



CA Guided Pathways

SITE VISIT:

MAKING STUDENT SUCCESS

TEAMS WORK



Friday, May 1st, 2020

AGENDA

- 12:00-12:20pm **Welcome and Guided Pathways Update** - Monique Greene
- 12:20-12:35pm **Student Success Team Basics:** Center Coordinators- Dr. Pati Avila and Dr. Ginger White
- 12:35-12:45pm **Rapid Review: The Student Experience in RCC Guided Pathways*** - Delia Tijerina and Ali Salinas
- 12:45-12:50pm **Introductions and Desired Outcomes-** President, Gregory Anderson and VP, Kristi DiMemmo
- 12:50-1:05pm **Framing Remarks-** Kay McClenney NCII Consultant and Senior Advisor to the President & CEO, American Association of Community Colleges
- 1:05-1:10pm 5 Minute Break**
- 1:10-1:50pm **Next Steps and Moving Forward** (Organized breakout room by Division)
- 1:50 – 2:05pm **Large-Group Reflection**
- 2:05-2:20pm **Identifying Professional Development Priorities-** Natalie Halsell and Tammy Vanthul
- 2:20 – 2:30pm **Next Steps:** Kay McClenney-Outside Observations and Recommendations

GUIDED PATHWAYS UPDATES

(presented by Monique Greene: GP Coordinator)

Program Map Updates

- Program Map Phases and NEXT STEPS
- Program Map New Design
- Program Map Review Cycle

Guided Pathways @RCC

- CAGP Cohort Two 2020-2023
- Guided Pathways 3-year plan 2020-2023 Overview
- Next Steps

PROGRAM MAPS UPDATE

Programs of Study: Phase 1	
Administration of Justice ADT	
ADN Pre-Registered Nursing	
Anthropology	
Art History ADT	
Biology	
BSN Pre-Registered Nursing	
Business Administration ADT	
Communication Studies ADT	
Computer Science ADT	
Early Childhood Education	
Economics ADT	
English ADT	
Geography ADT	
History ADT	
Math ADT	
Music ADT	
Philosophy ADT	
Physics ADT	
Political Science ADT	
Psychology ADT	
Sociology	
Spanish ADT	
Studio Arts ADT	
Theatre Arts ADT	
Total Completed	24

Programs of Study: Phase 2	Completion status
Child and Adolescent Development	New 19/20
Elementary Teacher Education	New 19/20
Journalism	Needs Development
Kinesiology	New 19/20
Nutrition and Dietetics	New 19/20
Programs of Study: Phase 3	Completion status
Chemistry	In progress of being developed
Geology	In progress of being developed
Environmental Science	In progress of being developed
Programs of Study: Phase 4	Completion status
Law, Public Policy and Society	Identified as Needed
Public Health Science	Identified as Needed
Dance	Developing Curriculum
Total Needed	11

NEXT STEPS:

- Creating Program Maps that are uniformed, visually appealing and student friendly
- Updating Course Sequencing recommendations for CTE programs (Jan 1, 2020 state requirement)
- Updating Curriculum on CTE Riverside Ready brochures
- Update and standardized salary and occupation data (Center for Excellence regional/local data)

All Program Maps that have been developed are published on the [Instructional Pathways Page](https://www.rcc.edu/services/counseling/Pages/Instructional-Pathways.aspx)
<https://www.rcc.edu/services/counseling/Pages/Instructional-Pathways.aspx>

PROGRAM MAPS NEW DESIGN

RIVERSIDE CITY COLLEGE

Social and Behavioral Sciences
Instructional Pathway

Your future career Starts Here

Careers and National Median Salaries for Anthropology Majors

Earning potential:
\$42,243 - \$112,778

- * Archaeological Technical (CRM)
- * Ethnographer for corporation
- * Foreign Service Officer
- * Human Resources Officer
- * Museum Curator/Educator
- * Non-Government Official
- * Organizational Development Specialist
- * Public Health Officer

Source: bls.gov/oooh/

Anthropology

Associate Degree for Transfer

This program is designed to prepare the student to transfer to a university. Students will have the opportunity to study the nature of human diversity from a genetic, archaeological, linguistic, and cultural basis. The breadth of Anthropology will be examined to include the historical and contemporary theory and research as the basis from which to gain an in-depth awareness and understanding of humans and the world in which we live.

Your Path to Success

Contact your Student Success Team!

Languages, Humanities and Social Sciences Engagement Center
Digital Library, room 108
(951) 828-3658

Counseling Department
Charles A. Kane building, second floor
(951) 222-8440

In your first year, complete:

- * English 1A
- * transfer level math
- * entry level major courses

Stay on Path

meet with a counselor:

- * complete comprehensive student education plan (SEP)
- * update SEP
- * pre-graduation check

meet with a faculty advisor:
* career/ research opportunities

Get Involved

- * clubs on campus
- * tutoring/success workshops/supplemental instruction
- * internship opportunities
- * transfer institutions
- * transfer fair/workshops
- * job shadowing
- * research activity



0-16 units	units	18-30 units	units	31-48 units	units	49-60+ units	units
Anthropology 2	8	Anthropology 1 and 1L	4	Anthropology 6	8	Any CSU/UC Elective	8
Anthropology 4	8	Geography 1	8	Anthropology 10	8	Communication Studies 1 or 3	8
English 1A/1AH	4	Communication Studies	4	History 6, 7, 81, or 84	8	Geography 2	8
Math 12/12H	4	1/1H,6, or 9/9H	8	Political Science 1	8	Anthropology 5	8
		Reading 4 or English 1B 3-4					
Intercession (Winter/Summer)		Intercession (Winter/Summer)		Intercession (Winter/Summer)			
Theatre 9	8	History 1, 2, 8, 4, or 5	8	Sociology 1/1H	8		

Enrollment status will impact the completion time for your degree and/or transfer. Full Time students are recommended to take between 12-15 units per term. Part Time students are encouraged to take between 6-9 units per term (meet with a counselor to determine appropriate work/life/school balance). Program completion is dependent on your schedule availability and when courses are offered.



Dates and Deadlines

FAFSA Application - Oct 1 - Mar 2 for priority

Apply for ADT Degree - spring term before transfer

CSU/UC Application - Oct 1 - Nov 30

RCC Graduation Application - during your last term

The Riverside Community College District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies or practices: District Compliance Officer, 3801 Market Street, Riverside, CA 92501, (951) 222-8039



RIVERSIDE CITY COLLEGE

Languages, Humanities and Social Sciences

Sign Language Interpreting

Associate Degree and Certificate

Your future career Starts Here

Careers and National Median Salaries for Anthropology Majors

Earning potential:
\$35,000 - \$75,000

- * Interpreters/Translators
- * Deaf Education Teacher
- * Vocational Rehab Counselor
- * Audiologist
- * Speech Pathologist
- * ASL Educator

Source: www.cocoonet/

This program prepares individuals to function as simultaneous and consecutive interpreters as well as translators of American Sign Language (ASL) and other signing systems employed to assist deaf and hard-of-hearing people, both voice-to-sign and sign-to-voice interpretation. This includes instruction in American Sign Language (ASL), alternative sign systems, finger spelling, vocabulary and expressive nuances, oral and text translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.

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Stay on Path

meet with a counselor:

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- * update SEP
- * pre-graduation check

meet with a faculty advisor:
* career/ research opportunities

Get Involved

- * clubs on campus
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- * internship opportunities
- * transfer institutions
- * transfer fair/workshops
- * job shadowing
- * research activity



Pre-requisite courses for completion of Associate Degree

0-16 units	units	18-30 units	units	31-48 units	units	49-60+ units	units
American Sign Language 2	4	American Sign Language 2	4	American Sign Language 3	4	American Sign Language 4	4
Communication Studies 1 or 3	8	Geography 1/1L	4	Anthropology 8	3	Biology 4 or 16	3/4
Anthropology 1	3	Math 12, 36, or 36	4	English 1B/1BH	4	History 8 or 7	3
English 1A	4	*Speak to your counselor about transfer opportunities		Political Science 1	3	Sociology 1	3
Intercession (Winter/Summer)		Intercession (Winter/Summer)		Intercession (Winter/Summer)			
American Sign Language 22	3	Theatre Course	3	Kin 36 or 36	3		

Enrollment status will impact the completion time for your certificate and/or degree.

Certificate only courses

Fall	Spring	Fall	Spring
American Sign Language 6	4	American Sign Language 12	4.5
American Sign Language 11	4.5	American Sign Language 10	3
		American Sign Language 20	3
		American Sign Language 13	4.5

These courses will help prepare you for the National RID Written Exam



Dates and Deadlines

FAFSA Application

Oct 1 - Mar 2 for priority

CSU/UC Application

Oct 1 - Nov 30

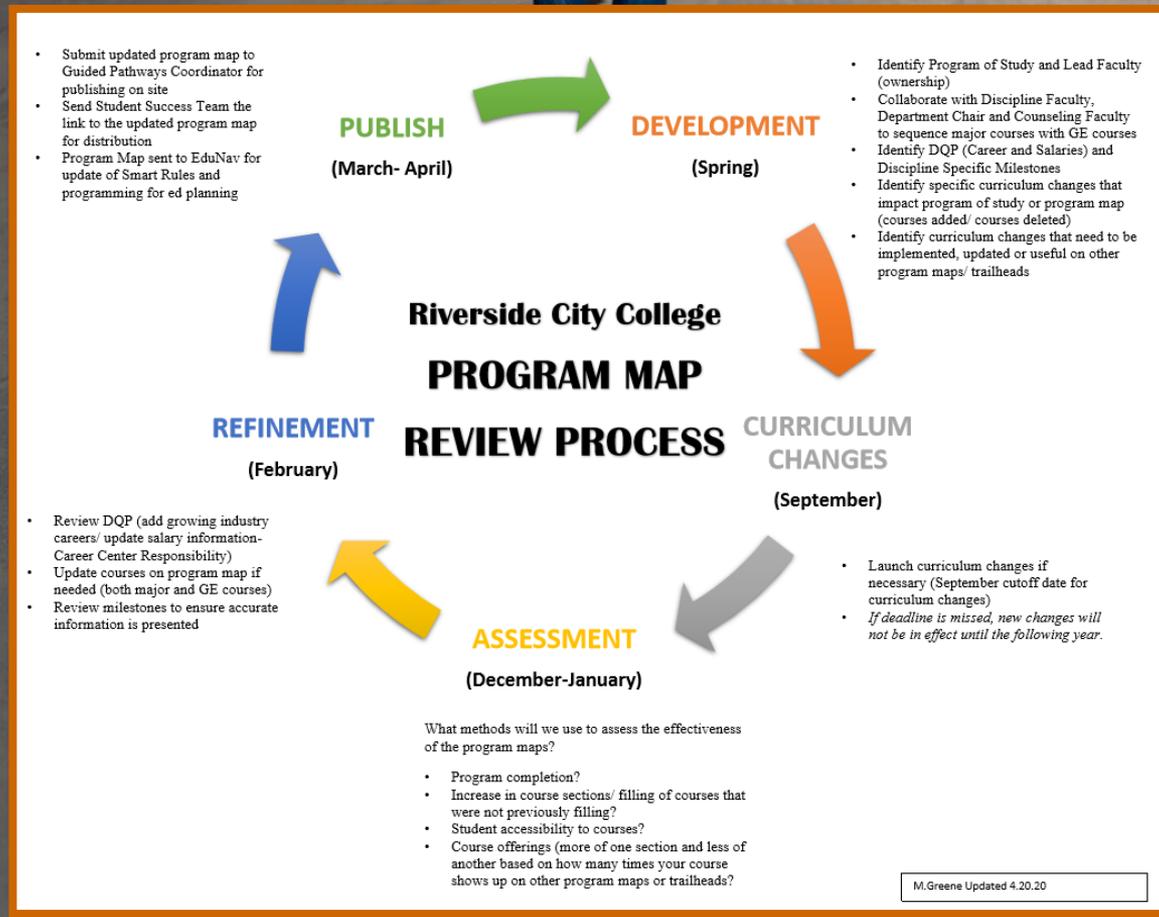
RCC Graduation Application

during your last term

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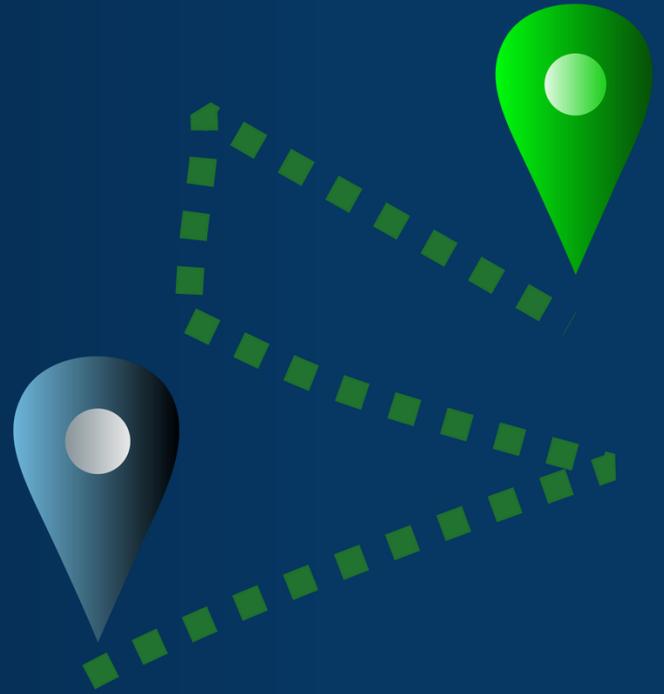
Program Map Review Cycle



Guided Pathways

3 Year Plan

2020-2023



GP 3-year Plan: 2020-2023

- 3 year plan mapped to grant funding tentatively until 2023 (Next Steps Conversation)
- Each Goal is aligned to the College's Strategic Plan and Goals
- Each Goal and Objective may:
 - Align to Guided Pathways Framework by Pillar
 - Identify individual lead/groups/persons responsible for implementation
 - Identify resources needed to support implementation
 - Provide a timeline for completion and assessment
 - Address Student Equity Goals and Professional Development Needs
 - Prompt a conversation about whether a new policy, procedure or structure needs to be considered in order to meet the goal and/or objective
- Next Steps: Plan will be funneled through the Strategic Planning Process for Approval

Goal 1: Access

1.1 Objective: Implement Annual Review Process for Program Maps and Trailheads to ensure that the design guides prepares students to successfully enter employment and further education in a timely manner

1.2 Objective: Redesign Onboarding Process to build connections, sense of belonging for students and to ensure curriculum-career alignment from the very start of a student's journey

1.3 Objective: Develop Comprehensive Academic Engagement Centers that streamline academic and non-academic supports to improve student persistence and completion

1.4 Objective: Implement Equitable Placement Strategies and Supports (AB705) to maximize the probability that a student will enter and complete transfer-level coursework within a one-year timeframe

1.5 Objective: Develop Adult Learner Pathways that are student-centered and aligned to viable career and educational choices (reentry students, Adult Ed outreach, bridging non-credit to credit, etc.)

Goal 2: Success

2.1 Objective: Increase Faculty-Student Engagement to enrich the student experience and achievement

2.2 Objective: Increase Staff/ Student Engagement to enrich the student experience and achievement

2.3 Objective: Develop Caseload Model Structure for Student Success Teams

2.4 Objective: Increase applied learning and work-based learning opportunities for students to deepen their knowledge and skill sets while mastering learning outcomes

2.5 Objective: Identify Gateway courses for Programs (All except, English and Math)

2.6 Objective: Participate in Inland Empire Desert Region Guided Pathways Work

Goal 3: Institutional Effectiveness

3.1 Objective: Develop PLO's with Connection to Career Competencies

3.2 Objective: Leverage Professional Learning Opportunities

3.3 Objective: Align and Integrate Equity, Professional Development, Guided Pathways and Resource Plans to maximize efficiency

3.4 Objective: Increase Student Engagement and Ownership in College Redesign Efforts to improve campus culture, student persistence and achievement, and teaching and learning.

3.5 Objective: Redesign Glenn Hunt: Teaching and Learning Excellence center to support faculty collaboration and innovation

NEXT STEPS FOR GP PLAN

- GP Committee will review and develop strategies for each objective as well as identify areas of ownership and resources needed to fully implement
- GP Committee will submit edits and recommendations to the VP, Planning and Development and Guided Pathways Coordinator
- Leadership councils for approval
- Academic Senate for Review
- EPOC for approval

*Timeline for approval process to be determined

STUDENT SUCCESS TEAM

BASICS:

ENGAGEMENT CENTER UPDATES



engagement

CENTER COORDINATORS

STEM

Ginger White

FPA

Monica Delgadillo: Theatre, Art, Dance

Jennifer Amaya: Music

LHSS

Pati Avila

NURSING

Kristin Fontaine

CTE

Thea Quigley

STEM ENGAGEMENT CENTER

Accomplishments:

Spring focus on student engagement

- Hosting spring workshop series with counselors, ed advisors, faculty
 - Hoping next year to have reps from local colleges/universities
- Study Group Leader (SGL) sessions- 8 of the 29 sessions per week held in SEC; SI sessions; Calculus focus groups, 9 Peer Mentors
- Increasing social media presence

Counselor time in the center

- 6 hours per week when counselors are available for drop-in questions

On the horizon:

- Center resources
- Goals clarity
- Leadership/direction



LHSS ENGAGEMENT CENTER

Accomplishments:

- Extended counseling services to Part-time students
- Counseling presence in center & move to caseload counseling
- Increase in discipline engagement activities & workshop offerings
- General counseling appointments by Pathways
- English faculty in EC weekly
- Tutorial Services in EC weekly

Resources needed:

- Budget
- Administrative leadership support
- Program Structure & Clearly defined goals and metrics
- Snacks in center
- More space

How you can help LHSS:

- Market our events
- Walk students to our center

NURSING ENGAGEMENT CENTER

Accomplishments:

- Student workshops: Student Outcome Specialist, Transition to Practice, Multidisciplinary Healthcare Team, Stop the Bleed, Yoga, Family Night
- Approx. 120 incoming students attended the fall Open House
- Social media sites: Facebook & Instagram
- Addition of computers and pay per print printer
- Peer Mentors meeting with mentees in the Nursing Engagement Center
- Development of peer to peer tutoring (second year students tutoring first year)
- Counselors attending CNA bootcamp educating students on SEPs and pathway of CNA to LVN to RN

Resources Needed:

- Budget- We have no allotted budget for workshops, equipment, etc.
- Tracking- We have no way of tracking students in the center
- Furniture in Engagement Center damaged causing limited space for student engagement
- Marketing needs- Advertisement, merchandise for Open Houses, Welcome Day, etc.

CLARITY IS NEEDED: IN WHAT PATHWAY DO KINESIOLOGY STUDENTS LIVE? STEM OR NURSING?

FPA ENGAGEMENT CENTER

Accomplishments:

- Mini summer engagement days held prior to the start of Fall 2019
- Counselors reached out to visit FPA classrooms, presented Programs and Transfer Information.
- **Coil has had various counseling and financial aid workshops, and faculty regularly advise students.**
- Began reviewing Institutional Research Data on FPA students & also student SEP completion status
- Defined specific major cohorts to contact and support (new majors, majors with over 45 credits, etc.)
- **Small survey at Coil indicated student needs that were not anticipated –**
 - bus information and scheduling needs
 - access to snacks/food/filtered water
 - campus maps
 - football/sporting/theater event information and *encouragement to attend*
 - books on reserve at Coil rather than at main campus library + more

FPA ENGAGEMENT CENTER

Resources needed:

- Need a printer and some additional tools for a functional office student Center. (**FPA & Coil**)
- **Computers, Printers, Magazine Racks for distribution of pamphlets, flyers, etc.**
- Actual Space for **FPA** Engagement Center. It is currently half completed with two desks and two computer stations. Once the faculty member can move back to their space, facilities can remove the wall between offices.
- **Coil currently has an available office away from the student lounge area, where counseling appointments and peer mentoring has taken place; however, that office will be designated for a new faculty member next year and will no longer be available. Coil will need to “build” space(s) for one-on-one appointments and make improvements to existing student lounge spaces to make them more engaging.**
- Budget to support daily administrative Engagement Center functions and anticipated student activities. (Student Orientations; Student Development; Nutrition Enrichment; water)
- **Peer Mentors Needed**

FPA ENGAGEMENT CENTER

Next Steps:

- Dedicated Budget allocation to accommodate program design and effective implementation.
- Define a communication plan/ track progress toward student completion.
- Mini Summer Engagement sessions
- Current data indicates that 1437 students are identified as FPA w/ 2 counselors for Music (Barnes); Theatre, Art and Dance (Delgadillo). Perhaps consideration of this distribution needs to be examined for efficiency and effectiveness.
- Re-examining the prior Engagement Center ideas from Fall 2019 for possible implementation
- **More clearly defined roles and develop a consistent workflow between student success teams**
- Canvas Shells for Communication
- Social Media accounts to increase awareness and engagement
- *** Coil – adding Engagement Center discussions/updates to all future faculty meeting agendas**

RIVERSIDE CITY COLLEGE

Rapid Review:

The Student Experience in
RCC Guided Pathways

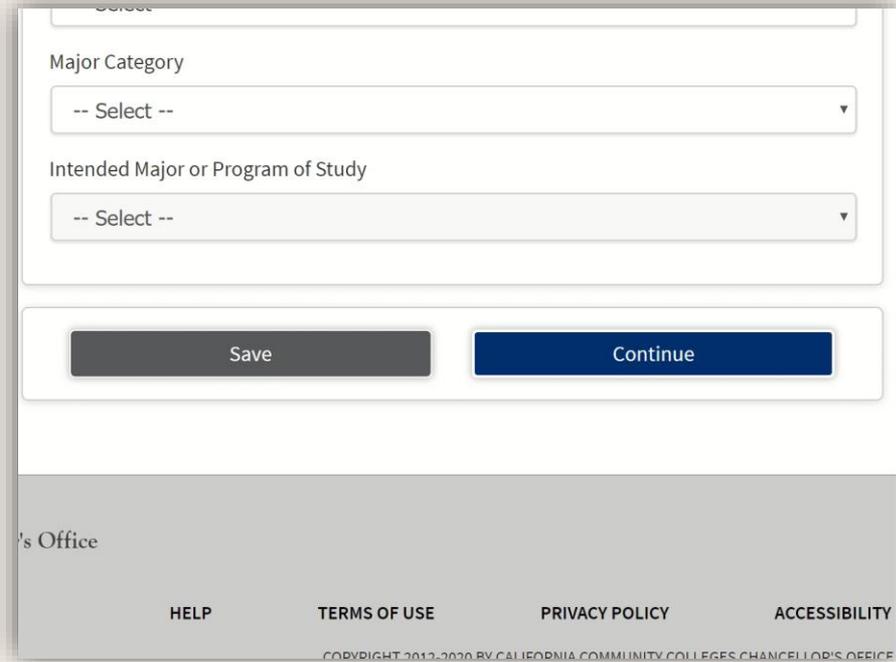
CAGP NCII 2020
SITE VISIT



Prepared by Ali Salinas and Delia Tijerina

The Application

- Aligned each major category with an instructional pathway
- Reduced number of programs of study available to applicant from 191 to 52 or fewer



The screenshot displays a web application form. At the top, there is a partially visible dropdown menu labeled "Select". Below it is a section titled "Major Category" with a dropdown menu showing "-- Select --". Underneath is another section titled "Intended Major or Program of Study" with a dropdown menu also showing "-- Select --". At the bottom of this section are two buttons: a dark grey "Save" button and a dark blue "Continue" button. The footer of the page is grey and contains the text "s Office" on the left, and four links: "HELP", "TERMS OF USE", "PRIVACY POLICY", and "ACCESSIBILITY" in the center. At the very bottom, there is a small copyright notice: "COPYRIGHT 2012-2020 BY CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE".



WELCOME LETTER

Students receive a welcome letter via email alerting them of admissions, next steps and directing them to portal access.

REDUCED EMAIL OVERLOAD

Removed Program and Services section from Needs and Interests page on application. Incorporated information on services in Welcome Email.

REMINDERS TO STUDENTS

Students are sent texts and emails reminding them to: Complete Online Orientation and Register for Classes.

Communication

View and edit any previously saved plans.

Have the system suggest a valid plan based on recent changes

See if the current plan meets degree requirements in real-time

Change from a semester view to a view of remaining courses by requirements

Save the plan – multiple plans can be saved

Undo the previous action

Hover to change, delete, or save courses in plan

Add courses by term

View term's weekly schedule

City College
Communication Studies for Transfer Csuje (AA587)
Hello, course!r EDUNAV

TIMELINE SAVE Re-plan Status: Valid Download Progress: 0%

Completed Terms

Fall 2018
Target credits: 16 Total credits: 16

MAT-52 (48552) Elementary Algebra Multiple requirements	4 CR
WRC-LAB (48942), Writing Reading Center Lab	0 CR
JDU-7 (48356) Writing Reading Center Lab	0 CR
THE-3 (48947) Introduction to the Theater Multiple requirements	3 CR
ENG-10 (48948) Preparatory Composition Group 1 Minimum 12 Credits Require...	3 CR

What is next? By term By requirement

Winter 2019 3/0 CR

COM-9 International Communication Multiple requirements	3 CR
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Spring 2019 14/16 CR

MAT-55 Intermediate Algebra Multiple requirements	3 CR
WRC-LAB Writing Reading Center Lab	0 CR
ENG-1A English Composition Multiple requirements	4 CR
GEO-1L Physical Geography Laboratory Laboratory Activity	1 CR
GEO-1 Physical Geography Multiple requirements	3 CR
COM-9 Argumentation and Debate Multiple requirements	3 CR

Summer 2019 3/0 CR

ANT-1 Physical Anthropology Multiple requirements	3 CR
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Fall 2019 14/16 CR

WRC-LAB Writing Reading Center Lab	0 CR
ENG-1B Critical Thinking and Writing Multiple requirements	4 CR
POL-1 American Politics Multiple requirements	3 CR
COM-7 Oral Interpretation of Literature Multiple requirements	3 CR
MAT-12 Mathculus Multiple requirements	4 CR

Winter 2020 3/0 CR

SMI-47 Career Exploration and Life Plan Multiple requirements	3 CR
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Goals - Declined Careers

Weekly schedule

Show prereqs or change to accessibility mode

Drag and drop courses from one semester to another by grabbing course and dragging to different location

Registration

The COVID RCC Onboarding Experience

INCREASED COMUNICATION

Students are connected to staff via phone, texts, emails, zoom and social media. Weekly Zoom Chats. Drop in zoom chats leading up to registration

RESOURCES FOR STUDENTS

All Student Services Resources are listed online and easily accessible from campus main page.

SYSTEMS AND POLICIES

Improved streamlined processes make it easier to access all onboarding needs: Welcome Center, Admissions and Records, Financial Aid, Counseling





Still in Progress

- **Student Success Email**
 - Generated by CCCAPPLY at time of Application Submission
 - Based on selected Major / Instructional Pathways

- **Update and Revise Online Orientation**



FRAMING REMARKS:

KAY MCCLENNEY

NCII Consultant and Senior Advisor to the President & CEO,
American Association of Community Colleges



Riverside City College
Making Student Success Teams
Work





It's About the Students!



Critical Guided Pathways Student Experiences

- Choosing/confirming an Instructional Pathway
- Connection and sense of belonging
- Career exploration and choice making  
- Choice of program of study
- Development of *full-program educational plan*

Every student, not just lucky ones.



Student Success Teams

What has to happen for Student Success Teams to function effectively in supporting these and other critical student experiences?

- Role clarity (team and each member)
- Unprecedented collaboration/consultation
- Clarity on *who decides*
- Explicit group norms



Student Success Teams

[continued]

- Persistent focus on equity
- *Systematic listening* to students
- Agreement on metrics, especially *leading indicators*
- Targeted professional development

WHAT ELSE?



Student Success Team Pre-Mortem Analysis

- Assume: everyone puts a lot of effort into development of student success teams
- Assume: that the effort fails spectacularly
- Ask: *WHY DID IT FAIL?*
- Discuss: What can we do now to address (and hopefully eliminate) causes of failure?

STUDENT SUCCESS TEAM

NEXT STEPS

BREAKOUT Rooms by Division

Each room will need a Scribe, Please discuss the following topics:

- Leadership
- Effectiveness Metrics/ Assessment Strategies
- Wrap Around Resources and Services (e.g., Academic Support, Student Life, Instructional Design, Professional Development, Financial Aid, Library, Career/Transfer etc.??)
- Unanswered Questions

BREAK TIME-

5 MINUTES



BREAKOUT SESSION

Guiding Questions for Breakout Session (Please appoint a scribe/spokesperson)

1. How will the student success teams support or reinforce the pathway for a student? (How do they know they are on the right path? If they aren't, How do we get them on the right path?)
2. How will the student success team support career exploration and help students keep career goal in mind through their educational journey?
3. How will student success teams ensure that every student has a student educational plan? AND How will student success teams identify and then work with a student who has fallen off path?
4. How will student success teams engage students outside of the classroom? What types of engagement will impact the student experience?
5. What does engagement look like virtually? What population of students are we not accessing? How do we tailor services to address all student populations? (Ex: How are we intentionally outreaching to our minority males to provide support- they are one of our equity groups)

Through these conversations we should incorporate the following concepts:

- Wrap Around Resources and Services (e.g., Academic Support, Student Life, Instructional Design, Professional Development, Financial Aid, Library, Career/Transfer etc.??)
- Leadership Needs (Staff, Faculty, Administrative, and student)
- Effectiveness Metrics/ Assessment Strategies
- Unanswered Questions

GROUP

DISCUSSION



Identifying Professional Development Priorities

Natalie Halsell & Tammy VantHul-Austin

How do we intentionally align the
efforts of Student Equity,
Professional Development and
Guided Pathways to meet Student
Success Goals?

Within the Instructional Pathways, what do we see as the high-priority professional development topics to support further design and effective implementation of the strategies we have identified?

What professional development activities do we need to identify to contribute towards positively impacting the student experience?

A person wearing blue jeans and brown shoes stands on a paved surface. A large white arrow is painted on the ground, pointing downwards. The person's shadow is cast on the pavement to their left. The background shows a paved area with white lines, possibly a parking lot or a walkway.

NEXT STEPS:

Outside Observations/ Recommendations

FUTURE ADVENTURES

A graphic with a dark, bokeh background. The words "BREAKING NEWS" are written in white, bold, sans-serif font. "BREAKING" is on a red rectangular background, and "NEWS" is on a white rectangular background.

California Guided Pathways Project- cohort one continuation (2020-2023)

- As a Cohort One college continuing into CAGP 2020-23, contingent on funding approval, the CAGP project will support your college via:
 - Four 1.5-Day Institutes** for a college team of between 5-7 members. Cohort One Institutes are planned for Spring 2021, Fall 2021, Spring 2022, and Fall 2022 or Spring 2023. College Presidents and Guided Pathways College Leads are to attend all institutes
 - One Site Visit Per Year** in 2021 and 2022 where a member of the CAGP Leadership Team will conduct a site visit on your campus. They will again tailor the visit to your individual college redesign priorities, focusing on catalyzing the efforts and engaging a broader group of campus constituents.
 - Virtual Support**
 - **Virtual Consultancies:** Each college will be able to access two virtual consultancies per year.
 - **Webinars:** Each college will be able to attend 3-4 CAGP-specific webinars per year presented by state and national experts on key guided pathways topics.
 - **Office Hours:** Each college will receive two virtual office hours per year from a member of the CAGP Leadership Team and as appropriate, the college's Institute Facilitator / Regional Coordinator.