



Short-Term Action Plan Pathways Institute #6 Equity Through Pathways

Institution Name: _____

Part I: Grounding Equity Through Pathways Work at Your College

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #1 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Friday, October 4, 2019.

Guiding Questions	College Responses to Guiding Questions
<p>1. Have each team member share a personal story that (a) grounds their perspective on equity work at the college, or (b) highlights the need for advancing the mission of equity for the students at your college. These stories could be personal, about a family member, or a student at the college. Identify 3-4 themes that connect these stories.</p>	<ul style="list-style-type: none"> • Empathy • Race/Ethnicity • Personal Experiences that forced us to conform to the beliefs that people had about us • Privilege or lack thereof
<p>2. Refer to your college's CAGP Institute #6 advance work in the Notes/Observations section. For the various breakout analyses, which findings from these comparisons capture the team's attention/concern? Where do the data suggest that different groups of students are having different experiences?</p>	<ul style="list-style-type: none"> • An Advisor helping students set academic goals (36% of students disagreed that they had an advisor assist them) • Coming to class unprepared by not reading and/or completing assignments (54.3% of students have come to class unprepared in the 1st three weeks) • Discuss an assignment or grade with an instructor (52.1% have never discussed it with their professor) • 41.6% of our incoming students do not know that we have career counseling services • 70.5% did not know we had online tutoring available. • 62.3% of new students marked not applicable when asked about satisfaction of financial assistance advising





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	<ul style="list-style-type: none"> 85.9% of students are unaware of student organizations (clubs, engagement, or what an organization is?) 47% of our new students are not working! (How and where do we talk about the benefits of being full time? Being full tie with the appropriate courses that lead to full time?)

Part II: Designing Equity into Pathways and the Culture of Change

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #2 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
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California
Guided Pathways

**Pathways Institute #6
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How do we get agreement across the campus on what these concepts, and habits of student's minds are? Is it embedded in our strategic planning process? Is there a document that should be created, a message to be sent out?

This needs to be in the Strategic Plan with a concrete goal. What forces us to talk about this more. If students don't tell us what they need, how are we to really meet their need.

One of our goals must be Collaboration. Sharing ideas broadly around the college. WE NEED INSTIUTIONAL LEARNING OUTCOMES!

The language should be accessible to all students – it doesn't have to be always academic language. They should be vetted through Shared Governance. It will help us understand who we are and how we are doing. As well as be assessed through Assessment Committee...we must be transparent about the work that is being done.

ARC response—what skills and abilities are needed to move along the path are not just learning outcomes and an assumption that we have to instill these skills in them rather than helping them utilize capacities they already have.

What are the competencies around teaching and learning for faculty and staff to help create an environment where students can do this.

So key things to note is—creating community, connection, and acknowledging alternate forms of cultural capital that students bring.

We must have the conversations with the students.

How do we get people into the room to have these discussions? Especially in light that people have burn-out and we are flooding people with information and initiatives. We need to rethink how to motivate them differently.

How do we reach students at a personal and human level?

1. To what degree has your college obtained agreement on defined skills, concepts, and habits of mind students need to successfully move along a given pathway? Have you articulated these critical components and vetted them with students and campus employees? What professional development and coaching support are required?



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How do we engage more classified into these discussions?

It must be more than just equity for our students, but equity for our staff too. Create positions that promote the equity lens and can be champions in each area and help to promote the equity portion of what we do.

What about inserting the conversation at our existing structure?

We can insert it at every DLC, Deans, Classified, CSEA, Department meetings, Division Meetings. Leadership Committee meeting. We are purposeful about inserting this conversation in everything we do. Rather than them coming to us (which promotes burnout), we bring it to them. Really embed it in our conversations and our meetings.

Where do we identify Best Practices – a platform to showcase the good work we do.
What are the competencies that we need to develop that help students at their level, not just ours. We need to create a sense of community!

How do we create an environment for them. Every single student has the capacity to achieve their goals! We can provide what they need.

Strategies:

Communities of Practice: centered around equity and teaching and learning





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	<p>Teaching and Learning Coaches (trained with an Equity lens) and resources to help... consider Academic Freedom – we want to enhance your freedom with more opportunities. This is Coaching in the classroom, that is not apart of the evaluation process... Positive Culture shift!!</p> <p>Norco discussed using the RP Group Success Redefined – as a place to start and language that can be presented to faculty that is driven in data. Maybe more Pedagogy and Andragogy training for faculty.</p> <p>Talk about objectives and how to provide direct instruction, and how we do what we do – especially with the student perspective.</p> <p>Professional Development – CC faculty are content experts, but not experts in Pedagogy and Andragogy and direct instructional experience. We need to retrain our faculty – teacher training.</p>
<p>2. What strategies will your college put in place to support faculty and staff’s ability to collaborate with authenticity, trust, and shared power both within and between departments?</p>	<p>Identify current champions. Identify friends and allies.</p> <p>RCC is authentic if nothing else...we need to focus on broadening the trust and transparency.</p> <p>Transparency and Communication is KEY!</p> <p>Clearer messaging and expectations. What are your expectations of me, and what are my expectations of you?</p> <p>Facilitation of team members (faculty, staff, and administrators) to create “trust” containers of expectations across the campus/depts... There are unwritten policies and procedures that exist that may be biased or flawed or used when “necessary”. Which gives some positions a level of power to control an area how they want. These</p>





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	<p>unwritten rules need to be addressed to create transparency and authenticity.</p> <p>Lack of empowerment, lack of trust... We need champions... Management should lead these discussions to build up these teams. Building teams and understanding that people learn differently.</p> <p>Using the Guided Pathways Committee to facilitate conversations around trust building. Empowering each other and individual roles to carry out tasks on campus. It is not a hierarchy system, it is a shared governance system.</p> <p>Transparency in how are we using data? Data dumping without context, skills building without facilitation. By someone who is not in a position to be an overlord.</p> <p>Instead of being punitive, what is working well to help others who may be struggling?</p> <p>Best Practices: What are we doing with this data. There needs to be identified strategies for improvement and where to address it... "What am I supposed to do with this data?"</p> <p><u>STRATEGIES:</u> Host Pints and Drafts</p> <p>Review internal policies and procedures – why are we still using the rules we used 100 years ago.</p> <p>Identify for every pillar – what are the goals for each pillar?</p> <ul style="list-style-type: none"> • What is an annual target – something to be measured?
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	<ul style="list-style-type: none"> • Consider the resources for each...for a system wide change. • Team building exercises across the campus/ departments/ student success teams/ engagement centers/ management, etc...
<p>3. How will your college ensure ongoing opportunities to address and mitigate the impact of distrust by administrators, faculty, and staff, as well as the divide between faculty and student services, and the disruptive role played by dissenters?</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Embed themes into team meetings to create collaboration across campus. • College Presidents office Hours • Brown Bag Lunches provided through professional development committee?
<p>4. How will your college assess the components of your implementation model to determine what is effective, and thus who is or is not helped, how, when, etc.? Once you identify what is working, for whom, how, and when, how will you bring this to scale?</p>	<p>Good Question... Discussion needs to be had with a broader group and with the assessment committee.</p> <p>-Qualitative studies should be considered to collect student voices, quant data can only disclose so much. -Identified engagement centers on campus such as athletics, la casa and Ujima that are working in terms of providing supportive services to students when they need them. Scaling this model to all engagement centers.</p>

Part III: Integrating Equity into Guided Pathways Implementation

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL





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Guiding Questions	College Responses to Guiding Questions
<p>1. Identify 3-5 insights that team members gained from the breakout sessions.</p>	<ul style="list-style-type: none"> • <i>Alumni</i> stories (RCC +) , GRIT Campaign • Equity posters (multiple languages) • Syllabus review by students (equity mindedness) • Active recruitment for future leaders and administrators • Onboarding for new faculty and staff (professional development/ faculty curriculum) • Providing services to students after 4pm is a NECESSITY!
<p>2. Which of these issues reinforce efforts your college has already begun?</p>	<ul style="list-style-type: none"> • Started rewriting job descriptions with an equity lens • We do onboarding for faculty to provide resources and a sense of belonging for new faculty • Conversations Around Campaigns needed to show students we support them • Riverside Ready Campaign through CTE • Ongoing work on syllabi review, but no sustained training. Resources have been distributed. • Templates for welcome emails for new students sent by professor before start of class. • Resource directory in classrooms and around classroom • Onboarding for Classified staff with a handbook and workshops



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<p>3. Which of these issues causes you to rethink how your college is implementing a guided pathways-related strategy?</p>	<p>Continual Issues that Need to be Addressed:</p> <ul style="list-style-type: none"> • Access for students at night and weekends. • Supporting part time students through program completion/ cost of being part time vs full time. • Focus groups or surveys to see why are student's part vs full time. • We want students to ask us for help. We need to have resources and materials and signs that help guide students path. Signage is Needed! <ul style="list-style-type: none"> ○ Systemize the Ask Me Booth (ask me campaign) for first week. Expand hours, recruit college-wide for volunteers to man the booths. Provide each booth with a binder with information so each location has the same basic information but is customized as needed (i.e. Quad maps in Quad). Provide ask me stickers to everyone on campus. Ask staff down at Coil what their needs are. • We need to create a better way to own our students and identify who our students are by pathway. • Parking spaces for students during the first two weeks of courses • GRIT CAMPAIGN and other Encouraging Motivating campaigns (Grad Campaign, Transfer Application Campaign) at identified times throughout the year!



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<p>4. How could your college structure conversations on campus to celebrate equity strengths and highlight areas that need further work?</p>	<p>Using existing structures. Topics of intentional conversation about equity in each committee, meeting, council, department and division meetings.</p> <p>Where does Student Equity sit on the Council Structure? How do we communicate and involve the institution in the student equity work?</p> <p>If our implementation strategies can not answer the following question: How is this impacting the student experience? Then we need to evaluate the strategy. All of our strategies should address our mission, our goals and supporting our equity groups on campus in the redesign efforts.</p>

Part IV: Championing the Optimized Student Experience Under Guided Pathways and Next Steps

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL

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Guiding Questions	College Responses to Guiding Questions
<p>1. Think about the key guided pathways decisions in the <i>Key Decisions for Colleges Transforming the Student Experience Through Guided Pathways</i> document. Which key decisions do you feel your college has addressed effectively as you approach your rollout of version 1.0 in fall 2020?</p>	<p>Connection:</p> <ul style="list-style-type: none"> • Summer engagements by Student success teams • 1st semester they should be in the engagement centers • Changed agents (way to organize counseling and faculty advisors) <p>Entry:</p> <ul style="list-style-type: none"> • College level math and english • Trailheads and program maps developed • High percentage of comprehensive education plans completed for all students • Sense data- after first 4 weeks (baseline data- would like to follow up) <p>Progress/completion: Counseling curriculum to address 15/30/45 unit outreach support Email push for education plan completion/ intrusive counseling with group ed plan completion for specific pathways Transfer application workshops Transfer advising in the transfer center</p> <p>-non academic support services: As we connect with students intially at point of entry, are we gathering and assessing information and then pointing them in the right direction?</p> <p>-early alert: closing the loop (addressing students falling off the path) what more do we need to do? What does this look like? Who connects students to the services they need?</p> <p>-first week strategic plan: inclusion of all and assistance for students</p>





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<p>2. Consider the decisions in the document that are unaddressed or earlier in the planning process at your college. Which of these should you elevate to be integrated in your rollout of version 1.0? Which will you identify as decisions that you will address in a version 2.0 of GP in fall 2021 or beyond?</p>	<p>ITEMS identified that can be elevated for 1.0 rollout of GP:</p> <ul style="list-style-type: none"> -Early alert process and identifying who is responsible for students falling off of the path and what methods will we use to get them back on the path. -Career Exploration and filtering students into the correct path through out their first term <p>THINGS IDENTIFIED AS 2.0 ROLLOUT- FALL 2021 and Beyond!</p> <p>How will the college support students applying to jobs? Connecting students to their transfer institutions or into the workforce... What does that handoff look like? How can it be improved?</p> <p>Ensuring a smooth transition for transfer and gainful employment after a student has completed all of their coursework at RCC.</p> <p>Addressing how the college will build stronger relationships with employers to ensure an authentic feedback loop informs curriculum and program decisions (beyond CTE)</p>



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<p>3. Review the <i>Indicators that Your Students' Experience Has Been Transformed by Your Guided Pathways Reforms</i> document. What can you build in between now and the rollout to further optimize the student experience at all stages of their journey?</p>	<p>-Identify faculty researchers to create Four student focus groups that answer the qualitative questions about the redesign experience.</p> <p>-Also, Run the same data from the quantitative portion of the student experience and compare the quant results with the qual results. Use the findings to reevaluate our redesign process for 2.0 rollout.</p> <p>(See NCII Guided Pathways handout for Student Experience QUAL and QUANT questions)</p>
<p>4. Identify three equity issues/approaches/strategies discussed during the institute sessions that are of greatest interest to your college.</p>	<ul style="list-style-type: none"> • Embedding Student Equity Conversations in all that we do. Institutionalizing Student Equity work. • Building Capacity and an Environment of Trust, Continued Authenticity, Empowerment and Collaboration to move the GP work forward that will increase student success. • Continued Faculty Training and Coaching with an Equity Lens • Student Engagement and Student Voice to drive the work • Include students voice into the conversations
<p>5. Identify next steps after the institute on these three issues, with the goal of ensuring equity is at the center of your college's fall 2020 Guided Pathways 1.0 implementation.</p>	<ul style="list-style-type: none"> • Intentional Professional Development Opportunities for both faculty and staff which includes team building exercises • Developing Charges and purposes for SAS and TL Leadership Councils to own the work of GP as it relates to their perspective areas based on the work that needs to be completed. Creating shared language, vision, and expectations. • Connection: building connections for students from the time of entry until completion. Assessing students' needs during different times of their educational journey.