

STRATEGIC PLANNING NEWSLETTER

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Save the Date — Fall Dates

One initiative EPOC will undertake in Fall 2018 is development of specific proposals for a college master calendar to streamline meetings, avoid duplication, and plan intentionally so as to avoid scheduling that creates conflicts between major events. The idea is not just to track all the meetings, but to provide a general template for scheduling meetings that is consistent across the college.

October 19th, 2018: Fall 2018 Strategic Planning Retreat

Fall 2018 Leadership Councils Prioritization Dates:

- September 28th: Meet to receive VP Plans, train on how to evaluate, and have time to ask questions / discuss
- October 18th: Meet to prioritize then forward recommendations to EPOC

Membership for 2018-2019

Welcome to new and continuing faculty members! And a thank you to outgoing members and chairs for all of their efforts. The divisions that held elections this spring are STEM, CLAS, and LHSS—membership from CTE, Nursing, and Fine and Performing Arts will remain the same for next year.

2018-2019 elected members from STEM, CLAS, and LHSS

ACTPIS: Sal Soto, Ron Ruiz, Jody Mowrey, Victor Sandoval, Mary Legner, Tonya Huff

SAS: Michael Love, Eddie Perez, Michele Pfenninger, Tommy Korn, Pam Crampton, Veasna Chick

RDAS: Pati Avila, Tucker Amidon, Amber Casolari, Ward Schinke, Leo Truttman, Michael Cryder

IE: Zina Chacon, Carla Reible, Paul Richardson, Wendy McKeen (still two vacancies from LHSS)

Cynthia Morrill will be taking on the role of Program Review co-chair and thus also serving on EPOC. Tucker Amidon will continue in the role of Enrollment Management co-chair as well as taking on chairing RDAS. Juliana Leung will continue to serve as ACTPIS co-chair and Debbie Cazares for IE. SAS will elect a co-chair. Garth Schultz will be representing the Faculty Association as an ex officio member of EPOC.

EPOC/ASC (Educational Planning and Oversight Committee/Accreditation Steering 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: Hayley Ashby

Student Representative: Maritzza Jeronimo, Clara Velarde

Leadership Councils

All councils meet the 3rd Thursday of the month

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

Chairs: Juliana Leung, presiding faculty chair; administrative co-chairs, Carol Farrar; Akia Marshall, staff co-chair

IE (Institutional Effectiveness Leadership Council)

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

SAS (Student Access and Support Leadership Council)

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

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



Key Date	Activity	Expected Deliverable
June 2018	Review Standard Drafts	Editors' suggestions for improving drafts
July 2018	Draft Introductory Material	Draft of the ISER introduction
August 2018	Draft Quality Focus Essay	Draft of the Quality Focus Essay
August 2018	Update Accreditation Web Site	Revisions to the accreditation web site
August 2018	Provide Progress Update	Presentation on accreditation progress and upcoming activities during Fall FLEX



Key Date	Activity	Expected Deliverable
September 2018	Post Standard Drafts	Standard drafts posted to the web site
October 2018	Refine Drafts and Evidence	Presentation and documented discussion at the Fall Strategic Planning Retreat
November 29, 2018	Submit Standard Draft #2	Standard Draft #2 submitted by leads for EPOC/ASC review
December 6, 2018	Discuss Standard Draft #2	Documented discussion of standard drafts at the EPOC-ASC meeting
December 2018	Develop Complete ISER Draft	Draft of the ISER compiled by the editors

ACCREDITATION TIMELINE

ACCREDITATION

The college has made considerable progress on accreditation this semester thanks to the focused and collaborative efforts of those who have participated in the self-evaluation process. While there is much to do out ahead, it is important to celebrate what has been accomplished thus far!

Initial drafts of the standard worksheets have been submitted by the standard leads for initial review at the May 29th EPOC-ASC meeting. The benefit of the discussion and assessment of college policies and processes in the context of the standards has been two-fold. First, the College has established alignment to the standards and identified relevant supporting evidence. Second, an analysis of gaps has informed the discussion of action steps to improve alignment now and in the future.

The table above outlines the remaining accreditation activities for the spring semester and describes the upcoming activities for summer and fall.

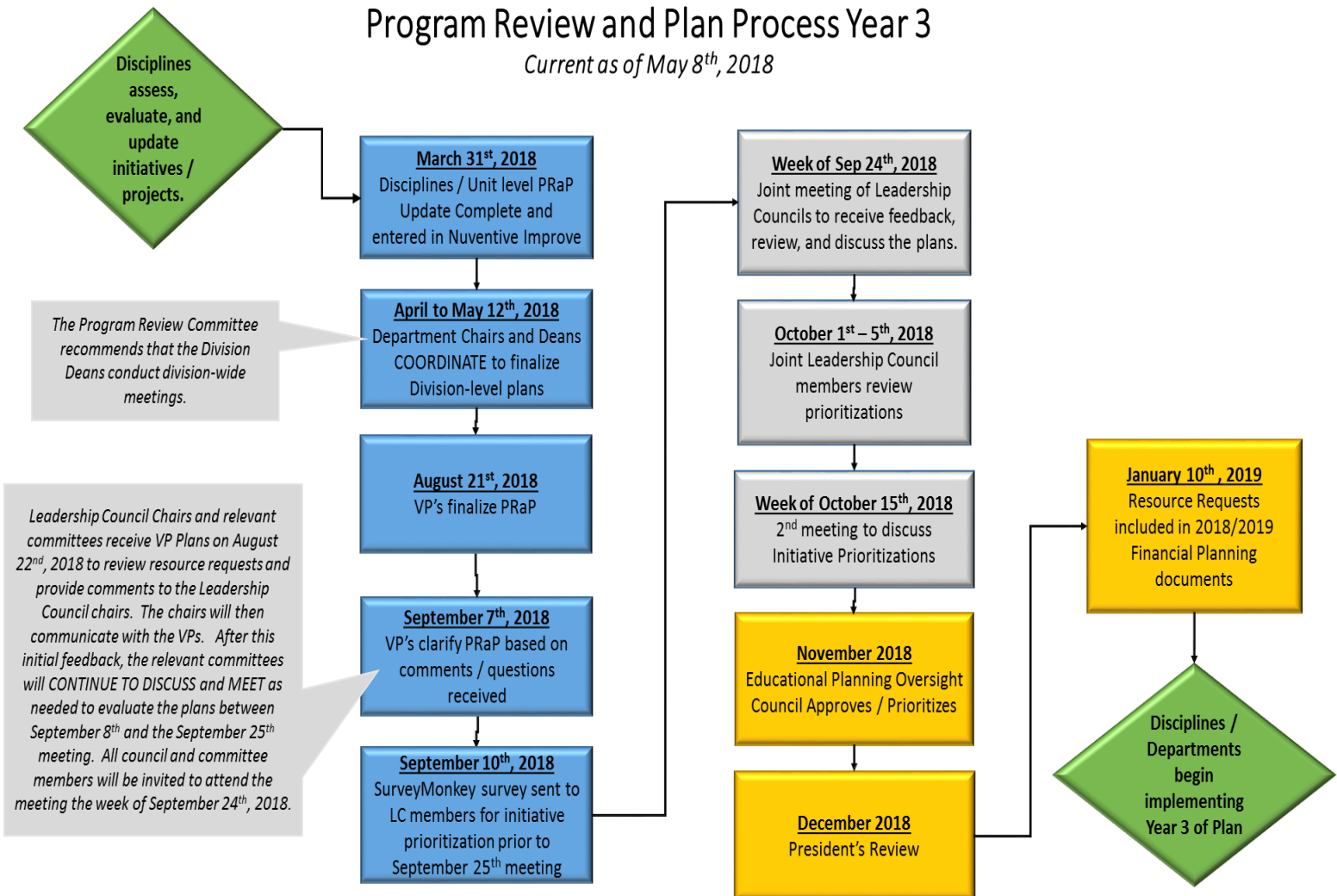
PROGRAM REVIEW AND PLAN (PRAP)

Year 3 of the PRaP cycle is in progress. Use the flowchart below to help identify where the college is in the process and what to expect next.

On September 10th, all Leadership Council members will receive a SurveyMonkey survey link which they can use to create an initial evaluation and prioritization of the initiatives which have been included in the Vice Presidents' planning documents. The results of this survey should help the Joint Leadership Council meetings move smoothly — progressing to discussion and prioritization more quickly than in previous iterations.

Please contact Wendy McEwen or members of the Program Review Committee if you have questions or recommendations about how we can better facilitate the prioritization process this year.

Riverside City College Program Review and Plan Process Year 3 *Current as of May 8th, 2018*



Spotlight: AB 705

Many of you have probably been hearing about AB 705. Here is a brief summary of the bill from the AB 705 Fact Sheet:

Bill Summary

AB 705 helps more students succeed in completing a degree, certificate or transfer by ensuring that they have access to college-level courses when they first enter a community college. In order to maximize the likelihood that students will complete college-level coursework in English and math within a one-year timeframe (a key indicator of student success), AB 705:

requires colleges to use high school transcript data, and it sets a standard for how community colleges use high school transcript data, in the placement of students into math and English courses, allows more students to enroll directly into college-level courses in which they can be successful.

AB 705 leaves room for colleges to exercise local control over placement in response to research with their own student body. AB 705 does not dictate specific placement rules or criteria, rather sets standards that colleges must use in their local decision-making. These standards are designed to ensure that placement decisions maximize a student's likelihood of completing math and English milestones. The changes brought about by shifting to metrics that use HS GPA as the key factor in placement have already dramatically changed the numbers of students placing directly into transfer level English and Math. For example, in the past, 20-30 % of students placed directly into transfer-level English, English 1A. In Fall 2017 and again in Fall 2018, that percentage has been flipped with close to 70% of students placing directly into English 1A. AB 705 will solidify these changes and expand them.

An important part of the changes AB 705 is bringing is a shift to an emphasis on co-requisite support for transfer level English and Math taken concurrently with the transfer level class rather than sequences of remedial courses leading to the transfer level course for students who in the past—or even under the current model using HS GPA--would not have placed directly into the transfer level course. English has a co-requisite course ready to go with a small pilot this fall and an anticipated full roll out in Spring 19. Math is developing its co-requisite model this year to be ready for Fall 19.

So what has prompted AB 705? A decade into the completion agenda and numerous efforts to improve outcomes for basic skills students, the numbers remained stubbornly low. As the Fact Sheet puts it

Placement policies and basic skills courses are intended to improve students' success in college-level English and math. However, under current practice, being required to take basic skills English or math *substantially REDUCES* a students' chances of completing college-level courses. Among community college students placed into remediation, just 40 percent go on to complete a degree, certificate, or transfer in six years compared to 70 percent for students allowed to enroll directly in college-level courses¹. A recent Public Policy Institute of California (PPIC) report found that 80 percent of students entering community colleges enroll in at least one remedial course in English, math, or both; of that population minority students are overrepresented; and most of these students never advance to or successfully complete college-level coursework². In fact, PPIC states that "In its current form, developmental education may be one of the largest impediments to success in California's community colleges."

1 [California Community Colleges Student Success Scorecard](http://www.ppic.org/content/pubs/report/R_1116MMR.pdf)

2 http://www.ppic.org/content/pubs/report/R_1116MMR.pdf

The timelines for implementation are fast—ESL is given until 2020, but English and Math are expected to be fully compliant with AB 705 by the Fall of 2019. Guidelines for implementation have come out for English but are still pending for Math and ESL.

AB 705 is having ramifications across our college and district. RCC convened an AB 705 initial summit last spring to begin the process of mapping out full college-wide implementation and there will be more such meetings/ consultations throughout this year. The AB 705 coordinator for English is Kelly Douglass; for math, the AB 705 co-coordinators are Valeri Merrill and Veasna Chiek, for reading, the AB 705 coordinator is Victor Sandoval.

Complete fact sheet: <http://collegecampaign.org/wp-content/uploads/2016/06/AB-705-Fact-Sheet.pdf>.

Chancellor's Website info page on AB 705: <http://www.californiacommunitycolleges.cccco.edu/Portals/0/GovRelations/Enacted-Bills/ab-705-summary.pdf>

AB 705 Academic Senate FAQ: https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf

Along with the challenges we'll likely face implementing AB 705, it is important to remember that it also offers opportunities for our students and for us to refresh and rethink how we approach instruction in the core areas of Math and English.

GUIDED PATHWAYS

The RCC Guided Pathways Team would like to extend a welcome to Monique Greene! She will be RCC's Guided Pathways Coordinator, focusing full-time on helping RCC fully transition into a Guided Pathways college. She joins the team from the Counseling department where she worked as the Career Center Coordinator, General Counselor and Assistant Professor of Guidance. She will be the college's point person as RCC continues using this framework to improve student success.

As the college continues to use the Guided Pathways as a framework to increase student success, several on-going initiatives are playing key roles. AB705 implementation, Equity, and grant-funding for AVID and STEM en familia, are all pieces which will help the college integrate student support. As you participate in department meetings, committee meetings, and Leadership Council activities, please use the Guided Pathways framework as the lens to integrate the many on-going efforts designed to help students choose a career, successfully enroll and complete coursework, and progress towards a certificate, degree, and / or transfer opportunity.

The graphics below provide a snapshot — by pillar — of the

Clarify the Path



Create Clear Curricular Pathways to Employment and Further Education

Enter the Path



Help Students Choose and Enter Their Pathway

Stay on the Path



Help Students Stay on Their Path

Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

Four Pillars of Pathways

CLARIFY THE PATH

In Progress:

- Online planning tool development
- Identify the right math for programs
- Identify milestones and career information for programs
- CTE program maps in fall 2018 catalog
- Connect CTE programs to transfer
- Long term plan to eliminate AOE's
- Continue pathways work with 4-year partners
- Develop on-ramp pathways
- Continued work on AB 705 implementation

Completed:

- Developed "Making the Case for Guided Pathways"
- Identified 8 academic clusters
- Linked programs to clusters
- Held college Mapping Day on January 26, 2018
- Held FLEX Friday mapping activities on March 16 and April 20, 2018
- Developed Program Maps for
 - Associate Degree for Transfers
 - Career & Technical Education Certificates and Degrees
- Piloted online planning tool: EduNav pilot
- Clarified how all CTE programs lead to clear career opportunities

Equity, Social Mobility, Economic Health for All Students

Four Pillars of Pathways

ENTER THE PATH

In Progress:

- Development of supports for transfer-level English and Math
- Clarify roles of Integrated Academic Support Team members
- Revise Student Onboarding process to include career assessment
- Expansion of Dual Enrollment
- RCC Promise orientation by cluster
- Welcome Day by cluster
- Explore technology/enhance web site for student on-ramping

Completed:

- Full implementation of Multiple Measures
- Developed "Making the Case for Students"
- Identified Integrated Student Support Team members (both Academic Support and Student Services Support)
- Piloted RCC Promise
- Outreach on guided pathways to high school students
- 83% of fall 2016 first-time freshmen with less than 15 units attempted in 2016-17 completed SEPs (40% comprehensive, 43% abbreviated)
- 91% of fall 2016 first-time freshmen with 15 or more units attempted in 2016-17 completed SEPs (69% comprehensive, 22% abbreviated)

Equity, Social Mobility, Economic Health for All Students

Four Pillars of Pathways

STAY ON THE PATH

In Progress:

- Develop Multi-term registration
- Refine Engagement Centers mission and services
- Identify space for FPA engagement center
- Clarify integration of Academic Support Team members
- Implement technology for Early Alert and student progress tracking
- Develop districtwide policy for faculty advising
- Intrusive monitoring for student going off path

Completed:

- Identified Academic Support Teams
- Piloted Faculty Advising Liaisons
- Piloted Peer Mentoring program
- Offered more evening counseling hours
- Launched CTE Engagement Center (centers now available for Nursing, CTE, LHSS, STEM)

Equity, Social Mobility, Economic Health for All Students

Four Pillars of Pathways

ENSURE LEARNING

In Progress:

- Further develop Program SLOs (connection with career competencies)
- Complete Critical Thinking assessment project
- Embedding of equity pedagogy in courses
- Develop Successful Student Pathways around milestones that include career competencies and co-curricular learning activities
- Refine Professional Development plan to support a guided pathways institution and to help faculty develop pedagogies for student success in gateway classes
- Monitor effectiveness of academic interventions

Completed:

- Equity-minded pedagogy training for faculty
- Included information on careers and further educational opportunities on pathways maps
- Identified best practices for program assessment

Equity, Social Mobility, Economic Health for All Students

For additional information, Guided Pathways Resources

California Guided Pathways Project <https://www.caguidedpathways.org/>

California Community Colleges Guided Pathways <http://cccgp.cccco.edu/>

RCC's Guided Pathways page <http://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx>

Johnstone, *Guided Pathways Demystified* <https://www.aacc.nche.edu/wp-content/uploads/2017/10/>

[Guided Pathways Demystified Johnstone.pdf](https://www.aacc.nche.edu/wp-content/uploads/2017/10/Guided_Pathways_Demystified_Johnstone.pdf) and *Guided Pathways Demystified II*, <http://ncii-improve.com/wp-content/uploads/2017/09/GP-Demystified-II-091517.pdf>

What is the Guided Pathways Model? Strobel and Christian, Bakersfield College <https://committees.kccd.edu/sites/committees.kccd.edu/files/H.%20Pathways-Model%20NS.pdf>

Bailey, Jaggars, and Jenkins. *Redesigning America's Community Colleges: A clearer Path to Student Success*. Harvard UP, 2015.

Bringing Student Voices to Guided Pathways Inquiry and Design <http://cccgp.cccco.edu/Portals/0/Bringing-Student-Voices-to-Guided-Pathways-Inquiry-and-Design.pdf>

ENROLLMENT MANAGEMENT

A workgroup of the enrollment management subcommittee is updating the Riverside City College 2018-2020 Strategic Enrollment Management Plan (SEMP). The goal is to create a responsive, flexible, educationally focused, financially sound, and research-based approach to enrollment management which recognizes the multiple missions of the college; supports student access, equity, and success; and maintains close alignment with the College's 2015-2025 Educational Master Plan. Included in this planning will be an understanding of the diversity of RCC students and their widely varied academic needs and goals, and that our programs and services must continually adapt to meet the changing needs of our students. If the College's enrollment operations follow the principles and strategies presented in the plan, then it will be able to recruit, retain, support, and serve a sufficient number of students simultaneously to meet enrollment targets and to help students complete their educational goals.

As with any College plan, the SEM is a living document that outlines goals, expectations, and strategies to assist disciplines, departments, division deans, and students in the enrollment management process while allowing for creative and flexible approaches that can be customized to each academic unit's unique students and curriculum. Approaches will be focused on efficiency, quality, access, inclusiveness, and completion throughout students' enrollment. From entry into the College, progress through their academic coursework, to completion of a degree, major prep, and/or certificate, a student's enrollment experience is dependent upon the College's ability "to create sustainable models and practices that maximize the delivery of instructional and support services to enhance student connection, entry, progress, and completion."

Given that the state chancellor's office is moving towards a funding model that includes results-based targets, the College must balance its curricular offerings; Program Review and Plan initiatives at the discipline, department, and division levels; certificate, transfer, and degree requirements; implicit and explicit student need; and additional factors including accreditation and institutional effectiveness metrics.

EQUITY-MINDED TEACHING INSTITUTE

In June, Equity and administrators from across the college attended a multi-day Equity Minded Teaching Institute hosted by USC's Center for Urban Education (CUE). Prior to the conference, faculty reviewed their individual course success rates by equity categories. This data-based approach provided context and a framework for discussion on what changes we want to see and what practices we might currently have or want to put into place to support faculty and students in closing equity gaps. Most activities centered around classroom facilitation and curriculum.

As the college continues using the Guided Pathways as a framework for increasing student success, look for Equity opportunities this fall aligned with these strategic goals.

If you want to know more, the attendees were: Jami Brown, Amber Casolari, Kristine DiMemmo, Jacqueline Lesch, Wendy McEwen, Paul O'Connell, Marc Sanchez, Debbie Whitaker, Micherri Wiggs, and Kristi Woods.

GRANTS AND RESOURCE DEVELOPMENT

Funded Grants

RCC's National Science Foundation (NSF) Hispanic Serving Institutions grant **Building Capacity: Guiding Critical Transitions to the Baccalaureate STEM en familia** grant was funded a total of \$1,499,506. Dr. Virginia White, Associate Professor in Biology is the Principal Investigator (PI) for the grant. Dean Kristi Woods and Interim STEM Dean Sandy Baker will be serving as co-PIs. STEM en familia will develop and analyze the impact of six interventions of RCC Promise Program students who have declared STEM majors. The interventions include a summer bridge program from high school to college, home courses, college and career workshops, research experiences, near-peer mentoring, and cross-enrollment courses. The project seeks to increase retention within STEM programs at RCC as well as increase the transfer rates to baccalaureate STEM degrees at four-year institutions such as California State University, San Bernardino and the University of California, Riverside. Project collaborators from these institutions will lead summer research for RCC students; faculty from the University of California, Irvine will conduct educational research related to the project. Through interventions and partnerships, this project seeks to increase undergraduate retention, enrollment, and graduation and transfer rates in STEM degree programs.

RCC in partnership with AVID sought and successfully secured a grant from **Growing Inland Achievement (GIA)** to provide onsite faculty development and training on **AVID Higher Education** strategies for improving student success in alignment with RCC's Guided Pathways. This two-year project is led by Dr. Laura Greathouse, Faculty Development Coordinator who serves PI and project liaison.

Professional Development Opportunities

There will be a series of grant-related workshops offered on Flex Fridays during the Fall and Spring Semester. If you would like to learn more about the Office of Grants & Academic Resource Development, attend the **1 -3 p.m. workshop on Wednesday, August 22 in QD 123**.

TRANSFORMATION GRANT

The Transformation Grant is finishing up its second year. The grant started with four objectives:

1. *Adopt Multiple Measures* in order to increase the number of students who place directly into college-level classes, decrease the number of developmental classes students have to take, and decrease the equity gap in placement.
2. *Integrate Student Support Services* to increase number of successful students in college-level gateway classes (English 1A, Math 5, 11, 12, 25, and 36) and decrease the equity gap for success in these classes.
3. *Expand English and math acceleration* and achieve equivalent success for accelerated students in college-level gateway classes.
4. *Create Co-Requisite Curriculum* for college-level gateway classes with developmental instruction integrated into the college-level curriculum.

As of now, RCC has completed Objectives 1, 3, and 4. Now, we are almost fully focused on achieving Objective #2. The goal is not only to increase student success in English 1A, Math 5, 11, 12, 25, and 36, but to decrease the equity gap in those same classes. If you have any ideas about how to increase the success rates in these classes or minimize the equity gap, please bring them up in your department, and send along your plans to the Transformation Grant. We can help fund the planning and implementation of your ideas.

This summer, the English Department is reading *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. If any other department would like to join us, the grant can buy your department copies of the book, and we can plan a book discussion opportunity in the fall. If your department is interested, just send an email to thatcher.carter@rcc.edu, and we'll get the books ordered A.S.A.P.