Seeking direction on how to launch examination of the student experience at your college to inform your Guided Pathways redesign, including what issues to address, what questions to ask, and what evidence to gather? Or, has your college already made some progress, and are you ready to assess how students experience a specific program, process, or practice? This guide can support your efforts to carry out student-centered inquiry and design throughout Guided Pathways development.

Why Examine the Student Experience?

The RP Group’s Student Support (Re)defined study asked nearly 900 California community college students what they need to succeed in the community college environment (see sidebar, What Is Student Support (Re)defined?, p. 2). An important precursor to Guided Pathways, this research can help your team explore the student experience and identify specific redesign opportunities.

Student Support (Re)defined revealed student perspectives can be a powerful driver for institutional change. By looking through the lens of the student experience, colleges can identify differences between what your institution intends for students and what students actually experience, and where to focus your redesign work to bridge that gap.

What Did Student Support (Re)defined Reveal about the Student Experience?

Student Support (Re)defined highlighted that often, colleges are not structured around the student experience or designed to serve their entire student population (see Figure 1. Support from the Student Perspective, p. 1). Rather, our institutions organize themselves as a series of disconnected departments, functions, and divisions that do not comprehensively address diverse students’ needs, effectively play to their strengths, or coherently facilitate their progress and completion.

At the same time, the study identified six success factors (see Figure 2. Six Success Factors) that do contribute to students’ achievement, based on a review of existing research on student

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1 Learn more about the Six Success Factors at https://rpgroup.org/Our-Projects/Student-Support-Re-defined/successfactorsframework.
support and input from national experts and community college practitioners. Then, we asked students about the role these factors play in their success. We list them below in the order of importance according to responses from students participating in our study:2

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track—keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

**Students indicated that all six success factors are important to their progress and achievement at different points in time.** Students also revealed that different factors interact with each other in various ways to contribute to their achievement. Students noted how experiencing one factor often led to realizing another, or how two factors were inextricably linked to each other. Since students do not experience these factors in isolation, these findings imply that colleges should consider solutions that can help students experience multiple factors at once.

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**What Is Student Support (Re)defined?**

Student Support (Re)defined asked nearly 900 California community college students what they need to succeed in the community college environment, with a focus on underrepresented groups. This research can help your college stay grounded in the student perspective as you pursue institutional reform and focus on making changes that strengthen the outcomes of all students, not just improve the success of those already most likely to achieve.

For more information, visit [www.rpgroup.org/student-support](http://www.rpgroup.org/student-support).

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**Guided Pathways Helps Students Experience the Success Factors by...**

Guided Pathways offers a highly-structured approach to the student experience that provides ongoing, intentional support from connection to completion, inside and outside the classroom—guaranteeing students get the help they need at every step of the way (see *Figure 3. Guided Pathways Pillars*).3

When the core components of a guided pathways approach (see *Figure 4. Key Elements of Guided Pathways*) are in place, students are more likely to experience each of the six success factors throughout their college journey.

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The four Guided Pathways pillars establish a clear structure for ensuring students experience the success factors.4

- **By clarifying paths to student end-goals,** colleges can articulate the value proposition for enrolling in the institution in general, and a pathway in particular—allowing students to secure a direction and visualize the academic and career benefits of completing their goals.

- **By helping students choose and enter a pathway,** colleges can help students explore their career and academic options; select a program of study based on their skills, interests, and goals; and develop a personalized education plan. This upfront support shows students the college cares about their future success and can help them stay focused because they know how completing specific courses, key milestones, and actions will lead them to their goal. When students enter a pathway community, they feel more connected to a group of peers, faculty, and staff, increasing their sense of belonging.

- **To help students stay on the path,** college can offer schedules based on student demand—allow students to feel more motivated to continue because they can get the courses they need when they need them. Students feel motivated when they see the progress they are making and how close they are to achieving their goals. Monitoring systems and ongoing, proactive outreach by counselors and advisors show students someone cares about their progress and helping them addressing barriers affecting that progress. Notifying students when they veer off their path either by taking courses not on their education plans or not reaching milestones by certain times can help bring students back on path.

- **To ensure students are learning,** embedding applied experiences throughout their program can help students stay engaged because they can see the connection between their coursework, the real world, and their goals. Providing proactive academic support along the way can help students feel that someone cares about their success. Offering students learning opportunities in the classroom and across

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4 Find a detailed reference of the intersections between the four Guided Pathways pillars and the Student Support (Re)defined success factors under “Tools and Resources” at [https://rpgroup.org/Our-Projects/Student-Support-Re-defined/Resources](https://rpgroup.org/Our-Projects/Student-Support-Re-defined/Resources).
the campus that honor their cultural and family background can demonstrate their experiences are valued and matter. Ultimately, knowing that they are learning helps students stay motivated and make progress towards completing their goals.

Guided Pathways also offers a framework for coordinating multiple campus initiatives designed to increase student success—carried out through integrated planning—and inclusive decision-making structures—to ensure they result in improved student outcomes. Aligning and streamlining existing efforts such as AB 705, Student Equity and Achievement Planning, and the Strong Workforce Program can ultimately lead to a more coherent student experience that addresses all six success factors.

Learn more about Integrated Planning at https://visionresourcecenter.cccco.edu/ask/topic/integrated-planning.
How to Use this Guide

This guide provides a step-by-step process for using Student Support (Re)defined’s six success factor framework to (1) examine how students experience your college and (2) identify redesign priorities, including:

- **Step 1.** Engage Your Team
- **Step 2.** Prioritize the Success Factors to Examine
- **Step 3.** Examine How Your Students Experience the Success Factors
- **Step 4.** Reflect on What You Learned about the Student Experience and Identify Redesign Priorities

WHAT IT INCLUDES

The guide will help your team:

- Identify issues affecting how your students select, enter, stay on, and complete a path, particularly differences between what the institution intends for students and what students actually experience
- Engage students in this exploration and redesign in a range of ways
- Determine specific areas of institutional redesign, including what next steps to take and who needs to be involved
- Establish a plan for making the case for these proposed changes to your campus community

This guide provides a series of tools to help your college team examine how students experience each of the six success factors, including data to collect, student voices activities to conduct, and systems and processes to map. It also includes prompts for users to identify and capture immediate redesign priorities and actions, based on how students currently experience the factors, what gaps and obstacles exist, and what specific strengths and needs emerge from the evidence.

WHY USE IT

Wherever your college is in its Guided Pathways planning and implementation, colleges can use this inquiry process iteratively to gather data and evidence about the student experience at your institution, based on the Student Support (Re)defined success factor framework, and identify areas for structural improvement.

The Role of Institutional Research in Examining the Student Experience

Your college’s Institutional Research, Planning, and Effectiveness (IRPE) office can provide critical support to your inquiry process—offering access to data, firming up research questions, helping facilitate inquiry activities, and providing support with analysis and meaning-making. If your workgroup or committee does not include an institutional researcher, reach out to your college’s IRPE colleagues to inform them of and invite them to join your examination of the student experience.

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Process for Examining the Student Experience and Informing Redesign Priorities

Step 1: Engage Your Team

Identify existing workgroup(s) or committee(s) that could most benefit from carrying out this structured process for examining the student experience. Ideally, groups will have representatives with diverse perspectives, including those who work both directly and indirectly with students, and students themselves. Specifically consider engaging members of your Institutional Research, Planning, and Effectiveness office (see sidebar).

**Tip:** Consider involving individuals with the authority to advance recommendations resulting from your inquiry activities and/or connecting this work to decision-making structures on campus to increase the likelihood your college acts on your findings.

**Tip:** Find key design principles for involving students as your partners and co-creators in Guided Pathways development in *Engaging Students in Guided Pathways Development: Design Principles*, found in the Vision Resource Center at https://visionresourcecenter.cccco.edu.

As a team, review the steps below and establish a workplan identifying which activities you plan to pursue and who will do what and by when. It will likely take multiple meetings of your team to fully carry out these activities and process their results.

**Tip:** Ensure your work plan includes communication with and strategic engagement of campus stakeholders with the outcomes of your work (see sidebar, *Resources for Communications Planning and Stakeholder Engagement*).

**Tip:** Find key design principles for involving students as your partners and co-creators in Guided Pathways development in *Engaging Students in Guided Pathways Development: Design Principles*, found in the Vision Resource Center at https://visionresourcecenter.cccco.edu.

**Resources for Developing a Work Plan and Engaging Stakeholders**

Find more information on...

- Communicating your team’s work and action items to others in *Committee Report Out Template*, https://visionresourcecenter.cccco.edu/committee-report-out-template-0
- Engaging internal stakeholders during the planning phase in *Internal Stakeholder Engagement Workshop Toolkit*, https://na50.salesforce.com/sfc/p/h6A0000000vBJU/a/6A0000000bpoFS/rvmMxalZDFG0OHSlVaxQxOcvEer59UIRFxGNIhMLGFY

**Step 2: Prioritize the Success Factors to Examine**

Start by determining the student success factors that are currently important to your college and that you want to prioritize in your inquiry process. Think about...

- What about the student experience you want to better understand
- What is already happening on your campus with your existing student success and equity agenda
- Which Guided Pathways pillar(s) your college is currently prioritizing in your redesign efforts
- How critical the factor(s) are to the success of your unique student population(s)
- What you have already surfaced in your inquiry process versus what you still want to know
- Where you already have momentum on campus related to this (or these) factor(s)
- What inquiry activities your team can realistically conduct given your current redesign context (e.g., time and resources available, leadership behind your work, cultural enablers and roadblocks)
Here are examples of the types of the high-level questions your team might explore to understand how students experience a given factor throughout their community college journey, using the activities suggested in Step 3 below:

- **Directed**: How does your college ensure students have a goal and know how to achieve it? How does the college help students refine their goals along the way and know how to successful transition to the next stage of their academic and employment journeys?
- **Focused**: How does your college help students stay on path and motivated all the way through completion of their goals?
- **Nurtured**: How does your college demonstrate to students that someone cares about them and their success in an ongoing way?
- **Engaged**: How does the college encourage students to actively participate in class and extracurricular activities throughout their community college journey?
- **Connected**: How does the college ensure students feel like they are part of the campus community?
- **Valued**: How does the college regularly recognize students’ skills, talents, abilities, and experiences? How does the college ensure students have opportunities to contribute on campus and feel their contributions are appreciated?

**Step 3: Examine How Your Students Experience the Success Factors**

The tools in Appendix A (see p. 9) suggest three types of activities to develop a comprehensive picture of how students are experiencing each success factor at your institution and what might need to change, including:

1. **Quantitative Exploration**: data to quantify if and how many students are experiencing aspects of the factor, aligned with different reporting and accountability frameworks (e.g., Vision for Success goals, Strong Workforce, Student Equity and Achievement Plans, AB 705, AB 540); sources include evidence provided by your Institutional Research, Planning, and Effectiveness Office, CCCCO Data Mart, and data located on the LaunchBoard, Student Success Metrics dashboard (see sidebar, *Data Sources to Support Your Inquiry*).

2. **Student Voices Activities**: activities to gather input from students; sources include interviews, focus groups, surveys, town hall meetings, and in-class activities or external surveys such as the Community College Survey of Student Engagement (CCSSE) or Ruffalo Noel Levitz’s Student Satisfaction Inventory.

3. **Institutional Systems/Processes Analysis**: existing college systems and processes to map as they relate to the factor; when possible, map the suggested systems and process from the student perspective (considering how do diverse groups of students experience the system or process; what steps do they have to take; and how clear, efficient, and worthwhile are those steps); sources will vary from factor to factor but may include websites, course catalogs, communication and engagement software and platforms, relevant forms, handbooks, handouts, etc.
Note: that factors are difficult to measure using traditional quantitative metrics, and your assessment may rely more heavily on qualitative exploration and/or systems/process mapping. Certainly, the suggested data or activities are not exhaustive. We also encourage your college to brainstorm other metrics and/or data you might explore that make sense to your unique campus context.

Ideally, your team will gather data and evidence related to your selected factors using each type of activity. At the same time, be realistic. Select the activities that you can immediately tackle to give you enough of an understanding of how students experience your college while at the same time acknowledging your team’s capacity to carry out the work.

A FOCUS ON EQUITY IN YOUR INQUIRY

Equity considerations are essential to conducting effective inquiry in support of your Guided Pathways planning. Disaggregating data and exploring the experiences of specific disproportionately-impacted student groups at your institution will provide a more nuanced understanding of the issues your campus can address through its redesign of policies, processes, practices, and programs. Consider using your college’s Student Equity and Achievement Plan to guide which student populations to engage at different points in your inquiry process. Access additional resources to support your exploration of the student experience with an equity lens through the IEPI Data Disaggregation topic area at https://visionresourcecenter.cccco.edu/ask/topic/data-disaggregation.

Step 4: Reflect on What You Learned about the Student Experience and Identify Redesign Priorities

After you conduct your selected inquiry activities, your team is ready to determine how to act on the assessment of the prioritized success factors. Ideally, this inquiry will contribute to other inquiry and design work taking place on your campus. The data, evidence, and perspectives surfaced during this inquiry should position your team for broader dialog with your campus community about why moving beyond programmatic change to institutional redesign is critical to advancing your students’ success and improving equity and what potential change to pursue. As you plan to communicate the results of your inquiry, consider what story needs to be told about the reasons for systems change and priority areas for taking action. Keep in mind who needs to hear that story and who is best positioned to deliver these messages.

CONSIDER….

- **What are the key takeaways?** Identify the key themes from your inquiry. Think about what you discovered about the student experience by factor as well as what big takeaways surfaced across the factors explored.

- **What do these results say about ways to redesign the student experience to strengthen their learning, success, and completion?** Reflect on possible redesign opportunities. Think about a top set of priorities and/or changes to pursue. Hold central which student groups will benefit from these changes and what are the equity implications for the proposed redesign.
● What evidence do you have for these proposed changes? Summarize the evidence supporting these potential change(s) collected through this inquiry process (including disaggregated metrics and outcomes, student perspectives, systems/process maps, etc.).

● Which success factor(s) do these proposed changes address? Consider which success factor(s) will be strengthened in the student experience, recognizing that some changes may advance multiple factors.

● What Guided Pathways pillar(s) do these changes advance? When looking at the results of your inquiry and the changes your team is considering, think about how they relate to the Guided Pathways framework. Consider how these changes will help clarify the path for students, get them on a path, keep them on a path, and/or ensure they are learning.

● How do these proposed changes relate to other Guided Pathways priorities, equity planning efforts, and redesign activities taking place on campus? Recognizing that this inquiry process is likely one among others your college is utilizing to support institutional redesign, consider the context for these proposed changes. Identify how they confirm and/or challenge other inquiry results and/or redesign priorities.

● What are your next steps? Identify how you will pursue the proposed changes. Determine what specific steps your team will take, who is responsible for these steps, and what is your timeline for completion.

Use the template in Appendix B to capture your responses from your reflection and your ideas about each change your team intends to act on as part of your redesign work.

Resources for Establishing Priorities and Taking Action

Find more information on...


Includes tools for...
  o Examining students’ experiences of and ideas for acting on the six success factors
  o Setting priorities
  o Establishing a plan of action

● Using Student Support (Re)defined to motivate change, based on examples from California community colleges, https://rpgroup.org/StudentSupportRedefine


For More Information...

Find additional tools, resources, and information at:

The RP Group - Student Support (Re)defined, www.rpgroup.org/student-support

California Community Colleges Vision Resource Center, https://visionresourcecenter.cccco.edu

Need Help Using This Guide?
Have a Story to Share?
Contact us at research@rpgroup.org.
Appendix A:

Tools for Examining the Student Experience by Success Factor

This appendix provides a series of tools designed to help your college team examine how your students experience each of the six Student Support (Re)defined success factors, based on your team’s work in Steps 2-3 above.

Some teams may elect to assign examination of a specific success factor to another committee or work group and “tear away” the specific tool provided for that factor. If your team takes this approach, consider encouraging anyone involved in this process to start by reviewing the Grounding College Redesign in the Student Experience guide.
Examine the Student Experience: Directed

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including directed. Directed students...

- Have a goal and know how to achieve it
- Have opportunities to select a program based on their skills, interests, and goals
- Understand the academic and career benefits of their program of study and of enrolling in the institution

This tool offers activities to understand if/how students are directed at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how directed students are at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

<table>
<thead>
<tr>
<th>QUANTITATIVE EXPLORATION</th>
<th>STUDENT VOICE ACTIVITIES</th>
<th>INSTITUTIONAL SYSTEMS/PROCESS MAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at disaggregated data on % of students who...</td>
<td>Explore what different student populations say about...</td>
<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>- Identify an educational goal</td>
<td>- What did/not work during the enrollment process</td>
<td>- Helping students clarify their goals, identify appropriate programs of study, and develop plans to reach their goals inside and outside the classroom</td>
</tr>
<tr>
<td>- Complete an orientation</td>
<td>- How they explore educational programs and career options</td>
<td>- Ensuring students understand the requirements and benefits of program completion, the full cost of attendance, and how to fund it</td>
</tr>
<tr>
<td>- Complete a personalized comprehensive educational plan</td>
<td>- How they decide their educational and career goals</td>
<td>- Communicating to students a clear set of courses/actions to take to achieve their goals</td>
</tr>
<tr>
<td>- Enter a program of study within their first year</td>
<td>- How they articulate the value of their college/program</td>
<td>- Helping students transition from noncredit to credit coursework</td>
</tr>
<tr>
<td>- Access career services via a career center, a success course, etc.</td>
<td>- How they create and revise their educational plans</td>
<td>- Making students aware of various services and supports designed to facilitate their success</td>
</tr>
<tr>
<td>- Complete 9 units in area of study in 1st year (or semester?)</td>
<td>- How the college supports them or can support them in feeling directed</td>
<td>- Accessing and securing financial aid and other types of assistance</td>
</tr>
<tr>
<td>- Complete 30 units in first year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Transition from noncredit to credit coursework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the *Grounding College Redesign in the Student Experience* guide.
Examine the Student Experience: Focused

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including focused. Focused students...

- Stay on path—keep their eyes on the prize
- Know which (groups of) courses to take in which order to successfully stay on path and achieve their goals
- Know which services and supports can ensure their progress and how to access them
- Can connect how their English and math coursework relates to their program of study
- Can monitor the progress they are making and how close they are to completing their goals

This tool offers activities to understand if/how students maintain focus at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how focused students are at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

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*This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the *Grounding College Redesign in the Student Experience* guide.*
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<tbody>
<tr>
<td>Look at disaggregated data on...</td>
<td>Explore what different student populations say about...</td>
<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>• % of second-year students who make proportional progress along their educational plans</td>
<td>• How, when, and about what the institution reaches out to them as they continue at the institution</td>
<td></td>
</tr>
<tr>
<td>• % students who complete program-specific milestones</td>
<td>• How they stay focused on their education</td>
<td>• Ensuring students have a clear path to completing their goals</td>
</tr>
<tr>
<td>• % students who complete transfer-level math and English in the first year</td>
<td>• What positively or negatively affects their motivation to make progress towards their goals</td>
<td></td>
</tr>
<tr>
<td>• % students who enroll in/eligible for special programs (e.g., TRIO, EOPS/CARE, DSPS, homegrown support initiatives)</td>
<td>• How they monitor their progress</td>
<td>• Fostering student motivation to sustain their progress both inside and outside the classroom</td>
</tr>
<tr>
<td>• # units accumulated after first term/year/entire time at the college</td>
<td>• How far along they are on their educational path, what else they have left to do, and what keeps them going</td>
<td></td>
</tr>
<tr>
<td>• % students who persist from first term to second term and so on</td>
<td>• What the college does or can do to help them stay focused</td>
<td>• Enabling students to monitor their progress</td>
</tr>
<tr>
<td>• % students who persist from first year to second year and so on</td>
<td></td>
<td>• Mobilizing students to support their peers and sustain each other’s motivation</td>
</tr>
<tr>
<td>• % students complete a program/transfer within X years</td>
<td></td>
<td>• Providing regular, constructive, and proactive feedback on students’ performance and progress</td>
</tr>
<tr>
<td>• % of students who have excess college credits beyond a 2-year degree</td>
<td></td>
<td>• Scheduling courses based on student demand and educational plans</td>
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<tr>
<td></td>
<td></td>
<td>• Educating and empowering faculty, staff, and administrators to identify and support students in addressing the range of academic and non-academic needs</td>
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<tr>
<td></td>
<td></td>
<td>• Celebrating and recognizing student progress and achievement of milestones</td>
</tr>
</tbody>
</table>
Examine the Student Experience: Nurtured

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including nurtured. Nurtured students...

- Feel somebody at the college wants and helps them succeed
- Experience a sense of caring
- Believe that their success is important and expected at the college

This tool offers activities to understand if/how students feel nurtured at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how nurtured students feel at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

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<tbody>
<tr>
<td>Look at disaggregated data on...</td>
<td>Explore what different student populations say about...</td>
<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>● % students who meet regularly with a counselor</td>
<td>● When someone across the campus community cared about them on campus or wanted them to succeed</td>
<td>● Showing students that the college believes in them and cares about their success</td>
</tr>
<tr>
<td>● % students who have a point of contact in either an individual (e.g., counselor) or a special program (e.g., TRIO, EOPS/CARE, DSPS, homegrown support initiatives) on campus</td>
<td>● When a faculty member cared about them or wanted them to succeed</td>
<td>● Fostering a culture where all people—faculty, staff, and administrators alike—feel responsible for students’ success and know how their individual work at the college links to students’ achievement</td>
</tr>
<tr>
<td></td>
<td>● How feeling nurtured relates to their academic progress and success</td>
<td>● Supporting faculty, staff, and administrators in understanding a variety of ways to express care to students inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>● What small and big gestures and expressions of caring look like</td>
<td>● Offering tailored interventions based on individual student needs, strengths, and educational stage</td>
</tr>
<tr>
<td></td>
<td>● What the college does or could do to make them feel that someone wants them to achieve their goals and helps them do so</td>
<td>● Proactively reaching out to students who are struggling as well as students who are making progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Facilitating opportunities for students to nurture other students</td>
</tr>
</tbody>
</table>

9 This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the Grounding College Redesign in the Student Experience guide.
Examine the Student Experience: Engaged

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including engaged. Engaged students:

- Actively participate in class and extracurricular activities
- Know where to go for academic support and access academic support services

This tool offers activities to understand if/how students feel engaged at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how engaged students are at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

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<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>1. % faculty members who are trained in applied / contextual learning approaches</td>
<td>1. How engaged they are in the learning experiences in their courses and programs</td>
<td>1. Engaging students in meaningful and authentic educational experiences and activities both inside and outside the classroom</td>
</tr>
<tr>
<td>2. % of students who take part in courses with contextualized or applied learning experiences (e.g., service learning, project-based learning)</td>
<td>2. What approaches or experiences foster their engagement in their coursework</td>
<td>2. Promoting classroom and campus engagement</td>
</tr>
<tr>
<td>3. % of students who engage in work-based learning, internships, apprenticeships, work experience, etc.</td>
<td>3. Where/how they access academic and non-academic support</td>
<td>2. Training faculty to use engaging, student-centered pedagogical approaches and provide feedback on students’ performance and progress</td>
</tr>
<tr>
<td>4. % of students who participate in an extracurricular activity on campus (e.g., athletics, clubs, student life activities)</td>
<td>4. What opportunities they have to participate in extracurricular activities both on and off campus</td>
<td>3. Structuring academic and nonacademic supports to ensure that all students feel engaged</td>
</tr>
<tr>
<td>5. % of students who access academic supports</td>
<td>5. How actively participating in activities affects their learning and progress</td>
<td>4. Offering opportunities in the classroom and on campus for students to become more engaged learners</td>
</tr>
<tr>
<td>6. % of students who access non-academic supports</td>
<td>6. How their learning is contextualized to their pathway/chosen careers</td>
<td>5. Creating opportunities for open dialog and engagement inside and outside class</td>
</tr>
</tbody>
</table>

10 This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the Grounding College Redesign in the Student Experience guide.
Examine the Student Experience: Connected

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including connected. Connected students...
- Feel that they are part of the college community
- Build personal connections with peers, faculty members, staff, and/or others at the institution

This tool offers activities to understand if/how students feel connected at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how connected students feel at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

<table>
<thead>
<tr>
<th>QUANTITATIVE EXPLORATION</th>
<th>STUDENT VOICE ACTIVITIES</th>
<th>INSTITUTIONAL SYSTEMS/PROCESS MAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at disaggregated data on...</td>
<td>Explore what different student populations say about...</td>
<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>- % of students who complete an application but never enroll</td>
<td>- Who they identify as their primary community on campus</td>
<td>- Creating opportunities for students to connect with each other as well as with instructors inside and outside the classroom</td>
</tr>
<tr>
<td>- % of students who have a primary counselor</td>
<td>- How/when they feel connected with the college and the impact of this connection on their success</td>
<td>- Participating in a community with peers pursuing similar goals</td>
</tr>
<tr>
<td>- % of students who attend at least one counseling session per term</td>
<td>- When they have felt a sense of place/belonging at the college</td>
<td>- Communicating faculty/staff stories and what makes them feel connected to the college</td>
</tr>
<tr>
<td>- % of students who attend office hours</td>
<td>- Where they go to connect with students, educators, others on campus</td>
<td>- Demonstrating to students that they belong at the college</td>
</tr>
<tr>
<td>- # hours (on average) spent on campus outside of class</td>
<td>- How they describe their association with the college to others and what level of pride they have in attending the college</td>
<td>- Enabling faculty/staff to feel connected to the college and articulate how their work links to student success</td>
</tr>
<tr>
<td>- % of students who are enrolled in /eligible for special programs (e.g., TRIO, EOPS/CARE, DSPS, homegrown support initiatives)</td>
<td></td>
<td>- Positioning the college as a place of pride and worth with students and broader college community</td>
</tr>
</tbody>
</table>

11 This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the *Grounding College Redesign in the Student Experience* guide.
Examine the Student Experience: Valued

Student Support (Re)defined identified six success factors that contribute to students’ achievement, including valued. **Valued students...**

- Feel that their skills, talents, abilities, and experiences are recognized
- Have opportunities to contribute on campus and feel their contributions are appreciated

This tool offers activities to understand if/how students feel *valued* at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping. Start by determining what question(s) your team has about how valued students feel at the institution. Based on this inquiry, select one or more items from each column that resonate most with your team’s question(s), keeping in mind your team’s capacity to carry out this examination.

<table>
<thead>
<tr>
<th>QUANTITATIVE EXPLORATION</th>
<th>STUDENT VOICE ACTIVITIES</th>
<th>INSTITUTIONAL SYSTEMS/PROCESS MAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at disaggregated data on...</td>
<td>Explore what different student populations say about...</td>
<td>Identify and map current processes and systems and how they impact different student populations as related to...</td>
</tr>
<tr>
<td>• # courses that employ culturally-responsive teaching practices</td>
<td>• When the college made them feel like they had something of value to offer</td>
<td>• Offering students opportunities to contribute to and enrich the college culture</td>
</tr>
<tr>
<td>• # of programs and services available for different student groups attending the college</td>
<td>• What opportunities the college has offered to provide constructive feedback and input on what happens at the college both inside and outside the classroom</td>
<td>• Valuing students’ family history and culture in the educational setting</td>
</tr>
<tr>
<td>• % and characteristics of students responding to college feedback surveys</td>
<td>• How the college has meaningfully invited and responded to their input</td>
<td>• Recognizing students for their campus contributions</td>
</tr>
<tr>
<td>• % and characteristics of students submitting course evaluations</td>
<td>• How their sense of culture and identity is expressed at and honored by the college</td>
<td>• Recognizing and rewarding students who make early and intermediate progress during their educational journey</td>
</tr>
</tbody>
</table>

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12 This tool is part of a complete step-by-step process for exploring all six success factors, which can be found in the *Grounding College Redesign in the Student Experience* guide.
### Appendix B: Tools for Reflection and Action Planning

The following tools offer a place to (1) capture the key themes that surfaced during your examination of how students experience your college and (2) organize which key redesign opportunities you might pursue given your findings.

Consider using these tools to capture your team’s work in Step 4 above.

**Key Themes from Inquiry**

<p>| | |</p>
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<thead>
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<tbody>
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<td>4:</td>
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</table>
## Key Redesign Opportunities

<table>
<thead>
<tr>
<th>Proposed Redesign</th>
<th>Evidence</th>
<th>Success Factor(s)</th>
<th>Guided Pathways Pillar(s)</th>
<th>Related Campus Priorities</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed change to policy, process, practice, program</td>
<td>Student experience findings supporting proposed change</td>
<td>Factor(s) addressed by proposed change</td>
<td>Pillar(s) addressed by proposed change</td>
<td>Links to / impact on other campus redesign efforts</td>
<td>Identification of who will do what by when to advance this proposed change</td>
</tr>
</tbody>
</table>