



Short-Term Action Plan Institute on Scaling Guided Pathways District–Wide

Institution Name:

Part I-a: A Guiding Vision for Guided Pathways

TO BE INITIATED AS ADVANCE WORK BY DISTRICT/COLLEGE TEAMS AND COMPLETED BY DESIGNATED TEAM REPS

Instructions: (1) With your district or college team, develop a draft “guiding vision for guiding pathways.” Use the accompanying form entitled “Guiding Vision for Guided Pathways” to develop and submit the draft statement. **Maximum length: 750 words. Submit the draft statement to Sarah Cale at scale@aacc.nche.edu BY NOVEMBER 16, 2018.**

(2) Then, designated team members from each college and the district will work together to draft a consensus version of the vision statement and distribute it to the district and college teams for review. **Submit the district-wide vision statement (please paste below) to Sarah Cale at scale@aacc.nche.edu with the completed Short-Term Action Plan BY JANUARY 11, 2019.**

GUIDING VISION FOR GUIDED PATHWAYS

PASTE DISTRICT-WIDE VISION STATEMENT BELOW WHEN SUBMITTING FINAL SHORT-TERM ACTION PLAN AFTER THE INSTITUTE



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Part I-b: Data Discussions

TO BE COMPLETED AS ADVANCE WORK BY COLLEGE/DISTRICT TEAMS

Instructions: For this advance work assignment, use two accompanying documents. The document entitled “CAGP Enrollment and Graduates by Program” provides instructions about data to pull regarding your college’s most heavily enrolled programs. Referring to the data generated for your institution and the second document, “Swirling Students by District,” discuss the following questions as a team and enter your team responses.

Submit the completed Excel file (adding your institution’s name to the filename), along with this document (including your responses to the guiding questions) to Sarah Cale at scale@aacc.nche.edu BY NOVEMBER 16, 2018.

Guiding Questions	College/District Responses to Guiding Questions
1. What proportion of your students are enrolling in other colleges in your district? Why might they enroll at multiple colleges? Do your colleges coordinate in a way that makes it easy for students to attend multiple campuses, with clarity about their guided pathways?	
2. What types of programs appear to be most popular when looking at course enrollments? How do these programs fit into your meta-majors? If you are familiar with offerings at other colleges in the district: do they have similar programs?	



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<p>3. What types of awards are most students at your college earning? How do they relate to your most popular course offerings? If you are familiar with outcomes for other colleges in the district: do they have similar trends for programs with higher graduation numbers?</p>	
<p>4. Are students earning associate degrees with a reasonable number of units at your college? Is there substantial variation across programs? What role could advising and program maps play in reducing the number of units?</p>	



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Part I-c: District-Wide Design Principles for Guided Pathways

TO BE INITIATED AS ADVANCE WORK AND COMPLETED IN DISTRICT/COLLEGE TEAM STRATEGY SESSION #1

Instructions: (1) For this advance work assignment, use as a guide the accompanying document, “Guided Pathways Design Principles: Considerations For Multi-College Districts.” As a college or district team, develop a draft list of design principles for consideration by your colleagues at the institute. **Submit the draft Design Principles with your other advance work assignments to Sarah Cale at scale@aacc.nche.edu by NOVEMBER 16, 2018.**

(2) During District/College Team Strategy Session #1 at the Institute, review the college/district teams’ completed drafts of desired design principles, seeking to identify areas of convergence and divergence. Referring to those draft statements, respond to the following questions, moving toward a consensus statement of district-wide design principles. **Submit the District-Wide Design Principles (please paste below) with the completed Short-Term Action Plan to Sarah Cale at scale@aacc.nche.edu by January 11, 2019.**

Guiding Questions	District-Wide Responses to Guiding Questions
1. What are the essential common features of the guided pathways experience for every credential-seeking student in the college district?	



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2. What are key principles to guide the ways the colleges and district will work together to design and implement guided pathways at scale?	
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DISTRICT-WIDE DESIGN PRINCIPLES FOR GUIDED PATHWAYS
<i>PASTE DISTRICT-WIDE DESIGN PRINCIPLES BELOW WHEN SUBMITTING FINAL SHORT-TERM ACTION PLAN</i>



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Part II: Identifying Issues and Priorities for Support of Guided Pathways at Scale

TO BE COMPLETED BY IN DISTRICT/COLLEGE TEAM STRATEGY SESSION #2

Instructions: With your district/college team, respond to the guiding questions below. Following discussion, provide district-wide responses.

Guiding Questions	District-Wide Responses to Guiding Questions
1. What does your team identify as key implications for the work of leaders in finance, information technology, human resources, academic affairs, and student services, in support of guided pathways at scale?	
2. What changes would need to be in place for every student to explore career options, enter a meta-major, identify a program, set a goal and create a full-program educational plan by the end of their first academic term?	
3. Identify and discuss needs for coordination of college work with external partners, including transfer universities, K-12 systems, and the employer community.	



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Part III: Action Planning and Priority Setting

Instructions: Use the following questions to guide team discussion. Identify divergent and convergent perceptions within your teams, as you seek consensus.

TO BE COMPLETED IN DISTRICT/COLLEGE TEAM STRATEGY SESSION #3

Guiding Questions	District / College Team Responses to Guiding Questions
1. Which issues/approaches/strategies discussed in Institute sessions are potentially of greatest interest and relevance to the district/colleges?	
2. What insights has the overall college/district team gained from the institute sessions and team conversations? List 3–5 as a district-wide team.	
3. What are college leaders' priorities in regard to district support functions in support of guided pathways work going forward?	
4. What are district leaders' reflections on potential challenges and priorities for the guided pathways work going forward?	



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<p>5. What are immediate next steps for the common work of the district and colleges on guided pathways reforms? List steps, target dates, and person(s) responsible.</p>	
<p>6. What are the district and college teams' strategies for broadened engagement of constituent groups in discussion of</p> <ul style="list-style-type: none"> - a guiding vision for guided pathways - district-wide design principles for guided pathways - data on enrollment by program, graduates by program, credits earned by associate degree graduates, etc. 	<p><i>[Complete the chart on the following page.]</i></p>



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Part III: Action Planning – Engagement Strategies

**TO BE INITIATED IN DISTRICT/COLLEGE TEAM STRATEGY SESSION #3
AND FINALIZED WITH OTHER COLLEGE PERSONNEL**

Instructions:** In this section, delineate specific strategies for intentional engagement of district/college stakeholder groups as follow-up to this institute. **Return the completed action plan to Sarah Cale (scale@aacc.nche.edu) by January 11, 2019.

ENGAGEMENT STRATEGIES: NEXT STEPS	BY WHOM	BY WHEN