



# **GUIDED PATHWAYS: 2022-26 Work Plan**

## **Development Template**

Deadline to Submit in NOVA: June 1, 2023  
Questions? Please contact [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu)

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## Guided Pathways 2022-26 Work Plan Template

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### Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

**This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.**

As always, the Chancellor's Office is available to assist you. Please contact us at [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu) if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

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### General Guidance Text:

#### Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu)

### **Contacts:**

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

### **Guided Pathways 2022-26 Work Plan:**

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

### **Details (Landing Page):**

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

## Work Plan Content:

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### Question Group: Successful Enrollment

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.**

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

**Helper Text:** 'Local Goal' is an ideal achievement to reach for this metric.

Launchboard states the successful enrollment among first-time applicants who have an intent to enroll in our college in 2021-2022 is at 27%. This number reflects a 16% increase since the low of 11% in 2014-2015 year.

Our local goals related to successful enrollment as outlined in the RCC Strategic Plan include the following:

1. Student Access
  - 1.1 - Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.
  - 1.2 - Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.
  - 1.3 - Increase percent of students eligible for financial aid who receive aid by at least 2% per year.
  - 1.4 - In order to shorten the time to completion and improve college going rates, the college will increase number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

In addition, the equity outcomes we seek for the enrollment of our Disproportionately Impacted population, Black or African American Females, as stated in our Student Equity Plan include:

- 1-year outcome: Increase understanding of African American Female enrollment-related experiences through inquiry
- 2-year outcome: Implement campus-wide activities designed to improve African American Female enrollment-related experiences
- 3-year outcome: Reduce African American Female enrollment equity gap by 40% per RCC Strategic Planning Goal 1.2

What are the major barriers for your college to reach this goal?

**Helper Text:** 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

We have identified various barriers to our efforts to reach our enrollment goals. All barriers below will need solutions that can specifically target our Black/African American Females as they are identified as a disproportionately impacted (DI) population in our Equity Plan. Some of the barriers identified include

- Onboarding
  - o Parts of onboarding happen in various areas including A&R/Welcome Center, Career Center/Counseling, Technology Support, etc. There is a need to continue to communicate to improve/streamline the process.
  - o Students shared onboarding process has been complicated and difficult to follow. Need to streamline and increase engagement in Orientation process/video. Also, not allowing students to “revisit” the key topics shared in Orientation video in an accessible way.
- Student Access, Support, and Engagement
  - o Early student engagement to increase understanding of support services/resources that will alleviate/minimize failed enrollment such as basic needs, financial barriers, limited knowledge on educational/career goals, etc.
  - o Struggles with access to platforms such as MyPortal and email which provide key information/reminders regarding onboarding steps.
- Communication
  - o Consistency, clarity, and efficiency of communication to enrolling students from the onboarding stage (including visits to HS) to enrollment and attendance in their first semester

classes. This included effective communication to HS counselors through training and other engagement efforts).

Currently, there are no systemic/streamlined practices or information readily available for prospective students to learn about potential careers/earnings and the difference in earnings between certificates, associate's degrees or bachelor's degrees. Financial costs, potential debt and economic benefits of program completion may occur in pockets of departments like Counseling, Financial Services or Career and Technical Education, but not campus wide.

What actions has your college taken that has led to noticeable advancement towards your goal?

**Helper Text:** Identify what efforts have worked to ensure this estimated percentage.

The actions/structural changes we have taken include:

1. Development of the Integrated Strategic Enrollment Management Plan (ISEMP)
  - a. In 2022-2023, RCC developed the ISEMP to achieve the colleges goals for equity, outreach and recruitment of students, sequenced pathway course and program offerings, job attainment with living wages, and transfer to 4-year institutions. The main goals of the plan are to align with the RCC Strategic Plan, Equity Plan, and GP Plan as well as develop an effective inreach, outreach, recruitment, and marketing plan that supports meeting RCC's enrollment and FTES goals. The plan identifies strategies to accomplish these goals through 2025.
2. The development and assessment of Campus-Wide Equity-Minded Professional Development Opportunities. In 2021, a group of RCC practitioners began the process of exploring novel equity-minded professional development opportunities that could be launched at the college.
  - a. In Year One (2022-2023), the college facilitated equity-minded professional development opportunities such as the Equity-Minded Learning Institute (EMLI) and plans to assess impacts on student success. An evaluation of the success of these professional development opportunities will require embedded assessments to identify potentially effective components that may be useful in future training.
3. Inescapable Student Support for DI Groups. In 2021, a plan to offer inescapable student support was created as a structure for engaging new, continuing, and returning students within the RCC Engagement Centers.

- a. Standard Operating Procedures (SOPs) is being developed to provide support for African American female students in successfully enrolling.
  - b. A counseling workgroup is redesigning our Orientation Video. This includes creating an engaging format and layout, and includes Holistic Student Support Surveys where the data is used to proactively outreach and engage students in needed support services.
4. Expansion and promotion of Career Center, Career Development efforts, and Job Development support at the college.

What actions will your college prioritize on going forward?

**Helper Text:** Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college will prioritize the following actions to increase successful student enrollment moving forward:

- Pillar 1
  - o College and Community Partnerships
    - Career and Transfer Center partner with Welcome Center to incorporate career and transfer decision making into their outreach efforts at high schools.
    - Have “Counselor Liaisons” for the various school districts in the riverside area to answer questions and provide support.
    - Continue growth and promotion of Career Center, Career Development efforts, and Job Development support into each engagement center. Include salary information and course sequences for each program of study at RCC on website.
  - o Align and Systemize the Work of the Engagement Centers/Success Teams
    - Design the Engagement Centers as key “navigation” points for their students. Student engagement and outreach should be accessible, provided through various mediums, and consistent. This will include better collaboration/ communication between the Success Teams and Engagement Centers with other college areas and departments including Counseling, Career & Transfer Center, Academic Departments within the pathways, Academic Support Services, and Student Support Services.



- Align the work between the Student Success Teams and Engagement Centers so new students are receiving the same high-quality engagement, outreach, and support.
    - Expand Welcome Day to include academic program information through Engagement Center Meet and Greets.
  - Data Use
    - Utilize data from New Student Orientation to reach out to students ahead of registration to introduce students to resources.
    - Collect and evaluate data to determine effectiveness of previous steps.
- Pillar 3
  - Program Mapping Integration
    - Update Program Maps yearly during Annual Program Review process.
    - Continue to update ADT Program Maps to include Ethnic Studies requirements.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

**Helper Text:** Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

We plan to implement broad initiatives to remove friction points. We have identified that both “inquiry” and “implementation” approaches will need to be considered on a continuous basis in order to support our DI group as well as all RCC students.

**Inquiry Strategies**

The systematic process to support our inquiry efforts will include the exploration of our existing structures, programs, personnel, practices, policies, and student voices. Qualitative methods have included Document Review, Observations, and Semi-Structured Focus Groups throughout the college and included the administration of NACCC Fall 2020 Student Survey, the NACCC Fall 2022 Administrators and Classified Professionals Survey, and the NACCC Fall 2023 Faculty Survey will be completed in Fall 2023. This also includes the work of the RCC “Street Team” through the Institutional Effectiveness Department. The Street Team supports this initiative through conducting different student surveys on campus weekly, collecting data on student voices will focus our efforts.

### Implementation Strategies

Implementation Strategies will include continual development and assessment of equity-minded professional development opportunities and the facilitation of inescapable student support for DI Groups within the RCC Engagement Centers.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

**Helper Text:** N/A

The embedded structure to support these efforts will need to be explored further. We want to make sure that the continuous improvement of a high-quality enrollment and onboarding process is maintained.

Beginning in Spring 2023 under the leadership of the Vice President, Planning & Development, the Dean of Counseling and Special Programs, Dean of Equity, Inclusion and Engagement, Dean of Institutional Effectiveness, the Director of Academic Support, and the Guided Pathways Coordinator will assume operational functionality of all Guided Pathways and Engagement Centers. This structure combined with regular meetings and active management will align the different centers ensuring the college continues to move forward collectively and ensure collaborative communication on the integration of the operational and instructional components of Guided Pathways with a Culture of Care.

However, the above does not involve other key areas like Admissions & Records/Welcome Center, Technology Support Services, etc. We will need to devise a plan to incorporate these areas in the process moving forward. For now, we continue to share key updates and information through our Leadership Councils and Committee Structure which includes various areas and departments throughout the college.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

Yes, the college has been facing barriers to sustaining the structure. Many barriers were due to key roles not being filled, (such as the Guided Pathways Coordinator role, the Engagement Center Coordinator role, etc.) and committees not having a clear charge, limited understanding of how to move from idea to action, and/or inconsistent communication and meeting schedules.

The college is examining its leadership council and committee structures in order to strengthen our shared governance and coordinated efforts to accomplish institutional goals and objectives. This holds true with the Guided Pathways Committee and Student Equity Committees as well, in which both have had vacancies in leadership and inconsistencies with tasks, goals, and communication.

The main goal is to fill all vacant roles linked to our Guided Pathways efforts. This includes our GP Coordinator Faculty Lead (filled as of March 2023) and the 5 Faculty Advising and Student Support Coordinator (FASSC) roles by end of spring 2023. The FASSC roles are selected through Division Elections and coordinated through the Academic Deans.

The process and timeline to select the GP Coordinator and FASSCs should be examined to improve continuity from year to year. Requesting nominations and voting on these positions should occur earlier, such as in the Fall or early spring the year prior to the position start so onboarding can take place.

Lastly, we will need to ensure we have safe spaces that promote idea sharing as well as shared action. Guided Pathways does not simply rest in the hands of the leads. It will need to spread from the GP Committee and Student Equity Committees throughout all areas of the college in order to accomplish the stated goals. All can and should be involved. The GP Leads will need to promote this idea moving forward.

**With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?**

**Helper Text:** Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

**In Progress**

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

**Helper Text:** N/A

Similar to our Student Equity Plan, we will need to facilitate spaces for inquiry as well as implementation. Thoughts and ideas will need to be heard from all internal stakeholders as we move forward. We seek to gather these thoughts and ideas through the committees and through our engagement with the Leadership Councils. As faculty and classified professionals seek to

improve practices individually and collectively, we will attend meetings, provide trainings, and provide individual support to college personnel.

Data will also inform our efforts. One example is through the examination of student data from each of our pathways. This data will drive the actions to provide support to students through the engagement centers and success teams. One change will be the examination of longitudinal data from each pathway over the past 2 years, which will provide insight on our progress and allow us to make timely adjustments. Another example is through the use of our Institutional Effectiveness Department “Street Team.” This team can be deployed into classrooms, Engagement Centers, and other student spaces to gather the “student voice” related to our GP initiatives.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

**Helper Text: N/A**

We continue to benefit from hearing about the GP work and best practices happening at other CCCs. This insight allows us to examine our practices and think of solutions outside of our known environment. Receiving statewide updates and attending trainings and institutes will continue to support our progress, but also gives us time to further examine our approaches as well as team build.

Also, we seek to further involve our GP Regional Coordinators. Their insight on system-wide best practices will assist our growth and development over the next cycle.

### **Question Group: Persistence: First Primary Term to Secondary Term**

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.**

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

**Helper Text:** 'Local Goal' is an ideal achievement to reach for this metric.

Launchboard data shows 54% of our students enrolled in the subsequent term after their first primary term of enrollment, a decrease of 12% compared to 2019-2020 pre-pandemic (66%).

Our local goals related to student persistence as outlined in the RCC Strategic Plan include the following:

2. Student Success

- 2.4 Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.
- 2.5 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.
- 2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.
- 2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

In addition, the equity outcomes we seek for the persistence of our Disproportionately Impacted population, Foster Youth, as stated in our Student Equity Plan include:

- 1-year outcome: Increase understanding of Foster Youth students' experiences related to retention through inquiry.
- 2-year outcome: Implement campus-wide activities designed to increase Foster Youth students' retention.
- 3-year outcome: Reduce Foster Youth students' retention equity gap by 40% per RCC Strategic Planning Goal 1.2.

What are the major barriers for your college to reach this goal?

**Helper Text:** ‘Major Barriers’ may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Barriers to successful student persistence exist to successfully support all students as well as to support our target DI group, foster youth. Barriers identified for all students include:

- Early identification of struggling students and tracking student progress.
  - o Clarifying student career and academic goals – identifying interests, skills, and preferences as it relates to current and future needs and life goals.
  - o Early Alert – Increasing the use of Early Alert and closing the loop on the process.
  - o Tracking student progress, identifying technology that supports caseload counseling/advising, and information sharing to support students through each “milestone.”
  - o Decreasing student to counselor ratios to reach a more manageable/realistic caseload.
  - o Exploring and integrating inescapable services for all students, providing consistent check-in with students, and providing services based on student need.
- Communication and Technology Systems
  - o Increasing student understanding and support of RCC technology systems including the understanding of EDUNAV, MyPortal, Canvas, etc.
  - o More effective communication strategies outside of email.
- Institutional Structures
  - o We need to evaluate hours of operation, course offerings and other academic supports because of the lack of service and availability for part time, evening, and weekend students.
- Programs and Courses
  - o Identify and increase accelerated models for programs and pathways.

What actions has your college taken that has led to noticeable advancement towards your goal?

**Helper Text:** Identify what efforts have worked to ensure this estimated percentage.

Many actions have been taken to increase student persistence since 2018 – 2019. These actions include:

- Pillar 2
  - o Changes made in Math and English related to AB 705.

- Additional educational advisors have been added to the LHSS team, STEM, CTE, and Promise Program.
- Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students).
- Explored additional functionality with existing Early Alert system or a new system.
- Full rollout of EDUNAV with program maps.
- Pillar 3
  - Continuous cycle of finalizing and releasing program maps for student use.
  - Group Counseling and SEP completion per engagement center.
  - Expand number of ADT's offered.
  - Full EDUNAV launch.
  - Identified program maps that need to be created based off new curriculum.
  - Post Trailheads for new incoming students to utilize for first semester courses if they are undecided.
  - Finalized all other program maps that are ADT programs of study.
  - Explore functionality in existing Early Alert system.
  - Exploring advanced technology/early assessments to support both case management advising and early alert.
  - Strategic enrollment management plan assessment and refresh – to be completed in Spring 2023
  - Identify and increase the right configuration of accelerated course model
  - Offered online and hybrid course offerings based on student need.
- Pillar 4
  - Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter).
  - Development and collection of teaching and learning best practices.
  - 8 hours of Equity minded Professional Development required of all faculty.
  - Continue to assess SLO's to improve teaching and learning with a focus on equity.

- Ongoing assessment at PLO level.
- Continued conversations around pedagogical and curricular changes.
- Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs

The actions that have taken place to increase the persistence of our foster youth include:

- Engagement in various assessments that have produced data we can use to determine equity-minded processes/policies/practices/ and culture that can produce equitable outcomes for this population. These data sources include the RCC Equity Audit, RCCD Student Surveys, and the National Assessment of Collegiate Campus Climate (NACCC) Survey.
- Begun the inquiry process by gathering student data through the administration of the NACCC 2022 Survey and through data gathering through the RCC Street Team.
- Inescapable Student Support for DI Groups - In 2021, a plan to offer inescapable student support was created as a structure for engaging new, continuing, and returning students within the RCC Engagement Centers.
- Develop and Assess Campus-Wide Equity-Minded Professional Development Opportunities - In 2021, a group of RCC practitioners began the process of exploring novel equity-minded professional development opportunities that could be launched at the college. In Year One (2022-2023), the college continued exploring equity-minded professional development opportunities such as the Equity-Minded Learning Institute (EMLI) and assessed impacts on student success. An evaluation of the success of these professional development opportunities requires embedded assessments to identify potentially effective components that may be useful in future training.

What actions will your college prioritize on going forward?

**Helper Text:** Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college will prioritize the following actions to increase student persistence moving forward:

- Pillar 2
  - Align and Systemize the Work of the Engagement Centers/Success Teams



- Align the work between the Student Success Teams and Engagement Centers so students are receiving the same high-quality engagement, outreach, and support.
    - Design the Engagement Centers as key “navigation” points for their students. Student engagement and outreach should be accessible, provided through various mediums, and consistent. This will include better collaboration/ communication between the Success Teams and Engagement Centers with other college areas and departments including Counseling, Career & Transfer Center, Academic Departments within the pathways, Academic Support Services, and Student Support Services.
    - Develop Toolkit for Student Success and Integrated Academic Support teams (including SI) to effectively collaborate.
  - Continue to develop courses with support in alignment with AB705, and other major program areas.
  - Data Use
    - Collect and evaluate data to determine effectiveness of previous steps.
    - Utilize Data Coaching program to support student success.
- Pillar 3
  - Align and Systemize the Work of the Engagement Centers/Success Teams
    - Develop Toolkit for Ed Advisors and Student Success teams to effectively collaborate between all engagement centers.
    - Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
  - Program Mapping Integration
    - Update Program Maps yearly during Annual Program Review process.
    - Continue to update ADT Program Maps to include Ethnic Studies requirements.
    - Link CTE Program maps with other ADT program maps on the instructional pathways page.
  - Management of Early Alert
    - Continue to identify effective Early Alert strategies.

- Continue to explore and secure Early Alert system. New ERP has possible functionality.
  - Explore year around scheduling
  - Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success.
- Pillar 4
  - Develop and Promote RCC Teaching Culture
    - Launch “Just 1 Thing” and “First 5 Minutes” Campaigns
    - Develop Teaching Values/Mission around Equity Forward Teaching
    - Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Faculty Professional Development
    - Scale Equity Minded Teaching and Learning Institute and/or other equity focused professional development training initiatives.
    - Expand Communities of Practice to identify best practices for teaching and learning and creating a sense of belonging for students.
    - Continue to provide professional development and support to increase equity minded pedagogy in courses.
    - Expand New Faculty Development and explore reorientation opportunities for all faculty
    - Training for Chairs through Department Leadership Council
  - Explore GE course alignment with CTE Courses (e.g. Physics with Automotive).
  - Continue to utilize Data Coaching program.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

**Helper Text:** Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Prospective on friction points about our Foster Youth gathered from personnel who directly support them through our Guardian Scholars program state that our foster youth need:

- Stable housing
- Therapy and counseling to address trauma experienced in the foster care system and continued trauma
- More invasive outreach to feel supported
- Financial support through financial aid to be stable as a losing this aid is hugely detrimental
- The institution to adopt foster youth-specific guidance in educational planning and in various service areas (such as in basic needs, educational advising, student psychological services, counseling, financial aid, and in the classroom)

We have taken steps to better understand our student populations through various assessments. We can use this information to determine equity-minded processes/policies/practices/ and culture that can produce equitable outcomes for our foster youth, which can also benefit our greater student population. These data sources include the RCC Equity Audit, RCCD Student Surveys, and the National Assessment of Collegiate Campus Climate (NACCC) Survey.

We plan to consider equity in our efforts moving forward by identifying ways to operationalize inescapable student support to increase the persistence of our foster youth students.

Continuing to provide training and development opportunities around equity-minded practices is crucially important to these efforts. We will continue to promote equity-minded professional development opportunities like the Equity-Minded Learning Institute (EMLI) and assess impacts on student success. Assessing these opportunities will allow us to identify program aspects we can build on in the future.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

**Helper Text: N/A**

The college has leadership councils and committees to lead efforts to accomplish our institutional goals and objectives. Currently, our Guided Pathways efforts are facilitated by our Guided Pathways Faculty Lead, Guided Pathways Administrative Lead, and the Guided Pathways Committee. In addition, we seek to coordinate and strengthen the GP Committees efforts with the Student Equity Committee through more engagement and collaboration. Conversations are taking place to define

what this looks like moving forward, so we plan for an improved structure to be in place during the 2023 – 2024 year.

Efforts to ensure the Guided Pathways-informed Persistence work remains a priority will come from the GP Leads, GP Committee, and the Student Equity Committee. The committees will have representation from areas throughout the college, and clear tasks and objectives will be identified, monitored, and completed through the group's membership.

Lastly, presentations and updates will be provided to the college leadership councils, FLEX days, and other meetings and events to keep internal stakeholders well-informed of initiatives each semester.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

Yes, the college has been facing barriers to sustaining the structure. Many barriers were due to key roles not being filled, (such as the Guided Pathways Coordinator role, the Engagement Center Coordinator role, etc.) and committees not having a clear charge, limited understanding of how to move from idea to action, and/or inconsistent communication and meeting schedules.

The college is examining its leadership council and committee structures in order to strengthen our shared governance and coordinated efforts to accomplish institutional goals and objectives. This holds true with the Guided Pathways Committee and Student Equity Committees as well, in which both have had vacancies in leadership and inconsistencies with tasks, goals, and communication.

The main goal is to fill all vacant roles linked to our Guided Pathways efforts. This includes our GP Coordinator Faculty Lead (filled as of March 2023) and the 5 Faculty Advising and Student Support Coordinator (FASSC) roles by end of spring 2023. The FASSC roles are selected through Division Elections and coordinated through the Academic Deans.

The process and timeline to select the GP Coordinator and FASSCs should be examined to improve continuity from year to year. Requesting nominations and voting on these positions should occur earlier, such as in the Fall or early spring the year prior to the position start so onboarding can take place.

Lastly, we will need to ensure we have safe spaces that promote idea sharing as well as shared action. Guided Pathways does not simply rest in the hands of the leads. It will need to spread from the GP Committee and Student Equity Committees throughout all areas of the college in order to accomplish the stated goals. All can and should be involved. The GP Leads will need to promote this idea moving forward.

**With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?**

**Helper Text:** Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

**In Progress**

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

**Helper Text:** N/A

Similar to our Student Equity Plan, we will need to facilitate spaces for inquiry as well as implementation. Thoughts and ideas will need to be heard from all internal stakeholders as we move forward. We seek to gather these thoughts and ideas through the committees and through our engagement with the Leadership Councils. As faculty and classified professionals seek to improve practices individually and collectively, we will attend meetings, provide trainings, and provide individual support to college personnel.

Data will also inform our efforts. One example is through the examination of student data from each of our pathways. This data will drive the actions to provide support to students through the engagement centers and success teams. One change will be the examination of longitudinal data from each pathway over the past 2 years, which will provide insight on our progress and allow us to make timely adjustments. Another example is through the use of our Institutional Effectiveness Department “Street Team.” This team can be deployed into classrooms, Engagement Centers, and other student spaces to gather the “student voice” related to our GP initiatives.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

**Helper Text:** N/A

We continue to benefit from hearing about the GP work and best practices happening at other CCCs. This insight allows us to examine our practices and think of solutions outside of our known environment. Receiving statewide updates and attending trainings and institutes will continue to support our progress, but also gives us time to further examine our approaches as well as team build.

Also, we seek to further involve our GP Regional Coordinators. Their insight on system-wide best practices will assist our growth and development over the next cycle.

### Question Group: Completed Transfer-Level Math & English

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.**

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

**Helper Text:** 'Local Goal' is an ideal achievement to reach for this metric.

Launchboard shows 13%, tying the highest percentage since 2020-2021. This percentage continues to increase each year.

Our local goals related to completion of transfer-level Math and English as outlined in the RCC Strategic Plan include the following:

2. Student Success

- 2.5 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

- 2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

In addition, the equity outcomes we seek for the completion of transfer-level Math and English for our Disproportionately Impacted population, Black or African American students, as stated in our Student Equity Plan include:

- 1-year outcome: Increase understanding of African American students' experiences in registration and completion of Math and English through inquiry.
- 2-year outcome: Implement campus-wide activities designed to increase African American students' registration and completion of Math and English.
- 3-year outcome: Reduce African American students' Math and English completion equity gap by 40% per RCC Strategic Planning Goal 1.2.

What are the major barriers for your college to reach this goal?

**Helper Text:** 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Barriers to successful completion of Transfer-level Math and English coursework in the first year exist for all students as well as for our target DI group, AA/Black students. Barriers identified for all students include:

- Identification of barriers to enrollment in Math and English
- Ongoing assessment and adjustments.
- Training and Professional Development.
  - o All faculty leaning in to culturally responsive teaching and equity minded instruction.
  - o All faculty leaning in to contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - o Continued training and professional development for faculty who teach online/hybrid courses
- Early identification of struggling students and tracking student progress in English and Math courses
  - o Early Alert – Increasing the use of Early Alert and closing the loop on the process.
  - o Tracking student progress, identifying technology that supports caseload counseling/advising, and information

sharing to support students through each English and Math “milestone.”

- Exploring and integrating inescapable services for students in English and Math coursework, providing consistent check-in with students, and providing services based on student need.
- Communication
  - Strengthen communication between Engagement Center personnel and the faculty in their pathways to support students. Increase “warm handoffs” from faculty to engagement center personnel and vice versa.

What actions has your college taken that has led to noticeable advancement towards your goal?

**Helper Text:** Identify what efforts have worked to ensure this estimated percentage.

Many actions have been taken to increase the success rates of students taking Transfer-Level English and Math coursework at RCC. These actions include:

- Pillar 1
  - Final curriculum approval with launch of new curriculum and co-requisite supports.
- Pillar 2
  - Monitor, evaluate, assess a number of different metrics to track how well that support is working and identify what additional supports might be needed for students, especially those who place directly into English 1A or Math with no requirement or recommendation to take a support course.
  - English department continues to work to enhance the services in the Writing and Reading Center to support student’s success in English 1A.
- Pillar 3
  - Launch dual-registration system which allows students to register for two terms at a time, supporting students planning efforts.
  - Strategic enrollment management plan assessment and refresh – to be completed in Spring 2023
  - Identify and increase the right configuration of accelerated course model
  - Examine online and hybrid course offerings based on student need.
- Pillar 4
  - Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all



students and analyze best practices that yield successful outcomes per subject matter).

- Development and collection of teaching and learning best practices.
- 8 hours of Equity minded Professional Development required of all faculty.
- Teaching and learning professional development opportunities to ensure students are learning
- Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices.
- Continue to assess SLO's to improve teaching and learning with a focus on equity.
- Ongoing assessment at PLO level.
- Continued conversations around pedagogical and curricular changes.
- Creating opportunities to rethink how we teach to infuse active/expermental learning in courses and programs.

What actions will your college prioritize on going forward?

**Helper Text:** Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college will prioritize the following actions to increase student completion in Transfer-Level Math and English moving forward:

- Pillar 1
  - Continue to assess/evaluate English and Math courses with support and make adjustments that promote student success and engagement in alignment with AB705.
- Pillar 3
  - Explore year around scheduling.
  - Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success. Monitor how these instruction methods impact marginalized and underrepresented student populations.
  - Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
- Pillar 4
  - Develop and Promote RCC Teaching Culture
    - Launch “Just 1 Thing” and “First 5 Minutes” Campaigns

- Develop Teaching Values/Mission around Equity Forward Teaching
- Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
- Faculty Professional Development
  - Scale Equity Minded Teaching and Learning Institute and/or other equity focused professional development training initiatives.
  - Expand Communities of Practice to identify best practices for teaching and learning and creating a sense of belonging for students.
  - Continue to provide professional development and support to increase equity minded pedagogy in courses.
  - Expand New Faculty Development and explore reorientation opportunities for all faculty
  - Training for Chairs through Department Leadership Council
- Explore GE course alignment with CTE Courses (e.g. Physics with Automotive).
- Examine how programs, trainings and curriculum impact the practice in the classroom and in support programs in a systemic way.
- Continue to utilize Data Coaching program.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

**Helper Text:** Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan identifies possible friction points limiting the successful completion of Transfer-Level Math and English by African American/Black students. The friction points include:

- African American students are not always encouraged and are sometimes actively discouraged from taking Math and English in the first year.
- African American students may not gain easy access to a counselor prior to the first semester to complete a student educational plan.

- African American students may have anxieties or fears about Math and English due to prior experiences.
- African American students may have poor instructional experiences that lead to low course success and hesitancy to enroll again.
- There are not adequate academic support peers that are African American.
- There are limited cohesive institutional campaigns and/or guardrails in place to ensure students enroll in Math and English in the first year.

We have taken steps to better understand our student populations through various assessments. We can use this information to determine equity-minded processes/policies/practices/ and culture that can produce equitable outcomes for our African American/Black students, which can also benefit our greater student population. These data sources include the RCC Equity Audit, RCCD Student Surveys, and the National Assessment of Collegiate Campus Climate (NACCC) Survey.

We plan to consider equity in our efforts moving forward by identifying ways to operationalizing inescapable student support to assist our black students with completing transfer-level Math and English.

Continuing to provide training and development opportunities around equity-minded practices is crucially important to these efforts. We will continue to promote equity-minded professional development opportunities like the Equity-Minded Learning Institute (EMLI) and assess impacts on student success. Assessing these opportunities will allow us to identify program aspects we can build on in the future.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

**Helper Text: N/A**

The college has leadership councils and committees to lead efforts to accomplish our institutional goals and objectives. Currently, our Guided Pathways efforts are facilitated by our Guided Pathways Faculty Lead, Guided Pathways Administrative Lead, and the Guided Pathways Committee. In addition, we seek to coordinate and strengthen the GP Committees efforts with the Student Equity Committee through more engagement and collaboration. Conversations are taking place to define what this looks like moving forward, so we plan for an improved structure to be in place during the 2023 – 2024 year.

Efforts to ensure the Guided Pathways-informed Transfer-level Math & English work remains a priority will come from the coordinated efforts of the GP Leads, GP Committee, the Student Equity Committee, the Teaching and Learning Leadership Council, the Deans in LHSS and STEM, and the Faculty and Chairs in the Math and English Departments. In addition to their discipline changes and equity efforts, we can explore ways to provide coordinated support to students through the Engagement Centers/Success Teams and through Academic Support Services. These discussions should produce fruitful strategies to support students inside and outside of the classroom in these subjects.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

Yes, the college has been facing barriers to sustaining the structure. Many barriers were due to key roles not being filled, (such as the Guided Pathways Coordinator role, the Engagement Center Coordinator role, etc.) and committees not having a clear charge, limited understanding of how to move from idea to action, and/or inconsistent communication and meeting schedules.

The college is examining its leadership council and committee structures in order to strengthen our shared governance and coordinated efforts to accomplish institutional goals and objectives. This holds true with the Guided Pathways Committee and Student Equity Committees as well, in which both have had vacancies in leadership and inconsistencies with tasks, goals, and communication.

The main goal is to fill all vacant roles linked to our Guided Pathways efforts. This includes our GP Coordinator Faculty Lead (filled as of March 2023) and the 5 Faculty Advising and Student Support Coordinator (FASSC) roles by end of spring 2023. The FASSC roles are selected through Division Elections and coordinated through the Academic Deans.

The process and timeline to select the GP Coordinator and FASSCs should be examined to improve continuity from year to year. Requesting nominations and voting on these positions should occur earlier, such as in the Fall or early spring the year prior to the position start so onboarding can take place.

Increasing collaboration with the Engagement Centers/success teams and the Math and English Discipline Faculty can increase opportunities for

inescapable student supports. Another limitation is time within semesters to move initiatives forward as well as limitations on training and professional development activities over the winter/summer due to contract restrictions. This increases the need to plan and make substantial progress through fall and spring semesters. If funding is available, special project funds may be used to move forward with GP related initiatives with faculty involvement during the winter and summer terms.

**With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of ‘Transfer-level Math & English Completion’ equitably and do not develop new barriers for students?**

**Helper Text:** Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

**In Progress**

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

**Helper Text:** N/A

One way our English and Math Faculty participate in the continuing improvement process is through their Communities of Practice. This structure allows faculty a space to improve practices individually and collectively, and allows for dialog to occur around the pedagogy and initiatives to support students with the successful completion of transfer-level Math and English coursework.

Outside of this, we can develop a unit that has representation from Math Faculty, English Faculty, and membership from their area Success Teams that can monitor, engage in dialog, and support the implementation of strategies mentioned in this workplan. This could represent a subcommittee under the GP Committee or other governing body. This will require further exploration with appropriate faculty and administrative leadership.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

We continue to benefit from hearing about the GP work and best practices happening at other CCCs. This insight allows us to examine our practices and think of solutions outside of our known environment. Receiving statewide updates and attending trainings and institutes will continue to support our progress, but also gives us time to further examine our approaches as well as team build.

Also, we seek to further involve our GP Regional Coordinators. Their insight on system-wide best practices will assist our growth and development over the next cycle.

### Question Group: Transfer

#### Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

**Helper Text:** 'Local Goal' is an ideal achievement to reach for this metric.

Launchboard shows 6% as of most recent data from 2018 – 2019. The highest percentage we have achieved since data was listed from 2011-2012.

Our local goals related to successful transfer to a 4-year institution as outlined in the RCC Strategic Plan include the following:

2. Student Success

- 2.2 Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.
- 2.4 Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.
- 2.7 Ensure number of units for degrees does not exceed 15% above required number of units.
- 2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

In addition, the equity outcomes we seek for successful transfer to 4-year institutions for our Disproportionately Impacted population, Hispanic or Latino students, as stated in our Student Equity Plan include:

- 1-year outcome: Increase understanding of Hispanic/Latinx students' experiences in respect to transfer through inquiry
- 2-year outcome: Implement campus-wide activities designed to increase Hispanic/Latinx students' transfer
- 3-year outcome: Reduce Hispanic/Latinx students' transfer equity gap by 40% per RCC Strategic Planning Goal 1.2

What are the major barriers for your college to reach this goal?

**Helper Text:** 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Barriers to successful Transfer exist for all students as well as to support our target DI group, Hispanic/Latino students. Barriers identified for all students include:

- Early identification of struggling students and tracking student progress.
  - o Clarifying student career and academic goals – identifying interests, skills, and preferences as it relates to current and future needs and life goals.
  - o Early Alert – Increasing the use of Early Alert and closing the loop on the process.
  - o Tracking student progress, identifying technology that supports caseload counseling/advising, and information sharing to support students through each “milestone.”

- Human Capital – need to decrease student to counselor ratios to reach a more manageable/realistic caseload.
- Exploring and integrating inescapable services for all students, providing consistent check-in with students, and providing services based on student need.
- Communication and Technology Systems
  - Increase student understanding and support of RCC technology systems including the understanding of EDUNAV, MyPortal, Canvas, etc.
  - More effective communication strategies outside of email.
- Training and Professional Development
  - All faculty leaning in to culturally responsive teaching and equity minded instruction.
  - All faculty leaning in to contextualized learning, engaging in career discourse as well active and applied learning which encourages students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Continued training and professional development for faculty who teach online/Hybrid courses.
- Institutional Structures/Methods
  - We need to evaluate hours of operation, course offerings and other academic supports because of the lack of service and availability for part time, evening, and weekend students.
  - Identify methods to share detailed information on employment and further education opportunities targeted to each program on program webpages.
  - Identify methods to share opportunities and resources where students can connect to industry partners and experiences outside of the classroom.

What actions has your college taken that has led to noticeable advancement towards your goal?

**Helper Text:** Identify what efforts have worked to ensure this estimated percentage.

Many actions have been taken to promote transfer at RCC. These actions include:

- Pillar 1
  - Program map rollout aligned with EDUNAV electronic education planning/registration system rollout.
  - Pathways working on sequencing courses better. All academic areas need to address the sequencing and regularity of course



offerings to align with program maps. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion.

- Webpage redesign.
- New website was launched with focus on Engagement Centers and updated program maps.
- Release/update program maps.
- Develop accelerated models in CTE programs, considered sequences in courses.
- Identify and complete all other program maps (ADT's) to include UC/CSU transfer information
- Launch of new English and Math curriculum and co-requisite supports.

- Pillar 3

- Additional educational advisors added to LHSS, STEM, CTE, and Promise Program.
- Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students, essential for faculty to fill out the early alert for students who need support)
- Explored additional functionality with existing Early Alert system or a new system
- Full rollout of EDUNAV along with program maps.
- Expand number of ADT's offered.
- Post Trailheads for new incoming students to utilize for first semester courses if they are undecided.
- Finalized all other program maps that are ADT programs of study
- Exploring advanced technology/early assessments to support both case management advising and early alert
- Strategic enrollment management plan assessment and refresh – to be completed in Spring 2023
- Identify and increase the right configuration of accelerated course model
- Offer Online and Hybrid course offerings based on student need.

- Pillar 4

- Continued implementation of PLO assessment for all programs
- Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter).
- Development and collection of teaching and learning best practices.
- 8 hours of Equity minded Professional Development required of all faculty.
- Continue to assess SLOs.
- Teaching and learning professional development opportunities to ensure students are learning
- Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices. Additional focus moving forward is to integrate the Equity data (from institutional research and Perkins) in these instructional techniques to make sure that all populations of students have adequate access and support for success.
- CTE and FPA are considering how to integrate the use of portfolios for students.

What actions will your college prioritize on going forward?

**Helper Text:** Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college will prioritize the following actions to increase transfer outcomes moving forward:

- Pillar 1
  - College Culture
    - Re-energize focus on student success, and envision a redesign of college structures and services that provide clear pathways that will help students meet their career goals.
    - Identify strategic ways to help students engage in career conversations, career guidance and exploration, and career readiness throughout the college.
    - Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.

- Program Mapping Integration
  - All Program Maps will be updated with Career Information so that students can make informed decisions.
  - Ensure all program maps (for all disciplines) include milestones.
  - Update Program Maps yearly during Annual Program Review process.
  - Include salary information and course sequences for each program of study at RCC.
  - Update ADT Program Maps to include Ethnic Studies requirements.
- Clarify processes that align program awards with appropriate courses.
- Expansion of Career and Job Development support in each engagement center.
- Continued work on implementation of AB705 to support student success in Math and English.
- Collect and evaluate data to determine effectiveness of initiatives.
- Pillar 3
  - Align and Systemize the Work of the Engagement Centers/Success Teams
    - Add Employment Placement Coordinators to Student Success Teams to support facilitation of career and employment program and support in Engagement Center efforts. Hire additional employment placement coordinator who will participate in LHSS, FPA, and STEM Success Teams.
    - Develop Toolkit for Ed Advisors and Student Success teams to effectively collaborate between all engagement centers.
    - Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
  - Management of Early Alert
    - Continue to identify effective Early Alert strategies.
    - Continue to explore and secure Early Alert system. New ERP has possible functionality.
  - Link CTE Program maps with other ADT program maps on the instructional pathways page
  - Implement Inescapable Support Services for Students plan.

- Explore year around scheduling.
- Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success.
- Develop more structured and streamlined onboarding process for classified professionals (onboarding activities would include an introduction to RCC to increase awareness of support networks, introduce RCCs Culture of Care, understand their role in GP initiatives, etc.).
- Provide more consistent training/development opportunities for classified professionals on GP, Equity, and cultural competency related to their scope of work.
- Create a “classified professional to classified professional” mentor program for new employees to strengthen networks across constituency groups.
- Pillar 4
  - Develop and Promote RCC Teaching Culture
    - Launch “Just 1 Thing” and “First 5 Minutes” Campaigns
    - Develop Teaching Values/Mission around Equity Forward Teaching
    - Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Faculty Professional Development
    - Scale Equity Minded Teaching and Learning Institute and/or other equity focused professional development training initiatives.
    - Expand Communities of Practice to identify best practices for teaching and learning and creating a sense of belonging for students.
    - Continue to provide professional development and support to increase equity minded pedagogy in courses.
    - Expand New Faculty Development and explore reorientation opportunities for all faculty
    - Training for Chairs through Department Leadership Council
  - Explore GE course alignment with CTE Courses (e.g. Physics with Automotive).

- Examine how programs, trainings and curriculum impact the practice in the classroom and in support programs in a systemic way.
- Expansion of Internship, Apprenticeship, and Experiential Learning opportunities for students.
- Examine systemic portfolio options to ensure students are connecting with employers and universities.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

**Helper Text:** Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan identifies possible friction points limiting the successful Transfer of Hispanic/Latinx students to 4-year institutions. The friction points include:

- Lack of transfer awareness, systemwide.
- Departments revisiting and updating embedded transfer policies, practices, and procedures every 2 years.
- RCC's departments, units, and divisions are working in silos.
- Lack of accountability for groups who are responsible to address this metric.
- RCC does not always inform students about additional support resources/programs such as La Casa, Umoja, other engagement centers.
- 1:1,500 ratio counselor to student ratio.
- Lack of awareness about application deadlines – a year PRIOR.
- Not offering Guidance 46 more strategically and from a culturally relevant perspective.
- Counseling appointment scheduling has limited 12am accessibility and availability.
- Few relationships with the UC/Cal State Affinity Centers/Groups.
- Lack of awareness/ preparation for the Cal State/UC financial demand.
- Faculty may not often provide Transfer updates and reminders.
- Need to facilitate a shift in working as a collective to close transfer equity gaps; we work in silos and often do not collaborate.

We have taken steps to better understand our student populations through various assessments. We can use this information to determine equity-minded processes/policies/practices/ and culture that can produce equitable outcomes for our Hispanic/Latinx students, which can also benefit

our greater student population. These data sources include the RCC Equity Audit, RCCD Student Surveys, and the National Assessment of Collegiate Campus Climate (NACCC) Survey.

We plan to consider equity in our efforts moving forward by identifying ways to operationalizing comprehensive and inescapable student support to assist our Hispanic/Latinx students with transferring.

Continuing to provide training and development opportunities around equity-minded practices is crucially important to these efforts. We will continue to promote equity-minded professional development opportunities like the Equity-Minded Learning Institute (EMLI) and assess impacts on student success. Assessing these opportunities will allow us to identify program aspects we can build on in the future.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

**Helper Text:** N/A

The institutional structure around Transfer work can be further defined. The college has leadership councils and committees to lead efforts to accomplish our institutional goals and objectives. Currently, our Guided Pathways efforts are facilitated by our Guided Pathways Faculty Lead, Guided Pathways Administrative Lead, and the Guided Pathways Committee. In addition, we seek to coordinate and strengthen the GP Committees efforts with the Student Equity Committee through more engagement and collaboration. Conversations are taking place to define what this looks like moving forward, so we plan for an improved structure to be in place during the 2023 – 2024 year.

Efforts to ensure the Guided Pathways-informed Transfer work remains a priority will come from the coordinated efforts of the GP Leads, GP Committee, the Student Equity Committee, the Deans/Faculty Chairs in the Counseling Department, the Student Success Teams/Engagement Centers, the Transfer Center Coordinator/personnel, and the Career Center Coordinator/personnel. Collaborate work done through these areas can support the implementation efforts as well as provide coordinated, comprehensive support to students along their educational journeys.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

The college has been facing barriers to sustaining the structure. Many barriers were due to key roles not being filled, (such as the Guided Pathways Coordinator role, the Engagement Center Coordinator role, etc.) and committees not having a clear charge, limited understanding of how to move from idea to action, and/or inconsistent communication and meeting schedules.

The college is examining its leadership council and committee structures in order to strengthen our shared governance and coordinated efforts to accomplish institutional goals and objectives. This holds true with the Guided Pathways Committee and Student Equity Committees as well, in which both have had vacancies in leadership and inconsistencies with tasks, goals, and communication.

The main goal is to fill all vacant roles linked to our Guided Pathways efforts. This includes our GP Coordinator Faculty Lead (filled as of March 2023) and the 5 Faculty Advising and Student Support Coordinator (FASSC) roles by end of spring 2023. The FASSC roles are selected through Division Elections and coordinated through the Academic Deans.

The process and timeline to select the GP Coordinator and FASSCs should be examined to improve continuity from year to year. Requesting nominations and voting on these positions should occur earlier, such as in the Fall or early spring the year prior to the position start so onboarding can take place.

All internal stakeholders play a role in supporting student completion and transfer. Continuing to be diligent with communication, coordination, and project management will be crucial to our progress.

**With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?**

**Helper Text:** Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

**In Progress**

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

**Helper Text: N/A**

Similar to our Student Equity Plan, we will need to facilitate spaces for inquiry as well as implementation. Thoughts and ideas will need to be heard from all internal stakeholders as we move forward. We seek to gather these thoughts and ideas through the committees and through our engagement with the Leadership Councils. As faculty and classified professionals seek to improve practices individually and collectively, we will attend meetings, provide trainings, and provide individual support to college personnel.

Data will also inform our efforts. One example is through the examination of student data from each of our pathways. This data will drive the actions to provide support to students through the engagement centers and success teams. One change will be the examination of longitudinal data from each pathway over the past 2 years, which will provide insight on our progress and allow us to make timely adjustments. Another example is through the use of our Institutional Effectiveness Department “Street Team.” This team can be deployed into classrooms, Engagement Centers, and other student spaces to gather the “student voice” related to our GP initiatives.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

**Helper Text: N/A**

We continue to benefit from hearing about the GP work and best practices happening at other CCCs. This insight allows us to examine our practices and think of solutions outside of our known environment. Receiving statewide updates and attending trainings and institutes will continue to support our progress, but also gives us time to further examine our approaches as well as team build.

Also, we seek to further involve our GP Regional Coordinators. Their insight on system-wide best practices will assist our growth and development over the next cycle.



## Question Group: Completion

### Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

#### Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

#### Selections:

#### 50% to 75% complete

##### Sub Questions:

Which areas of Completion does your college identify as 50% to 75% complete?

**Helper Text:** Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

**Helper Text:** 'Local Goal' is an ideal achievement to reach for this metric.

Launchboard shows 6% as of 2020-2021. This percentage is 2% lower than 2019-2020, but we project it to increase.

Our local goals related to completion as outlined in the RCC Strategic Plan include the following:

2. Student Success
  - 2.1 Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.
  - 2.3 Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%,

median earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually.

- 2.4 Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.
- 2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.
- 2.7 Ensure number of units for degrees does not exceed 15% above required number of units.
- 2.8 For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing

In addition, the equity outcomes we seek for successful program completion for our Disproportionately Impacted population, Native Hawaiian or other Pacific Islander students, as stated in our Student Equity Plan include:

- 1-year outcome: Increase understanding of Pacific Islander students' experiences in respect to completion through inquiry.
- 2-year outcome: Implement campus-wide activities designed to increase Pacific Islander students' completion.
- 3-year outcome: Reduce Pacific Islander students' completion equity gap by 40% per RCC Strategic Planning Goal 1.2.

What are the major barriers for your college to reach this goal?

**Helper Text:** 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Barriers to successful completion exist for all students as well as to support our target DI group, Native Hawaiian/Pacific Islander students. Barriers identified for all students include:

- Early identification of struggling students and tracking student progress
  - o Clarifying student career and academic goals – identifying interests, skills, and preferences as it relates to current and future needs and life goals
  - o Early Alert – Increasing the use of Early Alert and closing the loop on the process.
  - o Tracking student progress, identifying technology that supports caseload counseling/advising, and information sharing to support students through each “milestone.”

- Identifying early on students who are not eligible for highly competitive programs based on GPA, course completion, or other determining factors.
- Human Capital – need to decrease student to counselor ratios to reach a more manageable/realistic caseload
- Exploring and integrating inescapable services for all students, providing consistent check-in with students, and providing services based on student need.
- Communication and Technology Systems
  - Increase student understanding and support of RCC technology systems including the understanding of EDUNAV, MyPortal, Canvas, etc.
  - More effective communication strategies outside of email
- Training and Professional Development
  - All faculty leaning in to culturally responsive teaching and equity-minded instruction.
  - All faculty leaning in to contextualized learning, engaging in career discourse as well active and applied learning which encourages students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Continued training and professional development for faculty who teach online/Hybrid courses.
- Institutional Structures/Methods
  - We need to evaluate hours of operation, course offerings and other academic supports because of the lack of service and availability for part time, evening, and weekend students.
  - Identify methods to share detailed information on employment and further education opportunities targeted to each program on program webpages.
  - Identify methods to share opportunities and resources where students can connect to industry partners and experiences outside of the classroom.
  - Understanding how to scale up practices when funding is limited.

What actions has your college taken that has led to noticeable advancement towards your goal?

**Helper Text:** Identify what efforts have worked to ensure this estimated percentage.

Many actions have been taken to promote Completion at RCC. These actions include:

- Pillar 1
  - Program map rollout aligned with EDUNAV electronic education planning/registration system rollout
  - Pathways working on sequencing courses better. All academic areas need to address the sequencing and regularity of course offerings to align with program maps. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion.
  - Although CTE has identified accelerated models, each program continues to identify the best approaches to get students through programs and into the workforce (or to transfer).
  - Initiated a discussion districtwide about the future of AOE's and offerings across the district.
  - New website was launched with focus on Engagement Centers and updated program maps
- Pillar 3
  - Additional educational advisor has been added to the LHSS, STEM, CTE, and Promise Program.
  - Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students, essential for faculty to fill out the early alert for students who need support)
  - Explored additional functionality with existing Early Alert system or a new system.
  - Full rollout of EDUNAV along with program maps.
  - Continuous cycle of finalizing and releasing program maps for student use.
  - Expand number of ADT's offered.
  - Identified program maps that need to be created based off new curriculum.
  - Post Trailheads for new incoming students to utilize for first semester courses if they are undecided.
  - Finalized all other program maps that are ADT programs of study.
  - Explore functionality in existing Early Alert system.
  - Continue to provide students the advising support they need to enter limited access programs.

- Increasing marketing efforts and branding to inform others of Career/Transfer Center including location and times of services.
- Strategic enrollment management plan assessment and refresh – to be completed in Spring 2023
- Identify and increase the right configuration of accelerated course model
- Pillar 4
  - Continue implementation of PLO assessment for all programs
  - Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter).
  - Development and collection of teaching and learning best practices.
  - 8 hours of Equity minded Professional Development required of all faculty.
  - Continued assessment of SLOs.
  - Offer Teaching and learning professional development opportunities to ensure students are learning.
  - Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices. Additional focus moving forward is to integrate the Equity data (from institutional research and Perkins) in these instructional techniques to make sure that all populations of students have adequate access and support for success.
  - CTE and FPA considering how to integrate the use of portfolios for students.

What actions will your college prioritize on going forward?

**Helper Text:** Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

- The college will prioritize the following actions to increase transfer outcomes moving forward:
- Pillar 1
    - College Culture
      - Re-energize focus on student success, and envision a redesign of college structures and services that provide clear pathways that will help students meet their career goals.

- Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Program Mapping Integration
    - All Program Maps updated with Career Information so that students can make informed decisions.
    - Ensure all program maps (for all disciplines) include milestones.
    - Update Program Maps yearly during Annual Program Review process.
    - Include salary information and course sequences for each program of study at RCC.
    - Pathways/programs continue to map out course sequencing.
    - Update ADT Program Maps to include Ethnic Studies requirements.
  - Clarify processes that align program awards with appropriate courses.
  - Expansion of Career and Job Development support in each engagement center.
- Pillar 3
  - Align and Systemize the Work of the Engagement Centers/Success Teams
    - Develop Toolkit for Ed Advisors and Student Success teams to effectively collaborate between all engagement centers.
    - Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
  - Management of Early Alert
    - Continue to identify effective Early Alert strategies.
    - Continue to explore and secure Early Alert system. New ERP has possible functionality.
  - Link CTE Program maps with other ADT program maps on the instructional pathways page.
  - Implement Inescapable Support Services for Students plan.
  - Explore year around scheduling.
  - Collect and evaluate data on success rates of online and hybrid courses, and provide professional development opportunities to increase success.

- Develop more structured and streamlined onboarding process for classified professionals (onboarding activities would include an introduction to RCC to increase awareness of support networks, introduce RCCs Culture of Care, understand their role in GP initiatives, etc.).
- Provide more consistent training/development opportunities for classified professionals on GP, Equity, and cultural competency related to their scope of work.
- Create a “classified professional to classified professional” mentor program for new employees to strengthen networks across constituency groups.
- Pillar 4
  - Develop and Promote RCC Teaching Culture
    - Launch “Just 1 Thing” and “First 5 Minutes” Campaigns
    - Develop Teaching Values/Mission around Equity Forward Teaching
    - Explore contextualized learning with career focus and active and applied learning, encouraging students to think critically, solve meaningful problems, and work and communicate effectively with others.
  - Faculty Professional Development
    - Scale Equity Minded Teaching and Learning Institute and/or other equity focused professional development training initiatives.
    - Expand Communities of Practice to identify best practices for teaching and learning and creating a sense of belonging for students.
    - Continue to provide professional development and support to increase equity minded pedagogy in courses.
    - Expand New Faculty Development and explore reorientation opportunities for all faculty
    - Training for Chairs through Department Leadership Council
  - Explore GE course alignment with CTE Courses (e.g. Physics with Automotive).
  - Expansion of Internship, Apprenticeship, and Experiential Learning opportunities for students.
  - Examine systemic portfolio options to ensure students are connecting with employers and universities.
  - Ongoing schedule for PLO assessment.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

**Helper Text:** Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan identifies possible friction points limiting successful Completion Native Hawaiian/Pacific Islander students. The friction points include:

- Pacific Islander students are a small population at our college, therefore they may be overlooked and/or their needs not directly attended to.
- There are limited intentional and or meaningful policies or practices that specifically address the Pacific Islander community or culture in our institution.
- There are few widely-known efforts to intentionally address how to better serve and support our Pacific Islander student population.

We have taken steps to better understand our student populations through various assessments. We can use this information to determine equity-minded processes/policies/practices/ and culture that can produce equitable outcomes for our Native Hawaiian/Pacific Islander students, which can also benefit our greater student population. These data sources include the RCC Equity Audit, RCCD Student Surveys, and the National Assessment of Collegiate Campus Climate (NACCC) Survey.

We plan to consider equity in our efforts moving forward by identifying ways to operationalizing comprehensive and inescapable student support to assist our Native Hawaiian/Pacific Islander students with completion. Also, the Student Equity Plan highlights the likelihood that incorporating culturally relevant/responsive instructional practices could positively impact completion for this group. Therefore, professional development around culturally responsive teaching and equity-minded instruction should be implemented.

Continuing to provide training and development opportunities around equity-minded practices is crucially important to these efforts. We will continue to promote equity-minded professional development opportunities like the Equity-Minded Learning Institute (EMLI) and assess impacts on student success. Assessing these opportunities will allow us to identify program aspects we can build on in the future.



What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

**Helper Text:** N/A

The institutional structure around Completion work can be further defined. The college has leadership councils and committees to lead efforts to accomplish our institutional goals and objectives. Currently, our Guided Pathways efforts are facilitated by our Guided Pathways Faculty Lead, Guided Pathways Administrative Lead, and the Guided Pathways Committee. In addition, we seek to coordinate and strengthen the GP Committees efforts with the Student Equity Committee through more engagement and collaboration. Conversations are taking place to define what this looks like moving forward, so we plan for an improved structure to be in place during the 2023 – 2024 year.

Efforts to ensure the Guided Pathways-informed Completion work remains a priority will come from the coordinated efforts of the GP Leads, GP Committee, the Student Equity Committee, the Deans/Faculty Chairs in the Counseling Department, the Student Success Teams/Engagement Centers, the Transfer Center Coordinator/personnel, and the Career Center Coordinator/personnel. Collaborative work done through these areas can support the implementation efforts as well as provide coordinated, comprehensive support to students along their educational journeys.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

The college has been facing barriers to sustaining the structure. Many barriers were due to key roles not being filled, (such as the Guided Pathways Coordinator role, the Engagement Center Coordinator role, etc.) and committees not having a clear charge, limited understanding of how to move from idea to action, and/or inconsistent communication and meeting schedules.

The college is examining its leadership council and committee structures in order to strengthen our shared governance and coordinated efforts to accomplish institutional goals and objectives. This holds true with the Guided Pathways Committee and Student Equity Committees as well, in which both have had vacancies in leadership and inconsistencies with tasks, goals, and communication.

The main goal is to fill all vacant roles linked to our Guided Pathways efforts. This includes our GP Coordinator Faculty Lead (filled as of March 2023) and the 5 Faculty Advising and Student Support Coordinator (FASSC) roles by end of spring 2023. The FASSC roles are selected through Division Elections and coordinated through the Academic Deans.

The process and timeline to select the GP Coordinator and FASSCs should be examined to improve continuity from year to year. Requesting nominations and voting on these positions should occur earlier, such as in the Fall or early spring the year prior to the position start so onboarding can take place.

All internal stakeholders play a role in supporting student completion and transfer. Continuing to be diligent with communication, coordination, and project management will be crucial to our progress.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

**With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Completion equitably and do not develop new barriers for students?**

**Helper Text:** Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

**In Progress**

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

**Helper Text:** Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

**Adult Education/Noncredit Completion**

**Certificate Completion**

**Degree Completion**

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

**Helper Text:** N/A

Similar to our Student Equity Plan, we will need to facilitate spaces for inquiry as well as implementation. Thoughts and ideas will need to be heard from all internal stakeholders as we move forward. We seek to gather these thoughts and ideas through the committees and through our engagement with the Leadership Councils. As faculty and classified professionals seek to improve practices individually and collectively, we will attend meetings, provide trainings, and provide individual support to college personnel.

Data will also inform our efforts. One example is through the examination of student data from each of our pathways. This data will drive the actions to provide support to students through the engagement centers and success teams. One change will be the examination of longitudinal data from each pathway over the past 2 years, which will provide insight on our progress and allow us to make timely adjustments. Another example is through the use of our Institutional Effectiveness Department “Street Team.” This team can be deployed into classrooms, Engagement Centers, and other student spaces to gather the “student voice” related to our GP initiatives.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

**Helper Text: N/A**

We continue to benefit from hearing about the GP work and best practices happening at other CCCs. This insight allows us to examine our practices and think of solutions outside of our known environment. Receiving statewide updates and attending trainings and institutes will continue to support our progress, but also gives us time to further examine our approaches as well as team build.

Also, we seek to further involve our GP Regional Coordinators. Their insight on system-wide best practices will assist our growth and development over the next cycle.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

## Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

**Helper Text:** Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

### Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

**Helper Text:** These challenges may align or match your Student Equity Plan and/or earlier answers.

The current Student Equity Plan (first year) is focused on inquiry. As we collect the data from our Student Voice Project, we will be able to integrate this into our Guided Pathways work – as both the Student Equity Plan and the Guided Pathways plan must be aligned.

What are the actions your college has taken / plans to take to overcome these challenges?

**Helper Text:** These actions may align or match your Student Equity Plan and/or earlier answers.

We have hired a Qualitative Research company (S4DDS) to help collect the qualitative data. Once the reports are provided, we will be able to realign our plans, goals and metrics for comprehensive assessment.

Our VFS targets and Strategic Goals and Priorities continue to drive our college-wide decision-making processes. These targets continue to serve as our milestones for this work.

The full integration of our Student Equity Plan, with our Guided Pathways plan – and then aligning with our Strategic Goals is key to moving the needle and reducing silos.

To improve our optimization and sustainability, we will need to use annual reporting through the Strategic Plan report card to allow us to focus on scaling up best practices that will allow us to move the needle to support our DI populations.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

**Helper Text:** With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

<b>Timeframe (100 Characters ONLY)</b>
Immediate: Connect with Qualitative Research company to ensure alignment.
Intermediate: Connect outcomes from Qualitative research with both SEA and GP work. Realign plans appropriately.
Long-Term: Identify and follow-through with actionable outcomes. Then assess VFS targets.

How will your college evaluate these listed outcomes?

We will consistently convene our GP Committee, appropriate leadership councils, and/or other personnel related to this area to monitor and evaluate the efforts and outcomes of this initiative. Data will be examined regularly to evaluate progress.

### **Question Group: Associate Degree for Transfer (ADT) Integration**

Using the scale below, describe your college’s progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

**Helper Text:** Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

**Helper Text:** These challenges may align or match your Student Equity Plan and/or earlier answers.

Further education/training is needed for students to understand ADT programs and how they articulate to CSUs. In addition, students need to understand the application process and verification process of the ADT.

Further training and professional development needed for faculty and staff.

Some of the ADT's do not have a similar major offered at the CSU's.

UCs do not honor the ADT – so for the UC Bound students follow IGETC and major prep.

There is not an ADT for all majors where many times based on student major/goal there is a better alignment with local degree pathways.

Majors are difficult to choose during application process.

What are the actions your college has taken / plans to take to overcome these challenges?

**Helper Text:** These actions may align or match your Student Equity Plan and/or earlier answers.

Work with counseling and Ed Advisors so that they work with students to clarify RCC program of study and how it relates to their major at the transfer institution.

Provide additional professional development/workshop opportunities training students, faculty, and staff on the ADT's.

Articulation, Evaluations, Transfer Center, and Counseling working together to streamline process to verify ADTs.

Transfer Center in collaboration with counseling is offering ADT workshops for students – there is a need to expand and offer more frequently.

Application workshops are offered through the transfer center and the ADT is discussed at the various workshops offered.

Transfer/Counseling to offer FLEX opportunities and information about the ADT.

Counseling and Evaluations designed a student and counselor checklist and postcard about the ADT process and verification - must review and update as necessary.

Continual review/updates to website/marketing materials to ensure clarity of ADT pathways.

Articulation officer to Provide ongoing information/updates to counseling and curriculum committee regarding AB 928 which will be effective 25/26.

The college leadership/standards/curriculum to determine process for putting students on ADT when major/goal indicate ADT is best pathway with implementation of AB 928 to be effective 2025-26.

Articulation Officer will continue to work with discipline faculty experts to update and develop ADT's as appropriate.

Articulation Officer to maintain the ADT advising Sheets and continue to make them available to faculty and students via the articulation website.

RCC has 34 ADT pathways as of 2022-2023. There are plans to add 6 more in the next year and a couple others are at the discussion stage.

Work with admissions to review how majors are displayed during application process.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

**Helper Text:** With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

<b>Timeframe (100 Characters ONLY)</b>
<p>Immediate: Examine advising/ counseling methods which will help student clearly understand their POS and transfer major.</p> <p>Update web to ensure information is correct about ADT.</p> <p>Continual workshops and training regarding ADT.</p> <p>Development of 6 new ADT's in Social Justice Studies to be launched and go through curriculum process by September of 2023.</p>
<p>Intermediate: Continue sharing information and updates regarding AB 928 and determine process of placing all students in ADT pathway where an ADT major pathway exist</p> <p>Articulation Officer to review and work with discipline faculty to develop ADT's where we meet TMC guidelines/C-ID designations.</p> <p>Continually assess ADT processes as part of program review for counseling and develop action plans to make this a seamless process from application to transfer.</p>
<p>Long-Term: Review data and impact on student completion and transfer. Adjust as needed.</p>

How will your college evaluate these listed outcomes?

We will consistently convene our GP Committee, appropriate leadership councils, and/or other personnel related to this area to monitor and evaluate



the efforts and outcomes of this initiative. Data will be examined regularly to evaluate progress.

### Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

**Helper Text:** Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

#### Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

**Helper Text:** These challenges may align or match your Student Equity Plan and/or earlier answers.

Structured support to assist faculty with shifting to ZTC/LTC courses using OER resources.

OER resources and ancillaries need to be provided and developed that fully cover topics outlined in course Learning Outcomes.

What are the actions your college has taken / plans to take to overcome these challenges?

**Helper Text:** These actions may align or match your Student Equity Plan and/or earlier answers.

Five faculty from RCC participated in the American Association of Colleges and Universities (AAC&U) Institute on Online Educational Resources (IOER). This one-year institute, covered by a Gates Foundation grant, provided us with seminars, one-on-one work with a Faculty Mentor, workshops, and nationwide collaborations.

ZTC and LTC courses are indicated on the Course Search page of the RCC website, in WebAdvisor, and in EDUNAV.

We have provided Fall and Spring FLEX workshops on ZTC/LTC and OER for all.

With the 20K provided by the state for this year, we have faculty Division Mentors who can assist faculty with ZTC/LTC and OER course development and resources. More financial resources are coming from the State next year.

Library expanded access to course texts. They are consistently reaching out to faculty for text adoption updates to maintain access and availability online. They work with faculty to ensure copyright laws are understood.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

**Helper Text:** With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

<b>Timeframe (100 Characters ONLY)</b>
<p>Immediate: Examine additional ways to promote ZTC adoption. Meet with ZTC/OER faculty Division Mentors and the Course Materials Affordability Committee (CMAC) to outline plans to expand efforts.</p> <p>Faculty and Student survey on textbooks and ZTC/LTC/OER will be completed by June 9, 2023.</p>
<p>Intermediate: Map ZTC courses to find where gaps exist so we can develop and highlight ZTC degree pathways.</p> <p>Support ZTC/OER division faculty reps with expansion efforts.</p>
<p>Long-Term: Access and adjust as needed.</p>

How will your college evaluate these listed outcomes?

We will consistently convene our GP Committee, appropriate leadership councils, and/or other personnel related to this area to monitor and evaluate the efforts and outcomes of this initiative. Data will be examined regularly to evaluate progress.

**Question Group: California Adult Education Program (CAEP) Integration**

Using the scale below, describe your college’s progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

**Helper Text:** Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

**Integration in Progress –**

Sub-Questions:

What are some present challenges that affect reaching full integration?

**Helper Text:** These challenges may align or match your Student Equity Plan and/or earlier answers.

Connecting with our Adult Ed schools – and ensuring that we are not competing with them, but supporting one another.

Fear among some educators in the Adult Education space that many adult education students may not necessarily be "ready" for college given that they are still working on basic education skills.

The timeframe to update Community College curriculum can be sometimes up to two years. Responsiveness to our community can then be hindered.

What are the actions your college has taken / plans to take to overcome these challenges?

**Helper Text:** These actions may align or match your Student Equity Plan and/or earlier answers.

Reestablished and solidified relationships with our Adult Ed leadership at the District (who manage CAEP funds) and at the college level.

Increase the exposure of adult school students to relatable figures in higher education who can support them along their journey. Adult Education student concerns need to be addressed on an individual basis by spending time with the individual and finding solutions that are practicable for them.

Hold enrollment management retreats to enhance transparent communication and planning.

One example of an action our college has taken is our robust non-credit offerings – as a result of the expanded relationships. The Business/IST division has led the development of many different non-credit offerings – and may be able to collaborate with other divisions to expand additional discipline non-credit curriculum.

We can optimize and sustain this integration through annual assessment – through established CC Curriculum requirements – along with assessment of success of courses – through disaggregated data

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

**Helper Text:** With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

<b>Timeframe (100 Characters ONLY)</b>
Immediate: Develop an Adult Education Plan – aligned with our Strategic Enrollment Management Plan – focused on adult learners and how best we support our community, while increasing our offerings and in turn increasing our FTES. This includes the identification of resources

<p>Intermediate: Schedule classes that support our Adult Learner – especially with Non-Credit offerings.</p> <p>Identify strategies to increase their “sense of belonging.”</p>
<p>Long-Term: Faculty led updates to curriculum to include offerings (delivery and schedule) that could be tailored to our Adult Learner populations (whether they are regular non-credit or CDCP).</p>

How will your college evaluate these listed outcomes?

We will consistently convene our GP Committee, appropriate leadership councils, and/or other personnel related to this area to monitor and evaluate the efforts and outcomes of this initiative. Data will be examined regularly to evaluate progress.

**Question Group: Strong Workforce Program (SWP) Integration**

Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics.

**Helper Text:** Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

**Integration in Progress –**

Sub-Questions:

What are some present challenges that affect reaching full integration?

**Helper Text:** These challenges may align or match your Student Equity Plan and/or earlier answers.

<p>Aligning SWP plans with institutional commitments to sustainability of programmatic CTE initiatives.</p> <p>The objectives and guidelines for SWP can often be different than the timelines and objectives set forth by other funding streams and programmatic outcomes of other statewide initiatives.</p>
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What are the actions your college has taken / plans to take to overcome these challenges?

**Helper Text:** These actions may align or match your Student Equity Plan and/or earlier answers.

Considering how SWP funding can be braided with other institutional funding for increased commitment to sustainability.

Continue to meet regularly with CTE leadership to identify new ways to integrate SWP with College-wide (both one-time and continual funding streams) plans.

The outcomes of existing SWP will help the college identify ways to establish and assess milestones. The existing Program Review process helps to identify the SWP objectives with the existing strategic planning and program review protocols.

The annual program review process helps to draw attention to the needs of CTE and how best we can braid funding streams to focus on sustainability.

While we have established Program Review protocols, it will be essential moving forward that college leadership work collaboratively together to identify new ways to institutionalize initiatives that directly support the GP and SEA work within CTE.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

**Helper Text:** With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

<b>Timeframe (100 Characters ONLY)</b>
Immediate: Increased collaboration with CTE and understanding SWP plans and how the college can continue to support and braid funding streams.

Intermediate: Assessment of funding integration and alignment with life cycle databases and outcomes.

Long-Term: Integrate CTE and SWP plan into Strategic Planning goals and priorities. Identify new ways to sustain CTE programs if SWP were to no longer be an option.

How will your college evaluate these listed outcomes?

We will consistently convene our GP Committee, appropriate leadership councils, and/or other personnel related to this area to monitor and evaluate the efforts and outcomes of this initiative. Data will be examined regularly to evaluate progress.