CA Guided Pathways
SITE VISIT:
MAKING STUDENT SUCCESS
TEAMS WORK
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-12:20pm</td>
<td><strong>Welcome and Guided Pathways Update</strong> - Monique Greene</td>
</tr>
<tr>
<td>12:20-12:35pm</td>
<td><strong>Student Success Team Basics</strong>: Center Coordinators - Dr. Pati Avila and Dr. Ginger White</td>
</tr>
<tr>
<td>12:35-12:45pm</td>
<td><strong>Rapid Review: The Student Experience in RCC Guided Pathways</strong> - Delia Tijerina and Ali Salinas</td>
</tr>
<tr>
<td>12:45-12:50pm</td>
<td><strong>Introductions and Desired Outcomes</strong> - President, Gregory Anderson and VP, Kristi DiMemmo</td>
</tr>
<tr>
<td>12:50-1:05pm</td>
<td><strong>Framing Remarks</strong>: Kay McClennen NCII Consultant and Senior Advisor to the President &amp; CEO, American Association of Community Colleges</td>
</tr>
<tr>
<td><strong>1:05-1:10pm</strong></td>
<td><strong>5 Minute Break</strong></td>
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<tr>
<td>1:10-1:50pm</td>
<td><strong>Next Steps and Moving Forward</strong> (Organized breakout room by Division)</td>
</tr>
<tr>
<td>1:50 – 2:05pm</td>
<td><strong>Large-Group Reflection</strong></td>
</tr>
<tr>
<td>2:05-2:20pm</td>
<td><strong>Identifying Professional Development Priorities</strong> - Natalie Halsell and Tammy Vanthul</td>
</tr>
<tr>
<td>2:20 – 2:30pm</td>
<td><strong>Next Steps</strong>: Kay McClennen-Outside Observations and Recommendations</td>
</tr>
</tbody>
</table>
GUIDED PATHWAYS UPDATES
(presented by Monique Greene: GP Coordinator)

Program Map Updates
• Program Map Phases and NEXT STEPS
• Program Map New Design
• Program Map Review Cycle

Guided Pathways @RCC
• CAGP Cohort Two 2020-2023
• Guided Pathways 3-year plan 2020-2023 Overview
• Next Steps
All Program Maps that have been developed are published on the [Instructional Pathways Page](https://www.rcc.edu/services/counseling/Pages/Instructional-Pathways.aspx)

## Programs of Study: Phase 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice ADT</td>
<td></td>
</tr>
<tr>
<td>ADN Pre-Registered Nursing</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Art History ADT</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>BSN Pre-Registered Nursing</td>
<td></td>
</tr>
<tr>
<td>Business Administration ADT</td>
<td></td>
</tr>
<tr>
<td>Communication Studies ADT</td>
<td></td>
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<tr>
<td>Computer Science ADT</td>
<td></td>
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<tr>
<td>Early Childhood Education</td>
<td></td>
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<tr>
<td>Economics ADT</td>
<td></td>
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<tr>
<td>English ADT</td>
<td></td>
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<tr>
<td>Geography ADT</td>
<td></td>
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<tr>
<td>History ADT</td>
<td></td>
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<tr>
<td>Math ADT</td>
<td></td>
</tr>
<tr>
<td>Music ADT</td>
<td></td>
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<tr>
<td>Philosophy ADT</td>
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<tr>
<td>Physics ADT</td>
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<tr>
<td>Political Science ADT</td>
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<tr>
<td>Psychology ADT</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Spanish ADT</td>
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<tr>
<td>Studio Arts ADT</td>
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</tr>
<tr>
<td>Theatre Arts ADT</td>
<td></td>
</tr>
<tr>
<td><strong>Total Completed</strong></td>
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</table>

## Programs of Study: Phase 2

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion status</th>
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</thead>
<tbody>
<tr>
<td>Child and Adolescent Development</td>
<td>New 19/20</td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>New 19/20</td>
</tr>
<tr>
<td>Journalism</td>
<td>Needs Development</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>New 19/20</td>
</tr>
<tr>
<td>Nutrition and Dietetics</td>
<td>New 19/20</td>
</tr>
</tbody>
</table>

## Programs of Study: Phase 3

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>In progress of being developed</td>
</tr>
<tr>
<td>Geology</td>
<td>In progress of being developed</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>In progress of being developed</td>
</tr>
</tbody>
</table>

## Programs of Study: Phase 4

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law, Public Policy and Society</td>
<td>Identified as Needed</td>
</tr>
<tr>
<td>Public Health Science</td>
<td>Identified as Needed</td>
</tr>
<tr>
<td>Dance</td>
<td>Developing Curriculum</td>
</tr>
<tr>
<td><strong>Total Needed</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

## NEXT STEPS:

- Creating Program Maps that are uniformed, visually appealing and student friendly
- Updating Course Sequencing recommendations for CTE programs (Jan 1, 2020 state requirement)
- Updating Curriculum on CTE Riverside Ready brochures
- Update and standardized salary and occupation data (Center for Excellence regional/local data)
PROGRAM MAPS NEW DESIGN

RIVERSIDE CITY COLLEGE
Social and Behavioral Sciences
Instructioinal Pathway

Your future career
Starts Here

Careers and National Median Salaries for Anthropology Majors

- $42,243 - $112,778
- Archaeological Technicial (GEO)
- Ethnographer for corporation
- Foreign Service Officer
- Human Resources Officer
- Museum Curator/Educator
- Non-Governmental Organizational Development Specialist
- Public Health Officer
Source: bls.gov

Anthropology
Associate Degree for Transfer

This program is designed to prepare the student to transfer to a university. Students will have the opportunity to study the nature of human diversity from a genetic, archeological, linguistic, and cultural basis. The breadth of Anthropology will be examined to include the historical and contemporary theory and research as the basis from which to gain an in-depth awareness and understanding of humans and the world in which we live.

In your first year, complete:
- English 1A
- transfer level math
- lower-division courses

Stay on Path
Meet with a counselor:
- complete comprehensive student education plan (SEP)
- update SEP
- pre-evaluation check

Meet with a faculty advisor:
- career research opportunities

Get Involved:
- club on campus
- tutoring/success workshops
- spectrum club
- internship opportunities
- transfer fair/ workshops
- job shadowing
- research activity

Source: coscc.edu

RIVERSIDE CITY COLLEGE
Languages, Humanities and Social Sciences

Your future career
Starts Here

Careers and National Median Salaries for Sign Language Interpreting

- $35,000 - $75,000
- Interpreters/Translators
- Deaf Education Teacher
- Vocational Rehab Counselor
- Audiology
- Speech Pathologist
- ASL Educator

Source: coscc.edu

Sign Language Interpreting
Associate Degree and Certificate

This program prepares individuals to function as simultaneous and consecutive interpreters as well as translators of American Sign Language (ASL) and other signing systems employed to assist deaf and hard-of-hearing people, both voice-to-sight and sign-to-sight interpreters. This includes instruction in American Sign Language (ASL), alternative sign systems, finger spelling, vocabulary and expressive nuances, oral and deaf translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.

In your first year, complete:
- English 1A
- transfer level math
- ASL level major courses

Get Involved:
- study off campus
- tutoring/success workshops
- spectrum club
- internship opportunities
- transfer fair/workshops
- job shadowing
- research activity

Source: coscc.edu

Pre-requisite courses for completion of Associate Degree

0-18 units

- Anthropology 2
- Anthropology 3
- Anthropology 1 and 1L
- Communication Studies
- History 2, 8, 4, or 6
- Mathematics 121/2H

24-30 units

- Anthropology 4
- Anthropology 5
- Anthropology 7
- Political Science 1
- Intersections 1 (pre-calculus)
- Theatre 3

31-48 units

- Anthropology 6
- Anthropology 7, 8, or 9
- Political Science 2
- Intersections 2 (pre-calculus)
- Theatre 4

49-80 units

- Anthropology 10
- Anthropology 11
- Anthropology 13
- Anthropology 12
- Anthropology 22

Dates and Deadlines

FAFSA Application - Oct 1 - Mar 2 for priority
CSUCI Application - Oct 1 - Nov 30
Apply for ADT Degree - spring term before transfer
RCC Graduation Application - during your last term

Dates and Deadlines for RCC

FAFSA Application - Oct 1 - Mar 2 for priority
CSUCI Application - Oct 1 - Nov 30
RCC Graduation Application - during your last term

The Riverside Community College District does not discriminate on the basis of race, color, ancestry, national origin, sex, disability, age or gender in its programs or activities.
Program Map Review Cycle

- Submit updated program map to Guided Pathways Coordinator for publishing on site
- Send Student Success Team the link to the updated program map for distribution
- Program Map sent to EduNet for update of Smart Rules and programming for ad planning

PUBLISH
(March-April)

DEVELOPMENT
(Spring)

REFINEMENT
(February)

Riverside City College

PROGRAM MAP

REVIEW PROCESS

CURRICULUM CHANGES
(September)

ASSESSMENT
(December-January)

- Identify Program of Study and Lead Faculty (ownership)
- Collaborate with Discipline Faculty, Department Chair and Counseling Faculty to sequence major courses with GE courses
- Identify DQP (Career and Salaries) and Discipline-Specific Milestones
- Identify specific curriculum changes that impact program of study or program map (courses added, course deleted)
- Identify curriculum changes that need to be implemented, updated or useful on other program maps/trailheads

What methods will we use to assess the effectiveness of the program maps?

- Program completion?
- Increase in course sections/filling of courses that were not previously filling?
- Student accessibility to courses?
- Course offerings (more of one section and less of another based on how many times your course shows up on other program maps or trailheads?)
Guided Pathways
3 Year Plan
2020-2023
GP 3-year Plan: 2020-2023

- 3 year plan mapped to grant funding tentatively until 2023 (Next Steps Conversation)
- Each Goal is aligned to the College’s Strategic Plan and Goals
- Each Goal and Objective may:
  - Align to Guided Pathways Framework by Pillar
  - Identify individual lead/groups/persons responsible for implementation
  - Identify resources needed to support implementation
  - Provide a timeline for completion and assessment
  - Address Student Equity Goals and Professional Development Needs
  - Prompt a conversation about whether a new policy, procedure or structure needs to be considered in order to meet the goal and/or objective
- Next Steps: Plan will be funneled through the Strategic Planning Process for Approval
Goal 1: Access

1.1 Objective: Implement Annual Review Process for Program Maps and Trailheads to ensure that the design guides prepares students to successfully enter employment and further education in a timely manner.

1.2 Objective: Redesign Onboarding Process to build connections, sense of belonging for students and to ensure curriculum-career alignment from the very start of a student’s journey.

1.3 Objective: Develop Comprehensive Academic Engagement Centers that streamline academic and non-academic supports to improve student persistence and completion.

1.4 Objective: Implement Equitable Placement Strategies and Supports (AB705) to maximize the probability that a student will enter and complete transfer-level coursework within a one-year timeframe.

1.5 Objective: Develop Adult Learner Pathways that are student-centered and aligned to viable career and educational choices (reentry students, Adult Ed outreach, bridging non-credit to credit, etc.)
Goal 2: Success

2.1 Objective: Increase Faculty-Student Engagement to enrich the student experience and achievement

2.2 Objective: Increase Staff/Student Engagement to enrich the student experience and achievement

2.3 Objective: Develop Caseload Model Structure for Student Success Teams

2.4 Objective: Increase applied learning and work-based learning opportunities for students to deepen their knowledge and skill sets while mastering learning outcomes

2.5 Objective: Identify Gateway courses for Programs (All except, English and Math)

2.6 Objective: Participate in Inland Empire Desert Region Guided Pathways Work
Goal 3: Institutional Effectiveness

3.1 Objective: Develop PLO's with Connection to Career Competencies

3.2 Objective: Leverage Professional Learning Opportunities

3.3 Objective: Align and Integrate Equity, Professional Development, Guided Pathways and Resource Plans to maximize efficiency

3.4 Objective: Increase Student Engagement and Ownership in College Redesign Efforts to improve campus culture, student persistence and achievement, and teaching and learning.

3.5 Objective: Redesign Glenn Hunt: Teaching and Learning Excellence center to support faculty collaboration and innovation
NEXT STEPS FOR GP PLAN

- GP Committee will review and develop strategies for each objective as well as identify areas of ownership and resources needed to fully implement.
- GP Committee will submit edits and recommendations to the VP, Planning and Development and Guided Pathways Coordinator.
- Leadership councils for approval.
- Academic Senate for Review.
- EPOC for approval.

*Timeline for approval process to be determined*
STUDENT SUCCESS TEAM

BASICS:

ENGAGEMENT CENTER UPDATES
Accomplishments:

Spring focus on student engagement
- Hosting spring workshop series with counselors, ed advisors, faculty
- Hoping next year to have reps from local colleges/universities
- Study Group Leader (SGL) sessions- 8 of the 29 sessions per week held in SEC; SI sessions; Calculus focus groups, 9 Peer Mentors
- Increasing social media presence

Counselor time in the center
- 6 hours per week when counselors are available for drop-in questions

On the horizon:
- Center resources
- Goals clarity
- Leadership/direction
LHSS ENGAGEMENT CENTER

Accomplishments:
• Extended counseling services to Part-time students
• Counseling presence in center & move to caseload counseling
• Increase in discipline engagement activities & workshop offerings
• General counseling appointments by Pathways
• English faculty in EC weekly
• Tutorial Services in EC weekly

Resources needed:
• Budget
• Administrative leadership support
• Program Structure & Clearly defined goals and metrics
• Snacks in center
• More space

How you can help LHSS:
• Market our events
• Walk students to our center
Accomplishments:

• Student workshops: Student Outcome Specialist, Transition to Practice, Multidisciplinary Healthcare Team, Stop the Bleed, Yoga, Family Night
• Approx. 120 incoming students attended the fall Open House
• Social media sites: Facebook & Instagram
• Addition of computers and pay per print printer
• Peer Mentors meeting with mentees in the Nursing Engagement Center
• Development of peer to peer tutoring (second year students tutoring first year)
• Counselors attending CNA bootcamp educating students on SEPs and pathway of CNA to LVN to RN

Resources Needed:

• Budget- We have no allotted budget for workshops, equipment, etc.
• Tracking- We have no way of tracking students in the center
• Furniture in Engagement Center damaged causing limited space for student engagement
• Marketing needs- Advertisement, merchandise for Open Houses, Welcome Day, etc.

CLARITY IS NEEDED: IN WHAT PATHWAY DO KINESIOLOGY STUDENTS LIVE? STEM OR NURSING?
Accomplishments:

• Mini summer engagement days held prior to the start of Fall 2019

• Counselors reached out to visit FPA classrooms, presented Programs and Transfer Information.

• Coil has had various counseling and financial aid workshops, and faculty regularly advise students.

• Began reviewing Institutional Research Data on FPA students & also student SEP completion status

• Defined specific major cohorts to contact and support (new majors, majors with over 45 credits, etc.)

• Small survey at Coil indicated student needs that were not anticipated –
  • bus information and scheduling needs
  • access to snacks/food/filtered water
  • campus maps
  • football/sporting/theater event information and *encouragement to attend*
  • books on reserve at Coil rather than at main campus library + more
Resources needed:

- Need a printer and some additional tools for a functional office student Center. (FPA & Coil)

- Computers, Printers, Magazine Racks for distribution of pamphlets, flyers, etc.

- Actual Space for FPA Engagement Center. It is currently half completed with two desks and two computer stations. Once the faculty member can move back to their space, facilities can remove the wall between offices.

- Coil currently has an available office away from the student lounge area, where counseling appointments and peer mentoring has taken place; however, that office will be designated for a new faculty member next year and will no longer be available. Coil will need to “build” space(s) for one-on-one appointments and make improvements to existing student lounge spaces to make them more engaging.

- Budget to support daily administrative Engagement Center functions and anticipated student activities. (Student Orientations; Student Development; Nutrition Enrichment; water)

- Peer Mentors Needed
**FPA ENGAGEMENT CENTER**

**Next Steps:**

- Dedicated Budget allocation to accommodate program design and effective implementation.
- Define a communication plan/track progress toward student completion.
- Mini Summer Engagement sessions
- Current data indicates that 1437 students are identified as FPA w/ 2 counselors for Music (Barnes); Theatre, Art and Dance (Delgadillo). Perhaps consideration of this distribution needs to be examined for efficiency and effectiveness.
- Re-examining the prior Engagement Center ideas from Fall 2019 for possible implementation
- **More clearly defined roles and develop a consistent workflow between student success teams**
- Canvas Shells for Communication
- Social Media accounts to increase awareness and engagement
- *Coil – adding Engagement Center discussions/updates to all future faculty meeting agendas*
Rapid Review:
The Student Experience in RCC Guided Pathways

Prepared by Ali Salinas and Delia Tijerina
The Application

- Aligned each major category with an instructional pathway
- Reduced number of programs of study available to applicant from 191 to 52 or fewer
Welcome Letter

Students receive a welcome letter via email alerting them of admissions, next steps and directing them to portal access.

Reduced Email Overload

Removed Program and Services section from Needs and Interests page on application. Incorporated information on services in Welcome Email.

Reminders to Students

Students are sent texts and emails reminding them to: Complete Online Orientation and Register for Classes.

Communication
Registration

- View and edit any previously saved plans.
- Have the system suggest a valid plan based on recent changes.
- See if the current plan meets degree requirements in real-time.
- Change from a semester view to a view of remaining courses by requirements.
- Save the plan - multiple plans can be saved.
- Undo the previous action.
- Hover to change, delete, or save courses in plan.
- Add courses by term.
- View term's weekly schedule.
- Show prereqs or change to accessibility mode.
- Drag and drop courses from one semester to another by grabbing course and dragging to different location.
The COVID RCC
Onboarding Experience

INCREASED COMMUNICATION
Students are connected to staff via phone, texts, emails, zoom and social media. Weekly Zoom Chats. Drop in zoom chats leading up to registration

RESOURCES FOR STUDENTS
All Student Services Resources are listed online and easily accessible from campus main page.

SYSTEMS AND POLICIES
Improved streamlined processes make it easier to access all onboarding needs: Welcome Center, Admissions and Records, Financial Aid, Counseling
Still in Progress

• **Student Success Email**
  • Generated by CCCAPPLY at time of Application Submission
  • Based on selected Major / Instructional Pathways

• **Update and Revise Online Orientation**
FRAMING REMARKS:
KAY MCCLENNEY
NCII Consultant and Senior Advisor to the President & CEO, American Association of Community Colleges
Riverside City College
Making Student Success Teams Work
It’s About the Students!
Critical Guided Pathways
Student Experiences

- Choosing/confirming an Instructional Pathway
- Connection and sense of belonging
- Career exploration and choice making
- Choice of program of study
- Development of full-program educational plan

*Every student, not just lucky ones.*
What has to happen for Student Success Teams to function effectively in supporting these and other critical student experiences?

- Role clarity (team and each member)
- Unprecedented collaboration/consultation
- Clarity on *who* decides
- Explicit group norms
Student Success Teams

[continued]

- Persistent focus on equity
- *Systematic listening* to students
- Agreement on metrics, especially *leading indicators*
- Targeted professional development

**WHAT ELSE?**
Assume: everyone puts a lot of effort into development of student success teams
Assume: that the effort fails spectacularly
Ask: WHY DID IT FAIL?
Discuss: What can we do now to address (and hopefully eliminate) causes of failure?
BREAKOUT Rooms by Division
Each room will need a Scribe, Please discuss the following topics:

- Leadership
- Effectiveness Metrics/ Assessment Strategies
- Wrap Around Resources and Services (e.g., Academic Support, Student Life, Instructional Design, Professional Development, Financial Aid, Library, Career/Transfer etc.)
- Unanswered Questions
BREAK TIME -
5 MINUTES
Guiding Questions for Breakout Session (Please appoint a scribe/spokesperson)

1. How will the student success teams support or reinforce the pathway for a student? (How do they know they are on the right path? If they aren’t, How do we get them on the right path?)
2. How will the student success team support career exploration and help students keep career goal in mind through their educational journey?
3. How will student success teams ensure that every student has a student educational plan? AND How will student success teams identify and then work with a student who has fallen off path?
4. How will student success teams engage students outside of the classroom? What types of engagement will impact the student experience?
5. What does engagement look like virtually? What population of students are we not accessing? How do we tailor services to address all student populations? (Ex: How are we intentionally outreaching to our minority males to provide support - they are one of our equity groups)

Through these conversations we should incorporate the following concepts:

• Wrap Around Resources and Services (e.g., Academic Support, Student Life, Instructional Design, Professional Development, Financial Aid, Library, Career/Transfer etc.)
• Leadership Needs (Staff, Faculty, Administrative, and student)
• Effectiveness Metrics/ Assessment Strategies
• Unanswered Questions
GROUP

DISCUSSION
Identifying Professional Development Priorities

Natalie Halsell & Tammy VantHul-Austin
How do we intentionally align the efforts of Student Equity, Professional Development and Guided Pathways to meet Student Success Goals?
Within the Instructional Pathways, what do we see as the high-priority professional development topics to support further design and effective implementation of the strategies we have identified?
What professional development activities do we need to identify to contribute towards positively impacting the student experience?
NEXT STEPS:
Outside Observations/ Recommendations
As a Cohort One college continuing into CAGP 2020-23, contingent on funding approval, the CAGP project will support your college via:

- **Four 1.5-Day Institutes** for a college team of between 5-7 members. Cohort One Institutes are planned for Spring 2021, Fall 2021, Spring 2022, and Fall 2022 or Spring 2023. College Presidents and Guided Pathways College Leads are to attend all institutes.

- **One Site Visit Per Year** in 2021 and 2022 where a member of the CAGP Leadership Team will conduct a site visit on your campus. They will again tailor the visit to your individual college redesign priorities, focusing on catalyzing the efforts and engaging a broader group of campus constituents.

**Virtual Support**

- **Virtual Consultancies**: Each college will be able to access two virtual consultancies per year.
- **Webinars**: Each college will be able to attend 3-4 CAGP-specific webinars per year presented by state and national experts on key guided pathways topics.
- **Office Hours**: Each college will receive two virtual office hours per year from a member of the CAGP Leadership Team and as appropriate, the college’s Institute Facilitator / Regional Coordinator.