Guided Pathways

Pillars 2 & 3

Integrated Academic Support

Winter Strategic Planning Retreat
January 11, 2019
AGENDA

• Aligned Resources
• Redesigning Onboarding
• Instructional Pathways Descriptions and Smart Start Courses
• Academic Engagement Centers: Success Team Roles and Responsibilities
• Academic Engagement Centers: Envisioning 19-20 Mission and Vision
• Next Steps

OBJECTIVES

• Enhancing onboarding to get students on the path
• Refine Instructional Pathway Smart Start Courses
• Establish foundation for the Academic Engagement Center Plan for 2019-2020 AY
Aligned RESOURCES
**ALIGNED RESOURCES & PROGRAMS TO PUT STUDENTS FIRST**

**THE WHY**
Our Students and Communities

**THE WHAT**
Vision for Success

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

**THE HOW**
Guided Pathways

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

**THE TOOLS**
System-level Support
Developmental Ed. Reform (AB 705)
California Promise (AB 19)
Associate Degrees for Transfer
Regulatory Reform
Financial Assistance for Students
Student Centered Funding Formula
Guided Pathways allocations
Student Equity and Achievement Program
Strong Workforce
Student Success Metrics
Vision Resource Center
Investment in staff and faculty
Regional support strategy
Local Board goals (AB 1809)
Redesigning ONBOARDING
Riverside City College
Pipeline Analysis
Fall 2017 Entering First-Time Freshmen

Enrolled* 3,897
(78.6% of Assessed)

Assessed 4,957 (77.1% of Oriented)

Orientation 6,431 (66.7% of Applied)

Applied 9,643

*Includes students who applied to RCC but enrolled at MVC or NC
RCC College Process for First Time Students

1. Apply to the College
   - Student will apply to the college, complete the application, and receive a confirmation email.

2. Welcome Email
   - Student will receive a welcome email with RCC Student ID number and instruction to check registration dates.

3. Access MYPORTAL
   - Student will access MYPORTAL for Enrollment.

4. Complete OAC
   - Student will complete onboarding education plan and check registration dates.

5. Registration & Payment
   - Student will register for classes, get RCC ID card, pay tuition and fees, purchase parking permit (if applicable), and textbooks.

6. Attend First Day of Class
   - Student should receive information for their support within their designated pathway.

Purple Wording Indicates Updates or potential changes to the intake process.
Process for First-Time Students for Major Terms (Fall & Spring) Only

1. Pre Application
   • Career assessment easily accessible on website before application
   • Handout Detailing Instructional Pathways and potential majors or careers that follow into pathway
   • Outreach to high schools and other community groups
   • Office of Financial Aid conducts workshops at the high schools for FAFSA, Dream App, etc.
   • Most students use the website, but if they “know” they can go straight to CCC Apply
   • Welcome Center

2. Apply to College
   • RCC Website and CCC Apply
   • Participate in Welcome Events including Tiger Roar, Welcome Day
   • Complete FAFSA or Dream Application
   • Guidance on how to fulfill FAFSA requirements and documentation

3. Receive Welcome Email
   • 2 part sequence
     • 1st Email states the application has been submitted
     • 2nd email sent with Student ID and student email address along with instructions on how to access the email.

4. Access MyPortal
   • Update personal profile and/or educational goal
   • Check holds and Registration dates
   • Log into email

5. Orientation / Assessment / Counseling
   • Online orientation through MyPortal
   • Assessment / Placement – must be completed on campus
   • 1 Semester Educational Plan completed with Counseling Department/ New automated process that is initiated through counseling department/ education advisor creates abbreviated education plan and sends to the students

6. Registration
   • Register for classes based on priority
   • Receive RCC ID
Payment
• Tuition, Fees, Parking, and Textbooks

Attend 1st Semester
• Educational Advisors (face-to-face), Counselors (face-to-face and online for open campus students), Faculty (face-to-face and online), Engagement Centers (face-to-face), academic programs (face-to-face and online), academic support services (face-to-face and online), student services (face-to-face and online). Note that some services communicate via email, text, as well as face-to-face.
• Notified of workshops, engagement activities and opportunities (clubs, on-campus events), and open house events
• Early alert interventions for students not making satisfactory progress

End of 1st semester
• Receive grades
• Complete comprehensive SEP (face-to-face only) if student has decided on an educational goal and program of study
• Career exploration via workshops, transfer center, career fairs, transfer fairs
• Follow up on correct pathway and milestones to help move into next semester.

Interim
• Students are notified of registration date for 2nd term via email and text
• Students receive reminders via email and text if they have not registered
• Admissions and Records sends links to available and open classes to students. This link is also posted on the website.
• SSSP / Matriculation completes academic standing and students are notified if they are put onto probation or dismissal status

2nd Semester
• Probation workshops
• Complete comprehensive SEP and semester by semester if applicable
• Contact with Educational Advisors
• Workshops including financial aid, student success, apply to graduate if they are completing a certificate
• Once registration dates have been assigned, send email and text with the information
Instructional Pathways & “Smart Start” Courses
Students will identify their instructional pathway during the time of application. RCC Programs of study are aligned under each instructional pathway.
SMART START COURSES

HELPING STUDENTS EXPLORE CAREERS AND MAJORS WITHIN THEIR INSTRUCTIONAL PATHWAY

WHAT IS GOING THROUGH A NEW STUDENTS MIND AS THEY ADVENTURE INTO COLLEGE...

• What courses do I need to take for my first semester?
• I think I want to major in sociology...
• I think I like math and science...
• I think I want to go into languages and humanities...

CHANGING A MAJOR EARLY IS GOOD, CHANGING LATE CAN BE DISASTEROUS...
SMART START COURSES

Helping students navigate through their first 15 units at RCC without having to decide on a major or career.

The intentions are to have students utilize career exploration tools and resources to make an informed decision within their first 15 units.

<table>
<thead>
<tr>
<th>COURSES:</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 1A/ 1AH</td>
<td>4</td>
</tr>
<tr>
<td>PHILOSOPHY 10/ 10H or HUMANITIES 10/10H</td>
<td>3</td>
</tr>
<tr>
<td>FILM STUDIES 1, 2, 3 or 4 or Foreign Language or GUIDANCE 47</td>
<td>3-5</td>
</tr>
<tr>
<td>HISTORY 6/6H or 7/7H</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>13-15</td>
</tr>
</tbody>
</table>
# SMALL GROUP BREAKOUT FOR ACTIVITY

## TABLE 1
Languages, Humanities, & Social Sciences  
Digital Library, Rm 106  
951-328-3658

## TABLE 2
Science, Technology, Engineering & Math  
MLK, Room 222-C  
951-328-3694

## TABLE 3
Career & Technical Education  
Tech A, Room 101  
951-222-8624

## TABLE 4
Fine & Performing Arts  
MLK, Room 222-C  
951-222-8204

## TABLE 5
Nursing  
Nursing Building  
951-222-8407
Need a Break?
See you in a Few!
Academic Engagement Centers
- LHSS
- STEM
- CTE
- FPA
- NURSING

Resource Centers
- Veterans
- Home Room
- Las Casa
- Disabilities
- Honors
- Foster Youth
WHAT WE LEARNED

◊ Facilities standards
  ▪ Private room for counseling
  ▪ Dedicated Educational Advisor space
  ▪ Space for student workers
  ▪ Space for faculty doing office hours
  ▪ Reliable funding for engagement activities
  ▪ Computer stations for students
  ▪ A central location for students to build community

Listening Tour in spring/fall 2017 with Dr. Mills/
WHAT WE LEARNED

Service Standards

- Counseling services
- Academic guidance
- Discipline faculty office
- Guest speakers
- Workshops
- Mentoring
- College orientation information
- Career information
- Early alert and progress reports follow up
- Special programs (Promise)

Listening Tour in spring/fall 2017 with Dr. Mills/
<table>
<thead>
<tr>
<th>STAFF</th>
<th>SERVICES</th>
<th>CTE</th>
<th>FPA</th>
<th>LHSS</th>
<th>NURSING</th>
<th>STEM</th>
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<td>Ed. Advising</td>
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<td>Mentoring</td>
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<td>Co-Curricular Activities</td>
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<td>Guest Speakers</td>
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<td>Lounge/conversation area</td>
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<tr>
<td>Microwave</td>
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<td>Mobile white boards</td>
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<td>Overhead projector</td>
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<td>Printer</td>
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<td>Private Office</td>
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<td>Refrigerator</td>
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<td>Telephone</td>
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<td>Vending Machine</td>
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<td>Welcome Desk</td>
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<tr>
<td>White boards</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Work tables/Desks</td>
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<td>7</td>
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</table>
## Engagement Center Design

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Structure/All Programs Have</th>
<th>Furniture and Appliances</th>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Coordinator</td>
<td>Classrooms</td>
<td>Refrigerator</td>
<td>Advising</td>
</tr>
<tr>
<td>Clerical support</td>
<td>Computer lab</td>
<td>Computers/Printers/Copy/Fax</td>
<td>Apply for Programs</td>
</tr>
<tr>
<td>Counselors</td>
<td>Faculty space/tables</td>
<td>Group tables</td>
<td>Child Care</td>
</tr>
<tr>
<td>Ed Advisors</td>
<td>Lounge area/community space</td>
<td>Microwaves ovens</td>
<td>Counseling</td>
</tr>
<tr>
<td>Faculty advisors</td>
<td>Meeting space</td>
<td>Phone Charger Station</td>
<td>Extended Hours</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Phone bank</td>
<td>PowerPoint Access</td>
<td>Financial Aid Help</td>
</tr>
<tr>
<td>Librarian</td>
<td>Private offices</td>
<td>sofas and chairs</td>
<td>Food information</td>
</tr>
<tr>
<td>Peer Mentors</td>
<td>Restrooms nearby</td>
<td>TV</td>
<td>Housing information</td>
</tr>
<tr>
<td>Social worker</td>
<td>Snack Pantry/Break Room/Kitchen</td>
<td>Vending Machines</td>
<td>Incentives</td>
</tr>
<tr>
<td>Tutors/ SI</td>
<td>Study space for groups</td>
<td>White Boards and smartboards</td>
<td>Internships</td>
</tr>
</tbody>
</table>

### Emergent Themes

<table>
<thead>
<tr>
<th>Emergent Themes</th>
<th>Tally:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication &amp; Delivery</td>
<td>12</td>
</tr>
<tr>
<td>Student Centeredness &amp; Student Input</td>
<td>5</td>
</tr>
<tr>
<td>Vision</td>
<td>4</td>
</tr>
<tr>
<td>Cooperation, Teamwork &amp; Support</td>
<td>4</td>
</tr>
<tr>
<td>Integrity/Respect</td>
<td>3</td>
</tr>
<tr>
<td>Flexibility, Empathy &amp; Compassion</td>
<td>3</td>
</tr>
<tr>
<td>Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
# FALL 2018 RETREAT SURVEY

<table>
<thead>
<tr>
<th>Center Design</th>
<th>Services Available</th>
<th>Personnel</th>
<th>Design Considerations</th>
<th>Furniture and Appliances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Interaction</td>
<td></td>
<td></td>
<td></td>
<td>Refrigerator</td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td>Student Resource clerk</td>
</tr>
<tr>
<td>Translation Services</td>
<td></td>
<td></td>
<td>Round Tables</td>
<td>Zoom Video Conf Comp</td>
</tr>
<tr>
<td>Tutorial Services</td>
<td></td>
<td></td>
<td>School Supplies</td>
<td></td>
</tr>
<tr>
<td>Workshops - Career/Discipline</td>
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</tr>
<tr>
<td>Ed Advising</td>
<td>Counseling</td>
<td>Clerical Staff</td>
<td>Charging Station</td>
<td>Computer for Students</td>
</tr>
<tr>
<td>Evening Hours</td>
<td>Drop in Tutoring</td>
<td>Coordinator</td>
<td>Counselors Private Space</td>
<td>Cubicles, Couches, Table</td>
</tr>
<tr>
<td>Internships in major field</td>
<td>PT Faculty</td>
<td></td>
<td>Front desk area</td>
<td>Larger White Boards</td>
</tr>
<tr>
<td>Referral Services</td>
<td>Peer Mentor</td>
<td>Counselor(s)</td>
<td>Faculty Space</td>
<td>Laptops</td>
</tr>
<tr>
<td>Internships in major field</td>
<td>Tutors</td>
<td></td>
<td>Office with Doors/open area</td>
<td>Printing, PC, Television</td>
</tr>
</tbody>
</table>


WHY ACADEMIC ENGAGEMENT CENTERS?

- One location, one mission – synergy of professional services
- Replicate special population delivery model
- Community building
- One-stop
- Ease of access
- Wrap around services
<table>
<thead>
<tr>
<th>Academic Engagement Center</th>
<th>Current Location</th>
<th>Proposed Location</th>
<th>New Location Anticipated Year</th>
<th>Interim Steps</th>
<th>Linked Projects</th>
<th>Key Funding Considerations</th>
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</thead>
<tbody>
<tr>
<td>Advanced Technical Trades</td>
<td>Tech A</td>
<td>New Advanced Technology Facility (Autotechnology, HVAC &amp; Welding) outlined within the new FMP</td>
<td>2022-2023</td>
<td>Remain in Tech A</td>
<td>New Advanced Technology Facility (Autotechnology, HVAC &amp; Welding) outlined within Phase 2 of the new FMP; new building located on site of existing Cesar Chavez Facility.</td>
<td>Potential 2020 Bond</td>
</tr>
<tr>
<td>Business &amp; Information Systems</td>
<td>Tech A</td>
<td>New Business &amp; Information Systems Facility (Business &amp; CIS) outlined within the new FMP</td>
<td>2021-2022</td>
<td>Remain in Tech A</td>
<td>New Business &amp; Information Systems Facility (Business &amp; CIS) outlined within Phase 1 of the new FMP; building located on site of existing Physical Sciences/Life Sciences Facility.</td>
<td>Currently anticipated funded from Prop 51/Possible modification to potential 2020 Bond</td>
</tr>
<tr>
<td>Education &amp; Teacher Prep Development</td>
<td>Child Development</td>
<td>Digital Library (1st Floor - current Foster Youth/Classrooms)</td>
<td>2024-2025</td>
<td>Remain in Child Development</td>
<td>Linked to moves for Foster Youth (new Student Center) and Classrooms/Labs (Quad renovation) in Phase 3 of the Facilities Master Plan.</td>
<td>Potential 2020 Bond</td>
</tr>
<tr>
<td>Health Related Sciences</td>
<td>Nursing/None</td>
<td>Remain in Current location</td>
<td>2019-2020</td>
<td>Programming for Space</td>
<td>As this Engagement Center would likely remain within the Nursing Facility, explore in 2018-2019 modifications needed for the existing space.</td>
<td>Operational Budget</td>
</tr>
<tr>
<td>Language &amp; Humanities</td>
<td>Digital Library</td>
<td>Quad (Currently Gallery &amp; Adjacent Faculty Offices)</td>
<td>2023-2024</td>
<td>Remain in Digital Library</td>
<td>Linked to new Gallery space created in new Visual, Performing &amp; Creative Arts facility outlined within Phase 1 of the new FMP; existing space would be renovated to accommodate a new fully functioning Engagement Center for LHSS; Anticipated project will take place in Phase 2.</td>
<td>Potential 2020 Bond</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>Digital Library</td>
<td>Quad (Currently Gallery &amp; Adjacent Faculty Offices)</td>
<td>2023-2024</td>
<td>Remain in Digital Library</td>
<td>Linked to new Gallery space created in new Visual, Performing &amp; Creative Arts facility outlined within Phase 1 of the new FMP; existing space would be renovated to accommodate a new fully functioning Engagement Center for LHSS; Anticipated project will take place in Phase 2.</td>
<td>Potential 2020 Bond</td>
</tr>
<tr>
<td>STEM</td>
<td>MLK</td>
<td>Digital Library (1st Floor - current TSS location)</td>
<td>2019-2020</td>
<td>Remain in MLK</td>
<td>One of the first domino projects outlined within Phase 1 of the new FMP. Existing TSS staff would relocate to temporary space. Existing DL space renovated to accommodate new Engagement Center. Programming for this is anticipated to begin in Summer 2019.</td>
<td>One time Monies; Measure C</td>
</tr>
<tr>
<td>Visual, Performing &amp; Creative Arts</td>
<td>None</td>
<td>New Visual, Performing &amp; Creative Arts Facility in the FMP.</td>
<td>2021-2022</td>
<td>TBA</td>
<td>One of the first domino projects outlined within Phase 1 of the new FMP. New Visual, Performing &amp; Creative Arts Facility built on existing Parking Lot in front of current BE. New Engagement Center would be part of the buildings programming.</td>
<td>Potential 2020 Bond</td>
</tr>
</tbody>
</table>
Student Success Team

ROLES & RESPONSIBILITIES
# Engagement Centers & Instructional Pathways

<table>
<thead>
<tr>
<th>Language, Humanities, &amp; Social Sciences</th>
<th>Science, Technology, Engineering &amp; Math</th>
<th>Career &amp; Technical Education</th>
<th>Fine &amp; Performing Arts</th>
<th>Nursing</th>
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</thead>
<tbody>
<tr>
<td>Digital Library, Rm 106 951-328-3658</td>
<td>MLK, Room 222-C 951-328-3694</td>
<td>Tech A, Room 101 951-222-8624</td>
<td>MLK, Room 222-C 951-222-8204</td>
<td>Nursing Building 951-222-8407</td>
</tr>
</tbody>
</table>

![Logos of different departments and programs]
Student Success Teams

- Counselor Coordinator
- Educational Advisor
- Student
- Faculty Advising Liaison
- Counselors
- Peer mentors, SI, tutors
Student Success Team

- Sandy Baker: Dean of Instruction
- Counselor Coordinator
- Nivard Somers: Counselor
- Lisa Contreras: Counselor
- Heather Smith: Faculty Liaison
- Mary Legner: Faculty Liaison
- Timothy Gavilanes: Educational Advisor
- Elizabeth Yglesias: Counselor

Science, Technology, Engineering & Math
Student Success Team

Kristi DiMemmo
Interim, Dean of Instruction

Ashley Martinez
Educational Advisor

Lupe Delgadillo
Counselor

Tammy Kearn
Faculty Liaison

Mike Barnes
Counselor

Fine and Performing Arts
Student Success Teams

- Sandy Baker: Dean of Instruction
- Jackie Urena: Counselor
- Laneshia Judon: Faculty Liaison
- Educational Advisor
- Counselor Coordinator?
Counselor Coordinator

ROLES/RESPONSIBILITIES

◇ Functions as Center’s lead and advocate
◇ Assigns cohorts
◇ Monitors team goals and outcome
◇ Coordinate Center’s activities
◇ Creates semester and annual reports
◇ Guides educational advisors case management activities
Counselor

ROLES/RESPONSIBILITIES

◇ Provides counseling services
◇ Develops and approves comprehensive Student Education Plan (SEP)
◇ Monitors SEP progress
◇ Identifies academic & non-academic milestones
◇ Collaborates with educational advisors on case management activities
◇ Creates and presents program specific workshops
Educational Advisor

**ROLES/RESPONSIBILITIES**

- Serves as the primary contact for students in the Engagement Center
- Supports new students during Onboarding
- Supports early career assessment
- Provides proactive outreach to students
- Tracks students’ progress
- Facilitates EduNav exploration
- Directs students to college resources and special programs
- Provides direction to peer mentors
Faculty Advising Liaison

ROLES/RESPONSIBILITIES

◇ Liaises with department chairs, discipline leads, faculty advisors
◇ Promotes and coordinates faculty advising within the disciplines
◇ Distributes instructional pathway information
◇ Facilitates instructional pathway-related activities
◇ Spearheads internships and research opportunities for students
Peer Mentors

ROLES/RESPONSIBILITIES

 ◦ Provide continual support and contact for students in special programs
 ◦ Serves as greeters for the academic engagement centers
 ◦ Cultivates student feedback
 ◦ Promotes instructional pathways and activities
 ◦ Connect students with college and instructional pathway resources
Activity

- Everyone has a list with roles and responsibilities
- Designate a recorder and reporter
- Respond to the following questions
- Complete the worksheet as a group
- Present on three questions including #5
Activity

1. Who is missing?
2. What additional roles should be included?
3. How can we ensure that the Center is an integral part of a student’s RCC experience?
4. What services should only be provided at the Center?
5. What are three measurable outcomes for your Academic Engagement Center in the 2019-2020 academic year?
HUNGRY?

See you in a Few!

30 Minutes
Creating an Academic Engagement Center
Vision & Mission

SSS Division Retreat - September 14, 2018

• 50+ Attendees- Counselors, Ed Advisors, Academic Support Staff, and others
• Attendees were asked:

What themes best describe an effective engagement center?

<table>
<thead>
<tr>
<th>Emergent Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good and Effective Communication</td>
<td>12</td>
</tr>
<tr>
<td>Student Centeredness, Needs, and Input</td>
<td>5</td>
</tr>
<tr>
<td>Vision</td>
<td>4</td>
</tr>
<tr>
<td>Cooperation, Teamwork, and Support</td>
<td>4</td>
</tr>
<tr>
<td>Integrity and Respect</td>
<td>3</td>
</tr>
<tr>
<td>Flexibility, Empathy, and Compassion</td>
<td>3</td>
</tr>
<tr>
<td>Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Distinguishing Between a Vision Statement and a Mission Statement

The **Vision Statement** focuses on the future; it is a source of inspiration and motivation. It often describes an organization’s direction. It is aspirational.

**RCC Vision Statement:**
Riverside City College will expand on its tradition as a premier community college recognized for excellence in education, innovation, and service.

The **Mission Statement** describes what an organization currently does; it concentrates on the present. It often defines the population served and current activities.

**RCC Mission Statement:**
Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.
Activity Goal: Mission Statement Development (20 Minutes)

- **Step 1:** Select a recorded and a presenter
- **Step 2:** Discuss the questions below
- **Step 3:** As a team, finalize your responses and record them individually on the post-its provided

- What do we do?
- Who do we serve?
- Why do we do what we do?
Activity Goal: Vision Statement Development (20 Minutes)

- Complete same prior steps, but address the following questions:

  What are our hopes and dreams regarding the Academic Engagement Centers?

  What challenges or problems are we solving for the greater good?

  Who and what are we inspiring to change?
Re-Envisioning Engagement Centers
Academic Engagement Center Operational Structure (Proposed)
2019-2010 Academic Year

- VP, Planning and Development
  - Dean of Success and Support
    - Counselor Coordinators
      - Academic Support Director
        - Counselors
          - Peer Mentors
          - Tutors and SIs
  - Academic Divisional Deans
    - Ed Advisors
      - Faculty Advising Liaisons
        - Faculty Advisors

*Lines of regular, consistent communication*
Thank You for Your Participation!

Any questions?