

Oh, The Places They'll Go

Goal-Oriented Program Onboarding Redesign

Using the Ask-Connect-Inspire-Plan (ACIP) Framework

Instructions

With your small group, fill in the rows that have blue text (*Ask* and *Inspire*).

Activity aim

This worksheet is meant to be both an activity that you can engage in during the workshop and a reference for remembering the ideas you developed after the workshop is complete.

ACIP framework

- Ask-Connect-Inspire-Plan (ACIP):
 - **Ask:** Every student is engaged in an ongoing conversation about their interests, strengths, and aspirations and is guided to programs and people at the college with similar interests.
 - **Connect:** From the start, colleges organize opportunities for all students to meet with faculty, students, alumni, and employers in fields of interest to them.
 - **Inspire:** Every student takes at least one course in term 1 on topics of interest that "light their fire" for learning.
 - **Plan:** Help every student to develop a full-program educational plan that shows them a path to their goals.
- "Placing equity in the center" means using ACIP to promote the success of marginalized and underserved students. Guided pathways and ACIP can be used to promote equity by providing a framework for personalizing universal support:
 - **universal** structures, policies, and practices that apply to all students,
 - and more **personalized** support, either
 - **tailored** based on the common needs, interests, areas of academic focus, etc., of a group of students, or
 - **individualized** by customizing practices to a specific student.

Activity: Mapping the Program Onboarding Experience

Instructions: Answer the guiding questions listed as column headers for each part of the Ask-Connect-Inspire-Plan framework listed below, reflecting on what you have learned about ACIP and what you know about students' experiences in programs.

<i>Program Onboarding Design Principle</i>	What do students currently experience related to this design principle?	What groups of students do not benefit from such experiences (e.g., transfer students, noncredit students, dual enrollment students, students in certain programs, etc.)?
Ask every student about their interests, strengths, aspirations		
Connect them with faculty, students, alumni, others with similar interests		
Inspire learning in term 1 through "light the fire" college-level courses on topics of interest		
Help every student develop an individualized education plan aligned to jobs/transfer in field of interest by end of term 1		

Activity: Reimagining the Program Onboarding Experience

Instructions: Now that you have thought about the current student experience related to the ACIP framework, and what specific student groups your college may not be currently serving, think about what you *could* do. How can you ensure that your college **builds a student experience that meets the needs of marginalized and underserved student groups on your campus, and is responsive to their varying interests, backgrounds, or aspirations?** How can we enrich the program onboarding experience under each design principle for students generally and for particular groups of students?

<i>Program Onboarding Design Principle</i>	What experience (related to the given principle) should we provide for all students?	How could we tailor the experience to particular groups of students who are currently not well served (e.g., undecided students, older students, noncredit students, dual enrollment students, etc.)?
Ask every student about their interests, strengths, aspirations		
Connect them with faculty, students, alumni, others with similar interests		
Inspire learning in term 1 through “light the fire” college-level courses on issues of interest		
Help every student develop an individualized education plan aligned to jobs/transfer in field of interest by end of term 1		