



STRATEGIC PLANNING NEWSLETTER

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 - Updates
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SAVE THE DATES SPRING 2019:

- **FEBRUARY 8th:** Spring Flex
- **MARCH 31st:** Program Review updates for Disciplines and Departments are due.
- **MARCH 29th:** Spring Strategic Planning Retreat

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

ACTPIS

(Academic & Career Technical Programs and Instructional Support LC)

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

IE (Institutional Effectiveness 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; vacant Tucker Amidon, Enrollment Management Committee

LEADERSHIP COUNCILS SCHEDULE

Committee	Location	Time	Date
EPOC	Hall of Fame	12:50-1:50pm	1st Thursdays
SAS	Hall of Fame	12:50-1:50pm	3rd Thursdays
ACTPIS	AD, Rm. 122	12:50-1:50pm	3rd Thursdays
IE	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 below:

<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

Facilities Master Plan

The RCC Facilities Master Plan was approved by EPOC at its October meeting and it went the following week to District Strategic Planning. The Master Plan went to Chancellor's Cabinet and the Board of Trustees who approved the plan on November 13, 2018. Thank you to everyone who participated in this process!

Strategic Planning Constitution and Bylaws Refresh

EPOC finalized its revisions to the Strategic Planning Constitution and Bylaws at its November meeting. The revisions, three years into our planning processes, simply clarified operational and strategic responsibilities, especially given changes at the state level (such as integrating the SSSP and Equity grants and the elimination of basic skills with AB 705), name changes to two councils to better communicate their central charges, and clarifications to memberships and how members are elected and/ or appointed to councils.

The document went to Academic Senate for its first reading. Academic Senate is charged with overseeing our strategic planning structure and processes, for review and ratification.

FALL RETREAT

The Strategic Planning Fall Retreat was held on Friday October 19th, 8-12:30pm. All members of EPOC, Leadership Councils, Department Chairs, Academic Senators, and Deans were invited.

The retreat objectives were to:

- Review and clarify the way our strategic planning structure integrates work on college initiatives (Guided Pathways focus), accreditation, allocation of resources, emphasizing in particular the role of each leadership council
- Refine and finalize the topics/projects for the QFE (Quality Focus Essay) for the ISER
- Brainstorming ideas for refining and scaling RCC's Integrated Academic Support model
- Provide feedback on the program mapping progress and set out the timelines for the completion of all program maps

Attendees had presentations and updates from each of the Leadership Councils' co-chairs along with accreditation and Guided Pathways updates. The retreat also included hands on work by all participants, facilitated by our counselors, on providing feedback on program maps and on work to clarify the vision for engagement centers, focusing on what services should be provided to students at various milestones during their time at RCC.

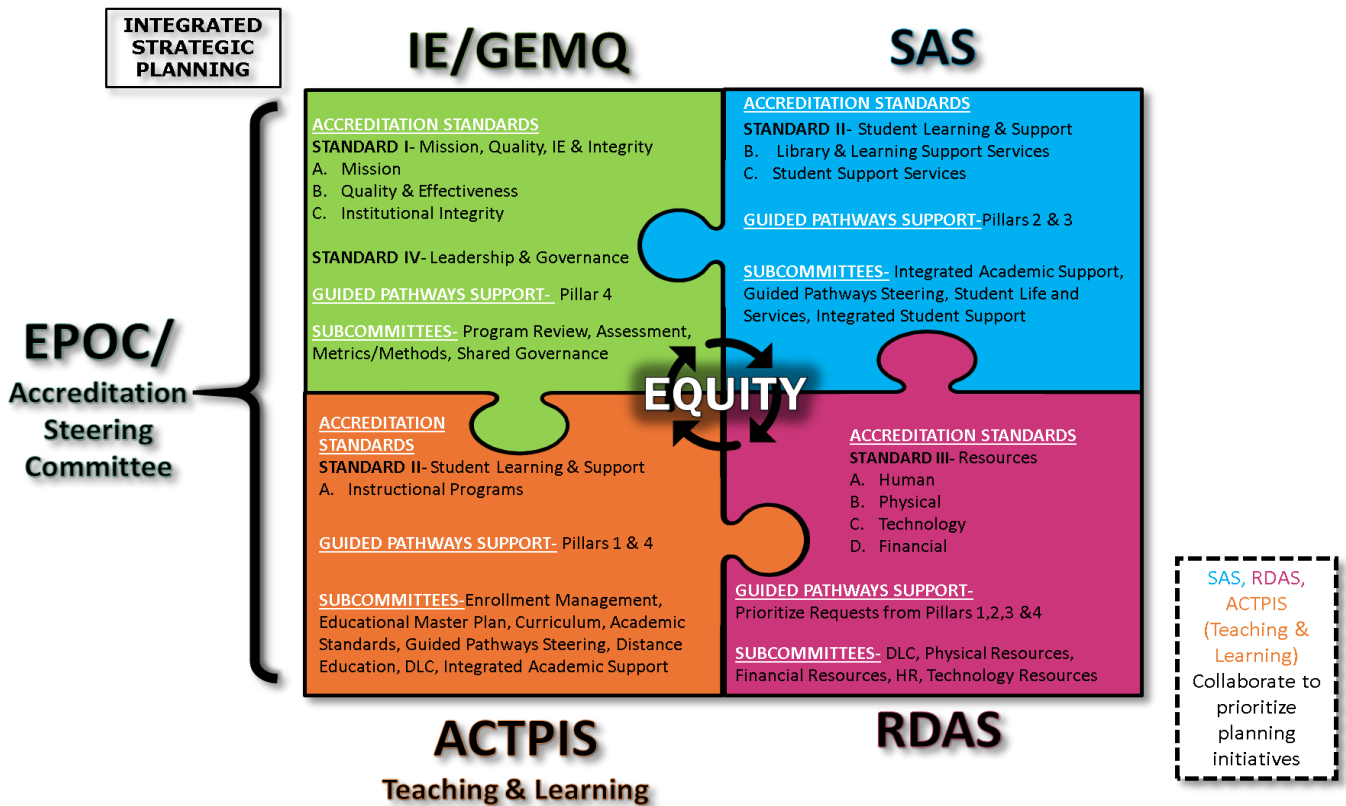
Here is a link to the presentation for more information:

https://www.rcc.edu/about/president/strategic-planning/Pages/Newsletter_presentation.aspx

**Coming together is a beginning,
staying together is progress,
and working together is
success”.**

-Henry Ford

STRATEGIC PLANNING MODEL:
An Integration of Equity,
Accreditation and Guided Pathways



GRANTS

The fall semester has been relatively quiet in terms of grant activity as most grants we will be seeking will be due beginning January 2019 as can be seen from the Grants Under Development list below. It will be a busy season of proposal writing activities, but we are beginning now, developing boilerplate language for the various proposals and teams are actively developing program concepts that will be integrated into each of their proposals. Grant proposals are prioritized based on RCC’s Educational Master Plan, Strategic Plan and priority initiatives. Resources for proposal development and writing are also allocated accordingly. Without this alignment with strategic priorities, RCC runs the risk of seeking grants that may be difficult to sustain and in the worst-case scenario be counterproductive given limited human, fiscal and physical resources.

Lastly, please join me in congratulating Skip Berry (Computer Information Systems) and Ajene Wilcoxson (Business Administration) who were accepted to the Mentor-Connect program, a NSF funded technical assistance provider for those community colleges developing NSF Advanced Technical Education proposals. Skip and Ajene will

have the opportunity to receive extensive grant writing and proposal development training from expert NSF ATE principal investigators and join a national network of over a thousand fellow community college faculty who have successfully received NSF ATE grants.

Please contact the Office of Grants and Academic Resource Development (951-222-8467) if you have any questions or would like to have a conversation on an idea for grant funding.

Grants Under Development		
Grant Opportunities	Max Funding	Proposal Development Team
NSF IUSE Grants		
NSF ATE Grant - Welding	\$ 250,000	Jim Knieriem, Mike Medina
NSF ATE Grant - CIS & Business	\$ 250,000	Skip Berry, Ajene Wilcoxson
NSF S-STEM	\$ 650,000	STEM Strategic Planning Team
NSF REU	\$ 500,000	Virginia White - Costa Rica Site Development
Veteran's CCCCCO	\$ 200,000	Kyla O'Conner
US Dept of Ag - HSI Grant	\$ 250,000	Virginia White & UCR
US Dept of Education - Title V - HSI		
- Individual	\$ 2,500,000	Support
- Collaborative CSUSB	\$ 3,500,000	RCC, GIA, CSUSB
Riverside Mental Health Grant	\$ 100,000	Renee Martin-Thornton
- Collaborative UCR	\$ 3,500,000	RCC, GIA, UCR
California CCAP STEM Pathways Academy Grant	\$ 1,428,571	**Specific requirements - one per region. 7 to be awarded
Potential Opportunity	\$13,128,571.00	

PRIORITIZATION UPDATE

Completing Year three of RCC’s Planning Cycle: 2015-2020 Strategic Plan

Process

This year’s process has involved two question and answer sessions on September 27th and 28th, responses to all the questions raised during those sessions being sent out to council members along with other information on faculty hiring, and the use of surveys to facilitate engagement and a frank evaluation of the initiatives and requests being put forward in each plan. ACTPIS, RDAS, and SAS members were sent the surveys—so they were sent to 57 council members (IE oversees the process and helps us improve it each year but doesn’t prioritize). Twenty-five surveys were returned and we are going with what we received as the basis for today’s conversation and decisions. The surveys asked council members to rank initiatives themselves not the individual items one by one within each initiative. The process genuinely focused on strategic initiatives rather than line by line budget items. On October 18th and 19th the joint councils met to finish the work of prioritizing the initiatives, including full-time faculty hires, and crafting their recommendation.

All that said, budget and available funding are definitely important considerations. Last year much was able to be funded and the college did quite a bit of hiring and moved forward with funding in a number of areas. This year the councils recognize that funding is much more limited. Thus it is the hope that the work of the councils to prioritize initiatives also offers a clear sense of direction/ emphasis on where expend effort in the search of additional outside funding in the form of grants, etc.

Following these meetings (and the Fall Retreat), all participants were sent an assessment survey so that the effectiveness and level of participation in the process can continue to be improved. The IE Leadership Council will review the responses collected in the survey and use these as a basis for recommendations about improving the program review and prioritization process.

While the president has not yet announced the final approved list, chairs with faculty positions that were prioritized have been encouraged to begin the development of the Job Descriptions (JDs) in their areas understanding that (1) the faculty prioritization list is only a recommendation at this time and will not be official until the president makes his final decision/announcement and (2) that it can take some time to complete the JD development process and recruitment. As faculty develop the new job posting to best meet current needs, they are encouraged to take this as an opportunity to look at the language of the posting with an equity lens. The faculty who attended the USC Center for Urban Studies – Equity in Faculty Hiring conference last year will be available as resources to help refine job postings.

EPOC reviewed the joint councils’ recommendation at its November meeting and voted to forward it to the President.

Next steps: The President will respond to the joint councils’ recommendation before the end of the calendar year.

Here is the link for the recommendation letter: <https://www.rcc.edu/about/president/strategic-planning/Pages/ResourceAllocation.aspx>
 (Recommendation Letter will be posted shortly). The President’s response will also be posted once it is available.

ACCREDITATION

RCC ACCREDITATION TIMELINE FOR FALL 2018



Key Date	Activity	Expected Deliverable
September 10, 2018	Create Accreditation Web Site	Documents and drafts posted to SharePoint
September 10, 2018	Standard Drafts Feedback Meeting	Feedback, writing tips, and evidence protocol provided to standard leads
October 19, 2018	Discuss Quality Focus Essay Topics	Presentation and documented discussion at the Fall Strategic Planning Retreat
November 8, 2018	Submit Draft #2 to LC’s	Standard Draft #2 submitted by leads for review by councils
November 15, 2018	Review Draft #2 at LC’s	Standard Draft #2 discussed and approved by councils
November 29, 2018	Submit Draft #2 to EPOC-ASC	Standard Draft #2 submitted by leads for EPOC-ASC review
December 6, 2018	Discuss Draft #2 at EPOC-ASC	Documented discussion of drafts at EPOC-ASC meeting
December 31, 2018	Complete Full ISER Draft	Draft of the ISER compiled by the editors

ACCREDITATION UPDATE – FALL 2018

Activities in support of self-evaluation:

- Tri-leads meeting focused on reviewing draft feedback, organization, and transitioning to writing ISER narratives
- Training on the accreditation SharePoint site for collaboration and draft/evidence submission
- Gathering feedback on communication preferences to inform current and future accreditation discussions
- Monitoring and reporting progress on Draft #2 due November 29th
- Broad discussion of Quality Focus Essay topics

ACCREDITATION SPOTLIGHT: Quality Focus Essay

Description of the Quality Focus Essay (QFE) from <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf> --Excerpted from ISER Guide published this fall

H. Quality Focus Essay (not to exceed 4,000 words—16 pages)

The Quality Focus Essay is the component of the ISER which provides the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level. Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that institutional self-examination, it will identify policies, procedures, or practices in need of change that directly relate to the improvement of student learning and/or student achievement. Consequently, the institution will identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement.

Based on the areas identified, the institution will plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement over a multi-year period. These projects will be described in a Quality Focus Essay (QFE). *The Essay will include for each project an introductory discussion of the student learning or student achievement data that led to identifying the area of need or area of interest, a brief discussion of the anticipated impact of the project on student learning and/or student achievement, a description of anticipated measureable outcomes, and a detailed description of each project. The description of each project should include specific activities to be completed, responsible parties, resources needed, and a timeline for completion.* The projects described in the QFE should be realistic and workable and should culminate in a set of observable and measurable outcomes. The QFE's factual basis and data analysis should be consistent with the other portions of the college's ISER, notably the student achievement data presented as outline item B (above). The QFE will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and will demonstrate the institution's commitment to excellence.

The peer review team will review and provide constructive feedback on the QFE, with the goal of supporting institutional efforts to enhance student learning and achievement. The Commission does not evaluate the QFE to determine the institution's accreditation status. Rather, the Commission uses the QFE as a means to encourage institutional development and innovation, advance educational quality, foster institutional excellence, and support improvement of member institutions. The areas identified in the QFE will become critical focal points for the institution's Midterm Report. In the Midterm Report, the institution will provide a progress report or, if the projects are completed, a final report on the outcomes of the projects.

Proposed Quality Focus Essay Topics:

RCC's Quality Focus Essay will concentrate on two primary areas of development identified through the institutional self-evaluation process. These areas directly impact student learning and illustrate the integration of strategic planning with the College's guided pathways efforts. These topics are aligned with two of the four pillars of guided pathways: Clarify the Path and Stay on the Path. College-wide discussion of these topics took place at the Fall Strategic Planning Retreat on October 19, 2018.

Topic #1 – Program Maps & Degree Profiles

Topic #2 – Integrated Academic Support

Clarify the Path to student end goals through:

Helping students **Stay on the Path** by:

- Completion of program maps and degree profiles
- Phased implementation EduNAV
- Communicating the information
 - Print publications
 - College website

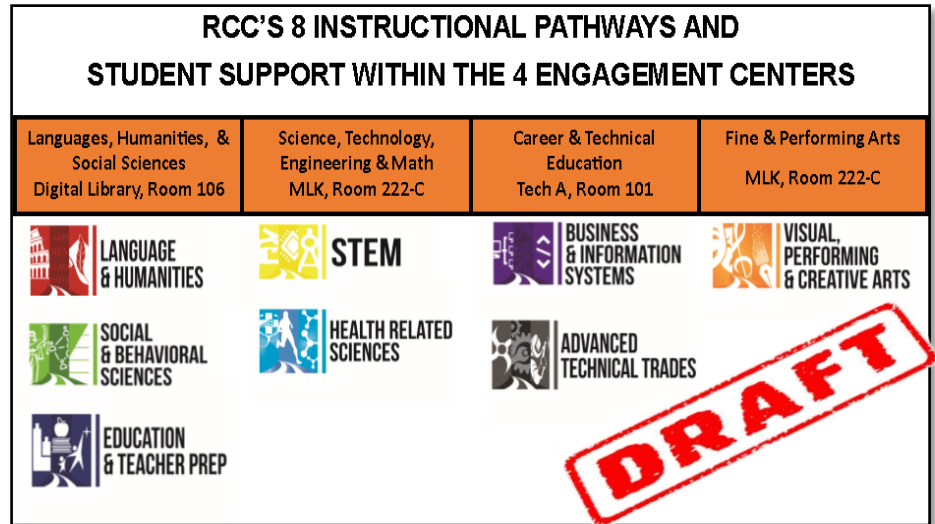
- Assessing engagement centers and academic support
- Refining/scaling structures
- Establishing roles and responsibilities
- Ensuring communication flow
- Monitoring student progress via case-load management

GUIDED PATHWAYS

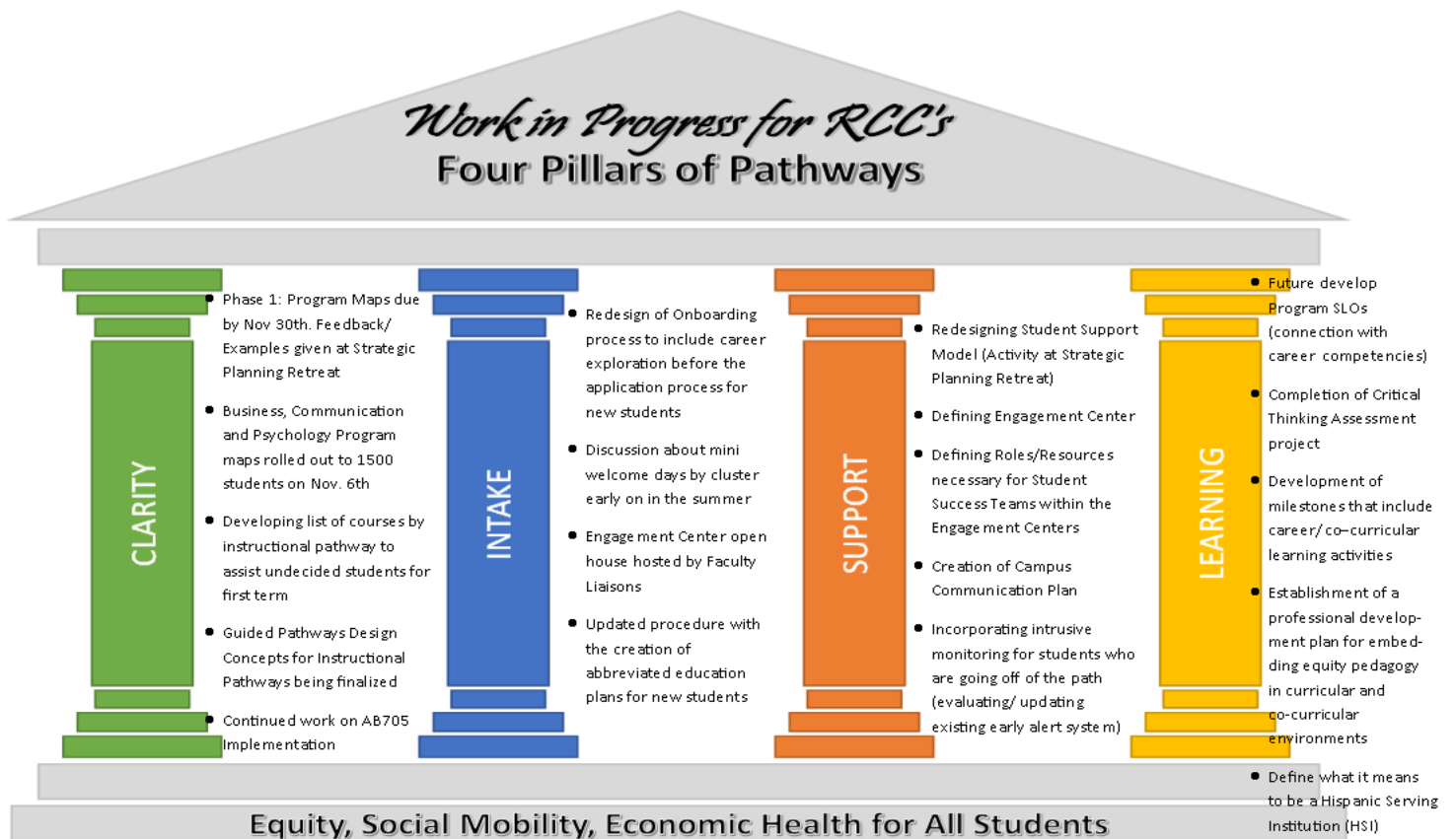
RCC Faculty, Staff, and Administrators have been working diligently towards transforming our institution to increase Equitable Resources, Social Mobility and Economic Health for ALL of OUR students. There has been great strides in redesigning the intake process, completing Program Maps, redesigning curriculum and course offerings, looking at disaggregated data across disciplines, creating a student support model for the Engagement Centers and reshaping our Counseling and Advising models to support student success. None of this would be possible without your continued effort, expertise, support and time. Although we are still in the process of finalizing marketing designs for the Instructional Pathways, here is a visual of how students will be filtered in each of our four Engagement Centers based upon the identified Instructional Pathway.

The Faculty Liaisons hosted a Meet and Greet, open house for the Engagement Centers on Thursday, November 1st. Students were able to get connected and acquainted with the resources that the Engagement Centers offer. Counselors,

Faculty Advisors and Peer Mentors were also there to meet with students about transfer, careers, resources, course selections and to provide answers to questions that the students may have had. The Meet and Greet had a great turnout and we hope to continue to refer students to the engagement centers for additional academic/counseling/advising support.



GUIDED PATHWAYS FALL UPDATES



SPOTLIGHT: EDUNAV LAUNCH TO SUPPORT GUIDED PATHWAYS

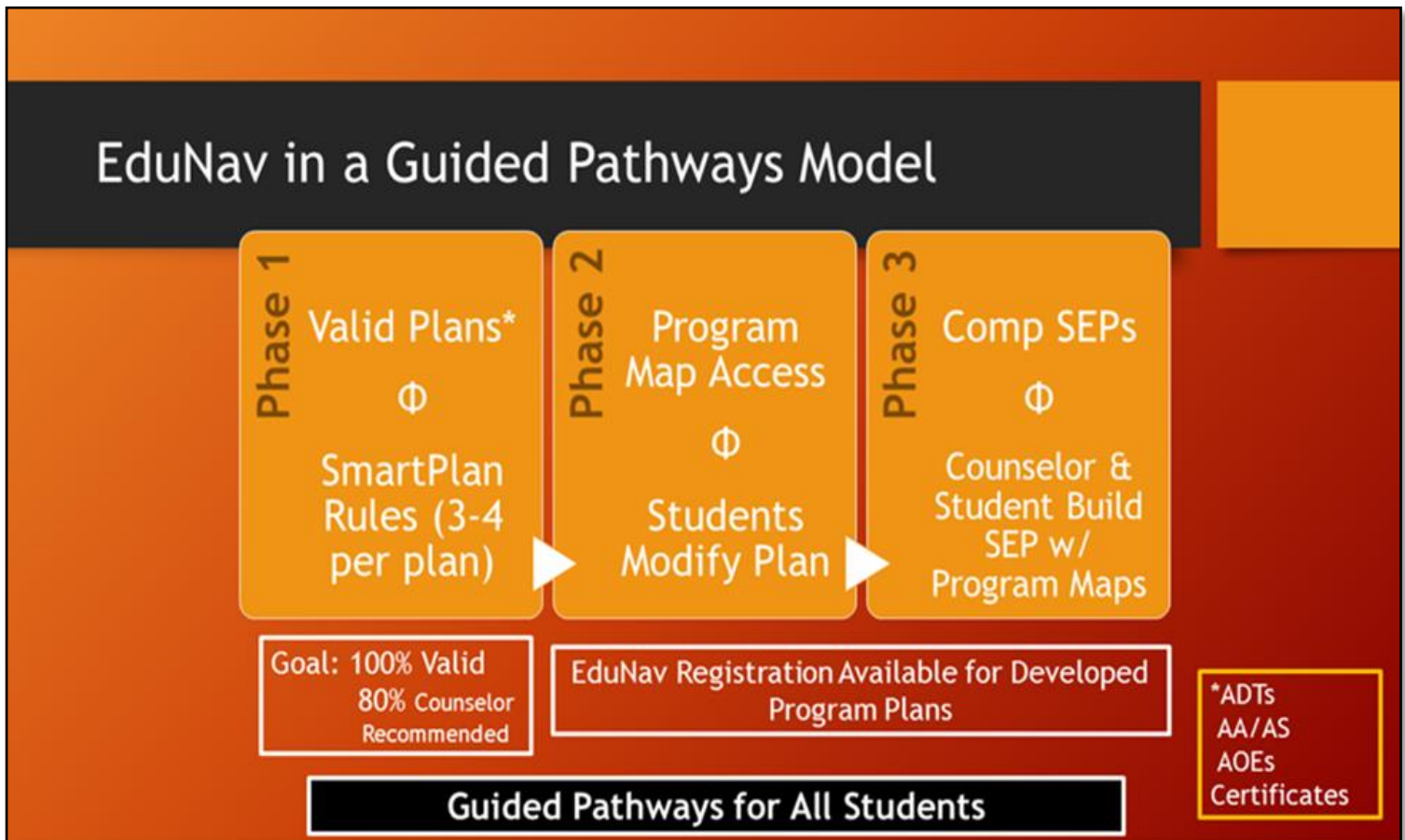
This fall, Riverside City College launched EduNav, our improved planning and registration system, to approximately 3,000 students across the district. We expect to develop and test best practices with this initial group so that we can continuously improve the new system as we progress toward district-wide deployment in 2019.

EduNav is a student-centered solution that unifies the planning, scheduling, and registration experience for students. It will also help us to better forecast course demand so that we can offer the right course options that will help our college continue to improve student completion rates. It is an important component to guided pathways at Riverside City College. An EduNav [Riverside](#) support webpage is available where you and our students can find resources to learn more about the system.

The EduNav in a Guided Pathways Model below provides a visual of how the system integrates with our program maps and comprehensive Student Education Plans (SEPs). While the full program maps are not embedded in the EduNav system, program maps are essential to guide students and counselors in determining optimal course sequencing for award completion. Much of the same logic faculty used to develop program maps are in EduNav, these are called SmartPlan rules. Just in time for winter/spring 2019 registration, the CSU-ADT program maps for Business Administration, Communication Studies, and Psychology are available [online](#) to provide additional guidance to students on course taking suggestions, milestones towards completion, and relevant transfer and career information. Students in these three programs may access EduNav in this initial fall rollout.

Please take a moment when you can to thank our counselors, admissions officers, and district IT staff for their countless hours in moving this important guided pathways project to fruition.

Your campus contact lead is Dr. Allison Douglas- Chicoye - Allison.Douglas-Chicoye@rcc.edu.



AB 705 IMPLEMENTATION: UPDATE ON ENGLISH

(stay tuned for Math next time!)

A key part of the guided pathways framework nation-wide is reforming placement and simplifying/ reducing students’ movement through basic skills sequences so that they are able to get to and through transfer-level coursework much sooner. Several years’ worth of data have made it clear that locking students into multi-term sequences of basic skills courses has not only not increased their chances of success, but in fact has significantly reduced the likelihood that they will ever make it to the end goal of a degree. And the problem has significant equity impact as placement into two and three levels below basic skills courses has disproportionately impacted minority students. The passage of AB 705 in California has put this one piece of the reforms undertaken by Guided Pathways front and center, accelerating the move to not just reform placement and accelerate students through basic skills, but indeed to transform the system altogether by essentially eliminating all basic skills and requiring the use of high school GPA for placement—and in fact, further, the legislation emphasizes students’ right to transfer-level coursework from the beginning of their college careers.

The new state funding formula which has as one component completion of transfer level math and English in a student’s first year has added impetus to these efforts. The basic question all of the research, the law, and the funding formula pose is how can we maximize student’s chances of making it through transfer level English (and math) in their first year?

ENGLISH: HOW CAN WE “MAXIMIZE” STUDENTS’ CHANCES OF COMPLETING TRANSFER LEVEL IN ONE YEAR?

*SLIDE FROM CAP JULY 2018 SO. CA. SUMMER INSTITUTE OPENING REMARKS

High School Criteria	Average Success Rate in College English
GPA 2.6 and above <small>(62% of students in statewide sample)</small>	79%
GPA 1.9-2.6 <small>(28% of students in statewide sample)</small>	58%
GPA below 1.9 <small>(10% of students in statewide sample)</small>	43%

Corequisite Model at San Diego Mesa College	Success Rate in College English
3-unit College English + 2 unit coreq Open to students w GPA below 2.6 <small>Single-semester success rate, n=300</small>	74%

What is happening in English, ESL, & Reading Right Now?

Already happening:

- No more ENG 60A, 60B, 70
- No ENG 80s planned for the immediate future

For Fall 2019:

- No ENG 80
- Very few ENG 50 and they will NOT be placements – optional only
- Placements:
 - Students with 2.6 or higher GPA will place into 1A
 - Students with 1.9-2.6 can take 1A but we will recommend 91
 - Students with GPA lower than 1.9 will be required to take 91

- REA hopes to offer REA 3 as a reading competency (in addition to current REA 83)
- REA faculty working with new and existing curriculum and innovating other strategies for concurrent student support and potential role in college faculty professional development

For Fall 2020:

- ESL faculty are redesigning ESL curriculum into an optional non-credit short sequence and a redesigned and shorter for-credit sequence that leads to ENG 1A

AB 705 IMPLEMENTATION: UPDATE ON ENGLISH (Cont'd...)

Current English Placement for Winter and Spring '19:

PLACEMENT GUIDELINES ENGLISH COMPOSITION COURSES

ENGLISH 1B/1BH

- A grade of C or better in ENG-1A/1AH

ENGLISH 1A/1AH

- Qualifying High School GPA; or
- A grade of C or better in ENG-50 or ENG-80
- Approved alternative placement method (see Counseling for available options)

ENGLISH 50

- Qualifying High School GPA; or
- Successful completion of ENG-70 or ESL-55

Only 10
for Spring

ENGLISH 80

- There is no prerequisite; the course is open to all students.

None for
Spring (and
immediate
future)

ENGLISH 91

- Students who don't otherwise place directly into English 1A may enroll in English 1A IF they also take English 91, the co-requisite support course.



Placements for Fall '19 and beyond :

High School GPA	RCC Placement
GPA 2.6 and above	English 1A
GPA 1.9-2.6	ENG 1A + 91 Recommended
GPA below 1.9	ENG 1A + 91 Required



There will be no English 80 sections.
For Fall 19 we will have five or fewer English 50 sections.
There may be even fewer in Fall 2020 when ESL has a revised pathway.

WHAT IS THE ENGLISH 91 SUPPORT COURSE?

- Critical readings skills
- Critical thinking in response to readings
- Academic composition skills
 - Process
 - Rhetorical strategies
 - Editing and proofreading
- Student and College Success Skills
 - Growth mindset, fear management, perseverance, and motivation strategies
 - Metacognition for success and overcoming obstacles
 - Time management strategies
- Understanding how to
 - Apply 1A/91 skills to other classes
 - Have effective counseling and academic advising visits
 - Use campus support services including tutoring, health services, WRC, DRC, SI, faculty, etc.
 - Work with instructor to find the best success strategy for completing English requirement

The English Department will be monitoring, assessing, and evaluating how students are doing with the new parameters and supports in place and are ready to adjust as their ongoing study of the data and experience with the students in the classes warrant.