What Should Be Included in a Guided Learning Pathway?

Faculty Define and Programs Address <u>Essential Learning Outcomes</u>
        Preparing Students for the Economy, for Democracy and Global Community, and
        To Pursue Their Own Hopes for a Better Future

        Enabling a Constant Focus on the Most Important Purposes of College Learning

<u>Programs, Courses and Assignments</u> Are Well-Designed and <u>Sequenced to Foster Deep Learning</u>
        Mapping Essential Learning Outcomes across the <u>Entire</u> Program, at Progressively
        More Challenging Levels from Initial Courses to Final Studies

        Connecting the Curriculum Visibly with the Wider World and Students' Own Questions, While
        Providing Clarity, Direction and Progress Points or "Markers" for Students

With Equity a Paramount Value, <u>Programs Meld High Touch and High Tech</u> to Monitor and Support Student Progress, Giving Special Attention to Frequent or Systemic Barriers and Challenges
        Building an Intentional and Welcoming Community so That Every Student Feels
        Known, Respected, Supported and Savvy about Where to Find Help

        High Touch: Mentoring and Individualized Degree Plans To Connect Program Pathways (and
        Developmental Education, If Needed) With Students' Own Goals, Lives, and Emerging Interests

        High Tech: Deploying Data Analytics to Provide Timely Information about Student Progress and
        Problems, <u>And</u> to Address Systemic Disparities or Barriers

All Students Participate Frequently in <u>High Impact Practices</u>, From First to Final Year
        Shifting the Focus from Passive Listening to Students' Own Effortful Engagement with
        Questions, Problems, and Projects, including Community- or Work-Based Projects

        Ensuring Students' Continuing Practice of Essential Learning Outcomes such as Inquiry, Analysis,
        Engagement with Difference, Collaborative Problem-Solving, Ethical Inquiry, Quantitative
        And Scientific Reasoning, Information Literacy, Communication Skills, etc.

Every Student Completes an <u>Applied Learning Project</u>—Connected to Program <u>and</u> Student Goals
        Connecting College Learning With Unscripted Questions Important to the Student

        Preparing and Enabling Students to Become Self-Directed Learners

        Embracing AAC&U's LEAP Challenge: Which Invites Higher Education to Make
        Students' "Signature Work" a Catalyst for Their Integrative and Applied Learning

<u>Students' Own Work</u>—including Their Applied Learning Projects—<u>Provides the Primary Evidence of their Progress</u> Toward Degree Level Learning and Educational Achievement
        Reducing the Emphasis on Assessments that Are Disconnected by Design from the Actual
        Program of Study; Shifting Our Focus to Students' Own "Best Work."
        (To learn more, visit AAC&U's VALUE initiative at www.aacu.org)