



Short-Term Action Plan Pathways Institute #1 Transformational Leadership for Guided Pathways

Institution Name: **Riverside City College**

Part I-a: Using KPI Data to Understand and Monitor Student Progress

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete and review the accompanying Excel workbook for reporting KPIs. Then discuss the following questions as a team and enter your team responses prior to the institute. **Submit this completed sheet to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by September 1, 2017.**

To be reviewed and augmented during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions –
<p>1. After examining our data, what one or two specific student outcomes concern the team the most? Why?</p>	<p>Looking at the data provided, RCC thinks there is a possibility that the Math and English numbers are transposed.</p> <p>Attempted 30+ units in year 1 was very low. RCC would like students to not only attempt but successfully complete these in 1 year.</p> <p>CA Guided Pathways metrics are measuring all first-time freshmen. We need to disaggregate the populations to better understand the patterns.</p> <p>How many of these full-time students are on a contract pathway? How many are part of our Promise cohort. As we track these students (and the full-time students who are not in these cohorts) we can disaggregate and better understand our student behaviors.</p> <p>Early momentum KPIs for RCC trend in the same direction as the state median.</p>



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	<p>Individual completion rates for Math and English in year one deviate from the state median.</p> <p>Other outcomes of concern: Only 9% of students attempted 30+ credits in 2015-2016, which is half the rate of the year before.</p> <p>The number of students earning 15+ college credits at RCC decreased over the most recent two-year period at a greater rate than the state median.</p> <p>The individual completion of math and English in year one (2015-2016) at RCC declined from the previous year, which is especially concerning in English given that the statewide median demonstrates an improvement.</p>
<p>2. What patterns in our student outcomes suggest the need for greater clarity and structure in our program designs?</p>	<p>Examine metrics to clarify the patterns for different categories of students. Suggested metrics include:</p> <ul style="list-style-type: none"> 15 units semester 1 24 units year 1 30 units year 1 Pass college-level math & English in 1 year 1st to 3rd semester persistence 75% <p>The decline noted in the Early Momentum KPI – Attempted 30+ College Credits in Year One – suggests that there needs to be further investigation into why students are attempting fewer units. Are students attempting fewer courses as a result of begin guided towards taking Math and English (and other courses) in their first year? How is MMAP affecting courses in which students are enrolling? Are enough sections of Math and English at the necessary levels being offered to meet the</p>



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	enrollment demand? How are the course success rates affecting earned college credits? The decline in the individual completion rates of Math and English would be reflected in the earned college credits. The strength of this connection needs to be determined to guide the appropriate interventions.
3. Over the next five years, by how much could we increase our rates of student success on these indicators? By how much could we narrow gaps by race/ethnicity or income?	Pass college-level math & English in 1 year 1 st to 3 rd semester persistence 75% RCC needs to better examine the disaggregated data before setting an appropriate target.



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Part I-b: Guided Pathways Essential Practices: Scale of Adoption Assessment Tool

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete and review as a team the accompanying Guided Pathways Essential Practices: Scale of Adoption Assessment Tool. **Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.**

To be reviewed and during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions
<p>1. Based on findings from the Pathways Assessment Tool, what are the most important steps we as a college have made that will help us as we launch into our next phase of transformational change?</p>	<p>RCC's pathways includes a cohort and blocked schedule module designed to reduce time to remediation and shorten time to graduation. The path is very clearly defined in content, in sequencing of courses, and in duration of time to completion.</p> <p>Integrated student support including counselors, librarians, faculty advisors, and educational advisors are in place. This team is designed to provide the needed support through division-specific engagement centers.</p> <p>Additional Steps:</p> <ul style="list-style-type: none"> - Internships and research projects are introduced to enhance learning for both transfer and employment - Degree Qualifications Project - EduNav web-based student planning system - MMAP, accelerated Math & English, and Summer Bridge are all designed to reduce time to remediation. - Early College system allowing HS students to complete at least 30 units while in HS



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Guiding Questions	College Responses to Guiding Questions
<p>2. On which elements of pathways described in the assessment are we most advanced? On which elements of pathways, if any, are we at “ground zero” for reform?</p>	<p>Most advanced with integrated academic support and centering this support in engagement centers</p> <p>RCC is least advanced in developing common on-ramps to pathways.</p> <p>RCC needs significant improvement to clarify guided pathways for those students who are not full-time transfer students.</p> <p>For basic skills adding content and relevance will help students successfully progress.</p>
<p>3. Consider the people, policies, and structures that make our institution unique: What are our greatest assets as we launch or advance our pathways work?</p>	<p>Biggest asset is our ability to mobilize the faculty to accept a planning culture. The college community is accepting of the planning and we are now at the implementation stage.</p> <p>A strong core group exists to support these efforts.</p>



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Part I-c: Leadership for Change: Team Assessment of Challenges and Sense of Urgency

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*Instructions: Discuss the following questions as a team and enter your team responses prior to the institute. **Submit this completed sheet to Coral Noonan-Terry at CCCSE (noonan@cccse.org) by September 1, 2017.***

To be reviewed and during College Team Session #1 at the institute

Guiding Questions	College Responses to Guiding Questions
1. What successes have we achieved that we can celebrate to help build momentum for sustained transformational change?	1037 students enrolled in Promise beginning in Fall 2017 Completion counts pilot Successful reorganization of college structure to support planning and integrated student support
2. On what issues, if any, do we as a college have a broadly shared sense of urgency around improving student outcomes?	Reducing time for remediation Equity Living wage certificates Refinement of mapping of transfer institutions Enrollment management – class availability, enrollment technology, registration process including no way to notify students that a new section has been opened.



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Guiding Questions	College Responses to Guiding Questions
	Math pathways
3. In what areas do we need to focus on building urgency and buy-in over the next one-to-two years? Who are the most critical audiences/stakeholders?	<p>Enrollment management – class availability, enrollment technology, registration process including no way to notify students that a new section has been opened.</p> <p>Math pathways</p>