

# GUIDED PATHWAYS

March 27, 2019

## INTRODUCTION

Kristi Ridgeway began with introducing the Design Principles and introduced Laurie Scolari, Guided Pathways Regional Coordinator from the State Chancellor's Office who facilitated our design principles discussion.

Laurie began by providing us examples from other colleges and then we can begin creating our own.

The agenda was to review 5 colleges and identify leads to present draft principles at shared governance. We started with team building activity where we broke into small groups and found commonalities.

Examples of commonalities identified by the groups

- All share a sense of humor
- All been to Maui
- Like to Exercise
- All like Music

## WALKING THROUGH THE POWERPOINT PRESENTATION

- Why Design Principles?
- Walk through examples of colleges. We were asked to select examples of colleges that we think are good design principles.

### COLLEGE OF ALAMEDA

Student centered, always had a student at the table, always included student services. Be intentional about student services. Evidence based and getting comfortable with inquiry.

### SKYLINE COLLEGE

Brought in COP, outside organization. Their principles are specific to program mapping, not as broad as College of Alameda. Focus on Student Perspective, Perception, efficiency for students, commonality of community contributions and intellectual pursuit. Decided they would not start any work until the design principles were created. They wanted shared ways of knowing, inclusion and equity, keep an open mind. CTE programs intentionally integrated with transfer programs.

### SAN JOAQUIN DELTA COLLEGE

Decided that the design principles will be "equity principles" Social Justice – wealth is unfairly distributed and higher education is a civil right. They felt that the principles should be easy to understand and worked with the students on writing to ensure anyone could read and understand them. Equity- policies and practices that may disproportionately impact groups of students. Inclusive – believe in an inclusive culture and everyone should feel invited and welcomed. Student centered. Transparency – share data and outcomes in an easy to understand format. Students need to be able to understand our cryptic charts. Flexibility – encourage innovation and be able to try different things. It's okay to fail, we want to be brave enough to try.

- At San Joaquin, the students presented the idea. It was vetted and approved by the Board about a month ago. The students owned it. How can you say "no" to students?

- Anniqua asked how long the process took. It took them about a year and a half before they realize their focus did not include equity and design principles. It was a difficult process, lots of anger about how data was presented, and there was trauma due to the lack of equity being included. It needed to happen and they landed on something that worked.
- There was some push back to AB705, but they realized that it was an equity issue and being transparency with the data. All the student learning and program learning outcomes now need to include these design principles.

#### COASTLINE COMMUNITY COLLEGE

They had clean practical bullets. Timeline, Focus/Mission, Consider Coastline, Transformation, History, Decision-Making, Student Segments, Funding, Math/English Requirement, Use of Mandatory, Student Voice, Advising, Equity Mindset, Professional Development.

- Anniqua let everyone know that this presentation is available on the Guided Pathways website.
- Coastside did a poster with their 14 guided principles and post it all over the college.

#### REEDLEY

Equity, People are Key, Tech and Data are your friends. They made specific examples on how to meet each of their principles including getting starfish, early alerts. Walk the Talk – they ensured that it wasn't just administrators making the decisions. Keep a temperature gauge – they do a survey every semester, on how are we doing. The survey is quite long. They analyze that survey together to gauge how they are doing.

#### CREATING OUR OWN DESIGN PRINCIPLES

There was a question about thinking outside the box but how much and does it conflict with Accreditation. Laurie responded that the vision for success goals are outside the box but it should fall within accreditation goals.

Getting College Buy-in, once we determine a draft of guided principles who will present it to the multiple groups at the colleges?

After the groups met to create their list of design principles and we decided we needed to pull those ideas together to consolidate and reorganize.

- Academic Senate Governing – Stephanie, Tabitha, Pete (lead)
- Associated Students - Anniqua (lead) + Students (Mondoni)
- Centers for Academic Excellence (CAE) – Anniqua (lead), Liz, Arielle
- Classified Senate – Allie (lead), Alicia (lead)
- Education Equity Committee - Tabitha (lead), Allie, Rose Marie
- Institutional Planning Committee (IPC) – Tabitha (lead), Alicia
- President's Cabinet Plus – Kristi (lead), Tiffany
- Student Services – Alli, Tiffany (lead)

## Division Meetings

- Counseling – Trang (lead), Mary
- Athletics – Mike (lead)
- Math/Sci – Yvette (lead)
- Creative Arts – Jane (lead)
- Language Arts – Rene (lead), Anniqua
- Bus/Tech – Pete, Mithjia (lead)
- ASLT – Tabitha, Stephanie (lead)

## Students

Kerrigan (student) – needs to know dates to see if she can join

Mia (?)

Need to select a group to collaborate on a google doc for finalizing your list. No more than one week. There's a meeting on Flex day so they can work on it together during Flex.

## GROUP PRESENTATIONS

### GROUP 1

- Student Centered so students in the center of the diagram
- Flexibility in their options
- Evidence Based – focusing on equity gaps
- Assets based but being intentional based on campus goals
- In order to create that we need a culture to allow for change, embracing the chaos with change
- Transparency and a communication plan in place
- Collaboration amongst all partners across the campus
- Communication shouldn't just be one way, it should be a campus-wide effort, everyone should share their voices.
- Hopefully all these things will contribute the ongoing process, it's not a one-time thing.
- Making the time for the space and the work, including the resources
- Including the students and classified staff in the process

### GROUP 2

- Basically, said the same thing as group one
- Evidence and Asset Based

- Looking at Year One Promise as an example
- Include Positive outcomes from other programs to influence
- Student first, following the model to have student write and present the idea
- We need to deal with “initiative fatigue” and the resistance to change.
- Using survey, faculty, staff and students.
- Student Services and Instruction working together to break down silos

### GROUP 3

#### Student-Centered

- Social Justice
- Equity
- Inclusion

#### Transparency

- Need to ensure the data is not confusing
- Data
- Communication

#### Flexibility – not being tied to past practices

- Tolerance of failure
- Future focused
- Freedom to Explore.

Had the idea of building a bridge, filling the gap, bridge is a pathway.

We need empathy and understand it’s personalized perspective and have people understand why we are doing it.

### NEXT STEPS

Once we go to the various committee, we need to put these ideas on a poster and ask people to add stickies or to add feedback. You want everyone to feel that they had a say.

Anniqua - Requested that if we had case studies or scenarios of examples on how the design principles were implements and what are potential pitfalls for us to avoid. What did the design principles used in practice?

Kristi asked about timeline, can we have the draft ready to go by the start of Fall semester. Laurie said that is totally doable. The longest was an 8 month process and the shortest was a month and a half. Almost every college did not have it board approved. Delta college wanted the Board involved so they can be aware of equity issues. It’s an opportunity to get the Board involved or sometimes they shift the principles which can cause issues.

Anniqua mentioned that the steering committee presented to the Board how we build communities and we should revisit the design principles annually to ensure they are still working for us.

Laurie mentioned that introducing this as the first round and every fall it will be re-evaluated. This helps with getting buy-in because it's constantly a work-in-progress.