**Purpose:**

The purpose for asking these questions is to help the college understand the student experience. This includes both positive and negative answers to the questions. The student should feel as though they can be completely honest with no concern about retribution or consequence. The faculty should understand that the students are navigating a system, which is not always constructed for seamless travel because of the many isolated decisions and policies created that are individual to a department or service, but compounded for students. This is why it is important to hear their issues and to work as collaborative teams across departments, services, and programs.

**Goal:**

Translate student input into a description of potential institutional barriers, gaps or even small scale improvements across the institution.

**Design:** It is important to try and get a diverse group of students (see student diversity characteristics at the bottom of this document.) While not all characteristics can be represented, finding students with diverse qualities in mind will help to get a broader input and richer responses. Some students may encompass many of the individually identified characteristics. Depending upon the number of questions panels could have between 4-6 students. Try to keep the overall time to about 45 minutes. Decide whether you will open the activity to audience questions (this adds to the richness but is also off-script and untimed.)

**Potential Questions:** (We give these to the students ahead of time and talk to them about the length of response, their freedom to be honest and how the information will be used and how it will NOT BE USED. We often group several questions together, for instance questions 1-3 become one question & questions 5-7, etc)

1. Please share your ultimate goal for your life?

2. What is your current educational goal and major (if you have one)?

3. Have you changed your major and how confident do you feel with your current education goal/ major choice?

4. a. How long have you been at this college?

b. (if relevant) Have you taken courses at other colleges?

5. When you first came to college, how long did you think it would take?

6. How many units do you usually take in a semester?

7. Do you have an official student ed plan (SEP)?

8. What kind of support has been especially helpful during your time here (include all support financial aid, academic support like SI or tutoring, counseling, library etc)?

9. Where would you have like more support?

10. Have you had any basic skills courses (non-transferable below college level) – what were they – how did they go?

11. What has been hard regarding accomplishing your dreams/goals?

12. What has worked well?

Follow-up:

Consider using the California Guided Pathways tool to create regular opportunities for student input into guided pathways

*Collecting Student Voices for Guided Pathways Inquiry and Design: Why Do It, How It Works, and What It Looks Like in Action found at* [*http://rpgroup.org/Portals/0/Documents/Conferences/RP\_Conference/2018Materials/2018\_Institutional\_Effectiveness\_and\_Integrated\_Planning/CollectingStudentVoices.pdf*](http://rpgroup.org/Portals/0/Documents/Conferences/RP_Conference/2018Materials/2018_Institutional_Effectiveness_and_Integrated_Planning/CollectingStudentVoices.pdf)

***Student Characteristics to consider –***CCC students are very diverse. Look at your college’s student population and begin by identifying key characteristics common in your specific population or populations identified in your strategic planning

|  |  |  |
| --- | --- | --- |
| * *Veterans*
* *Active duty military*
* *Athletes*
* *Underserved populations*
* *Immigrants*
* *ESL*
* *Financial Aid Recipients*
* *EOPS*
* *DSPS*
* *First Generation*
 | * *Direct from High School*
* *Foster youth*
* *Homeless*
* *Job skills*
* *Re-entry students*
* *Working students*
* *Students on Academic Probation*
* *Honors students*
* *Previously incarcerated*
 | * *International*
* *Single Parents*
* *Part-time*
* *Full-time*
* *Students by majors or meta-majors*
* *Students by ed goals (skills-builders, certificate, local degree, transfer)*
 |