student educational pathways with student end goals in mind. These must include transparent and clear career paths that are tightly aligned to the skills sought by employers. Pathways must align course sequences to show clear paths for students, alignment with K-12 and university curriculum, and skill sets needed to enter the workforce.

Program and degree maps are a key element of Guided Pathways and described in the following way by the [Washington State Board of Community and Technical Colleges](https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/gp-technical-assistance-model):

Programs of Study (clustered into Pathways) are well-designed with clearly defined learning outcomes aligned with industry identified needs and transfer pathways and are clearly mapped to guide and prepare students to enter employment and/or further education regardless of point of entry and course load. Students know which courses they should take when, are directed to default course selections designed to lead to on time completion, and are able to customize their academic plans by working with an adviser or faculty member to address their individual context.

**Before You Begin**

* Who is involved in responding to the prompts below? Why?
* How will the responders reach consensus if they disagree?
* Where will the responses “live,” and how will they be shared with future staff who need to learn about Guided Pathways?

**Step 1: Current State**

*Rate and discuss each statement using the scale below.*

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| --- |
| Quality Scale1. – We do not have this or practice this. 2. – Not true most of the time. 3. – We do have this or practice this. |

\_\_\_ Pathway maps are displayed on the college website and categorized by "Meta Major" or a similar theme.

\_\_\_ The college has determined which pathways to map and has communicated the rationale for its approach.

\_\_\_ There is a shared understanding about terminology and coding related to Pathway Mapping, for example, pathways, programs, maps, education plans, and subplans.

\_\_\_ Pathway maps align with the definition of Pathway Mapping from WEIA SB5194 and the WA State Board of Community and Technical Colleges.

\_\_\_ A cross-functional team plans and implements Pathway Mapping, considering various factors, including:

* Mapping guidelines for faculty, deans, and student services
* Pathway maps as a tool to close equity gaps
* Incorporation of multiple placement levels, prerequisites, and recommended courses, including a required college success and "light the fire" class
* The intersection of Pathway Mapping with course schedule planning, educational plans, ctcLink coding, and website maintenance
* Technology, data, resources, and incentives required to support Pathway Mapping during the project phase, and beyond
* Project management and change management to support Pathway Mapping
* Processes for editing, reviewing, adding, and deleting pathway maps, including documented work flows

\_\_\_ The college has defined the required elements for pathway maps, such as career and salary information, class schedules, and completion units.

\_\_\_ The project phase of Pathway Mapping has a clear “definition of done,” and there is a plan to transition map maintenance to existing roles or committees.

**Step 2: Future State**

*If you plan to re-design or improve Pathway Mapping to better align with Guided Pathways goals, discuss the questions below and record your responses.*

What will be the new vision for Pathway Mapping? Who is responsible for creating and communicating the vision, and by when?

What skills do executive leaders, managers, and advisors need to execute the vision? How will they gain them, if there are gaps?

What resources will you need, e.g. people, time, or budget? How will you secure them?

What incentives can you provide employees involved in the re-design or improvements? E.g. release time, change in job duties, additional staff, public recognition.

Who will create the action plan to carry out the new vision? What will be included in the action plan? Who will manage it to ensure progress and address challenges? Which supervisor is responsible for supporting the action plan manager? Which project management tools or techniques will you use to carry out the action plan?

**Step 3: Review SBCTC Pathway Mapping Standards**

*These standards are taken from the 2024-2026 SBCTC Guided Pathways Work Plan. You may choose to rate and discuss the activities below, or you may choose to refer to your work plan. The purpose is to incorporate these standards into your action plans, if they are not already taking place at your college.*

|  |
| --- |
| Quality Scale1. – We do not have this or practice this. 2. – Not true most of the time. 3. – We do have this or practice this. |

\_\_\_ Programs are organized by Meta Major or broad category.

\_\_\_ Pathway maps remove friction points for students.

\_\_\_ Pathway maps ensure that historically underserved students benefit from them.

\_\_\_ Pathway maps are posted on the website.

\_\_\_ Pathway maps designate a field-specific math sequence.

\_\_\_ Pathway maps include a contextualized math sequence, e.g. “Statistics for Social Science” instead of College Algebra.