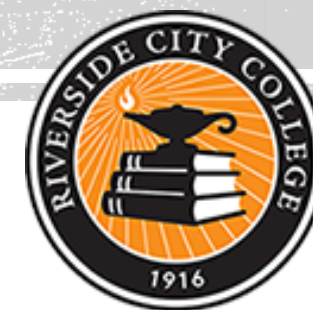


PATHWAYS AS A FRAMEWORK FOR PLANNING, INNOVATION, AND INCREASING STUDENT SUCCESS

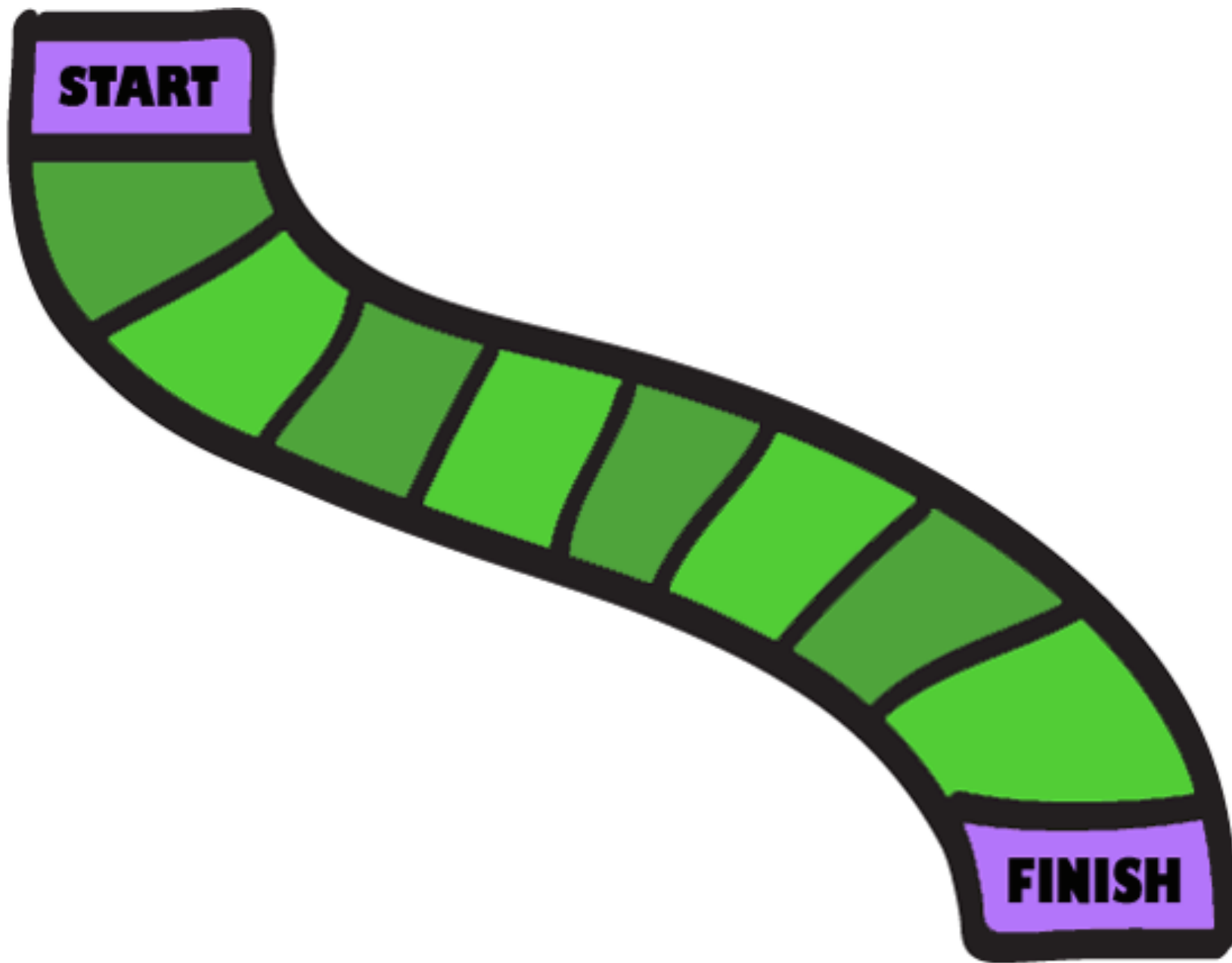
Riverside City College
ACCJC Conference
April 6th, 2017



RIVERSIDE CITY COLLEGE TEAM

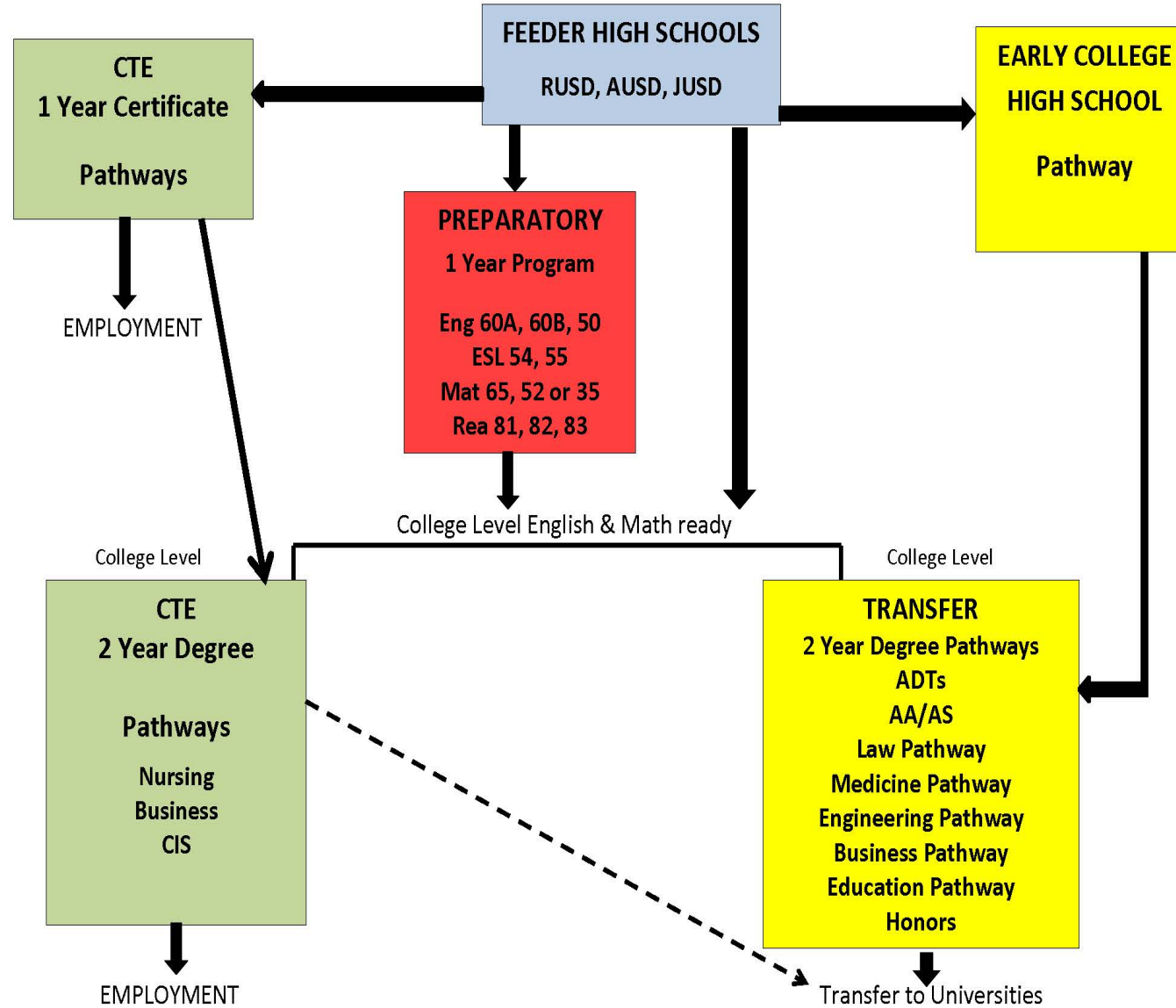
- Dr. Susan Mills, VP Planning and Development
- Dr. Carol Farrar, VP Academic Affairs
- Dr. Kristi Woods, Interim Dean of Languages, Humanities, and Social Sciences
- Wendy McEwen, Dean Institutional Effectiveness
- Dr. Myung Koh, Interim Director Institutional Research







COMPLETION COUNTS



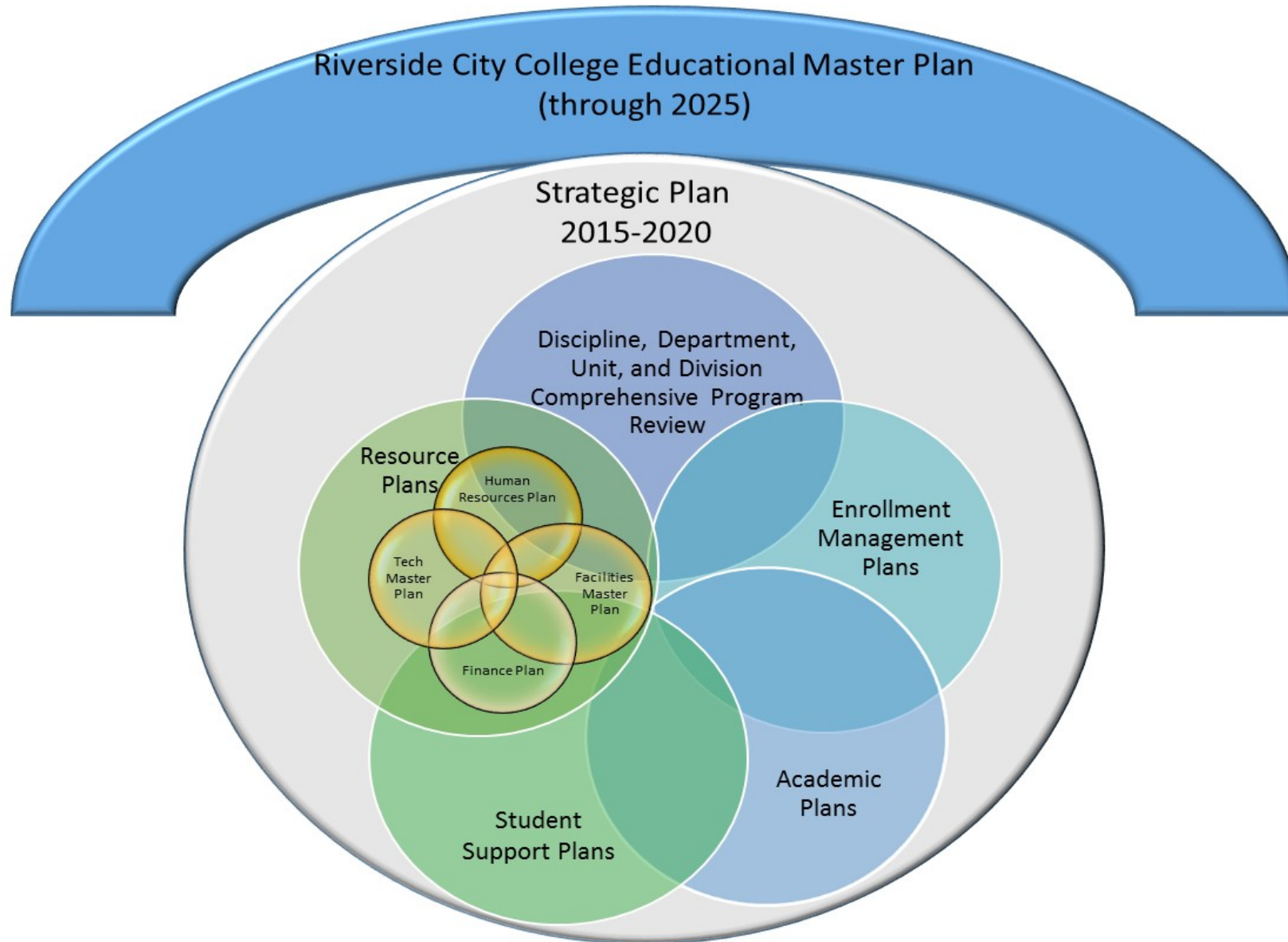
COMPLETION COUNTS SUCCESS RATES (3 YEARS) VS SCORECARD SUCCESS RATES (6 YEARS)

	Completion Counts (3 year rate)	Scorecard (6 year rate)
# in Cohort	663	6,778
# Received Degree	122	984
% with Degree	18.4%	14.5%
Degrees + Certificates	128	1,148
% Degrees + Certificates	19.3%	16.9%
Degree, Certificate, and/or Transfer	176	2,383
% Degree, Certificate, and/or Transfer	26.5%	35.2%
Completion (Degree, Cert, Transfer, 60 Units)*	281	3,318
Overall % Completion	42.4%	49.0%

**Includes students who completed 60 transferrable units but did not transfer nor receive a degree or certificate*



STEP 1: DESIGNED FOR PLANNING



STEP 2: SUPPORT STRUCTURE

- Vice President of Planning and Development
- Dean of Student Success and Support
 - Aligns Counseling, Library, and Co-Curricular support into one division



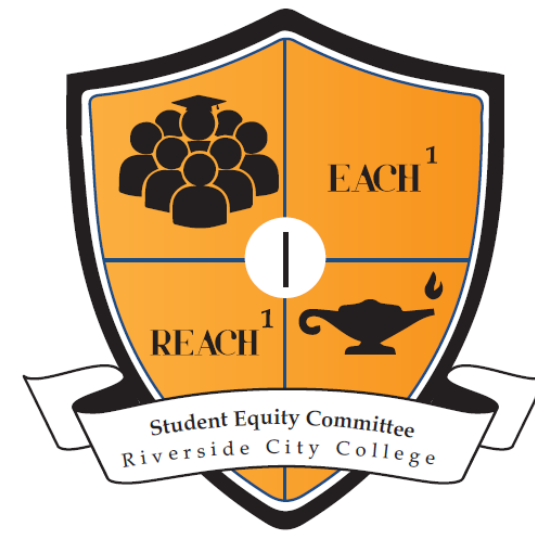
STEP 3: ENCOURAGING INNOVATION

- Basic Skills Strategies
 - “ME” First (Math and English First)
 - Habits of Mind / GRIT / New Science of Learning
- Integrated Support
 - Counseling and Advising Re-Organization, Faculty Advisors, Educational Advisors for each Pathway, Peer Mentors
- Engagement Centers as “hub” for student support
 - Faculty Hours, tutoring / supplemental instruction hosted in centers
 - Career exploration, co-curricular support, and Sense of Belonging
- Increased High School Collaboration
 - Regular meetings with HS Counselors
 - Faculty / HS Teacher training
 - Advocacy as RCC as a college of choice



STEP 4: CULTURAL TRANSFORMATION

- Cultural Proficiency
 - The success of all students matter
 - Equity is targeted, not a universal approach to addressing particular challenges
 - It is OUR RESPONSIBILITY to no longer make excuses for inequitable outcomes for our students.
- Equity-based Engagement Centers
- Substantial incorporation of equity data into planning and on-going discipline discussion
- Cross-organizational best practice discussions





Increasing Student Success

Completion Counts Through Pathways

College
Readiness

Career and
Technical
Education

Transfer
Pathways for
Science,
Technology,
Engineering, &
Math (STEM)

Transfer
Pathways for
Arts,
Languages,
Humanities,
and Social
Sciences

Basic Skills
Acceleration

Integrated
Support

Integrated
Planning and
Assessment

MMAP

High School
Partnerships and
Collaboration

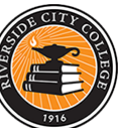
Innovation

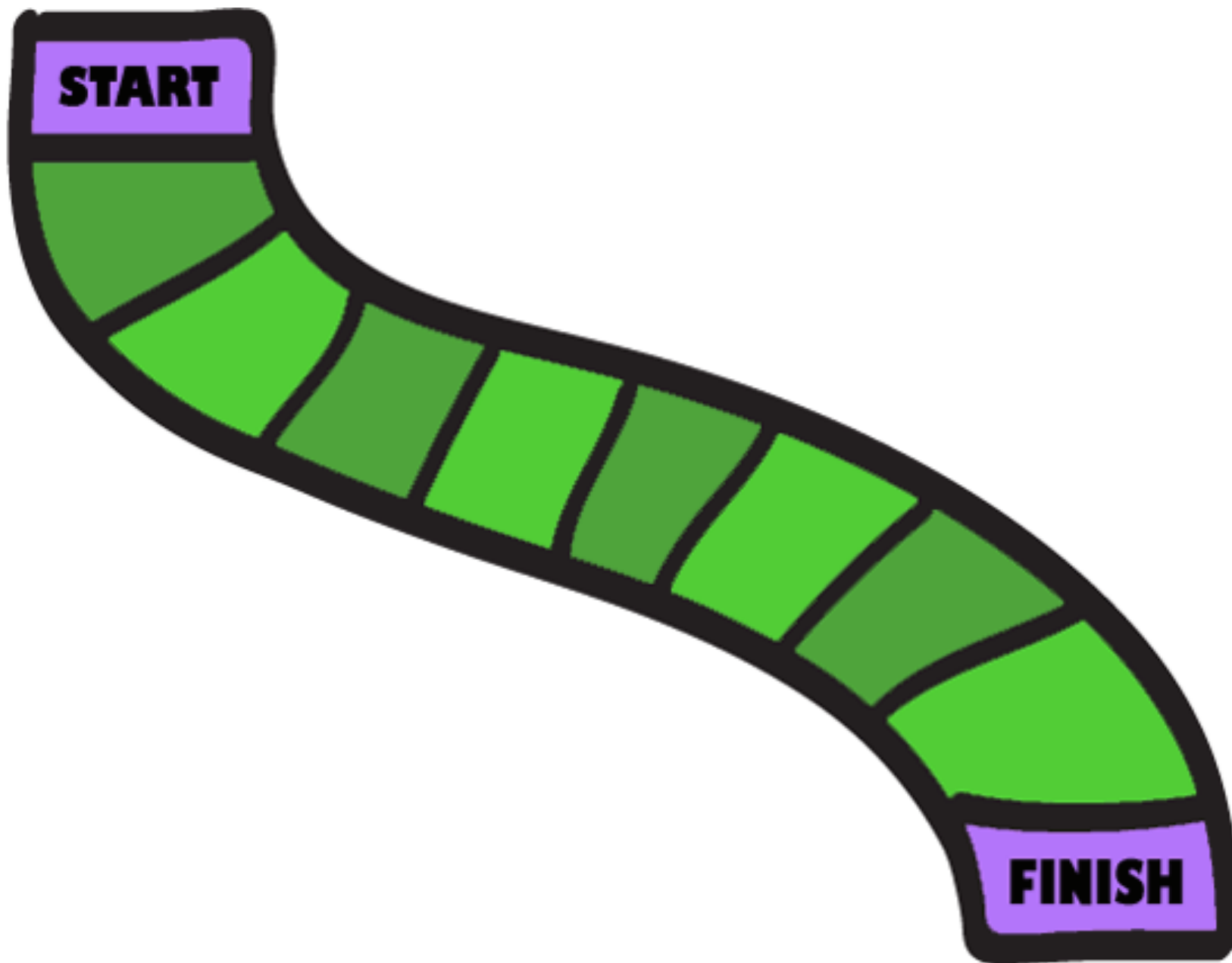
Equity

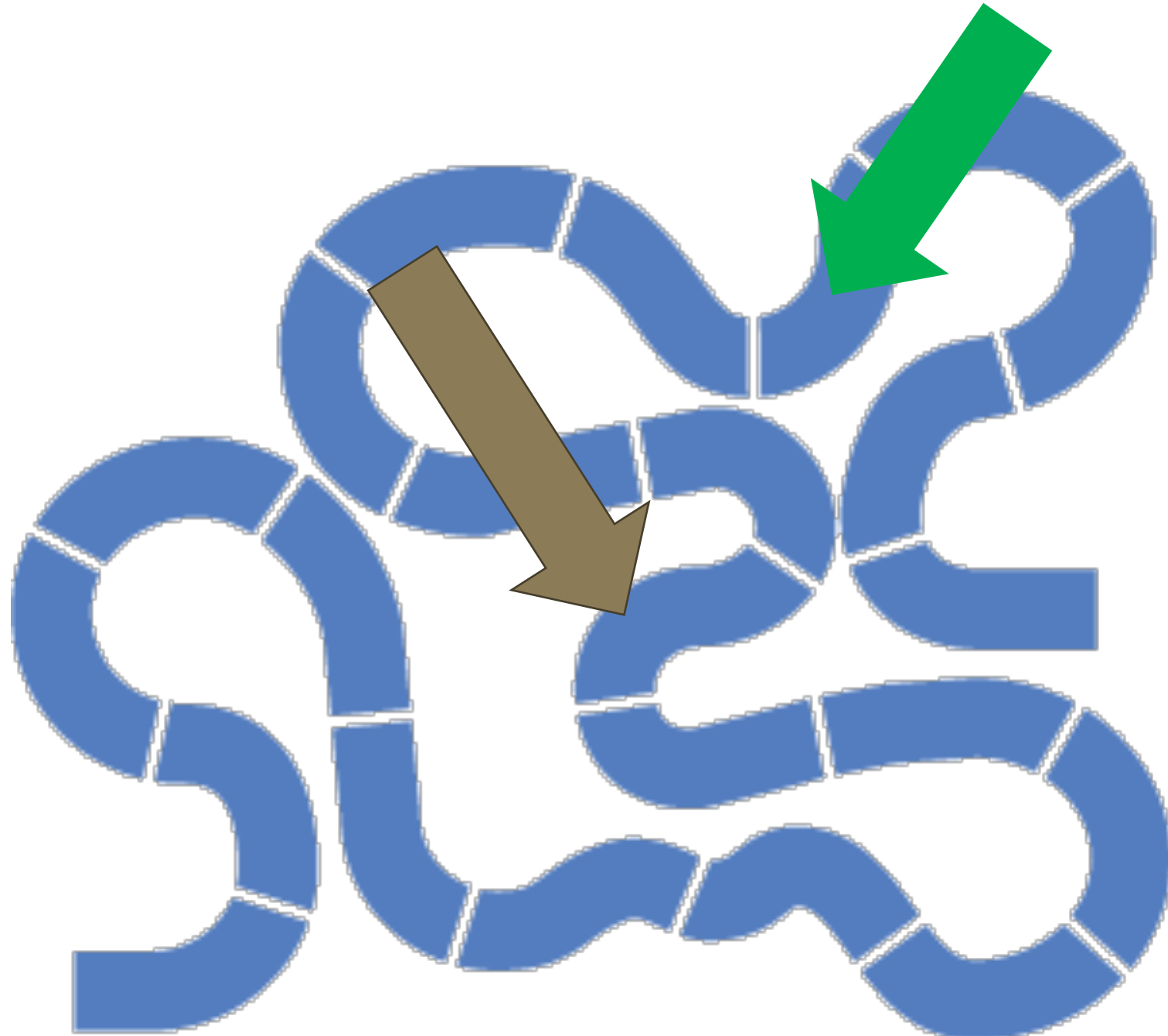
Targeted
Intervention

Teaching
strategies and
pedagogy

Changing from
Deficit-minded to
Equity-minded







FROM THEORY TO ACTION

- Integrated Team-Based Approach to Student Support
 - Engagement Centers with dedicated faculty and staff
- Equity Focus
 - Train-the-Trainer
 - Mini-Grants
- Program Review and Plans on same cycle
 - College-wide priorities focus and discussion
- Communication
 - Strategic planning retreats – Spring's was focused on Pathways
 - Topic of the Month
 - Leveraging Best Practices (athletics, UJIMA, etc.)



ENROLLMENT MANAGEMENT— A CHANGE CATALYST

- Fostering the production of a student-centered schedule
- Consistent and communicated schedule of courses
- Scheduling courses to facilitate completion in 2 years



NEXT STEPS

- 3 Allocation Integration (Basic Skills / SSSP / Equity)
 - Aligning to support Pathways
 - Leveraging process to further refine institutional support and structure
- College Promise
 - Small pilot in Spring 2017
 - 1000 students Fall 2017
- Continued emphasis / increased activity on Cultural Proficiency
 - 2nd Cohort in Fall 2017





YOUR TURN...



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