



RCCD

**RIVERSIDE COMMUNITY
COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Scaling Guided Pathways

November 1, 2024



Dream Big

- “Give yourself permission to dream. Fuel your kids’ (students’) dreams too.”
--Randy Pausch, The Last Lecture

Dream Big

- Ending Poverty
- Educating Through Social Justice
- Changing Lives
- Creating Upward Mobility
 - --Wolde-Ab Issac



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Introduction/Purpose

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- ✓ Create a space and atmosphere for collegiality and working together in support of RCCD students
- ✓ Creating strategies to facilitate belonging, welcoming, engagement and student success
- ✓ Implementation of the Standard of Care for Guided Pathways, including roles & responsibilities
- ✓ Develop common approaches and actions for student retention
- ✓ Understanding of the Integration of Guided Pathways across responsible organizational areas

Introduction/Purpose

- Why: What is Your “Why”?
- What is “Your” Student Profile?
- Who is “That” Student For You?

The Guided Pathways





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What We Know

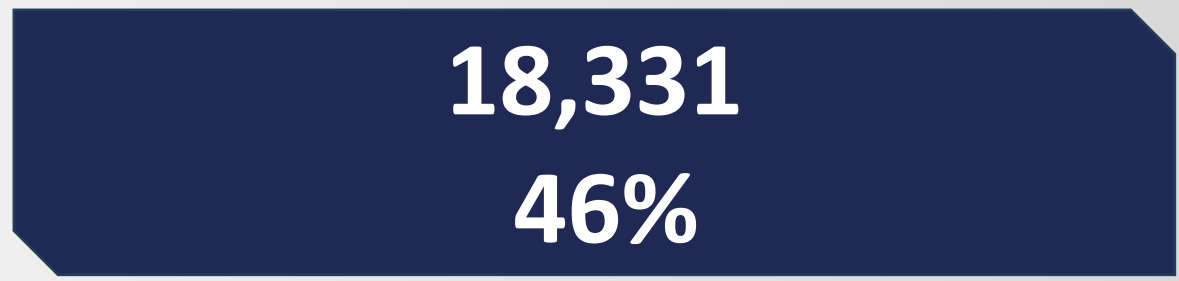


Fall24 RCCD Students

Total Headcount:

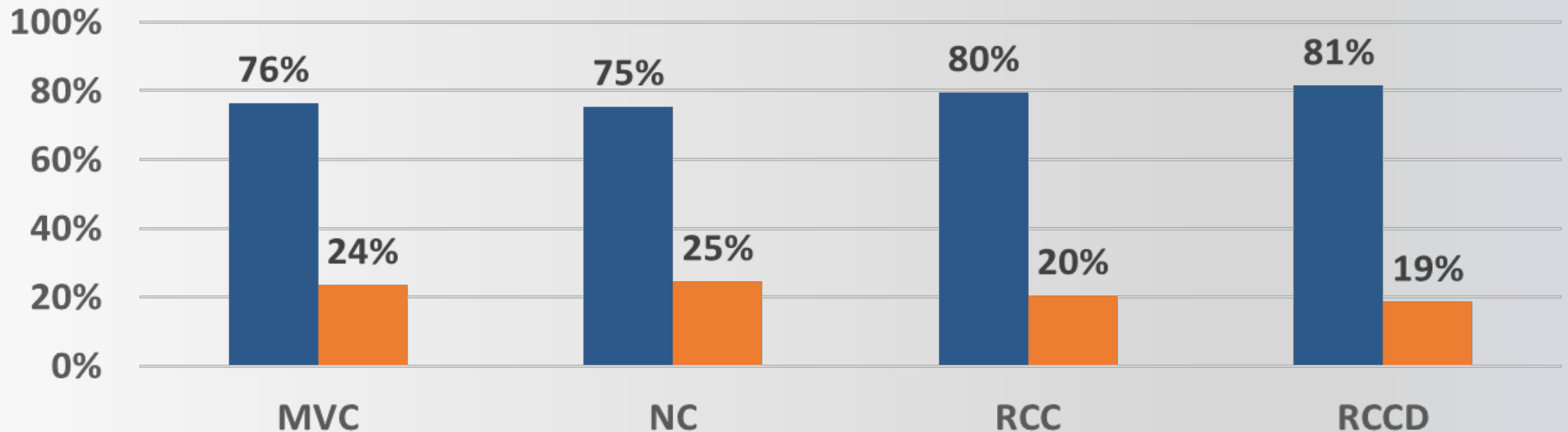


Headcount/Percent of Students with a CSEP on File:



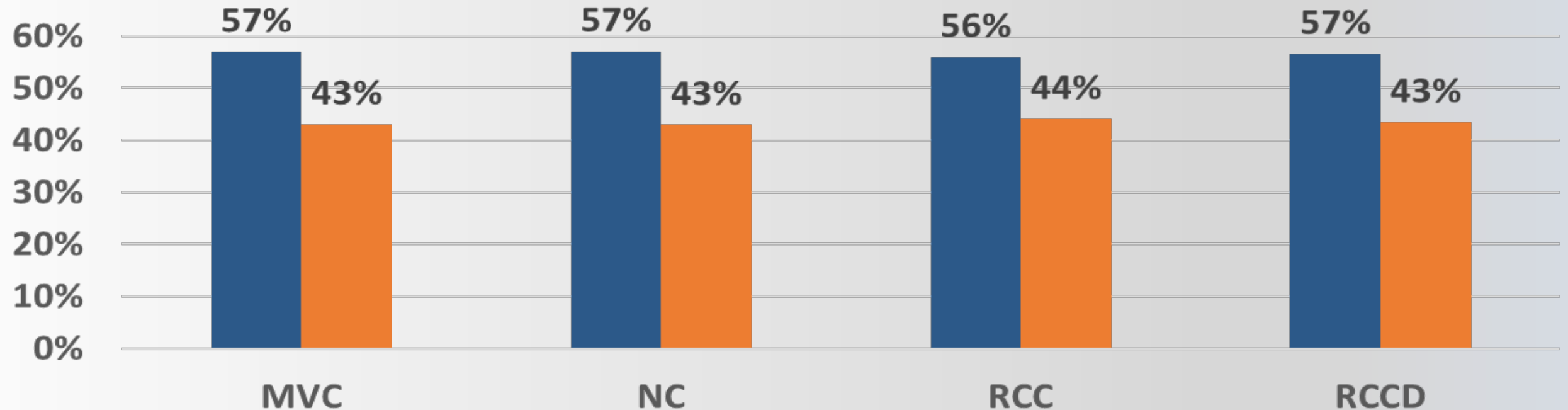
Fall22 First-Time Students Completion of 60 Units in Two Years (%)

■ No ■ Yes

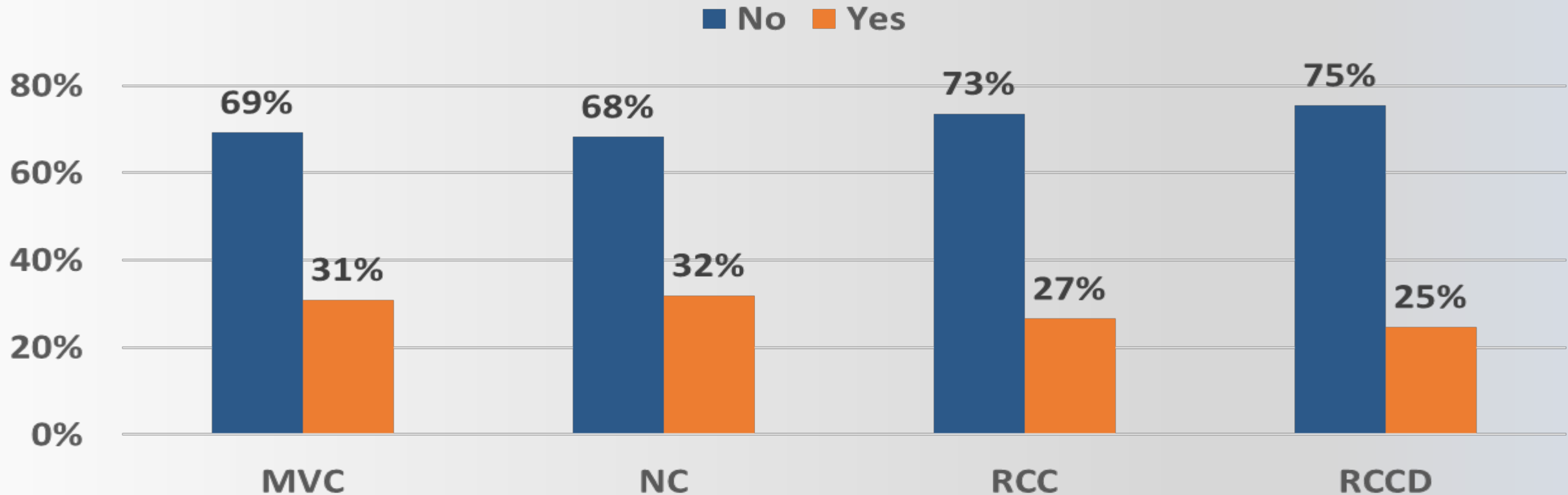


Fall22 First-Time Students Enrolled 2 Years Later (or Award) Post Start Term %

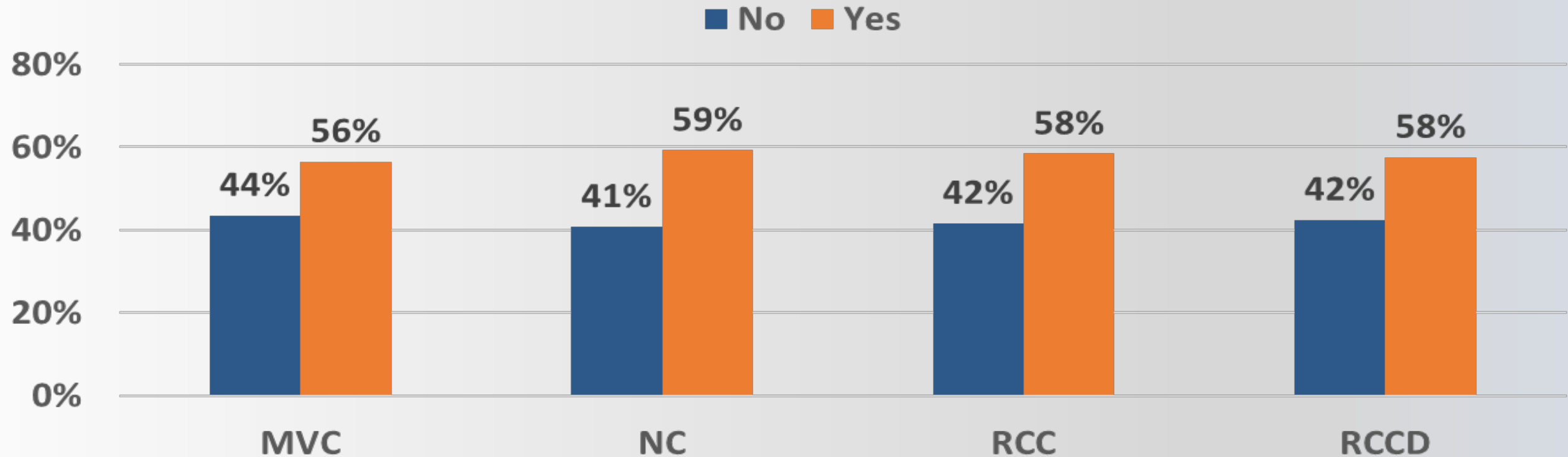
■ No ■ Yes



Fall23 First-Time Students Completion of 30 Units in First Year (%)



Fall23 First-Time Students Enrolled 1 Years Later (or Award) Post Start Term %



What We Know...

Fall 2024 Students w/ FAFSA or Dream Act Application

- District wide: 58% of enrolled students
- NC: 30% of enrolled students
- MVC: 38.7% of enrolled students
- RCC: 64% of enrolled students



Student Belonging...

- Is Everyone's Business
- Is Everyone's Work
- Is Everyone's Concern
- When have you most felt welcomed
- When have you most felt like you belonged?



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Session 1: Engaging Students

Engaging Students

- How do we engage to ensure they are on an efficient path?
- How Does Engagement Connect to Student Success?
- What is the Philosophy of our Engagement Centers?
- What does Engagement Look Like in the Ideal?
- What's working well? How do we Know?
- How Do We Create Equitable Engagement regardless of location/modality?

Engaging Students

- Identifying & Problem Solving Barriers to Student Success



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Session 1A: Engaging Students Through Technology

Engaging Students Through Technology

- What Technological Resources Are Needed to Efficiently & Effectively Engage?
- What Would I Be Able to do Differently if I had "This" Technological Resource?
- What Does it Look Like to Care For & Engage Our Distance Education Students?



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Session 1B: Engaging Students Virtually



- Creating Equitable Engagement Regardless of Location/Modality
- What Does it Look Like to Care for & Engage Our Distance Education Students?



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Defining Guided Pathways Through Systematic/Institutional Equity Lenses



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Session 2: Guided Pathways Data & Dashboards

Guided Pathways Data & Dashboards

- How do I utilize the Data & Dashboard if I am a Counselor?
- How do I utilize the Data & Dashboard if I am a Department Chair?
- How Do I utilize the Data & Dashboard if I am an Educational Advisor?
- How do I utilize the Data & Dashboard if I am a Dean?
- How do I utilize the Data & Dashboard if I am a Vice President?

Guided Pathways Data & Dashboards

- How does the Data & Dashboard help me in my role to facilitate guided pathways?
- What data is most important for me to know from my role/perspective?
- In what ways does the Dashboard & Data assist me in planning for my students/pathway?
- What data do I need to which I do not have access? What would I do differently if I had this data?



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Session 3: Defining A/The Standard of Care

Establishing A Standard of Care

- What Does Care Look Like?
- Who Does What in Providing Care
- Who is Responsible for Which Parts of the Care?
- How Do We Know or Assess the Levels of Care?
- Do We Do What We Tell Students/Parents We Will Do When Recruiting Them?

Establishing The Standard of Care

- The What:
 - Provide a direct line of care for students to create pathways of academic success and goal completion aligning students with specific & identified team members



Establishing The Standard of Care

- The How:
 - To provide a direct line of care for students to create pathways of academic success and goal completion

Establishing The Standard of Care

- The Who:
 - Counselors
 - Educational Advisors
 - Department Chairs
 - Program/Pathway Faculty
 - Success Teams
 - Student Services Matriculation Departments

Establishing The Standard of Care

- The How:
 - Budget Allocation: \$2 million
 - Initial Staffing Formula Per FTES Through Case Management
 - 1 Counselor: 500
 - 1 Educational Advisors
 - 10 Tutors

Establishing The Standard of Care

- The Ask:
 - Counselors Assist Students Choosing/Remaining on the Path
 - Educational Advisors Track Student Progress on the Path (Live & Real Time)
 - Department Chairs Ensure Learning & Track Growth & Decline
 - Faculty Create Pathway Relationships w/ Majors



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Next Steps & Closing Remarks

Establishing The Standard of Care

- Follow up appointments with IR/IE teams/customized reports
- Counselor's Retreat
- Future workshops/trainings: Success Teams
- Spring Retreat



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