



GUIDED PATHWAYS DESIGN PRINCIPLES: CONSIDERATIONS FOR MULTI-COLLEGE DISTRICTS

INSTRUCTIONS: *A key Institute goal is to support districts and their colleges in developing district-wide design principles for **students' educational experiences** in guided pathways, delineating locally appropriate parameters for needed consistency—and for creative diversity—in students' educational experiences across the district's colleges.*

*In addition, to extent that time allows, consider principles related to **how the district and the colleges work together** to accomplish this important work on behalf of students.*

*To begin, each college team and the district team will develop a draft set of desired design principles, using the numbered items and queries below as a suggested guide but developing principles only for the items that seem pertinent in the local context. Add items if there are locally significant topics not listed here. **Submit your draft version of design principles with your other Institute advance work to Sarah Cale (scale@aacc.nche.edu) by November 16, 2018.***

- In general, “design principles” are concise, specific guidelines for generating ideas and plans.
- Good design principles provide a common language and serve as shared reference points for design and implementation.
- Working from shared principles helps teams make decisions independently while sustaining a consistent, coherent vision.
- Design principles can be filters for making decisions.
- In the guided pathways context, design principles help differing groups know what features of student experiences need to be consistent and what features can vary as long as the shared vision and agreed-upon principles apply.

Adapted from NCII and from 18F of the General Services Administration – 18f.gsa.gov

[CONTINUE TO NEXT PAGE]



Students' Educational Experiences

1. Equity

- Will the colleges and district collectively identify equity as a centrally important outcome of the guided pathways work?
Yes the District and the colleges will collectively identify equity as an important outcome of the work.

2. Meta-Majors

- Will there be one set of meta-majors across the district, or meta-majors that vary across the colleges?
At this point it has not been decided how we will move a district with one set of meta-majors.
- Will there be naming conventions – i.e., what to call meta-majors (fields of interest, career and academic communities, institutes, etc., etc.)? Or will each college have latitude to use different names?
Currently, each college is focusing on their own naming conventions.

3. Program Maps

- Will there be common program maps across the district? Will “unique” programs (taught at only one college) follow the same design principles?
Yes we would like to see the district have one common set of program maps to make it easier for students who go between both colleges.
- Will all program maps include clear and consistent learning outcomes for each course, accruing to program-level outcomes?
Yes all programs will include clear and consistent learning outcomes for each course, accruing to program level-outcomes.
- Will all program maps stipulate the math appropriate to the program? Will all colleges agree to common stipulations?
Yes the program maps should have the math that is appropriate to the program. As of fall 2019, math curriculum at both colleges will be aligned.
- Will all program maps include college-level math and English in the first year?
Yes the program maps should include college-level and English in the first year to align with the Vision for Success. One concern could be if students started in the ESL sequence how do we account for that.
Will all program maps include one program course in first term and three in first year?
Not sure how this will look. More conversations need to happened campus and district-wide.



4. Work with External Partners

- Will each college work independently with its external partners (K-12 districts, transfer universities, employers, community-based organizations), or will there be coordination of the work when colleges have partners in common?
No the campuses will work with its external partners.

5. Advising Models

- Will the colleges develop a common advising model, or may those models vary across colleges?
Yes the colleges will develop a common education planning tool.
- Will there be a common expectation that all students will develop a full-program education plan by a stipulated point in their experience (e.g., end of their first term)?
- Yes students should develop a full-program education plan by 15 units or their 3rd semester.

6. Onboarding Processes

- Will there be consistent business processes and technology supports for student onboarding across the colleges?
Yes as students have to complete the onboarding requirements currently for priority registration and AB 19. To reach potential and prospective students, CRM recruit is currently being developed and a Student Tracking report was just recently developed.

7. Career Exploration

- Will career exploration be prioritized and front-end loaded in the student experience?
Yes looking at how the career exploration will be moved before the Ed planning piece in the onboarding process.
- Will career exploration opportunities vary across the colleges, supported by potentially varying technologies?
Not sure at this point what technology is available and how that will look across the college.

8. Redesigned Basic Skills/Developmental Education Integrated into Pathways

- Will the colleges adopt consistent approaches to placement of entering students into college-level Math and English courses, or may the placement processes differ?
Both colleges will have the same placement for English and math.
- Will colleges scale consistent or potentially differing (but evidence-based) approaches to acceleration of students' development of academic skills?
Both colleges are scaling acceleration.



9. Technology Supports for Guided Pathways

- Will the district support multiple technologies related to various aspects of students' experiences in guided pathways (e.g., career exploration; academic planning, advising, monitoring of progress; early intervention; and so on)? Or will colleges collaboratively identify the specifications for technology supports needed to support their students' progress?

Ideally the district would provide the technology for the colleges so that we would be aligned in all areas but right now we have not explored all the options. Currently the Ed planning software through Ellucian has been decided on and then will look at other component of the product. The career piece at this time will rest with the individual colleges.

How the District and the Colleges Work Together

1. Timeline

- Is there an agreed-upon timeline for major decisions? For launch of Guided Pathways Version 1.0 at scale? Can these timelines vary across colleges?

At this point there has not been a decision on a timeframe for scaling as a district as each college has its own process for implementing and scaling Guided Pathways.

2. Decision Making

- Is there clarity for all about who makes what decisions following appropriate consultation?

At each college there is clarity through the governance structure.

3. Committee and Work Group Structures

- Does the present structure work well for getting guided pathways designed and implemented in accord with the timeline and workload issues?

4. Funding

- Is there clarity regarding: Uses of special state funding to support guided pathways work? Potential for reallocation of resources to support guided pathways implementation? Costs of needed district supports for guided pathways?
- Is there a need to consider new strategies for resource allocation? For ascertaining return on investment?

To be determined in regards to the funding structure.

5. Data

- Are there district and/or college needs for data to monitor and support the success of guided pathways? What data are most important for leveraging constructive action?

There are district-wide needs for data in regards to Guided Pathways.

6. Communications and Engagement



- Are there systemic and continuously evolving plans for communication and engagement at both district and college levels? Are communications as frequent and as consistent as they need to be?

Communication can always be improved across the board.

7. Cross-functional Collaboration

- Are there principles that can be identified to encourage dismantling of barriers and organizational silos?

There is always ways to work collaboratively. There may need to be a district-wide GP taskforce or combine in to the District Student Success and Equity Council.