Overarching Principles

These shared principles are aspirational, not prescriptive. They describe who we are trying to become and include flexibility for exceptions.

Our Districtwide Guided Pathways Work:

- PUTS STUDENTS FIRST
- FOCUSES ON EQUITY
- VALUES EFFECTIVE, TIMELY COMMUNICATION
- VALUES RELATIONSHIPS
- IS COLLABORATIVE
- IS LED BY FACULTY AND CLASSIFIED PROFESSIONALS AND IS SUPPORTED BY ADMINISTRATION, WITH INPUT FROM STUDENTS
- IS STRUCTURED TO FOSTER TIMELY COMPLETION
- IS FULLY RESOURCED
- REFLECTS AND VALUES THE UNIQUE CULTURES AND COMMUNITIES OF EACH OF THE COLLEGES

Our Goals Are To:

- CONNECT STUDENTS EARLY AND OFTEN TO THE PEOPLE, PROGRAMS, AND SERVICES THEY NEED TO SUCCEED
- SIMPLIFY THE STUDENT EXPERIENCE BY REMOVING BARRIERS AND PROVIDING CLEAR, CONSISTENT, AND TIMELY MESSAGES TO STUDENTS
- ENCOURAGE CAREER/MAJOR EXPLORATION EARLY AND OFTEN SO THAT STUDENTS MAKE MORE INFORMED DECISIONS
- PROVIDE PERSONALIZED, PROACTIVE SUPPORT TO STUDENTS TO HELP THEM FIND AN EDUCATIONAL PATH AND STAY ON IT
- CREATE SCALABLE AND SUSTAINABLE SOLUTIONS

Essential Foundation

CAPACITY BUILDING	Cultivate the conditions for sustainable progress	**Sustainable adoption of the four pillars requires a solid foundation on which capacity for large-scale institutional change can be built. Essential elements of the foundation include:**	
		Equity	- Be mindful of equity across all aspects of guided pathways design - Articulate and act upon a centralized commitment to equitable outcomes
		Culture	- Cultivate a student-centric culture and dialogue that designs with the student in mind and questions the status quo - Reflect on whether long-held Los Rios practices and traditions are unintentionally inhibiting student success and completion - Encourage the unique differentiation that attracts students and employees to each of our colleges and centers
		Agility	- Consider new methods of collaboration to foster a more agile organization and processes - Employ project management techniques and other methods to accelerate results-oriented activities, while honoring collegial consultation and the participatory governance process - Create efficiencies through business process redesign and automation - Encourage cross-functional dialogue, input, and feedback - Leverage individual college ability to explore and adapt quickly
		Technology	- Implement technology that supports the guided pathways work, including case management, program mapping, and career and academic counseling - Coordinate student-facing technology implementations while allowing colleges the flexibility to try new options - Address technology barriers that inhibit the effectiveness of employees - Leverage technology to "work smarter" and provide modern, intuitive, and technology-enabled interactions - Refine a suite of intuitive, well-integrated student-facing technologies - Be willing to replace existing technology with better solutions

Data and Research	▪	Strengthen business intelligence capacity to provide easy access to relevant, on-demand data across the district to enable inquiry, and inform decision-making with the goals of promoting student success and closing the equity gap
	▪	Ensure just-in-time access to essential data (avoid stale data)
Professional Development	▪	Identify and address gaps in professional development for all employees
	▪	Strengthen professional development and training opportunities for all employees
	▪	Carve out sufficient time, space, and self-paced methods to ensure equitable access to professional development offerings
	▪	Provide intentional and focused professional development on best practices of curriculum design and instruction that is race, gender, and class conscious and reduces disproportionate impacts
Leadership	▪	Nurture innovation, creativity, and transparent communication
	▪	Provide resources to support the achievement of shared goals
	▪	Provide timely and transparent communication
	▪	Inspire transformation through leadership that stimulates intellectual curiosity, encourages collaboration, builds trust, boosts morale, invites input, and shares information
	▪	Value and empower college leadership to make the best decisions for their college

Design Principles by Pillar

CLARIFY THE PATH

Create clear curricular pathways to employment and further education

- ▪ Develop meta-majors at each college
  - o Used as organizing frameworks at each college (websites, catalogs, marketing materials, forms, and systems of support)
  - o Facilitate major and career exploration and the selection of an academic goal
  - o Provide communities for students to receive support, mentoring, career/transfer guidance, and information about work/internship opportunities
  - o The number of meta-majors, naming conventions, program groupings, and other details may vary by college
  - o Will be evaluated to determine whether certain aspects can be aligned across the district
- ▪ Develop and maintain program maps for part-time and full-time students that serve as clear curricular pathways to employment and/or transfer
  - o Provide a suggested sequence of courses to complete a program in a timely manner
  - o Available through an interactive tool (e.g., Atlas) to enable students to explore options
  - o Starting point for creating individualized educational plans
  - o Courses are determined by faculty to indicate what is reasonably needed to prepare students for transfer or a career
  - o Focus on minimizing the number of units students take to complete their goals
  - o Designed so that students don't have to drive from campus to campus, recognizing that disproportionately impacted students often lack the resources to do so
  - o Inform course scheduling, including configuring pathways within the ELSS (Ad Astra)
  - o Align course articulation and GE approvals for pathway courses across the district where possible
  - o Used for research purposes across the district and within colleges
  - o Updated to reflect changes in curriculum and scheduling
- ▪ Adopt two-year course sequencing
- ▪ Utilize *Student Educational Plans* aligned with program maps

ENTER THE PATH	**Help students choose and enter their pathway**	▪ Create a student-centric, inclusive, and welcoming onboarding experience
		   o Minimize chaos and eliminate roadblocks
		   o Recognize that new students apply to, and initially associate with, a single college which necessitates onboarding communications and experiences being relevant to students and allows them to be connected effectively to college-level resources
		   o Engage new students immediately with career/major exploration and individual needs assessment
		   o Ensure that incoming degree/certificate/transfer-seeking students complete orientation, placement, and first-term planning as soon as possible, and that they complete advising and full educational planning by the time they have accumulated 30 units
		   o Incentivize degree/transfer-seeking students to complete math and English writing in the first year
		   o Incentivize full-time enrollment (15 units)
		▪ In the ideal onboarding experience:
		   o Information provided to students uses common, easily understood terminology (no jargon)
		   o Messaging to students is clear, consistent, and just-in-time
		   o "Getting in" is so easy and engaging that it becomes inescapable (students can't get lost)
		   o Next steps are obvious to students as the progress, and support is provided at every step in the process
		   o Financial aid and eligible scholarships are identified and secured for students
		   o Districtwide technologies are interconnected and intuitive for all users, and technology decisions are based on improving the student experience
		   o Data collection is coordinated, including a common method for applicants to indicate an initial meta-major (e.g., CCCApply program category) and a common method that allows for the meta-major to change (e.g., PeopleSoft)

STAY ON THE PATH	**Help students stay on their path**	▪ Cultivate student-ready colleges that avoid one-size-fits-all or assembly line approaches
		   o Support students in real-time, including intentional interactions at critical touch points
		   o Build community, belonging, and bi-directional accountability
		   o Encourage and guide students consistently toward goal completion
		   o Empower front-line employees to advocate for students with unique circumstances
		   o Establish policies and procedures that adapt to the student rather than expecting students to fit within a particular category or use case (meet students where they are)
		   o Provide cohesive support services across the entire lifecycle from admission to completion
		   o Ensure sufficient staffing levels to enable college employees to "go the extra mile" for students
		   o Triage student emergencies in the moment (safety net) via appropriate college-level resources
		   o Prioritize scheduling of pathway courses (i.e., student-centric scheduling) with flexible options
		   o Track progress indicators (e.g., dashboard tracking of student progression in academic pathway) that are accessible to students, faculty, and counselors
		   o Provide a suite of common, well-integrated student-facing technologies
		▪ Case management approach that connects students to employees
		   o Ongoing and proactive counseling, coaching, mentoring, and advising
		   o Technologies that provide a holistic view of each student and minimize data silos
		▪ Culturally relevant curriculum, instruction, and service design and delivery

<table>
<tr><td rowspan="2" style="writing-mode: vertical-rl;">ENSURE LEARNING</td><td rowspan="2">Ensure that learning is happening with intentional outcomes</td><td>

Include a cycle of data-based, continuous improvement at each college that, at a minimum, considers the following:

  Assessment of program SLOs
  Degree/certificate/transfer completion rates
  Retention/persistence rates by meta-major
  Input and feedback from external partners such as high schools, employers, and transfer institutions
  Case management load ratios (as a factor in promoting positive outcomes)
  Disaggregation of metrics, including a focus on disproportionately impacted populations reflective of achievement realities and inequities of each college, by race/ethnicity, age, gender, and related intersectionality

Across the district, outcomes assessment should include further exploration to seek ways to address disproportionate impact and surface inequities

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- Regular review of principles by LRCCD GP Group
- Addition of Guided Pathways Technologies be shared at LRCCD GP Group before moving forward

Technology	Topic	Student Facing	ARC	CRC	FLC	SCC	As of 4.22.19
Ad Astra Room Scheduler	Scheduling		x	x	x	X	x- Implemented
Ad Astra Room Optimizer	Scheduling		x	x	x	X	IP = In Progress
Ad Astra Predictive Analytics	Scheduling		IP	x	IP	IP	W = Waiting
HighPoint Scheduler	Student Scheduling		W	W	W	W	C = considering
CCC MyPath	Onboarding	Yes	x	IP	IP	IP	
AdmitHub	Onboarding Technologies	Yes		IP			
Campus app (student portal)	Student Portal	Yes		C			
HighPoint Degree Planner	Student Ed Plan	Yes	W	W	W	W	
Atlas	Program Maps Repository		IP	IP	IP		
Cranium Cafe	Advising	Yes		IP	IP		
SARS	Advising Scheduler		x	x	x	x	
LaCai	Case Management	Yes	x				
Starfish Connections	Case Management	Yes	W	W	W	W	
Career Coach	Career Exploration Onboarding	Yes	x	IP	IP	IP	
Strong Career Assessment	Career Exploration Detailed	Yes			x		
Road Trip Nation	Career Exploration Supplement	Yes			Pilot		
Starfish Early Alert	Early Alert	Yes	IP	IP	IP	IP	
Canvas	LMS	Yes	x	x	x	x	
Blackboard communication	Financial Aid Communication			x			
PeopleSoft	Everything		x	x	x	x	