Guided Pathways Design Principles

Examples From Other Colleges & Creating Your Own

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Outcomes For Today

- To hear examples of Design Principles from 5 other colleges
- To draft CSM's Design Principles
- To identify leads to present draft principles at shared governance committees
- To incorporate team-building appreciation activities into discussion

Team Building Activity - What Do We Have In Common?

- Break into groups of 3-4
- Find five things you all have in common. Commonalities can be work-related and/or personal. Ideas include:
  - You all have worked on the same project for over 3 years
  - You are all wearing similar colored shoes
  - You all play an instrument
  - You all attend a similar monthly meeting
- Be prepared to share the most interesting commonality.

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Why Design Principles?
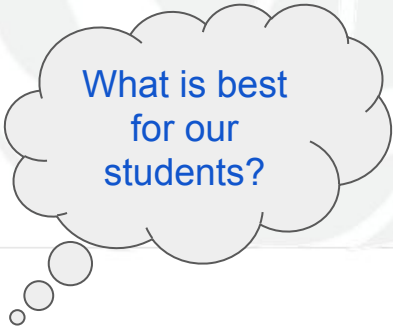
Setting your foundation.....
Fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community, and help it in determining the rightfulness or wrongfulness of its actions.

What do we stand for?

What are we all about?

What is best for our students?

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Why Design Principles?

- Allows you to agree upon set of guiding principles that others can use to inform their work
- Reflect the colleges' mission, vision, and values
- Useful for addressing points of contention or uncertainty
- Group agreements that you can return to if you go on an unintentional tangent

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Examples & Approaches From Other Colleges
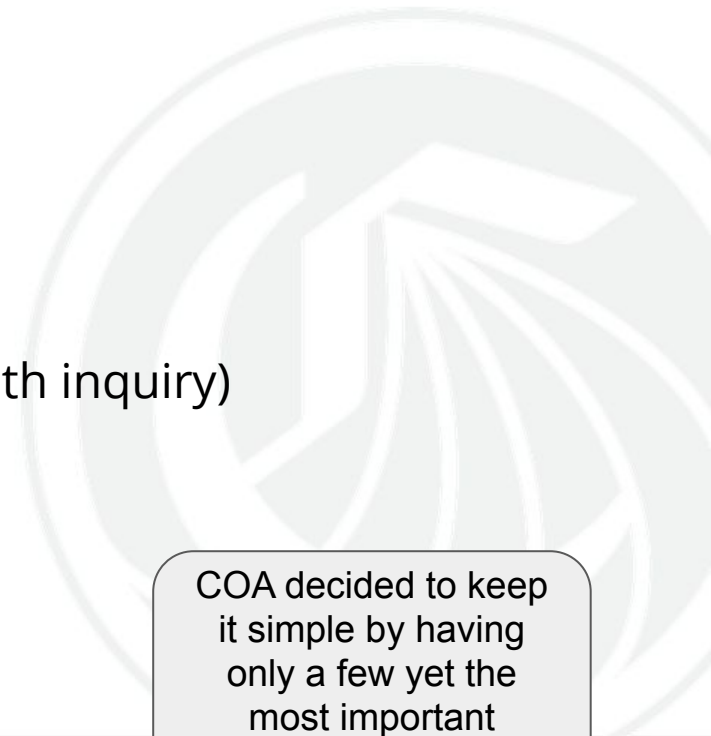
Consider the following….

- Are there examples that inspire you?
- What examples align with your college values?
- Could you take aspects from a variety of colleges?

Consider writing down your fav's!

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College of Alameda

It's Guided Pathways if..

- It attacks <u>equity</u> gaps
- It is <u>students centered</u> (we are listening!!)
- It crosses <u>student services</u> + <u>instruction</u>
- It's <u>evidence-based</u> (getting comfortable with inquiry)

COA decided to keep it simple by having only a few yet the most important principles

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Skyline College

Focus on Student Perspective/Perception

- Ease of identifying where a student's interest leads them
- Don't bury programs in overly broad categories
- Make it easy to understand the clustering of disciplines

Efficiency for Students

- Shared/overlapping prerequisites
- Overlapping degree requirements
- Reduce excess units

Commonality of community contribution and intellectual pursuit

- Common career goal/Common transfer goal
- Stackable certificates stay together
- Opportunity to develop shared courses

Created with support from an outside organization. Agreed to not commence any work on GP until Design Principles were finalized

Skyline College

Shared Ways of Knowing
- Shared core content
- Shared methodology
- Example: Qualitative Research, Quantitative Research, Scientific Method, Artistic Expression

Inclusion and Equity
- Promote diversity and equity in house
- CTE programs integrated with transfer programs

Keep an open mind
- Think outside the box
- Freedom from traditional ways of organizing disciplines

This was a college-wide inclusive process.

San Joaquin Delta College

Equity

Student Centered

Inclusion

Social Justice

Transparency

Flexibility

At San Joaquin Delta College, equity is about providing each student with the support they need to be successful, especially those who are most vulnerable. We embrace the following fundamental principles in our approach to equity.

San Joaquin Delta College

- **Social Justice:** We recognize that society unfairly distributes wealth, opportunity, and privilege. We believe higher education is a civil right and see it as a means to create a more just world.

- **Equity:** We understand that some policies and practices disproportionately impact students. We analyze data according to race, gender, religion, low-income, LGBTQ+, legal status, ability, current and formerly incarcerated, foster youth, veteran status, homeless status, and speakers of languages other than English. Our actions prioritize supporting the groups that need it most by removing policies and practices that serve as barriers to their success.

- **Inclusion:** We believe an inclusive culture means all are invited and welcomed to the conversation. We solicit and honor all campus perspectives, regardless of rank or title. We listen openly, communicate authentically, and engage respectfully.

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San Joaquin Delta College

- **Student-Centered:** Being student centered means that we put the students' interest first, acknowledging student voice as central to the learning experience. We design our programs with this in mind. We wholeheartedly listen to their needs, are culturally responsive, and prioritize a shift in our approach to meet them where they are.

- **Transparency:** We share our data, goals, and outcomes in a clearly worded, easily accessible format so that all can easily understand. By doing so, we hold ourselves accountable for serving all groups effectively with an emphasis on those that need it most.

- **Flexibility:** We challenge the status quo by disrupting and questioning our assumptions. We are flexible in how we design the student learning experience so that we encourage innovation and creativity. We also support risk taking, grant permission to fail and an opportunity to learn from those failures.

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Coastline Community College

1. Timeline: We are working to implement Guided Pathways at scale for all new students entering in Fall 2020.

2. Focus/Mission: Each workgroup will propose a focus and mission for the workgroup that will be reviewed and approved by the Guided Pathways Core Team.

3. Consider Coastline: Workgroups should design for Coastline first and identify District implications.

4. Transformation: We are working to transform Coastline's approach to better serve todays students on their journey – not tweak around the edges.

5. History: We acknowledge and are proud of our institutional history but we are not tied to past practices as we build Coastlines future.

6. Decision-Making: Workgroups can include mandatory steps for students in their designs, which will be reviewed and approved through the process.

7. Student Segments: Pathways reforms need to be designed for both face-to-face and online/distance students.

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Coastline Community College

8. Funding: Assume that there is no new funding and any support funding comes through the regular funding request process.

9. Math/English Requirements: Maps and meta-majors need to enable students to complete transfer-level Math and English in their first academic year. (AB705)

10. Use of Mandatory: Workgroups can include mandatory steps for student in their designs which will be reviewed and approved through the process.

11. Student Voice: All workgroups should include students in the design process.

12. Advising: coastline will implement case management advising aligned with national standards and best practices, tailored to the needs of individual students.

13. Equity Mindset: All designs need to integrate an equity mindset to ensure that completion and post-graduation outcomes improve and become equitable for all groups.
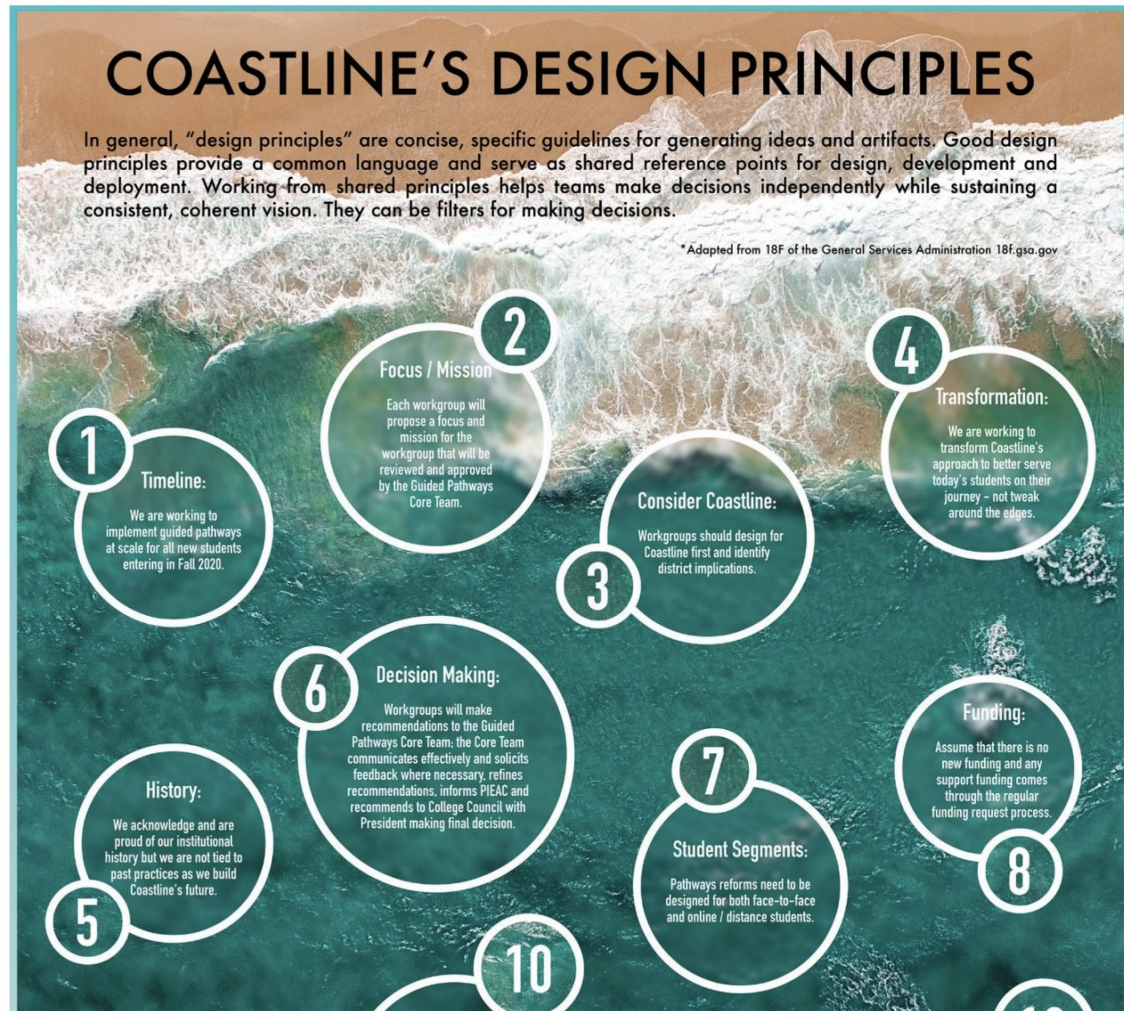
14. Professional Development: All workgroups should identify professional development and training necessary to implement changes

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Coastline Community College

Posters of Design Principles Across Campus

Reedley College

1) **Equity Work with Intent to:**

- Address Systemic Barriers for Students
- Acknowledge unintended bias and institutional racism
- Increase Student Success, Achievement and Completion Data
- Customize support services for individual students
- Identify Key Performance Indicators (KPIs) disaggregated by populations
- Focus on creating clear pathways for students and providing them customized guidance

California Community Colleges | Guided Pathways

Reedley College

2. People are Key

WHAT WE LEARNED (PEOPLE)	TRANSLATED TO GUIDED PATHWAYS
Need for Cross functional Team Leads including all locations (Centers)	Both CORE Team and T2 have faculty and staff and administration leaders from all areas of the college
Don't forget your classified staff	Classified Staff expertise is essential to Guided Pathways implementation. Classified Staff cover all areas of the college and are often student's first contact. Presentations to Classified staff have focused on their essential role and classified members are part of the Transformation Team
Carving out "time to work"	Set monthly meetings with CORE team and T2 teams. Half day work days set up throughout the year. Make sure faculty, especially Counselors are given time to work.
Make Governance Leaders Part of the Team	Academic Senate, Classified Senate and Associated Student Government leaders are part of the planning, design and implementation so they can bring back updates to their group as the work progresses
Budget expertise will save you time and angst	A budget expert in the room lets us know how much and what we can spend money on made planning smoother and more realistic. We had learned from before where groups made fantastic elaborate plans that were either beyond the budget or not allowable
It's not a person it's a process	Having cross functional groups that have widespread collaboration shows that it is the work of the College not individual faculty, staff or administrators.

Reedley College

3. Tech and Data are your friends

WHAT WE LEARNED (TECHNOLOGY AND DATA)	TRANSLATED TO GUIDED PATHWAYS
Data, Data, Data	Helps the college develop realistic and measurable goals, outcomes, and ongoing assessment
Electronic Tools	Tools such as Starfish Enterprise Success Platform (Starfish) and Early Alert can be used to facilitate dialog and cooperation between instructional and student services faculty
Documentation of cross functional dialog and processes	Document your process, who you talked to, what data you used. It allows the college to communicate effective collaboration. This allows the college to not depend on institutional memory.

California Community Colleges | Guided Pathways

Reedley College

4. Walk the Talk

WHAT WE LEARNED (COMMUNICATION)	TRANSLATED TO GUIDED PATHWAYS
Align work so not to duplicate efforts	The college is aligning data metrics to identify common gaps and identify opportunities to integrate college initiatives into GP. Allows instructional faculty to see how Student Service programs integrate into instructional programs and GP implementation
Informational Items at Senate	We are having continual progress updates at Senate. Academic Senate includes faculty from all areas of the college and is an opportunity for cross functional dialog
Communication Plan	We are developing a communication plan to ensure that all areas of the college have an opportunity dialog and participation. Transparency and over communication is recommended
Don't Focus on the "up"	Make sure not to focus your discussions or participation on just the "decision makers". Make sure everyone including staff and students are involved in discussions. The only way to make systemic change is to involve everyone in the system.

California Community Colleges | Guided Pathways

Reedley College

5. Keep a Temperature Gauge

GUIDED PATHWAYS "TEMPERATURE GAUGE"

Part 1: There are many beliefs and questions that affect our perception of what Guided Pathways is and how it will work. Below are 20 statements taken from the questions posed in *Guided Pathways Demystified I*. Please read through each statement and rate your level of agreement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
College a meritocracy where the strong and smart succeed, and the weak, underprepared, or unmotivated don't.					
Free choice is the cornerstone of American higher education.					
We will sacrifice quality when we move to guided pathways.					
We will lose the heart of a liberal arts education when we make students' journeys more structured.					
Faculty will lose control over what is taught in their discipline.					
We will lose enrollment at our college if we decrease swirl with increased structure or by making things mandatory.					
All of this "hand-holding" is going to create graduates that can't navigate the workplace and the "real world".					
Students benefit when they "find themselves" by what looks like wandering to the observer.					
Students cannot be expected to make career decisions at age 18 or 19.					
Students change careers four to seven times. Given this context, guided pathways don't make sense.					

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Creating our own Design Principles

Based on some ideas you've heard from other colleges, get ready to draft your own design principles.

The process:

1. Break into small groups - each group will create principles
2. Each group will report out draft principles
3. After today, all drafts will be consolidated into <u>one</u> list of design principles
4. Draft list will be presented to various shared governance groups

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Getting College-Wide Buy-In

- Determine which leaders will present at various committees.
- Your job: to present draft Design Principles, obtain feedback and communicate back to GP Steering committee

	Meeting date	GP Team member
Academic Senate Governing Council		
Associated Students Senate		
Center for Academic Excellence (CAE)		
Classified Senate		
Educational Equity Committee (EEC)		
Institutional Planning Committee (IPC)		
President's Cabinet		

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Appreciations

Thank you CSM!

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