RCC Basic Skills / College Readiness Summit

September 22nd, 2017
Basic Skills Success Rates, Fall Terms

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

Source: California Community Colleges Chancellor’s Office Data Mart, retrieved February 22, 2017.
Basic Skills Non-Distance English Course Success

- Moreno Valley College English
- Norco College English
- Riverside City College English
- Linear (Riverside City College English)
Basic Skills Non-Distance Math Course Success

![Bar chart showing success rates for Basic Skills Non-Distance Math courses at Moreno Valley College, Norco College, and Riverside City College from Fall 2010 to Fall 2016.]

- Moreno Valley College Math
- Norco College Math
- Riverside City College Math
- Linear (Riverside City College Math)
RCC 2016-2017 Unique Students by Pathway

- **Transfer Level Courses**: 5.8% of all students
- **Basic Skills**:
  - Math/College English: 45.3% of all Basic Skills
  - Eng/College Math: 1.8% of all Basic Skills
  - Both: 52.9% of all Basic Skills

**CTE**
Themes for this morning

- Intentionally changing students’ trajectory
- Providing value – taking the students in your classroom and giving them economic and social mobility
- Making the college ready for students versus the students ready for college
- Rethinking how to help students success in Gateway Courses
- Intentionally designing an experience that will help our students succeed
Increasing Student Success
Completion Counts
Through Pathways

Innovation

Equity

College Readiness
Career and Technical Education
Transfer Pathways for Science, Technology, Engineering, & Math (STEM)
Transfer Pathways for Arts, Languages, Humanities, and Social Sciences

Basic Skills Acceleration
Integrated Support
Integrated Planning and Assessment
MMAP
High School Partnerships and Collaboration

Targeted Intervention
Teaching strategies and pedagogy
Changing from Deficit-minded to Equity-minded

Increasing Student Success

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THE PATHWAYS MODEL
Problem with the **Structure** of Community Colleges

– Reforms too small or narrowly focused
– Reforms not scaled
– Reforms limited to one segment of student experience
– Colleges built to promote enrollment—Self Service or Cafeteria Model
Four Pillars of Pathways

CLARITY
INTAKE
SUPPORT
LEARNING

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

- **EQUITY**
  - Supplemental Instruction/Tutoring
  - Co-Requisites
  - Noncredit

- **SSSP**
  - Contextualized Learning
  - BSI e-Resource

- **BSI e-Resource**
  - Education Planning Initiative

- **California Career Pathways Trust (CCPT)**

Equity, Social Mobility, Economic Health for All Students
Designing & Implementing Pathways at Scale

CLARIFY THE PATH

- Mapping programs “with the ends in mind”
- Aligning course content and student learning outcomes
- Identifying milestone courses
- Defining default course sequences
Designing & Implementing Pathways at Scale

CLARIFY THE PATH

Build curriculum coherence
- Identify “the right math”
- Select recommended core curriculum/ gen ed courses
- Select recommended elective courses
- Review pathway curriculum for coherence
Designing & Implementing Pathways at Scale

HELP STUDENTS CHOOSE AND ENTER A PATH

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

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

- Redesign advising to align with critical student choices and milestones.
Designing & Implementing Pathways at Scale

HELP STUDENTS STAY ON THE PATH

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

- Integrate discipline-appropriate academic supports into every pathway – and in fact into every syllabus.
Designing & Implementing Pathways at Scale

ENSURE THAT STUDENTS ARE LEARNING

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

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

- Align discipline-appropriate co-curricular learning.

- Strengthen assessment and documentation of student learning outcomes accruing to the program level.
Designing & Implementing Pathways at Scale

ESSENTIAL CAPACITIES TO SUPPORT GUIDED PATHWAYS IMPLEMENTATION AT SCALE

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

THE MAJOR CHALLENGE:

CULTURE CHANGE
Intentionally designing an experience that will help our students succeed
Intentionally designing basic skills experiences that will help our students succeed
Give One
Get One
DATA WALK: New Students Want to Know

- What are my career options?
- What are the education paths to those careers?
- What will I need to take?
- How long will it take and how much will it cost?
- Will my credits transfer?
- Who can I talk with to get good information?
The Student’s Experience

– From the student’s perspective, what do we need – what might it look like?
# ENGLISH 60A Cohort (ESL 54)

## TERM I

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>Math 35 (M1)</td>
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## General Education Area Options

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

**Social Science Options:** Soc 1, Ant 2

**Physical Science Options:** Geo 1, Geg 1

**Life Science Options:** Anthr 1, Bio 5, 8

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

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

*General Education Courses may be dictated by major requirements.*

Please see counseling faculty for specific coursework required for your major and to develop a two year educational plan!
The Student’s Experience

– What is critical to provide the students as they come in (on-ramping)?
– What is critical to provide the students while they are in courses?
– What is critical to provide the students as they transition to next steps?
Differing Perspectives

What we see...

Student Services

Instruction

Special Populations Programs

What the student experiences...

the teacher who believes in me

the dean who helped me get into Math 1A

the counselor who helped me with my ed plan

the students I study with

the patient tutor

the man in the cafeteria who asks how I’m doing

the nice woman in financial aid
Intentionally designing basic skills experiences that will help our students succeed
Riverside City College  
Basic Skills / College Readiness Retreat September 22nd, 2017

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

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

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<thead>
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<th>PRIORITIES: NEXT STEPS</th>
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