



STRATEGIC PLANNING NEWSLETTER

IN THIS ISSUE:

- Strategic Planning News and Updates
- Chancellor’s Vision for Success and local goal alignment
- Accreditation Update
- AB 705 Implementation: Math Update
- Guided Pathways

MATERIALS AND RESOURCES SPRING 2019:

See the Strategic Planning Web Page (https://www.rcc.edu/about/president/strategic-planning/Pages/Newsletter_presentation.aspx) for links to the following:

- Winter 19 Retreat presentation
- Spring Flex video
- March 2019 Strategic Planning Report Card
- Spring 19 Retreat presentation and handouts

STRATEGIC PLANNING COMMITTEES

EPOC/ASC (Educational Planning and Oversight Committee/Accreditation Steering Committee)

Meets the 1st Thursday of the month

Chairs: Monica Green, administrative co-chair; Kathleen Sell, presiding faculty chair; Hayley Ashby, Accreditation Liaison; Taylor Abernathy and Andrew Rivera, Student Representative

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.

LEADERSHIP COUNCILS

All councils meet the 3rd Thursday of the month

TLLC

(Teaching and Learning LC)

Chairs: Carol Farrar, administrative co-chair; Juliana Leung, presiding faculty chair; Akia Marshall, staff co-chair; Yashmeen Sharma, Student Representative

GEMQ (Governance, Effectiveness, Mission, & Quality LC)

Chairs: Monica Green, administrative co-chair; Debbie Cazares, presiding faculty chair; Regina Miller, staff co-chair; Angel Contreras, Student Representative

RDAS (Resource Development and Administrative Services LC)

Chairs: Chip West, administrative co-chair; Tucker Amidon, presiding faculty chair; Stephen Ashby, staff co-chair; Nathaniel Dominguez, Student Representative

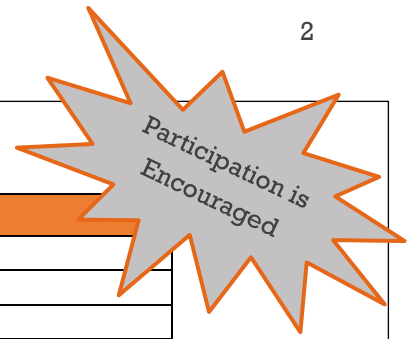
SAS (Student Access and Support LC)

Chairs: FeRita Carter, administrative co-chair; Eddie Perez, presiding faculty chair; Gloria Aguilar, staff co-chair; Geby Rawung, Student Representative

At Large Faculty Members:

Patrick Scullin, Technology Resources Committee; Cynthia Morrill, Program Review Committee; Tucker Amidon, Enrollment Management Committee

Leadership Councils Schedule



Committee	Location	Time	Date
EPOC/ASC	Bradshaw, Hall of Fame	12:50-1:50pm	1st Thursdays
SAS	Bradshaw, Hall of Fame	12:50-1:50pm	3rd Thursdays
TL	Bradshaw, Heritage	12:50-1:50pm	3rd Thursdays
GEMQ	CAK, Rm. 224	12:50-1:50pm	3rd Thursdays
RDAS	DL, Rm. 409	12:50-1:50pm	3rd Thursdays

For a list of subcommittees dates and times please visit the site: <https://www.rcc.edu/about/Pages/RCC-Committees.aspx>

The Leadership Councils and Subcommittees are open meetings for all to attend. The Strategic Planning Leadership Councils encourage participation from faculty, staff and students. You can attend any of the meetings based on your interests, but cannot be a voting member unless appointed by your division to the Leadership Council. For more information on the charge of each council and committee please visit the Strategic Planning website:

<https://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx>

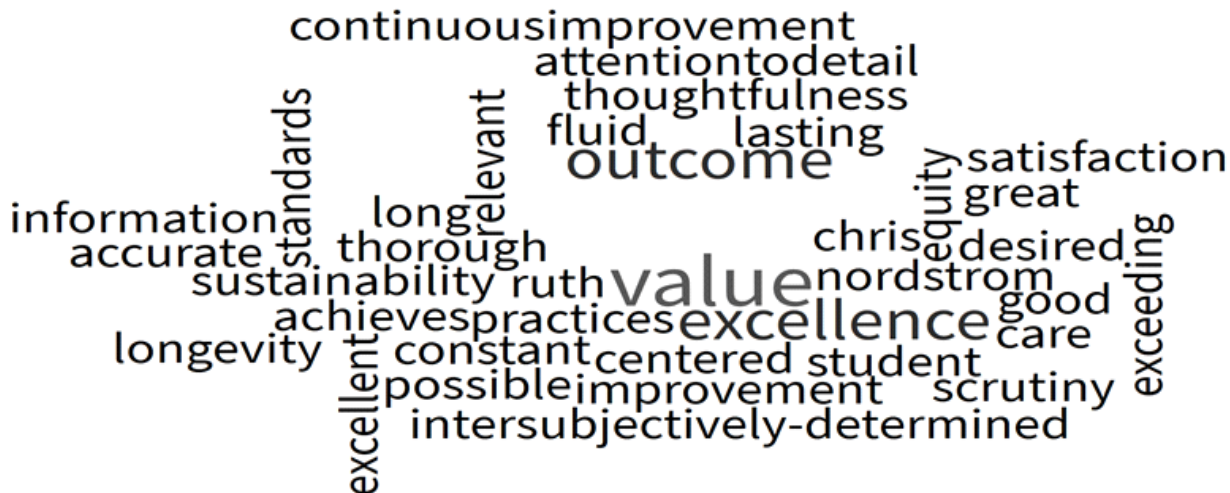
Strategic Planning News & Updates

The spring retreat was held on March 29th. The retreat objectives were twofold. First, to build awareness of what the college community has discovered so far in each accreditation standard and reflect on how the standards function within and how well they are aligned to college structures, process, and ongoing work. Second, to work on visioning a statement of principles for excellence in teaching and learning at RCC and doing a SWOT analysis of our culture around teaching and learning to inform and shape the third Quality Focus Essay project for accreditation and to support RCC’s work on guided pathways.

Next steps: The material from the accreditation standards review activity will be synthesized, distributed to standard working groups, leadership councils and EPOC/ASC and will be published in the next Strategic Planning Newsletter. The Visioning and SWOT analysis around teaching and learning will be forwarded to the Student Equity Committee, Teaching and Learning Leadership Council, and the Faculty Development Committee to develop recommendations to forward to EPOC/ASC to formulate the pillar 4 portion of the Quality Focus Essay. Thank you to everyone who participated for their insight, passion, and dedication to our student!

Moreover, this spring, several plans are making their way through the strategic planning process: a revised Strategic Enrollment Management plan, a revised Technology plan, and the three professional development plans (faculty, staff, management) as well as the annual Student Equity plan.

What word or phrase comes to mind when you think about "Quality?"



VISION *for* SUCCESS and LOCAL GOAL ALIGNMENT

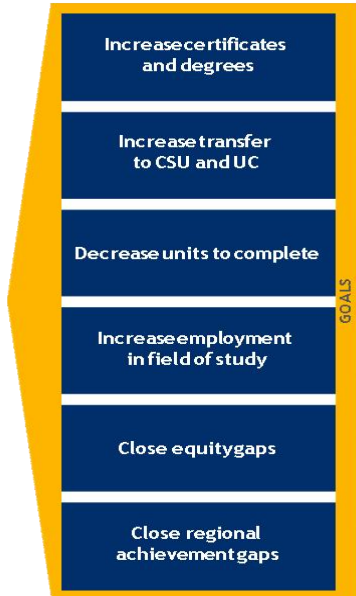
THE WHY

Our Students and Communities



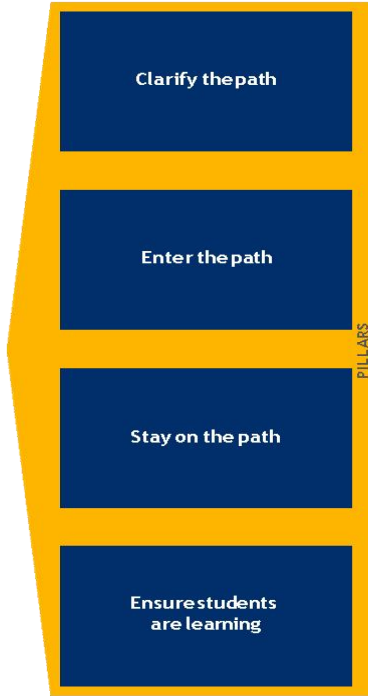
THE WHAT

Vision for Success



THE HOW

Guided Pathways



THE TOOLS

System-level Support



Chancellor's Vision *for* Success and Local Goal Alignment

The Chancellor's Office release of the *Vision for Success: Strengthening the California Community College to Meet California's Needs* last academic year prompted increasing action towards establishing system-wide goals and commitments to promote student attainment of degrees, certificates, transfer, and good jobs. In July 2018, the Governor established a new funding formula under AB1809 requiring colleges adopt college-level performance goals that are aligned with the system-wide Vision for Success goals. During its winter retreat, RCC established the methodology for setting measurable local goals aligned with the five Vision for Success Goals:

GOAL 1: Completion – Increase statewide by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

GOAL 2: Transfer – Increase statewide by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.


GOAL 3: Unit Accumulation – Decrease statewide the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

GOAL 4: Workforce – Increase system-wide the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

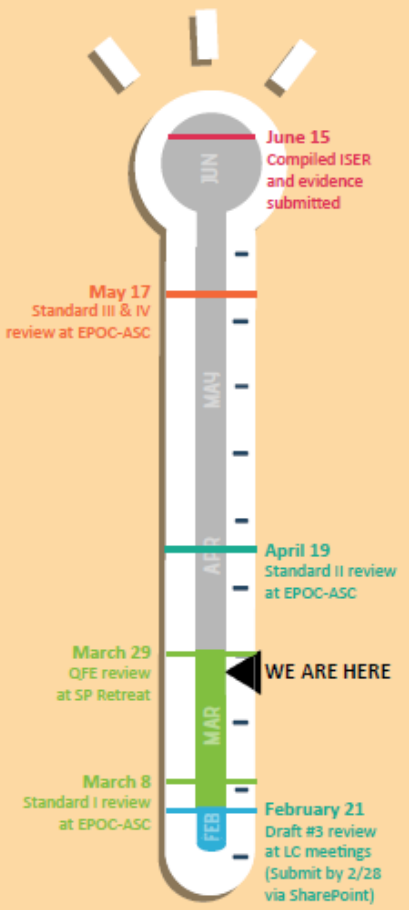
GOAL 5: Equity – Reduce system-wide equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

This spring, the college is taking our local goals through the strategic planning process to establish an approved set of ambitious performance goals with final approval by the Board of Trustees expected in May 2019.

ACCREDITATION UPDATES *and* TIMELINE



ACCREDITATION 2020



June 15
Compiled ISER and evidence submitted

May 17
Standard III & IV review at EPOC-ASC

April 19
Standard II review at EPOC-ASC

March 29
QFE review at SP Retreat

March 8
Standard I review at EPOC-ASC

February 21
Draft #3 review at LC meetings (Submit by 2/28 via SharePoint)

WE ARE HERE

SPRING 2019 Update *March*

- 6

JUNE - Upcoming
End of Spring Semester - Editors compile ISER including front matter and Quality Focus Essay; Tri-leads complete evidence submission
- 5

MAY - Upcoming
EPOC-ASC Meeting - Focus on Standard III & IV; Updates - Chancellor's Cabinet, Board of Trustees, President's Leadership Team
- 4

APRIL - Upcoming
EPOC-ASC Meeting - Focus on Standard II; Updates - Departmental Leadership Committee, Academic Senate, and CSEA Meeting
- 3

MARCH
EPOC-ASC Meeting - Focus on Standard I; SP Report Card - Accreditation update; SP Retreat - Focus on QFE; Updates - Deans Meeting, Academic Senate, Student Senate
- 2

FEBRUARY
Spring FLEX Day - ISER progress, timeline, and activities; Draft #2 - See deadline (left) for review and draft/ evidence submission

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

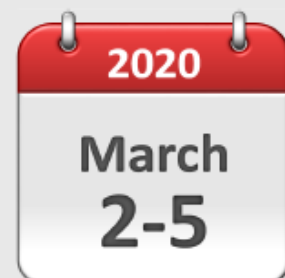


The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

Mark Your Calendar!

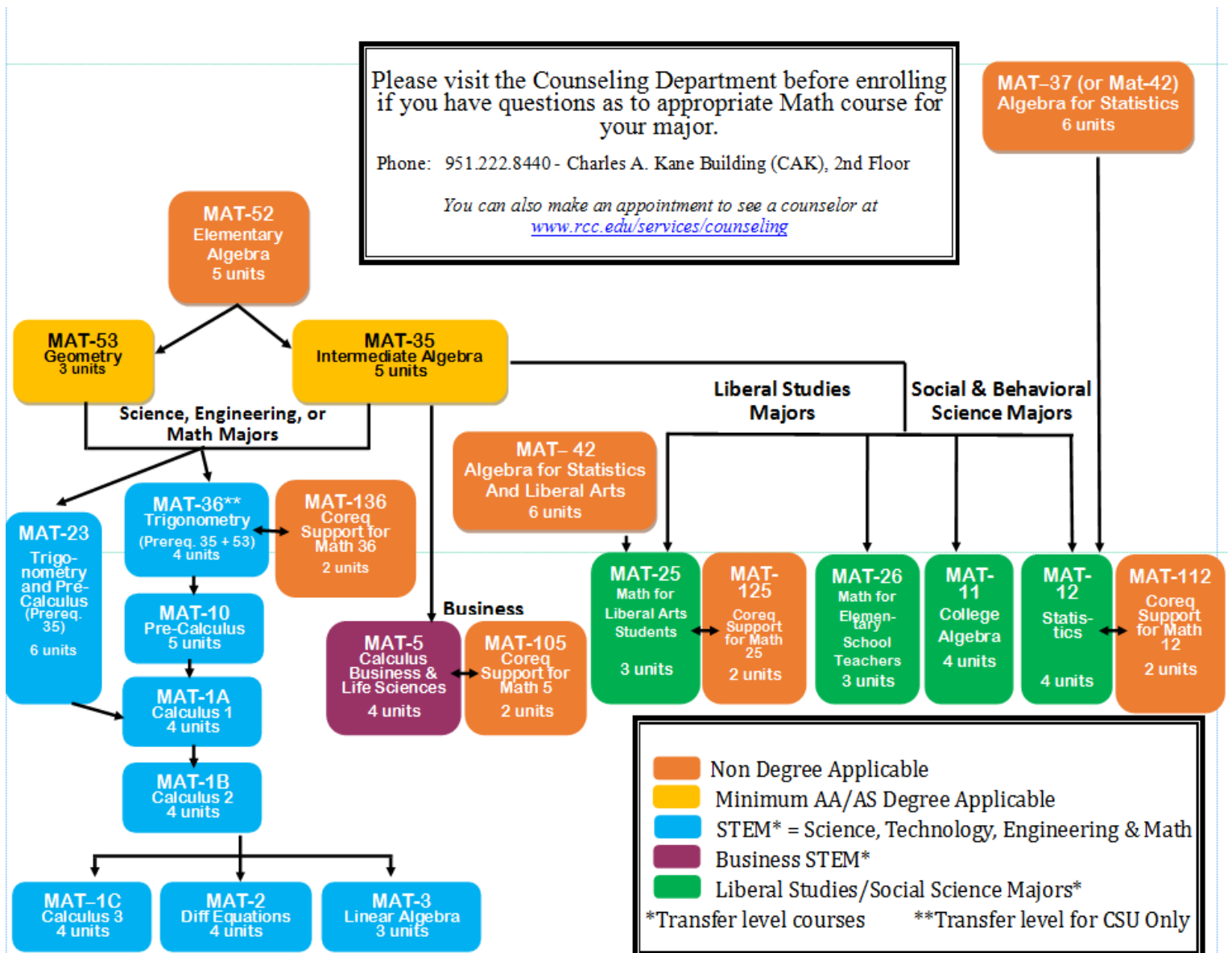
The ACCJC peer review team will be here on ...



AB 705 IMPLEMENTATION: UPDATE ON MATH

The math department at Riverside City College have been collaborating with Moreno Valley College and Norco College in preparations for AB705. AB705 will give every student the opportunity to take a college level math course in their first semester. The students will be placed into the appropriate college level math course directly or with support based upon their high school GPA, the highest level math course attempted and highest level math course completed successfully (earning a C or better). The placement matrix that has been adopted by all three colleges was created using the RP Group and state data for success in the particular courses. For students that were determined not quite ready for the college level course directly, they will be required to take a concurrent support course along with the transfer level class. Thus, as a discipline we have created 4 support courses for Statistics (MAT112), Trigonometry (MAT136), Mathematics of Liberal Arts Students (MAT 125), and Calculus for Business and Life Science (MAT105). These support courses are 2-unit courses which consist of prerequisite content and affective domain. The affective domain is the unique component which consist of growth mindset, grit, motivation, inspiration, confidence, productive struggle and responsibility. In these support courses, the students will get the tools, skills and material necessary to help them to be successful in the parent college level course.

MATH PLACEMENT with Co-Requisite Support Courses



GUIDED PATHWAYS

Spotlight on Pillar Four

Pillar One Updates: “Clarifying the Path”

All incoming new freshmen will be placed into an Instructional Pathway based on their major or career choice. RCC faculty have worked extremely hard to create **TRAILHEADS**.

TRAILHEADS will allow students to explore their major and career choices within their chosen areas of study without going off path in their first 15 units. The trailhead courses can be applied towards general education and potential majors within the pathway. Each division has created a detailed description of their instructional pathways to help students determine which pathway aligns best with their program of study or career field of interest at the time of entry at RCC. ***Our Goal is to get students to narrow down and commit to a career and/or major within their first 15 units.***

PROGRAM MAP UPDATES:

Fall 18/ Spring 19: From Phase 1- 15 maps were developed and posted to the RCC webpage.

Spring 19: Phase 2 will include an additional 37 maps (All ADTs with UC/CSU GE pattern and a few identified high transfer majors that we do not offer a program of study for will be developed).

Fall 19: Phase 3 will include any remaining ADT’s or popular transfer pathways that are identified.

Pillar Two Updates: “Entering the Path”

An onboarding workgroup was created in the fall to carry out a series of tasks that will help students seamlessly flow through the onboarding process which begins at the time of application until they enter their first day of class. The following items have been created or redesigned to create a better system for our students: 1) Career Exploration Tool (Career Coach) added to application process (optional); 2) Revamp of the Apply Now website that clearly defines the RCC application process; 3) New Welcome Emails distributed to students based off their chosen instructional pathway; 4) Updates on CCCApply that aligns students Programs of Study to Instructional Pathways; 5) Open Houses by Instructional Pathways; 6) New Online Orientation that is student friendly; 7) Clarification of the Assessment/Placement process and informational resources distributed to help students and staff clarify the placement results.

Pillar Three Updates: “Staying on the Path” There has been a lot of work focusing on getting the academic engagement centers up and running effectively and efficiently for the new incoming freshmen of fall 2019. Through numerous activities, retreats, discipline/division input the resources and needs of each engagement center have been identified, as well as the roles and responsibilities of the student success teams for each of the academic engagement centers.

Pillar 4: ENSURE LEARNING

The goal of Pillar 4 is to enrich and strengthen student learning primarily through *classroom instruction*. Below is a list of targeted action items that will be addressed starting with the Spring Retreat and continuing on throughout the 2019-2020 Academic Year:

- Further develop Program-specific Learning Outcomes (in addition to Student Learning Outcomes)
- Project-based, collaborative learning
- Applied learning experiences: Internships
- Inescapable student engagement as well as faculty and staff engagement
- Faculty-led improvement of teaching practices: embedding Equity Pedagogy
- Systems/procedures for the college and students to track learning outcomes
- Monitor the effectiveness of academic interventions
- Refinement of the Professional Development Plan to support guided pathways efforts



Leading the Region in Guided Pathways

INLAND EMPIRE GUIDED PATHWAYS (IEGP) PLANNING SUMMIT

The Inland Empire Guided Pathways (IEGP) Planning Summit (<http://ieguidedpathways.com/>) took place at the Riverside Convention Center on March 4 & 5, 2019. Thirteen of the fourteen community colleges that were invited, participated with each campus bringing a team of 10 - 14 people, led by their campus president, key faculty, staff and other administrators. A national team of Guided Pathways experts from the National Center for Inquiry and Improvement (NCII) joined the 180+ participants providing context and offering a framework for how Guided Pathways could be implemented as a revision of the current infrastructure, so that our institutions can be more student-ready. Plenary panel sessions focusing on student voices, faculty perspectives, and regional leadership collaboration illuminated the challenges as well as the opportunities IEGP partners have to address, in order to bring about an ecosystem of systemic change that puts students and their success, truly at the center. Summit participants recognized the timeliness and importance of this work in meeting our regional mission as well as district and campus level missions to raise the educational attainment of those living in the Inland Empire.

The IEGP Planning Summit was just the beginning. Future conversations that aspire to build a regional infrastructure across the 14 campuses supporting the systematic development of Guided Pathways will continue. The Summit was sponsored by the College Futures Foundation which will continue to support the IEGP initiative by funding a comprehensive 5-year regional implementation proposal in partnership with other statewide and national funders. An IEGP Proposal Development Task Force is being established, with two representatives - one senior administrator and one faculty member - from each campus, being appointed by each campus' president. Riverside Community College District, RCC and Norco College in partnership with Chaffey College will continue to be the leads for the Task Force with assistance from NCII. The CCCCO Regional Leaders for Guided Pathways were also an integral part of the initial planning team and the summit. They will continue to be a regional partner in the IEGP initiative.

GUIDED PATHWAYS STATE RESOURCES *and* WEBINARS

Upcoming Webinars hosted by ASCCC

Register here: <https://asccc.org/guided-pathways>

(If you cannot attend a webinar, they will be recorded and published on asccc.org website)

Developing Practices and Materials for Counseling	4/10/2019 12 Noon – 1:00 PM
Evaluating Your College Website in a Guided Pathways World	4/17/2019 12 Noon – 1:00 PM
Scheduling in a Guided Pathways World	4/24/2019 12 Noon – 1:00 PM
Guided Pathways and Accreditation	5/1/2019 12 Noon – 1:00 PM
Orienting Faculty to Teaching in a Guided Pathways Institution	5/8/2019 12 Noon – 1:00 PM
Partnering with High Schools: Secrets and Good Practices	5/15/2019 12 Noon – 1:00 PM

For RCC Guided Pathways resources visit:

<https://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx>