RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

Board of Trustees - Regular Meeting
Board of Trustees Governance Committee, Teaching and Learning Committee, Planning and Operations Committee, Facilities Committee and Resources Committee
Tuesday, May 01, 2018 6:00 PM
District Office, Board Room, 3801 Market Street, Riverside, CA 92501

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 and speak to an Executive Administrative Assistant as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I.   COMMENTS FROM THE PUBLIC
     Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. PUBLIC HEARING (NONE)

III. CHANCELLOR'S REPORT
     A.   Chancellor's Communications
          Information Only

IV. BOARD COMMITTEE REPORTS
     A.   Governance
          1.   Board Policy for First Reading - BPAP 6307 Debt Issuance and Management
               The Committee to review the first reading of Board Policy and Administrative Procedure 6307 - Debt Issuance and Management.

     B.   Teaching and Learning
          1.   Guided Pathways Update
               Information Only

2. Proposed Curricular Changes

The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

C. Planning and Operations (None)

D. Resources

1. Selection of PepsiCo to Provide District-Wide Beverage Services

The Committee to review the selection of PepsiCo to provide district-wide beverage services.

2. Selection of Altura Credit Union to Provide Automated Teller Machines (ATMs)

The Committee to review the selection of Altura Credit Union to provide Automated Teller Machines (ATMs) on the Riverside, Norco and Moreno Valley College campuses.

3. Project Savings Reconciliation to Adjust Measure C Project Budgets

The Committee to review the adjusted budgets for the projects identified on the Project Savings Reconciliation report and return the project savings totaling $4,343,626 to the originating college/district/fund.

4. Presentation on New Student-Centered Funding Formula Proposal and FY 2018-19 Riverside Community College District Budget Planning

Information Only

E. Facilities (None)

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

A. Pursuant to Government Code Section 54957, Public Employee Discipline/ Dismissal/Release

Recommended Action to be Determined.

VII. ADJOURNMENT

Agenda Item (IV-B-1)

Meeting   5/1/2018 - Committee

Agenda Item   Committee - Teaching and Learning (IV-B-1)

Subject   Guided Pathways Update

College/District   District

Information Only

Background Narrative:

Presented for the Board's review is an update on the guided pathways framework and activities underway at Moreno Valley College, Norco College and Riverside City College. Faculty and administrative leads for each college will present a review of the guided pathways framework and its relationships with completion, equity, and economic mobility along with an update on activities completed, in progress, and planned for the future.

Prepared By: Robin Steinback, President, Moreno Valley College
            Bryan Reece, President Norco College
            Irving Hendrick, Interim President, Riverside City College
            Carlos Lopez, Interim Vice President, Academic Affairs
            Monica Green, Vice President, Student Services (NC)
            Susan Mills, Vice President, Planning & Development (Riverside)

Attachments:

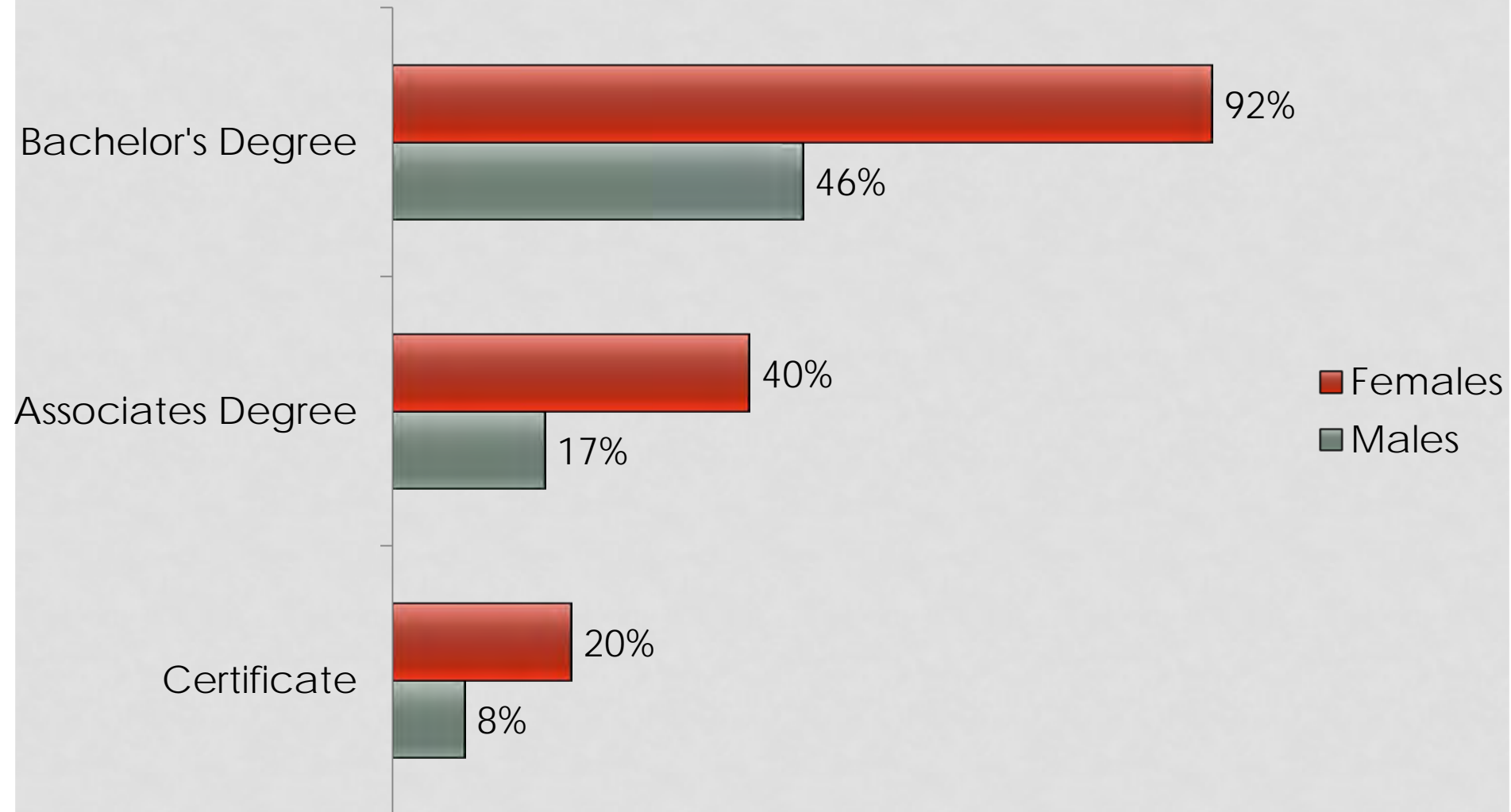Guided Pathways_Completion, Equity and Economic Mobility

GUIDED PATHWAYS: COMPLETION, EQUITY, AND ECONOMIC MOBILITY

Kathleen Sell, Melissa Bader,
Carlos Lopez, Monica Green, Susan Mills

May 1, 2018 RCCD Board of Trustees Teaching and
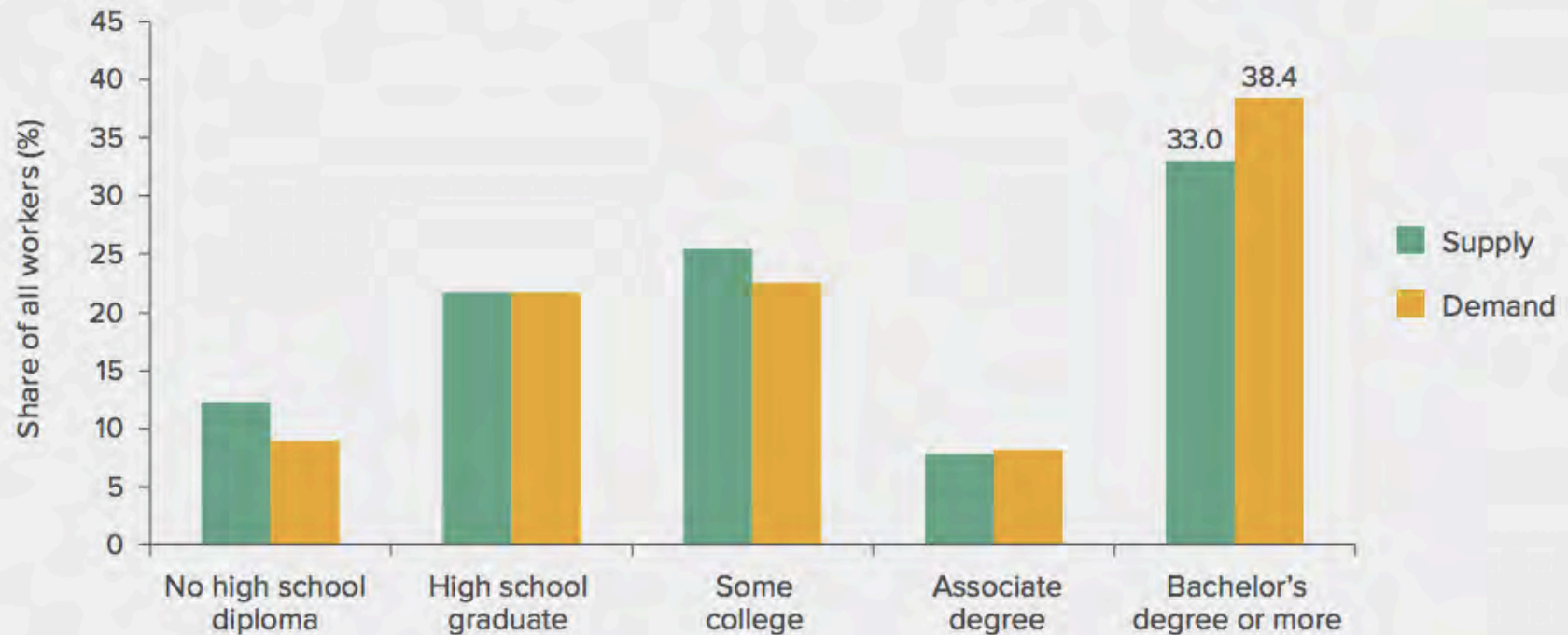Learning Committee

California
Guided Pathways

Lifetime Earnings Gains by Degree Type
(compared to HS only)

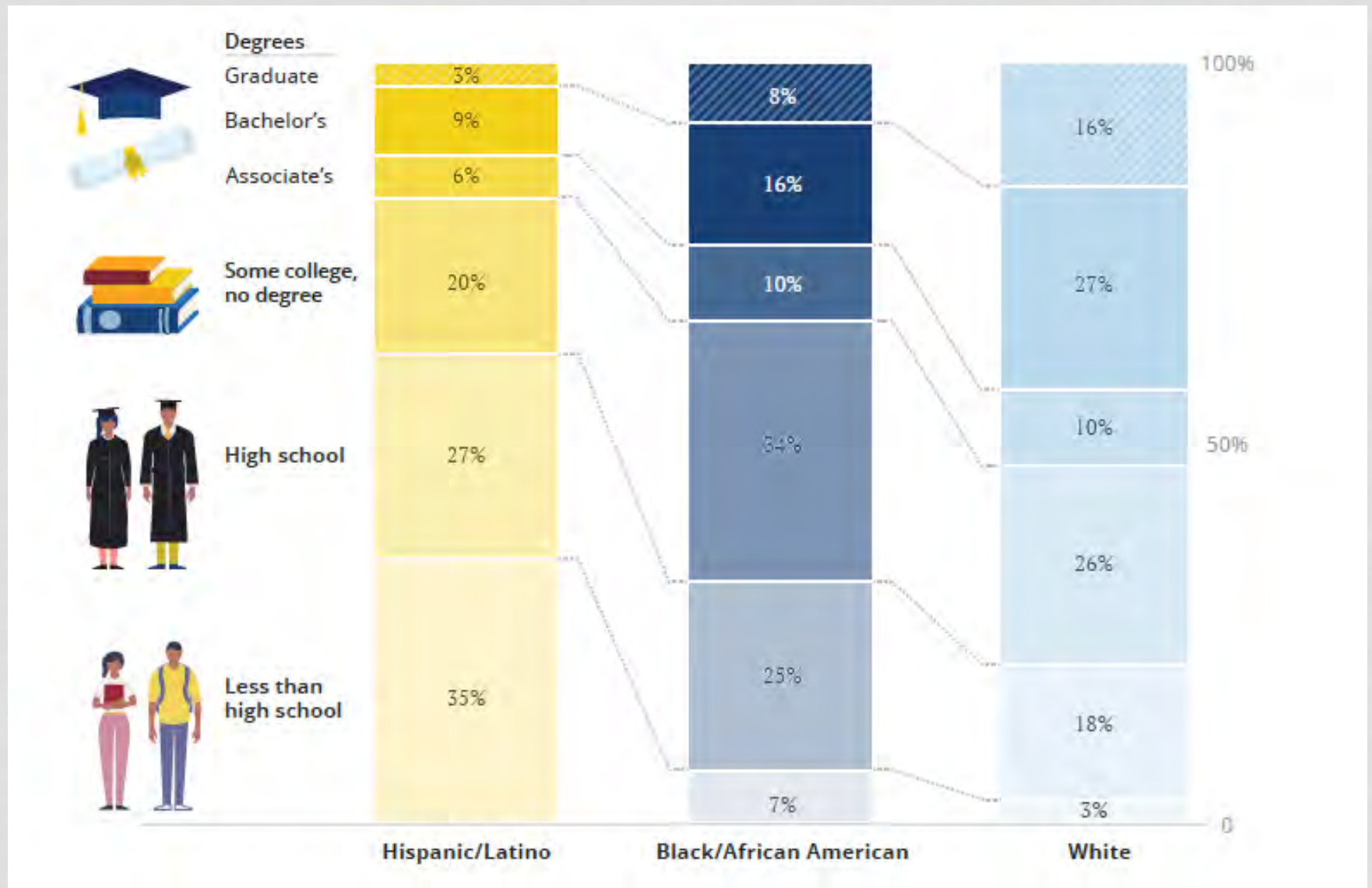Source: NELS Data, Marcotte, Bailey, Borkoski, & Kienzl, 2005, p. 164-165, 170-171.

PROJECTED SHORTAGE OF COLLEGES WORKERS IN CA

BY 2030, CALIFORNIA MAY HAVE A SHORTAGE OF HIGHLY EDUCATED WORKERS

SOURCE: PPIC projections.

Jackson, J., & Johnson, H. (2018). California's Future: Higher Education. San Francisco, CA: Public Policy Institute of California
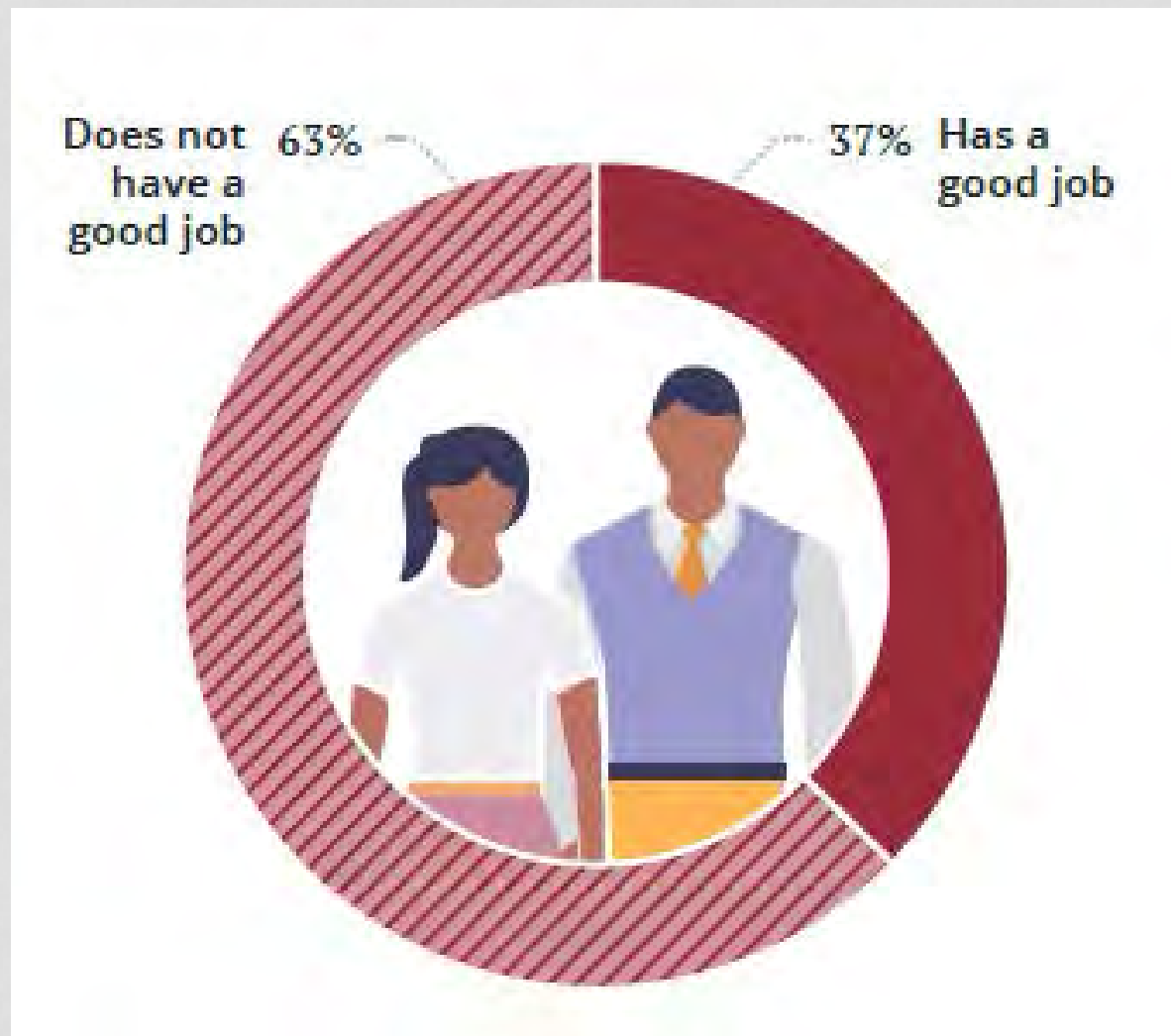
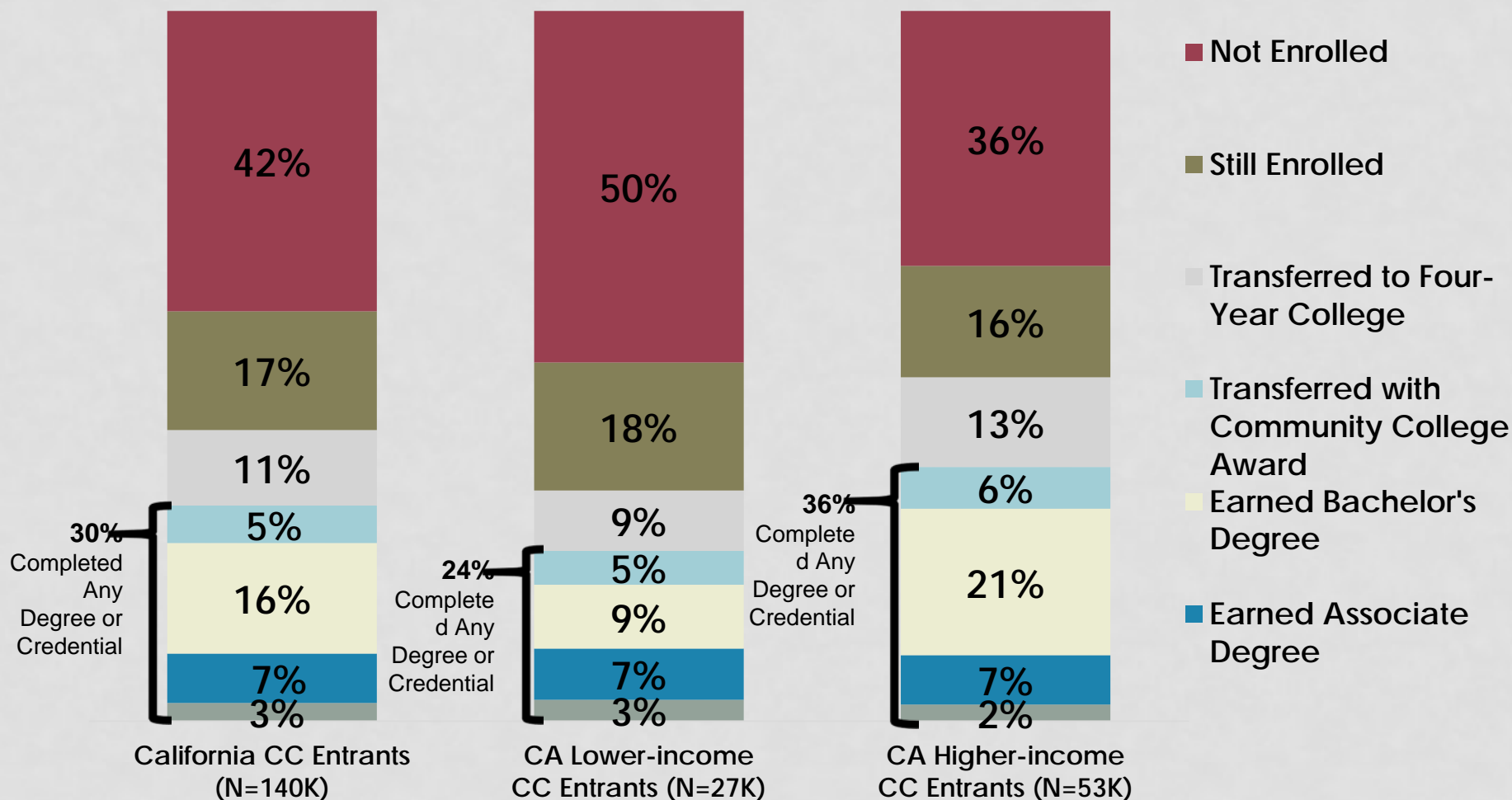# Educational Attainment by Race/Ethnicity in California

Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).

Share of Latino Workers without a Bachelor's Degree with a good job

Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).

CALIFORNIA: HIGHEST OUTCOMES IN SIX YEARS BY INCOME AMONG FTEIC DEGREE-SEEKING COMMUNITY COLLEGE STUDENTS (EXCLUDING DUAL ENROLLMENT STUDENTS)

California CC Entrants (N=140K)
- Not Enrolled: 42%
- Still Enrolled: 17%
- Transferred to Four-Year College: 11%
- Transferred with Community College Award: 5%
- Earned Bachelor's Degree: 16%
- Earned Associate Degree: 7%
- 3%
- 30% Completed Any Degree or Credential

CA Lower-income CC Entrants (N=27K)
- Not Enrolled: 50%
- Still Enrolled: 18%
- Transferred to Four-Year College: 9%
- Transferred with Community College Award: 5%
- Earned Bachelor's Degree: 9%
- Earned Associate Degree: 7%
- 3%
- 24% Completed Any Degree or Credential

CA Higher-income CC Entrants (N=53K)
- Not Enrolled: 36%
- Still Enrolled: 16%
- Transferred to Four-Year College: 13%
- Transferred with Community College Award: 6%
- Earned Bachelor's Degree: 21%
- Earned Associate Degree: 7%
- 2%
- 36% Completed Any Degree or Credential

Legend:
- Not Enrolled
- Still Enrolled
- Transferred to Four-Year College
- Transferred with Community College Award
- Earned Bachelor's Degree
- Earned Associate Degree

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

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

CAFETERIA COLLEGE

Paths to career goals unclear

+

Intake sorts, diverts students

+

Students' progress not monitored

+

Learning outcomes not defined and assessed across programs

=

↑ *Churning*

↑ *Early transfer*

↓ *Completion*

↑ *Excess credits*

↑ *Time to degree*

↓ *Skill building*

GUIDED PATHWAYS AND THE VISION FOR SUCCESS

<u>The Guided Pathways model</u>
- Embodies equity
- Is <u>not</u> just another initiative
- Is a comprehensive approach to combating poverty
- Is a means to realize social and economic justice
- Starts with careers and works backwards
- Increases transfer
- Increases living wages

But how, why is Guided Pathways different?

WHY DOES THE GUIDED PATHWAYS FRAMEWORK WORK?

- Provides all students with clear course taking patterns
- Promotes better enrollment decisions
- Prepares students for future success
- Integrates comprehensive student support services
- Ensures students are learning

PATHWAYS IS ABOUT EQUITY

By intentionally changing students' trajectory, we contribute to

➢ Providing value – taking the students in your classroom and giving them economic and social mobility

So, RCCD needs to refocus on

➢ *Making the colleges ready for students versus the students ready for college*

➢ Rethinking how to help students succeed in Gateway Courses

➢ *Intentionally designing an experience that will help our students succeed*

➢ *Partnering with 4-year institutions to ensure this design works for students beyond RCCD*

SO WHAT ARE THE BARRIERS WE HAVE TO ADDRESS TO MAKE THIS WORK?

TRANSFER PATHS UNCLEAR
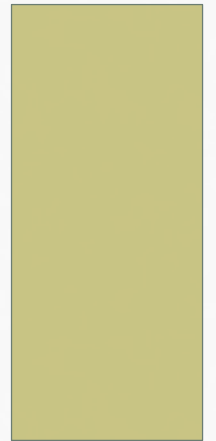
WEBSITE EXERCISE

Imagine you are a student about to register for classes at your community college.

You want to study biosciences and transfer to a local four-year university. Go to **YOUR COLLEGE'S** website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter a biosciences program at the four-year institution.

Think about the following questions AS THE STUDENT:

Getting Off on the Right Start: What biosciences programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

Planning for Program Requirements: What are the requirements for admission to the university's biosciences programs? What classes will the student need to take at **YOUR COLLEGE** if you want to transfer into a bioscience program at the university? How easy or difficult was it to find this information? How many clicks did it take?
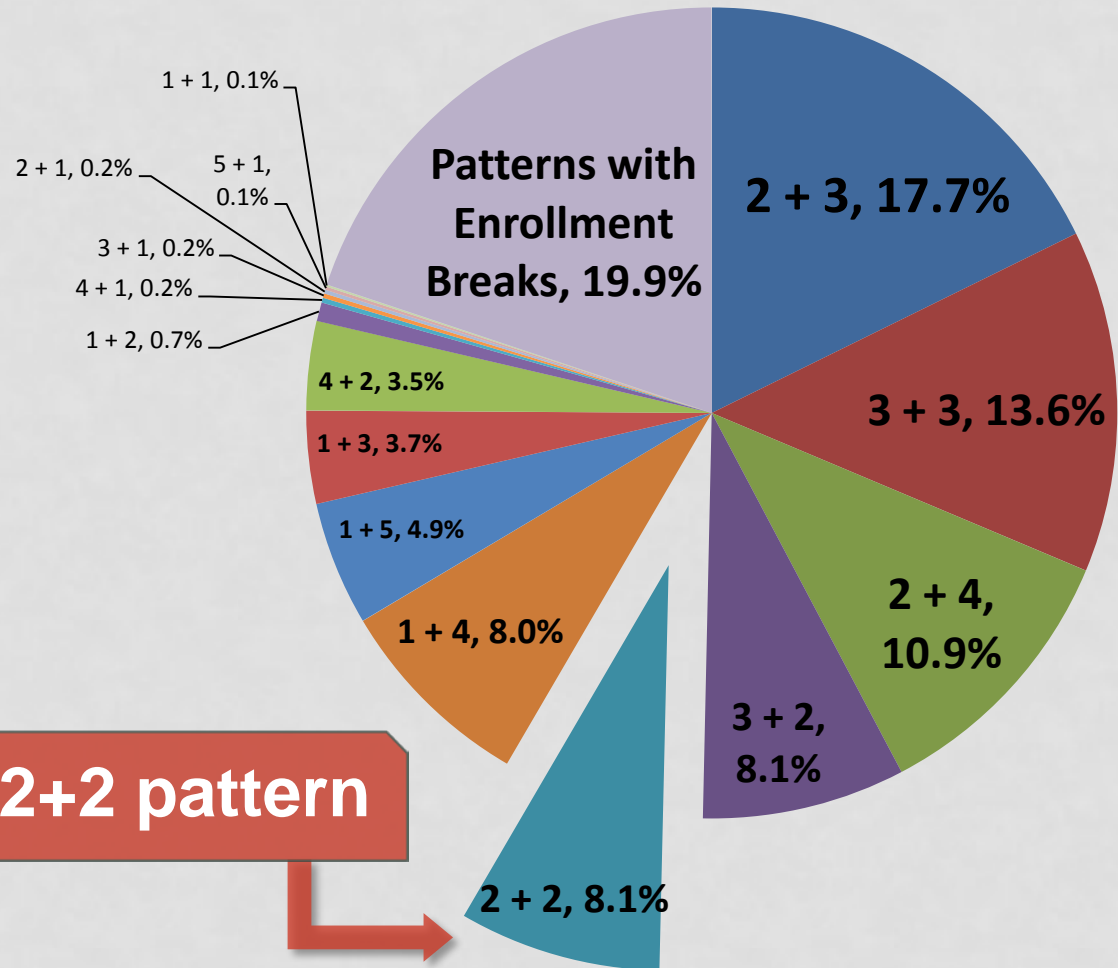
Locating In-Person Help: Who would you need to go at **YOUR COLLEGE** to get information on transfer in bioscience? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?

AND THESE PATHS NEED TO BE CLEAR FOR PART-TIME AS WELL AS FULL-TIME STUDENTS

ENROLLMENT PATTERNS AMONG ~100K BACHELOR'S DEGREE COMPLETERS FROM THE FALL 2007 ENTERING CC COHORT

years at CC

+

years at 4yr

Few graduates follow 2+2 pattern

Pie chart data:
- Patterns with Enrollment Breaks, 19.9%
- 2 + 3, 17.7%
- 3 + 3, 13.6%
- 2 + 4, 10.9%
- 3 + 2, 8.1%
- 2 + 2, 8.1%
- 1 + 4, 8.0%
- 1 + 5, 4.9%
- 1 + 3, 3.7%
- 4 + 2, 3.5%
- 1 + 2, 0.7%
- 4 + 1, 0.2%
- 3 + 1, 0.2%
- 2 + 1, 0.2%
- 5 + 1, 0.1%
- 1 + 1, 0.1%

WHAT ABOUT PART-TIME STUDENTS?

So we know many of our students are part-time--let's start asking why:

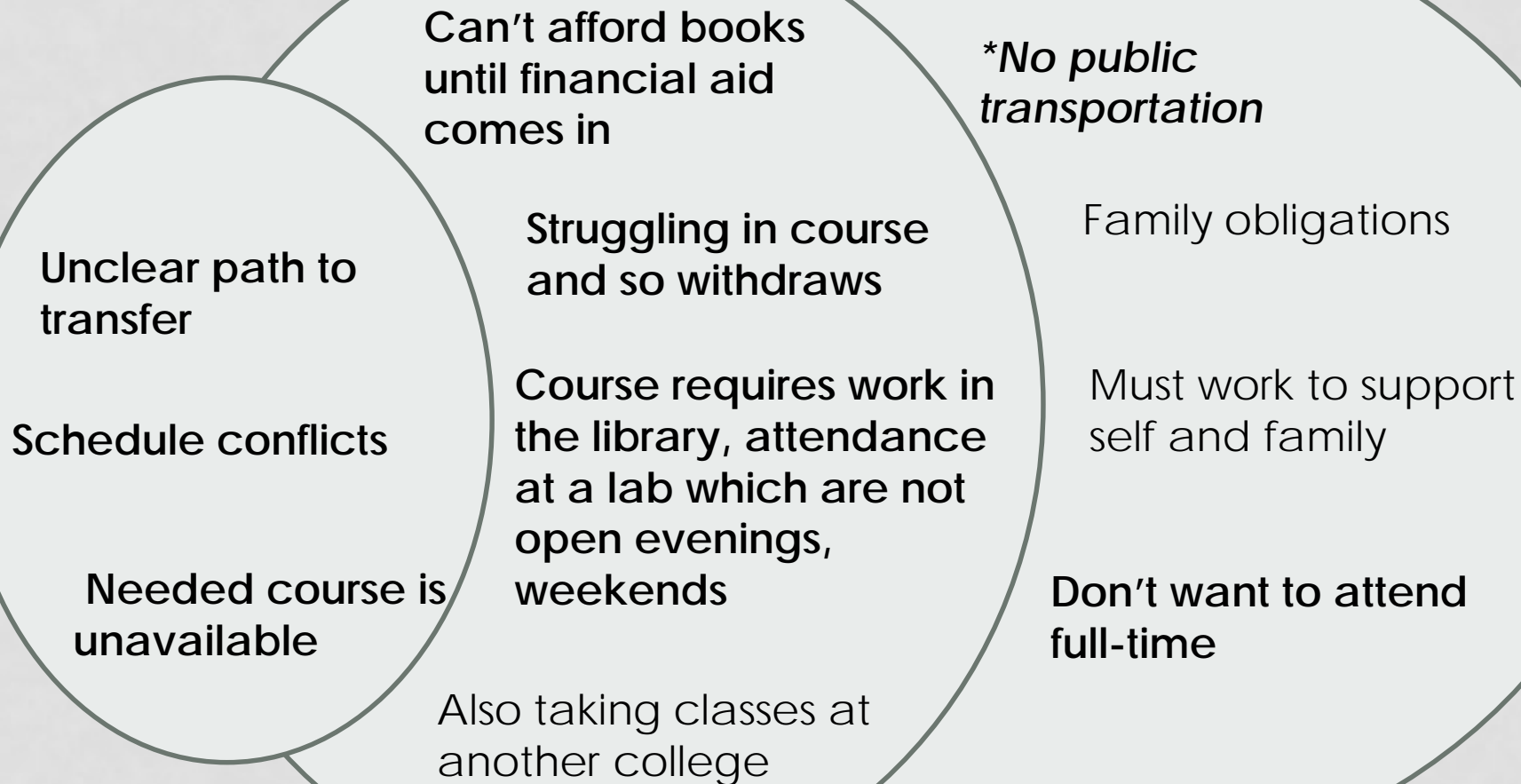*One answer we often give is that they are working too much to support their families

But is this the whole story?

CCSSE Spring 2015 Responses

About how many hours per week do you spend working for pay?		
	#	%
None	335	33.2%
1-5 hours	59	5.8%
6-10 hours	65	6.4%
11-20 hours	174	17.2%
21-30 hours	175	17.3%
More than 30 hours	164	16.3%
No response	37	3.7%
	100	
Total	9	100.0%

Which of these barriers could RCCD potentially help address?

Can't afford books until financial aid comes in

*No public transportation

Struggling in course and so withdraws

Family obligations

Unclear path to transfer

Schedule conflicts

Course requires work in the library, attendance at a lab which are not open evenings, weekends

Must work to support self and family

Needed course is unavailable

Don't want to attend full-time

Also taking classes at another college

WHAT ABOUT PART-TIME STUDENTS?

There are many reasons so many of our students are part-time and some of them are because we have created institutional barriers and/ or haven't fully articulated the benefits of being full-time to those who are able to be.

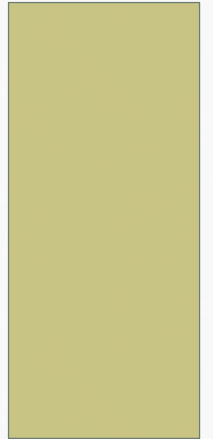We need to beware of the single story.

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
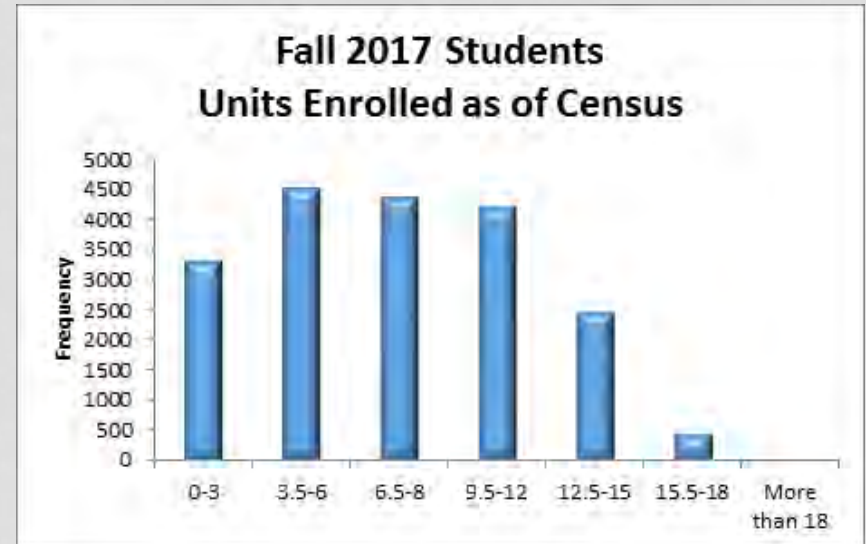
What could we do to help more of these students become full-time students? What are the barriers?

AT THE GATE, NEAR THE GATE

WHY DON'T THEY TRANSFER?

THROUGH THE GATE STUDY

- Sample of 875,630 students well-advanced along the transfer continuum
- 583,000 students were transfer achievers who made it through the gate by transferring to any university with or without a degree
- **136,000** students were "at the gate," who achieved an AD-T or completed all transfer requirements yet have not transferred
- **157,000** students were "near the gate," who earned at least 60 transferrable units with a 2.0 GPA but were missing transferable English and/or math and have not yet transferred

THROUGH THE GATE QUICK FACTS

- 92% of students near the gate still need to complete transfer-level math
- More than half of students who are stuck at the gate and exit the CCC system leave without a college credential
- Transfer achievers overwhelmingly transfer without a degree or certificate

The number of students completing an AD-T is on the rise but region, CSU proximity, and major can all impact transfer success for AD-T learners
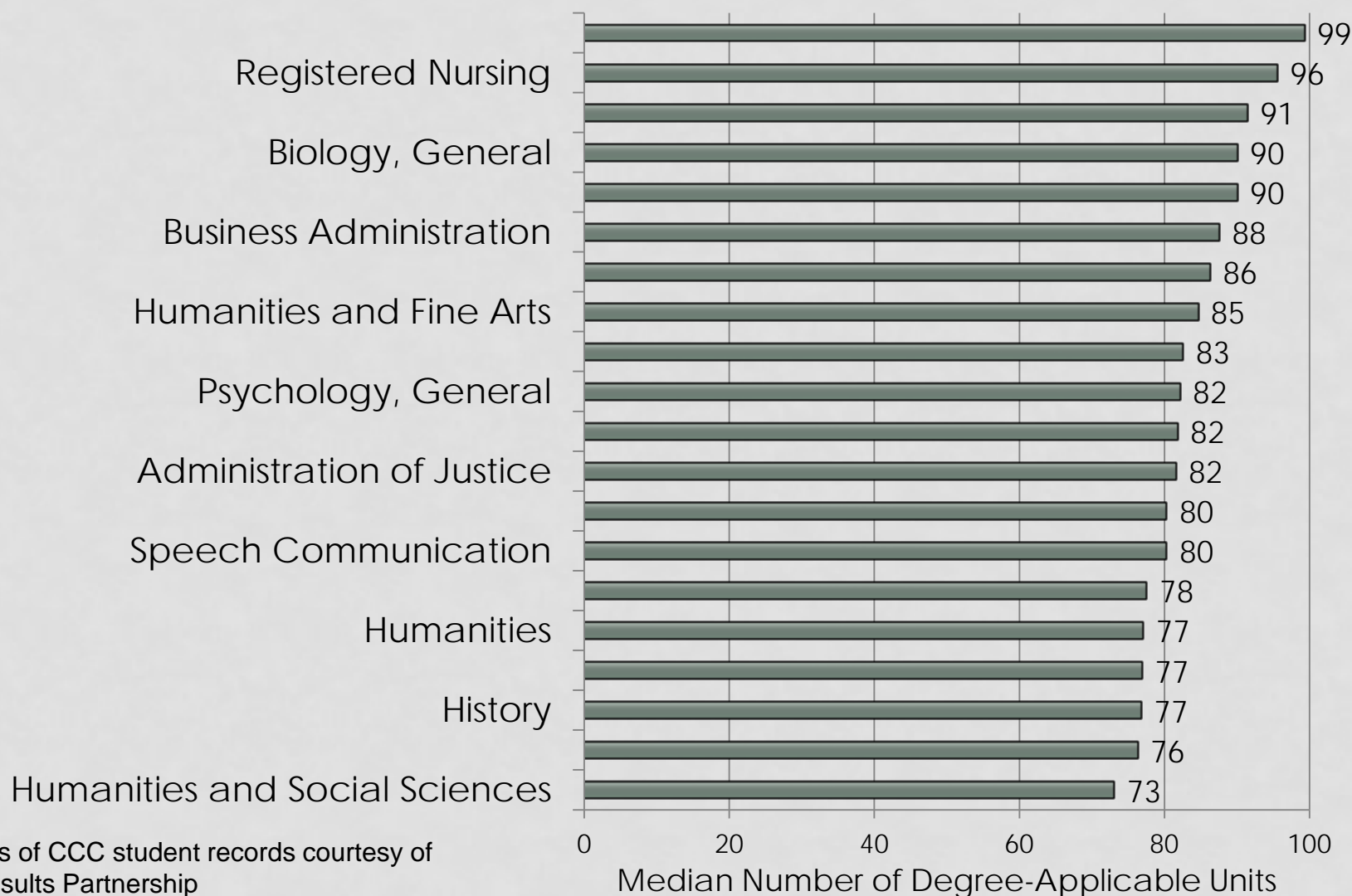
ROLES OF GENDER, RACE/ETHNICITY, AND REGION

- 75% of African Americans who completed transfer requirements made it though the gate, but most African-American students never made it this far on the transfer continuum
- Students in the Inland Empire were least likely to make it through the gate compared to other regions
- Latino males and Native American females were least likely to transfer compared to other groups
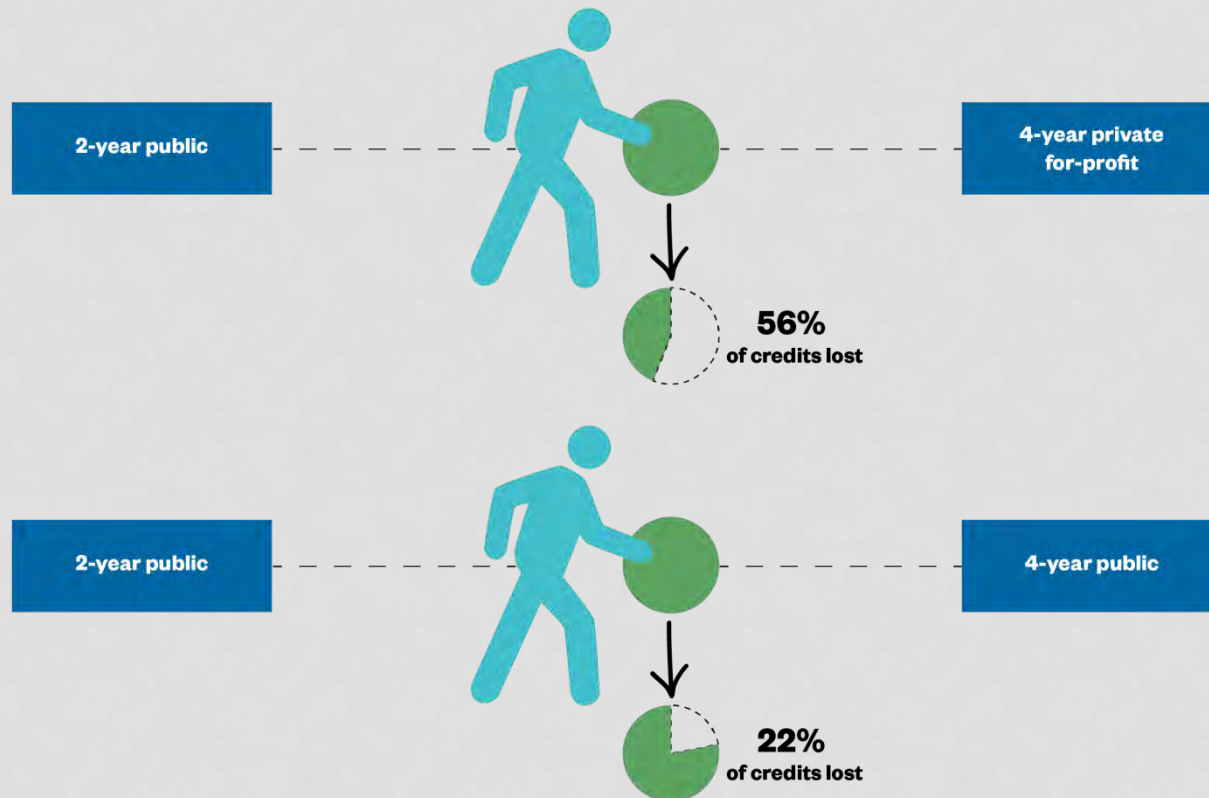
EXCESS UNITS AND CREDIT LOSS

MEDIAN CREDITS EARNED BY ASSOCIATE DEGREE COMPLETERS
20 CCC PROGRAMS WITH THE MOST COMPLETERS IN 2015-16

Registered Nursing — 99, 96

Biology, General — 91, 90

Business Administration — 90, 88

Humanities and Fine Arts — 86, 85

Psychology, General — 83, 82

Administration of Justice — 82, 82

Speech Communication — 80, 80

Humanities — 78, 77

History — 77, 77

Humanities and Social Sciences — 77, 76, 73

Median Number of Degree-Applicable Units

Data. Analysis of CCC student records courtesy of Education Results Partnership

ESTIMATED PERCENTAGE OF CREDITS LOST IN TRANSFER, ON AVERAGE, BY TRANSFER PATH, ACADEMIC YEARS 2003-04 TO 2008-09

| 2-year public | | 4-year private for-profit |

56% of credits lost

| 2-year public | | 4-year public |

22% of credits lost

Just **58%** of students successfully transferred 90% of their credits.

And **15%** can't transfer any credits at all.

Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

THE AIM OF OUR PLANNING:

INTENTIONALLY DESIGN AN EXPERIENCE THAT WILL HELP OUR STUDENTS SUCCEED.

GUIDED PATHWAYS IS THE FRAMEWORK TO HELP RCCD RETHINK OUR APPROACH TO HELPING STUDENTS SUCCEED.

Four Pillars of Pathways

CLARITY · INTAKE · SUPPORT · LEARNING

Equity, Social Mobility, Economic Health for All Students

California Guided Pathways

CLARIFYING THE PATH

- Identifying meta-majors

- Mapping programs "with the ends in mind"

- Building curriculum coherence

- Aligning course content and student learning outcomes

- Identifying milestones

- Defining default course sequences

- Implementing Student Online Planning Tool

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Guided Pathways

HELPING STUDENTS CHOOSE & ENTER THE PATH

- Strengthening and clarifying student-facing information about jobs/careers/ transfer options

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

- Redesigning advising to align with critical student choices and milestones

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HELPING STUDENTS STAY ON THE PATH

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

- Integrating discipline-appropriate academic supports into every pathway – and in fact into every syllabus

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Guided Pathways

ENSURING THAT STUDENTS ARE LEARNING

- Intentionally designing applied/experiential learning experiences throughout each pathway

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

- Aligning discipline-appropriate co-curricular learning

- Strengthening assessment and documentation of student learning outcomes accruing to the program level

- Revising Program Learning Outcomes to better include career competencies

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ESSENTIAL CAPACITIES TO SUPPORT GUIDED PATHWAYS IMPLEMENTATION AT SCALE

- Leadership

- Communication

- Systematic, authentic, continuous engagement

- Strategically targeted professional development for faculty, staff, and administration

- Policy to support changes in structures, processes, resource allocation

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Guided Pathways

CONCLUSION

- Guided Pathways is the planning framework for RCCD

- Guided Pathways requires a major shift in culture and mindset

- Full implementation will take time (e.g., Areas of Emphasis)

- Guided Pathways requires evaluating, monitoring, assessing, and continuously improving

- RCCD is establishing a Guided Pathways Task Force & leading region-wide Guided Pathways work

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