

Recommendations for Moreno Valley College Student Success Teams: Roles, Recommendations, and Data Requests

Guided Pathways Core Workgroup
Spring 2020

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MVC's Guided Pathways Design Principles:

Moreno Valley College's Guided Pathways Design Principles are always at the forefront as we redesign the student experience through an equitable guided pathways framework.



Student Centered

- MVC's pathways are designed with the student experience in mind and are focused on increasing student completion through effective and easy to navigate pathways thus reducing time to completion.

Equity Focused

- MVC's pathways are founded in social justice with a commitment to eliminating equity gaps.

Empowering

- MVC's pathways are grounded in culturally responsive practices dedicated to empowering our diverse College Community.

Inclusive and Transparent

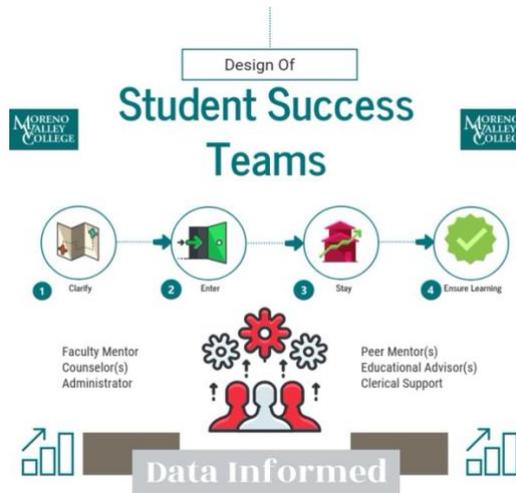
- MVC's Pathways are shaped through a culture of open discourse and on-going inquiry that considers and values the input of the college's stakeholders.

Collaborative

- MVC's Pathways foster intentional collaborations between institutional, district, and community partners to foster transformative teaching, learning and support services for student success.

Summary of SST Work and Recommendations:

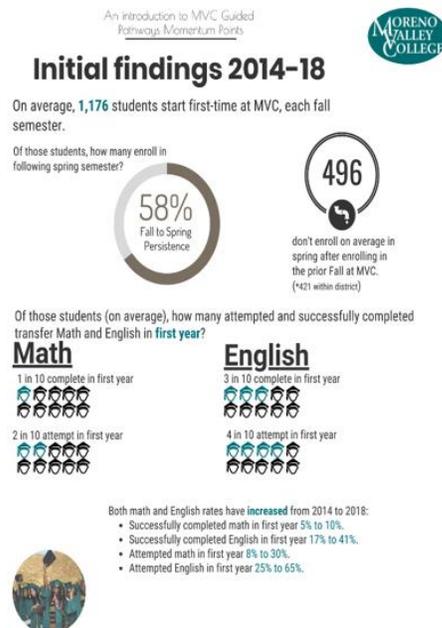
During the 2018-2019 academic year MVC's Guided Pathways Core Workgroup (GPCW) identified what positions will comprise the Student Success Teams (SSTs). In Spring 2020, the GPCW defined the roles of each position as well as resource and data needs. SSTs support students throughout their academic pathway including selecting a pathway, staying on their pathway and succeeding in their pathway. The below graphic provides a visual of MVC's SST model:



Prior to drafting the roles and recommendations of the SSTs, the GPCW researched models at other institutions (Bakersfield, Virginia Community College system, Riverside City College, and Santa Monica College) and considered College data as it relates to persistence, retention, racial equity and student success. In addition, the office of Institutional Effectiveness provided info graphics below on leading momentum points and virtual technology needs of MVC students:

Leading Momentum Points

- What happens to the 500 student, on average, from fall to spring semester?
- What are some of the barriers that our students face?
- What additional data is needed to make informed decisions?



Surveys - Identifying Needs

- Technology Needs
- Drop Reasons (collecting responses)
- Professional Development for Students



Technology Needs OF Students

RCOD distributed a survey to students, as we transitioned to an online format in response to COVID-19. The following is the highlights of that survey of **813** responses.



3 in 5 do not know who to contact for technical issues



3 in 5 believe they will not be able to learn as well as on-campus format



3 in 4 haven't attempted to access academic support services



1 in 2 plan to use counseling and LAC

Action from analysis and free response:

- 1) Patience and understanding on workload to students. The transition has been stressful balancing school, work (or loss of work), and kids.
- 2) Provide sessions on how to use technology such as canvas, zoom, tutoring, etc.
- 3) Provide a phone number to call for technical issues during operating hours.
- 4) More clear, concise, and proactive communication in all forms email, text, canvas, and social media. A canvas shell (COVID-19) for all students to keep all communications in one place.
- 5) Following-up with those students that wish to be contacted. (near completed)

SST Role Recommendations:

Administrator

- Oversee implementation of Engagement Centers/School activities and events
- Serve as functional lead and provides oversight for the Student Success Team.
- Provide Leadership and supportive resources to carry out daily function of engagement center/school
- Ensure strong collaborative relationships between SST, faculty in the school, and Student Services
- Collaborate with the Office of Institutional Effectiveness in producing regular reports, identify actionable data, and use data for the continuous improvement of the SST and student success metrics
- Monitors team's goals and outcomes - identifies metrics that define student success and equity
- Ensure that engagement center is responsive to student needs on a day-to-day basis
- Advocate for engagement center/school resources and funding
- Manage annual budget of the engagement center
- Lead, coordinate, and facilitate SST meetings

1. What types of training will the Administrator need?

- a. Navigation between the various levels of authority and influence in order to achieve goals
- b. Special programs, counseling issues, student service processes, financial aid.
- c. Learning communities and communities of practice specialized to the support of the students in the cohort

2. What resources will we need to implement this role on the SST?

- a. Funding
 - i. Training
 - ii. Faculty reassignment
- b. Human Resources
 - i. Committee needs to articulate the difference between the SST and the engagement center. Is the engagement center the facility and revenue center, and the SST is the specific group of administrator(s), faculty, classified staff, and peer leaders?
 - ii. Longer term the college needs an additional administrator to support the Dean. Assistant Dean or Director of Engagement Center.
- c. Space --
 - i. Long term: dedicated space that includes office and meeting space for each member of the SST, including counselors, ed advisors, and peer leaders, and hoteling space for faculty mentor

- ii. Short term: virtual space -- close configuration between various participating members, regular team meetings and ongoing online communication
- iii. infrastructure such as computers, furniture, shared files (network resources)

3. What data is needed to make this role successful? ongoing data in dashboard type access

- a. Student success metrics data -- momentum point data
- b. Student equity metrics data
- c. Student Contact data
- d. Student satisfaction and participation in programs and services
 - i. Engagement with centers, what is working/not working, interactions at every level
- e. Enrollment management data
- f. Student traffic in services
- g. External commitments -- hours of work, family responsibilities, basic needs (CCCSSE data), drop survey

Counselor Role

Counselors are a primary component of Student Success Teams and through research have been found to be an integral part in students' educational journeys from entering to exiting their path. Through critical discussions, input, and research during Spring 2020 Counselors who participated in Guided Pathways meetings developed a draft of the role of the Counselor within the Guided Pathways framework. In order to maximize effectiveness and implement high impact practices coupled with case management Counselors who worked on the role recommend that General Counselors each be assigned to Fields of Interest. Counselors composed a list of recommendation within subgroups labeled as training, resources, scheduling and data requests. There were also some questions that arose as a result of the proposed Guided Pathways restructure.

Given the efficacy and popularity of special programs at MVC, special programs convened to develop a matrix and how each will liaise/collaborate with Student Success Teams.

- Identify needs of students and provide resources and support
- Develop Comprehensive SEP
- Monitor students' progress to support and keep them on their path:
 - Develop intervention plans for those who veer off the path
 - Early Alert
 - Identify and track academic and non-academic milestones
 - Transfer
 - Career
 - Grades/performance indicators
- Collaborate and mentor Educational Advisors/Success Coaches in case management activities as applicable.
- Design and implement student success activities and workshops.
- Help students seek and obtain information about careers, workforce, and experts in their Fields of Interest.
- Develop and provide targeted interventions during their first semester for undecided students.
 - Provide follow up support during subsequent semesters for students that continue to explore majors.
- Participate in outreach and onboarding activities related to:
 - Supporting students in their Schools
 - Community outreach
 - K-12, adult school, and other community based outreach programs
- Utilize technology to track and monitor student progress in collaboration with other SST members.
- Participate in ongoing professional development training.

- Work collaboratively with the office of Institutional Effectiveness to make data informed decisions.
- Collaborate, mentor, and provide training for faculty mentors
- Participate in ongoing equity and professional development training
- Collaborate with special programs
- Collaborate with SST liaisons (i.e. Student Financial Services, Admissions, Outreach, etc)
- Participate and collaborate in SST meetings.
- Community of Practice

Recommendations

1. Training

- a. Continuous training related to enhancing counseling services and teaching practices. Such as but not limited to:
 - i. site visits to institutions that are in a similar set up
 - ii. Career Exploration and Workforce
 1. Norco College Career Center
 2. VitaNavis
 3. MBTI and Strong Interest Inventory professional certification
 - iii. Continued equity and diversity training
 - iv. Collaboration with professional companies to learn more about what skills and qualifications are necessary for our students to obtain.

2. Resources

- a. Funding
 - i. Hire Tenure Track Counselors
 - ii. Community of Practice/Data Coaching
 1. (reassigned time or stipend)
- b. Space
 - i. Offices to house additional full-time tenure track Counselors and adjunct Counselors

3. Scheduling

- a. Student has the right to meet with assigned school Counselor as well as other preferred Counselor from various programs and services.

4. Data

- a. Headcount of each school
- b. State counselor to student ratio
- c. Community of Practice
- d. Fall to Spring and Fall to Fall persistence data
- e. Statistics on students who had contact with a counselor:
 - i. before and/or during their initial term completed and retained their courses
 - ii. Stayed on their path
 - iii. Completed their goal

- f. Do GUI courses and student contacts contribute to course completion, course retention and persistence?

Counseling Role Questions

1. How often will we collect data?
2. Are we becoming our own department?
 - a. Student Services or Academic Affairs?
3. How many Counselors assigned to each school?
4. What is the new proposed structure?

Educational Advisor Role

- Serve as primary contact in the School
- Support new students through onboarding, early career assessment, and course registration
- Provides proactive outreach to students in collaboration with General Outreach and Onboarding teams.
- Lead workshops and other presentations in collaboration with the SST
- Facilitates EduNav exploration
- Explain school trailhead/1-semester plan
- Collaborate with Student Success Coaches from special programs to support in reach practices
- Collaborate with Counselors to support targeted student interventions
- Collaborate with Counselors on activities to promote student retention and success
- Connect students to college resources, support services, special programs and student activities
- Follow up with students to ensure they received support needed.
- Collaborate with faculty mentors to provide follow up to students who were flagged by early alert or require intervention
- May schedule an appointment for a student who needs to meet with a counselor.
- Collaborate with SST to maintain detailed student contact logs in program database (database to be identified)
- Provide direction to Peer Mentors
- Utilize data to manage caseload student population
- Participate in onboarding activities related to supporting students in their School
- Utilize technology to track and monitor student progress in collaboration with other SST members.
- Participate in ongoing professional development training
- Participate and collaborate in SST meetings

1. What types of training will the Educational Advisor need?

- a. Equity/Culturally Responsive
- b. Ensure new hires receive proper onboarding training to learn technology, best practices, policies and procedures.
- c. Partner with Counselors on trainings that benefit the Educational Advisor Role

2. What resources will we need to implement this role on the SST?

- a. At least one Educational Advisor per School

3. What data is needed to make this role successful?

- a. Will be determined once case management approach is developed.

Recommendation for Clerk 1 position for each Engagement Center to assist with clerical duties

Faculty Advisor

Faculty Advisors are an integral part of Student Success Teams. They will participate, collaborate and provide support to ensure student success, equity, access, retention, and completion.

(FA) will perform 5 central functions; they will:

1. FA will guide and assist students by providing a link for essential services.
 - a. provide their specific program/discipline expertise, including information to students on the programs they are enrolled in, the career/internship opportunities in the field they are interested in, and advise students on courses in their program/discipline.
2. FA will work in collaboration with members of the student success team and participate in Engagement Center meetings/activities (i.e. orientation sessions and workshops).
3. FA will inform the SST of systemic issues and assist with developing a plan of action (may also include assisting with organizing professional development for the disciplines/programs in the school).
4. Review and promote thoughtful scheduling of courses based on student progression.
5. In collaboration with the office of IE monitor program/discipline data as it relates to student progress/success and communicate this information to their department.

Recommendations

1. Two-year rotation of FA.
2. One per academic department (not discipline)
3. Professional development
 - a. Training for this role
4. Support Associate faculty with discipline specific resources.
5. Strengthen assessment and improvement
 - a. Communities of Practice
6. Develop shared database that houses practices and resources for future FAs who will assume this role
7. Compensation
 - a. Reassigned time, SPR, or Stipend

Remaining questions/clarification:

1. Process for identifying Faculty Advisors?

- a. Who will select them --- deans or department chairs?
2. How many FA's should we have? Who will they report to?
3. How often should FA's meet students throughout the semester?

Peer Leader

- Assist students with their transition to MVC and connect them to resources, activities and services.
- Knowledgeable about Guided Pathways and support services available for students to establish connections with students.
- Use their experience at MVC to support and encourage students to be successful in their respective pathways
- Carry a caseload under the supervision of Ed Advisor or Counselor
- Collaborate with students to collect student feedback and disseminate information through various means
- Promote and attend school activities and support services
- Serves as greeters for the engagement centers
- Assist students with navigating the college experience
- Participate and collaborate in every SST meetings
- Promote a culture of peer to peer support to increase student retention and completion outcomes
- Build trust and model positive behaviors
- Work collaboratively with the office of Institutional Effectiveness to make data informed decisions
- Contribute positively to help students build a sense of belonging in the community

Recommendations

1. Resources

a. Funding

i. Training

1. Being able separate self from student
2. Listening skills
3. Knowledgeable of all resources offered for mental health. What issues to recognize, when to recommend and to who/what dept?
Peer L/M not advising, diagnosing, just providing resources.

ii. Student stipends

b. Human Resources

i. More positions

1. Split role of Peer Mentor and Leader

c. Space

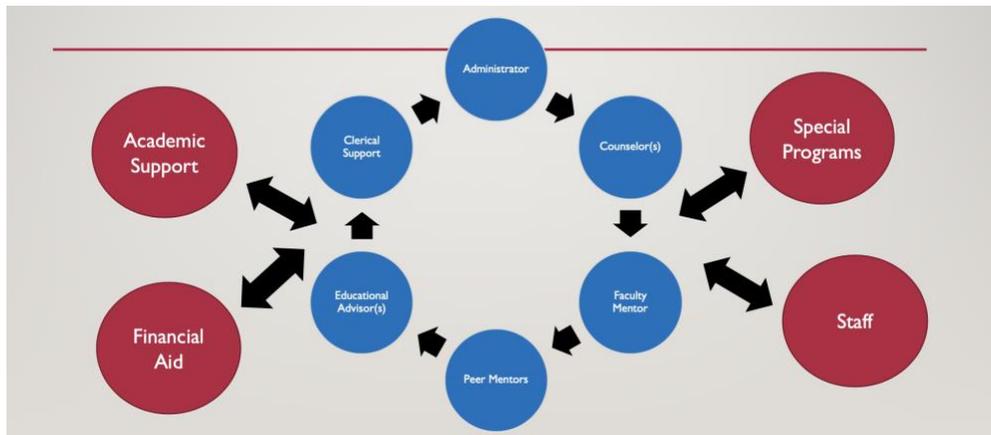
2. Data

- a. Head count of each school
- b. Peer Leader to student ratio
- c. Statistics of student who had contact with Peer Leader

Liaison Recommendations:

Summary of Liaison Recommendations:

In addition to the SST roles the GPCW recommended to have liaison roles defined for Student Financial Services (Financial Aid) and employees/staff who are not a part of the SST but have contact with students. Although not included in this document a Special Programs matrix was completed to further outline their collaboration with SSTs. The red circles in the diagram below exhibits programs/departments that will collaborate and/or liaise with SSTs:



Financial Aid

- Assist students with financial aid processes
- Liaison with each Schools/Engagement Centers
- Provide general updates to SST
- Drop in hours for School/Engagement Center
 - Workshops and Presentations with information related to the specific financial aid needs of each school's student population
- Refer students to SST
- Assist and prepare student to transition to their transfer school as it relates to financial aid resources

1. What types of training will Financial Aid need?

- a. Attend UC and CSU Orientations/transfer Workshops in order to provide guidance related to their fields of interest and financial aid opportunities at their transfer school.
- b. Continue State and Federal trainings for updates on regulations and state and federal processes.
- c. Process of student contacts for each school/field of interest (Ed Advisor, Counselor, Faculty Advisor)

2. What resources will we need to implement this role on the SST?

- a. Funding
 - i. training
- b. Human Resources
 - i. More positions
- c. Space
 - i. Workshop and Presentation space/scheduling
 - ii. Office space to meet one on one appointments

3. What data is needed to make this role successful?

- a. Students who have applied for financial aid within each school
- b. Students who have completed a financial aid file and are receiving financial aid
- c. Students who are not receiving financial aid funds and reasons they are not receiving financial aid
- d. Transfer rates for each school and most common transfer schools
- e. Continue receiving data from special programs as it relates to each school (cross reference current data)
- f. Most common concerns students express to faculty/staff that are not met by the SFS department

Staff/Employee Role

- Provide a welcoming environment to students and be the first contact for students both in college and within various services and departments.
- Staff act as a “hub” or facilitator of student movement across and through campus services; connect students to services, programs, and activities.
- Liaison with schools and engagement centers to facilitate student access.
- Provide clear patterns of referral to services, departments and individuals if specialized assistance is needed.
- Personalize a student’s college experience and foster on-going relationships to ensure educational needs are being met.
- Collaborate with engagement centers, educational advisors and counselors to ensure students are staying on the path. Help identify students that may struggle.
- Have general knowledge and awareness of the various areas and services of the college.
- Identify and help address equity gaps with regards to ensuring equitable student access to college services, programs, and support.
- Prepare and provide broad informational resources to enable general staff, even if not specialized in the area the student needs help with, to answer common questions before referral. Have resources available (visual, if possible) to identify referral locations to reduce confusion.
- Provide assistance and methods of staff-student interaction in various formats, both in-person and online, to meet the needs of a diverse student population.
- Drop in hours for School/Engagement Center (if that is within your scope)
- Provide updates to SST
- Refer students to SST

Needs - *What resources will we need to implement this role on the SST?*

1. **Professional development / Training:** Collaboration, public speaking, FERPA, customer service, conflict engagement and resolution, understanding meaningful data points, training for data-driven software commonly used on campus
2. **Staffing / Human Resources:**
3. **Space:** Working space and space to connect with students
4. **Funding:**
5. **Software and data access:** Familiarity with district software - particularly those used by students, access (as required by position) to student data
6. **Misc:** Staff engagement - have more staff involved with guided pathways, committees, and college-wide decisions

Data - *What data is needed to make this role successful?*

1. Tracking student engagement and contact
 - a. How many students are seen, how often they are seen, return rate and how often student has contact with engagement centers and staff
 - b. Identify and track instances of mis-referral
 - c. Identify which student groups are accessing student engagement centers and evaluate their success rate against students accessing services less often
 - d. **How do we share data?** Develop avenues to share data on engagement
 - e. **How do we track and consolidate data?** Survey and sign-in with Access database or spreadsheet within engagement centers, track within SARS, etc.

Considerations -

1. **How will your role support or reinforce the pathway for a student?**
 - a. Staff are in a unique position to touch upon all 4 pillars of guided pathways, but they are particularly important to both clarifying the path and keeping students on the path.
2. **How will your role support career exploration and help students keep career goals in mind through their educational journey?**
 - a. Identify career options associated with different schools / pathways. Help link fields of interest and degree offerings with local career options. Provide information about career opportunities (paid or internship). Provide context for students about how their degree will apply to their chosen career.
3. **How will your role help to identify and then work with a student who has fallen off path?**
 - a. Drop/attrition surveys, find out why students do not persist, reach out to students who fall off the path on a term to term basis. Data-driven approach.
 - b. Reconnect with students who fall off the path to try and help them and address any issues that may cause drops or attrition.
 - c. Start tracking how often students change paths, why they change paths, when paths are changed, and how we can keep them on a single path.
4. **How will your role support students outside of the classroom? What types of engagement will impact the student experience?**
 - a. Regular content between staff and engagement centers to evaluate data and student success.
 - b. Help keep students on the path by providing support services, personalized assistance, academic support, and referrals.
 - c. Foster in-person and virtual engagement opportunities to service students with various schedules, commitments, and with possible restrictions for on-campus time. Try to reach underserved populations by varying contact and engagement types. Ensure students are continually reached out to.
 - d. "Meet the staff" event for students.
5. **What does engagement look like virtually for your role? 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)

Highlight Summary -

Staff are in a unique position to touch upon all 4 pillars of guided pathways, but they are particularly important to both clarifying the path and keeping students on the path. Staff have the opportunity to provide a welcoming environment to students. In many cases, they are the first contact for students college-wide and within various services and departments.

Role highlights -

1. Provide clear patterns of referral to services, departments and individuals if specialized assistance is required.
2. Personalize a student's college experience and foster on-going relationships to ensure educational needs are being met.
3. Collaborate with engagement centers, educational advisors and counselors to ensure students are staying on the path. Help identify students that may struggle.
4. Identify and help address equity gaps with regards to ensuring equitable student access to college services, programs, and support.
5. Provide assistance and methods of staff-student interaction in various formats, both in-person and online, to meet the needs of a diverse student population.

Opportunities -

1. Opportunities for staff-student engagement exist within providing extended support through virtual mediums
2. An opportunity to track ROI and whether contact strategies are succeeding exists if we can identify and track data points in student-staff contact

Needs -

1. Professional development / Training: Collaboration, public speaking, FERPA, customer service, conflict engagement and resolution, understanding meaningful data points, training for data-driven software commonly used on campus

Notes:

- Creating a quick guide of what services each department and employee provide---refer students to a person not a department
- Cross collaboration and open/uniform communication amongst the different Engagement Centers and Welcome Center (Student Services) staff
- Central location (Microsoft Teams, SARS???) to annotate interactions with students so it can be shared with everyone and SST knows as much info as possible about a student's situation

Staff Referral Outline

Inside Schools and Engagement Centers	External Staff Support
<ul style="list-style-type: none"> ● Counseling - full service <ul style="list-style-type: none"> ○ Early Alert, Intervention, Access ○ Specialized Counselors ○ Faculty advising ○ Educational advising ● Peer mentoring ● Workshops ● School administration and deans of instruction ● Clerical support ● Inreach 	<ul style="list-style-type: none"> ● Onboarding <ul style="list-style-type: none"> ○ Assessment ● Career and transfer ● Admissions ● Financial Aid ● DSS ● Veterans ● Evaluations ● Special Programs (Student Success Coaches) ● Outreach ● Facilities (repairs, etc) ● Campus Police ● (?) General counseling ● Health Services