



NORCO
COLLEGE

(Re)Imaging Community and Equity Through Guided Pathways

Ask-Connect-Inspire-Plan Using ACIP to Create Community

Hosted by: Dr. Tenisha James, Dr. Quinton Bemiller & Professor Melissa Bader

RECAP...

Guided Pathways is an equity-focused framework that allows us to forge clear paths for students

and remove systemic obstacles to their success.

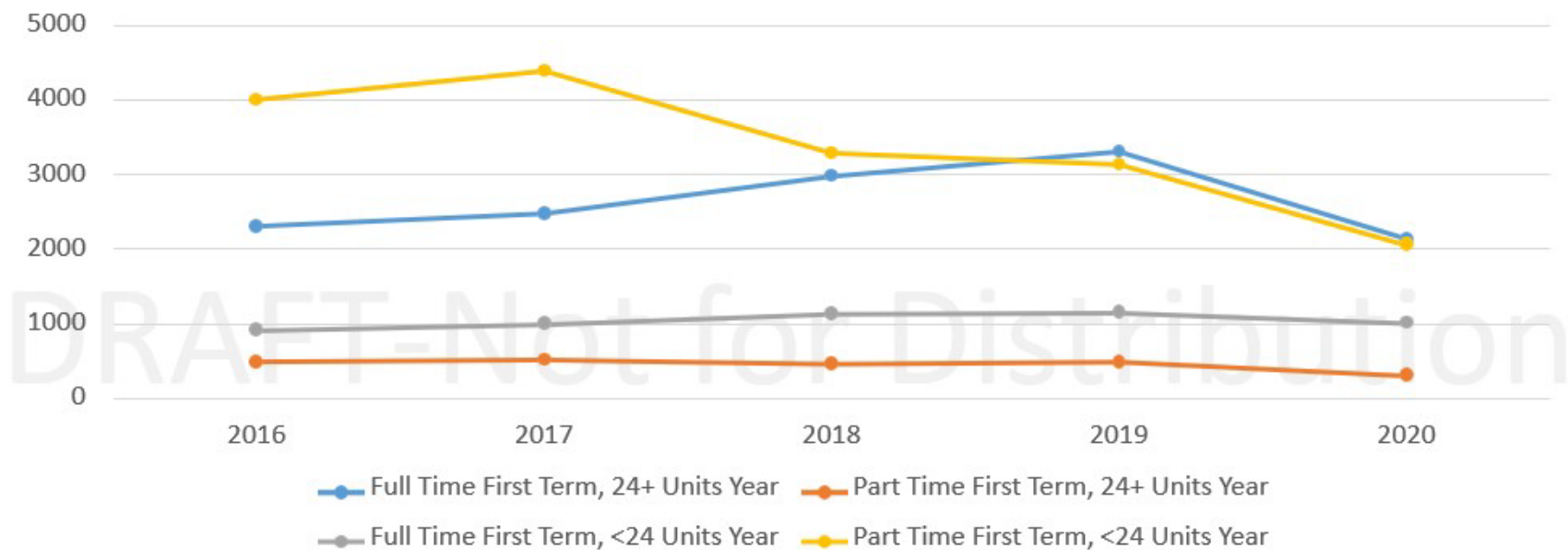
Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

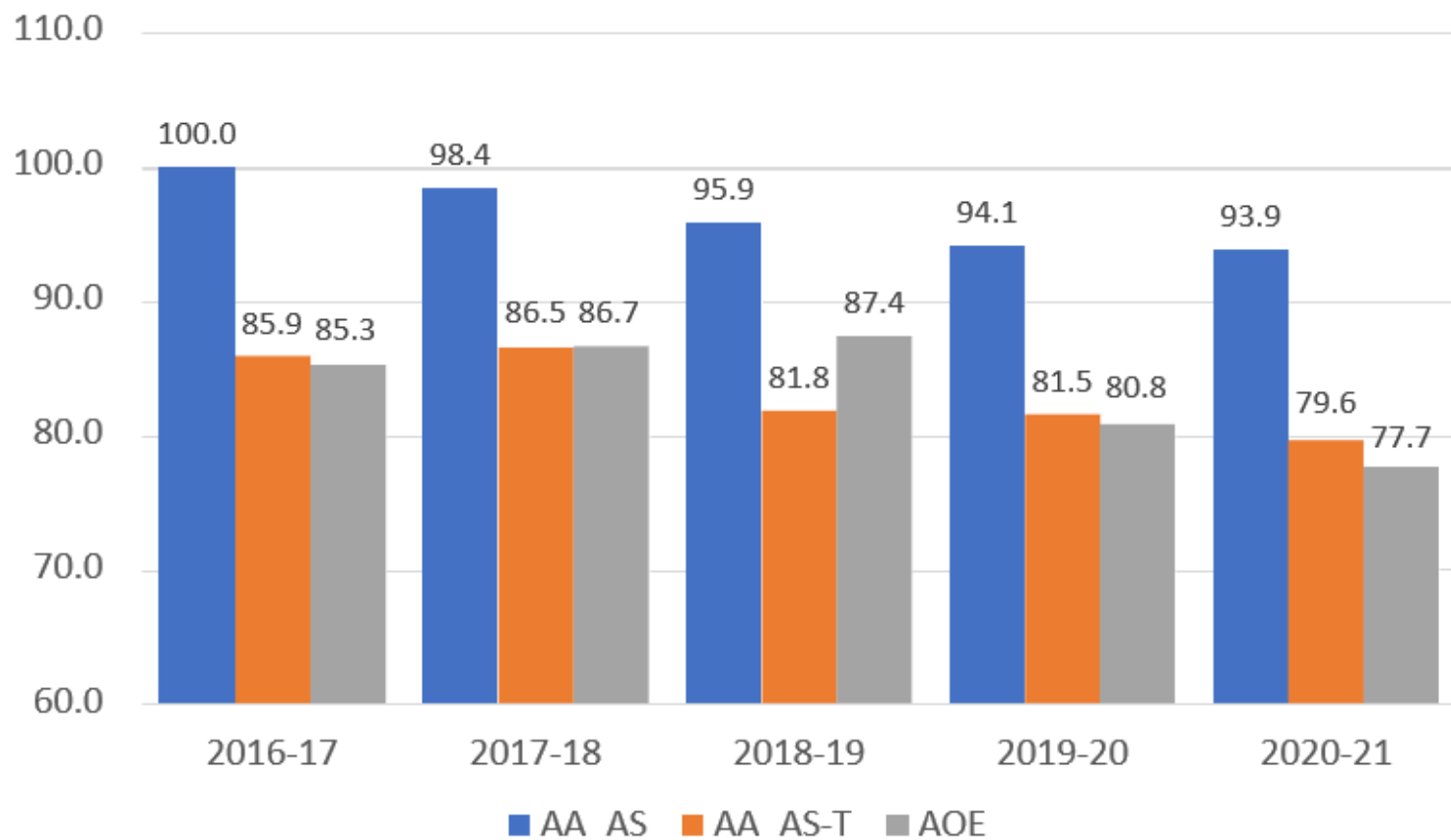
Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

First Time Freshman by First Term Full-Time Status Districtwide

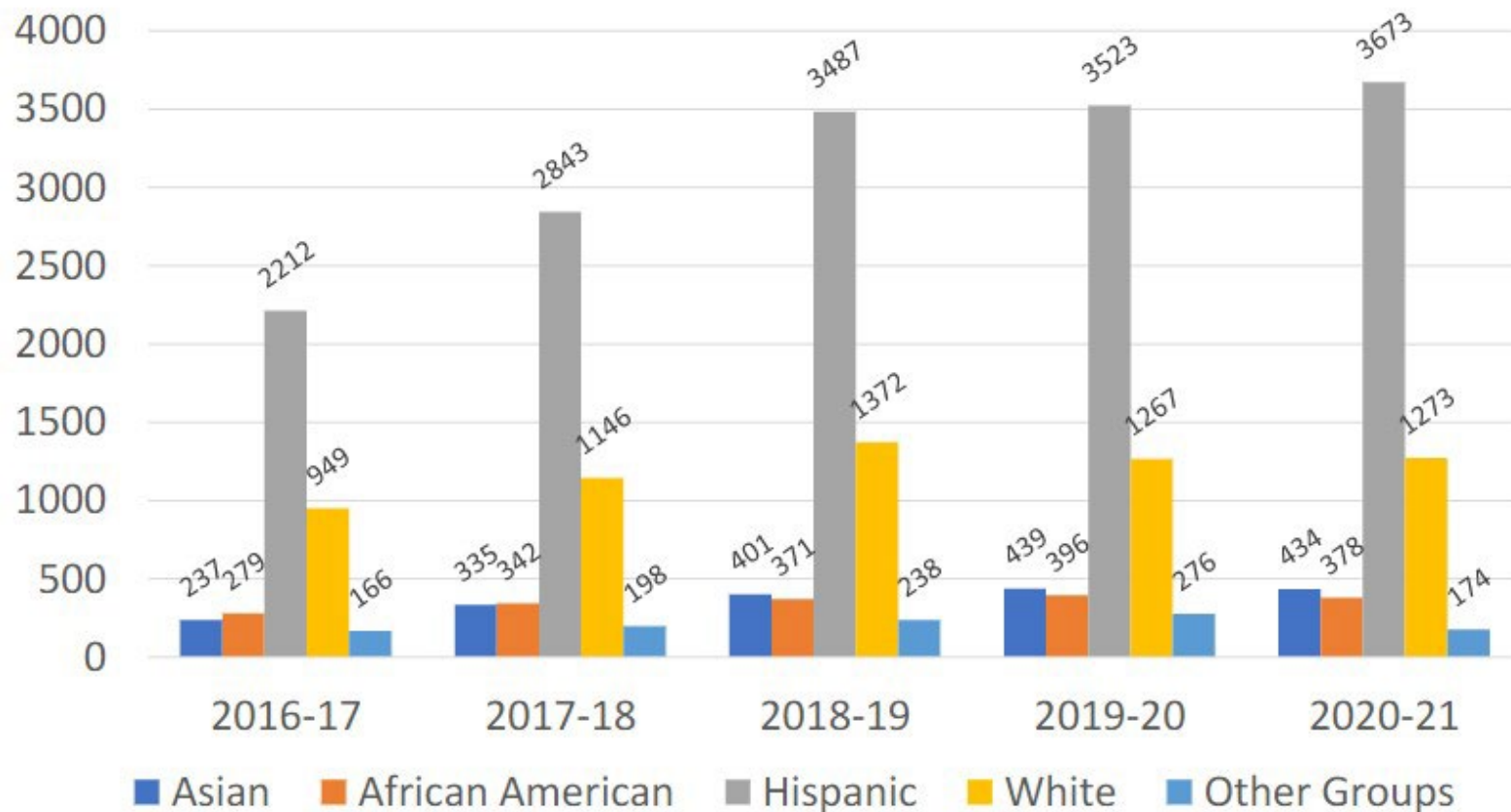


| | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | |
|--------------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Full Time First Term, 24+ Units Year | 2300 | 29.8% | 2471 | 29.5% | 2979 | 37.9% | 3311 | 40.9% | 2131 | 38.7% |
| Part Time First Term, 24+ Units Year | 491 | 6.4% | 515 | 6.2% | 461 | 5.9% | 486 | 6.0% | 310 | 5.6% |
| Full Time First Term, <24 Units Year | 916 | 11.9% | 998 | 11.9% | 1138 | 14.5% | 1154 | 14.3% | 1014 | 18.4% |
| Part Time First Term, <24 Units Year | 4001 | 51.9% | 4384 | 52.4% | 3285 | 41.8% | 3135 | 38.8% | 2056 | 37.3% |
| Grand Total | 7708 | 100.0% | 8368 | 100.0% | 7863 | 100.0% | 8086 | 100.0% | 5511 | 100.0% |

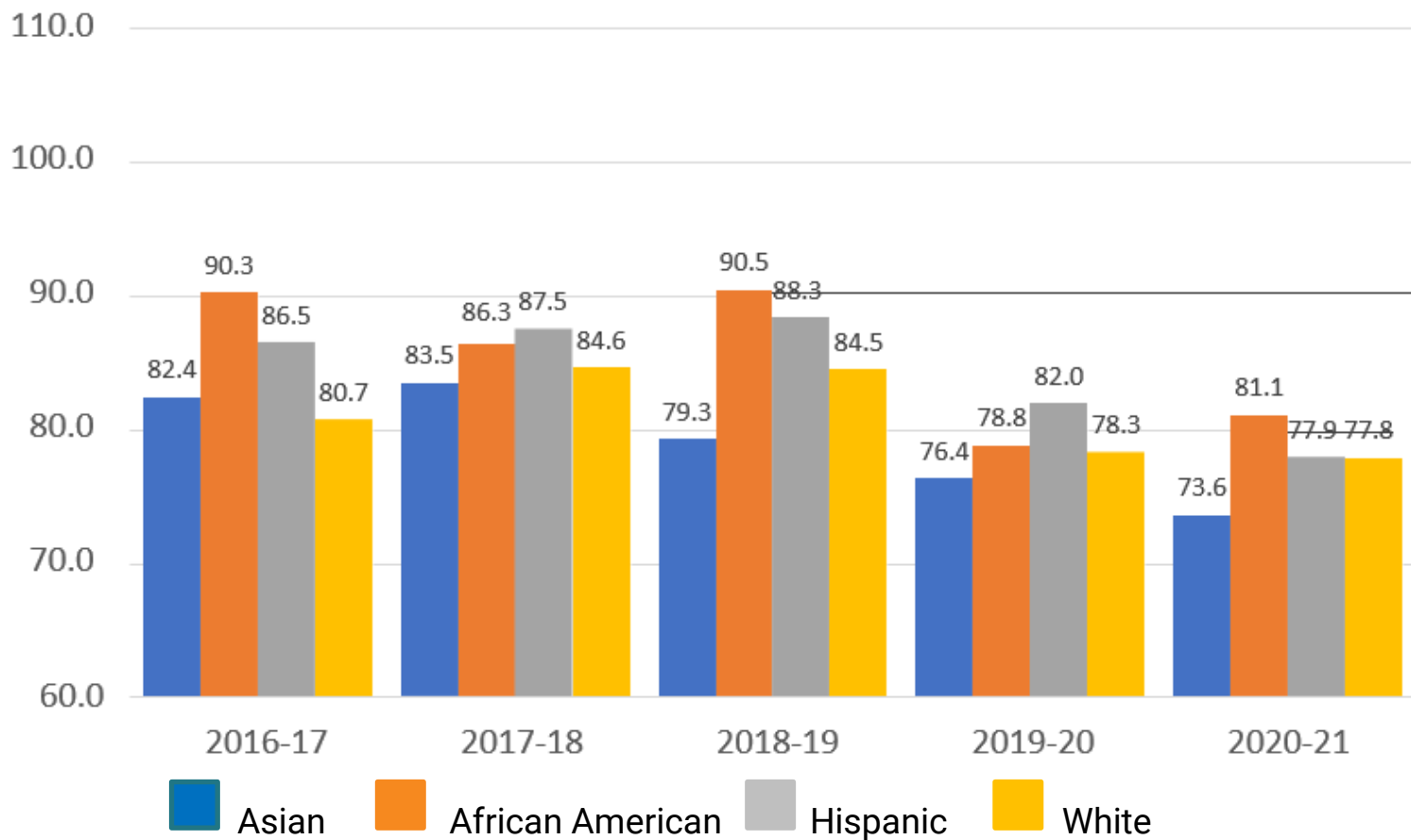
Time to Degree-Average Time to Degree-Units Earned by Award Type



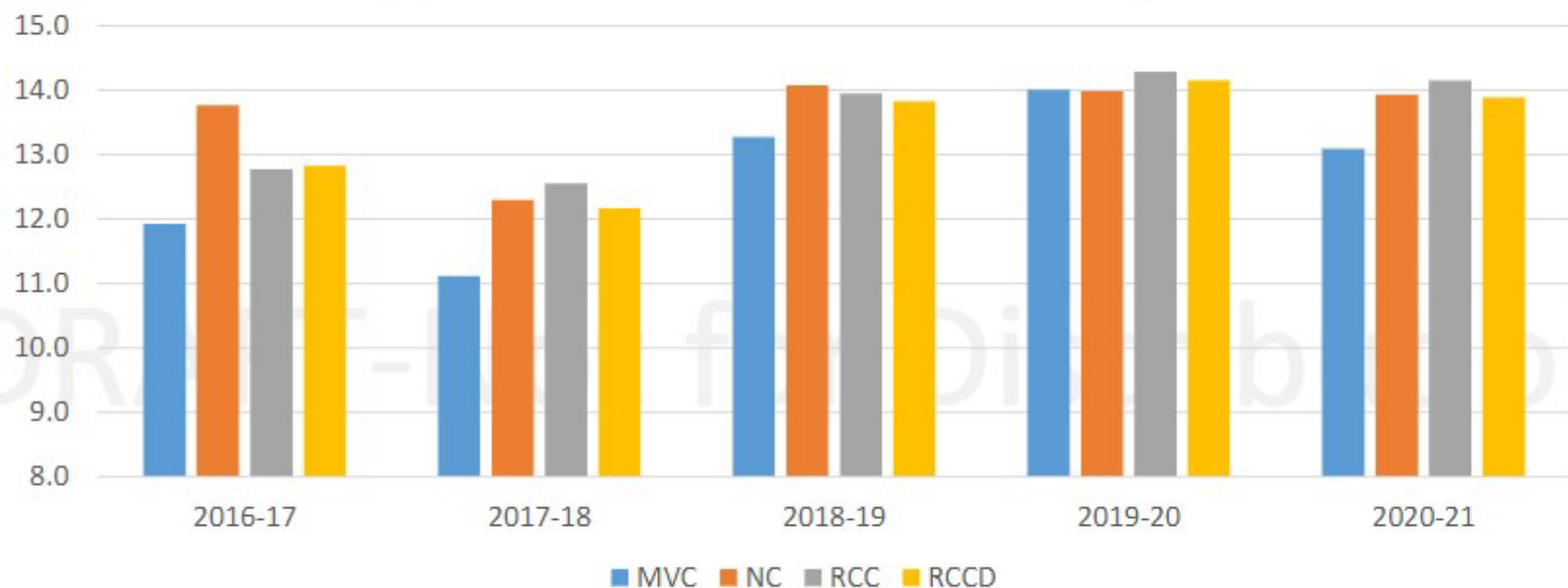
Unduplicated Student Award Recipients, by Ethnic Groups



Average Units Earned - AOE by Major Ethnic Group



Average Units Earned in First Year by Cohort



| Home College | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------|-------------|-------------|-------------|-------------|-------------|
| MVC | 11.9 | 11.1 | 13.3 | 14.0 | 13.1 |
| NC | 13.8 | 12.3 | 14.1 | 14.0 | 13.9 |
| RCC | 12.8 | 12.6 | 13.9 | 14.3 | 14.1 |
| RCCD | 12.8 | 12.2 | 13.8 | 14.2 | 13.9 |

WHAT IS HAPPENING?

Since the start of the pandemic, the proportion of 14—18-year-olds who think education is necessary beyond high school has dropped from 60% to 45%.

Working Instead of College? Maybe not. Workforce participation for 16–24-year-olds is lower than it was before Covid hit.

The number of Americans over 24 who are going for the first time or returning to college has declined by 12% from Spring 2017 to Spring 2022.

More than 4 in 10 bachelor's degree holders under 45 don't agree that the benefits of their educations exceeded the costs.

More than half of “good jobs”—those with salaries of at least \$35,000 for workers under age 45 and \$45,000 for people 45 to 64—call for bachelor's degrees.

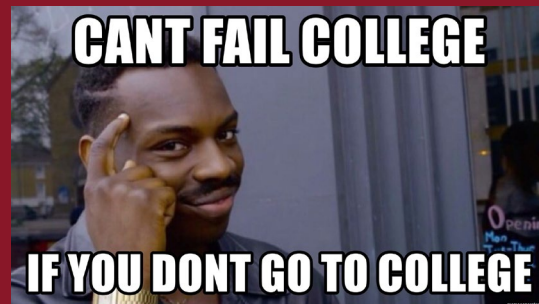
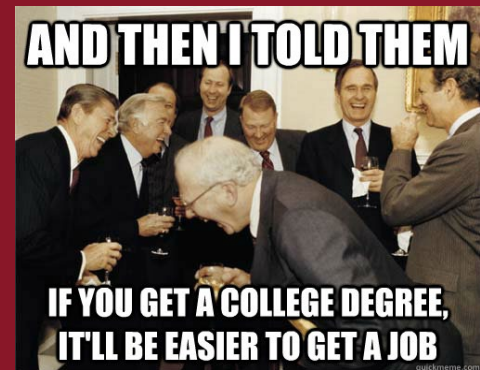
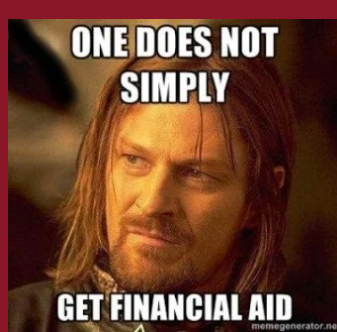
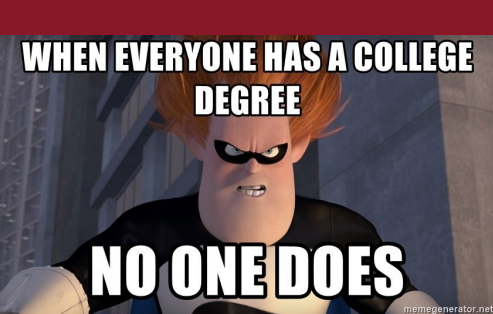
4 million fewer students in college now than there were 10 years ago.

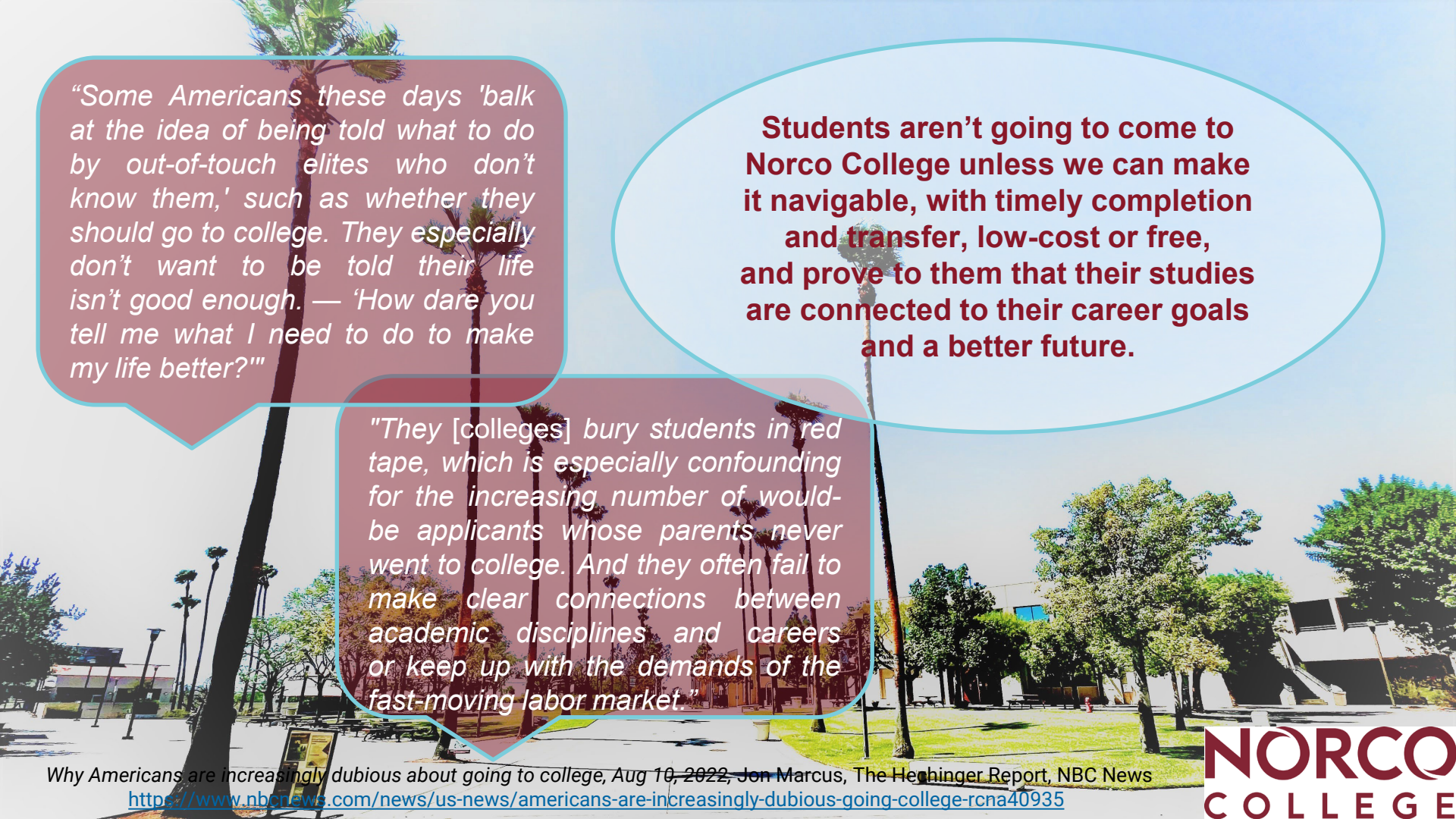
Fewer than 1 in 3 adults now say a degree is worth the cost.

Workers with bachelor's degrees earn 67% more than people with only high school diplomas.

From 2015 to 2019, Americans' faith in higher education dropped more than their confidence in any other institution.

Only a quarter said that, if they could do it again, they'd take the same educational path.





"Some Americans these days 'balk at the idea of being told what to do by out-of-touch elites who don't know them,' such as whether they should go to college. They especially don't want to be told their life isn't good enough. — 'How dare you tell me what I need to do to make my life better?'"

Students aren't going to come to Norco College unless we can make it navigable, with timely completion and transfer, low-cost or free, and prove to them that their studies are connected to their career goals and a better future.

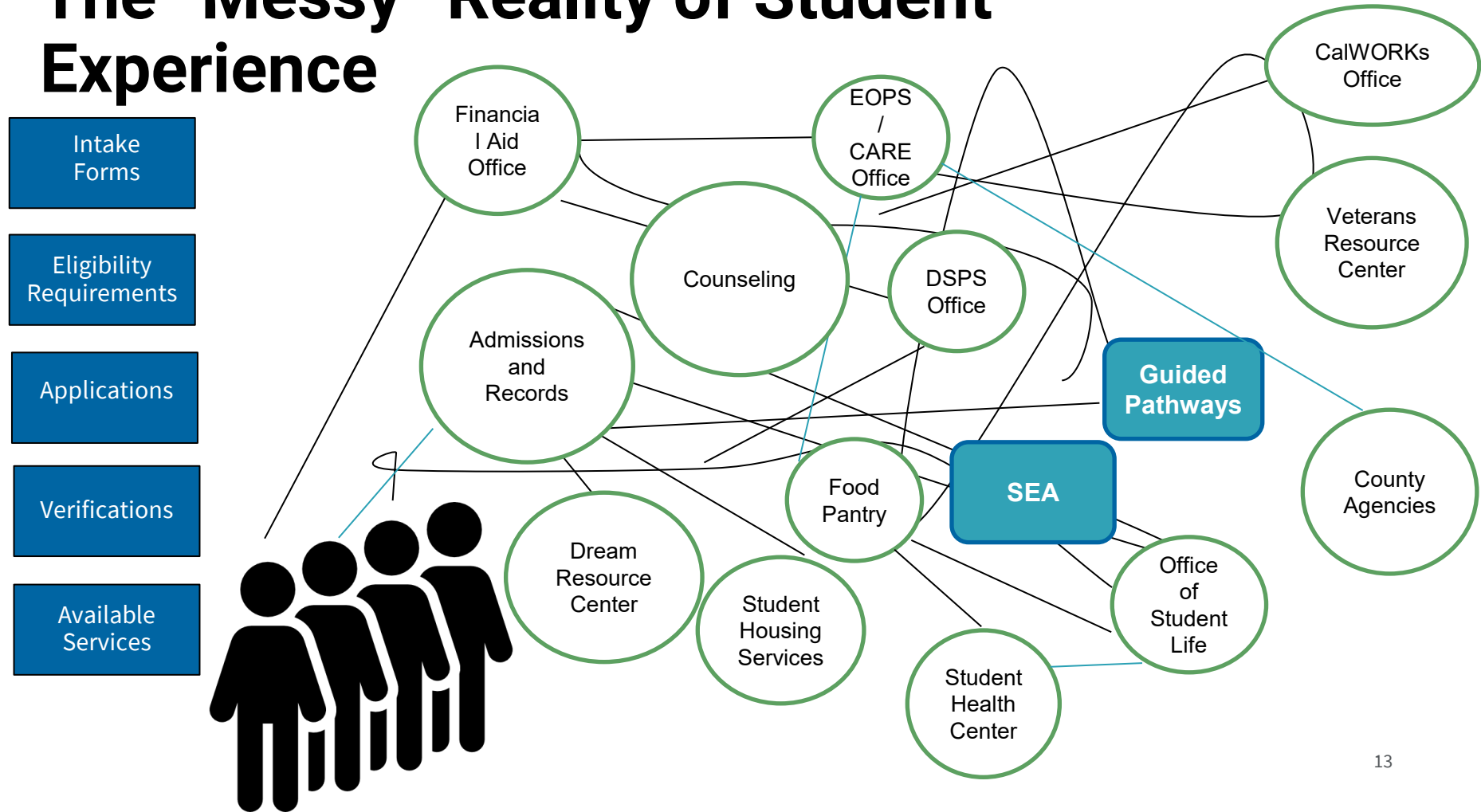
"They [colleges] bury students in red tape, which is especially confounding for the increasing number of would-be applicants whose parents never went to college. And they often fail to make clear connections between academic disciplines and careers or keep up with the demands of the fast-moving labor market."

To achieve equity in outcomes for marginalized and underserved students, it is critical to create community to meet the needs of different student groups.

**What is the typical
student experience
as they're entering
a community
college?**

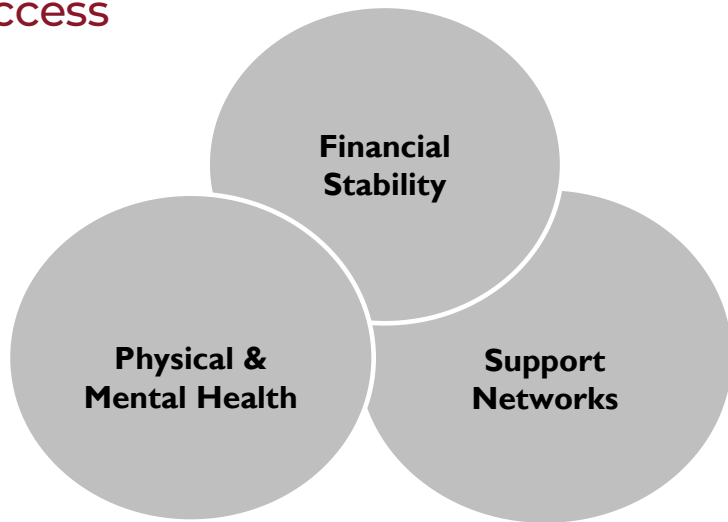


The “Messy” Reality of Student Experience



EQUITY LENS

Social Determinants of Educational Success



Student-Centered Support Ecosystem

- Shifting burdens from students to the institution through
 - Student Voice
 - Continuous Improvement
 - Universal Design + High Touch Interventions

Discuss

What experiences in college had the biggest impact on you feeling connected?

Who initiated these experiences?

One reason why completion rates are so low is fall-to-fall retention rates are also low

54%

Of students who entered community colleges in fall 2018 returned to the same institution in fall 2019

58%

Of students who entered our college in fall 2018 returned to the same institution in fall 2019

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Source: NSC Research Center, First-Year Persistence and Retention Fall 2018 Cohort. Snapshot Report, Summer 2020. Data are for fall 2018 first-time college students at two-year public institutions.

Being in a program from the start makes it more likely for a student to maintain enrollment at the college into year two, and to complete their program; however, many Community College students are not in programs (or don't know they are in programs).



What does it take to
create community in
your classroom?

...and in your
program/major?

What does that look
like?



What students want...

- Assistance **exploring** academic and career interests
- Opportunities to **interact** with other new and current students, faculty, and others who share similar academic and career interests
- The chance to take a course on **topics of interest** in term 1
- Assistance developing goals into **plans**

**To achieve more
equitable outcomes,
colleges need to
(re)imagine the
student experience**



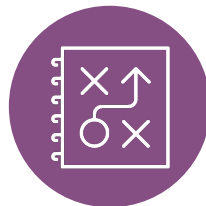
ASK



CONNECT



INSPIRE



PLAN

Read more about Ask-Connect-Inspire-Plan here:
<https://ccrc.tc.columbia.edu/blog/acip-reimagining-onboarding.html>

ASK



Every student is engaged in an ongoing conversation about their interests, strengths, aspirations, and life circumstances with the aim of helping them explore programs of study and career paths aligned with their goals.

CONNECT



From the start, colleges organize opportunities for every student to meet with faculty, students, alumni, and employers in fields of interest to them and access college and community resources that can help support their needs.

INSPIRE

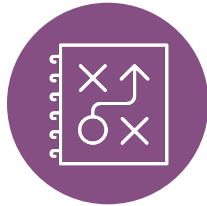


Every student takes at least one course in term 1 on a topic of interest that "lights their fire" for learning.

Discuss

What is the “light the fire” course in your area?

PLAN

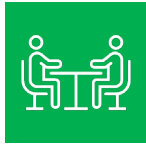


Every student is helped by the end of their first term to develop a comprehensive educational and career plan that shows them a path to their goals.

Discuss

What is one thing you can do right now?

What can faculty do to help students make career connections in the classroom?



ASK:

“Hi 5” Questions for Students

1. What excites you about your major and going to college?
2. What are your educational and career goals?
3. What do you like to learn about and how do you like to learn?
4. What are your obligations outside of school?
5. Have you talked to your counselor about your educational plan?

This is a shift from a transactional to community-based culture.

What are some of the positive outcomes to creating community?

In the classroom?

On campus?



ACIP Inspired Outcomes

- From the first point of contact, **students are asked** about their personal and educational goals
- Each student **has multiple points of connection** to walk through the process with them and create community
- In the first year of classes, **each student takes an inspiring course** in their area/community of interest
- Each student has an **individualized plan** based on their area/community of interest



What can we do?

ASK



CONNECT



INSPIRE



PLAN



How can you get involved?

(RE)IMAGING COMMUNITY AND EQUITY THROUGH GUIDED PATHWAYS



Integrating GP & Equity

- Mapping out what the college needs to do with our Schools to make them an essential part of our student's journey as well as our institutional identity with a focus on student equity and success
- Holistic Student Support Survey
- Wrap-around student support services
- Student Equity Plan



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QUESTIONS?

THANK YOU-DR. TENISHA JAMES, DR. QUINTON BEMILLER & MELISSA BADER AND A
CAST OF HUNDREDS