

ACADEMIC  
SUPPORT

INTEGRATED  
PLANNING

PROGRAM  
MAPS

INTRO

NEXT  
STEPS



RIVERSIDE CITY COLLEGE  
STRATEGIC PLANNING RETREAT  
FALL 2018



# Welcome

Dr. Irving Hendrick, Interim President

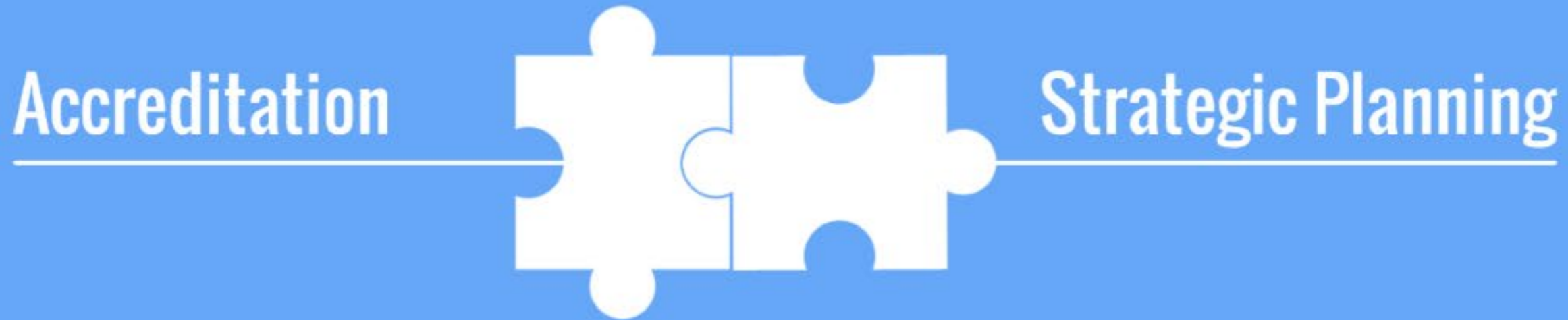
Dr. Monica Green, Vice President, Planning and Development

Dr. Kathleen Sell, Strategic Planning Faculty Lead

# Objectives

1. Review and clarify the way our strategic planning structure integrates work on college initiatives (primarily Guided Pathways), accreditation, resource allocation, emphasizing the role of each leadership council
2. Refine and finalize the topics/projects for the Quality Focus Essay for the Institutional Self Evaluation Report for accreditation
  - a. Brainstorm ideas for refining and scaling our Integrated Academic Support model
  - b. Provide feedback on the program mapping progress and establish timelines for the completion of all program maps

# Integrated Planning



Dr. Monica Green, Vice President, Planning and Development  
Dr. Kathleen Sell, Strategic Planning Faculty Lead  
Dr. Hayley Ashby, Accreditation Faculty Lead

# Accreditation Timeline



## Fall 2018 Key Dates, Activities, and Deliverables

October 19, 2018	Discuss QFE Topics at Strategic Planning Retreat
November 8, 2018	Submit Standard Draft #2 to leadership council for review
November 15, 2018	Approve Standard Draft #2 at leadership council meetings
November 29, 2018	Submit Standard Draft #2 to EPOC-ASC for review
December 6, 2018	Discuss Standard Draft #2 at EPOC-ASC meeting
December 2018	Complete/compile full ISER draft

# Accreditation Update for Fall 2018

## Activities in Support of Institutional Self Evaluation:

- Tri-Leads Meeting focused on reviewing draft feedback, organization, and transitioning to writing standard narratives following the new ISER format
- Individual and group training on Accreditation SharePoint site for collaboration and draft/evidence submission
- Gathering feedback on communication preferences to inform current and future accreditation discussions
- Monitoring and reporting on progress on Draft #2 due November 29th
- Broad discussion of Quality Focus Essay topics

# Quality Focus Essay

Accreditation focus on continuous quality improvement:

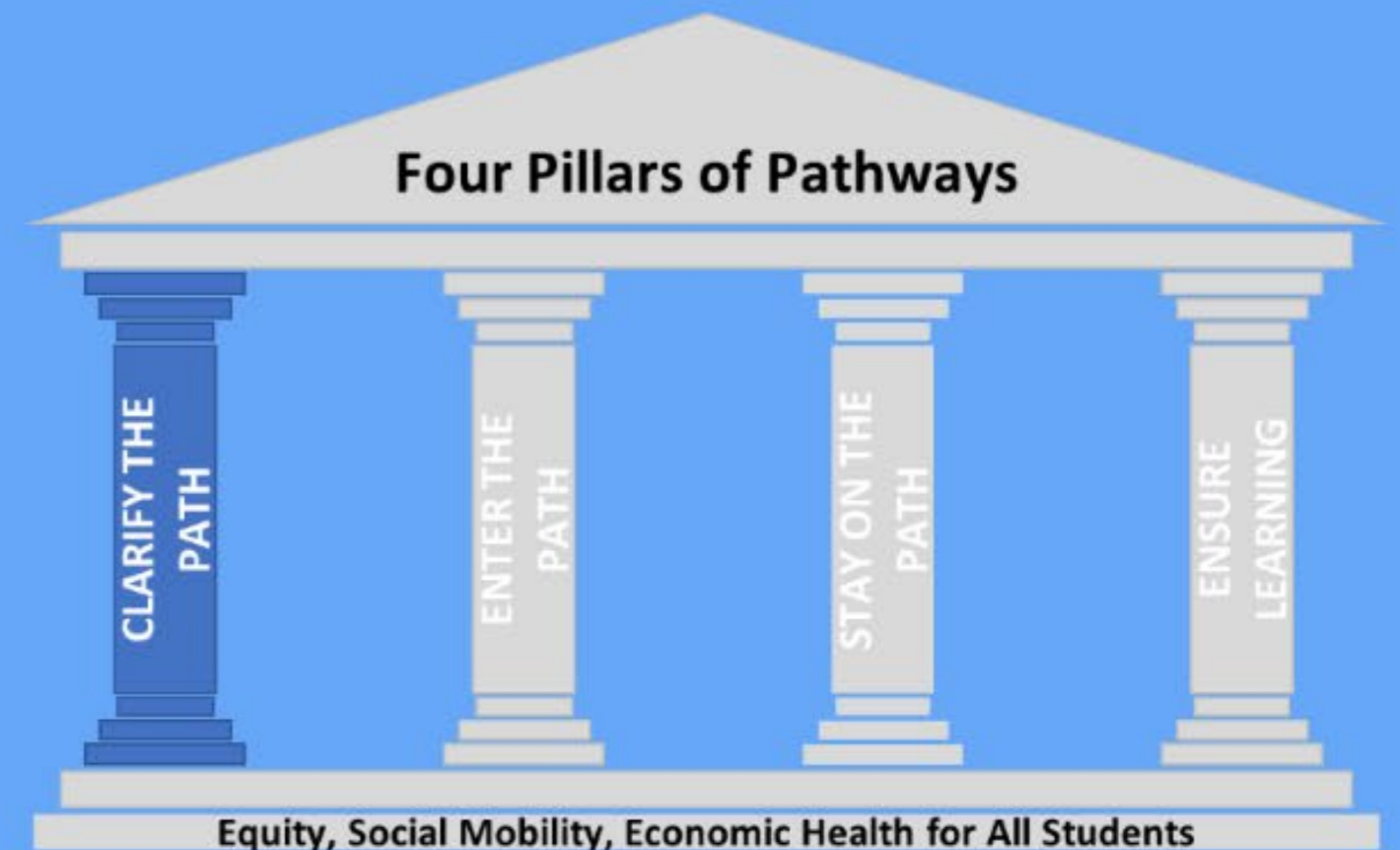
- Two or three areas out of the institutional self-evaluation
- Significance in improving student learning and achievement
- Improvement strategies with responsible parties, timelines, and outcomes
- Used as critical focus points for future Midterm Report

*Refer to the QFE Handout for additional information*

# Topic #1 - Program Maps & Degree Profiles

**Clarify the Path** to student end goals:

- Completion of program maps and degree profiles
- Uploading the information into EduNAV
- Communicating the information
  - Catalog
  - Web site

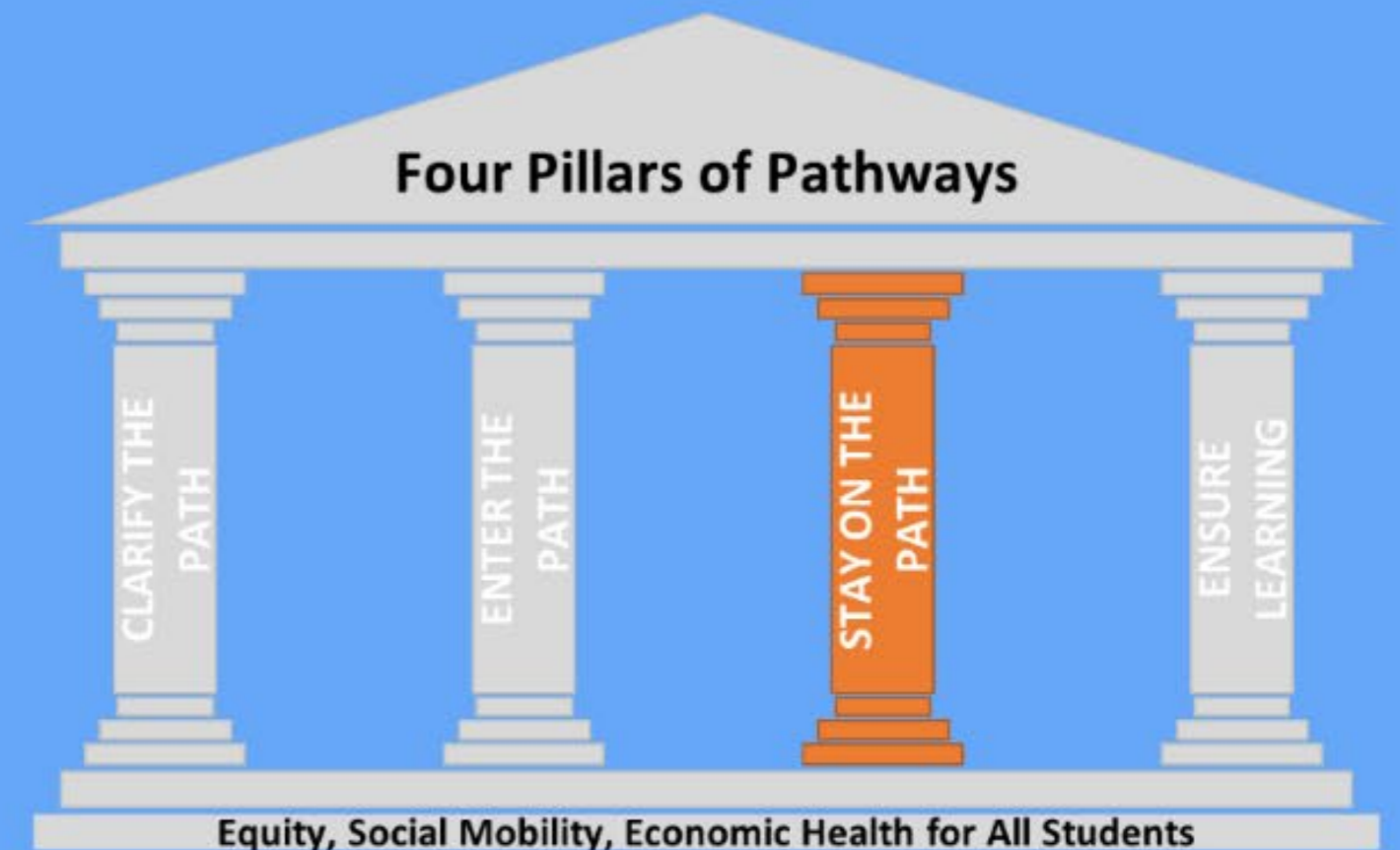




# Topic #2 - Integrated Academic Support

Helping students **Stay On the Path** by refining and scaling structures:

- Inventory of engagement centers
- Determining needs
- Establishing roles and responsibilities
- Communication
- Monitoring and tracking

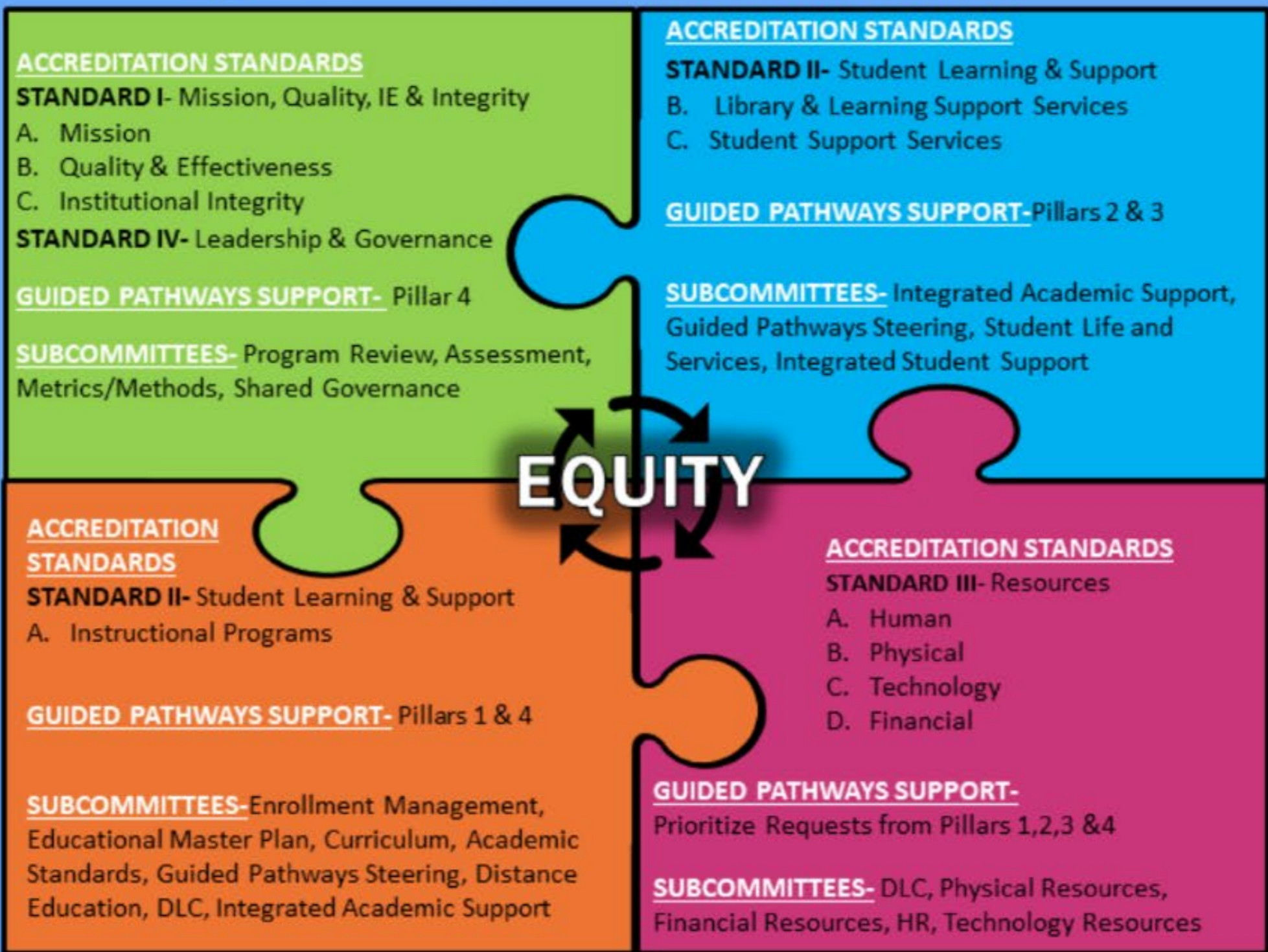


**INTEGRATED STRATEGIC PLANNING**

**IE/GEMQ**

**SAS**

**EPOC/  
Accreditation  
Steering  
Committee**



**ACTPIS**

**RDAS**

**Teaching & Learning**

**SAS, RDAS,  
ACTPIS  
(Teaching &  
Learning)  
Collaborate to  
prioritize  
planning  
initiatives**

# ACTPIS (T&L)



## Overview of the Purpose

The Academic and Career/Technical Program and Instructional Support Leadership Council (ACTPIS) promotes all college instructional programs and provides oversight and monitoring for the college plans and the activities of the college committees that support these programs.

## Strategic Priorities

- Develop/clarify the vision for GP Pillars 1 and Pillar 4, especially mapping the pathways
- Complete strategic Enrollment Management Plan draft
- Lead/coordinate an annual report on progress related to Educational Master Plan
- AB705 coordination questions and concerns

## Needs for Resources and/or Expertise

Formalize some of the reporting structures that support the council's stated strategic responsibilities related to the Educational Master Plan, the Integrated Plan, and the Enrollment Management Plan

# IE (GEMQ)



## Overview of the Purpose

IE-LC provides oversight of the college's strategic planning processes to include development, monitoring, evaluating, and assessment of the long range plans. Facilitates the review and update of program review and assessment processes to ensure alignment with the Strategic Plan and Educational Master Plan. Coordinates the review and evaluation of planning structures, processes, and operations.

## Strategic Priorities

- Complete updates to the strategic planning constitution and bylaws
- Report on GE SLO project and PLO assessment
- Integrate curriculum more fully into discussions on assessment
- Assess/evaluate the current year's prioritization process and provide recommendations for year five
- Facilitate the alignment of local goals with the State Chancellor's *Vision for Success*

## Needs for Resources and/or Expertise

Co-curricular representation on the Program Review Committee

# SAS



## Overview of the Purpose

Work in conjunction with Academic and Career Technical Program Council in the development of equity, matriculation, and the college student success plans. Review Program Reviews and prioritization of initiative and resource request that relate to student access/support and integrated academic support.

## Strategic Priorities

- Develop/clarify the vision for Guided Pathways Pillar 2 (Enter the Path) and Pillar 3 (Stay on the Path)
- Coordinate with committees and clarify responsibilities and strategies for integrated support teams
- Continue work on accreditation Standards IIB and IIC: Quality Focus Essay
- AB705 coordination questions and concerns as they develop and relate to Student Access and Support
- Community Engagement Plan (joint with ACTPIS) as it relates to Guided Pathways Pillar 2 (Enter the Path)

## Needs for Resources and/or Expertise

Council member participation; on-going development, clarity of purpose and responsibilities; on-going communication of changes and development

# RDAS



## Overview of the Purpose

The RD&AS Leadership Council is primarily focused on overseeing human, technological, financial, and physical resource planning and allocation. In other words, we think hard about and work closely with the people, things, money, and places of the college.

## Strategic Priorities

- Complete the Facilities Master Plan
- Integrate Staff and Faculty Development Plans into strategic planning and Guided Pathways
- Restructure Business Services
- Complete master database for technology inventory and refresh the Technology Plan
- Refresh of the Human Resources Plan

## Needs for Resources and/or Expertise

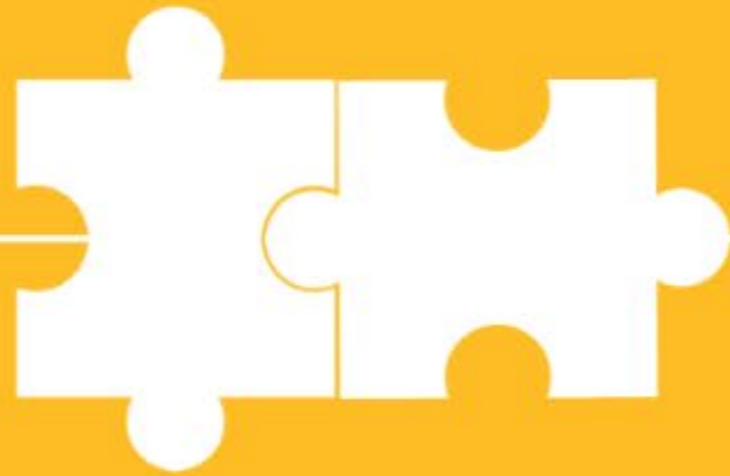
- The Financial Resources Committee needs additional classified staff to provide input and perspective
- Managers need to allow classified staff to serve and actively encourage participation

**Break**



# Academic Support

Accreditation



Guided Pathways

Dr. Allison Douglas-Chicoye, Dean, Student Success and Support

Dr. Inez Moore, Director, Academic Support



# Faculty Satisfaction Survey - Fall 2018

We asked:

- On a scale from 1-10, how satisfied are you with Academic Support's effectiveness in increasing students success? **6.3**
- On a scale from 1-10, how satisfied are you with Academic Support's performance in working alongside faculty to increase students success? **6.1**

# Faculty Satisfaction Survey - Fall 2018

"To be honest, I think Academic Support needs to be more aggressive in catching our attention. I know it's bad to put the responsibility on you when the real issue is that we don't want to reach out and learn. Unfortunately, I think that we (or maybe just me) get overwhelmed during the semester and don't find the time to figure out new options beyond the few we've already encountered."

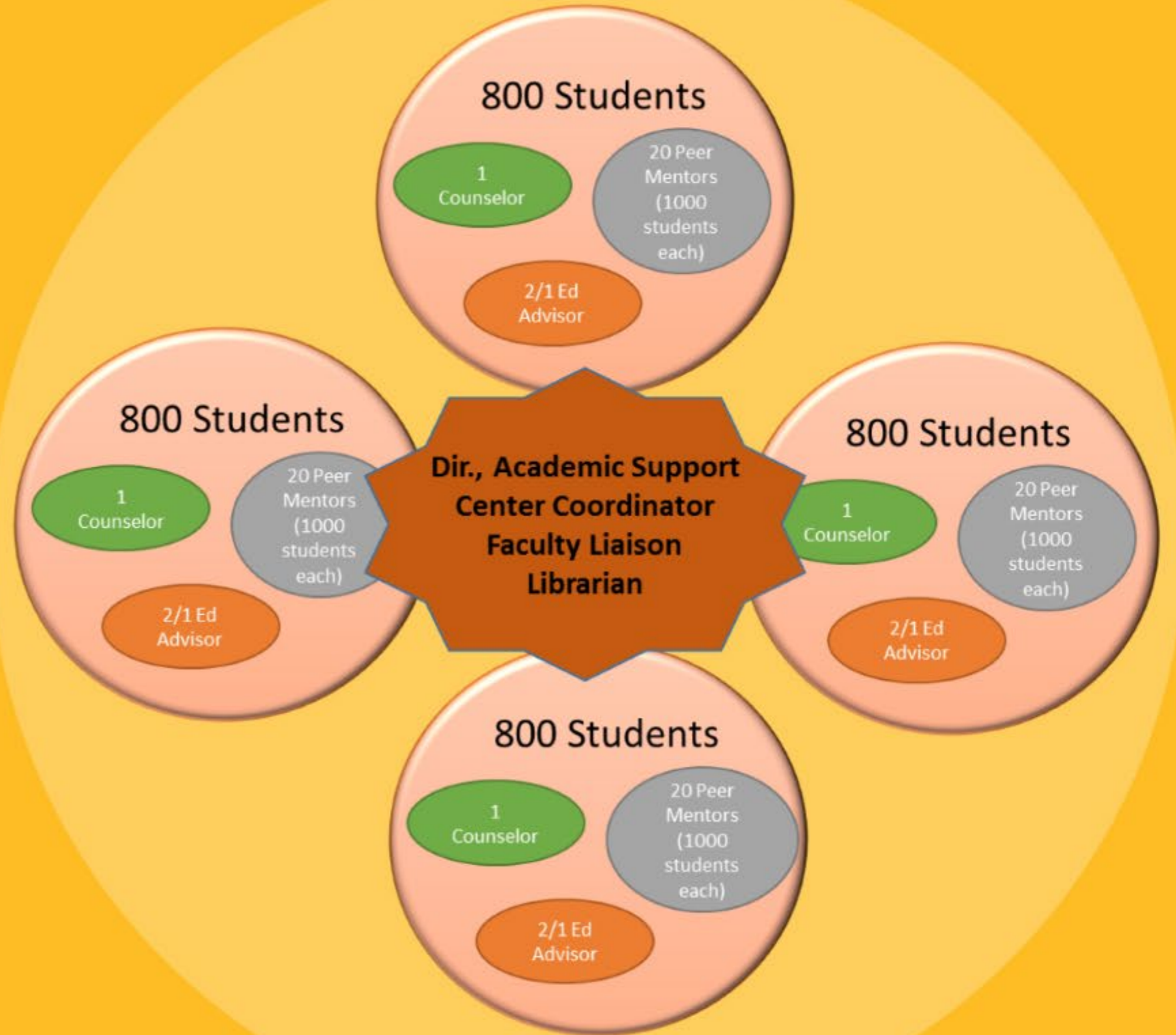
"Something that we've shared at our academic support meetings already, but it seems too fragmented (we don't understand each other's roles, services, training, etc.)."

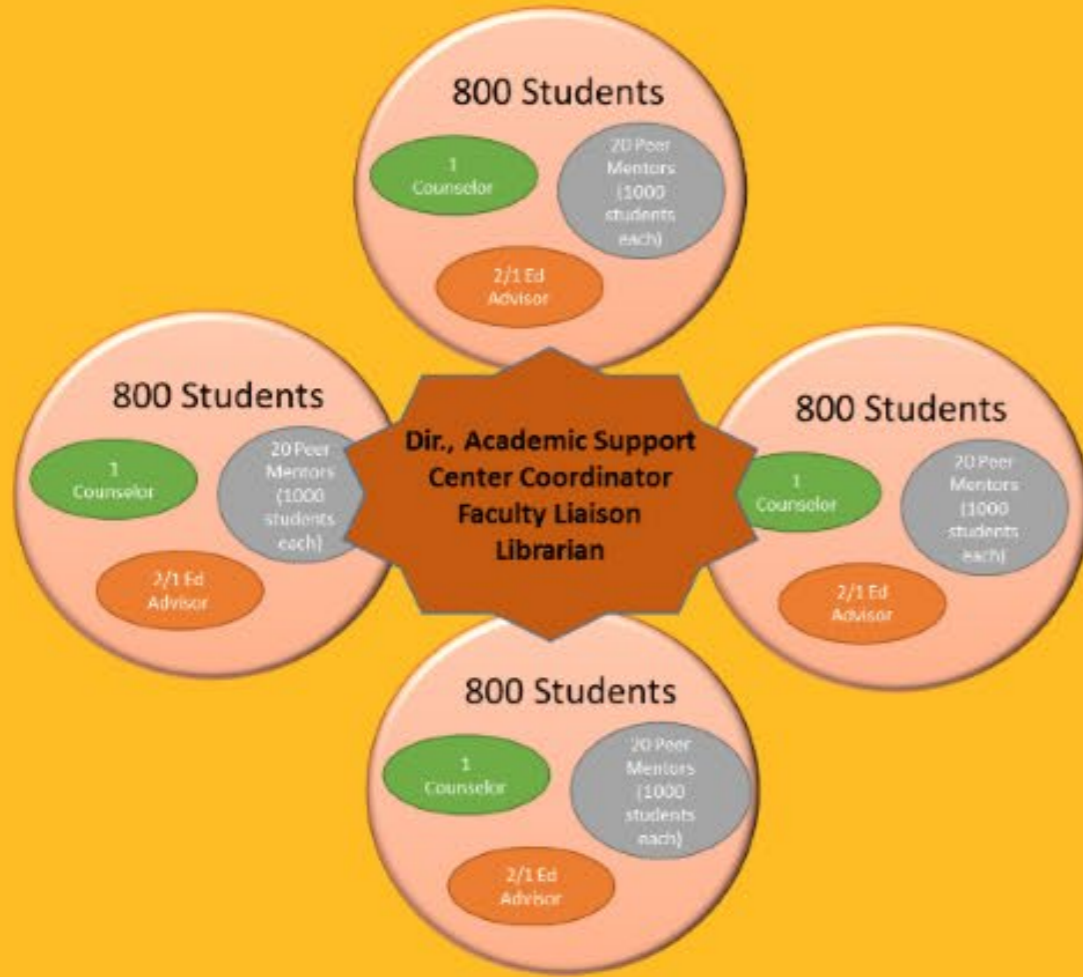
"I think the services need to be more visible to students and faculty. We know the MLK building houses Student Services, but the campus needs to have more visible and readily available information about the services."

# New Activities to Address Concerns and Integrate Academic Support

- Integrating policies, procedures, and activities between SI, Tutorial Services, MLC, and the WRC
- Improving the dissemination of Academic Support Information
- Streamlining Faculty requests and recommendations
- Centralizing and standardizing Peer Instruction hiring
- Creating a Certified Peer Instruction Training Program
- Building a Community of Practice among Student Employees
- Prioritizing Customer Service

# Keeping Students on the Path: The Role of the Engagement Centers





# Activity

1. What are the basic components of an Engagement Center?
2. How do we tailor services for students at each milestone?
3. What additional considerations? (*e.g. What equity issues need to be addressed?*)

# Program Maps



Dr. Monica Green, Vice President, Planning and Development  
Dr. Carol Farrar, Vice President, Academic Affairs  
Monique Greene, Guided Pathways Coordinator

# EduNav in a Guided Pathways Model



Goal: 100% Valid  
80% Counselor Recommended

EduNav Registration Available for Developed Program Plans

\*ADTs  
AA/AS  
AOEs  
Certificates

**Guided Pathways for All Students**

# Program Map Overview & Feedback

Review program maps for:

1. Program description
2. Confirm "right" college-level math
3. Math and English completion in 1st year
4. Recommend math and English course-taking (1st term or 2nd term?)
5. General electives - provide choices
6. Milestones
7. Career and salary information



# Activity - Program Map Peer Review

## Objective

Review and assess program maps from beyond your scope of practice

## Instructions

1. Individually review the program map from a student's lens
2. As a group discuss what is good and what needs improvement
3. Select a scribe from the group to write down your responses
4. Select an individual from the group to report out on your discussion

# Discussion / Report Out

Questions to guide your report:

1. Which program map did you review?
2. What did the program map do well?
3. What could be improved?
4. Any additional thoughts?

# PROGRAM MAP TIMELINE



*"If a picture is worth a thousand words, a map is worth a thousand pictures." –Ruth Stiehl and Kathy Telban*

**OCT 19**  
2018

## Feedback on Revised Drafts

### Review Program Maps for:

1. Program description
2. Confirm "right" college-level math
3. Math & English completion in 1st year
4. Recommend Math and English course taking. (1<sup>st</sup> term or 2<sup>nd</sup>?)
5. General electives- Provide choices
6. Milestones
7. Career & Salary Information

**OCT 26**  
2018

## Revisions Due

### Only for the following ADT's

Business  
Communication Studies  
Psychology

**NOV 2**  
2018

## Temporary Design Template

Program Map Design Template created and feedback solicited for future iterations of the template.

**NOV 6**  
2018

## Maps Released to Students

### Only for the following ADT's

Business  
Communication Studies  
Psychology

**NOV 30**  
2018

## All Maps Due

All program maps that were identified as in progress since Spring 2018 are due.

10.11.2018

GUIDED PATHWAYS- PROGRAM MAP IMPLEMENTATION

# Next Steps

## Submit Completed Program Maps

Email maps to Dr. Carol Farrar - [Carol.Farrar@rcc.edu](mailto:Carol.Farrar@rcc.edu) by November 30th.

## Things to Include in Submission Email

- Email - Subject Line: PROGRAM MAP
- Designated Faculty Point of Contact for the Program Map
- Any questions or assistance that may need to be reviewed on the Program Map



# Closing Remarks

Dr. Monica Green, Vice President, Planning and Development  
Dr. Kathleen Sell, Strategic Planning Faculty Lead