



**Pathways Institute #3**  
**Redesigning Student Intake and Support Systems**  
**Flowcharting the Student Experience: Advance Exercise**

**Step #1**

Convene the team from your college that will be attending Pathways Institute #3 and collectively develop a flowchart that outlines the experience of a typical new student at your institution. For the purposes of this exercise, you should record each step:

- From the student's first showing interest in your college...
- Through her/his pre-enrollment activities...
- Into and through the first quarter/semester of classes
- Ending in enrollment for the second term.

We suggest for this task that you flowchart "first time in college students." We understand that there will be a variety of extra steps and customized processes for other student segments (e.g., returning students, lateral transfers from other CCs, reverse transfers from 4-yr, veterans, low-income students, students entering cohort-based programs) that may make their experience unique. For the purpose of this exercise, do not include the specialized structures and processes that may be in place for these populations of students but instead, focus on the experience for the general FTIC student population. We suggest at another time engaging in a similar exercise for these other important student populations.

As you create the flowchart for FTIC students at your institution, please consider the following:

- Contact points with students prior to enrolling at the institution – What information is provided? When? Through what modality (online, in-person, both)?
- Detailed steps of the intake process including initial advising, placement, orientation and schedule development

- Steps whereby students learn about career options, academic programs and transfer opportunities
- Academic and student services interventions during the first semester and the triggers for these interventions – Are they for all students? Students who are not making satisfactory progress? For successful students? Embedded in courses?
- Process for schedule development for the second semester – When and how is this done? With what assistance (if any) from the college and by whom?

There will be some “forks in the road,” so to speak, in the flowchart, which is expected. For example, if a placement test is part of the process, the next steps may differ depending on the results. If so, branch the flowchart off and if applicable, rejoin downstream.

## **Step #2**

Review your most recent CCCSE data on the student experience – the questions we want you to consider are attached. After reviewing your student responses, please answer the following questions:

- What are students saying about their intake experience?
- How does what the students are reporting about their intake experience align and not align with the flowchart?
- Where are the gaps in your systems and structures?

**Selected Items from Community College Survey of Student Engagement (CCSSE)**

**8. Which of the following have you done, are you doing, or do you plan to do while attending this college?**

|  | I have done | I plan to do | I have not done nor plan to do |
|--|-------------|--------------|--------------------------------|
| c. Developmental/remedial reading course   |             |              |                                |
| d. Developmental/remedial writing course   |             |              |                                |
| e. Developmental/remedial math course  |             |              |                                |
| f. Study skills course   |             |              |                                |
| h. College orientation program or course   |             |              |                                |
| i. Organized learning communities (linked courses/study groups led by faculty or counselors) |             |              |                                |

**9. How much does this college emphasize the following?**

|  | Very much | Quite a bit | Some | Very little |
|--|-----------|-------------|------|-------------|
| b. Providing the support you need to help you succeed at this college            |           |             |      |             |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.) |           |             |      |             |

**12. This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.**

|   | (1) Frequency of use |           |               |                  | (2) Satisfaction |          |            |      | (3) Importance |          |            |
|---|----------------------|-----------|---------------|------------------|------------------|----------|------------|------|----------------|----------|------------|
|   | Often                | Sometimes | Rarely/ Never | Don't know/ N.A. | Very             | Somewhat | Not at all | N.A. | Very           | Somewhat | Not at all |
| a. Academic advising/planning             |                      |           |               |                  |                  |          |            |      |                |          |            |
| b. Career counseling                      |                      |           |               |                  |                  |          |            |      |                |          |            |
| c. Job placement assistance               |                      |           |               |                  |                  |          |            |      |                |          |            |
| d. Peer or other tutoring                 |                      |           |               |                  |                  |          |            |      |                |          |            |
| e. Skill labs (writing, math, etc.)       |                      |           |               |                  |                  |          |            |      |                |          |            |
| f. Child care                             |                      |           |               |                  |                  |          |            |      |                |          |            |
| g. Financial aid advising                 |                      |           |               |                  |                  |          |            |      |                |          |            |
| k. Services to students with disabilities |                      |           |               |                  |                  |          |            |      |                |          |            |