What Should Be Included in a Guided Learning Pathway?

Faculty Define and Programs Address Essential Learning Outcomes
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

Programs, Courses and Assignments Are Well-Designed and Sequenced to Foster Deep Learning
Mapping Essential Learning Outcomes across the Entire 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, Programs Meld High Touch and High Tech 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, And to Address Systemic Disparities or Barriers

All Students Participate Frequently in High Impact Practices, 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 Applied Learning Project—Connected to Program and 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

Students’ Own Work—including Their Applied Learning Projects—Provides the Primary Evidence of their Progress 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)