Grounding College Redesign in the Student Experience



Student Support (Re)defined
theRPgroup
Equitable
Integrated
Cost Effective

theRPgroup
Research • Planning • Professional Development
for California Community Colleges

California Community Colleges

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Introduction

Seeking direction on how to launch an 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 institutional redesign by offering a **structured process for examining students' experience of your institution** based on the RP Group's Student Support (Re)defined six success factor framework[1] to:

- **Identify issues affecting how your students select, enter, stay on, and learn throughout their community college journey, 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 to involve**
- **Establish a plan for making the case to your campus community for these proposed changes**

Why Use This Guide

Student Support (Re)defined revealed that 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. Student Support (Re)defined's success factors can guide that exploration because they capture what students in this study (as well as other research) said fosters achievement in the community college environment.

Wherever you are in your Guided Pathways planning and implementation (inquiry, design, implementation, and/or evaluation), your college can use this process iteratively to gather data and evidence about the student experience and identify areas for structural improvement at the program, function, division, and/or institutional levels.

Before You Get Started….

Before using this guide, be sure to have a basic understanding of the Student Support (Re)defined research and its intersections with Guided Pathways. Consider…

- Watch this 25-minute webinar[2]

[1] For more information on the Student Support (Re)defined success factors, visit https://rpgroup.org/student-support/SuccessFactorsFramework.
[2] http://bit.ly/SSRD-GP-webinar

- Review [crosswalk between the Student Support (Re)defined success factors and Guided Pathways](#)[3]

Learn more…

This guide is one in a series of resources designed to help colleges leverage Student Support (Re)defined research for Guided Pathways development.

For more information, visit
www.rpgroup.org/student-support

[3] http://bit.ly/SSRD-GP-crosswalk

How to Use this Guide

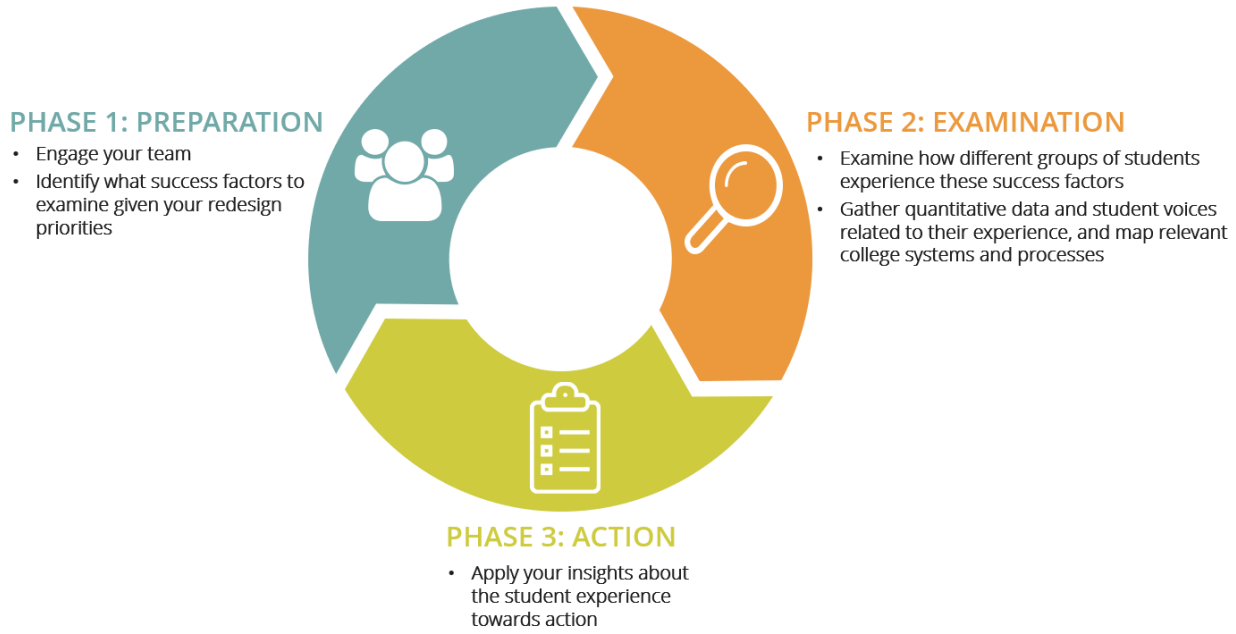
This guide is designed for cross-functional teams tasked with developing and implementing a campus agenda for improving equitable student outcomes (via efforts related to guided pathways or equity, for example). It provides a process for using Student Support (Re)defined's success factors to (1) examine how different groups of students experience your college, and (2) identify specific areas of redesign. This guide includes three phases of work with activities and considerations to help your team navigate this process of examining the student experience (see Figure 1).

Phase 1: Preparation centers on getting your team organized and focused for this inquiry process.

Phase 2: Examination helps your college team explore how students experience each of the six success factors; tools in the Appendix outline data to collect, student voices activities to conduct, and systems and processes to map from the student perspective for each factor.

Phase 3: Action prompts your team 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.

Figure 1. Process for Using Student Support (Re)defined to Examine the Student Experience throughout Redesign



Depending on your stage of Guided Pathways development, inquiry needs, and organizational structure, cross-functional teams can take a linear approach to using this guide, tackling each phase in consecutive order. Alternatively, you might move directly to the activities and tools outlined in *Phase 2: Examination*.

Phase 1: Preparation

Engage Your Team

Identify existing workgroup(s) or committee(s) that could 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 inside and outside the classroom, and students themselves.

Specifically consider engaging members of your institutional research, planning, and effectiveness office.

The Role of Institutional Research in Examining the Students Experience

Your college's institutional research, planning, and effectiveness (IRPE) office can provide critical support to your examination of the student experience—offering access to data, firming up questions to explore, 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 into your redesign activities.

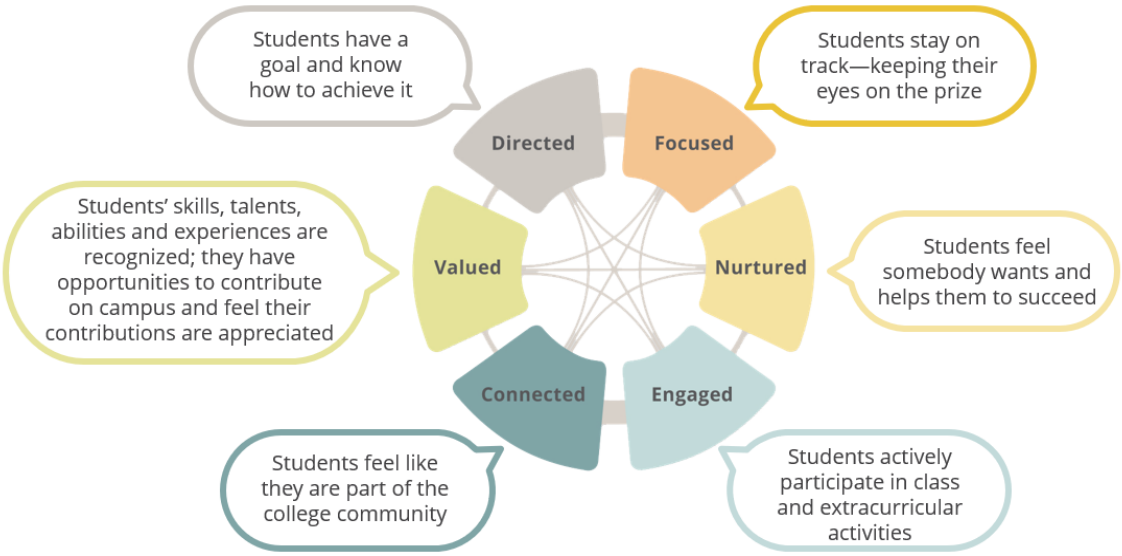
CONSIDER…

- **Who to involve**, including 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.
- **How to bring students to the table as partners** in your process from the beginning (see *Engaging Students in Guided Pathways Development: Design Principles* and *Students Shaping Change* in Appendix B).
- **How to communicate with and strategically engage campus stakeholders in an ongoing way** (see *Resources for Communications, Planning, and Stakeholder Engagement* in Appendix B).

Plan What Success Factors to Examine

Reacquaint yourselves with the success factor definitions—identified by the RP Group through a review of leading studies on effective support practices and interviews with practitioners and researchers and explored with California community college students through surveys and focus groups.[4]

Figure 2. Student Support (Re)defined's Six Success Factors



Then, articulate your Guided Pathways priorities for the next 12-18 months, whether they be broad (e.g., develop college-wide understanding of the guided pathways framework) or specific (e.g., design meta-majors; redesign how first-year students explore programs and careers; develop comprehensive, proactive support for transfer-ready students).

CONSIDER…

- **What about the student experience you want to better understand given these priorities.**
- **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.**

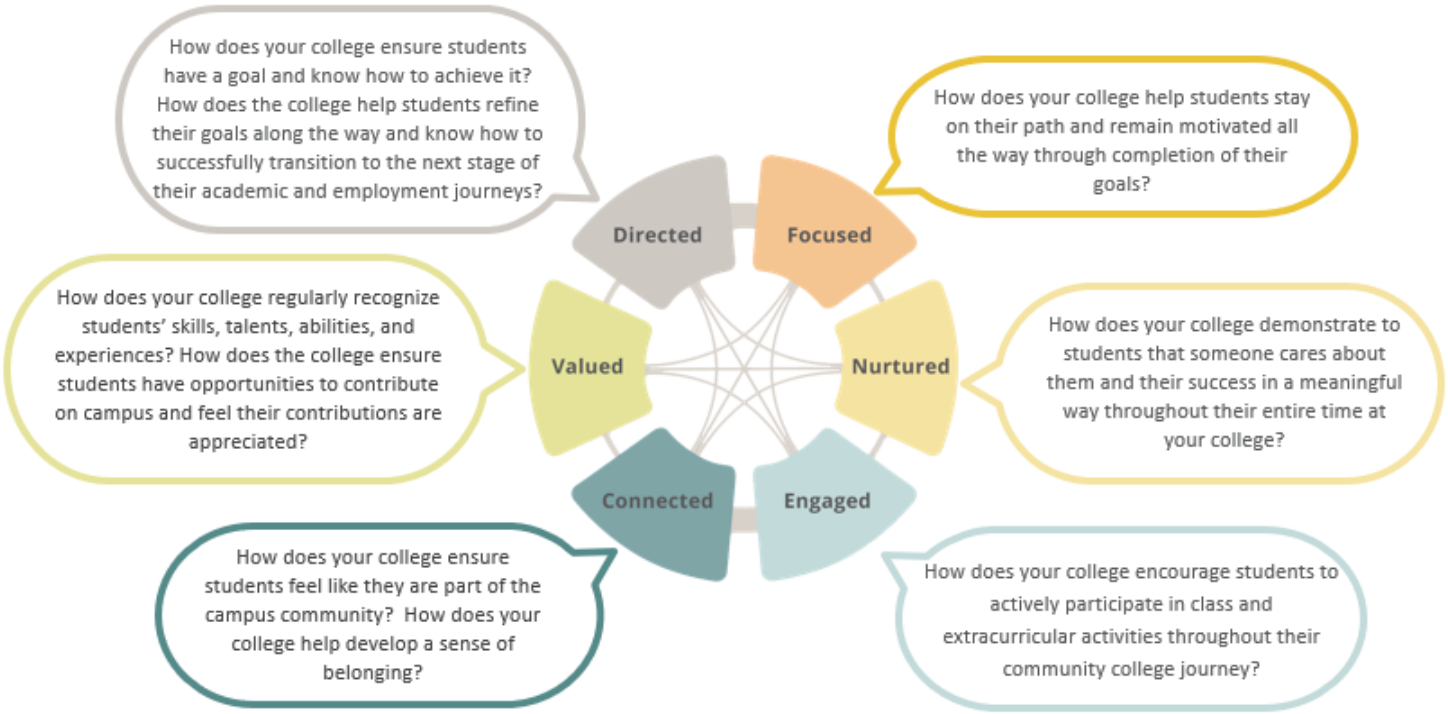
[4] For more information, find a deep dive into student perspectives on each factor in the study's comprehensive report, *Using Student Voices to Redefine Support: What Community College Students Say Institutions, Instructors, and Others Can Do to Help Them Succeed*, https://rpgroup.org/Portals/0/Documents/Archive/StudentPerspectivesResearchReportJan2013.pdf

- **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 the 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).

Then, select the student success factor(s) that are most relevant to these priorities.

Figure 3 below offers 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 *Phase 2. Examination.*

Figure 3. Sample Questions by Success Factor



PHASE 2: EXAMINATION

Review Ways to Examine the Student Experience

Examining the student experience allows us to ensure students' *actual* experience in our colleges informs and drives institutional change that practically results in improved equitable outcomes. By looking through the student lens, redesign teams can:

1. Identify if and how well students' experience of the institution aligns or does not align with what the college intends
2. Determine how to bridge this gap through the redesign of policies, programs, processes, and practices—inside the classroom and across the institution

Three types of activities are useful in developing a fuller picture of how different student groups (identified through disaggregated data) experience the institution at different stages of their college journey. We provide a high-level description and a sampling of sources for these activities in Figure 4.

Figure 4. **Three Activities to Examine the Student Experience**

Type of Activity	Quantitative Exploration	Student Voice Activities	Institutional System and Process Mapping
Description	Data to quantify if / how many students are experiencing a factor	Ways to gather perspectives and input directly from students focused on how they experience a factor	College systems and processes related to a factor, mapped from the student perspective (e.g., what steps they have to take and when; how clear, efficient, and worthwhile those steps are)
Sources	• College / district institutional research, planning, and effectiveness office • CCCCO Data Mart* • CCCCO LaunchBoard (includes Adult Education, Strong Workforce, K-14 CTE, and Guided Pathways metrics)* • Student Success Metrics dashboard* (aligned to Vision for Success goals)	• Interviews • Focus groups • Internal surveys (e.g., climate, satisfaction surveys) • External surveys (e.g., CCSSE) • Ruffalo Noel Levitz's Student Satisfaction Inventory	• Websites • Course catalogs • Communication and engagement software platforms and applications (e.g., social media) • Relevant forms, handbooks, and handouts

*See *Appendix B: Resources, Data Sources for Examining Your Students' Experience*

Examine How Students Experience the Success Factors

The tools in Appendix A provide a menu of activities to conduct for each of the three categories outlined above. Review these tools and, **given the success factors you selected for exploration in Phase 1, pick** which quantitative exploration, student voices activities, and/or institutional systems/processes mapping **activities your team will conduct to carry out your examination of the student experience.**

Ideally, your team will gather data and evidence related to your selected factors using each type of activity. Some factors are difficult to measure using traditional quantitative metrics, and your assessment may rely more heavily on gathering student voices and/or mapping systems/processes from the student perspective. The suggested data or activities are not exhaustive. We encourage your team to brainstorm other metrics and/or data you might explore that make sense to your unique campus context.

CONSIDER…

1. **What you already know about how different student groups experience your selected factor(s) at your institution**; consider what you know at the program, function, division, and/or institutional levels; include what specific data and evidence you already have and how to leverage these sources so your team is not starting from scratch.

2. **What more you want to know**, including question(s) you have about if/how different student groups experience these factors at your college and/or how programs, functions, divisions, and/or the college helps them experience these factors.

3. **What items from each column—quantitative metrics, student voices activities, and/or systems/processes—most resonate** with what you want to better understand; feel free to add others that might ground your understanding of how students experience your selected factors.

4. **What your team can immediately tackle** to give you enough of an understanding of your students' experience, while at the same time realistically 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 student groups facing disproportionate impact at your institution will provide a more nuanced understanding of the student 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 at https://rpgroup.org/All-Projects/Guided-Pathways/Resources.

PHASE 3: ACTION

Apply student experience insights towards action

After you conduct your selected inquiry activities, your team is ready to determine how to act on the assessment of the success factors you explored.

Reflect on what you learned about the student experience and how it informs your redesign efforts.



CONSIDER….

- **What are the key takeaways?** Think about the key themes from your inquiry, including what you discovered about the student experience *by factor,* as well as what big takeaways surfaced *across the factors* explored (see Appendix X for a template to capture these ideas).
- **Given your Guided Pathways priorities, what do these results say about how to redesign students' experience to strengthen their learning, success, and completion?** Reflect on specific aspects of the student experience to redesign. Think about a top set of actions and/or changes to pursue. Hold central which student groups will benefit from these changes and what equity implications are at play 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 these proposed changes 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.

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 individual or programmatic change to *institutional* redesign is critical to advancing your students' success and improving equity, and identifying *what* potential change to pursue. As you plan to communicate the results of your inquiry, think about 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.

APPENDIX

Tools for examining the Student Experience by Student Support (Re)Defined Success Factor

Directed

Focused

Nurtured

Engaged

Connected

Valued

Resources

Appendix A: Tools for Examining the Student Experience by Student Support (Re)defined Success Factor

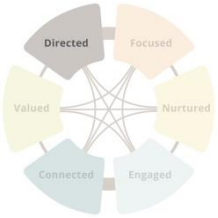
This appendix provides a series of tools designed to help your college examine how different student groups experience each of the Student Support (Re)defined success factors, based on your team's work in Steps 2-3 above.

Some teams may elect to assign examination of specific success factors to another committee or work group and pull out the specific tool provided for that factor. If your team takes this approach, encourage anyone involved in this process to have a basic understanding of the Student Support (Re)defined research and its intersections with Guided Pathways by…

- Watching this 25-minute webinar
- Reviewing crosswalk between the Student Support (Re)defined success factors and Guided Pathways

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 what is required to achieve it
- Know which (groups of) courses to take in which order to achieve their goals
- Have opportunities to select a program based on their skills, interests, and goals
- Can connect how their English and math coursework relates to their program of study
- Understand the academic and career benefits of their program of study

Directed strongly aligns to the following Guided Pathways pillars:

- Pillar 1: Clarify the path
- Pillar 2: Help students select and enter a path

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.

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



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
- Are self-motivated to take the daily actions necessary to move towards completing their goals (e.g., going to class, doing homework, studying)
- Know which services and supports can help ensure their progress and how to access them
- Can monitor the progress they are making and how close they are to completing their goals

Focused strongly aligns to the following Guided Pathways pillars:

- Pillar 2: Help students select and enter a path
- Pillar 3: Help students stay on path
- Pillar 4: Ensure students are learning

This tool offers activities to understand if/how students stay focused 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.

QUANTITATIVE EXPLORATION	STUDENT VOICE ACTIVITIES	INSTITUTIONAL SYSTEMS/PROCESS MAPPING
Look at disaggregated data on… • % of second-year students who make proportional progress along their educational plans • % students who complete program-specific milestones • % students who complete transfer-level math and English in the first year • % students who enroll in/are eligible for special programs (e.g., TRIO, EOPS/CARE, DSPS, homegrown support initiatives) • # units accumulated after first term/year/entire time at the college • % students who persist from first to second term and so on • % students who persist from first to second year and so on • % students who complete a program/transfer within X years • % of students who have excess college credits beyond the requirements for degree or transfer	Explore what different student populations say about... • How, when, and about what the institution reaches out to them as they continue at the institution • How they stay focused on their education • What positively or negatively affects their motivation to make progress towards their goals • How they monitor their progress • How far along they are on their educational path, what else they have left to do, and what keeps them going • What they understand about what it takes to be a successful college student • What the college does or can do to help them stay focused	Identify and map current processes and systems and how they impact different student populations as related to... • Ensuring students have a clear path to completing their goals • Fostering student motivation to sustain their progress both inside and outside the classroom • Enabling students to monitor their own progress • Mobilizing students to support their peers and sustain each other's motivation • Providing regular, constructive, and proactive feedback on students' performance and progress • Scheduling courses based on student demand and educational plans • Educating and empowering faculty, staff, and administrators to identify and support students in addressing the range of academic and non-academic needs • Celebrating and recognizing student progress and achievement of milestones



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 culture of caring across the institution
- Believe that their success is important to and expected at the college

Nurtured strongly aligns to the following Guided Pathways pillars:

- Pillar 2: Help students select and enter a path
- Pillar 3: Help students stay on the path
- Pillar 4: Ensure students are learning

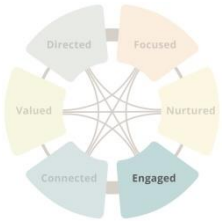
This tool offers activities to understand if/how students are nurtured at your institution and how your current institutional design and practice affects their experiences.* The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping.

QUANTITATIVE EXPLORATION	STUDENT VOICE ACTIVITIES	INSTITUTIONAL SYSTEMS/PROCESS MAPPING
Look at disaggregated data on… • % students who meet regularly with a counselor • % students who have a point of contact in a special program (e.g., TRiO, EOPS/CARE, DSPS, Umoja, Puente, athletics, homegrown support initiatives) on campus • % of students who respond to surveys and/or participate in opportunities to provide feedback	Explore what different student populations say about... • When a faculty or staff member cared about them wanted them to succeed, and helped them succeed • How other students support their success • What support network they have outside of school and how individuals outside the college encourage their success • How feeling nurtured relates to their motivation and academic progress and success • What small and big gestures and expressions of caring look like • What the college does or could do to make them feel that someone at the college wants them to achieve their goals and helps them do so	Identify and map current processes and systems and how they impact different student populations as related to... • Showing students that the college believes in them and cares about their success • 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 • Supporting faculty, staff, and administrators in understanding a variety of ways to express care to students inside and outside the classroom • Offering tailored interventions based on individual student needs, strengths, and educational stage • Proactively reaching out to students who are struggling, as well as students who are making progress • Facilitating opportunities for students to nurture other students

Examine the Student Experience: Engaged

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

- Understand the value of being fully engaged as active participants in their learning both in and out of class, instead of passive recipients of information
- See the connection between what they are learning in and out of class and their academic and career goals
- Actively participate in class and attend faculty office hours
- Have a wide variety of opportunities to participate in extracurricular activities and take advantage of these opportunities
- Know where to go for academic support and access academic support services



Engaged strongly aligns to the following Guided Pathways pillars:

- Pillar 3: Help students stay on their path
- Pillar 4: Ensure students are learning

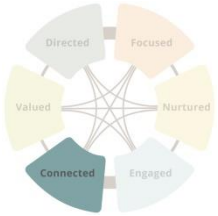
This tool offers activities to understand if/how students feel engaged at your institution and how your current institutional design and practice affects their experiences.* The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping.

QUANTITATIVE EXPLORATION	STUDENT VOICE ACTIVITIES	INSTITUTIONAL SYSTEMS/PROCESS MAPPING
Look at disaggregated data on… ● % faculty members who are trained in applied/ contextual learning approaches ● % of students who take part in courses with contextualized or applied learning experiences (e.g., service learning, project- based learning) ● % of students who engage in work-based learning, internships, apprenticeships, work experience, etc. ● % of students who participate in an extracurricular activity on campus (e.g., athletics, clubs, student life activities) ● % of students who access academic supports ● % of students who access non-academic supports	Explore what different student populations say about... ● How engaged they are in the learning experiences in their courses and programs ● What approaches or experiences foster their engagement in their coursework ● Where/how they access academic and non-academic support ● What opportunities they have to participate in extracurricular activities both on and off campus ● How actively participating in extracurricular activities affects their learning and progress ● How their learning is contextualized to their pathway/chosen careers ● How the college supports them or can support them in feeling engaged	Identify and map current processes and systems and how they impact different student populations as related to... ● Engaging students in meaningful and authentic educational experiences and activities both inside and outside the classroom ● Promoting the value of classroom and extracurricular engagement ● Identifying and communicating nontraditional engagement opportunities (i.e., beyond student government and clubs) ● Training faculty to use engaging, student-centered pedagogical approaches and provide feedback on students' performance and progress ● Structuring academic and nonacademic supports to ensure that all students have the opportunity to feel engaged ● Creating opportunities for open dialog and engagement inside and outside class

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
- Feel a sense of belonging
- Build personal connections with peers, faculty, staff, and/or others at the institution



Connected strongly aligns to the following Guided Pathways pillars:

- Pillar 2: Help students select and enter a path
- Pillar 3: Help students stay on their path
- Pillar 4: Ensure students are learning

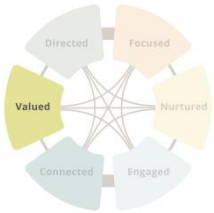
This tool offers activities to understand if/how students feel connected at your institution and how your current institutional design and practice affects their experiences. The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping.

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

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
- Are asked to share their experiences, family histories, cultures, and backgrounds in ways that are appreciated
- Have opportunities to help other students, both formally (e.g., tutor) and informally (e.g., advice)
- Know how to contribute to campus life, are involved, and feel their contributions are appreciated
- Are asked for their opinion and believe their experiences, perceptions, and ideas matter to the institution



Valued strongly aligns to the following Guided Pathways pillars:

- Pillar 2: Help students select and enter a path
- Pillar 3: Help students stay on their path
- Pillar 4: Ensure students are learning

This tool offers activities to understand if/how students feel valued at your institution and how your current institutional design and practice affects their experience.* The table below offers suggested points of exploration, grouped by (1) quantitative exploration, (2) student voice activities, and (3) institutional systems/process mapping.

QUANTITATIVE EXPLORATION	STUDENT VOICE ACTIVITIES	INSTITUTIONAL SYSTEMS/PROCESS MAPPING
Look at disaggregated data on… • # of faculty that employ culturally-responsive teaching practices • # of programs and services available for different student groups attending the college (e.g., Umoja, Puente) • % and characteristics of students responding to college feedback surveys • % and characteristics of students submitting course evaluations • # of students participating in service learning • # of students working on campus • # of students participating in college committees and workgroups	Explore what different student populations say about... • When the college made them feel like they had something of value to offer • What opportunities the college has offered them to provide constructive feedback and input on what happens at the college both inside and outside the classroom • How the college has meaningfully invited and responded to their input • How their sense of culture and identity is expressed at and honored by the college • How the college supports them or can support them in feeling valued	Identify and map current processes and systems and how they impact different student populations as related to... • Offering students opportunities to contribute to and enrich the college culture • Valuing students' family history and culture in the educational setting • Recognizing students for their campus contributions • Recognizing and rewarding students who make early and intermediate progress during their educational journey • Gathering and using regular student feedback at the course, program, and institutional levels • Involving students who are reflective of the college's broad and diverse student body in decision-making venues and conversations • Building cultural fluency among faculty, staff, and administrators to develop equitable curricula and supports

Appendix B: Resources

Student Support (Re)defined: www.rpgroup.org/student-support

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

Resources for Work Plan Development and Stakeholder Engagement

- Communicate your team's work and action items to others in the *Committee Report Out Template*, https://visionresourcecenter.cccco.edu/committee-report-out-template-0
- Engage internal stakeholders during the planning phase in the *Internal Stakeholder Engagement Workshop Toolkit*, https://na50.salesforce.com/sfc/p/6A000000vBIJ/a/6A000000bpFS/rvmMxalZDfGO0HSIVaxQRxOcvEer59UIRfxGNhMLGFY
- Promote faculty and staff engagement and making the case for large-scale change in *Tools for Leaders*, https://www.pathwaysresources.org/wp-content/uploads/2018/04/PathwaysLeadersToolkit-04192018.pdf

Resources for Building Your Team's Capacity to Examine the Student Experience

- Conduct inquiry at your institution in *Building a Culture of Inquiry: Using a Cycle of Exploring Research and Data to Improve Student Success*, http://rpgroup.org/Portals/0/Documents/Archive/CbD-Building.pdf?ver=2016-10-24-234104-397
- Involve multiple stakeholders in your inquiry in *Overview: Collective Perspective Taking*, https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2018/05/Perspective%20taking%20CCC%20%28003%29_nr%20edits%20for%20rollout.pdf
- Build your college's capacity to engage in collaborative inquiry through data coaching in *Get Started...Data Coaching for Guided Pathways Development*, https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/gp-data-coaching-ADA-FINAL.pdf?ver=2019-08-01-150228-463
- Involve students as partners in your Guided Pathways development in *Engaging Students in Guided Pathways Development: Design Principles,* https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/VoicesEngagement/StudentEngagementInGuidedPathwaysDevelpment.pdf?ver=2019-12-18-081840-393
- *Students Shaping Change: Engaging Students as Essential Partners in Institutional Redesign,* https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/VoicesEngagement/Students-Shaping-Change-Final-ADA.pdf?ver=2019-12-18-082702-487

- Gather student perspectives throughout your institutional redesign in *Get Started...Collecting Student Perspectives for Guided Pathways Inquiry and Redesign*, http://cccgp.cccco.edu/Portals/0/GPGetStartedCollectingStudentVoices_ExecSummary_May11.pdf

Data Sources for Examining Your Students' Experience

- CCCCO Data Mart: https://datamart.cccco.edu/datamart.aspx
- CCCCO LaunchBoard: https://www.calpassplus.org/LaunchBoard/Home.aspx
- CCCCO Student Success Metrics Dashboard: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Resources for Establishing Priorities and Taking Action

- Improve students' experience, based on the six success factors in *Action Guide: Exploring Ways to Strengthen Student Support at Your College*, https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/StudentSupportRedefined-ActionGuide-Fall2013_Revised.pdf
    - Includes tools for…
        - Examining students' experience of and ideas for acting on the six success factors
        - Setting priorities
        - Establishing a plan of action
- Use Student Support (Re)defined to motivate change, based on examples from California community colleges, https://rpgroup.org/StudentSupportRedefined/StudentSupport-ReDefinedinCCCs
- Effectively act on your priorities in *Integrated Planning Process Improvement Guide: Five Process Elements to Help Ensure a Seamless Transition from Planning to Implementation*, https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2018/05/Integrated-Planning-Process-Improvement-Guide_final.pdf

Need Help Using This Guide?

Have a Story to Share?

Contact us at research@rpgroup.org.

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For more information on the RP Group's Student Support (Re)defined project, visit www.rpgroup.org/student-support. For more information on our Guided Pathways work, visit https://rpgroup.org/All-Projects/Guided-Pathways/Resources.

Need help using this guide? Have a story to share? Contact us at research@rpgroup.org.