

# Oh, The Places They'll Go

## Goal-Oriented Program Onboarding Redesign

Promoting Equitable Program Momentum by Asking, Connecting, Inspiring, and Planning



### Facilitator's Guide

#### Workshop components

1. Workshop PowerPoint, with filename *CCRC Workshop\_Goal-Oriented Program Onboarding Redesign*
  - This PowerPoint includes instructions about how to prepare for and present the customizable workshop content. This requires you to prepare some data from your college, so be sure to budget in preparation time to work on that.
2. Facilitator's guide, with filename *CCRC Workshop\_Goal-Oriented Program Onboarding Redesign\_Facilitators Guide*
  - This guide is an overview of the workshop and what you need to do to facilitate it.
3. Customizable one-pager, with filename *CCRC Workshop\_Goal-Oriented Program Onboarding Redesign\_one-pager to share*
  - This one-pager is for you to share information about the pre-reading and workshop content with your workshop attendees. Please include your college logo and customize the content on this one-pager prior to sharing it.
4. Examples of college practices, with filename *CCRC Workshop\_Goal-Oriented Program Onboarding Redesign\_Ask-Connect-Inspire-Plan Examples*
  - This document provides concrete examples that support your (or your participants') exploration of the different components of the Ask-Connect-Inspire-Plan (ACIP) framework.
5. Workshop activity, with filename *CCRC Workshop\_Goal-Oriented Program Onboarding Redesign\_Activity*
  - This is the activity that your workshop participants will complete during the workshop. We recommend that you send them the Word document ahead of time or give them a print-out.


#### Workshop overview

All students, including those pursuing associate degrees, certificates, and noncredit programs, need to know where their programs lead and what opportunities exist for future education and employment. Students who see a clear path through college to their end goals are more likely to persist and complete. To help all students enter a path aligned with career-track jobs/transfer in their field of interest, it is critical to engage them from the start by providing supportive onboarding experiences. Additionally, in order to achieve equitable outcomes for marginalized



and underserved students, it is critical to tailor onboarding support to meet the needs of different student groups.

This workshop is intended to help college stakeholders understand the importance of program onboarding and to illustrate how guided pathways principles can be used to redesign onboarding. The ACIP framework facilitates student engagement in programs by *asking* students about their interests and aspirations, *connecting* students with faculty and peers who share their interests, and *inspiring* students to learn, with the goal of helping students *develop an individualized education plan*. The workshop makes the case for why students' early experiences—from the time they apply through the end of their first year—are critical to their success and includes planning activities to help your college reimagine the program onboarding experience.



## Tailoring this workshop to your college

CCRC created this workshop based on our research and experience working with colleges across the country implementing guided pathways. Our research has involved small and large colleges, rural and urban colleges, as well as colleges at different stages of the planning and implementation process.

We created this workshop to be adaptable because we believe that tailoring this workshop to your college is critical to creating meaningful engagement opportunities for different audiences within your institution. To that end, while we have included national data, we also provide instructions for how to add in your college's data points to help make the case for change. We also encourage you to put the speaker notes in the slide deck into your own words and to bring in college-specific examples when possible. You know your institution best, and we hope that these materials provide a template and framework for creating new understandings about the student experience and how to help students enter into programs of study.

Should you have any questions, comments, or concerns as you prepare to present this workshop, please reach out to us via the form on our website.

## Preparing to conduct the workshop

### **Identify your workshop participants**

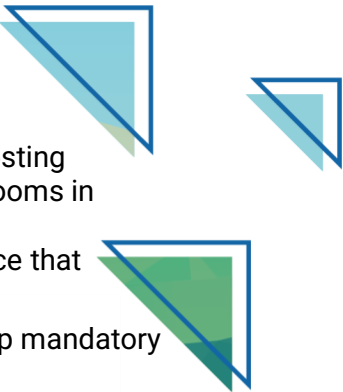
This workshop is designed to be conducted with any number of people and groups at your institution. Regardless of whether they are faculty, advisors, deans, directors, VPs, presidents, advisory board members, program coordinators, department chairs, IR and IT staff, or registrars, we think this workshop will be informative and enhance their understanding of guided pathways and how to support students. To that end, you may recruit anyone who works at your institution to participate in this workshop. We provide more detailed information on how to facilitate participation for a wide range of attendees in the section titled "Conducting the Workshop."

### **Recruit your workshop participants (send out the one-pager with pre-reading)**

Find the CCRC workshop "one-pager" document in the workshop packet, and customize it to recruit participants to attend your workshop. You can use the one-pager to ensure that participants are clear on what this workshop covers, show how this workshop/reform connects with other projects and strategies, and to share what the pre-reading is.

- Include your college logo on the bottom of the one-pager.
- Look for the highlighted text and amend it according to the instructions.



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- Amend the agenda to fit your proposed agenda. For example, if you are hosting your workshop in person and plan to have small groups meet in specific rooms in the middle of the session, include that information.
  - On the one-pager, where we have listed timeframes (e.g. “[10 min]”), replace that with your actual times of day (e.g. “1-1:10 pm”).
  - Note: Colleges in our pilot program had success with making the workshop mandatory for their intended audience.

We suggest you send this one-pager out one to two weeks in advance, as it presents the short pre-reading, which is a CCRC blog post that outlines the ACIP framework. For your convenience, we have included the pre-reading link here as well:

- [Ask-Connect-Inspire-Plan: How to Reimagine Onboarding into a Program of Study](#) (by Hana Lahr and Davis Jenkins).

### **Prepare data and content for inclusion in the workshop PowerPoint**

In the PowerPoint, we provide several spaces for you to include your college’s data to help make the case for reimagining program onboarding. We strongly recommend you prepare this data in advance of the workshop (e.g., two or more weeks ahead of time) to ensure you are able to draw clear connections between the data and the workshop narrative. The workshop will be most compelling if you are able to include your college’s data. To customize the data slides, it may be beneficial to have a representative from IR work on these slides in collaboration with the facilitator(s). However, it may also be the case that you can’t include all recommended data points. That’s okay! The national data will still help to paint a picture of why colleges need to reimagine onboarding.

For closer guidance on how to facilitate and prepare for the workshop, please see the Guide Slides throughout the PowerPoint as well as the Speaker Notes below the slides in the PowerPoint.

- Guide Slides: The pale-blue-colored guide slides have instructions for the section they precede and show the main point that you want to weave throughout that part of your presentation. *They are hidden from being shown while presenting*, as they are meant only for the facilitator’s reference.
- Speaker Notes: The speaker notes have information on the data and college-specific information you need to add to the PowerPoint, an outline of the key points to make while speaking, and other instructions to ensure a smooth presentation.

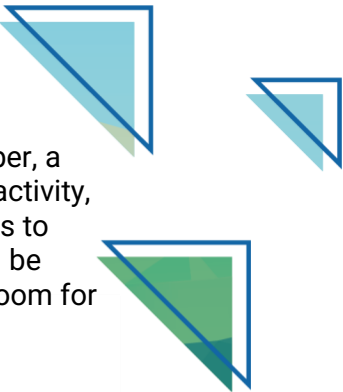
### **Prepare your facilitation plan**

#### *Tips for gathering in person*

- Include information about your location on campus.
- Determine how you will organize breakout sessions. If participants need to move to other spaces, you’ll need to build in time to accommodate the transitions.
- If you are a multi-campus institution and will have people at multiple campuses participating, we recommend identifying a contact person at each campus who will help to answer questions from attendees.

#### *Tips for gathering in a hybrid (in-person and virtual) setting*

- Ensure speakers and video are set up so that virtual attendees are able to hear and see the same content that everyone in person sees and hears.
- Have a plan for participation for anyone who is remote. During the discussion sections, appoint someone who is in person to monitor the chat and share questions from those



joining remotely with the people and speakers who are in person. Remember, a large part of the impact of this workshop comes from participation in the activity, so ensure you have a plan that allows both remote and in-person attendees to meaningfully contribute to the discussion. If groups meeting in person will be working on activities together, for example, consider creating a breakout room for all the virtual attendees.

#### *Tips for gathering virtually*

- Encourage participants to share their thoughts and questions in the chat.
- It may be helpful for the facilitator to verbally engage with participants' comments and questions in the chat. For example, when people are entering their responses into the chat, the facilitator can summarize what someone said and then connect the comment back to the workshop content. The facilitator may also invite someone to say more about their comment.
- It is very helpful to have one person assigned to creating, opening, and closing the breakout rooms. This person should be someone who will not be presenting immediately before the breakout rooms begin so that they are not multitasking.

See more information in the section titled "Facilitating Breakouts" below.

#### ***Additional resources for facilitators***

This workshop builds on several years of research by CCRC on guided pathways, so we are including a few additional resources that would support a strong facilitation experience. Here we present three CCRC publications that inform the successful reimaging of program onboarding and support for particular groups of students.

- [\*Redesigning Community College Student Onboarding Through Guided Pathways. Part 1: Rethinking New Student Onboarding\*](#) (by Davis Jenkins, Hana Lahr, and Lauren Pellegrino).
- [\*How Ohio Community Colleges Are Using Guided Pathways to Personalize Student Support\*](#) (by Serena Klempin and Hana Lahr).
- [\*How Guided Pathways Reforms Can Improve Support for Adult Students: Lessons From Three Tennessee Community Colleges\*](#) (by Serena Klempin and Hana Lahr).

#### ***Read and/or distribute supplementary examples***

In the document titled "Ask-Connect-Inspire-Plan Examples" in this packet, we have outlined several real-world examples from community colleges around the country for each of the four components of the ACIP framework. The examples align with the general strategies outlined in the PowerPoint presentation and can be a useful reference to prepare for likely questions from your audience (e.g., "How have other colleges addressed this?" or "How can I learn more about [e.g., Connect]?") and to ensure you have a clear understanding of what Ask, Connect, Inspire, and Plan each mean. You are welcome to share the document with interested parties at your college for their reference.

## **Conducting the workshop**

#### ***Sample agenda, and what to expect***

This workshop will take approximately 2 hours to present. We suggest that a small team plan and present. As your team is preparing, it will help to identify who is presenting which parts of the workshop, who is managing breakout rooms, and who is monitoring the chat. If a representative from IR helped to create the data slides, it may be helpful to have that individual

present the data slides or be in attendance at the workshop to answer any data-specific questions.

If your college has been engaged in guided pathways reforms, it will be important to address and explain how the Ask-Connect-Inspire-Plan framework builds on or connects to existing or ongoing efforts at the college. What are your college's goals for student success and how can the ACIP model help support those goals? For example, if your college has developed meta-majors, it may be helpful to explain how the meta-majors can be used to organize efforts to *Ask* students about their interests and *Connect* them to a community within the college. If your college has a mandatory orientation program, you could explain how it could be reimagined to ensure that the focus is on career and program exploration (i.e., program onboarding).

### **Sample agenda\***

- [10 min] Workshop Introduction
- [20 min] Why program onboarding: Setting the stage with national and college data
- [20 min] Introducing the Ask-Connect-Inspire-Plan framework
- [25 min] Team Session #1: Mapping the current student experience
- [25 min] Team Session #2: Reimagining the program onboarding experience
- [10 min] Share out: Boldest ideas for reimagining program onboarding
- [10 min] Whole group discussion: Next steps and workshop reflections

\*The times and slides listed are our best estimates. If you add slides or expand or cut a section, you may need to adjust the timing. This workshop should serve your campus community and could require some adjustments to adequately do so.

### **Facilitating breakouts**

Regardless of whether your workshop is in person or virtual, we suggest that you separate your audience into teams of 3–5 participants. You should consider how you want to group participants in advance. For some colleges, it may be useful to include people from different areas of the college in the same breakout room so that they can discuss cross-college challenges and opportunities. In other settings, it may be useful to group participants by program or meta-major area so that they can consider the student experience for students in their program areas.