RCC Basic Skills / College Readiness Summit

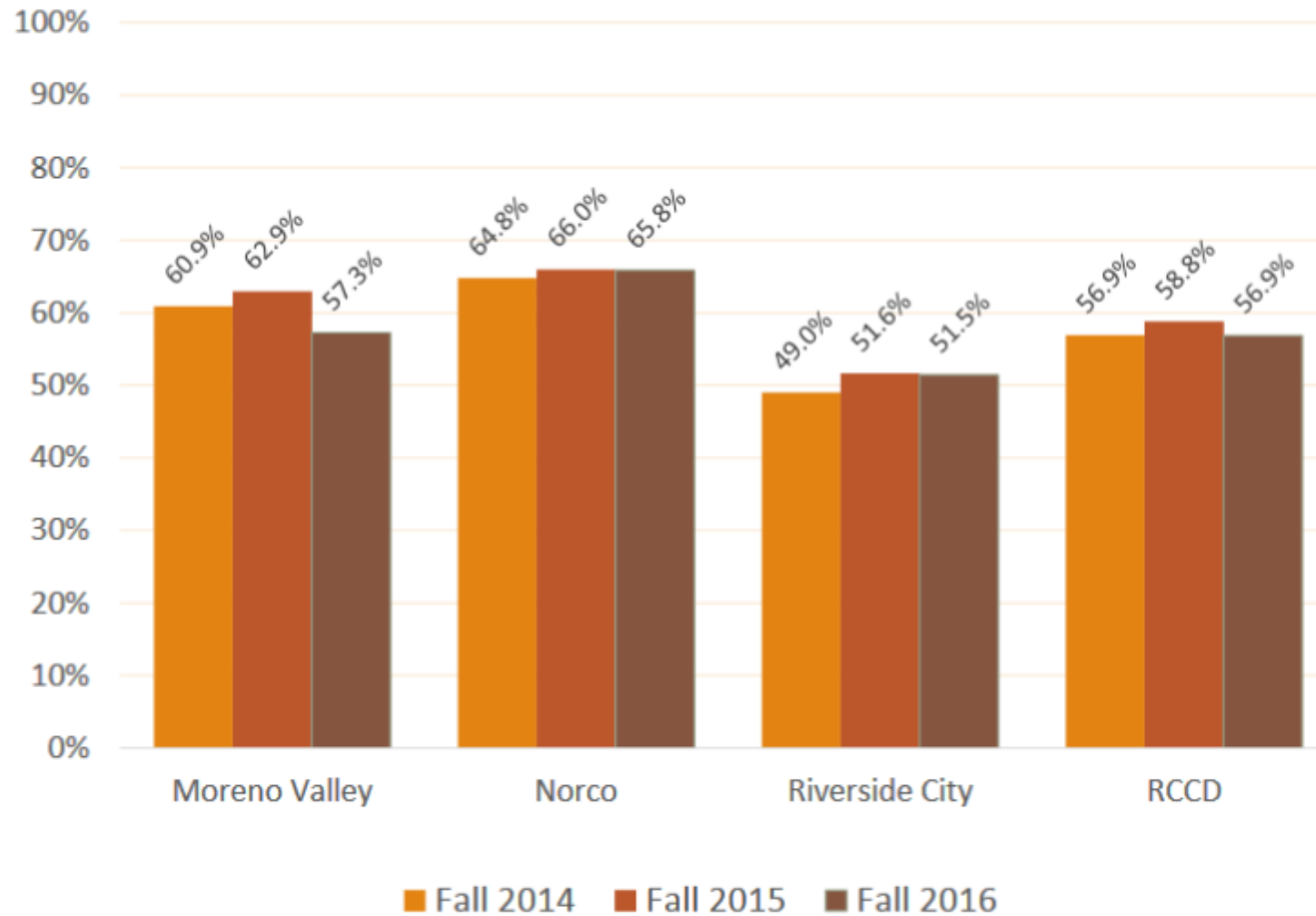September 22nd, 2017
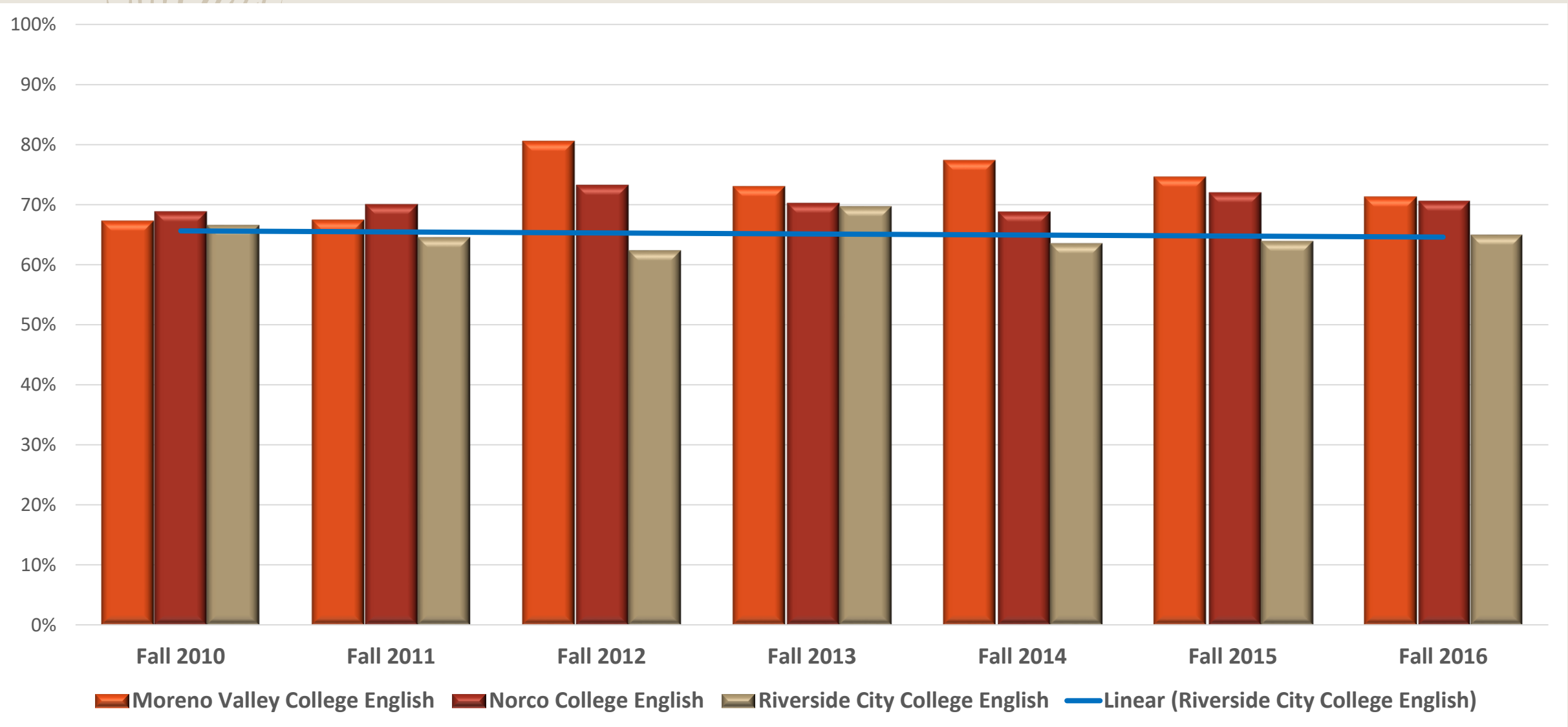
RCC

RIVERSIDE CITY COLLEGE

Basic Skills Success Rates, Fall Terms

Persistence Momentum Point:
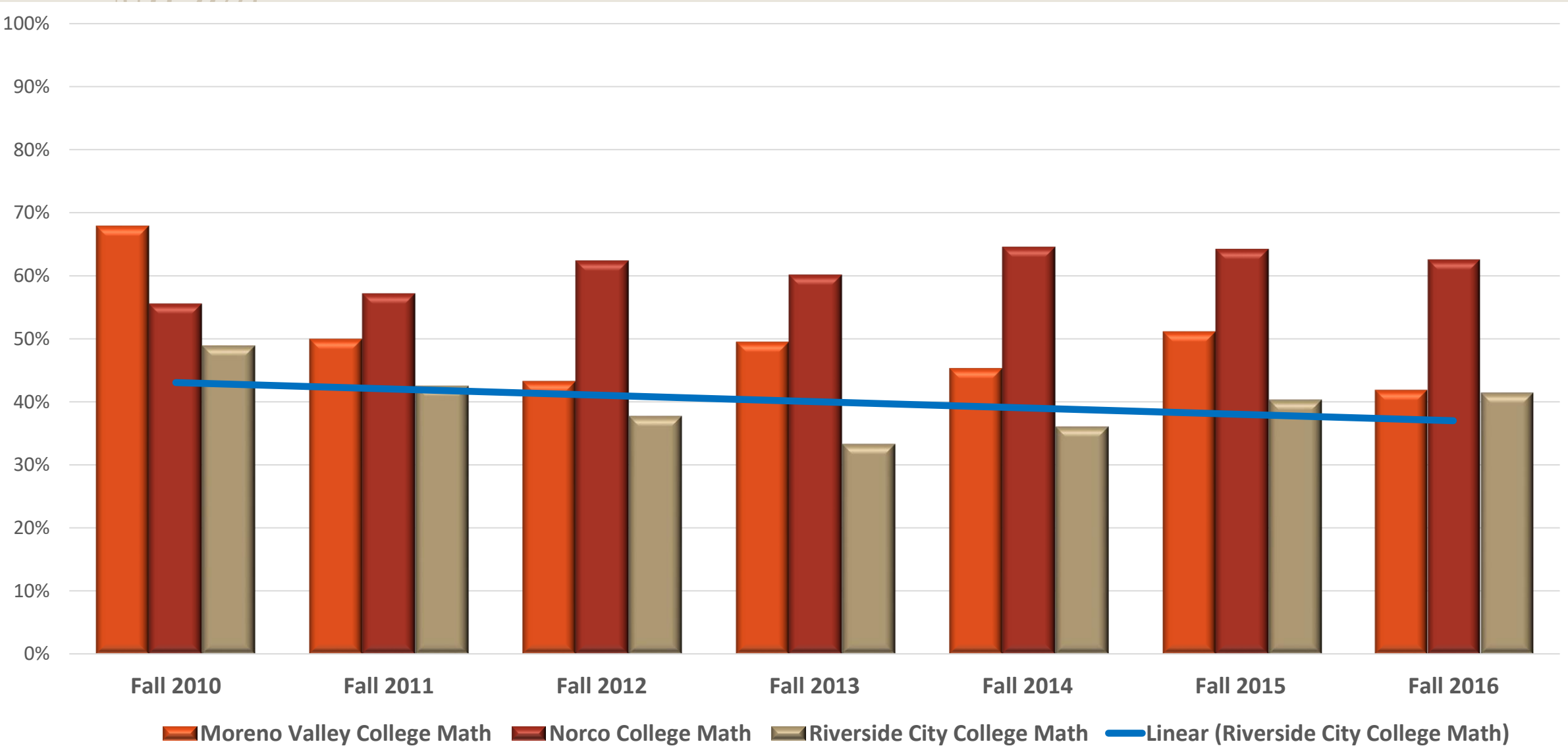RCCD Colleges – Basic Skills Course Success Rates

Source: California Community Colleges Chancellor's Office Data Mart, retrieved February 22, 2017.

Basic Skills Non-Distance English Course Success
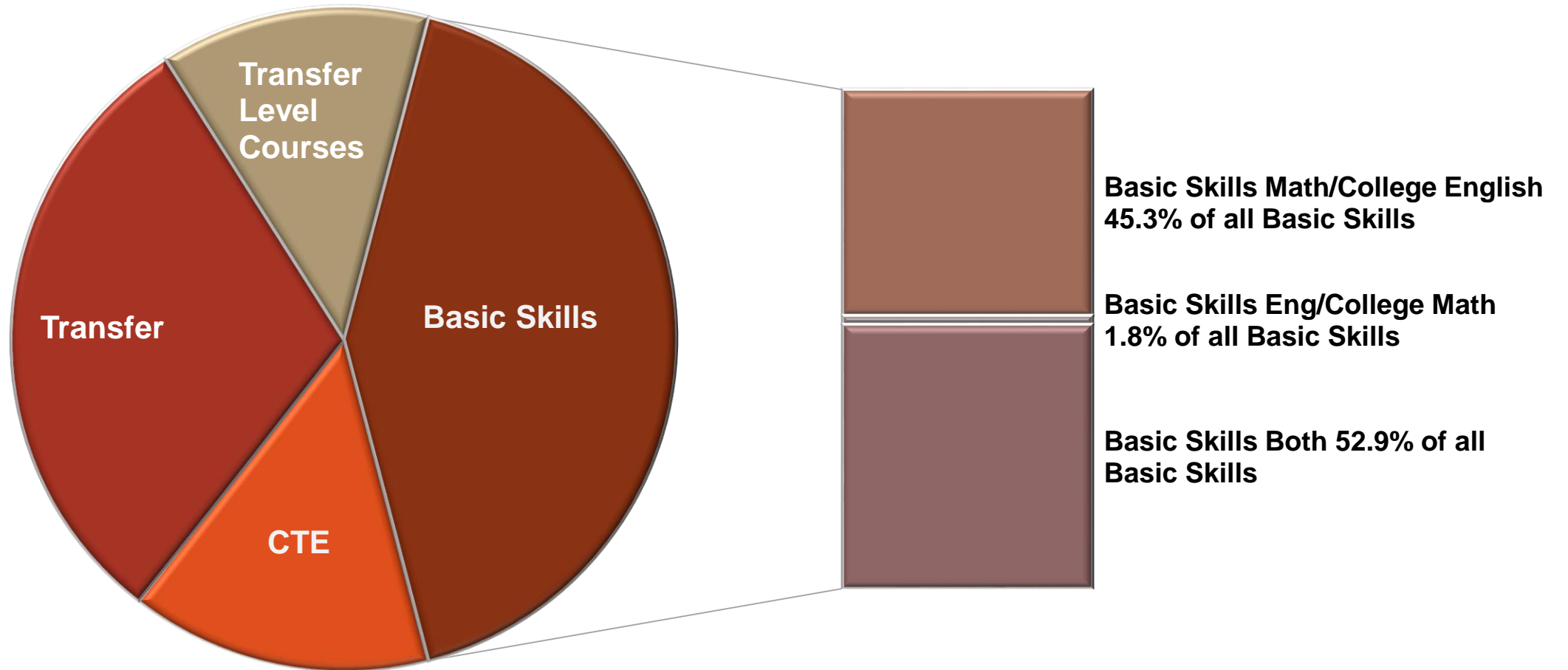

Legend: Moreno Valley College English, Norco College English, Riverside City College English, Linear (Riverside City College English)

Basic Skills Non-Distance Math Course Success

RCC 2016-2017 Unique Students by Pathway

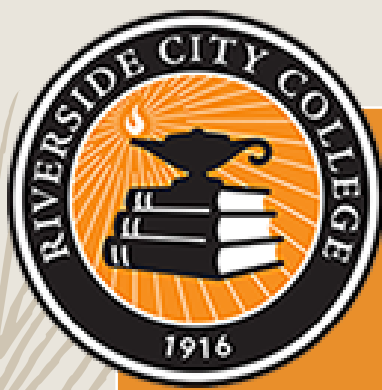# Themes for this morning

- Intentionally changing students' trajectory

- Providing value – taking the students in your classroom and giving them economic and social mobility

- Making the college ready for students versus the students ready for college

- Rethinking how to help students success in Gateway Courses

- **Intentionally designing an experience that will help our students succeed**

Problem with the Structure of Community Colleges

- Reforms too small or narrowly focused

  - Reforms not scaled

  - Reforms limited to one segment of student experience

- Colleges built to promote enrollment—Self Service or Cafeteria Model

California Guided Pathways

Four Pillars of Pathways
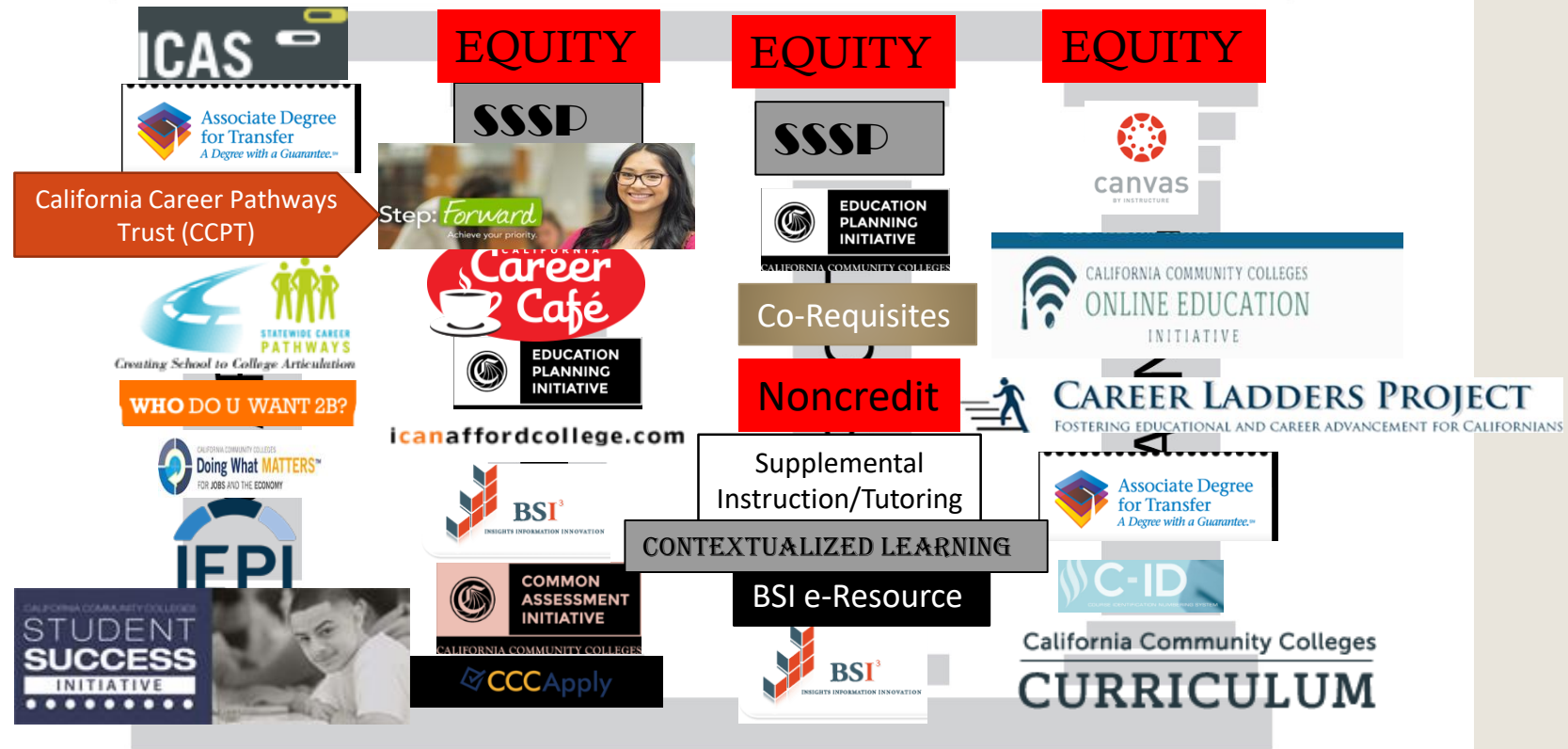
Equity, Social Mobility, Economic Health for All Students

California Guided Pathways

Designing & Implementing Pathways at Scale

CLARIFY THE PATH

- Mapping programs "with the ends in mind"

- Aligning course content and student learning outcomes

- Identifying milestone courses

- Defining default course sequences

California Guided Pathways

Designing & Implementing Pathways at Scale

CLARIFY THE PATH

Build curriculum coherence

- Identify "the right math"

- Select recommended core curriculum/ gen ed courses

- Select recommended elective courses

- Review pathway curriculum for coherence

California
Guided Pathways

Designing & Implementing Pathways at Scale

HELP STUDENTS CHOOSE AND ENTER A PATH

- Strengthen and clarify student-facing information about jobs/careers/ transfer options.

- Augment career exploration in high school (especially dual/concurrent enrollment) and earliest college experiences.

- Redesign advising to align with critical student choices and milestones.

California Guided Pathways

Designing & Implementing Pathways at Scale

HELP STUDENTS STAY ON THE PATH

- Ensure continuous, intrusive advising within pathways, noting milestone achievement, ensuring timely academic alert and support, and required advising when students go off path.

- Integrate discipline-appropriate academic supports into every pathway – and in fact into every syllabus.

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Guided Pathways

Designing & Implementing Pathways at Scale

ENSURE THAT STUDENTS ARE LEARNING

- Intentionally design applied/experiential learning experiences throughout each pathway.

- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).

- Align discipline-appropriate co-curricular learning.

- Strengthen assessment and documentation of student learning outcomes accruing to the program level.

California
Guided Pathways

Designing & Implementing Pathways at Scale

ESSENTIAL CAPACITIES TO SUPPORT
GUIDED PATHWAYS IMPLEMENTATION AT SCALE

- Leadership
- Systematic, authentic, continuous engagement
- Strategically targeted professional development and technical assistance
- Policy to support changes in structures, processes, resource allocation

THE MAJOR CHALLENGE:

CULTURE CHANGE

California
Guided Pathways

Intentionally designing an experience that will help our students succeed

Intentionally designing basic skills experiences that will help our students succeed

Give One
Get One

DATA WALK:
New Students **Want to Know**

- What are my career options?

- What are the education paths to those careers?

- What will I need to take?

- How long will it take and how much will it cost?

- Will my credits transfer?

- Who can I talk with to get good information?

The Student's Experience

– From the student's perspective, what do we need – what might it look like?

ENGLISH 60A Cohort (ESL 54)

TERM I		**TERM I**		**TERM I**	
English 60A (E3)	4	English 60A (E3)	4	English 60A (E3)	4
Math 35 (M1)	5	Math 52 (M2)	4	Math 65 (M3)	5
Reading course based		Reading course based		Reading course based	
on placement	3/3.5	on placement	3/3.5	on placement	3/3.5
		1-unit option	1		
	12/12.5		12/12.5		12/12.5

INTERSESSION	**INTERSESSION**	**INTERSESSION**
English 60B	English 60B	English 60B

TERM II		**TERM II**		**TERM II**	
English 50	4	English 50	4	English 50	4
Math 11/12	4	Math 35	5	Math 52	4
Reading course based		Reading course based		Reading course based	
on placement or GE	3/3.5	on placement or GE	3/3.5	on placement or GE	3/3.5
1-unit option	1		12/12.5		11/11.5
	12/12.5				

INTERSESSION	**INTERSESSION**	**INTERSESSION**
Option to repeat if needed	Option to repeat if needed	Option to repeat if needed
Reading course based	Reading course based	Math 35
on placement or GE option	on placement or GE option	

General Education Area Options

Arts/Humanities Options: The 3, Art 6, Dan 6, Music 25 or 26, For Language

Social Science Options: Soc 1, Ant 2

Physical Science Options: Geo 1, Geg 1

Life Science Options: Anthr 1, Bio 5, 8

Lifelong Learning and Self-Development Options: Kin 4, 35, 36

1 or 2-unit course options: Kin activity, Gui 45, Gui 48, Lib 1

General Education Courses may be dictated by major requirements.

Please see counseling faculty for specific coursework required for your major and to develop a two year educational plan!

Curriculum Maps
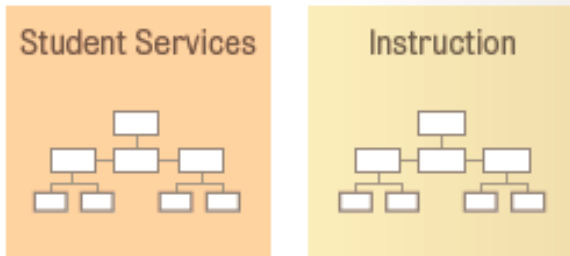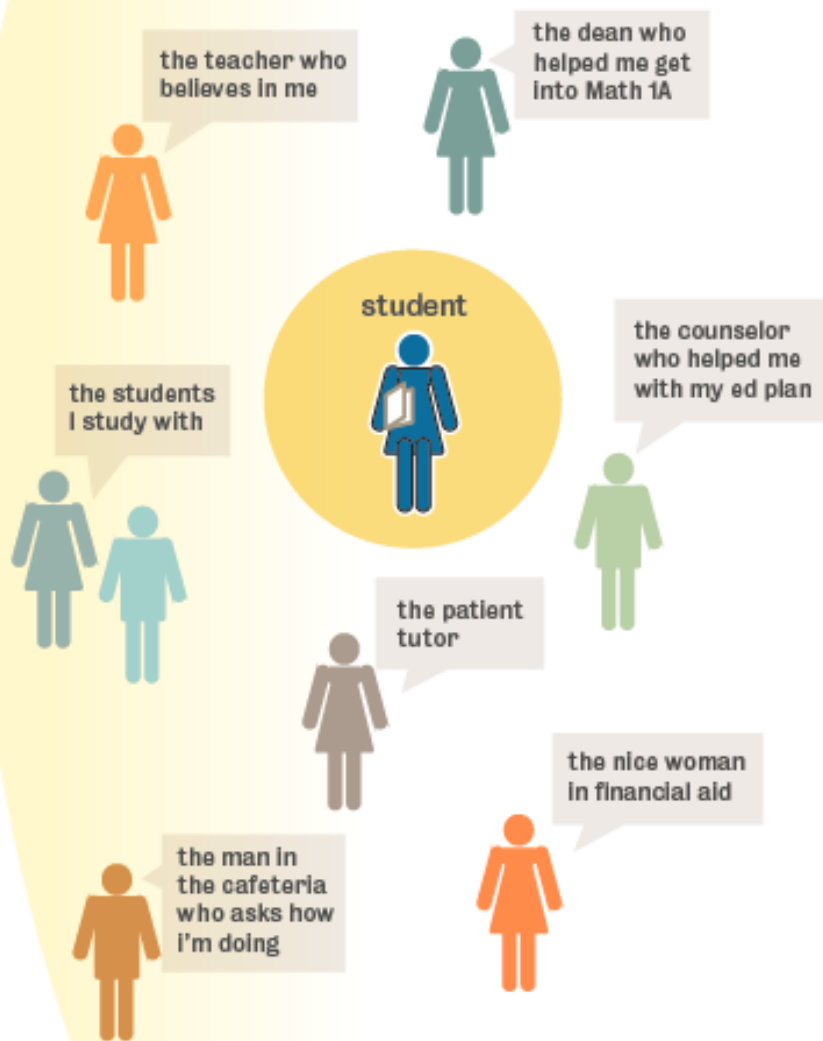
The Student's Experience

– What is critical to provide the students as they come in (on-ramping)?

– What is critical to provide the students while they are in courses?

– What is critical to provide the students as they transition to next steps?

Differing Perspectives

Intentionally designing basic skills experiences that will help our students succeed

Riverside City College
Basic Skills / College Readiness Retreat September 22nd, 2017

Short-Term Action Planning and Next Steps

Reflect and think on the options for the college's strategic approach to designing and implementing basic skills on-ramps at scale. Establish, narrow our focus, and consolidate our efforts for the work on campus.   How can we narrow our focus and consolidate our efforts?   What should basic skills curriculum maps look like? What should the co-curricular and student support activities look like?

Next setps -- whom to invovle, how to communicate findings and broaden engagement on campus; and how, when, and by whom follow-up steps will be taken.

PRIORITIES: NEXT STEPS	BY WHOM	BY WHEN