



**FLEX CREDIT**  
AVAILABLE

# COMPLETION INITIATIVE 2.0 SUMMIT

**NORCO**  
COLLEGE

**FRIDAY, FEBRUARY 2, 2018**

**9AM - 3PM**

**HUM 111**

**RSVP**

**WELCOME ALL**

# COMPLETION INITIATIVE

✓ Only 9.8% of first time students complete a degree or certificate in four years.

✓ African Americans, African American males, Hispanics, part-time students, older students are lowest performing across all metrics.

WHY?





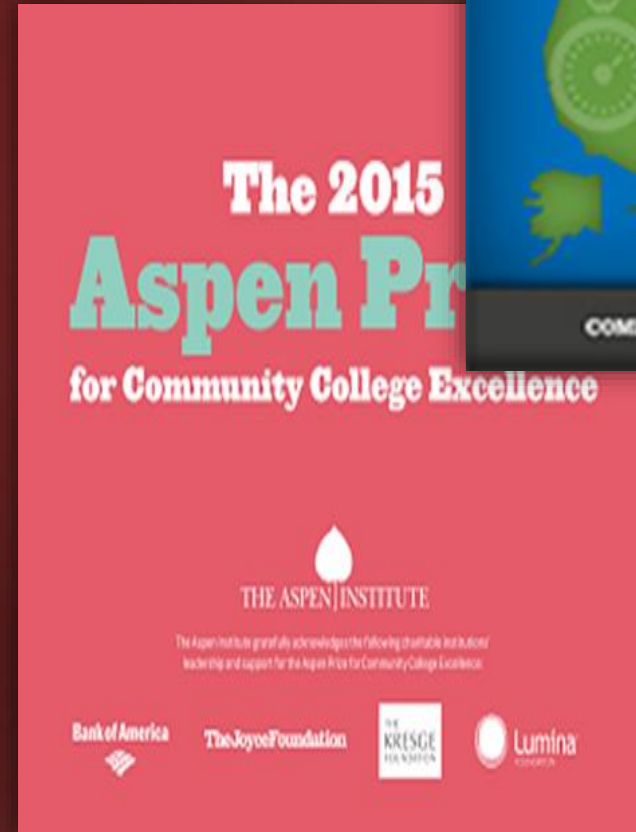
# 2-DAY SUMMER SUMMIT 2015

Aspen Prize Winning Schools  
recognize exceptional outcomes in:

- student learning
- certificate and degree completion
- employment and earnings
- high levels of access and success for minority  
and low-income students

Game Changers recognized  
measurable results with:

- Performance Funding
- Corequisite Remediation
- Full-Time is Fifteen
- Structured Schedules
- Guided Pathways to Success



# TWO DAYS FIVE TAKE A-WAYS

- ❑ Clear & Directed Pathways
- ❑ Meta Majors
- ❑ Faculty Advisement Models
- ❑ Linking College to Careers
- ❑ Student Ambassador/Care



# 2016-2017

## THE WORK BEGINS ON IMPLEMENTATION OF ALL FIVE AREAS

- ✓ *Completion Initiative Workgroup*
- ✓ *Awarded a Guided Pathways Grant*
- ✓ *California Guided Pathways School*
- ✓ *State Chancellor's Office Guided Pathways*

NORCO COLLEGE SCHOOL OF  
**Arts &  
Humanities**

NORCO COLLEGE SCHOOL OF  
**Business &  
Management**

NORCO COLLEGE SCHOOL OF  
**Social &  
Behavioral Studies**

NORCO COLLEGE SCHOOL OF  
**Science, Technology,  
Engineering & Mathematics**



## Each of the Four Schools Has...

- ✓ Dedicated Counselors
- ✓ Faculty Leads
- ✓ Peer Mentors
- ✓ Faculty Advisors
- ✓ Career-based Infographics
- ✓ ADT Pathways
- ✓ AOE Pathways
- ✓ CTE Pathways
- ✓ School Trailheads (spring 2018)
- ✓ EduNav (spring 2018)

What can I do with this major?

# PSYCHOLOGY

## Occupational Outlook

The Bureau of Labor Statistics can help you find career information on duties, education and salary.

California Community Colleges are now offering Associate Degrees for Transfer (ADT<sup>2</sup>) to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and social/career degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing anywhere in the CSU system and give priority admission consideration to their host CSU campus or to a program that is deemed ideal for their community college major. This priority does not guarantee admission to specific majors or campuses. Students who will have been awarded an AA-T or AS-T are able to claim certain remaining requirements for the 120-unit baccalaureate degree within their host CSU's 180-quarter rule. To view the most current list of Associate Degree for Transfer and to find out which CSU campuses accept each degree, please go to: [www.caldstate.edu/transfer/transfer\\_requirements.html](http://www.caldstate.edu/transfer/transfer_requirements.html)

Students are encouraged to meet with a North California counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

2017-2018

ENGLISH  
[CJUSE] AAASAE

See your counselor for YOUR plan!

The Associate in Arts in English for Transfer (AA-T) is a transfer pathway designed specifically for transfer students as English major employer states in the CSU system. Though the Associate in Arts in English for Transfer also provides great general preparation for English degrees entering their fourth year university, students must consult the specific requirements of any CSU campus to which they are applying. Students earning the Associate in Arts in English for Transfer will achieve, in general, and particularly through Study Skills, a construct well-supported academic experience and literary analysis, and they will encounter transferable questions to which there are multiple suitable answers. Students earning this degree will also have exposure to a variety of literary genres and periods and will be able to illustrate a basic understanding of the ways that literature can embody cultural, individual, and societal trends.

Required Courses: (39 units)

|   |   |   |
|---|---|---|
| ENGL 1B/75011*  | Critical Thinking and Writing/Themes                            | 4 |
| ENGL 1A   | Choose from the list below                                      | 3 |
| ENGL 1B   | Choose from the list below                                      | 6 |
| ENGL 1C   | Choose from the list below                                      | 3 |
| List A: Choose two courses from the following (6 units) |   |   |
| ENGL 4*   | British Lit.: Anglo-Saxon through Eighteenth Century            | 3 |
| ENGL 11*  | British Lit.: Nineteenth through Victorian/Post-Modernism       | 3 |
| ENGL 14*  | American Lit.: Pre-Contact through Civil War                    | 3 |
| ENGL 15*  | American Lit.: 1880 to the Present                              | 3 |
| ENGL 40*  | World Lit.: From Ancient Literatures to the Seventeenth Century | 3 |
| ENGL 41*  | World Lit.: Seventeenth Century Through the Present             | 3 |

List B: Choose two courses from the following (3 units)

|   |  |   |
|---|--|---|
| Any course from List A or List B not already used |  |   |
| ENGL 60M/61                                       | Introduction to Mythology                        | 3 |
| ENGL 11*  | Creative Writing                                 | 3 |
| ENGL 44*  | Poetry from the Twentieth Century to the Present | 3 |

List C: Choose one course from the following (3 units)

|   |   |   |
|---|---|---|
| Any course from List A or List B not already used |   |   |
| ENGL 9*   | Introduction to Shakespeare                                     | 3 |
| ENGL 10   | Special Studies in Literature                                   | 3 |
| ENGL 20*  | Survey of African American Literature                           | 3 |
| ENGL 60M/21*                                      | The Bible as Literature   | 3 |
| ENGL 50*  | Children's Literature   | 3 |
| ENGL 80*  | Images of Women in Literature                                   | 3 |
| ENGL 49*  | Modern Drama  | 3 |
| ENGL 48*  | Short Story and Novel from the Twentieth Century to the Present | 3 |
| CSM 3*  | One introduction of literature                                  |   |
| THL 3*  | Introduction to Theater   | 3 |

\*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern; please confer with a counselor.

01/03/17

Associate in Arts Transfer Degree

Courses in Arts in English for Transfer will be awarded upon completion of all California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. Units in the major will be completed with a grade of "C" or better.

| Course                | Units       |
|-----------------------|-------------|
| ENGL 1A               | 4.0         |
| AREA BA               | 3.0         |
| AREA C1               | 3.0         |
| AREA D                | 3.0         |
| AREA E                | 3.0         |
| <b>Total Units:</b>   | <b>16.0</b> |
| Course                | Units       |
| ENGL 1B               | 4.0         |
| ELECTOR GROUP 101-11C | 3.0         |
| AREA A1               | 3.0         |
| AREA B2               | 3.0         |
| CSU ELECTIVE          | 3.0         |
| <b>Total Units:</b>   | <b>16.0</b> |
| Course                | Units       |
| ELECTOR GROUP 101-11C | 3.0         |
| ELECTOR GROUP 101-11B | 3.0         |
| POL 1                 | 3.0         |
| CSU ELECTIVE          | 3.0         |
| CSU ELECTIVE          | 3.0         |
| <b>Total Units:</b>   | <b>15.0</b> |
| Course                | Units       |
| ELECTOR GROUP 101-11C | 3.0         |
| ELECTOR GROUP 101-11B | 3.0         |
| POL 1                 | 3.0         |
| CSU ELECTIVE          | 3.0         |
| CSU ELECTIVE          | 3.0         |
| <b>Total Units:</b>   | <b>15.0</b> |
| Course                | Units       |
| ELECTOR GROUP 101-11C | 3.0         |
| ELECTOR GROUP 101-11B | 3.0         |
| CSU ELECTIVE          | 3.0         |
| HIS 607/142/21/24     | 3.0         |
| AREA B2/83            | 4.0         |
| <b>Total Units:</b>   | <b>13.0</b> |

Suggested Pathway for English ADT

[www.norccollege.edu/schools](http://www.norccollege.edu/schools)

# STATEWIDE ALIGNMENT





## California Guided Pathways

- ✓ Closing the achievement gap
- ✓ Increasing degree & certificate completion
- ✓ Decreasing time for completion for students

*Intentionally designed experience to help all students succeed*

# WHY?





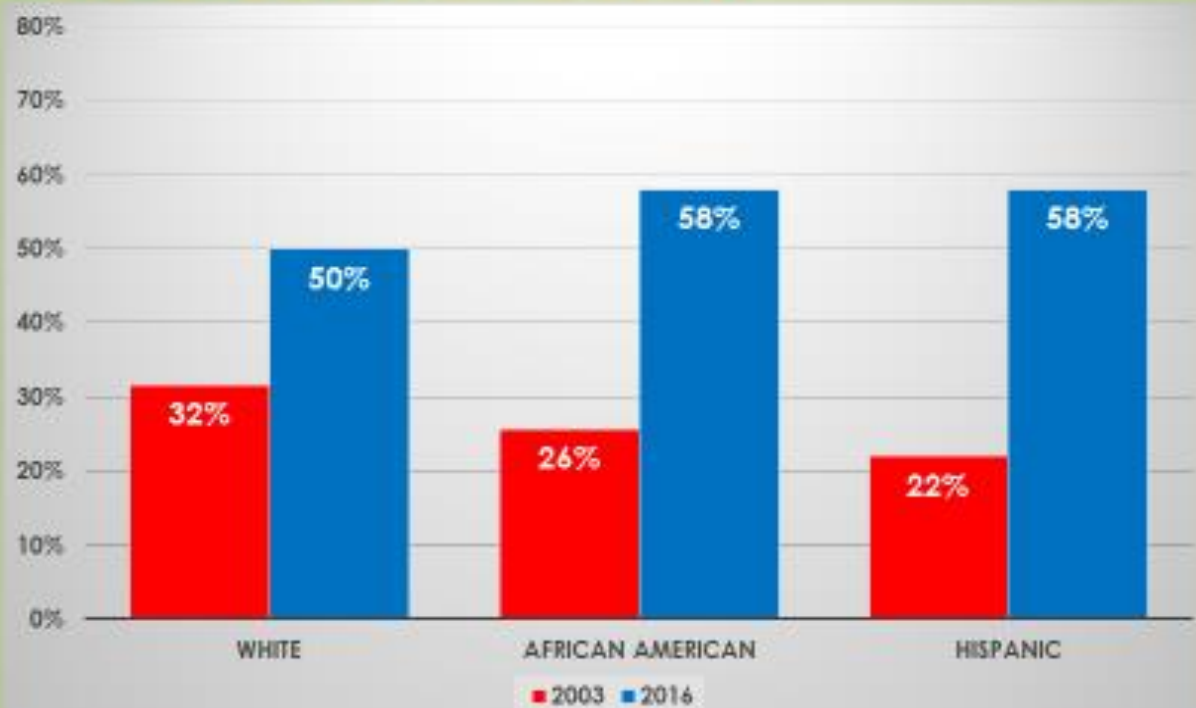
# Georgia State University



NATIONAL  
CENTER FOR  
INQUIRY &  
IMPROVEMENT

[www.inquiry2improvement.com](http://www.inquiry2improvement.com)

## Graduation Rates by Race/Ethnicity - Georgia State University



National Center for Inquiry & Improvement

[www.inquiry2improvement.com](http://www.inquiry2improvement.com)

## Tennessee Community Colleges GPS

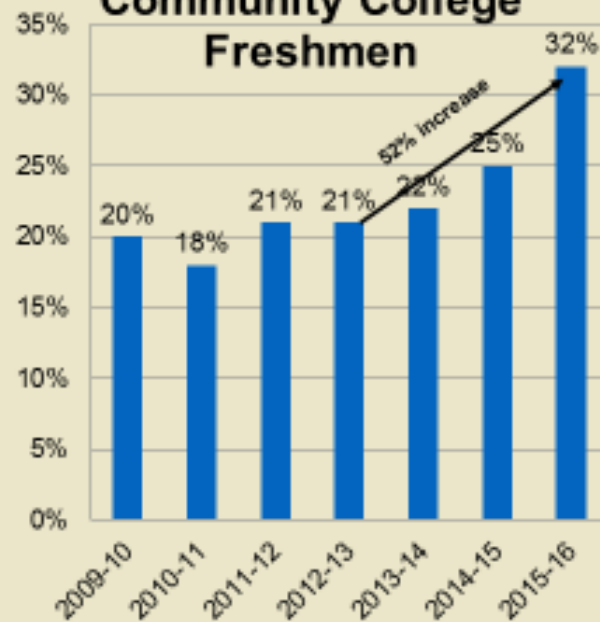
### Community College Graduation Rates



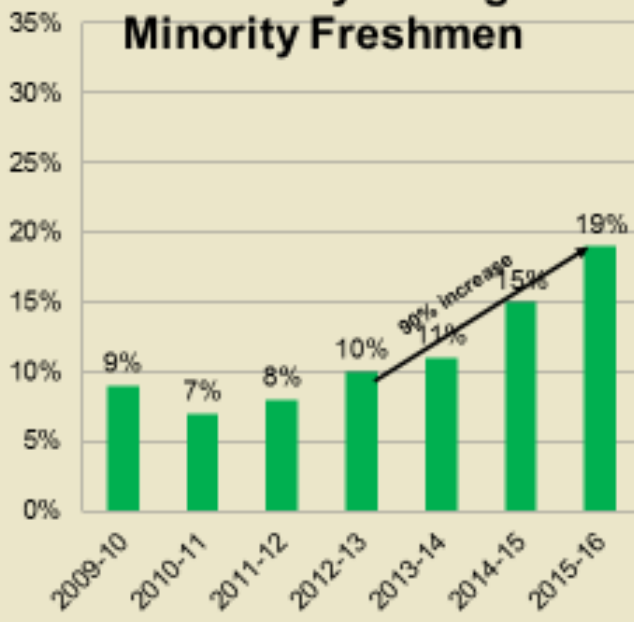
TENNESSEE BOARD OF REGENTS

### Incoming Freshmen Who Successfully Completed at Least 9 hours in Their Focus Area During Their 1<sup>st</sup> Academic Year

#### Community College Freshmen



#### Community College Minority Freshmen



Source: Denley, TBR, 2016





Since 2013...

Community College  
3yr Graduation Rate

↑ 42%

University  
4yr Graduation Rate

↑ 26%



Since 2013...

Community College  
3yr Graduation Rate

↑ 88%

University  
4yr Graduation Rate

↑ 51%

Under-represented Minority Students

[www.tn.gov/thec](http://www.tn.gov/thec)

BAM!

[www.tn.gov/thec](http://www.tn.gov/thec)

Tennessee Community  
Colleges GPS

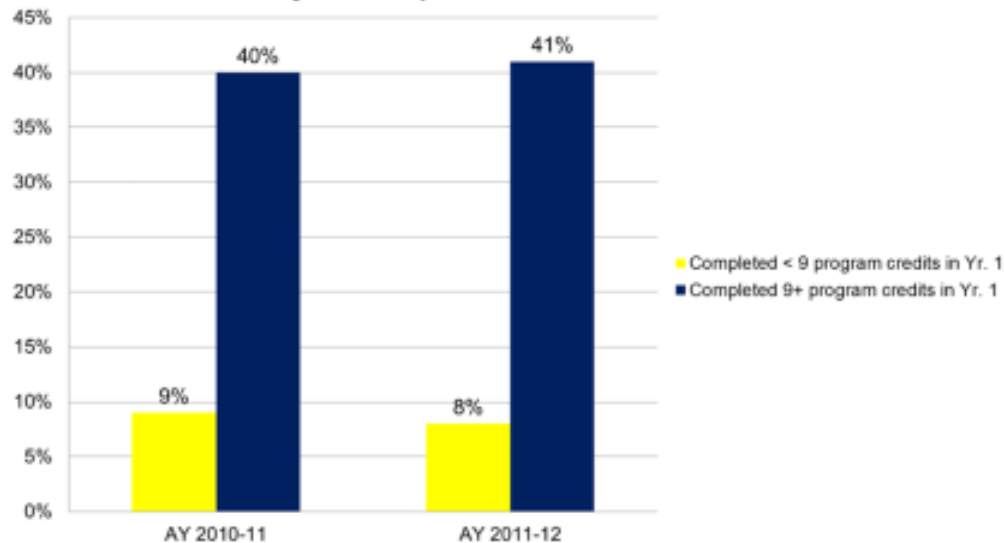


[www.inquiry2improvement.com](http://www.inquiry2improvement.com)

## Sinclair Community College (Ohio)

### Promising Evidence from Ohio

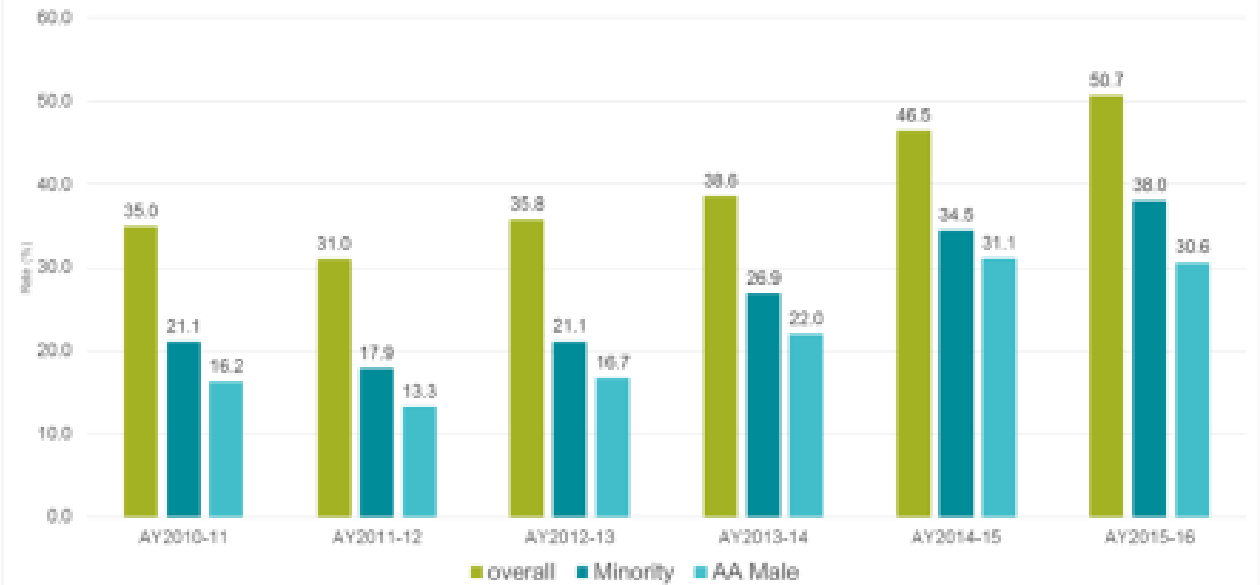
Sinclair CC 6-year Completion Rate: Fall Term New Students



Source: Sinclair Community College.

### Promising Evidence from Ohio

Percentage of students who completed at least nine credit hours in a program declared in their first year – Sinclair Community College



Source: Sinclair Community College.



# LCCC Before & After Guided Pathways

## Cafeteria Model Prior to 2012-13

- Student applies
- Assess & enrolls in upper level DE – needs addition term for more DE math
- May meet briefly w/Advisor for registration (not required)
- No major defined – declares AA to get Financial Aid
- Struggles in DE math & repeats basic Algebra before enrolling in Intermediate Algebra
- Repeats Intermediate Algebra
- Self-advises & registers for career/technical courses not knowing they will not transfer
- After 2+ years of taking scattered coursework, checks in with Advisor
- Hasn't taken economics or accounting or appropriate math & needs 30 more hours
- More wasted time and money
- Life happens as well as frustration with needing more courses – student drops out before completing

## Current Model Incremental after 2012-13

- Student applies
- Student is contacted & given info to prepare for next steps in the process
- Student attends mandatory orientation including completion of College Student Inventory
- Attends Mandatory meeting with Advisor
- Career discussion (referral if needed)
- Non-cognitive factors from CSI discussed along with assessment results
- Interventions for possible issues are identified early & acted upon
- Advisor & student map out courses together for current term & map out plan for future based on major & transfer institution
- Advisor remains with student throughout career (academic knowledge, support, & encouragement)
- Frequent advisor check-ins are encouraged & welcomed
- Student places in accelerated DE courses reducing the “leaky pipeline” to completion
- Advisor tools (Inspire for Advisor) informs caseload of student progression or warning when help is needed most
- Positive nudges from Advisor along the way
- More students progress through DE and complete their program

Lorain County  
Community College  
(Ohio)

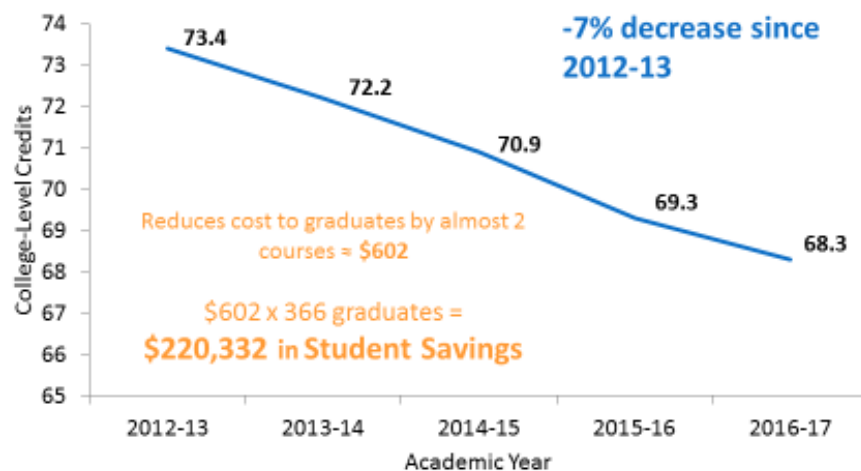


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[www.inquiry2improvement.com](http://www.inquiry2improvement.com)

## Lorain County Community College (Ohio)

### Decreased Credits to Degree

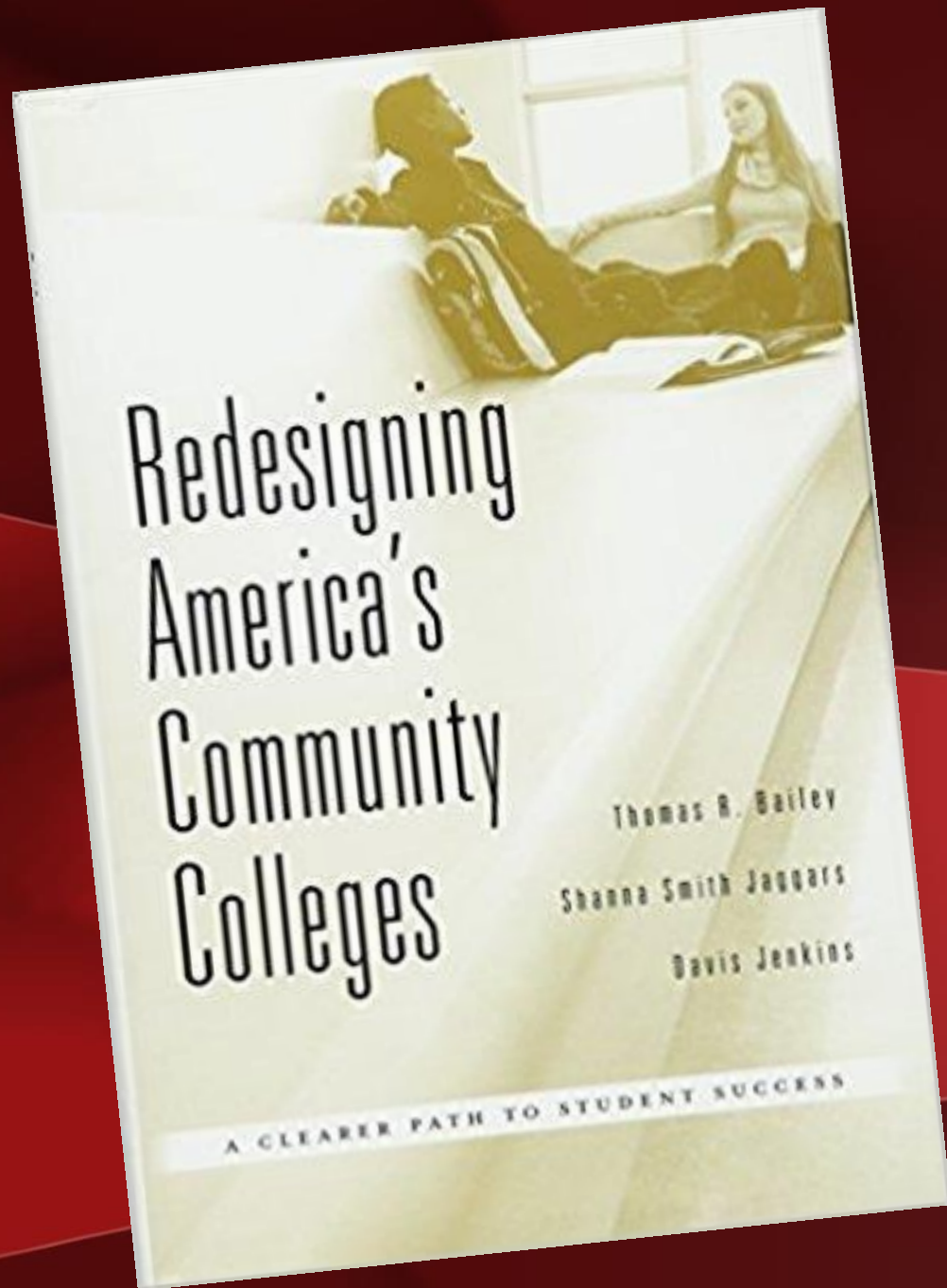


Note: First Associate degree completers within 4 years with 15 or fewer transfer-in credits

## 138% Increase IPEDS First time, Full Time Graduation Rate 2008 to 2013 Cohorts (3 year grad rate)







**A Clearer Path to Student Success**

# ABOUT GUIDED PATHWAYS

**The Guided Pathways framework creates a highly structured approach to student success that:**



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience



# FOUR PILLARS OF GUIDED PATHWAYS

## Clarify the Path



Create Clear  
Curricular  
Pathways to  
Employment  
and Further  
Education

## Enter the Path



Help  
Students  
Choose and  
Enter Their  
Pathway

## Stay on the Path



Help  
Students  
Stay on  
Their Path

## Ensure Learning



Follow Through,  
and Ensure that  
Better Practices  
are Providing  
Improved  
Student Results.



# SIMULTANEOUS EFFORTS

# CALIFORNIA

## Guided Pathways: AACC Projects

30+ colleges  
participating nationally

Competitive process

Guided by national  
leaders with guided  
pathways efforts

## CA Guided Pathways: Demonstration Project

20 colleges in California  
participating

Competitive process

Paid to participate

One year of intensive  
support

## California Community Colleges Guided Pathways

Eligible participation for  
all 114 colleges

Requirements for  
participation, regardless  
of previous GP affiliation

Five years of support by  
CCCCO and partners



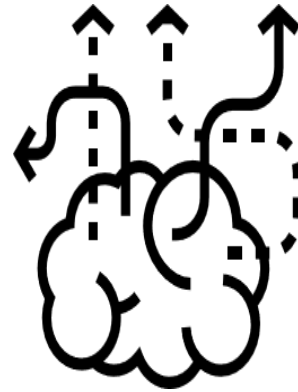
# CCC GUIDED PATHWAYS GEARING UP FOR IMPLEMENTATION



**Self-  
Assessment**



**IEPI  
Workshop**



**Multi-Year  
Work Plan**



**Funding  
Allocation**

# CCC GUIDED PATHWAYS OVERVIEW OF FUNDING

- Initial funding in April 2018
- Five years total to spend the allocations
- 25% of total allocation in the first year
- Spending guidelines with allocations in April



# CCC GUIDED PATHWAYS NORCO COLLEGE'S 5-YEAR ALLOCATION



\*Allocation will increase if not all 114 California Community Colleges participate

# GUIDED PATHWAYS



NOT JUST SOMETHING NEW –  
ORGANIZING WHAT WE DO AROUND A FRAMEWORK

# LOOK AT ALL WE HAVE DONE!

California Career Pathways Trust (CCPT)

icanaffordcollege.com

California Community Colleges  
**CURRICULUM**

 **CAREER LADDERS PROJECT**  
FOSTERING EDUCATIONAL AND CAREER ADVANCEMENT FOR CALIFORNIANS

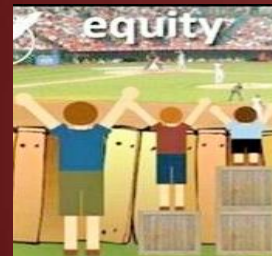
WHO DO U WANT 2B?

 **CCCApply**

 **C-ID**  
COURSE IDENTIFICATION NUMBERING SYSTEM

 **COMMON  
ASSESSMENT  
INITIATIVE**  
CALIFORNIA COMMUNITY COLLEGES

CALIFORNIA COMMUNITY COLLEGES  
**STUDENT  
SUCCESS  
INITIATIVE**



 **Associate Degree  
for Transfer**  
A Degree with a Guarantee.™

 **BSI<sup>3</sup>**  
INSIGHTS INFORMATION INNOVATION

 **canvas**  
BY INSTRUCTURE

 **STATEWIDE CAREER  
PATHWAYS**  
Creating School to College Articulation

 **EDUCATION  
PLANNING  
INITIATIVE**  
CALIFORNIA COMMUNITY COLLEGES

 CALIFORNIA COMMUNITY COLLEGES  
**Doing What MATTERS™**  
FOR JOBS AND THE ECONOMY

 CALIFORNIA COMMUNITY COLLEGES  
**ONLINE EDUCATION  
INITIATIVE**

**STUDENT SUCCESS  
SCORECARD**

CALIFORNIA COMMUNITY COLLEGES  
**STUDENT  
SUCCESS  
INITIATIVE**

Basic Skills and Student Outcomes  
Transformation Program



## Four Pillars of Pathways

**Clarify the Path**

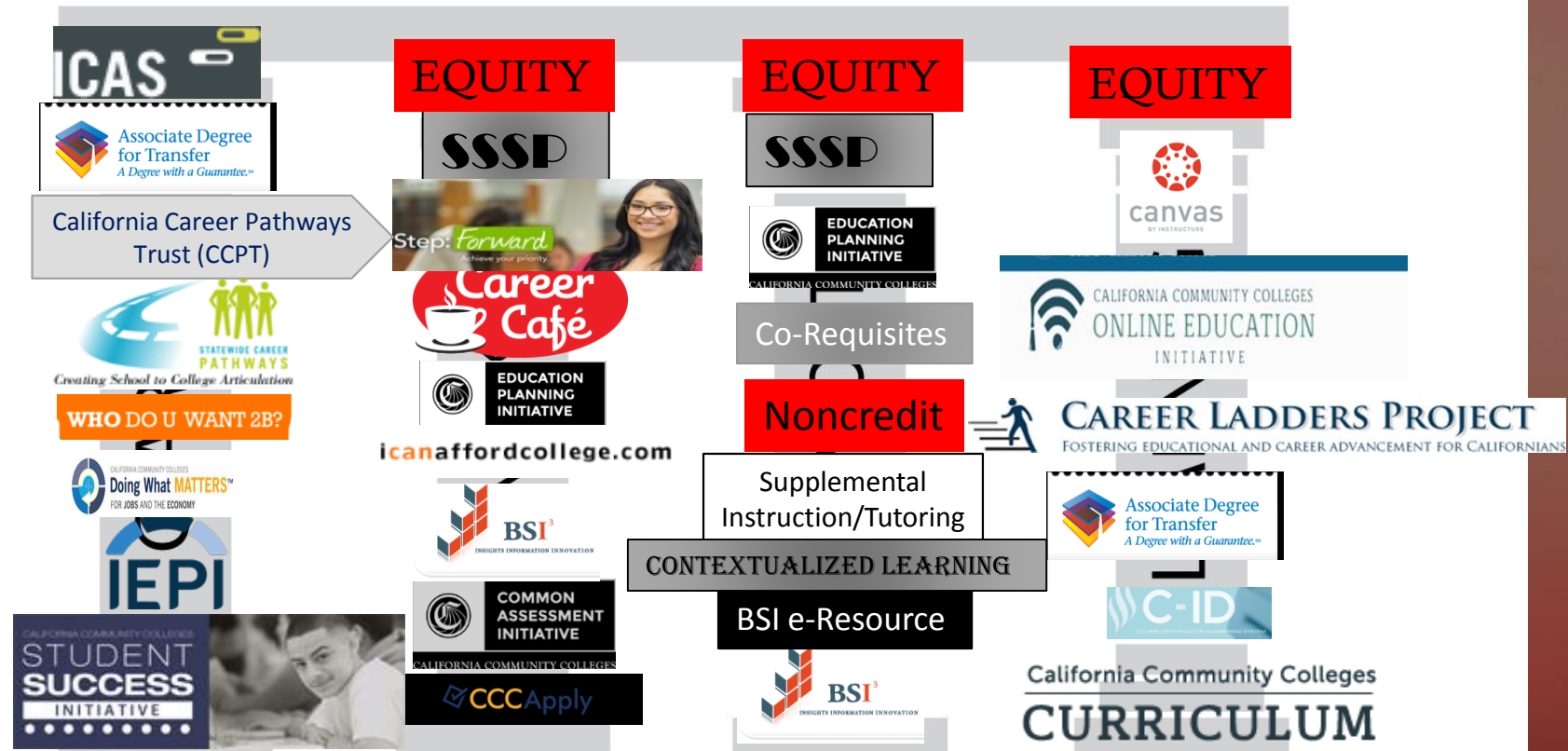
**Enter the Path**

**Stay on the Path**

**Ensure Learning**

Equity, Social Mobility, Economic Health for All Students

# Four Pillars of Pathways



Equity, Social Mobility, Economic Health for All Students

# COMPLETION INITIATIVE 2.0 SUMMIT GOALS

Participants will be able to:

- ✓ Describe Norco College's Completion Initiative (CI) efforts
- ✓ Explain the relationship between Norco's CI efforts and state initiatives
- ✓ Recognize Norco College's CI accomplishments within the guided pathways framework
- ✓ Identify themselves within the guided pathways framework at Norco College
- ✓ Create future School-based activities





# ERICK TORRES

SCHOOL OF STEM PEER MENTOR  
BIOCHEMISTRY TRANSFER – FALL 2018  
CAL POLY POMONA, SLO, OR CSULB  
SERVED AS TUTOR AND STEM SCHOLAR

# PILLAR ACTIVITY #1

# FOUR PILLARS OF GUIDED PATHWAYS

## Clarify the Path



Create Clear  
Curricular  
Pathways to  
Employment  
and Further  
Education

## Enter the Path



Help  
Students  
Choose and  
Enter Their  
Pathway

## Stay on the Path



Help  
Students  
Stay on  
Their Path

## Ensure Learning



Follow Through,  
and Ensure that  
Better Practices  
are Providing  
Improved  
Student Results.

# PILLAR ACTIVITY QUESTIONS

Clarify  
the  
Path



Enter  
the  
Path



Stay on  
the  
Path



Ensure  
Learning



1. In your role at Norco College, with what institutional barriers have you seen students struggle?
2. In your current role at Norco College, how do you support the Four Pillars of Guided Pathways?
3. What are some new ways you might be able to support the Four Pillars of Guided Pathways?



# SCHOOL ACTIVITY #2

# SCHOOL ACTIVITY QUESTIONS

NORCO COLLEGE  
SCHOOL OF  
**Arts &  
Humanities**

NORCO COLLEGE  
SCHOOL OF  
**Social &  
Behavioral Studies**

NORCO COLLEGE  
SCHOOL OF  
**Business &  
Management**

NORCO COLLEGE  
SCHOOL OF  
**Science, Technology,  
Engineering & Mathematics**

1. *Clarify the path* – how do we start with the end in mind for transfer and career?
2. *Enter the path* – how can we broaden & enhance career exploration to give students the best start?
3. *Stay on the path* – how do we support students on the path and/or make their education relevant?
4. *Ensure learning* – how can we produce a highly skilled and knowledgeable workforce through enriched student learning?

# SCHOOL ACTIVITY #2 REPORT OUT

NEXT STEPS



# NORCO COLLEGE

## Completion Initiative Workgroup Meetings 2017-2018



All workgroup meetings are the 1<sup>st</sup> Tuesday in fall and spring in ST107 from 2:00 – 4:00 pm

### Fall 2017

September 5

October 3

November 7

December 5

### Spring 2018

March 6

April 3

May 1

June 5

# EVALUATION