



Student Experience Crosswalk: Where Student Support (Re)defined and Guided Pathways Meet

Community colleges are redesigning different elements of the student experience using the Guided Pathways framework, including comprehensive onboarding, meta-majors and clear program maps, proactive and integrated student advising, and smoother transitions between educational segments and college and employment.

As your college seeks to identify the most effective approaches for your local context, the six success factors identified by the RP Group’s Student Support (Re)defined can help. This study asked nearly 900 California community college students what they need to succeed in the community college environment, with a focus on underrepresented groups—providing a useful compass for student-centered, equity-focused planning, inside and outside the classroom.

This crosswalk helps institutional redesign teams visualize how students’ experiences can be impacted by implementing Guided Pathways—in alignment with the Student Support (Re)defined research. While not exhaustive, it offers ideas about how the student experience can change, rooted in students’ perspectives and experiences, as well as other leading research on student support, Guided Pathways implementation, and equity-minded practice. It includes:

- What Student Support (Re)defined learned from students about the factors that affect their community college achievement
- What the intersections between the Guided Pathways pillars and the Six Success Factors can be and how they can contribute to student success

Student Support (Re)defined Revealed...

We Must Ask Students What They Need to Succeed

Student Support (Re)defined was an important precursor to Guided Pathways, highlighting key differences between how we view and structure our colleges and what students experience and need (see Figure 1). The study showed that institutions often organize themselves in divisions that do not necessarily make sense for their entire student population, nor comprehensively address students’ diverse needs, effectively play to their strengths, or coherently facilitate their progress and completion. As a result, students create their own support networks that transcend function, turning to those individuals who are willing to help when necessary. Their perspectives are an important reminder that we must **know**, not assume, what students find supportive of their success.

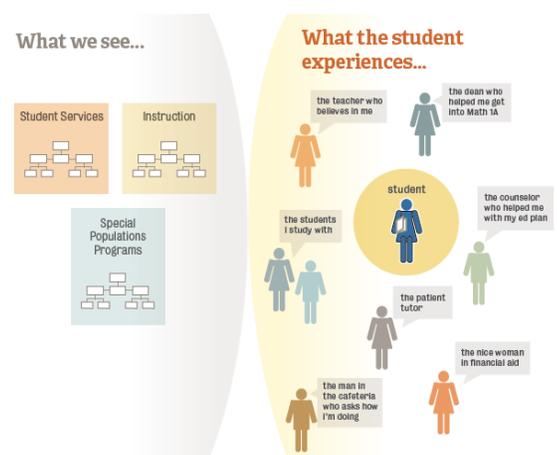


Figure 1. Differing Perspectives on Student Support

Six Factors Contribute to Student Success

The study identified **six success factors that do contribute to students' achievement**, based on a review of existing research on student support and input from national experts and community college practitioners. Then, we asked students about the role these factors play in their success. Figure 2 shows these factors in order of importance to students, starting with directed and moving clockwise around the graphic to focused, nurtured, engaged, connected, and valued.

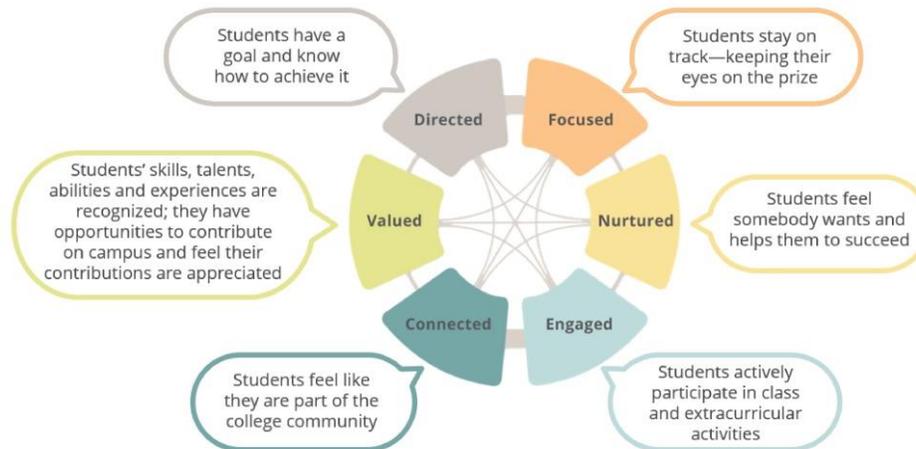


Figure 2. Six Success Factors

Student Support (Re)defined discovered that **colleges need to structure support to ensure all success factors are addressed throughout a student's journey**. Students indicated that all factors are important to their progress and achievement at various points and to varying degrees in their community college journey. They also emphasized that these factors are interrelated, noting that experiencing one factor can lead to experiencing others. For example, in the case of connected and engaged, students often shared that once they felt connected, that inspired them to get more engaged, or that getting engaged on campus is what made them feel more connected.

Guided Pathways Redesign Can Help Ensure Students Experience the Success Factors

The four Guided Pathways pillars offer a clear structure for ensuring students experience each of the six success factors throughout their college journey (see Figure 3). Guided Pathways provides a highly-structured approach to the student experience that integrates ongoing, intentional support from connection to completion, inside and outside the classroom. It has an eye toward ensuring all students—especially groups experiencing disproportionate impact—get the help they need every step of the way.

The following crosswalk (1) offers colleges a reference guide for which Student Support (Re)defined factors address each of the four Guided Pathways pillars, (2) provides a *sampling* of related redesign opportunities, and (3) highlights the potential impact on the student experience. Several of the examples provided are already



Figure 3. Guided Pathways Pillars

happening for select student populations on many college campuses. However, true improvement in equity will require colleges to ensure these experiences effectively happen for all student groups, specifically historically marginalized populations whose outcomes you want to most improve. This type of design work requires disaggregating your student data and considering which intersections are most essential to address for priority student groups.

Additionally, this crosswalk calls up implications for professional development, hiring, and leadership policies and practices. While the crosswalk specifically focuses on different aspects of the student experience, these institutional considerations inevitably must be considered as part of any redesign effort.

How to Use the Crosswalk

College teams can use this reference guide in partnership with other Guided Pathways design tools to stay centered on how institutional redesign efforts might impact the student experience. Specifically:

1. **Locate the pillar(s) and/or success factor(s) that are the current focus of your design work.** Find an entry point that feels familiar or most important to your local context, based on your college's Guided Pathways priorities.
2. **Consider the related intersections between the pillar/factor(s)** (columns 2-3), including where you are redesigning the student experience, then **how that redesign might impact students** (column 4). As you review the intersections that you are pursuing, consider how different student groups are experiencing those intersections.
3. **Discuss how these intersections inform and/or confirm your existing efforts.** You might also talk about **additional areas of opportunity or new actions** that your college might take to implement specific improvements **designed to strengthen equitable outcomes** for priority student populations.

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

Crosswalk between Student Support (Re)defined and Guided Pathways

To use these tables, put together the content found in Column 2 — “When colleges...,” Column 3 — “through college efforts such as ...,” and Column 4 — “then students...,” as shown in the following example:

When colleges consider and make available the full cost of attendance and economic benefits of completion/earning potential by award through college efforts such as program mapping or information sources, then students will be able to understand the value of their education.

PILLAR 1: CLARIFY THE PATHS TO STUDENT END GOALS¹

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Directed	identify and articulate the value proposition for enrolling in the institution in general, and a meta-major and program in particular	<ul style="list-style-type: none"> orientation academic and career counseling first-year experiences (in and out of classroom) information sources (e.g., catalog, website, program webpage) outreach activities marketing and communications 	can understand the range of offerings and make informed choices about their college, meta-major, and program.
	design program maps with a clear set of course sequences and actions leading to transfer, degree, certificate, and/or career	<ul style="list-style-type: none"> clear connections between program of study and career goal certificates embedded in degree pathways (i.e., stacked) transfer application timeline employer and university partner engagement information sources (e.g., website, program webpage) 	can identify a specific goal and know what they need to do to achieve it.
	align math requirements to specific paths	<ul style="list-style-type: none"> program or field-specific math requirements program design first-year experiences (in and out of classroom) 	can both understand the connection between the math requirements and their educational goals, as well as take the math courses most relevant to their path.
	embed real-world applications into pathways	<ul style="list-style-type: none"> contextualized teaching and learning contextualized general education courses project-based learning service-based learning 	have the opportunity to make clear connections between their college experience and their educational/career goals—establishing the value of a college education.
	consider and make available the full cost of attendance and economic benefits of completion/earning potential by award	<ul style="list-style-type: none"> program mapping information sources 	will be able to understand the value of their education.

¹ Pillar 1 primarily addresses college design work that lays the foundation for a more supported and guided student experience in Pillars 2-4.

PILLAR 2: HELP STUDENTS SELECT AND ENTER A PATH

SUCCESS FACTOR	INTERSECTION	STUDENT EXPERIENCE	
	<i>When colleges...</i>	<i>through college efforts such as...</i>	
		<i>then students...</i>	
Directed	intentionally design and deliver opportunities for career and transfer exploration	<ul style="list-style-type: none"> ● career exploration and development ● orientation (general/meta-major) ● college success courses ● first-year experiences (in and out of classroom) ● career assessments 	can learn more about their own interests, related educational and employment options, and the program of study that best fits.
	help students select a program of study (based on their skills, interests, goals, and needs) and develop a personalized comprehensive educational plan	<ul style="list-style-type: none"> ● cognitive and noncognitive assessments ● comprehensive educational plans ● career exploration and development ● college success courses ● bridge programs ● first-year experiences (in and out of classroom) 	can understand exactly what they need to do and why they are doing it.
	use multiple measures to place students in the appropriate courses and provide tailored support for students in these courses	assessment and placement ● counseling ● co-requisite academic support ● supplemental instruction	can get immediate traction toward their goals, which can increase their likelihood for persistence.
	clearly communicate the full cost of attendance, economic benefits of completion/earning potential by award, as well as the variety of financial supports available	<ul style="list-style-type: none"> ● financial supports (including financial aid) ● orientation (general/meta-major) ● counseling/advising ● welcome center/hub ● information sources (e.g., catalog, college website, student services/supports webpages) 	can understand the value of their education as well as how to pay for it.
Focused	provide students with a clear path to achieving their goal	<ul style="list-style-type: none"> ● comprehensive educational plans ● career exploration and development ● transfer center 	are able to see themselves completing in a realistic way, which in turn, can facilitate their motivation.
	demonstrate to students how taking specific courses and completing key actions and milestones will lead them to their goal	<ul style="list-style-type: none"> ● educational plans ● contextualized general education courses ● student-centered course scheduling 	are more willing to take the necessary steps to reach their goal.
	connect English and math coursework to students' intended program of study	<ul style="list-style-type: none"> ● contextualized teaching and learning ● project-based learning 	can see the relevance of these courses and are more likely to complete them and persist.
	outline what is required to succeed in the postsecondary setting and how to access support	<ul style="list-style-type: none"> ● college success courses ● bridge programs ● orientations (general/meta-major) ● first-year experiences (in and out of classroom) 	are better able to meet college-level expectations and seek assistance when needed.

PILLAR 2: HELP STUDENTS SELECT AND ENTER A PATH (CONT.)

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Nurtured	facilitate one-on-one support for students in selecting their program of study	<ul style="list-style-type: none"> ● academic and career counseling and advising ● student success teams 	know someone at the college cares about their current and future success.
Engaged	provide students adequate, evidence-based support	<ul style="list-style-type: none"> ● supplemental instruction ● tutoring ● acceleration ● co-requisites 	are more likely to succeed in college-level math and English.
	<p>help students make the connection between their coursework and their broader educational and career goals</p> <p>encourage and support students to take at least 9 units in their program of study during the first year</p>	<ul style="list-style-type: none"> ● contextualized teaching and learning ● project-based learning ● service-based learning 	can more actively participate in their learning.
Connected	offer students a pathway community with peers pursuing similar goals	<ul style="list-style-type: none"> ● academic and/or career communities ● special population programs (e.g., EOPS, Umoja, Puente) ● first-year experiences (in and out of classroom) ● orientation to meta-major 	can feel an increased sense of belonging, which can positively influence their success.

PILLAR 3: HELP STUDENTS STAY ON THEIR PATH

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Directed	proactively inform students who are unlikely to be accepted into limited-access programs (e.g., nursing) about alternative programs that still lead to viable careers	<ul style="list-style-type: none"> ● academic and career counseling/advising ● educational and career plans ● career assessments ● stackable certificates 	can save resources (e.g., time, money) and continue to make progress.
	empower students to monitor and see the progress towards their educational goals, including how close they are to achieving those goals	<ul style="list-style-type: none"> ● degree planner/audit 	feel more motivated to continue.
Focused	recognize and celebrate achievement of key milestones along the path	<ul style="list-style-type: none"> ● notifications of milestone achievement to students 	feel that their drive to continue is being fostered.
	structure regular meetings between students and counselors/advisors	<ul style="list-style-type: none"> ● person-to-person relationships (e.g., counselors, faculty advisors, student advisors, retention advisors) ● student success teams 	have support in identifying progress towards their goals, as well as opportunities to address any barriers that can affect that progress.
	build certain activities (e.g., meeting with a counselor, advisor) into the default student experience throughout their journey	<ul style="list-style-type: none"> ● opt-out versus opt-in supports 	are more likely to access necessary support to stay on path.
	connect students to diverse college and community supports that address their basic needs and financial challenges	<ul style="list-style-type: none"> ● on-site presence of community partners (e.g., community-based organizations, human services agencies, faith-based organizations) ● one-stop/hub of supports ● basic needs screening/assessment ● emergency aid ● food pantry ● student services syllabus 	are more likely to remain enrolled.
	notify and support students who veer off their path (e.g., taking courses not on their educational plans, not reaching milestones by certain times)	<ul style="list-style-type: none"> ● degree planner/audit ● student success teams ● push notifications via learning management systems/student success platforms (e.g., Starfish, Blackboard, Canvas) 	are more able to get back on their path.
	provide students just-in-time information as they approach key milestones (e.g., how to apply for transfer, approaching completion of a degree/certificate)	<ul style="list-style-type: none"> ● degree planner/audit ● student success teams ● push notifications via learning management systems/student success platforms (e.g., Starfish, Blackboard, Canvas) 	are more likely to effectively achieve those milestones.

PILLAR 3: HELP STUDENTS STAY ON THEIR PATH (CONT.)

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Focused	offer courses when students need them	<ul style="list-style-type: none"> ● strategic enrollment management ● student-centered scheduling 	are more likely to sustain momentum on their educational plans and complete efficiently.
Nurtured	show students that someone at the college cares about them and their success	<ul style="list-style-type: none"> ● person-to-person relationships with counselors, advisors, instructional faculty, classified professionals, administrators, tutors, fellow students, etc. 	can feel more accountable for continuing to make progress since they know someone is paying attention.
	reach out to students who are struggling	<ul style="list-style-type: none"> ● student success teams ● early alert ● degree planner/audit 	understand that the institution cares about their success.
Connected	foster and facilitate strong relationships among students as well as with campus personnel	<ul style="list-style-type: none"> ● advising/mentoring ● study groups ● student center ● student clubs and government 	can build a community of support.
Valued	demonstrate to students that they matter and have something worthwhile to offer	<ul style="list-style-type: none"> ● focus groups/surveys ● campus jobs ● student clubs and government 	may be more likely to stay because they feel like they are making an important contribution to their campus.

PILLAR 4: ENSURE STUDENTS ARE LEARNING

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Directed	know and communicate what it takes to be successful at the next phase of their education/career	<ul style="list-style-type: none"> ● alignment of program learning outcomes to transfer institutions' and employers' expectations ● student and/or college personnel relationships with transfer institutions ● advisory committees ● employer engagement 	can be better prepared to meet those expectations.
Focused	help students to know that they are making gains in their learning	<ul style="list-style-type: none"> ● database of student learning outcomes accessible to students that allows them to track their learning ● classroom assessment techniques ● assessment of program-level outcomes ● regular feedback from faculty to students on their performance 	can stay motivated and make progress towards their goals.
Nurtured	show students that individuals on the campus care about their learning as well as the factors that can either enhance or hinder their learning	<ul style="list-style-type: none"> ● mentoring/counseling ● student success teams ● faculty advising ● learning management systems 	may more likely to be engaged in their coursework.
	provide students with ongoing and regular feedback on their performance and understanding	<ul style="list-style-type: none"> ● learning assessments (graded/ungraded) ● constant access for students to course progress/grade ● faculty office hours 	can identify additional opportunities to further their learning.
	improve teaching practices based on analyses of student learning outcomes data	<ul style="list-style-type: none"> ● course/program assessments ● classroom assessment techniques² ● student portfolios 	can see that colleges values student learning.
Engaged	involve students in culturally-responsive pedagogy and active learning strategies ³	<ul style="list-style-type: none"> ● student-centered learning ● capstone project ● community-based learning ● project-based learning ● diverse scholar voices ● faculty-led improvement of teaching practices ● study/peer groups 	can make meaning of course content and apply it to their diverse lived experiences.
	engage students in applied learning experiences	<ul style="list-style-type: none"> ● internships ● clinical experiences ● apprenticeships ● work experience ● community-based learning ● service learning 	are able to see relevancy and real-world applications of course and program learning.

² Classroom assessment techniques are strategies for determining if students are learning at key points in a course. For more information visit <https://files.eric.ed.gov/fulltext/ED317097.pdf>.

³ High-impact educational practices can be adopted to support culturally-responsive pedagogy and active learning strategies. For more information visit <https://www.aacu.org/node/4084>.

PILLAR 4: ENSURE STUDENTS ARE LEARNING (CONT.)

SUCCESS FACTOR	INTERSECTION		STUDENT EXPERIENCE
	<i>When colleges...</i>	<i>through college efforts such as...</i>	<i>then students...</i>
Engaged	provide academic support inside and outside the classroom	<ul style="list-style-type: none"> ● supplemental instruction ● co-requisites ● tutoring ● learning assistance programs 	are able to get the support they need to understand and master content and develop skills necessary to their success.
Connected	offer structured opportunities for students to connect in the classroom and on campus	<ul style="list-style-type: none"> ● mentoring/advising ● student clubs and government ● faculty office hours ● campus jobs ● service learning ● project-based learning ● academic and/or career communities 	can form a community that supports their learning.
Valued	provide opportunities for students to provide feedback on their classroom experiences	<ul style="list-style-type: none"> ● faculty evaluation surveys ● student focus groups ● interviews ● surveys 	can feel that their voice matters and that they can shape their learning.