



California
Guided Pathways

Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part I-a: Flowcharting the Student Experience

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

*Instructions: Complete and review as a team the accompanying Flowcharting the Student Experience: Advance Work Exercise. **Submit a PDF or JPEG of the flowchart(s), with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by August 17, 2018.***

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



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

1. How many steps does it take for your typical student from the point of contact to first day of class? Is the process reasonable and easy?

5 overarching steps for new students:

- Apply for admission
- Apply via CCC Apply (are assigned a CCCApply number) 5 clicks to start the 10 page application.
- Get Welcome Letter with next steps and log in info for MyPortal. Get RCC ID number in this email (different than CCCApply number)
- Complete FAFSA/DREAM App (Barriers within FAFSA-FSA ID creation, obtaining tax information from parents)
- Online Orientation
- Log in to MyPortal first
- There are issues with the Comevo software. Doesn't always collect that student completed orientation. Some students have to do this multiple times.
- Currently, each college contracts with Comevo to host their online orientation.
 - Student is sent to Comevo via link within WebAdvisor.
 - Once student has completed their orientation, Comevo writes the student ID into a file.
 - In I.T., we run a process every hour at the top of the hour to pick up a file of student ID's.
 - These ID's are then placed into a file on the Colleague server.
 - Another automated process picks up these ID's at the bottom of each hour and creates the "OOR" contact record in Colleague.
- Assessment
- Students can assess after one business day of completing the orientation.
- Students must make an appointment (phone, online, or in person) to complete this step, and must physically come to campus to test.





Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

- If the student qualifies for MMAP placement, they simply take a survey (about 15 minutes or less) and leave with placement. If they don't, they have to take the Accuplacer. (Working on a process to import this info from CCC Apply to skip the step of coming to campus for most (about 85%) of students.
- Counseling (First semester Ed Plan)
- The abbreviated first semester educational plan is to provide students with information about appropriate courses for their first couple terms at RCC based on their placement and pathway. Students still want to see a counselor. To help meet the demand during high peak summer and winter there is open counseling where students are served on first come basis.
- Counseling offers "Welcome to College" workshops. Emails are sent to inform students and counseling has a captive group of first-time students waiting to see a counselor that are encourages to attend the workshop while they wait.
- Register (there are complications with error messages, what does WRC mean, etc. Some of these create system barriers for the students to register?)
- Must access MyPortal to do this. Doesn't always work during high traffic times.
- Error messages are confusing for students.
- Students must be able to locate an open class to register.

We understand the process can be overwhelming for new students, so we mitigate this in the following ways:

- Offer services at high schools: Application workshops, orientation, assessment, help with first semester ed plans, and mobile Welcome Center at the high schools to troubleshoot



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

- Offer 1 day events-Tiger Roar-where students can complete OAC in a half day and register (depending on timing)
 - Walk students through all steps in the Welcome Center
- How many “clicks” does it take to get through each of the 5 overarching steps above?

- How many steps to the first day of class? (Wait list, etc.)
- Other steps that are possible depending on student’s situation:
- Waitlist students must request an authorization code from instructor.
 - Students who plan to drive will need to obtain a parking pass.
 - Students also need to purchase books (bookstore, online, renting, borrowing, etc)
 - Students taking a lab or riding the bus have to obtain a photo ID once they are registered.
 - If a student is a Veteran or a dependent using GI Bill benefits, they must be certified via the Veterans Office. They must also have a comprehensive Ed Plan in order to do this.
 - Students using Financial Aid may need to clear verification or provide other documents.
 - Other steps could be required for special programs (ie The Promise requires an orientation, completed Financial Aid, and a comprehensive Ed Plan.
 - Some special programs require high school transcripts to be turned in.
 - If a student has attended another college, they would need to turn in transcripts, possibly do matriculation appeal(s).
 - If a student has AP/CLEP scores, they would need to send those in.
 - Students taking online classes need to use Blackboard or Canvas to complete course.





Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

	<p>There are “steps” within the steps. Maybe say there are 5 processes / milestones / overarching steps and each has steps.</p>
<p>2. Are the steps for intake clearly communicated to students? How do you know? What are the mechanisms for communication?</p>	<p>We redesigned our getting started pages several months ago to help streamline the process http://www.rcc.edu/services/admissions/Pages/gettingstarted/first-time.aspx</p> <p>We communicate with students in the following ways to get them through the process:</p> <ul style="list-style-type: none"> • Emails (RCC and Personal emails) • Texting • Communication through high school counselors • Outreach Specialists have a regular presence at the high schools to help push students through • Welcome Center • Telephone calls • Counselor to Counselor Conferences <p>We know students are getting the information because they show up – attendance at welcome day, info booths, Tiger Roar.</p>
<p>3. Are the steps for continued enrollment (into second and subsequent academic terms) clearly communicated to students? What are the mechanisms for communication?</p>	<p>Students are regularly contacted via email and text to remind them to register. We do this during prior to their registration time, during their registration time, and we repeat frequently until the start of the next term.</p> <p>During Welcome Day clarify that the “C” part of “OAC” can be fulfilled with the on-line one semester educational plan. Students do not have to see, in person, a counselor in order to register.</p>



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

	<p>Working on a modified presentation on what Counseling can do.</p> <p>Communication is not consistent for all students. If they are in a program with an educational advisor, communication is good. The less engaged student may not be consistently getting the message (even if it is communicated via email).</p> <p>There are also barriers for students to register. Admissions and Records reaches out to students and recommends courses.</p> <p>In key gateway classes, have students do exit interviews. Pull in a faculty advising. Math and English? RCC is conducting the SENSE survey in Fall week 4-5. This will give us information about our initial processes.</p> <p>Welcome booths first week – are primarily used for people who are lost – but can we also have ed advisor booths?</p>
<p>4. Are there any unnecessary steps in the process or steps that can be combined or eliminated?</p>	<p>Assessment: 85% of our students can be placed via MMAP data. We already collect this data during the application process in CCCApply. IT should be able to devise a way to pull in the MMAP data, apply it to the TSUM scores, and create an equivalency for students to register for the appropriate courses.</p> <p>Counseling/Ed Plan: Rather than being a student initiated process, it can be an Educational Advisor initiated process.</p> <p>College has mapped processes. As part of the new data management system processes have been mapped as well.</p>



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

5. What is missing from the process that would help ensure that students are informed and aware about what they need to next?

For profit colleges have a good handle on this. They follow up with students every step of the way. We don't have the staffing to support this continued follow up.

A lot of the information comes from A&R, but what steps are part of the process once the students are in?

Counselors are assigned to a Pathway and are following up with Ed Advisors.

Every Fall/Spring term counseling sends an email to students who have completed 15 units and do not have a comp SEP on file encouraging them to meet with a counselor to develop a comprehensive SEP with directions on how to schedule the appointment. In addition, ed advisors are reaching out to students who do not have comp sep by phone encouraging them to make appt.

This Fall, we will be having a few open counseling session days for the Promise students to meet with a counselor to complete their comprehensive SEP which is required for the program. (Promise Ed advisors and peer mentors will communicate with students and advertise).

From faculty side of the house, limited access to large numbers of students for messaging.

Example – if a student hasn't completed a Comprehensive Ed Plan, what happens? Is the student receiving communication?

- Depends on population of student-in HS, Outreach is communicating with them to assist. Also, we send targeted emails to students at each step of the OAC process.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

	<p>Who has access to send information? We need a process for that? Probably have to include IT in this conversation. We don't have a broad ability to communicate.</p>
<p>6. Do you think that your faculty and staff fully understand the intake process and would provide students consistent answers to questions about intake and enrollment processes?</p>	<p>No. Faculty and staff should be referring students to the checklist, Admissions, or the Welcome Center where we can identify exactly where the student is in the process.</p> <p>The faculty who understand are those who have tried to register students.</p> <p>Many of the staff who understand have been students.</p> <p>How much do faculty and key staff (IDS, Administrative Assistants, VP's, Deans, Chairs, etc.) need to know?</p> <ul style="list-style-type: none"> - Need information to answer common questions and the steps for what needs to happen next? - Don't give them wrong information <p>Needs to be better training and messaging.</p>

Part I-b: Engagement Scan





Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

*Instructions: To identify and reflect on the level of engagement of various constituents in pathways reforms, please complete the following chart. As applicable, record notes that provide context for your quantitative data. If you are not able to determine the exact number or percentage of participants, include your best estimation. Note: This exercise adapted with permission from the Texas Pathways Institute's Institute #4 ([link](#)). **Submit this completed sheet to Coral Noonan-Terry at CCCSE (noonan@cccse.org) by August 17, 2018.***

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

Guiding Questions	Response	Notes
1. Is your board of trustees participating in pathways activities? (approval of strategic pathways planning, budget allocation, data-informed policies)	Yes or No	Yes. They've received presentations. They've also participate in the ACCT conferences with presentations.
2. How many cabinet-level administrators are participating in pathways activities?	Number Engaged: % of all administrators:	Cabinet Level (all VP's) All are participating actively, 100%. Guided Pathways is interwoven into each of the divisional strategic plans.
3. If you serve in a multi-college district, how many campus presidents and VPs are participating in pathways activities?	Number Engaged: % of all presidents/VPs:	RCC and NC have 100% participation. MVC isn't "officially" a CA Guided Pathways college but is also being included in many of the discussions and coordination. MVC's President and VP's are all aware of the framework. Even though MVC is not participating in the CAGP sessions, they are



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	Response	Notes
		<p>completing the homework and the District is using the CA Guided Pathways as the framework for the District Strategic Plan as well as for each of the colleges.</p>
<p>4. How many mid-level academic managers (chairs/deans) are participating in pathways activities?</p>	<p>Number Engaged: % of all mid-level managers:</p>	<p>All Deans (instructional and non-instructional) are involved.(100%)</p> <p>All of the academic and non-academic unit chairs are aware of the framework. About 1/3 (33%) are actively participating in exercises including Instructional Pathway identification, program map development, alignment with initiatives including Equity and AB705, and integrated support structuring.</p>
<p>5. How many total faculty are participating in pathways activities?</p>	<p>Number Engaged: % of all faculty:</p>	<p>CA Guided Pathways is a faculty-led effort and teams include faculty from several disciplines as well as leadership from the Academic Senate, Leadership Councils, Curriculum Committee, and other standing committees. About 20% of full-time faculty (60) are actively participating in regular meetings discussing instructional pathways, program map development,</p>



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	Response	Notes
		curriculum revisions, student-onboarding, and integrated support.
6. How many developmental faculty are participating in pathways activities?	Number Engaged: % of all developmental faculty:	Math, English, Reading, and ESL faculty leadership are all actively engaged in the discussion on a regular and on-going basis. This includes not only the CA Guided Pathways framework concepts but how this framework can be used to implement AB705 and the attention to equitable outcomes.
7. How many student support staff are participating in pathways activities?	Number Engaged: % of all student support staff:	<p>For the Student Services Division, Outreach, Admissions and Records, Assessment, Financial Aid, and Enrollment Services are all intricately involved in Guided Pathways. For the staff managing the categorical programs, they are aware of the framework and are looking for opportunities to use the Guided Pathways framework as a structure for their initiatives and programs.</p> <p>From a classified perspective, each of the Leadership Council staff co-chairs are actively participating. RCC's Educational Advisors, academic</p>



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	Response	Notes
		<p>support staff, and many of the IDS's and administrative assistants are also actively participating. This is an area where the college could improve, though. During Fall FLEX, the college is specifically inviting staff to a integrated session to better link the important efforts of these front-line staff to the academic policies and the Guided Pathways Framework.</p>
<p>8. How many academic programs/departments are participating in pathways activities?</p>	<p>Number Engaged: % of all programs/depts:</p>	<p>All of them (100%). The college has hosted several retreats which have included updates on Guided Pathways, working sessions to help create program maps and "clarify the path," included Guided Pathways framework discussion in the Program Review and Planning cycle, and the Guided Pathways leadership has specifically attended sessions for the Department Leadership Committee to improve communication of the framework across all of the academic programs and departments.</p> <p>While all of the programs / departments are aware of the framework, there are different levels of adoption.</p>



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	Response	Notes
<p>9. How many students have been affected by pathways activities?</p>	<p>Number Engaged: % of all students:</p>	<p>Of the 20,000 students enrolled each semester, 2000 College Promise students are intensively impacted by the pathways activities.</p> <p>A substantial amount of work has also been completed to improve on-boarding of students including enhanced communication during the application process (both on campus and at local high schools), emphasis on all new first-time students completing comprehensive SEPs (about 75% are in their first year), and substantial support for students from application through registration and their first day of classes.</p> <p>Faculty Advisor Liaisons are also working with faculty to create a wider communication network to help students on-board and clarify their academic pathways.</p>



California
Guided Pathways

Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part I-c: What Would Your Preferred Intake Design Look Like? SEE THE ATTACHMENTS

TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #1 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Instructions: Develop a flowchart outlining the ideal intake process for students, highlighting and addressing the gaps and/or unnecessary steps in the current structure. Create an action plan and timeline (see Part IV-b) for implementing a revised intake process.

****Please see RCC Process for First Time Students presentation****



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part II: Evolving Counseling/Advising

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #2 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Guiding Questions	College Responses to Guiding Questions
<p>1. What student support functions (course planning, registration, personal development, career development, and so on) will you want to be included in your redesign?</p>	<ul style="list-style-type: none"> • Seamless process to streamline the OAC process so that students know exactly what steps they need to complete and when they need to complete them. • Clarification that a students abbreviated education plan can be used for multiple terms, but just one. • Provide students more face to face connections before the start of first semester through specific instructional pathway welcome days, new student workshops, and option of in-person orientation. • Career exploration prior to application process and have the assessment tool align our programs to the results. There will need to be a form that is created that shows how a student's results align to our programs of study (for example: code our programs of study using Hollands codes from the assessment) • Provide clarity for students from time of application to entry on first day. Some students may need additional career exploration and they can be directed to counseling. • Ed advisors can assist in matching assessment results to programs of study. • Online education plan system to front load all program maps for students use during intake process.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>2. What types of support functions and activities can be accomplished in group settings and which need to be conducted one-on-one? What types of group structures already exist on your campus that could be leveraged? How could embedding support functions in the college's meta-majors aid in building large-scale learning communities?</p>	<ul style="list-style-type: none"> • Group SEPs and Individual SEPs based on need. Group SEPs can be created during summer welcome days for new students, Individual SEPs can be created for returning students or students who are in special programs. Individual SEPs will also be created throughout a student's first term with the counselor assigned to their instructional pathway. • Before a student's first term: Group Welcome Day to RCC Workshops based on instructional pathway. • During the beginning of interim terms (Summer or Winter): Welcome Back Workshops for Dismissal Students in group setting. • During first term there will also be classroom presentations, student success workshops on various topics, and individual career assessments interpretations from career center. • Workshops and other support functions specifically geared towards instructional pathways will help connect students from the same meta-major to career options, specific counselors, faculty advisors, direct tutoring and additional resources.
<p>3. What are the learning outcomes you hope students will achieve through their engagement with counselors and case managers? How do those learning outcomes shift over the life cycle of a student?</p>	<ul style="list-style-type: none"> • Clearly identified defined path/ program of study related to their future career. • Be able to identify requirements for transfer including courses and GPA. • Being able to make informed career/education goal decision based off resources provided about labor market trends, values, personality, interests, etc. • Resources may look different for each student depending on their needs, some may need more upfront counseling and exploration vs. academic support and vice versa.



Short-Term Action Plan Pathways Institute #4

Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>4. In your opinion, what is the ideal balance of academic, personal, and career support provided to students via the student support/case management process? In other words, what is the overarching purpose of redesigned student supports? Compare your individual answers with those of your colleagues in order to come to consensus.</p>	<ul style="list-style-type: none"> • Varies- based on individual need. • There are certain milestones where particular information needs to be addressed with the student in regards to dates, deadlines, resources, transfer, career preparation etc. (See attached counseling curriculum that was developed by the Counseling Department.) • Access to supportive services that goes beyond the current hours of operation of the institution. • The purpose is to have clear responsibilities of each role in the student support model. Clear communication as to when should information be given out, how should it be given out and who should be relaying the information. The purpose is to also eliminate students from having too many resources and some not having any. Balancing the distribution of support to make sure all students are supported in the ways that they need it. • Adequate time to meet with students to ensure that all needs are met.
<p>5. What kinds of professional development and training will help support personnel moving from transactional to developmental support for students?</p>	<ul style="list-style-type: none"> • Planning for disciplines to develop program maps • Professional development for faculty and staff on building and fostering relationships with students to increase engagement • Professional development for faculty on how to build better faculty/student engagement to increase participation in class, office hours and around campus. • Professional development and training for peer mentors/ ed advisors on their roles in supporting student success. • Training on how to facilitate conversations surrounding mental health and extended support for our students. • STEM Professional Development for faculty and staff to increase minority student participation in STEM programs and careers.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
	<ul style="list-style-type: none"> • Professional development for counselors on caseload management and individual training on careers/outlook based on the instructional pathway they are assigned to. • Professional development on how to scale equitable student support models to help support all students, not just students who are in special programs. • Professional development for all on cultural awareness in order to better serve students in the classroom and on-campus with their individual needs. To assist in creating a welcoming and supportive environment.
<p>6. As you consider the ideal advising model for your college, how will you address the function of advising vis-à-vis the categories of people who might potentially provide advising (e.g. counselors, classroom faculty, coaches, mentors, career services professionals, intake advisors, etc.)?</p>	<ul style="list-style-type: none"> • Training on each individual role that has an advising component • Add peer mentor statement to existing roles document • Build relationship between counseling, ed advisors, faculty advisors, peer mentors so that they can physically see the roles and functions of each other on campus. There needs to be time designated for “TEAM” meetings/retreats to discuss their roles and also there is a need for a communication plan as to who is providing “x” service and “when” for the student. Everyone on the “TEAM” should know about the supports that students are receiving from each role.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part III-a: Developing Structures for Career Exploration for Students

TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Guiding Questions	College Responses to Guiding Questions
<p>1. Examine Charts 5-12 in the Equity Report. In the absence of structured career exploration, what types of programs are low-income students enrolling in? Are their choices enabling them to move out of poverty? How could the college support students to weigh career and economic considerations without having compensation be the only criteria for selecting a major?</p>	<ul style="list-style-type: none"> • Based on the information given in the report, it shows that a large number of low- income students are enrolling in programs in the engineering, construction and transportation sectors as well as public service programs. • These programs, for those who complete them, do show an increase in economic earning potential when viewed against other programs but there are not enough students who complete. • Understanding the college-going population in the region, it makes sense why monetary advancement would be a large factor. • The college has provided and should continue to provide more opportunities for career exploration, earlier in a student’s educational career, which will allow the student the ability to see other options and opportunities. • Access to and information about programs that are not centered specifically at RCC (at the 4 year institution or sister colleges) would also continue to broaden the view of the students.
<p>2. How might you integrate a robust career exploration experience into your students’ first semester or first year experience? What are the advantages and/or challenges of this approach? What can you do prior to the first semester to support the importance of career exploration in the first semester/first year experience?</p>	<ul style="list-style-type: none"> • The career exploration experience should include both a “hands on” experience such as internships, career interviews, job shadowing days in the local industry, as well as a “detail/facts” orientated approach. • The details should not only include the job particulars, pay, responsibilities and benefits etc. but also an understanding of the individual student’s strengths and weakness. • The “hands on” component should give the student the ability to see or experience a professional in their specific field. This could



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
	<p>be in the form of an informational interview, an open question panel setting, or a job shadowing opportunity.</p> <ul style="list-style-type: none"> • The biggest challenge of implementing such an approach would be monetary, but the advantage would be a clearer understanding of a career, which would cause the student to be less likely in changing to another program or major if it fit. • Creating opportunities for students to explore majors and careers, through workshops or career panels, before they begin classes would help give them a clearer understanding of what is needed to be successful in a given field. (specifically for each instructional pathway) • Also the creation of a course specific to a student's path that will allow them additional career exploration early on is important for the students to learn more than just background of theory.



Short-Term Action Plan Pathways Institute #4

Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>3. As you think about rolling out your “metamajor” structure, how might you integrate customized career exploration into your approach?</p>	<ul style="list-style-type: none"> Continuing to strengthen the relationship between the faculty liaisons and the career center would solidify an integrated career exploration approach. By using their specific knowledge in each field the career center would be able to explore and solicit the types of internships, career skills and informational opportunities that are relevant to the changing career fields that our students are involved in. Include career centered “progress points” where a student would be advised between the liaisons and the career center to complete certain components outside of the classroom and that would aid in matching the course work with the skills needed in their particular field. These “progress points” would be once a semester and would include critical career components such as: resume and cover letter creation/completion, informational interview opportunities, volunteer or internship opportunities as well as guest speaker panels. We would also need to think about actual classes, curriculum and pedagogy that will also help to integrate career exploration in the classroom.
<p>4. How can you integrate existing career services staff into an evolved GP model, including possibly augmenting this function with additional human resources?</p>	<ul style="list-style-type: none"> Creating clearing defined roles and widespread opportunities for support, the current career services staff could be integrated into an evolved GP model. The student workers/ peer mentors that are currently employed would continue working in the same functions, but under each instructional pathway so the types of questions or information given would be directed to a professional from that specific major/career. The educational advisors would collaborate closely with the faculty liaisons to make sure that the career center was kept abreast of upcoming career related opportunities in each of the



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
	<p>pathways for student exploration. To make this option realistic, the current number of career services staff would have to increase to meet the demands of the each pathway.</p> <ul style="list-style-type: none"> • Coordinating career fairs and career panels designated to each instructional pathway
<p>5. What existing or new technology resources might augment the career exploration process?</p>	<ul style="list-style-type: none"> • The use of social media as the de facto medium for information for this generation has been and is continuing to be used as a tool. • Explore platforms that have a mobile career related interface, where students would be notified of career specific internships or scholarship opportunities which would create calendar appointments would be a great technological resource so that the student can readily access the information. • Full implementation of EduNav in 2019-2020 will provide students with labor market resources related to every program map within instructional pathways to further explore careers.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part III-b: Ongoing Support Structures

TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Guiding Questions	College Responses to Guiding Questions
<p>1. Examine Chart 4 in the Equity Report. How are ongoing supports contributing to the different outcomes in educational attainment for economically disadvantaged and non-economically disadvantaged students?</p>	<ul style="list-style-type: none"> • The data in chart 4 shows that for the first four outcomes, there is very little difference between economically disadvantaged and non-economically disadvantaged students. However, a larger proportion of economically disadvantaged students are still enrolled at RCC after 6 years compared to non-economically disadvantaged students and a smaller proportion received no award and are no longer enrolled. • It is possible that economically disadvantaged students continue to be enrolled at RCC even after 6 years because they are only taking 1 to 2 courses per semester. From a structural standpoint, RCC's lack of clear academic pathways, significant and systemic placement of these students into below-transfer-level math and English, and low pass rates for these courses has contributed to this long-term enrollment.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>2. What are the implications of the guided pathways transformation for Admissions & Records?</p>	<ul style="list-style-type: none"> • AB705 has already impacted Admissions and Records. By pulling in the data from CCCApply and skipping the assessment portion of onboarding students, we are saving student’s time, but currently it is a manual process. We are still working through the kinks and hope that the process will become smoother with time. • We revamped CCCApply so that programs of study are grouped by instructional pathway which will hopefully make the programs easier to find and eliminate students from just picking the top program of study on the list. • Recently we moved our Welcome Center into the old assessment facility to more closely align with Guided Pathways. This will enable us to serve more students through not only the onboarding process, but beyond. Students will be able to get hands on support with completing FAFSA/Dream Act App, registration for classes, applying for graduation, requesting transcripts, and more. Eventually, students will be able to walk into the Center if they need resources (food, housing, financial, etc) to receive bundled services. • The intake process has already changed dramatically. Students now only need to complete the CCCApply application for admission and watch the orientation video (options will be available for an in-person experience as well). The remainder of the OAC process will be completed behind the scenes. Doing this is great for students and will hopefully remove blocks to access, but has increased the workload for Admissions and Records.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>3. The fourth pillar of GP focuses on teaching & learning, including integrating outside-the-classroom learning experiences such as internships, job shadowing, work study and/or co-operative learning. How might you integrate these as you evolve your GP work?</p>	<ul style="list-style-type: none"> • Add experiential courses earlier in the student’s path. Not just with the creation of program maps, but also actual course design and pedagogy. This will require training and professional development for faculty. We will need help to identify some of the opportunities in non-traditional academic areas (for example: job shadowing/internships for history, math and English.) • Another area of improvement in teaching and learning that we want to address is the early alert system. Faculty need multiple windows to send an “alert” and not just within the first 4-5 weeks of class. The early alert system can be redesigned to include clearer, friendly language to help students connect with academic supports. We also would like to close the loop on the early alert process. Did the student receive services and did it help? Currently, we have no way to track if it is working.
<p>4. How might you integrate targeted support programs such as TRIO, Puente, and Mfumo into a guided pathways approach?</p>	<ul style="list-style-type: none"> • Evaluating the students who currently receive support from various programs on campus and create a hierarchical approach to which “ONE” service is most beneficial for that student. • Students can be directed to the appropriate student support program, which will then lighten the caseload from the instructional pathways to service other students who are not participants any other support program. • Most student support programs already function on a caseload approach with designed support roles or “Teams” for that student. We will be taking a closer look at TRiO, CalWORKs, athletics, Ujima and La Casa to see how their programs support their students and the resources that are allotted for the student’s success. • Utilizing our findings to help create a student support model that will support the success of all students.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
	<ul style="list-style-type: none"> Utilizing a platform that allows all members of a TEAM, (including the student!) to see the thread of conversations from each interaction the student has had within the TEAM. This will help facilitate the flow of information and what still needs to be addressed.
<p>5. How might co-curricular learning and student life experiences be integrated into each of the college's meta-majors?</p>	<ul style="list-style-type: none"> Integrating student activities and clubs into the engagement centers. Participation in ASRCC clubs can provide experiential learning, skill building and community connections for our students who are still exploring. Integrating CLUB Officers as speakers for student population on the importance of getting involved, staying involved and the positive rewards and interactions that are gained. Aligning clubs on campus underneath the instructional pathways so that students are aware of what exists on campus and who to contact to get involved.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part IV-a: Integrating Student Financial Stability

TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Guiding Questions	College Responses to Guiding Questions
<p>1. Which existing services can be bundled/integrated and where?</p>	<ul style="list-style-type: none"> • Staff and faculty should have scripts to assist students with their needs. If I says “X”, they may also need “Y”. • Communication and professional development needs to happen so that everyone is aware of which services are being offered and how and when they are being offered. • Resource Handbook (incorporating all resources) that is distribute to all faculty, staff and administrators. The resource handbook should be available online as well. • Adding information about resources in the instructors syllabus (premade content for them to include) • Trained staff about all services within the Engagement Centers. • Book loans/ loaner rooms in the library
<p>2. How can community partners bring their expertise and services directly to students?</p>	<p>These partnerships will address concerns/issues that are happening outside of the classroom that are preventing our students from being successful:</p> <ul style="list-style-type: none"> • Cal Fresh Days • Food Pantry • Housing partners for homeless population • County Services Assistances • Wellness Fair • EDD representative to fill out claims and forms



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
<p>3. How can the process of accessing and using services be part of the normal student experience? For example, where in the student's onboarding process can s/he be naturally exposed to a suite of financial stability supports?</p>	<ul style="list-style-type: none"> • Conversations about Financial aid and process of ineligibility within first 2 semesters. • Provide faculty with resources to disseminate in the classroom that includes conversation about services (students share services with other students). • Language of normalizing and asking for help: “a lot of students need these services/ you aren’t the only one.” • VIDEOS/HANDOUTS (Information should be readily available in different formats). • And ALL Faculty/Staff/Administrators should be trained to know about and offer information about what is available.
<p>4. What roles can various members of the campus community play to enable more students to access the services they need?</p>	<ul style="list-style-type: none"> • Incorporate and notify faculty about resources that students can utilize (Faculty liaisons sending “first 5” weekly to all faculty. • Create documents that include all resources that a student may need, post them in the classrooms • More intentional on the way we present information in the intake process • Classified professional development • Faculty survival guide • Student life resource awareness



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Part IV-b: Action Planning and Next Steps

TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL.
Please submit the completed template to Coral Noonan-Terry (noonan@cccse.org) by October 15, 2018.

Guiding Questions	College Responses to Guiding Questions
<p>1. Which issues/approaches/strategies discussed during the Institute sessions are potentially of greatest interest to the college?</p>	<ul style="list-style-type: none"> • How to scale our current support model and Engagement Center resources beyond the Promise Program. • Reviewing technology and alert process to support students through critical momentum points. • Program mapping is a priority: collaborating and assisting disciplines in completion or creation of their program map. More face to face workshop or working meetings to get the maps developed are needed. • Each Instructional Pathway “TEAM” will create timeline, tasks and activities to ensure proper hand off/transitions from point of application, first day of classed up until entry into the workforce or transfer institution. Students should know exactly who their “team” is every step of the way. • Faculty and staff need to be better informed on dates/deadlines/processes of the college (implemented First Five to drive faculty/student engagement of resources in the classroom) • Addressed the need for revamping of Flex days to provide professional development on implementation of guided pathways for instruction and student services.
<p>2. What existing knowledge and/or college work has been reinforced?</p>	<ul style="list-style-type: none"> • The importance and urgency of program mapping and career exploration implementation in the beginning of the intake process. • Students need to have a support team that they can identify with to engage in conversation and access resources.



Short-Term Action Plan Pathways Institute #4 Redesigning Student Intake and Support Systems

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	College Responses to Guiding Questions
	<ul style="list-style-type: none"> • Guided pathways is not another program, but institutional transformation that everyone has a role in. Collaboration is essential.
<p>3. Discuss insights the team has gained from these conversations; name 3–5 as a team.</p>	<ul style="list-style-type: none"> • Clear vision statement to guide what our student support model will look like. • Weaving Financial Stability piece throughout our processes. Implementing additional information into the outreach sessions, online orientation and information across campus is doable and can be immediately implemented. • Architecture around supporting wrap around services. • Face to face time with different departments is needed to work on implementation tasks. • Streamlining communication (Need for communication plan)
<p>4. What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information?</p>	<ul style="list-style-type: none"> • Designing a support model that is beneficial for each engagement center, leveraging resources for hiring or reorganizing current positions.