

CROSS FUNCTIONAL TEAMS

Cross Functional Inquiry Teams (CFIT)

A key component of Guided Pathways is cross-functional inquiry, which is an inclusive and time-intensive process that seeks to intentionally bring the voices of all stakeholders to the table to ask questions, conduct formalized research and inquiry, and design initiatives for improving student equity and achievement across the entire institution.

In 2017, a small group attended the “Leading from the Middle” academy sponsored by the Research and Planning (RP) Group and developed a formal infrastructure for convening small Cross Functional Inquiry Teams (CFIT) to tackle Guided Pathways projects. The CFIT Handbook came out of this work and directs the work of the CFITS.

[CFIT Guide](#)

CFIT Progress

- Clarifying program information on the college website
- Developing a clear communication plan for students from pre-enrollment to census day to limit attrition
- Creating a program-by-program plan of nudges and other communications to increase student affinity with their major and keep them on their chosen degree or certificate path
- Auditing the entire application process to find and eliminate gaps and barriers
- Convening a meeting of curriculum, counseling, articulation, and other stakeholders to chart the steps in implementing new and revised curriculum to reach more students on students



QUESTIONS? ASK WILEY

- "Factor Impacting Students" presentation by the SPAR team at the 2019 Classified Professional and Faculty Professional Development days

Future Goals and Projects

1. Developing and Implementing College-Wide Communication and Marketing Plan
2. Emphasizing Career Exploration at front end of student experience and program pathways
3. Explore Pillars 3 and 4: "Staying on the Path" and "Ensure Learning"

Cross Functional Inquiry Team (CFIT) Projects and Members

Program Pathways CFIT (Spring 2019 - Fall 2019)

Missy Gross, Counseling Faculty
Steve Rogers, Math Faculty
Matt Wanta, Allied Health Faculty
Fabian Meneses, Counseling Classified
Corey Marvin, VP Instruction

Communication: Onboarding through Census CFIT (Fall 2019 to Spring 2021)

Julie Cornett, Librarian Faculty
Vivian Baker, Child Development Faculty
Laura Vasquez, English Faculty
Tim Allen, Counseling Faculty
Katie Bachman, Dean of Enrollment and Retention
Jessica Kawelmacher, A&R Technician, Classified
Ashley Thompson, Counseling, Classified
John McHenry - Student
Noa Lish - Student

Career Exploration CFIT (Spring 2021 - Fall 2021)

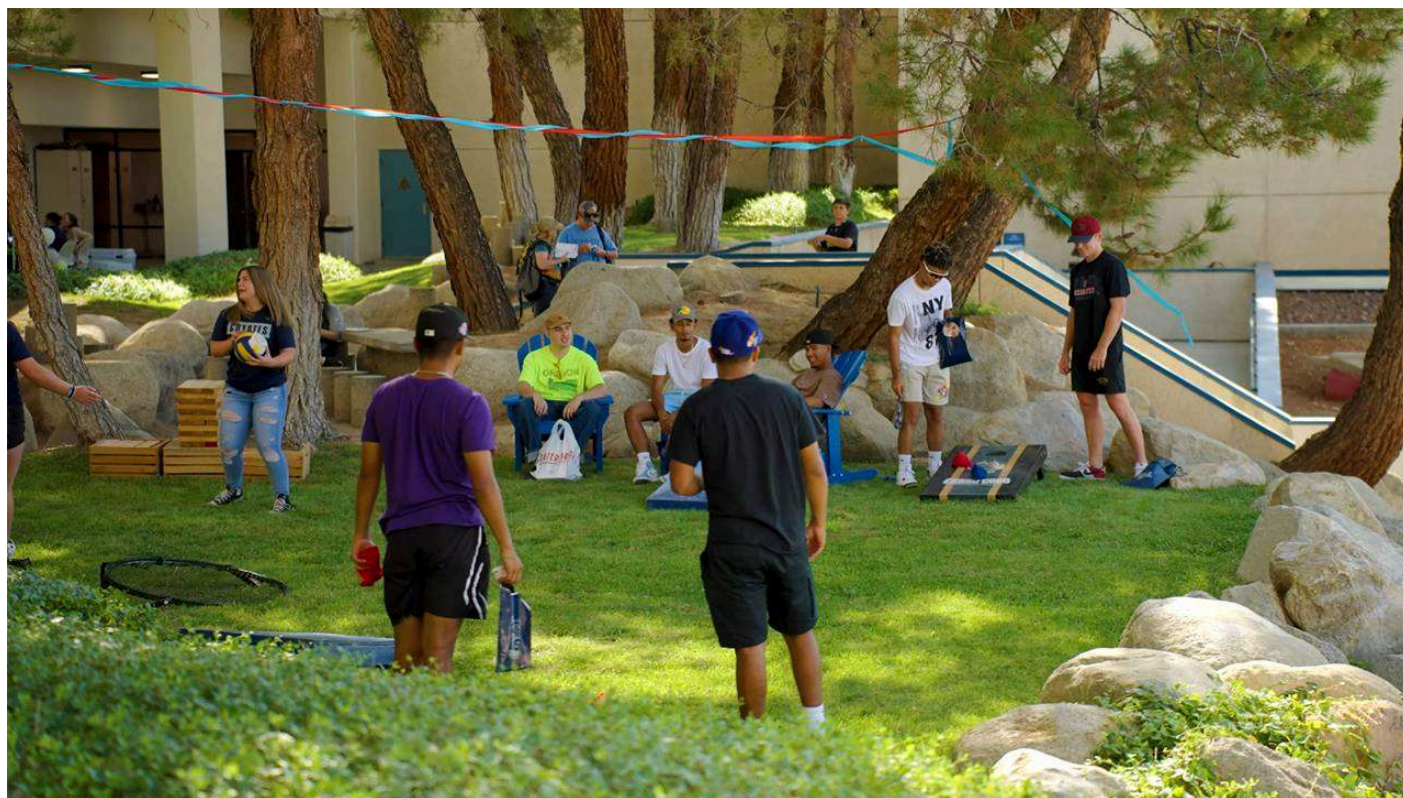
Nicole Griffin, CTE Dean
Dawn Ward, Paralegal Faculty
Jennifer Marshall, Job Development Specialist, Classified
Terri Hack, Counseling Faculty
Tim Allen, Counseling Faculty
Scott Cameron, Science Faculty
Matt Mann, Web Developer
Corey Marvin, VP Instruction

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Cross-Functional Inquiry Team (CFIT) Guide

Cross-Functional Inquiry Team (CFIT) Basics

What is a CFIT?

Cross-functional Inquiry Teams (CFITs) are comprised of various stakeholders within the college, and may include faculty from multiple disciplines, classified staff, site representation, administration, students, and others who have an interest in college initiatives. CFITs are designed to do the following:

- Examine research and local data
- Explore initiatives
- Recommend actions in order to improve student success and the student experience

CFITs encourage various representatives across the college to engage in discussion, inquiry, and implementation of activities under the Guided Pathways framework.

Why do we use CFITs?

CFITs are developed to explore solutions to problems that exist at the college. The team will be given a charge (the identified problem and the assigned responsibilities and tasks expected of the team). Efforts to improve student outcomes can be more effective when based in collaborative and data-driven decisions. CFITs are a proven mechanism for engaging a variety of individuals in data-driven college-wide work.

- Standardize and improve processes
- Give ownership to a project - generate buy-in
- Build a culture of collaboration among staff, faculty, and students
- Identify opportunities and strategies

Forming a CFIT

Developing the Charge

The charge is developed by the Student Success and Support Programs (SSSP) committee and/or college administration. The charge should be a clear description of the need identified and include some context/background information (e.g. connection to Guided Pathways, strategic goals, etc.). If it is available and fitting for the charge, data should be included to clarify the problem and/or need for the CFIT. The charge should indicate any particular tasks to be accomplished and/or an expectation for the outcome (e.g. a recommendation for action, a process, a document, etc.). The charge should be used as a guiding document for the CFIT's work, something to be revisited in the case the team needs refocus.

Team Composition

- a. Selection of CFIT Participants
 - i. Call-out based on interest in project
 - ii. Representation from sites should be considered based on the nature of the charge
 - iii. Recommendations for a true CFIT (based on recommendations from The RP Group, Career Ladders Project, and Academic Senate for CCC):
 1. Students
 2. Instructional faculty
 3. Counseling faculty and other student services personnel
 4. Classified staff who regularly interact with students during key college processes (A&R, FA)
 5. Administrators
 6. Institutional Research

Cross-functional Inquiry Teams (CFIT) Process

CFITs should maintain documentation of meetings in the form of agendas and minutes (to be sent to the office of Vice President, Student Services). The CFIT's team lead should be prepared to provide updates on the team's work at SSSP meetings. The following is a suggested process for beginning a CFIT's work. The first meeting should include the following general topics for discussion:

1. Establish team member roles (facilitator, note-taker, etc.)
2. Review Guided Pathways
3. Review the charge (and all supporting list items) developed by the SSSP committee
4. Brainstorm and discuss plan of action/decide how the team will address the tasks in the charge
5. Decide when student input will be gathered

Process Overview

CFIT representatives are expected to attend SSSP to share out the team's progress throughout the process. This is an informal share-out that does not require presentation of tangible evidence of the work but a brief narrative of the direction the team is moving, what research has been completed, and the team's general understanding of the project. The following are tasks that should be accomplished following the initial meeting (above).

1. Develop a plan to address the charge
 - a. Data Collection
 - i. Where will the team look for information (professional organizations, other models in existence, personal connections, etc.)
 - ii. Student Voice - at what point will it be collected and how?
 - b. What resources will your team need to carry out this inquiry project?
 - c. Establish a proposed timeline for the team's work
2. Attend SSSP to share progress and discuss the project
3. Carry out the plan to address the charge
4. Review the results
5. Discuss challenges (stakeholder buy-in, how to roll-out with resistance, funding, etc.)
6. Develop a recommended action plan to address the charge
 - a. What are the results of the study?
 - b. What is the recommendation of the CFIT?
 - c. What is a timeline for implementing the CFIT recommendation?
 - d. Consider how the recommended plan will be used at all Cerro Coso sites and online.
 - e. What is the plan to sustain recommendations and activities after initial implementation?
7. Present the results of inquiry and the action plan at SSSP