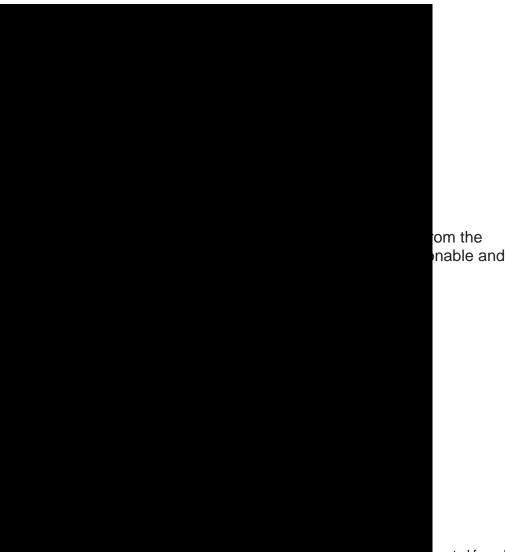California

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5 overarching steps for new students:

- Apply for admission
- Apply via CCC Apply (are a11.04 -0 0 ,hititutio(7 (eanbleg2.3)(A)efBT x clickto -0 0 ,tio(7 (a) 6 (*)4.2 ( )0.5 (t)-6.7 (he)10.5 (10 pa)10.5 (ge a
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- Offer 1 day events-Tiger Roar-where students can complete OAC in a half day and register (depending on timing)
- Walk students through all steps in the Welcome Center

How many "clicks" does it take to get through each of the 5 overarching steps above?

How many steps to the first day of class? (Wait list, etc.)

Other steps that are possible depending on student's situation:

- Waitlist students must request an authorization code from instructor.
- Students who plan to drive will need to obtain a parking pass.
- Students also need to purchase books (bookstore, online, renting, borrowing, etc)
- Students taking a lab or riding the bus have to obtain a photo ID once they are registered. ine,8.9 (.3470.5 (Tf0.457 0P AMCI8
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	There are "steps" within the steps. Maybe say there are 5 processes / milestones / overarching steps and each has steps.
	We redesigned our getting started pages several months ago to help streamline the process

2. Are the steps for intake clearly communicated to students? How do you know? What are the mechanisms for communication?

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Working on a modified presentation on what Counseling can do.

Communication is not consistent for all students. If they are in a program with an educational advisor, communication is good. The less engaged student may not be consistently getting the message (even if it is communicated via email).

There are also barriers for students to register. Admissions and Records reaches out to students and recommends courses.

In key gateway classes, have students do exit interviews. Pull in a faculty advising. Math and English?
RCC is conducting the SENSE survey in Fall week 4-5. This will give us information about our initial processes.

Welcome booths first week – are primarily used for people who are lost – but can we also have ed advisor booths?

Assessment: 85% of our students can be placed via MMAP data.

4. Are there any unnecessary steps in the process or steps that can be combined or eliminated?

Short

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ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: To identify and reflect on the level of engagement of various constituents in pathways reforms, please complete the fo.p (or)4.9he f un.5(n .)6(

Short-Term Action Plan
 Pathways In

Institution Name: RIVERSIDE CITY COLLEGE

Guiding Questions	Response	Notes
		support staff, and many of the IDS's and administrative assistants are also actively participating. This is an area where the college could improve, though. During Fall FLEX, the college is specifically inviting staff to a integrated session to better link the important efforts of these front-line staff to the academic policies and the Guided Pathways Framework.

Number Engaged:

% of

8. How many academic programs/departments are participating in
pathways activities?

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Guiding Questions	Response	Notes
	Number Engaged: % of all students:	Of the 20,000 students enrolled each semester, 2000 College Promise students are intensively impacted by the pathways activities. A substantial amount of work has al(e)11.3 (P) s tA -7m(N)2.(es)-2.31ID 16 BDC -0.002

9. How many students have been affected by pathways activities?

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

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Guiding Questions	College Responses to Guiding Questions
2. What types of support functions and activities can be	

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Guiding Questions	College Responses to Guiding Questions
4. In your opinion, what is the ideal balance of academic, personal, and career support provided to students via the student support/case management process? In other words, what is the overarching purpose of redesigned student supports? Compare your individual answers with those of your colleagues in order to come to consensus.	• Varies- based on individual need. •

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Guiding Questions	College Responses to Guiding Questions

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

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

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Part III-b: Ongoing Support Structures
TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #3

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

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Guiding Questions	College Responses to Guiding Questions
3. The fourth pillar of GP focuses on teaching & learning, including integrating outside-the-classroom learning experiences such as internships, job shadowing, work study and/or co-operative learning. How might you integrate these as you evolve your GP work?	• Add experiential courses earlier in the student's path. Not just with the creation of program maps, but also actual course design and pedagogy. This will require training and professional development for faculty. We will need help to identify some of the opportunities in non-traditional academic areas (for example: job shadowing/internships for history, math and English.) • Another area of improvement in teaching and learning that we want to address is the early alert system. Faculty need multiple windows to send an "alert" and not just within the first 4-5 weeks of class. The early alert system can be redesigned to include clearer, friendly language to help students connect with academic supports. We also would like to close the loop on the early alert process. Did the student receive services and did it help? Currently, we have no way to track if it is working.
4. How might you integrate targeted support programs such as TRIO, Puente, and Mfumo into a guided pathways approach?	• Evaluating the students who currently receive support from various programs on campus and create a hierarchical approach to which "ONE" service is most beneficial for that student. • Students can be directed to the appropriate student support program, which will then lighten the caseload from the instructional pathways to service other students who are not participants any other support program. • Most student support programs already function on a caseload approach with designed support roles or "Teams" for that student. We will be taking a closer look at TRiO, CalWORKs, athletics, Ujima and La Casa to see how their programs support their students and the resources that are allotted for the student's success. • Utilizing our findings to help create a student support model that will support the success of all students.

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Guiding Questions	College Responses to Guiding Questions
	• Utilizing a platform that allows all members of a TEAM, (including the student!) to see the thread of conversations from each interaction the student has had within the TEAM. This will help facilitate the flow of information and what still needs to be addressed.

5.

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Part IV-a: Integrating Student Financial Stability

Guiding Questions	College Responses to Guiding Questions
1. Which existing services can be bundled/integrated and where?	• Staff and faculty should have scripts to assist students with their needs. If I says "X", they may also need "Y". • Communication and professional development needs to happen so that everyone is aware of which services are being offered and how and when they are being offered. • Resource Handbook (incorporating all resources) that is distribute to all faculty, staff and administrators. The resource handbook should be available online as well. • Adding information about resources in the instructors syllabus (premade content for them to include) • Trained staff about all services within the Engagement Centers. • Book loans/ loaner rooms in the library

2. How can community partners bring their expertise to RCC?

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Guiding Questions	College Responses to Guiding Questions
3. How can the process of accessing and using services be part of the normal student experience? For example, where in the student's onboarding process can s/he be naturally exposed to a suite of financial stability supports?	• Conversations about Financial aid and process of ineligibility within first 2 semesters. • Provide faculty with resources to disseminate in the classroom that includes conversation about services (students share services with other students). • Language of normalizing and asking for help: "a lot of students need these services/ you aren't the only one." • VIDEOS/HANDOUTS (Information should be readily available in different formats). • And ALL Faculty/Staff/Administrators should be trained to know about and offer information about what is available.
4. What roles can various members of the campus community play to enable more students to access the services they need?	• Incorporate and notify faculty about reuhey .

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Guiding Questions	College Responses to Guiding Questions
	• Guided pathways is not another program, but institutional transformation that everyone has a role in. Collaboration is essential.
3. Discuss insights the team has gained from these conversations; name 3–5 as a team.	• Clear vision statement to guide what our student support model will look like. • Wemen-Sf §kkkkenâ'ca9Ŵ5p7u7(w5ps)ĴŪ Tc11(at713.11(aw3≫109c 0.8 36