Short-Term Action Plan
Pathways Institute #5
Ensuring Students are Learning and Progressing Along the Pathway

Institution Name: Riverside City College

Part I-a: Reflections on Advanced Reading

<u>**TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #1 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL**</u>
<u>**Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Thursday, February 28, 2019.**</u>

Guiding Questions	College Responses to Guiding Questions
1. What are some of the features of the teaching principles from the Carnegie Mellon Eberly Center and Davidson County CC that you find impactful?	The two resources made us think about the need for having teaching and learning principles that are visible and embedded into our culture. Teaching/learning principles are not visible on campus or in print, other than the paragraph about the value of teaching in the catalog: TEACHING EXCELLENCE: To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

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Guiding Questions	College Responses to Guiding Questions
2. How would a statement of teaching principles and/or learning principles help your college advance its culture of teaching & learning? What steps would need to occur for such a statement to be developed on your campus?	A statement of teaching and/or learning principles can help our college advance its culture of teaching and learning by being able to share common practices across disciplines, make a known statement about our college and the commitment that we have towards providing excellence in teaching and creating environments that are conducive to student learning. Principles are a tool for checks and balances regarding our collaborative approach on what effective teaching is. ACTION ITEMS: Where would beginning the design of the principles take place? Committee? Leadership council? DLC? Communities of Practice? We could possibly send out a survey to all faculty- (utilizing the existing faculty survey that is sent out from the professional development committee.) Organize a Community of practice team over the summer to prepare a draft for the fall in order to do the research necessary for building teaching and learning principles. Examples of Teaching excellence from math and English can be distributed to other disciplines.

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Guiding Questions	College Responses to Guiding Questions
	Repurpose the faculty center on the 4th floor-There has been great work done to create a space that embeds the essence of community and shared principles, but there could still room for innovated improvement. Assessing and expanding best teaching practices through the faculty development committee A Core team that can begin the conversations surrounding Teaching and Learning Principles could be: -EQUITY -FACULTY DEVELOPMENT -AB705 Group -Recommendations for other contributors would be suggested.
3. Check out the "Faculty Teaching Toolbox" from Austin CC at the following link: http://researchguides.austincc.edu/facultytoolbox. Do you offer similar resources to your faculty? How can you evolve/create such resources on your campus?	Each department shares resources and information is provided through flex events, but currently there is not a clear, centralized location where teaching and learning tools can be located. We understand the need for a better way to communicate teaching excellence practices across the college. We agree that there are things that we can learn from each other. ACTION ITEMS:

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Guiding Questions	College Responses to Guiding Questions
	How do we communicate these practices? Website, constant communication, changing the structure of flex day, committee involvement and the purpose of retreats. THINGS TO CONSIDER: How do we use the existing structures? Restructuring teaching and learning center could be a topic of conversation. Also, what resources are needed in order to move our center into a functioning/operational center that's accessible for everyone to use. Resources for moving forward with teaching and learning and redesign https://podnetwork.org/ Teacher in higher education podcast: https://teachinginhighered.com/episodes/
4. Consider your college's approach to assessing and improving the achievement of student learning outcomes at the course, program, and institutional levels. What are some things you do well? Where is there room for improvement?	While it is uneven throughout the college, many disciplines are actually doing assessment through activities using direct evidence of student learning! General Education Learning Outcomes assessment is on-going and uses diverse examples of student work. ACCJC Standard I and Standard II address our assessment activities.

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Guiding Questions	College Responses to Guiding Questions
	The college uses Nuventive Improve to monitor and track assessment activities at the SLO, SAO, PLO, and GELO levels. **AT THE COURSE LEVEL:** For some disciplines, assessment at the course level doesn't necessarily impact our teaching practices. Many faculty are looking at the assessment as a compliance activity and see results from a student deficit stand point and not "how can I adjust my teaching from this?" (i.e. "closing the loop") We need to do a better job of linking assessment results to the improvement of instruction. Some disciplines including nursing, welding, biology, humanities, and music have recent, specific examples of how assessment has identified curriculum gaps and the curriculum has been revised in response to this assessment. Communication of these examples need to be more widely discussed and learned from at the discipline and department level. More intentional sharing of these ideas via the "Success Stories" page on the RAC web site https://www.rcc.edu/about/outcomesassessment/Pages/Success-Stories.aspx **AT THE PROGRAM LEVEL:**

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Guiding Questions	College Responses to Guiding Questions
	Over the last 2 years, the Program Level Assessment Workgroup (PAW) developed specific examples of PLO assessment for each of the college's divisions. However, PLO assessment continues to be left to each discipline and there are no set way to evaluate a learning outcome, many different resources, assessment tools, and not many set rubrics per discipline.
	SLO assessment results input into Nuventive Improve can be linked to PLO's (when mapped) which provides an initial view of assessment activity. PLO assessment is on a 5 year cycle and each discipline has different levels of rigor for this type of assessment.
	AT THE INSTITITIONAL LEVEL: General Education SLO assessment is scheduled on a 5 year basis using student evidence of learning across each of the college's divisions. This process is managed by the Riverside Assessment Committee with significant participation from faculty across the college.
	In Spring 2018-Fall 2018, an assessment of the GE critical thinking outcome was done using student artifacts.

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Guiding Questions	College Responses to Guiding Questions
	The college hosted an Assessment Summit in March 2018. While attendance wasn't robust, the conversation and learning which occurred as part of this summit has helped move the college forward with seeing assessment as something that can be useful versus as purely compliance.
5. Reflecting on the LaGuardia CC article given as advanced reading, identify three features of their approach to "closing the loop on assessment" that you might adapt / adopt at your college.	While RCC participates in many of the activities detailed in the article, this participation is in "pockets of excellence" and not institutionalized. LaGuardia used the phrase "incremental but determined" which seems to accurately capture the college's progress with assessment. Some of the systems and structures that LaGuardia has implemented might help the college progress with the institutionalization of assessment. - Center for Teaching and Learning (with a strong emphasis on using an equity lens) - Student Portfolios - The La Guardia Assessment Leadership Team is a great idea. We have the RAC which has robust membership and is very well attended, but many of the members are not Department Chairs and many of these chairs continue to see assessment as a compliance task versus fundamental to understanding and improving student learning. More intentional

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Guiding Questions	College Responses to Guiding Questions
	leadership discussion needs to occur at leadership and curriculum meetings. - RCC has great workshops, though they are generally poorly attended. Incentivizing workshop attendance and supporting Pillar 4 is a focus of many spring discussions.. - Lack of support for PLO assessment at the faculty leadership and academic leadership levels. Many leaders aren't able to prioritize this activity and haven't completed a PLO or GELO assessment activity so aren't aware of its usefulness. ACTION ITEMS: Work with the Senate and Curriculum to provide a stronger emphasis on courses having a small number of SLO's, regularly assessing them, but placing a larger emphasis on PLO assessment. Work to develop a Core Competency Grid. Work with the Department Chairs to better embed on-going discussion about assessment and its role in curriculum changes into regular meetings. This will provide opportunities for peer-to-peer learning and help identify ideas to "close the equity gap" with best practices, effective learning activities,

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Guiding Questions	College Responses to Guiding Questions
	and contextualized examples to link general education to student careers.
6. Meta-cognition is emphasized in multiple places in the advanced reading. Historically many aspects of "how to be a college student" type support for entering students were covered in Basic Skills math & English courses. As you consider acceleration and corequisite models in complying with AB705, how are you planning to build in these and other meta-cognitive/non-cognitive supports into first-semester experiences and/or co-requisite or gateway course supports?	Ways to build meta-cognition in courses: • Growth mindset activities • New SCIENCE of Learning • Curriculum that includes: GRIT, Perseverance, Time Management, Study Skills, Affective Domain components The Math and English departments have been building this curriculum independently into their courses and it needs to be shared institution wide because it is not discipline specific.

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Part I-b: Integrating Learning from *Student Support Redefined* into a Pathways Teaching & Learning Approach

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 Thursday, February 28, 2019.

Guiding Questions	College Responses to Guiding Questions
1. How can your college develop/deepen a culture where all people—faculty, staff, and administrators alike—feel responsible for students' success and know how their individual work at the college links to students' achievement?	• Highlight students' testimonies of their positive experiences with faculty, staff, administration. • Weekly messages in the president's communication for great resources in teaching and learning. • Re-envision the Glen Hunt Center for Teaching Excellence • In-house presentations on best practices from faculty members who are doing great work in the classroom.

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Guiding Questions	College Responses to Guiding Questions
2. How is your college currently empowering faculty to serve as the primary supporter of student success, in their classroom and beyond? What support do faculty need to more fully inhabit this role?	• Faculty members need quick and easy resources that are given to them or archived for retrieval in a centralized location. • RCC has amazing faculty and We should do a better job at honoring their work. • Recognizing collaboration across campus • Keep encouraging and empowering faculty • Opportunities for voices to be heard and to also bring in faculty and their expertise as needed throughout implementation of various activities, events, and initiatives.

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Guiding Questions	College Responses to Guiding Questions
3. What professional learning would allow faculty, staff, and administrators to better identify, understand, and address the comprehensive support needs of students experiencing disproportionate impact?	This has been addressed in other committees and work groups, but we have yet to come to a decision. The college is not ready to address this question without collective participation.
4. Generally in the college experience or specifically in your classroom, when/where does your students' focus begin to fade? How do you know? How do you currently intervene, and what more can you do to stoke their motivation inside and outside the classroom?	We lose student interest: • Before the first assignment. • After the first paper when they don't do well. • Once they miss class twice. • When they are not connected to the material. • Once they walk out the class (out of sight out of mind) • Key drop periods. Interventions: • Make up assignments (built-in editing of assignments) • Weekly check-ins with students • Have them present on material that they are invested in. • Creative assignments that allows them to be the designer/author of • Provide ways to contextualize the material that connects to the outside

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Part II: Productive Persistence: Promoting Growth Mindset, Belonging, and Learning Strategies

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #2 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Thursday, February 28, 2019.

Introduction: These questions are designed to help you identify the structures, policies, and practices at both the institutional and classroom level that foster and, conversely, inhibit a sense of belonging among your students.

Guiding Questions	College Responses to Guiding Questions
1. What are some <u>institutional structures or policies</u> on your campus that help <u>foster</u> a sense of belonging among students? Consider how you communicate with students prior to the start of the term, the design of orientation, etc.	• Resource Centers • Athletic programs • Peer Mentors/ SI Programs • Honors program • Wealth of clubs and student activities • Academic Engagement Centers • Welcome Day • STEM en la Familia night
2. Conversely, what are some <u>institutional structures or policies</u> on your campus that <u>inhibit</u> a sense of belonging among your students?	• Still working in silos. • No systemic practices that expand beyond resource centers like Ujima and La Casa, Puente or Student activities that embed cultural experiences or sense of belonging/engagement activities.

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Guiding Questions	College Responses to Guiding Questions
3. What are some <u>classroom practices</u> occurring on your campus that help <u>foster</u> a sense of belonging among your students?	• Reform of syllabi (embedding growth mindset readings, DSPS information and contacts) • Identity assignments (Who am I?) • First Five communications from Faculty Liaisons • Teaching and Learning Scholarship Project (recommended from the professional development committee) • Campus tours and scavenger hunts on the first day (connecting to resources on campus) • Workshops/ Sessions where they get majors together to collaborate and share information ACTION ITEMS: • How do we gather classroom practices from other faculty members? Is it a retreat? Is it a conference?

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Guiding Questions	College Responses to Guiding Questions
4. What are some <u>classroom practices</u> occurring on your campus that help <u>inhibit</u> a sense of belonging among your students?	DISCUSSIONS THAT NEED TO BE HAD: How do address this conversation to encourage and empower faculty to change in order to create environments for our students to feel welcomed and that they belong. Things To Consider: • Language in the Syllabi • Grading Practices • First day of classroom procedures • Student deficit mindsets • Inability for students to get the materials necessary for the class • Lack of diversity amongst materials/text utilized in the class
5. What institutional changes can you make <u>next semester</u> to create a stronger sense of belonging by students? How can you support faculty in making changes in their classroom?	• Flex days that are motivational and action driven may support faculty inside the classroom. • Activities that enhance teaching and learning (syllabi reforms) • Gathering and Incorporating student voices • Intentionally design what our next academic year will look like. Identify a theme. • Conferences for all students (trainings for peer mentors, SI, Tutors, SGLs) • Student focus groups (Using our own experts: social behavioral science professors who are trained sociologists)

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Guiding Questions	College Responses to Guiding Questions
6. As you move toward rolling out version 1.0 of guided pathways in Fall 2020, what are some changes to the student experience that might help you build a deeper sense of belonging? What do you need to do to prepare for these changes to make sure you capitalize on them for students as you roll out your pathways?	ACTION ITEMS: • Temporary task force (equity/AB705 coordinators/faculty development/Guided Pathways/Strategic Planning/Faculty Liaisons Committee) • Pillar 4 Planning: Teaching and Learning-Everyone is an educator (everything that we do is intentional/themed creating a culture that we are collaborating and creating sense of belonging for students) • Part of the facilities master plan is to incorporate space for student belonging and collaboration • Culture change is huge and onboarding of faculty is essential, as well as the onboarding for students. Creating a sense of belonging for ALL is essential. • Identify services that need to be offered: certain times of the semester, late nights and weekends to support our evening/ weekend students

Things to consider:
-introduction to college ZOOM CLASS: 2 DAYS 16 HOURS- WELCOME TO RCC.. . WHAT SKILLS DO YOU NEED?

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Part III: Creating Authentic Professional Development Structures Around Teaching & Learning

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Thursday, February 28, 2019.

Guiding Questions	College Responses to Guiding Questions
1. Consider the college's current approach to professional development for faculty and staff. What are 2-3 advantages of the current approach? What are 2-3 areas for improvement?	Advantages of Professional Development: 1. Great faculty members who are committed to providing a comprehensive plan and to carry out tasks of the plan. 2. There are lots of professional development opportunities, projects in existence (great ideas, but how do we carry out those opportunities) 3. Flexible and creative Areas of Improvement: 1. Getting better in staff development, which is currently in progress. We are not intentional and systemic around our strategic plan/ goals. 2. Investing in a professional development coordinator 3. Draft plan of professional development- needs ongoing work. Possible redesign to incorporate guided pathways and equity and the work that needs to be done to move us forward. 4. Possible collaboration and integration of equity and professional development plans.

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Guiding Questions	College Responses to Guiding Questions
2. Does your college have clear objectives for its professional development efforts? If yes, consider how they might need to shift as you move to implementing guided pathways. If not, how might you establish such clear objectives with a pathways mindset?	We have two draft plans that include objectives but could be revised to incorporate activities or professional development that aligns to implementation of guided pathway. There are also other plans on campus (the equity plan) that have embedded professional development requirements and resources.
3. As you approach the rollout of version 1.0 of guided pathways for all new students entering the college in Fall of 2020, what professional development needs to occur for college practitioners and leaders to be ready for the rollout? After identifying 4-6 areas of necessary professional development, begin to sketch out a timeline and implementation plan for when and how this might occur.	Professional development needs: 1. Equity 2. Teaching and Learning 3. Caseload counseling model training and technology to manage caseloads 4. Staff development (caring campus) 5. Soft skills/21st century employability skills 6. Technology Our March 29th Strategic Planning retreat will be used to sketch and plan the timeline for professional development for the following academic year.
4. How could you leverage resources being provided by the Chancellor's Office through the Vision Success Center and regional technical assistance providers to support your college's professional development goals?	We can use guided pathways funding for professional development. The problem is that we have huge transformations taking place with little to no funding. There has been $0 for AB705 implementation. We have to leverage resources to build, but do not have enough to sustain all of implementation and professional development is only a portion of implementation.

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IV-a: Integrating Affective Learning into Teaching & Learning

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Thursday, February 28, 2019.

Guiding Questions	College Responses to Guiding Questions
1. Reflecting on the keynote on affective learning, what were the 2-3 most important points for your team to consider?	What are some things we can do right now when we return? • Discuss how do we structurally design the first few weeks of a term for all students • How do we create a culture of "checking in" with our students for the first few minutes of the class? • Being able to exercise the student's strengths in new ways. They have many different strengths and we need go capitalize on them in the classroom. • Recognizing that the sharing of student experiences is important and it helps them create a sense of belonging.
2. How can affective learning approaches be incorporated into your guided pathways implementation plans to serve student equity?	• designing impactful resources for our high-risk students, which will then in turn impact all students • solidifying teaching and learning principles and creating a toolkit for students around those principles • attribution errors: be a witness to our student's lives and recognize and validate that their experiences are real

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Guiding Questions	College Responses to Guiding Questions
3. What professional development opportunities can you utilize to help your faculty and student services professionals explore the evidence of effectiveness regarding affective approaches?	- affective domain project that can be presented through flex opportunities by the Math and English departments. - utilizing the ladder of learning to remind faculty of the process
4. How can you build an affective approach into your first semester experience to meet the needs of marginalized and underprepared students?	IDEAS TO CONSIDER: - orientation by instructional pathway (in addition to online orientation, face to face interaction is needed) - bridge programs - student success teams that address affective learning There are so many things we learned that we can take away and find our own meaning and value in that will impact our students. Identifying the valuable resources to assist in growth mindset, sense of belonging, aspirations. Sometimes remembering that we are here for them, they are not here for us! They are persistent, they have amazing strengths and we need to capitalize on that in the classroom.

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Part IV-b: Action Planning and Next Steps

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL
Please submit the completed responses to Coral Noonan-Terry (noonan@cccse.org) by Thursday, February 28, 2019.

Guiding Questions	College Responses to Guiding Questions
1. Which issues/approaches/strategies discussed during the Institute sessions are potentially of greatest interest to the college?	-intentionally planning out the full academic year: flex, retreats, workshops on pillar 4 -COMING OUT OF SILOS AND SHARING INFORMATION IS IMPORTANT
2. What existing knowledge and/or college work has been reinforced?	-Math and English -Guided pathways implementation and transformation of things involved in Pillars 1, 2, and 3. -Faculty/Staff/Admin who are committed to supporting the holistic student
3. Discuss insights the team has gained from these conversations; name 3–5 as a team.	-Clear communication -Planning is crucial -Intentional Professional Development is essential for implementation and transformation surrounding Pillar 4

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Guiding Questions	College Responses to Guiding Questions
4. What are your next steps after the institute to continue to evolve your guided pathways work? Specifically consider (a) the evolution or development of a set of teaching principles for the college; (b) a professional development timeline; and (c) evolution of your approach to closing the loop on student learning outcome assessment.	A: Community of Practice team to create and/or redesign our T&L Principles as stated in catalog. B: March retreat: Hot Topic for building out timeline c: Collaborate with SLO and program review (CIO needs to be integrated), taking pressure off of Wendy and a few faculty and make it a college effort. Move towards intentional recognition of PLOs instead of focusing specifically on SLO's • What does this mean? • How do we incorporate in program review • What cross collaboration do we need to have amongst disciplines?