

EPOC (Educational Planning and Oversight Committee)

Charge: EPOC oversees and directs the general work of the councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. It also serves as the Accreditation Steering Committee.

Meets the 1st Thursday of the month

Chairs: Susan Mills, administrative co-chair, Kathleen Sell, presiding faculty chair

Accreditation Liaison: vacant

Student Representative: Nigel Slater

Leadership Councils

All councils meet the 3rd Thursday of the month

ACTPIS (Academic & Career Technical Programs and Instructional Support Leadership Council)

Chairs: Kathleen Sell, presiding faculty chair; administrative co-chairs, Carol Farrar; Tony Rizo, staff co-chair & Maritza Jeronimo, student co-chair

IE (Institutional Effectiveness Leadership Council)

Chairs: Debbie Cazares, presiding faculty chair; Susan Mills administrative co-chair; Regina Miller, staff co-chair & Charlie Zacarias, student co-chair

RDAS (Resource Development and Administrative Services Leadership Council)

Chairs: Paul O'Connell, presiding faculty chair; administrative co-chair, Chip West; Stephen Ashby, staff co-chair & Manny Martinez, student co-chair

SAS (Student Access and Support Leadership Council)

Chairs: presiding faculty chair, Eddie Perez; FeRita Carter, administrative co-chair; Tony Ortiz, staff co-chair & Grace Peterson, student co-chair

At Large Faculty Members: Scott Blair, Physical Resources Committee; Virginia White, Program Review Committee



April 2017 Riverside City College Strategic Planning News and Updates

Updates

Retreat March 3, 2017

The March 3rd Strategic Planning Retreat involved members of all the Leadership Councils, the Senate, and department chairs. The morning session was two-part—a review of the report card on how the college is doing in meeting the targets it has set, both those established by IEPI and where they differ, those the college has set for itself (more ambitious targets than the IEPI targets). The second part of the morning was a monitoring, assessment, evaluation of the strategies and initiatives specific to each of our three major pathways (CTE, Transfer, Basic Skills), looking at data on the success of those strategies where that was available, identifying strengths or “wins” and remaining challenges. The groups then strategized ways to continue to move each of the major pathways forward, focusing in particular on clear communication to students and the community and continued work on full integration of academic support.

The morning session, then, was meant to serve as a springboard, looking at college-wide data and targets and pathways efforts, as disciplines and areas prepare to monitor, assess, and update their program review documents, moving into a second full round of program review planning.

The afternoon session was hands on training on the modifications to the program review process that resulted from the assessment of the process done Fall 2016 (in part at the fall strategic planning retreat). Lots of question and answer as faculty and staff prepared to update their program reviews.

Outcomes and Next Steps

- The work done at the retreat has been informing work on discipline level program reviews and on the development of the Integrated Academic Support plan
- The work done at the retreat will inform a revision to the charges of each of the pathways sub-committees
- The work done at the retreat provided the impetus to develop a faculty advising liaison position proposal now working its way through the process and provided the impetus to begin a conversation about the need for a basic skills coordinator for the college

Spotlight: Guided Pathways at RCC

Completion Counts through Pathways and the RCC College Promise

For the last three years, RCC has worked to re-organize itself—in terms of administration, integration of student support services, planning processes, degree patterns through ADTs, the expansion of engagement centers, and curriculum re-design (e.g. acceleration in both math and English—around the idea of guided pathways in an effort to improve student success, completion, and equity. What RCC’s guided pathways looks like is now taking final shape. The college has seen a dramatic increase in the numbers of students with a declared major and a completed comprehensive SEP over the last two years. Many more of our students now have a clear map to completing their educational goals here at RCC. This is pathways at work in the broadest sense.

A second component of pathways for students who are able to attend college full-time expands on the college’s earlier Completion Counts program—students sign a contract that in addition to providing them with a clear map towards completing their goals, gives them priority registration and more intensive hands on follow up on the part of educational advisors in addition to other supportive co-curricular requirements. This team-based approach to integrated academic support—including counselors, librarians, educational advisors, faculty advisors, and peer mentors—is central to RCC’s guided pathways work.

Yet for many of our students, a significant barrier to completing their educational goals is financial, and RCC is preparing to launch the third component of pathways with an inaugural cohort in Fall 2017: RCC College Promise, bringing RCC on board with a growing state-wide, nation-wide effort to make college more affordable for more students (see <https://edsources.org/2016/promises-to-cover-college-tuition-reaching-more-students-in-california/569069> for an article on promise programs in California Community College). RCC’s Promise is a “last dollar” program that offers financial support to initially up to 1000 eligible students (resident, full-time, RCC as their home college, college-ready in Math and English) to complete their pathways contracts. Just as with pathways contracts, students will need to maintain eligibility; for promise students, this includes maintaining a 2.5 GPA, maintaining full-time status, and participating in integrated academic support and advising. The support covers tuition for those without BOG waivers, fees, and books.

Letters will be going out to all eligible current RCC students during the first week of April—please encourage your students to attend the information sessions! The Dean of Student Success and Support Services will offer 5-6 of these sessions between April 17th and 28th. RCC Promise could make the difference in terms of helping our students more quickly complete their goals here at RCC. The remaining slots will be filled by incoming freshman, and in subsequent years, the promise will primarily target incoming freshman.

If you have questions about guided pathways here at RCC or about the RCC Promise in particular, please feel free to contact Dr. Susan Mills, VP Planning and Development or Dr. Alison Douglas-Chicoye, Dean Student Success and Support Services.

Integrated Planning Progress

Plans in the process of monitoring, evaluation, assessment, update: Educational Master Plan (Annual Report/Update will be complete by end of this Spring), Enrollment Management (always ongoing), Pathways Plans, Technology Resources, Human Resources

Plans Being Written: Professional Development (an overarching statement of principles and process; each individual constituency group—Faculty, Staff, and Management will have implementation plans for professional development); Community Engagement; Facilities; Integrated Academic Support (scheduled to be completed by May—Vice President Mill’s office is coordinating a thorough inventory/ analysis of existing learning centers, engagement centers, and academic support services).

All of these integrated plans will feed into the strategic planning process, informing the decisions made about prioritization of initiatives and allocation of resources.

District /College Function Map and District Strategic Planning: individual leadership councils are working to provide analysis/ develop descriptions and parameters for the relationship between the District and the colleges in their respective areas (for example, ACTPIS is looking at Section IIA which corresponds to Accreditation Standard IIA, Institutional Effectiveness is looking at Section I, which corresponds to Accreditation Standard I). The progress of the councils will be reported at the April EPOC meeting so the representatives to the District task-force will be able to bring some draft material to the next meeting, scheduled immediately after spring break. The EPOC chairs have also created a draft principle statement that they will bring to that meeting.

At the March District Strategic Planning Committee meeting, Chancellor Burke presented a proposed process for creating a new District Strategic Plan. As with the function map, a taskforce—with the membership of the District Strategic Planning Committee at its core—will be working to create a meaningful strategic plan for the District.

Reminder

Program Review Prioritization Timeline for Next Round

-March 30 – Program Review and Plans due

*Divisions submit faculty hiring prioritization requests to Susan Mills and Kathleen Sell, EPOC co-chairs by April 21st

-May 31 – Division Plans due

-September 15 – Area Plans due (through each Vice President)

-October—the Strategic Planning Leadership Councils will meet jointly to prioritize, sending a final recommendation to EPOC by November.

Theme of the Month for April 2017

A *Theme of the Month* process has been initiated at the recommendation of the Program Review Committee. Please encourage your disciplines, departments, committees to discuss the theme.

Best practices and ideas for partnering with co-curricular support (any student support models including CAP, Tutoring Services, Health / Psychological Services, EOPS, TRIO, CalWorks, etc.)