

RCCD

RIVERSIDE COMMUNITY
COLLEGE DISTRICT



Guided Pathways

District-level Progress on Momentum Points and College Scale of Adoption Efforts

Board of Trustees

Riverside Community College District

April 6, 2021



RCCD Guided Pathways Progress on Momentum Points

- The following slides present District-level progress on Guided Pathways Momentum Points
- College-level progress on Guided Pathways Momentum Points are available on the [GP Dashboard](#).
- Data Set: 39,870 students representing 76.7% of all First-Time Freshmen from Cohorts beginning Summer or Fall Term 2015 to 2019
- Source files: CCCCO Referential Files, National Student Clearinghouse



Guided Pathways Momentum Points

1. Enrollment for First-Time Freshmen by Full-Time and Part-Time Status
2. First to Third Semester Persistence
3. Passed English and Math During First Year
4. 3-Year Completions by:
 - a) Degree, Certificate, and Transfer
 - b) Degree and Certificate Only
 - c) Transfer Only

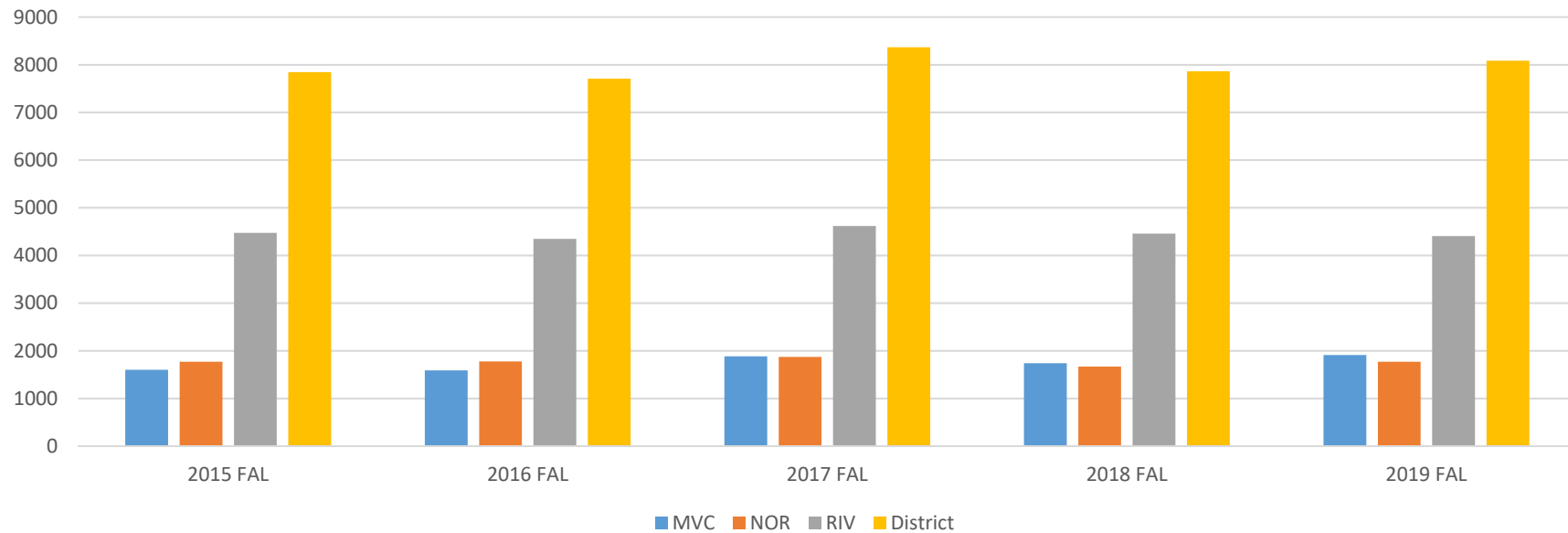


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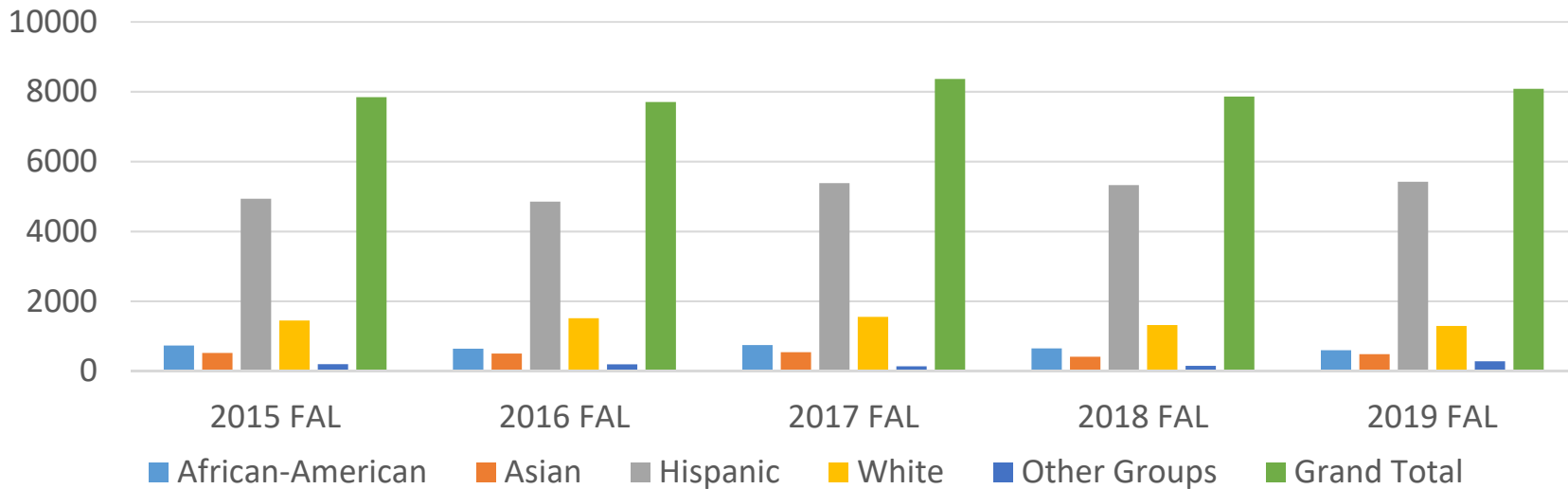
First-Time Freshman Headcount by College and Cohort



Home College	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
MVC	1601	20.4%	1587	20.6%	1881	22.5%	1739	22.1%	1911	23.6%
NC	1770	22.6%	1775	23.0%	1871	22.4%	1668	21.2%	1770	21.9%
RCC	4474	57.0%	4346	56.4%	4616	55.2%	4456	56.7%	4405	54.5%
District	7845	100.0%	7708	100.0%	8368	100.0%	7863	100.0%	8086	100.0%



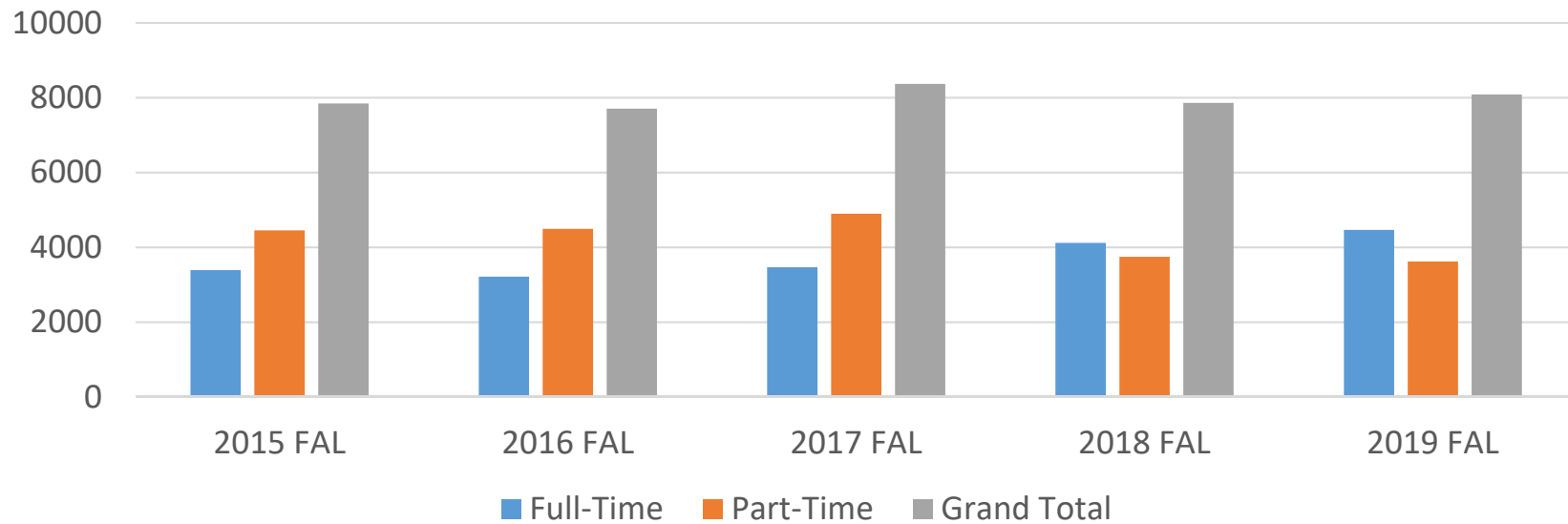
First Time Freshman Headcount by Ethnicity and Cohort, Districtwide



	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African-American	736	9.4%	642	8.3%	748	8.9%	652	8.3%	599	7.4%
Asian	523	6.7%	504	6.5%	541	6.5%	413	5.3%	487	6.0%
Hispanic	4936	62.9%	4853	63.0%	5384	64.3%	5326	67.7%	5425	67.1%
White	1450	18.5%	1515	19.7%	1555	18.6%	1319	16.8%	1292	16.0%
Other Groups	200	2.5%	194	2.5%	140	1.7%	153	1.9%	283	3.5%
Grand Total	7845	100.0%	7708	100.0%	8368	100.0%	7863	100.0%	8086	100.0%



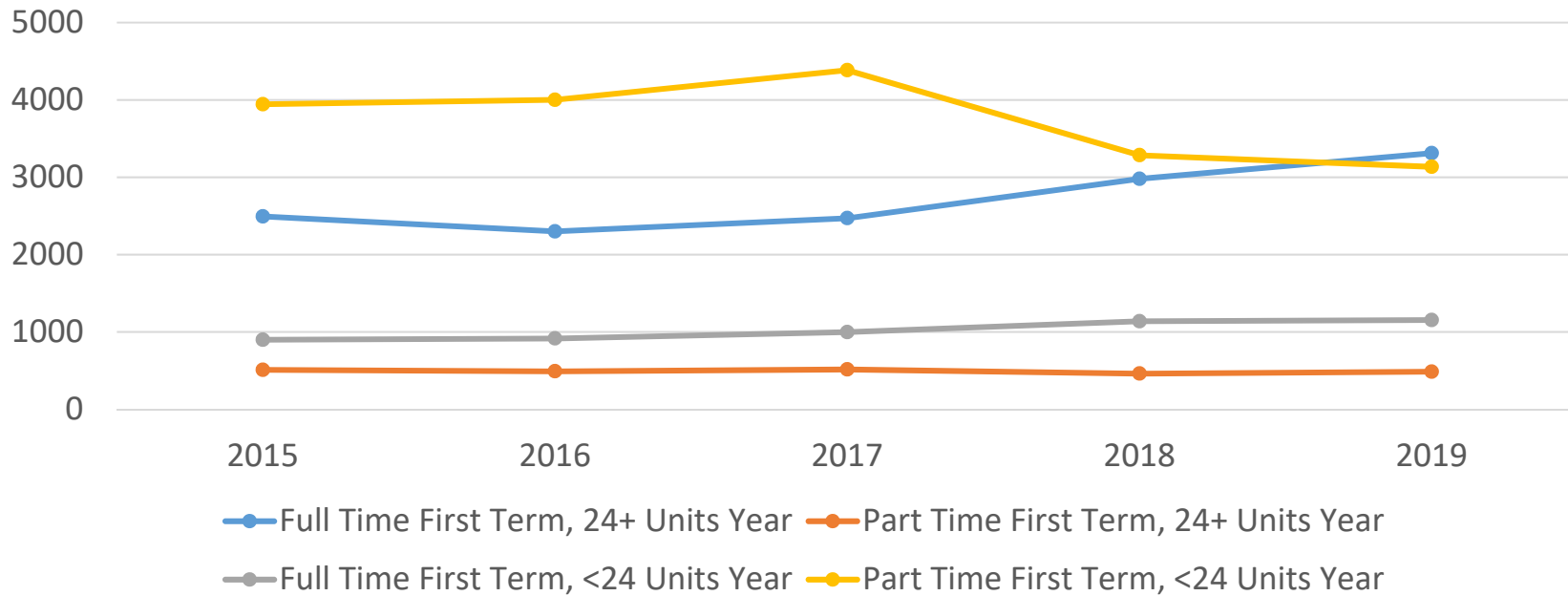
First Time Freshman by Full-Time Status Districtwide



	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full-Time	3392	43.2%	3216	41.7%	3469	41.5%	4117	52.4%	4465	55.2%
Part-Time	4453	56.8%	4492	58.3%	4899	58.5%	3746	47.6%	3621	44.8%
Grand Total	7845	100.0%	7708	100.0%	8368	100.0%	7863	100.0%	8086	100.0%



First Time Freshman by First Term Status Districtwide



	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full Time First Term, 24+ Units Year	2493	31.8%	2300	29.8%	2471	29.5%	2979	37.9%	3311	40.9%
Part Time First Term, 24+ Units Year	510	6.5%	491	6.4%	515	6.2%	461	5.9%	486	6.0%
Full Time First Term, <24 Units Year	899	11.5%	916	11.9%	998	11.9%	1138	14.5%	1154	14.3%
Part Time First Term, <24 Units Year	3943	50.3%	4001	51.9%	4384	52.4%	3285	41.8%	3135	38.8%
Grand Total	7845	100.0%	7708	100.0%	8368	100.0%	7863	100.0%	8086	100.0%

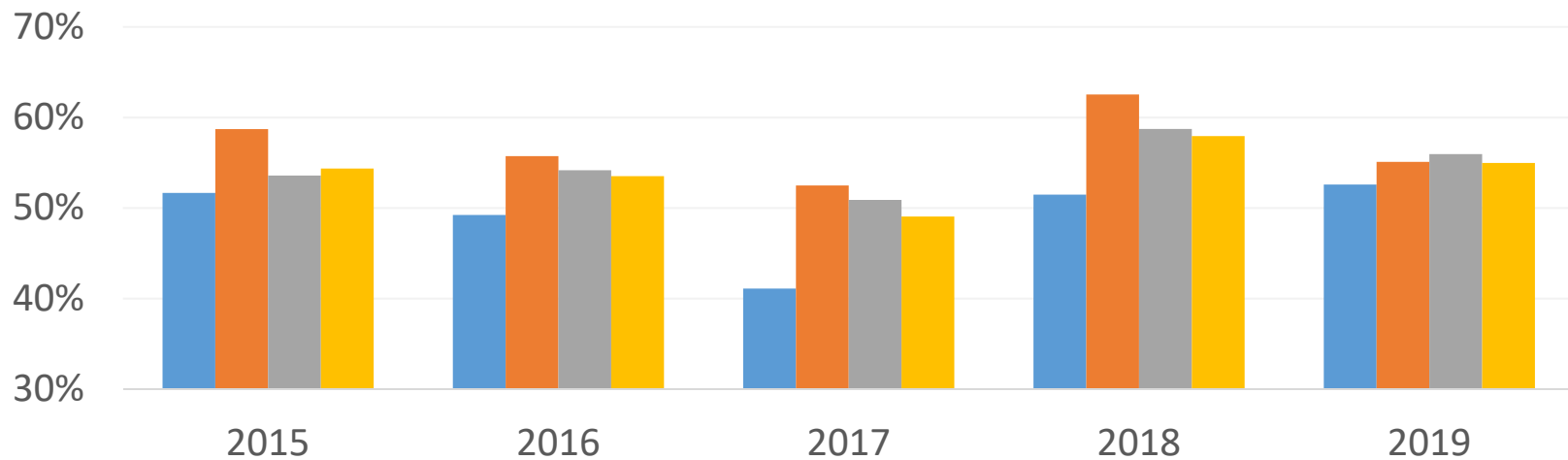


Guided Pathway Momentum Points

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- 2. First to Third Semester Persistence**
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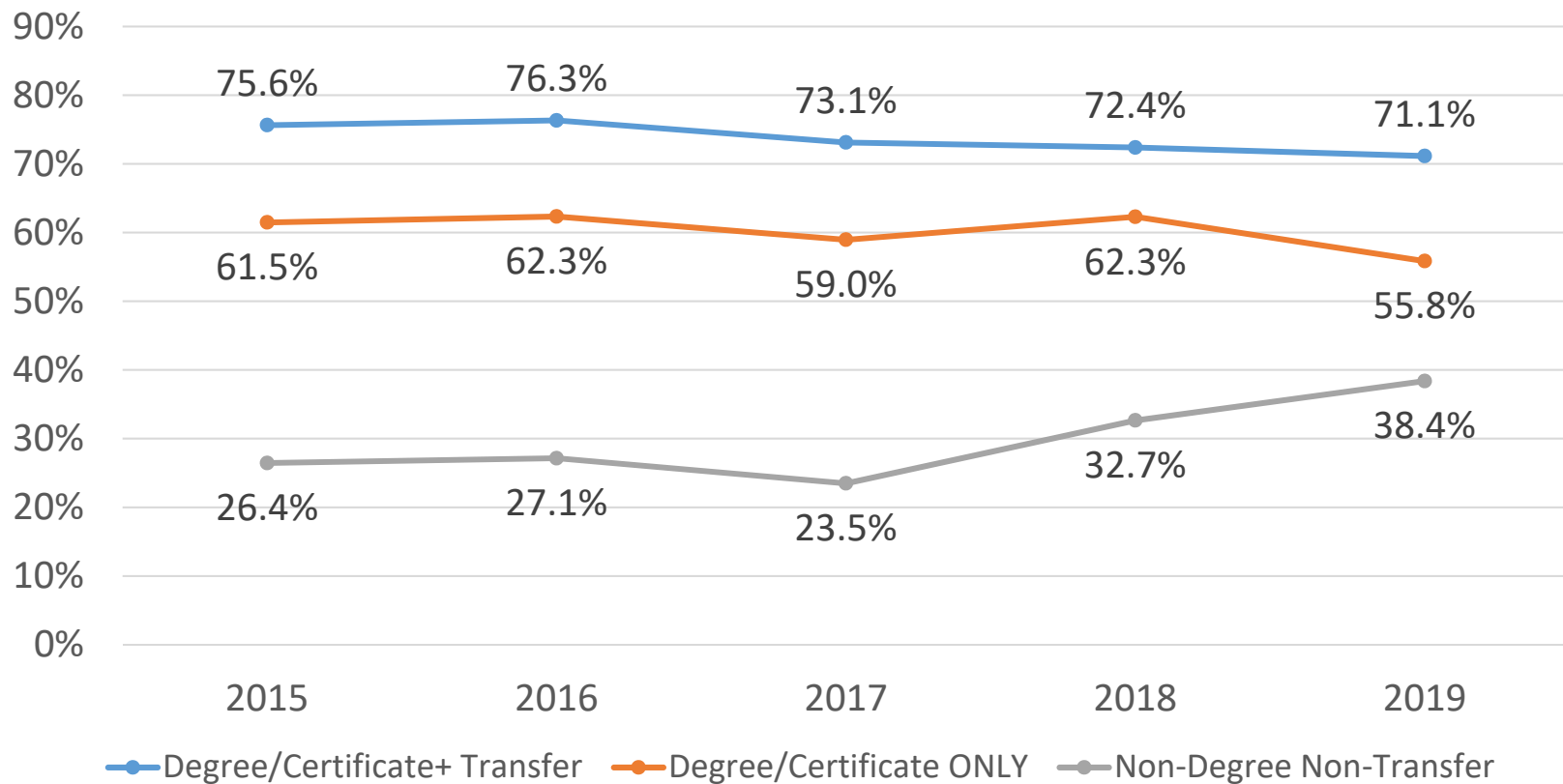
First-Time Freshmen Fall to Fall Persistence by Cohort



Home College	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
MVC	827	51.7%	781	49.2%	773	41.1%	895	51.5%	1005	52.6%
NC	1039	58.7%	989	55.7%	982	52.5%	1043	62.5%	975	55.1%
RCC	2397	53.6%	2354	54.2%	2349	50.9%	2617	58.7%	2464	55.9%
District	4263	54.3%	4124	53.5%	4104	49.0%	4555	57.9%	4444	55.0%



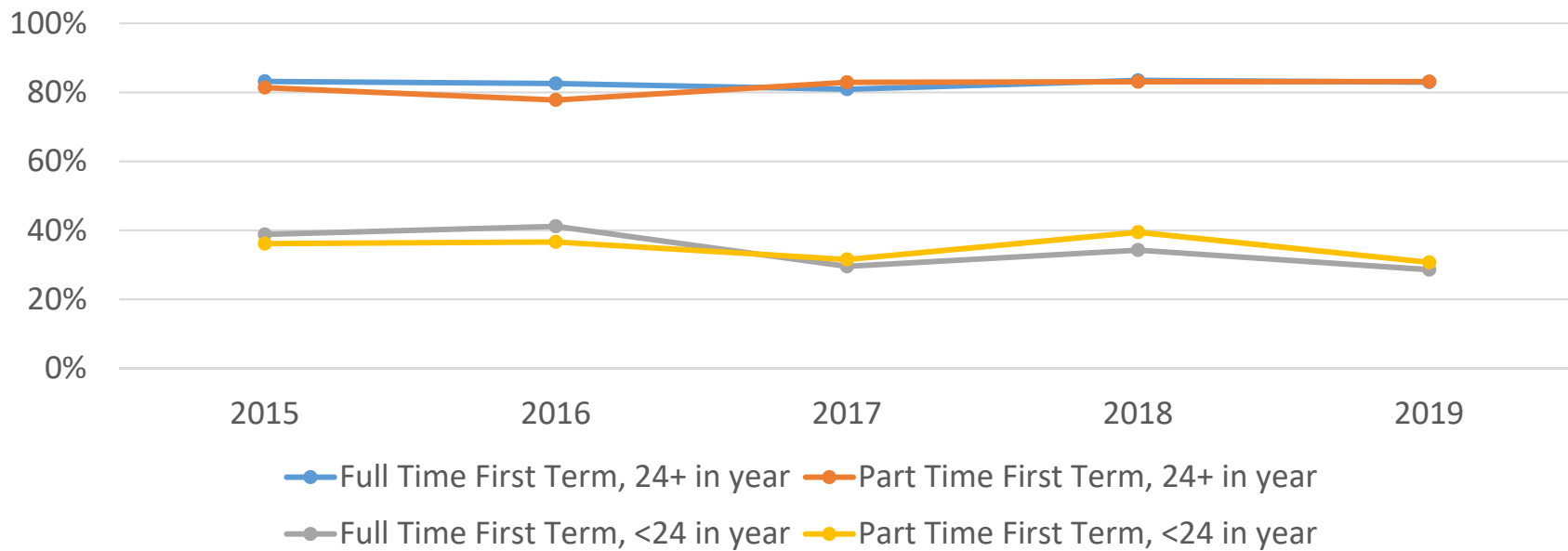
First-Time Freshmen Fall to Fall Persistence by Cohort and by Educational Goals, Districtwide



Note: Non-Degree, Non-Transfer includes educational goals of job advancement, educational development, 4 year cross-enrolled and not reported.



First-Time Freshmen Fall to Fall Persistence by First Term Status, Districtwide



	2015	2016	2017	2018	2019
Full Time First Term, 24+ in year	83.2%	82.6%	80.9%	83.5%	83.0%
Part Time First Term, 24+ in year	81.4%	77.8%	82.9%	83.1%	83.1%
Full Time First Term, <24 in year	38.8%	41.2%	29.6%	34.3%	28.6%
Part Time First Term, <24 in year	36.1%	36.6%	31.5%	39.5%	30.7%



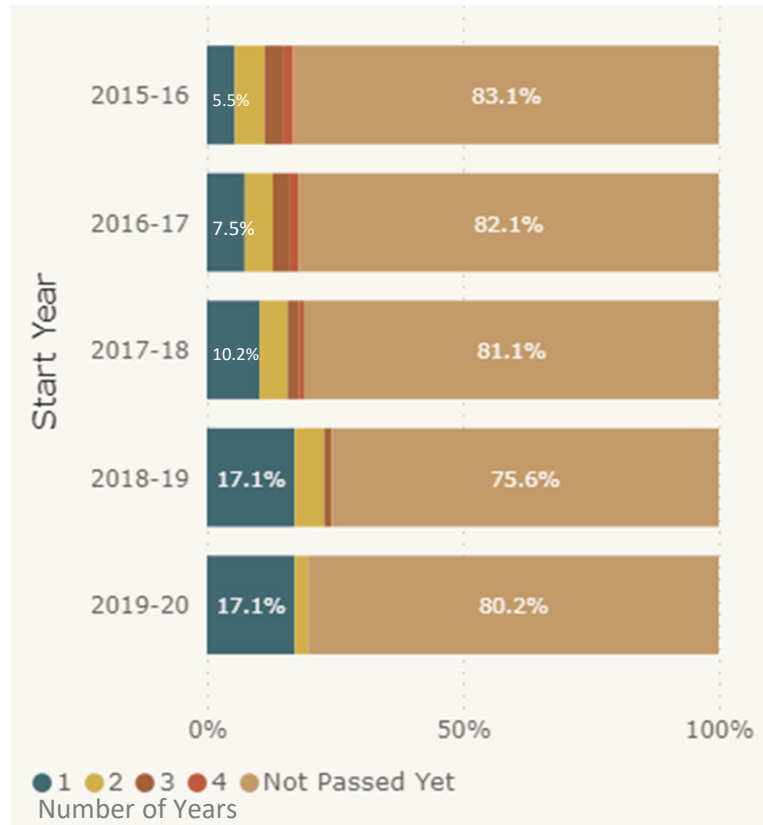
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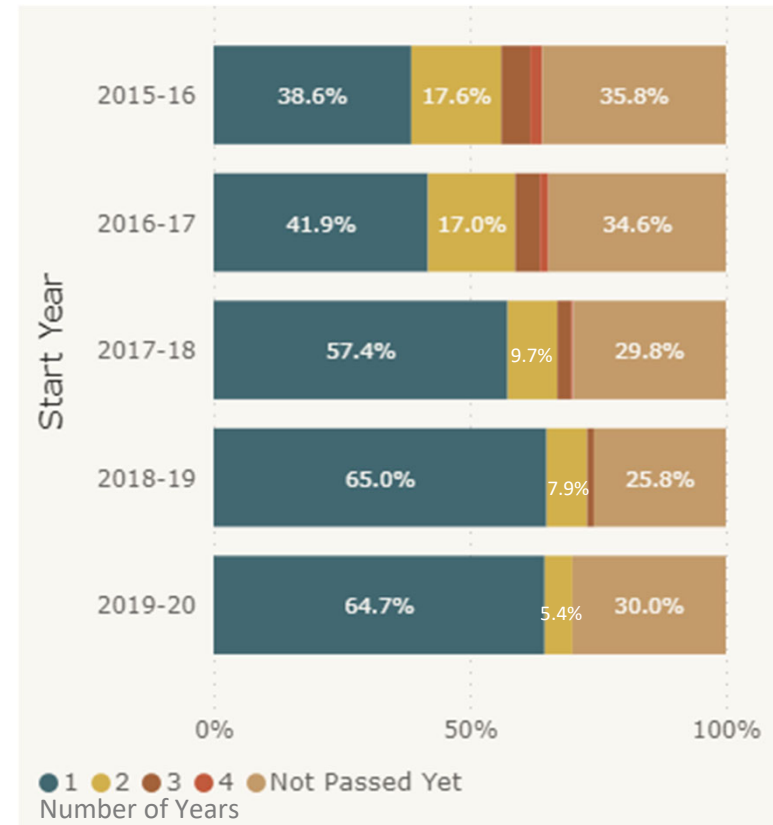


First-Time Freshmen (FTF) Transfer Level English Pass Rates by Full- and Part-Time Status, Districtwide

FTF Part-Time Status
(attempting less than 24 units in YR1)



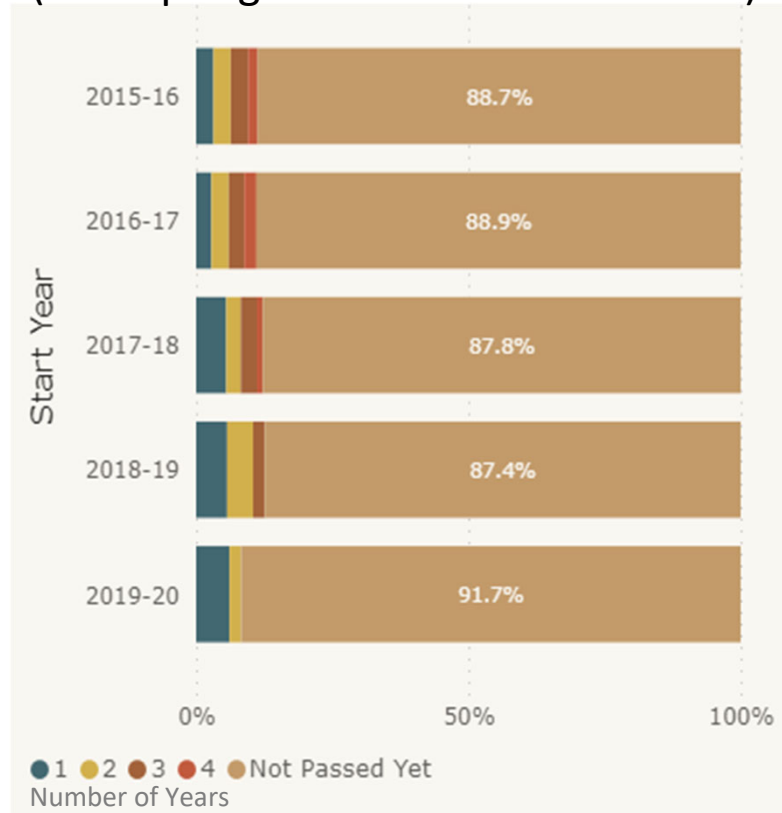
FTF Full-Time Status
(attempting 24+ units in YR1)



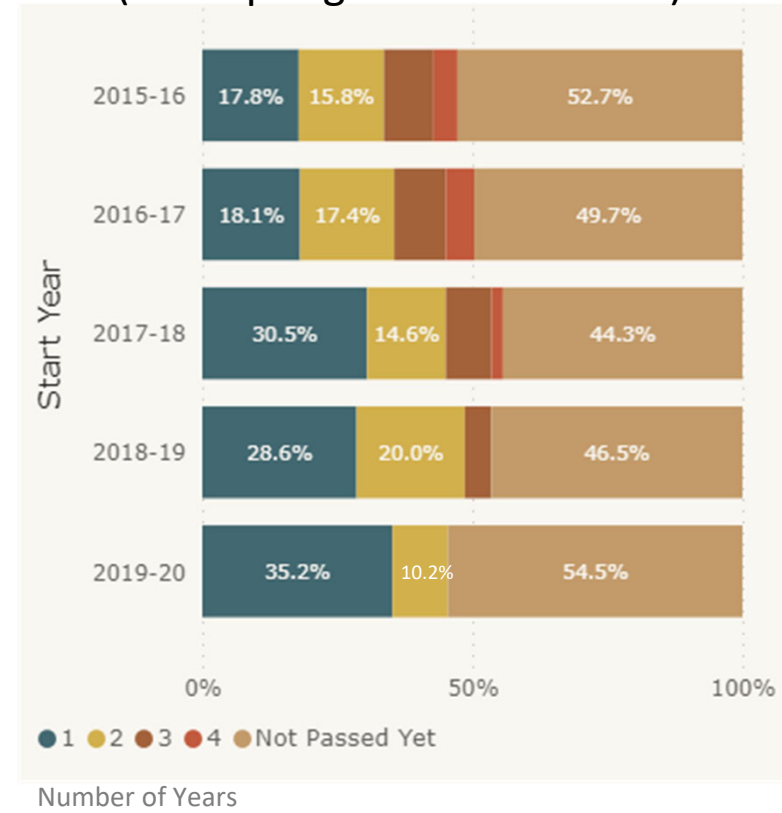


First-Time Freshmen (FTF) Transfer Level Math Pass Rates by Full- and Part-Time Status, Districtwide

FTF Part-Time Status
(attempting less than 24 units in YR1)



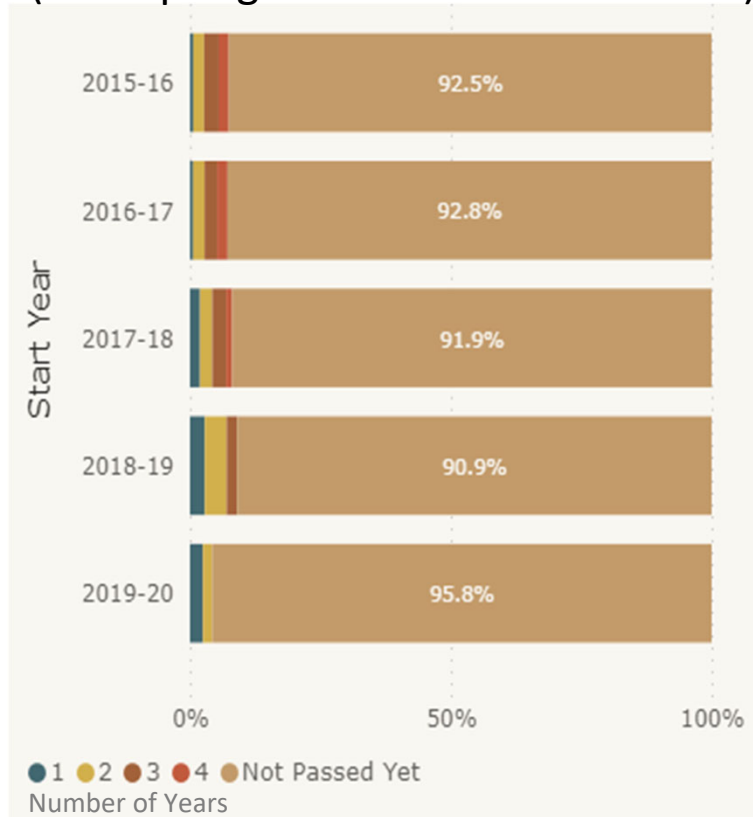
FTF Full-Time Status
(attempting 24+ units in YR1)



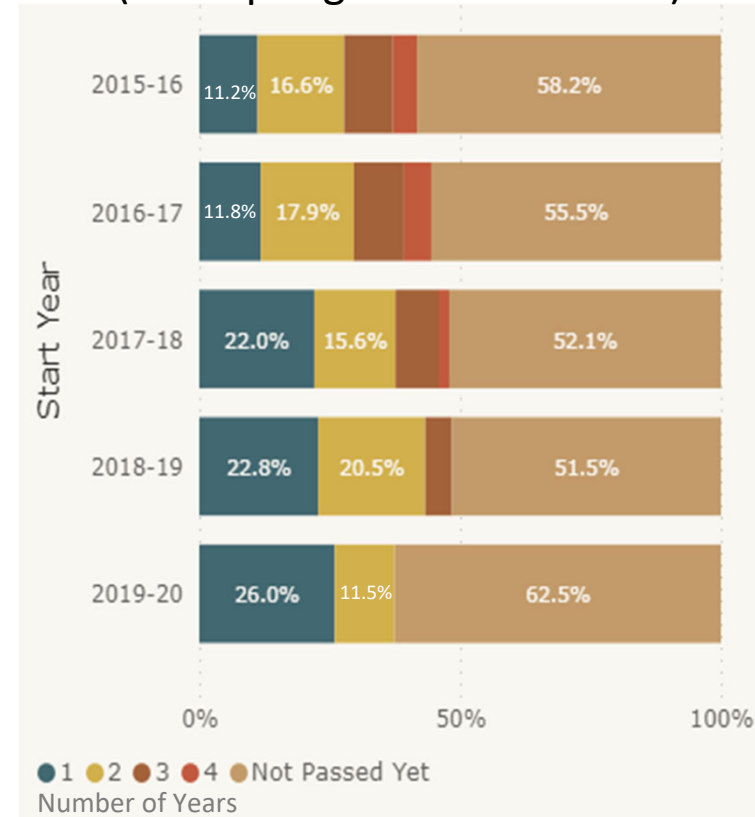


First-Time Freshmen (FTF) Transfer Level English and Math Pass Rates by Full- and Part-Time Status, Districtwide

FTF Part-Time Status
(attempting less than 24 units in YR1)



FTF Full-Time Status
(attempting 24+ units in YR1)



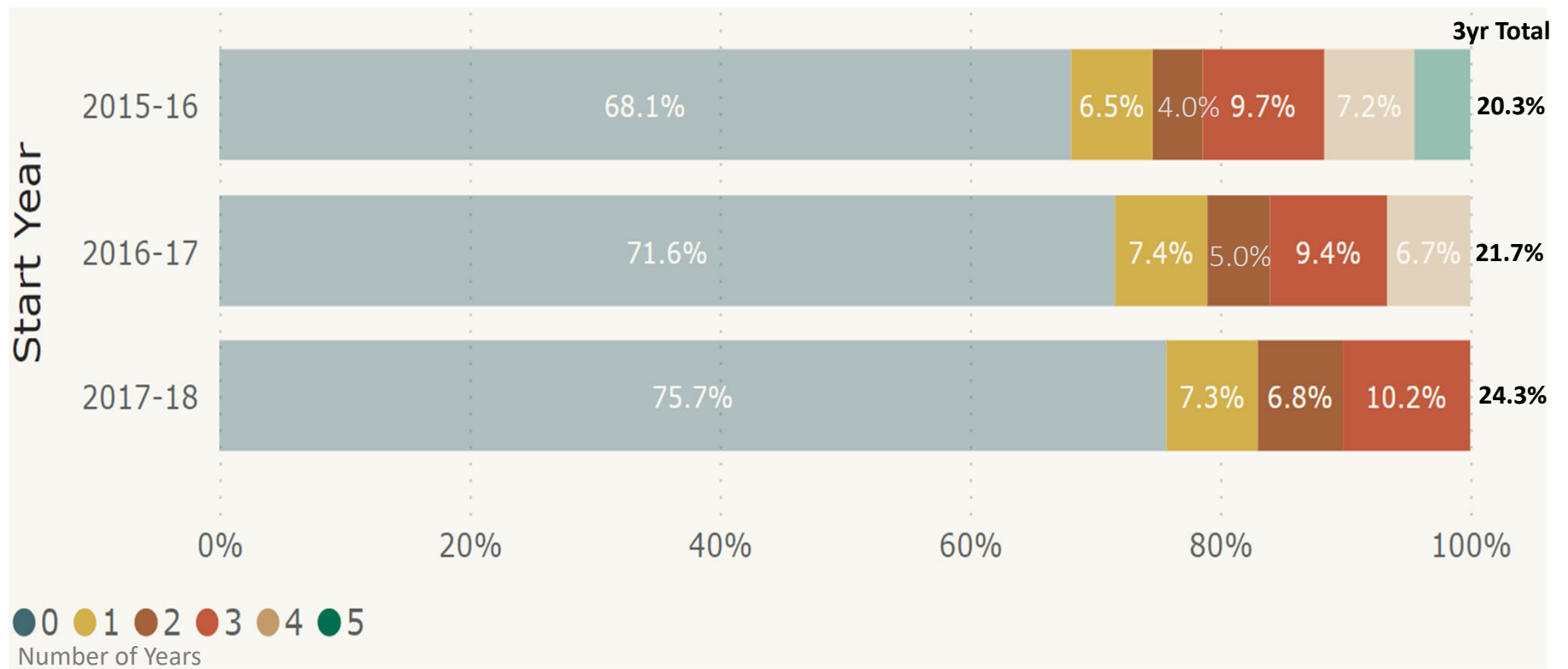


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3-Year Completion Totals by Degree, Certificate and Transfer, Districtwide





Guided Pathways Implementing to Full Scale 2020-2021

Moreno Valley College, Prof. Deanna Murrell
Moreno Valley College, Ms. Nkeiru (Nk) Nkwocha
Norco College, Prof. Melissa Bader
Norco College, Dr. Tenisha James
Riverside City College, Dr. Monique Greene
Riverside City College, Ms. Sydni Marquardt
District, Dr. Jeannie Kim

Agenda

- Guided Pathways Implementation at Full Scale Overview
- Moreno Valley College, Highlights and Challenges
- Norco College, Highlights and Challenges
- Riverside City College, Highlights and Challenges
- District Opportunities for Scaling Collaboration



Moreno Valley College

MVC Student Engagement Centers


Home

MVC Student Support Hub

Online Student Readiness Tutorials


Students: Canvas Intro, How to get HELP & more!

Wellness Central




Moreno Valley College Student Engagement Centers

MVC Student Engagement Centers




STEM

[Science, Technology, Engineering, and Math Center](#)




BHHS

[Business, Health, and Human Services Center](#)




VPA

[Visual and Performing Arts Center](#)




PS

[Public Safety Center](#)



CEWL

[Communications, English, and World Languages Center](#)



HEBSS

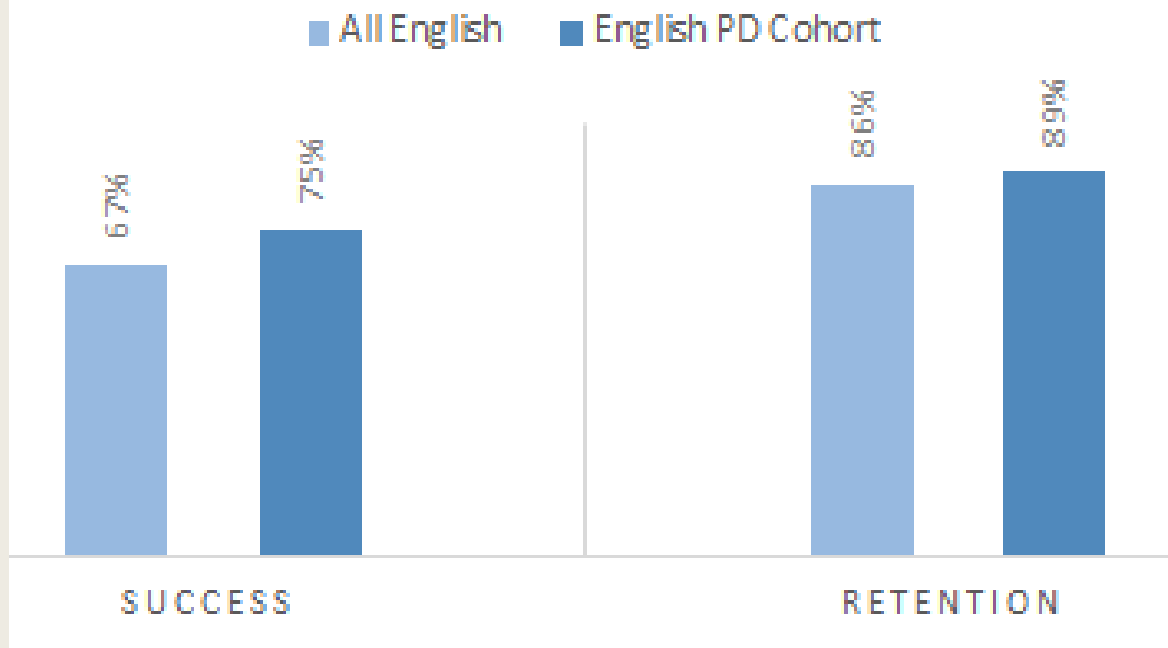
[Humanities, Education, Behavioral, and Social Sciences Center](#)

Moreno Valley College: Highlight #1

MVC Engagement Centers

- Student Success Teams assigned
- High contact points developed
- Canvas Hubs are now available for each Engagement Center
- Webpages Updated
 - [Fields of Interest](#)
 - [Schools](#)
- Physical spaces identified

SUCCESS AND RETENTION: DISCIPLINE AVERAGE VS. PD COHORT FA19



Moreno Valley College: Highlight #2

Teaching Matters

- Scale professional learning and communities of practice
- Increase student success, retention, and equity
- Integration of data coaching and professional development
- Ensure alignment across Student Equity and Achievement, Guided Pathways, and Institutional Effectiveness Partnership Initiative to scale practices

ABIGAIL DE HAY

Contact

Connect on LinkedIn

Home

Writing Samples

Projects

About Me

Digital Art Portfolio

Contact

Crowdsourcing Initiative - 2020 Popular Culture: Commodification of American Values in Advertisements

The year 2020 has been a year full of surprises, most of which I became aware of through social media or through advertisements and campaigns during Hulu's commercial breaks. This so-far eight-month-long pandemic has challenged previous notions of capitalism through political movements, such as the Black Lives Matter (BLM) movement which has inspired corporations to become more inclusive - not for the sake of *being* inclusive, but with the intention of *marketing* to consumers who believe that brands should be more inclusive. In essence, during this politically-charged year (and during a pandemic), corporations have begun commodifying values in order to sell their products.

Nkeiru Nkwocha

Home · About · Contact Me

Home



Hello there! My name is Nkeiru, but many also call me Nk ("en-kay").
Welcome to my ePortfolio!

I've used this space to highlight some my favorite works and fruitful experiences throughout my academic career. I invite you to take a look into some of the most defining projects on my journey through academia. I hope you enjoy exploring these snippets and learning a little about me in the process! I look forward to possibly connecting with you in the future.

Moreno Valley College: Highlight #3

Student E-Portfolios

- Alignment with transfer and labor market
- Document and showcase skills, talents and abilities
- Recommended tool is currently Google Sites which is free for students

Moreno Valley College: Challenges

- Integrating Guided Pathways into existing participatory governance structure
- Funding and Personnel to fully staff engagement centers





Norco College

Norco College: Highlight #1

Guided Onboarding

A holistic approach:



Focuses on student development and learning



Addresses their individual needs



Meets students where they are



Leverages their strengths

The screenshot shows a web browser window with the URL <https://launch.comevo.com/norcollege/2466/-/pub/Page/51102/102756/1/3>. The page is titled "NEW STUDENT ORIENTATION" and features the Norco College logo. A sidebar menu on the left lists various services, with "Student Support Services" highlighted. The main content area displays the "Student Support Services Survey" with the following text: "As you learned, Norco College provides a multitude of student services to support you throughout your college journey. It is important to us that your basic needs are met so you can fully focus on being successful in your education. Your answers to the following questions will help us connect you with various student service programs for which you may be eligible." Below this, there is a question: "I would like to speak to someone about the following support services (mark all that apply):" followed by four options with checkboxes: "Employment (Do you need assistance with finding employment that works with your school schedule?)", "Health and Wellness (Do you have concerns about your personal health, such as physical, emotional, eating/sleeping, relationships, anxiety, depression, alcohol/drugs, etc.?)", "Food (Do you struggle to feed yourself and/or your family?)", and "Housing (Do you have unstable living situations?)".

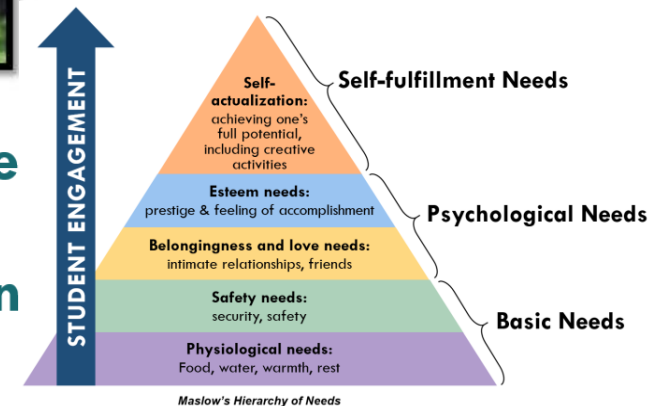
SUPPORT SURVEYS

Academic Planning
Career Planning
Financial Planning

Community Connections

Student Support

An approach designed to provide all students with the type and intensity of support they need to identify and select the best pathway to achieve their education and career goals.



Student Voice



Saeed Ahmad

Ahmad graduated from Norco College in 2018 with an associates degree in psychology and transferred to UCLA.

"I owe a lot to Norco College and I have absolutely no regrets, just gratitude," Ahmad said.

Academic Programs in Psychology

The academic maps below will give you an idea of the classes you need to take. However, please meet with a counselor to personalize your education plan.

School Trailhead for Social & Behavioral Sciences Suggested Initial Coursework	TRAILHEAD
Associate of Arts (AA) Degree - Area of Emphasis (AOE) in Social & Behavioral Sciences - CSU Pathway	MAP
Psychology for Transfer (ADT) - Pathways for Transfer to a CSU or UC School	MAP

Additional Resources

What can I do with this major? (Psychology)	INFO
Riverside Community College District General Education (RCCD GE) Requirements (PLAN A)	INFO
California State University General Education (CSU GE) Requirements (PLAN B) For students who would like to transfer to a campus in the California State University (CSU) system	INFO
Intersegmental General Education Transfer Curriculum (IGETC) Requirements (PLAN C) For students who would like to transfer to a campus in either the California State University (CSU) or University of California (UC) system	INFO

Norco Highlight #2 Pathway Updates

Updated Pathways

CSU and UCR specific; success checklist

Updated Website

Student Voice for each pathway. Clear additional resource messaging with career and success focus.

NORCO COLLEGE

SCHOOL OF Social & Behavioral Sciences

See a Counselor for Your Personalized Educational Plan!
Schedule your counseling appointment online at
www.norcolleage.edu/services/counseling

2020-21 PSYCHOLOGY

AA-T PSYCHOLOGY
Pathways for Transfer
(CSUGE) NAA566 / (IGETC) NAA568

REQUIRED COURSES (19 - 20 units)	UNITS
PSY-1/1H General Psychology/Honors	3
PSY-2 Biological Psychology	3
PSY-9 Developmental Psychology	3
PSY-50 Research Methods in Psychology	4
PSY-48/SOC-48 Statistics for Behavioral Sciences	3
OR	
MAT-12/12H Statistics/Honors	4
LIST A Select ONE course from below	3
LIST A : Select ONE course below (3 units)	UNITS
PSY-8 Intro to Social Psychology	3
PSY-33 Theories of Personality	3
PSY-35 Abnormal Psychology	3

This academic plan includes major coursework and recommended general education requirements for transfer. *Transfer requirements vary based on institution.* Please see a counselor to develop your personal educational plan and determine appropriate work/life/school balance.

TERM 1			
CSUSB/CPP		UCR	
COURSE	UNITS	COURSE	UNITS
PSY 1	3	PSY 1	3
ENG 1A	4	ENG 1A	4
MAT 12	4	PSY/SOC 48 or MAT 12	3-4
GUI 47	3	GUI 47	3
LIB 1	1	LIB 1	1
Total Units	15	Total Units	14-15

First Term To-Do List	
Submit official high school transcripts and AP/IB/CLEP exam scores	
Visit Engagement Center (ST 107)	
Meet with a counselor to personalize your EduNav plan and to determine if you have already met the IGETC foreign language requirement through high school coursework	
Register for ILA-800 each term to receive FREE tutoring	

TERM 2			
COURSE	UNITS	COURSE	UNITS
PSY 9	3	PSY 9	3
COM 1, 6 or 9	3	COM 1, 6 or 9	3
ENG 1B	4	ENG 1B	4
GEG 1 & 1L	4	MAT 10/5/1A	4
Elective List A	3	Elective List A	3
Total Units	17	Total Units	17

Second Term To-Do List	
Visit the Career Center (2nd floor of CSS)	
Meet with a Mustang Mentor	
Get involved in Psi Beta or other student organizations	
Look for internship, research or volunteer opportunities in your field (s) of interest	

TERM 3			
COURSE	UNITS	COURSE	UNITS
PSY 50	4	PSY 50	4
HIS 6, 7, 14, 31 or 34	3	GEG 1 & 1L	4
ADI 1, 3 or 9	3	ADI 1, 3 or 9	3
PHI 19, 33, 10 or 12	3	PHI 19, 33, 10 or 12	3
Total Units	13	Total Units	14

Third Term To-Do List	
Meet with a counselor to verify your transfer status	
Attend Transfer Fair , transfer workshops and meet with university reps	
Submit transfer applications (ask about UC TAG)	
Complete EARS before march 2nd (include all transfer institutions that you applied to)	

TERM 4			
COURSE	UNITS	COURSE	UNITS
PSY 2	3	PSY 2	3
POL 1	3	POL 1	3
CSUGE AREA C1	3	IGETC AREA 3A	3
ANY SOC CLASS	3	HIS 6, 7, 14, 31 or 34	3
HUM 18 or 16	3	IGETC LOTE	5
Total Units	15	Total Units	17

Fourth Term To-Do List	
Submit Degree Applications via WebAdvisor	
Complete transfer application updates	
Finish strong and order final transcripts for your transfer institution along with CSUGE or IGETC certification	

Norco Highlight

#3 GP & Equity Project Teams

The Norco College Guided Pathways Leads are inviting applicants to apply to serve on one of the Guided Pathways and Equity Project Teams:

Equity Data: Analysis & Coaching

The collection, examination, coaching, and distribution of comprehensive disaggregated data in order to inform and influence educational practices in and out of the classroom.

Faculty Advising

Campus wide faculty mentoring across all programs and schools, with an intense focus on successfully supporting students through gateway courses through integrated academic and support services.

Program to Career Connections

Evaluation of student and program learning outcomes with employment outcomes through projects, internships, co-ops, service learning, and other activities designed for students to deepen and apply skills.

Career Counseling and Coaching

Implementation of structured, research-based practices to assist students in exploring, understanding, and pursuing informed career decisions through coaching, counseling, and mentoring.

Cultural Competency

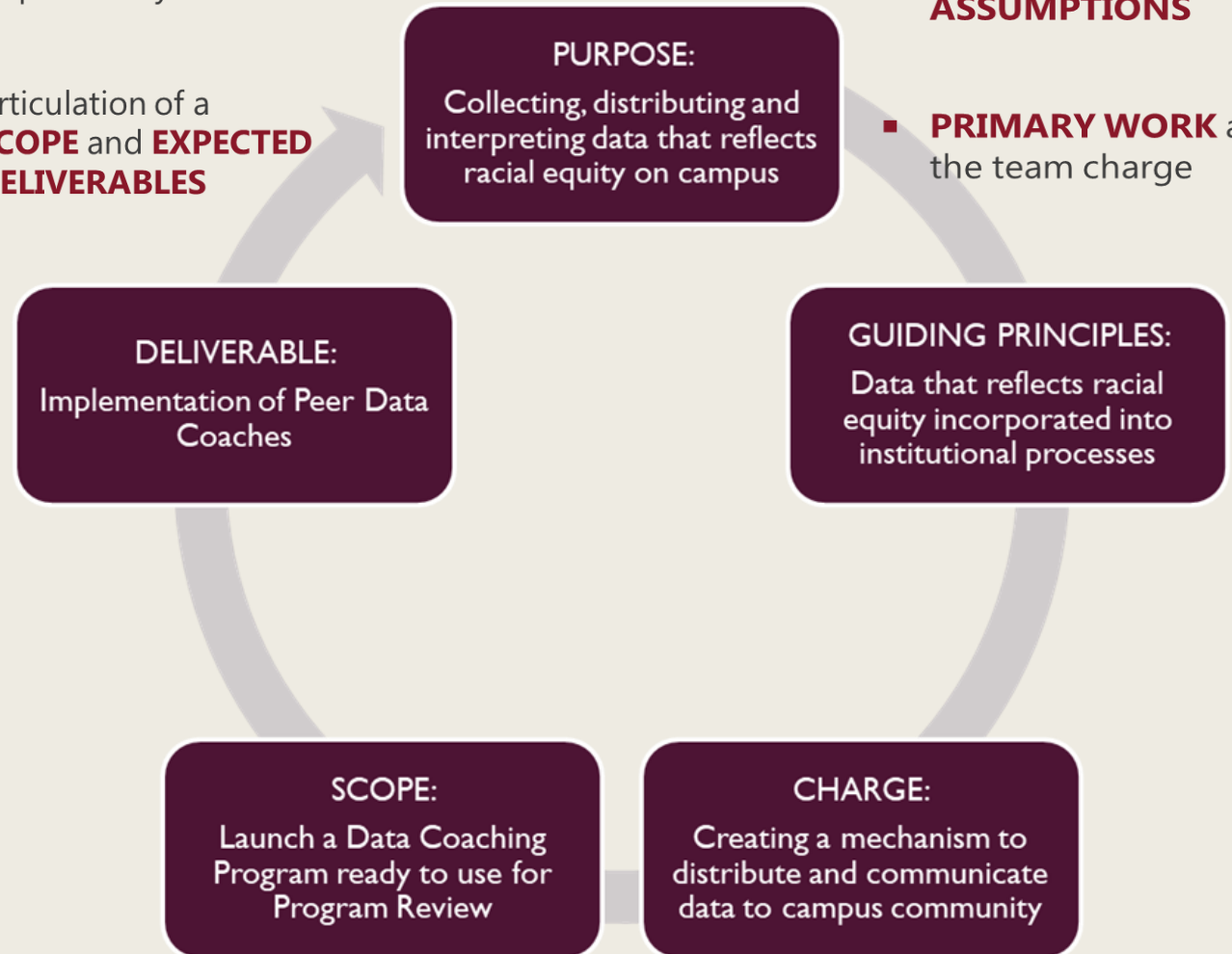
Increase the cultural competency of ALL staff and faculty, in and out of the classroom, in order to address unconscious bias and systemic racism, and create a culture of anti-racist, equity minded practices, teaching and counseling.

Project Teams:

4-6 member teams, including an Administrator, the Faculty Coordinator, a Classified Professional, and a Student (Student Government)

EQUITY DATA & COACHING PROJECT TEAM

- Focused on a specific **PURPOSE**, overall responsibility
- Identification of **GUIDING PRINCIPLES** and **ASSUMPTIONS**
- Articulation of a **SCOPE** and **EXPECTED DELIVERABLES**
- **PRIMARY WORK** as the team charge





Norco College: Challenges

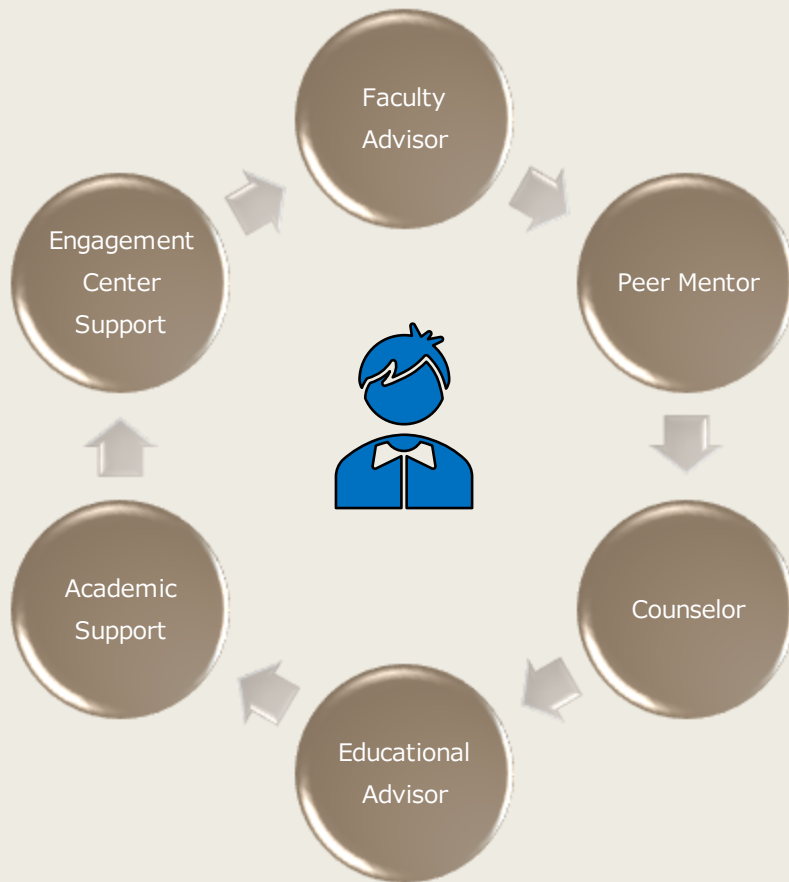
Scaling Guided Pathways

- ✓ Not waiting on technology solutions.
- ✓ Expanding the relationship between the engagement centers and schools in the virtual and live environments
- ✓ Making time and space for continuous/integrated improvements.
- ✓ Expanding Equity and Pillar IV Activities/Practices



Riverside City College

Riverside City College: Highlight #1



Strengthening Collaboration and Communication within Student Success Teams

- Continued professional development around how to effectively utilize pathway data and intentional outreach to support students
- Developing a community of practice to identify best practices for creating a sense of belonging for students within pathways
- Streamlining engagement activities and events to increase participation and awareness

Riverside City College: Highlight #2

Student Voice Project (Funded by the Student Engagement Innovation Grant and additional Institutional Funds)

- Incorporated Student Voice into the Strategic Planning Process by hiring a group of students (Guided Pathways Student Ambassadors) that actively participate in committee and leadership council meetings.
- GPS Ambassadors developed a project called the "Start Strong, Finish Strong: Grit Campaign" intentionally targeting student interaction and support throughout the semester.
- Currently tracking communication efforts that students receive via email, text and phone to help institute a communication plan at the college.

START STRONG
HOW TO BE A SUCCESSFUL
ONLINE LEARNER

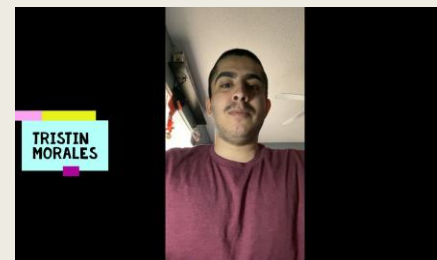
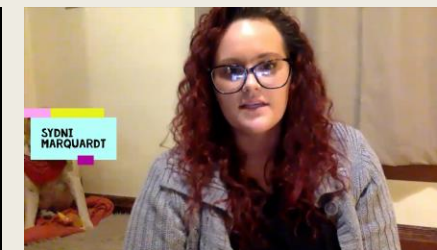
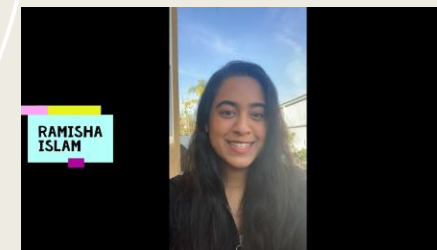
- Identify semester goals and priorities
- Read the class syllabus thoroughly
- Create balance between work, life, and school
- Meet with a counselor and ask about student support resources
- Stay active in your courses and stay connected with your professor and peers
- Take care of your mental health

Online Learning at times may be challenging, from one RCC Tiger to another, we are here to support you! Start Strong, Finish Strong!

Get Focused, Stay Focused
Mid Semester Survival Guide

- Meet with your professor during Office Hours
- Make a Tutoring Appointment for help
- Create Study Groups with Peers
- Set goals and create a check list
- Minimize Distractions & Interruptions
- Get Plenty of Sleep

We are here to support you! Start Strong, Finish Strong!



Riverside City College: Highlight #3

Development of the Guided Pathways Plan

- Plan intentionally developed to align and be inclusive of the student equity and professional development plans
- Highlights anti-racist and equity minded approaches to Guided Pathways implementation and addresses the 10 pt. plan developed by SDSU which addresses how to support the black community, dismantle anti-black and racist practices/policies in education and ultimately provides suggestions on how to increase black success rates.
- The plan specifically calls out departments, disciplines, committees and positions to complete tasks within a given timeline to support the scaling of Guided Pathways



RIVERSIDE CITY COLLEGE

Guided Pathways Plan 2020-2022

Committed to Closing Opportunity and Equity Gaps and Increasing Student Success

REFLECTION

Riverside City College (RCC) is committed to supporting the diversity of its students and communities. We want to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency group – from hiring practices, to committee appointments, to the inclusion and acceptance of all individuals. This work must include those marginalized by race and ethnicity, as well as by gender, sexual orientation, age, immigration and citizenship status, socioeconomic class, learning abilities, religion and more. As we continue to move forward in addressing racial and social inequities, we must also acknowledge all of the ways inequity shows up at our institution.

The goal of this plan is to recognize and acknowledge practices that are working well, and address and fix the practices that keep us paralyzed and stagnant in our student success metrics. It is essential that Riverside City College break down barriers, build a sense of belonging and community for all students and engage in crucial conversations that promote the goal of being an anti-racist, anti-sexist, multi-cultural institution that eliminates deficit thinking and encourages restorative practices. We recognize that students' experiences at RCC may vary depending on the demographic of the student, however it should not be by luck that the support and engagement necessary to keep them on track and successfully complete their educational goals.

This plan will serve as the foundation for Riverside City College redesign through the implementation of the plan but will also serve as a mechanism to embrace and instill equity and inclusion in everything that RCC does. This plan was developed with the understanding that the implementation process there may be emergent circumstances and challenges, but our commitment and goals to equity and

Riverside City College: Challenges

Engagement

- Capitalizing on the development of innovative online engagement strategies that have been implemented through the pandemic (What has promises of increasing student success after the pandemic?)
- Co-Curricular Activities and Experiential Learning Opportunities for all students across programs

Scaling Guided Pathways

- Identifying scalable High Impact Practices that move the needle
- Visionary direction and forward planning/funding of positions to scale support for all students



District Opportunities for Guided Pathways Collaboration

- Summer Math Academy to increase Completion of Transfer Level math within the First Year
 - District Equity Trainings
 - Unified approach to onboarding students into the district
 - Holistic Student Survey/ Informed Decision-Making Process
 - Online Orientation Alignment
 - College Developed & Led - Districtwide Participation
- Ex: MVC Teaching Matters, RCC Equity Practice, NC Informed Decision-making Framework*



Thank You

Questions?