Principled Practices:
MATCHING DESIGN ELEMENTS TO CORE PRINCIPLES
CORE PRINCIPLE #1: An intake process to promote academic direction

- Accelerated refresher before high-stakes assessment test (if used)
- Summer intervention to prepare students to retest
- Multiple measures for assessment: include high school GPA, self-assessment, and other measures along with high-stakes test
CORE PRINCIPLE #1: An intake process to promote academic direction

- Mandatory orientation, including career exploration, guided pathways, mindset principles, productive persistence concepts, and the approach to ongoing advising

- Intrusive advising, promoting choice of a major within a guided pathway or linking students to immediate career and academic exploration
CORE PRINCIPLE #1: An intake process to promote academic direction

• Education plan – target set for development of a full program plan during the first term/year, providing a way to monitor progress over time
CORE PRINCIPLE #2:
Enrollment in college-level math and English or course sequences aligned with student’s program of study

• Enrollment in a default schedule for a defined pathway

• Identification of “the right math” appropriate to respective pathways

• Direct enrollment in gateway courses with corequisite support.
CORE PRINCIPLE #2:

Enrollment in college-level math and English or course sequences aligned with student’s program of study

• Student success course in first term: create a sense of belonging; expand on career exploration, productive persistence, growth mindset; contextualize to pathways

• Redesigned gateway/critical courses by pathway

• Professional development for faculty (support course redesign and academic support)
CORE PRINCIPLE #3: Academic and non-academic support in conjunction with gateway courses

- Multiple high impact practices in introductory college-level courses
- Embedded support
- Co-requisite support/other models
- Supplemental instruction
- Mandatory learning labs
- Mandatory tutoring
- Mandatory study groups
CORE PRINCIPLE #3:
Academic and non-academic support in conjunction with gateway courses

- Learning communities
- Growth mindset principles
- Time management

- Financial literacy
- Housing/food support (collaboration with community agencies)
- Bus passes
CORE PRINCIPLE #4: Streamlined remediation models (when default placement in college-level courses is not appropriate)

- Intensive summer programs
- Integration of developmental reading and writing
- Fast track/flex/accelerated/emporium models
- Curricular modules
CORE PRINCIPLE #4: Streamlined remediation models (when default placement in college-level courses is not appropriate)

- Block scheduling
- Early alert process
- Learning management system analytics
- Professional development to promote a design for learning and to promote a culture of acceleration
CORE PRINCIPLE #5:
Content of required gateway courses aligned with chosen program

- Appropriate and sustained academic and non-academic supports integrated into courses
- Alternative math pathway matched with chosen guided pathway
CORE PRINCIPLE #5:
Content of required gateway courses aligned with chosen program

• Redesigned gateway courses with clear learning outcomes and guided pathway content

• Collaboration with K-12, university, and business/industry partners to align curriculum
CORE PRINCIPLE #6: Track students and act on performance and progression data

- Professional development to create capacity to use data
- Robust early alert process
- Success coaches/case management in pathways
- Progress monitored against students’ education plans
CORE PRINCIPLE #6: Track students and act on performance and progression data

• Recognition of students’ milestone attainment

• Course data used by discipline

• Refinement of education plans as student goals are clarified

• Target set for students to complete college-level math, English, and courses in chosen guided pathway in their first academic year