

Shasta Student Learning Journey Map	Milestones	Interested student begins researching a program at Shasta College that may be right for them	Interested student reaches out to Shasta College	Student applies to the college	Student applies for financial aid	Student applies for tuition assistance through employer	Student meets with a counselor	Student plans to transfer for Bachelor's degree and teaching credential	Student pursues all CP, available to them	CBE Support Staff registers students for classes	Educating student support and academic support programs about CBE	Student is enrolled and has not started coursework yet	Student is enrolled and starts coursework	Student needs to take a break	Student begins linking learning experience to job/career	Student is graduating	Student in labor force
Student Thoughts/Feelings	<i>I need to further my education to keep my job. I want to make more money. I want to have more career opportunities. I just want to learn more about a particular field.</i>	<i>I hope someone answers the phone, because I have a lot of questions about how CBE would work for me.</i>	<i>This is confusing. I hope I'm completing this correctly.</i>	<i>How am I going to afford this?</i>	<i>How am I going to afford this?</i>	<i>How am I going to afford this?</i>	<i>Is this program going to work for me and my life?</i>	<i>I know I want to earn my Bachelor's degree! I might want to get my teaching credential as well!</i>	<i>How can I get academic credit for what I already know/have been trained in?</i>	<i>How do I register for classes? What will my schedule look like?</i>	<i>I'm the first in my family to go to college and I'm nervous. What do I do if I need help?</i>	<i>I'm still not sure what I'm getting myself into and how I start my first competency module.</i>	<i>I need extra help with this subject.</i>	<i>I've had a family emergency and am not going to complete my current/remaining competencies this term.</i>	<i>I love what I'm learning, but how do I turn my degree into a job/career/promotion?</i>	<i>I'm so proud of my self!</i>	<i>I love my job! I love how I earned my degree!</i>
Student Behaviors	Visits Shasta College website. Talks to students, staff, faculty members, asks their employer about options. Student may take the initiative or an employer may ask them to look into (changing requirements for current or potential job).	Student calls, emails, or sets up a counseling appointment online. Comes to campus in person. Link through Employer (employers need information)	Student goes to Shasta College website and is linked to CCCapply	Student goes in-person to Student Success Center on campus or to Extended Education site or to Innovation Office for help with application	Student sets up a meeting with a Financial Aid Advisor (or CBE Staff support point of contact)	Student asks employer about any tuition assistance through work	Student attends Counseling appointment (in-person, via phone, or via zoom)	Student asks CBE Counselor, CBE Staff Support, Instructor, Employer about value of Bachelor's degree and teaching credential for job/career	Student asks Counselor the question above and/or tells Counselor about their work and professional development experiences	Student asks Counselor or CBE Staff about how registration works	Student identifies themselves as first generation, or has a learning or physical disability, is struggling financially, is a single parent and expresses a concern about being successful in college	Student completes required CBE Orientation class in Canvas	Attends class, submits assignments, meeting with instructor, etc. Instructor suggests TLC. TLC doesn't have specific ECE tutors	Student isn't meeting with instructor and isn't turning in assignments. May or may not talk to their instructor; may or may not reach out to CBE staff person or the Counselor	Student asks Instructor, Career Center staff, CBE Support Staff, their employer, ECE ECE and/or Head Start about job prospects	Submits application for graduation. Attends graduation. Uses coursework/competencies and new degree to secure current position, get promotion, or switch careers	Student looks for ways to contribute to Shasta College (service, feedback, donations, etc)
Touchpoints - the points of direct contact between students and institutional stakeholders	Potential "Live Chat" feature* Phone call to campus. Counseling appt. Campus website. Website AI Chatbot. ECE center on campus	Student receives information about the application process, matriculation steps, and CBE specific contacts/website info	Student receives confirmation welcome email with student ID and instructions for "next steps" (orientation, appointment with Counselor for educational plan, and applying for financial aid)	Student receives email from FA letting them know a) verification is required or b) file is complete and award letter is ready	Student applies for and receives tuition assistance through employer and must contact the college to let them know of the sponsorship.	Student has a one on one personalized conversation with a counselor.	Transfer options are discussed in initial Counseling appointment	Counseling appointment includes in-depth discussion of Credit for Prior Learning options, and how students will focus on one credit (or CBE, that means three competencies at a time)	Counselor and CBE Staff clearly articulate that CBE Staff will register the student in their CBE competency modules, and how students will focus on one credit (or CBE, that means three competencies at a time)	General campus orientation includes information about student support programs	CBE orientation "course" in Canvas for CBE students to ensure that student fully understands the mechanisms of CBE (Registration and financial aid) as well as the personal commitment necessary for success in this method of learning	Office hours; one on one meetings with instructors. Student makes use of Discussion board for specific Canvas Curriculum Module to interact with other students working with this content. Student makes use of tutoring and learning center as well as Library for academic support. Student utilizes 24/7 NetTutor online tutoring through Canvas	Instructor reaches out to student and also notifies CBE Staff Support that student isn't "showing up."	Student joins club related to their degree/job/career. (ECE/N)	Student makes use of Career Center for developing resume, learning about job searching and applications.	CBE Alumni group	
Pain Points - the struggles and challenges that inhibit students' progress	The website may not be clear in how the CBE pathway functions. Program maps aren't updated. Process to apply isn't clearly linked from Program Maps	Phone/Email isn't answered for several days, or return call to student number reveals that the voicemail is full or not set up, which the student interprets as "nobody called me back"	Student misses email, but "to-do" list is overwhelming and they ignore it	Student misses email; does not follow up on verification terms	Student does not ask about employer tuition assistance and employer does not inform the student about the opportunity	Student is still unsure on whether or not the program is right for them - undecided about traditional, ACE, CBE or ECE - might be overwhelming choices	Student doesn't mention that they want a Bachelor's and Counselor doesn't bring it up.	Student doesn't share about work or professional development history	Student misses the info or forgets that the CBE staff will register them in their competency modules and stresses out about how to register in their "classes"	Will CBE students be eligible for traditional support programs like EOPS, CARE, PACL, Veterans?	Student didn't accept CBE "course" in Canvas so they can't access the CBE Orientation	Student cannot make scheduled meetings with faculty and falls further and further behind in competency "module"	Student is unwilling to seek help from instructor or CBE Staff out of embarrassment, lack of time, etc	Student is nervous about the transition from school to job/career/promotion and doesn't ask questions, doesn't join career-relevant club, doesn't make use of Career Center.	Degree evaluations are set up according to regular terms; student may complete degree months ahead of schedule and degree isn't scheduled to be evaluated until later.	Feeling alone since degree was earned in a "different" way. People unfamiliar with CBE may try to make student feel their accomplishment isn't "real"	
Success Points - the encounters and experiences that facilitate or accelerate student progress	Student decides to reach out to the college for further information and has immediate or quick turnaround response from the college.	Student is pleased with the interaction with staff, and a counseling appointment is made	Enrollment Services Staff New Applicant Project sets that student's financial aid is not finalized - reaches out to student via phone and text to help them resolve financial aid issues	Enrollment Services staff working with New Applicant Project sees that student's financial aid is arranged with the college	Student successfully accesses employer tuition assistance and fees (and/or book assistance) is arranged with the college	Student decided that CBE is a good model for them and leaves the counseling meeting with a solid plan with next steps	When transfer options are discussed in initial meeting and student expresses definitive interest in transferring or is unsure, they are informed about transfer-appropriate GE and CBE friendly transfer institutions.	Tutorials (videos/PDF) created explaining how to access schedule in MyShasta (these exist in www.shastacollege.edu/admissions but they need to be updated)	Student goes to CBE Students in Canvas, reviews FAQ and discovers that CBE Competency "module" will open X number of days before the term starts, and that part of the CBE Competency, they will confer with instructor about how frequently they will meet and sign a course contract.	Student reaches out to faculty first module after completing CBE Orientation. Faculty member reaches out to student to initiate first meeting to discuss regular and substantive interaction	Student has successful first meeting with instructor. Canvas Curriculum Module and establishes the "Student InSTRUCTOR Contract" (working site) for day/time of regular meetings.	Both instructor and CBE Staff Support (and CBE FA point person) email and call student, explain Leave policy and impact on financial aid, and impact on employer sponsorship as well. Student successfully completes CBE Leave of Absence. Petition and has a concept plan re- entering the program.	Student learns how to clearly articulate what they are learning and how that is related to what employers want, embedded in curriculum. CBE staff connects student to Career Cafe for assistance with job search/promotion.	Degree is evaluated at the time the student completes last competency	Student is able to articulate their learning experience in a positive, meaningful way that helps others understand this alternative learning path and encourages other potential students who could utilize CBE to go for it!		

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	How does this differ for CBE students?	Students are looking for a more flexible schedule that will meet their needs. ECE specific: Working in the ECE field, getting off around 2:30 in the afternoon - limited time to access offices	Have a specific point person for CBE specific questions (CBE Coordinator). Make sure Enrollment Services One Stop Staff and community partners know who that is (First Five, SCOE ECS, NST, RH5)	No difference	Funds disbursed for CBE students using via Modules, will be fully explained by CBE staff, Counselor, and in CBE orientation	No difference than other employer sponsorships	Counseling will need to be tailored to meet the needs of CBE students and all CPL options available to students	Primary difference is that not every transfer institution will be CBE-friendly. College needs to identify potential transfer pathways up front so that CBE students have clear options for continuing studies.	No difference in information provided The difference is the need to complete all CPL PRIOR to starting CBE sequence	VERY different: CBE support staff register students instead of students registering themselves.	Whether CBE students will be eligible for categorical programs with specific eligibility criteria is not irrelevant, but from an individualized support element, less relevant. CBE Staff, Counselor, and Faculty will ensure student does not "fall through the cracks" (Only disadvantage of not participating in categorical support programs like EOPS is the loss of financial support)	Completely different. Traditional classes: student "shows up" on first day of class, gets syllabus and follows assignments, and due dates. CBE: self-paced, student can start module when they are ready which will open a week prior to start of term.	Student may learn in as many of the competencies within a particular Curriculum Module as they like, as long as the content does not have a linear progression (most ECE courses are like this, but at least two will require students to focus on one competency at a time; these come toward the end of the program)	Individualized instruction means instructor notices immediately when student isn't participating, has ability to get CBE Staff person also focusing on student right away.	Depends on the discipline - some disciplines (especially when student completes all competencies crosswalked to specific credit equivalency. Students may complete degree requirements at a different pace and time.	Transcripting of CBE credit equivalencies onto regular transcript will happen when student completes all competencies crosswalked to specific credit equivalency. Students may complete degree requirements at a different pace and time.	There is no alumni group for Shasta College at this time. However, the Shasta College Foundation is currently expanding its staffing and alumni affinity groups could be a new focus area.
Internal Processes	What needs to be developed to accommodate CBE students?	CBE website; video explaining the CBE program - include input from people who have participated in a CBE program Clear links from CBE website to next steps One Stop Staff in Enrollment Services will need to training to understand basics of CBE and who to refer a student to Sample program map for CBE and classes on website *Current website Chatbot has a "live chat" feature, but it's not program specific (live chat would be open to any student with any question). Could use specific days and times with and open zoom link that would allow potential students to join and ask one (or many) questions. VA Benefits: CBE website must have a section that addresses those students using VA Educational Benefits - pros and cons of CBE and these benefits. Work closely with Veterans Services staff on this (written materials, video, flyer - specifically for this population)	CBE Student Support Staff position; significant training for that staff member. Clear links from CBE website to next steps	Systems already in place	Student needs to understand CBE disbursement strategy. Point person in FA Specialist that handles CBE students	Must make sure that CBE website clearly discusses the potential of employer tuition assistance (particularly for ECE through Shasta County Office of Education Early Childhood Services Quality Counts Scholarship) Counselor training: specific counselor contact	Create self-assessment intake form for student about CBE; use as part of Counseling app to determine if CBE is the right mechanism for student Counselor training: specific counselor contact	Development of relationships with traditional and non-traditional four-year universities as transfer options for CBE students. Competency transcripts programming must be done Clear crosswalking of CBE competencies to traditional classes so that traditional transcripts can be updated by A/N Evaluators with CBE competency equivalents (and notated as such on transcripts). Clear information for students using VA Benefits and who want to do CBE and transfer.	CPL assessment for Counselors to administer and use in Counseling appointment CBE Student Support Staff position; significant training for that staff member. CBE Staff monitors and updates CBE Students Canvas Curricular Module Once program is more developed and established, work with IT to figure out a way for students to register themselves in classes	Expand self-assessment sheet to include questions about past education experiences, parental education experiences, whether student has children, is a Vet or Active Service, disabilities, etc Add these items to CBE Orientation and CBE Website and if there are any differences between general population and CBE Students for student support programs Work with Canvas team to develop an automatic message to CBE Staff Support when student completes CBE Orientation (make the CBE Staff Support the "Teacher" of the CBE Orientation in Canvas), so the CBE Staff Support can message student and instructor during the week (weekend?)	CBE generic "course" in Canvas for CBE students (similar to ACE Students) so that students can get links to information about CBE and FAQ CBE Orientation will be REQUIRED prior to student can get access to/register in first Canvas Curricular Module Work with Canvas team to develop an automatic message to CBE Staff Support when student completes CBE Orientation (make the CBE Staff Support the "Teacher" of the CBE Orientation in Canvas), so the CBE Staff Support can message student and instructor during the week (weekend?)	Which learner support roles are required and how can we support them? Expanded 24/7 learner service and support. Consider expanding tutoring to include general assistance with how to respond to assignments Figure out embedded Supplemental Instruction tutoring in CBE discipline (a more advanced student who is available at regular, or irregular, times during the week (weekend?))	CBE Leave Policy and Procedures, including determining appropriate "grade" for a competency that is in progress (depending on the percentage of work completed for the competency module, a withdrawal or an incomplete will be issued). Withdrawals have a negative impact on FA and Academic Notice. Incompletes allow a student to continue to work on content over term breaks. CBE Student Support Staff position; significant training for that staff member. Training for Financial Aid staff on how leave will impact financial aid (aid already disbursed as well as future aid)	Ensure curriculum includes world of work competencies. Need to train Career Center staff about CBE and how to include competencies on resumes and in cover letter. Train instructors and CBE Support Staff and CBE Counselor on Competency Transcripts so that they can teach students how to use their transcripts as a job seeking tool. Portfolio system (JobSeeker)	Ongoing degree evaluations; degree awards at the time of completion Evaluators need training on CBE; work with A/N Evaluators to allow CBE Counselors to do degree audits for CBE students to take "off-season" workload burden off A/N staff. OR Create a separate Application for Graduate for CBE Students so Evaluators know they need to be evaluated when received.	Create a CBE Alumni Group Regular system and format for student feedback on the CBE program.	