Guided Pathways Spring 2023 Update

The AWC Strategic Plan 2025 embraces an Accessibility Objective that includes the adoption of the Guided Pathways model, which in turn directly supports the commitment to offer an enhanced student experience as outlined by AWC's Student Experience Statement. AWC's commitment to this goal resulted in the creation of a full-time director position under Student Services dedicated to leading this objective. Working alongside with a re-organized Learning Services Division that includes new Associate Dean positions that are also responsible for facilitating change management activities that support Guided Pathways, the following essential practices have been adopted as of Spring 2023:

Pillar 1: Mapping Pathways to student end goals

- All degrees and certificates are now organized and marked in broad career-focused communities (meta-majors). The AWC website has gone through a significant re-design that facilitates students' ability to find programs within 6 different Fields of Interest: 1) Arts, Humanities, & Social/Behavioral Sciences; 2) Business & Computer Information Systems; 3) Education; 4) Health Care & Public Safety; 5) Science, Engineering, Agriculture, & Math; 6) Technology, Trades, & Food Sciences.
- 85% of all degrees and certificates have developed program maps (see sample) that clearly show students which courses they should take and in what sequence. Program maps are easily accessible within the newly redesigned program websites, and electronic versions of these maps are available to students and advisors through the college's student planning software platform (Self-Service).
- Information on employment and further education opportunities is now included in all degree and certificate program webpages (see sample).

Pillar 2: Helping students choose and enter a program pathway

- All newly admitted students are invited to attend new student orientation (Discover AWC) to help them explore career and college options. Although not all students are able to attend, 67% of them participate in these orientation sessions that offered district-wide.
- A group of faculty and staff have developed 1 credit Student Success Course (SSC-101) which has been approved through the curriculum process. Although the course is not a graduation requirement yet, state-mandated changes to the Arizona General Education Curriculum will provide the institution an opportunity to embed this course within the new "Skills for a Productive Life" requirement.
- AWC is currently working with Pipeline AZ to develop a customized career navigation platform. This will help students learn about their interests and match them to in-demand careers in the state. Since this platform will also be used by K-12 students in the state, data on students' career interests will be available to the college's academic and career advisors.
- In order to support academically underprepared students, an early alert system (CRM Engage) has been made available to all faculty. Through this system, faculty are able to submit alerts for a wide range of concerns, and to connect students with wrap-around services. Alerts are assigned to an advisor based on the student's major, and follow-up activities included automated emails and personalized phone calls to connect with the student.

Pillar 3: Keeping Students on path

- AWC has implemented CRM Engage, which provides the institution with an early alert and case management platform to better track student progress as well as those who may be at risk. Customized dashboards have been created for Associate Deans, faculty, and advisors which provide on-demand data on the number of students by program, and also include academic progress information as well predictive success scores by each student.
- Students and advisors can easily track academic progress through their Student Planning accounts, and can complete full academic plans electronically. Multiple marketing campaigns have been rolled out to promote student completion of full academic plans.
- Course planning data is now part of the college's course scheduling process, which allows the institution to ensure students can take the courses they need when they need them.