

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



June 2017 Riverside City College Strategic Planning News and Updates

Updates

Completion Counts through Pathways and the RCC College Promise Update

RCC will launch its College Promise in fall 2017 with 1000 students. The RCC Promise covers the cost of tuition, fees, and support for books. The RCC Promise provides students with integrated academic support tailored especially for full-time students whose goal is to graduate and be transfer ready in a timely manner. For further information on eligibility, please see

<http://www.rcc.edu/services/pathway/promise/Pages/Home.aspx>.

California Guided Pathways Project

RCC was selected to be among twenty California community colleges to participate in the California Guided Pathways project. The first of six institutes (over the next three years) is Leadership for Transformational Change: Implementing Pathways at Scale. The Institute will be held on September 17-19, 2017. The project requires that the college president and the team leader attend each institute and the remaining team members for each institute will vary depending on the topic. For the first institute will focus on essential elements of pathways design and strategies for leading the kinds of transformational change necessary to implement pathways college-wide. The RCC team will include Dr. Isaac, Susan Mills, FeRita Carter, Carol Farar, Alison Douglas-Chicoye, Wendy McEwen, Kristi Woods, Kathleen Sell, and Paul O'Connell. The team will be doing its "homework" to prepare over the summer and will report out at the fall strategic planning retreat.

Faculty Advising Liaison Update

The proposal was approved through the Strategic Planning Process for a two semester trial and then for possible permanent status negotiated with the union. A faculty advising webinar is available. A first viewing is scheduled at noon on June 7th.

Program Review Prioritization Timeline for Next Round

-March 30 – Program Review and Plans due

Every academic discipline has now done a full program review and update and there are only three areas in the college as a whole with an outstanding review—all others have been submitted.

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

Leadership Council Members

ACTPIS (Academic Career Technical Programs and Instructional Support)

Faculty: Steven Brewster, library; Angie Fawson, nursing; Laura Greathouse, LHSS; Tonya Huff, MSK; Chie Ishihara, CTE; Juliana Leung, FPA; Mark Sanchez, MSK; Victor Sandoval, LHSS; Jodie Mowry, LHSS; Jim Knieriem, CTE. Staff: Tony Rizo, co-chair; Jackie Robinson, Ashley Martinez; Cynthia Gonzalez; James Seals; Kheesa Slaughter. Management: Carol Farrar, co-chair; Kristine DiMemmo, Kristi Woods

IE (Institutional Effectiveness) Faculty: Debbie Cazares, co-chair; Hayley Ashby, library; Peter Curtis, FPA; Rebecca Kessler, CTE; Carla Reible, LHSS; Cynthia Morrill, LHSS; Ginger White, MSK; Hayley Ashby, Library. Staff: Regina Miller, co-chair; Diana DeCastro; Johanna Vasquez; Louie McCarthy; Jackie Urena. Management: Susan Mills, co-chair; Wendy McEwen

RDAS (Resource Development and Administrative Services) Faculty: Paul O'Connell, co-chair; Tucker Amidon, LHSS; Scott Blair, MSK; Mary Legner, MSK; Clifford Ruth, LHSS; James Rocillo, FPA; Patrick Scullin, CTE; Amber Casolari, LHSS. Staff: Stephen Ashby, co-chair; Bill Manges; Jennifer Lawson; Greta Cohen. Management: Chip West, co-chair; Scott Bauer

SAS: Faculty: Eddie Perez, co-chair; Pamela Crampton, MSK; Nini Dyogi, Nursing; Laneshia Judon, CTE; Mike Medina, CTE; Michele Pfenninger, LHSS; Oliver Thompson, LHSS; Rosa Ramos-Betancourt, counseling; Elisabeth Thompson-Eagle, MSK. Staff: Tony Ortiz, co-chair; Sharice Fox; Bonnie Langley; Lilia Acevedo; Steve Purdy; Rafal Helszer. Management: FeRita Carter, co-chair, Alison Douglas-Chicoye

The joint leadership councils met on May 18th to prioritize faculty hires for the 17-18 academic year. The councils forwarded nine positions to EPOC; that were would be six new additional positions was announced during the prioritization process in the fall. The remaining three positions were available to be allocated because three of those approved during the fall process were funded by categorical rather than general funds. The joint councils' and EPOC's recommendation will be posted to the website. EPOC and the councils look forward to the president's final decision.

-May 31 – Division Plans due

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

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

Spotlight: What Is Integrated Academic Support?

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. Many, though, are still not entirely sure what is meant by *integrated academic support*. Integrated academic support is a team-based approach to supporting students, in and out of the classroom, throughout their time at RCC, from orientation through graduation and/or transfer. The teams include counselors, educational advisors, faculty advisors, tutors, peer mentors, all trained and able to help students maximize their chances of success and able to direct students to any additional services they may need in financial aid, student health, etc.

Reorganizing the way counseling and advising is delivered to students has been central, and continued integration of all counseling and advising with the pathways will further increase the number of students that will reach their educational goal, whether transfer or CTE. This means counselors and ed advisors dedicated to particular pathways. Integrated academic support also includes bringing services directly to students in engagement centers dedicated to each pathway and to special populations.

RCC's efforts to better integrate student support have already yielded results. With the support of SSSP and this reorganization, the number of first time freshmen who have completed an SEP within their first year of enrollment increased from 59.9% in 2013/14 to an anticipated 70% for 2016/17. Focused Engagement Centers for the STEM and LHSS pathway and for special populations are providing a "hub" where students, faculty, and educational advisors can work together to better integrate curricular and co-curricular support services specific to a student's needs. Even without a dedicated engagement center space

yet, CTE and Fine/Performing Arts have also, under the leadership of the Ed Advisors for these pathways, offered a range of supportive services for students. Integrated student support – including faculty advisors, educational advisors, counselors and librarians, and co-curricular support is increasingly being based in these engagement centers. Many faculty are also hosting office hours in the centers – bringing the support to where the students are.

An integrated academic support plan is in process, spearheaded by Dr. Mills, VP Planning and Development, and Dr. Douglas-Chicoye, Dean Student Support and Success. This spring they visited each engagement center and learning lab to really understand the nature of the services offered to students in these spaces and what is needed to make them truly effective. The integrated academic support plan will provide an umbrella to integrate and assess programs and efforts that have been widely dispersed, including tutoring, engagement centers, supplemental instruction, the CAP program among others. Integrating and maximizing the support services the college has available to help students succeed is a crucial component of making guided pathways work and improving student success overall.

Leadership Councils

Each leadership council has completed or is completing a year-end report that will be posted on the Strategic Planning website (and the website is going to be organized and updated in July to make it easier to find and access materials).

The Educational Master Plan Annual Update has been approved and will be posted. It provides an overview of the work done by the college community this year and the progress made in working towards the vision and goals outlined in the Educational Master Plan. EPOC approved the Professional Development Plan at its May meeting, and now the work of the individual constituent groups (faculty development, SHINE, and the management professional development group) is to create the over-arching plans in each of their areas as well as collaborate in those instances where professional development crosses such constituency groups. SAS also brought the preliminary Community Engagement Plan, which brings together in one place the various community engagement efforts (from outreach to dual enrollment to pathways agreements to arts and other community events) so that the college can move forward with strategic and integrated planning in this area.

A revised and much more comprehensive Technology Plan (to include all forms of technology at the college, not just computers) is well underway. The Facilities Master Plan is in development as is the Integrated Academic Support Plan. EPOC looks forward to reviewing these plans next year.

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

Enrollment Management Corner

The enrollment/generation of FTES (full-time equivalent students) is the primary mechanism by which the college is funded. For next year, the college will continue the established process of setting division FTES targets as a tool for division/department accountability. This will ensure that college generates the funded FTES it needs for the college and the District and to be fully funded.

In 2017-2018, the groups working on enrollment management—the enrollment management committee, the academic deans, and department chairs—will explore best practices for taking into account FTEF (full-time equivalent faculty), the cost of generating that FTES. In addition, the college will continue to refine year out scheduling and continue working on the master schedule that ensures that all students have the opportunity to complete their course of study in a two-year time frame.

District Strategic Planning

The District Strategic Planning Committee has undertaken a complete re-write/re-fresh of the District Strategic Plan in addition to revising the District / College function map. There are several teams tasked with working on developing the Strategic Plan: 1) plan review and assessment; 2) Scan and Analysis; 3) SWOT (strengths, weaknesses, opportunities, threats) analysis; 4) Mission/ Vision/ Values and Strategic Themes; 5) Organizational Structures and Processes; 6) Writing.

The first two of these teams have convened and met; the others will work over the summer and into the fall on developing the plan. Riverside is well represented on each of the teams. Work on the function map will continue into the fall as well. The drafts compiled at each of the colleges and at the District Offices are being collated so that areas of agreement, gaps, areas of disagreement can be ascertained and discussed.

The RCC members of the District Strategic Planning committee are Wolde-Ab Isaac, president; Kathleen Sell and Susan Mills, strategic planning co-chairs; Mark Sellick, Academic Senate President; Carol Farrar, VP Academic Affairs; and FeRita Carter, VP Student Services.

Topic of the Month Project Report out

May's Topic of the Month was best practices and ideas for partnering with co-curricular support. Best practices include connecting students with staff in student services via a "warm hand-off." Student Services shared a web page with good information including videos to help students find the support they need: <http://rcc.edu/AcademicSupport/studentsuccess/Progcomp/Pages/Program-Components.aspx>. There was also discussion about the roles and responsibilities of the college and state and federal guidelines for support. The Office of Institutional Effectiveness will be sending an update shortly including a handout produced by Star Taylor and an information sheet on categorical student support programs along with email and telephone number contacts.

Thank you to all of you who took time in your various meetings to talk about the topics and share such a wealth of information and strategies. The Topic of the Month project will continue next year. Stay tuned for the September topic of the month!

Save the Date Fall 2017

- August 23—EPOC retreat during Flex 8-12
- Sept 7 2-6 p.m.; Sept 8 from 9-4 Cultural Proficiency Training
- September 15 – Area Plans due (through each Vice President)
- Sept. 22—College Readiness Summit 8-2
- October 13 Fall Strategic Planning Retreat 8-12
- October 20 from 9-4 Cultural Proficiency Training
- October/ November—the Strategic Planning Leadership Councils will meet jointly to prioritize, sending a final recommendation to EPOC by November.