

# CAPs and sub-CAPs

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## Design Principles

1. Intention: CAPs and sub-CAPs are a student-facing organizational system to categorize our programs in a way that promotes students' ability to:
  - a. locate a particular program easily (based on where they think it would be)
  - b. learn about our offerings and the programs related to their interests
  - c. locate academic maps associated with their pathway(s)
  - d. find and feel a sense of community, where they can belong and network
  
2. Organization: CAPs and sub-CAPs need to have *related* programs, as determined by:
  - a. themes and courses in common
  - b. similar career trajectories
  - c. relationship to the same/similar industries
  
3. Input resources: Proposed changes to CAPs and sub-CAPs need to include input (i.e., data) from:
  - a. students (required whenever possible)
  - b. at least 2 of the following sources:
    - i. faculty input
    - ii. input from counselors, industry partners, and/or other content experts
    - iii. curricular alignment
    - iv. examples from other colleges

## **Process for Changes**<sup>1</sup>

**Big Changes** (e.g., changes to CAP name, CAP icon, movement of an entire program from one CAP to another, adding/reducing number of CAPs, if changes proposed involve multiple CAPs, etc.)

### *Annual Cycle*

#### Fall

- Initiate: Departments make a request through their annual update<sup>2</sup>
- Inquiry: Guided Pathways Facilitators and GP Student Ambassadors, with support from the Department Chair(s), collect input from faculty, counselors, and/or content experts via surveys, and/or focus groups.

#### Spring

- Inquiry: during winter or early spring, collect student voices from students and Guided Pathways Student Ambassadors (e.g., focus groups, surveys).
- Propose changes to GPSC and Senate: mid to late Spring

#### Rationale:

- These changes are considered big because they have implications for many areas, including but not limited to the District integration of our CAP model into their system/application (e.g., CCCMyPath), other programs, GP materials such as academic maps, the organization of the overall CAP model, and the website.
- Making the request through the annual update was intentional to align with pre-existing processes to make it easier for everyone. It ensures that the revision process is structured, institutionalized, and reflective of all faculty voices.
- Big changes are made on an annual basis so that all changes begin in the Fall semester, similar to the College Catalog. This makes it easier for students when changes are made to their pathways.
- The data inquiry process (e.g., surveys, focus groups) is very time intensive for the GP facilitators to conduct.

**Medium Changes** (e.g., changes to sub-CAP name only, moving a program from one sub-CAP to another within the same CAP, reducing or adding the number of sub-CAPs but keeping all programs within the CAP, etc.)

### *Annual Cycle*

#### Fall

- Initiate: Departments make a request through a form<sup>3</sup>

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<sup>1</sup> This process for changes will be re-evaluated no later than spring 2023.

<sup>2</sup> The request form will provide departments the option of providing data, including student voices, with their request in order to expedite the inquiry into their request.

<sup>3</sup> The request form will provide departments the option of providing data, including student voices, with their request in order to expedite the inquiry into their request.

- Inquiry: Guided Pathways Facilitators and GP Student Ambassadors, with support from the Department Chair(s), collect input from faculty, counselors, and/or content experts via Google form, surveys, meetings, and/or emails.

#### Fall to Spring

- Inquiry: GP Team collects student voices from students and Guided Pathways Student Ambassadors (e.g., focus groups, surveys)
- GP Team proposes changes to GPSC and Senate: mid to late spring

#### Rationale:

- These changes are considered medium because they have implications for at least some areas, including but not limited to other programs, the organization of the overall CAP model, and the website.
- Although medium changes need not be initiated through the annual update, the process of inquiry is similar to big changes. Medium change inquiry will be part of the same research endeavor as big changes. Therefore, they need to follow the same timeline to ensure a systematic approach to one big inquiry process.
- The data inquiry process (e.g., surveys, focus groups) is very time intensive for the GP facilitators to conduct.

**Small Changes** (e.g., changes to images of sub-CAPs on website, changes to CAP description on the website)

#### *Any semester*

- Inquiry:
  - collect input from department chairs, counselors, and/or content experts
  - collect input from GP Student Ambassadors and GP facilitators
- If consensus is reached, GP facilitators implement changes

#### Rationale:

- These changes are considered small because they usually only affect the website's aesthetic features and do not have major implications for other programs, GP materials, or the organization of the overall CAP model.
- These changes can be made relatively expeditiously, permitting that there is general agreement and ability to make the changes.