Strategic Planning Prioritization
from Kathleen Sell
Strategic Planning Faculty Chair

The joint councils completed their work in December. EPOC met to approve and forward the recommendation to the President at its first meeting of the spring term. A response from the president is expected by mid-March.

Meanwhile, disciplines and areas will complete updates to their Program Reviews by the end of March 2018; then Deans will work on Division plans to integrate the plans coming from disciplines and departments. The new faculty positions announced will be prioritized as part of the regular program review/prioritization cycle, meaning they will filter up from discipline/department to Dean and then to VP/Area plans and will be up for prioritization in Fall 2018.
Spring 2018 Calendar of Strategic Planning Events

The Spring Semester is always a very busy time for college planning. Disciplines are wrapping up their assessment projects and completing Program Review and Planning documents. Dates where support is offered for these activities are provided below.

This spring culminates years of research/evaluation and planning leading RCC to move from a student-deficit model to take tangible steps toward making the college ready and accessible to students.

Work has been planned and deadlines set as RCC transforms, together with the other California Community Colleges, along the Guided Pathways framework. The most urgent activities this spring are:

- Finalizing the Academic Clusters
- Finalizing the Program Maps

Make time to collaborate with colleagues on the following dates:

**Developing Program Maps - Hands on Help**
Our valued counseling faculty will be on hand to assist!

FLEX Fridays
Friday, March 16 9:00 AM to NOON BE 100
Friday, April 20 9:00 AM to NOON BE 100

**Program Review - Hands On Help**

Thursday, March 8 11:00 AM to 12:30 PM DL 205
Tuesday, March 13 2:00 PM to 3:30 PM DL 206
Friday, March 16 10:00 AM to 11:30 AM DL 205
Wednesday, March 28 2:40 PM to 4:00 PM DL 206
Thursday, March 29 8:30 AM to 10:00 AM DL 205

**Assessment SUMMIT**

Friday, March 25 8:30 AM to 3:30 PM Cafeteria
Please RSVP for the Assessment Summit to
Wendy McEwen Wendy.McEwen@rcc.edu
Jude Whitton Jude.Whitton@rcc.edu
Denise Kruizenga-Muro Denise.Kruizenga-Muro@rcc.edu

**Due Date**

Program Review (PrP) March 31, 2018
Program Maps May 1, 2018

**SAVE THE DATE**

**Strategic Planning RETREAT**
Friday, March 9, 2018
8 AM to 12 PM Guided Pathways
1 PM to 3 PM Program Review
Hall of Fame

**MORE INFORMATION**

**Assessment SUMMIT**
Friday, March 23, 2018
8:30 to 9:00 Continental Breakfast
9:00 to 10:00 Opening Remarks
10:15 to 11:15 Breakout Sessions

**Session 1**
PLO Assessment
**Session 2**
Service Area Outcomes
Assessment
11:30 to 1:00 Lunch/Keynote
1:15 to 2:45 Working Session
3:00 to 3:30 Snacks & Closing

**Assessment SUMMIT Keynote Speaker**

David Marshall is a Professor of English and Director of the University Honors Program at California State University San Bernardino. He facilitated the Lumina Foundation-funded Tuning projects nationally from 2010 to 2016, working with states, regions and national disciplinary associations to identify essential learning within disciplines and develop strategies for campus-based engagement with the resulting learning outcomes. His research, taken from a practitioner lens, explores issues of alignment and curriculum mapping as a complex collaborative process in higher education, both within institutions and across institutions nationally. He is the author of Tuning American Higher Education: The Process and co-author of Roadmap to Enhanced Student Learning and co-editor of a special volume of New Directions in Institutional Research on Degree Qualifications Profile (DQP) and Tuning.
Accreditation Update
from Hayley Ashby
Accreditation Faculty Chair

Training in preparation for the college’s institutional self-evaluation process was held on February 26th and included a presentation by ACCJC’s Vice President Liaison to RCC, Gohar Momjian.

Key points emphasized during the training:
- Accreditation will be vested in the college’s strategic planning structure.
- Productive teams that cultivate engagement, participation, and communication are essential to strategic planning efforts, including accreditation.
- The mission statement is the lens through which the college will conduct the self-evaluation.
- First steps will include thoroughly reading through the standards for purpose and intent, identifying and analyzing evidence, and analyzing/addressing gaps.
- An appreciative inquiry approach will be used to acknowledge improvements and identify ways to build upon successes.
- Standard narratives and evidence will be drafted in bulleted form to ensure that the report is relevant and concise.

Administrative leads for each standard have been assigned, and councils are in the process of identifying faculty leads and recommendations for staff leads.

Accreditation resources, including standards worksheets, evidence protocol, and training materials will be available shortly on the accreditation website.

“Start with the EVIDENCE”
- Gohar Momjian

ACCJC VICE PRESIDENT VISITS RCC FOR TRAINING

As part of the New Directions detailed in their Strategic Plan, ACCJC has defined four Goals; Goal 3 involves enhancing communication. As part of implementing this goal ACCJC has established a “Vice President model” through which a designated ACCJC Vice President supports specifically assigned colleges and works with these colleges as a liaison through the accreditation process. Riverside City College is one of ACCJC Vice President Momjian’s portfolio of responsibilities.

About VP Momjian
Prior to joining ACCJC in late 2017, Momjian served as Associate Vice Chancellor of Institutional Development and was the Accreditation Liaison Officer (ALO) for City College of San Francisco from July 2012 until June 2015. She helped to lead the College’s improvement processes. Most recently, she served as Interim Director of Operations at Cañada College.

Momjian gained in-depth knowledge working with the WASC Senior College and University Commission as the ALO for the American University of Armenia. She holds a B.A. in Psychology with a specialization in Business Administration from UCLA, and an M.A. in International Education, Administration and Policy Analysis from Stanford University.

ACCREDITATION TIMELINE – SPRING 2018

| FEBRUARY |
|------------------|------------------|------------------|
| Accreditation Spring Training |
| Tri-leads identified by leadership councils and committees |

| MARCH |
|------------------|------------------|------------------|
| Meetings with Tri-leads and ASC |
| Councils report on status to ASC |

| APRIL |
|------------------|------------------|------------------|
| Customized support for councils |
| Councils report on status to ASC |

| MAY |
|------------------|------------------|------------------|
| Councils submit drafts/evidence for ASC review |
| ASC and editor(s) provide feedback |
| Councils submit revisions to ASC |

| JUNE |
|------------------|------------------|------------------|
| ASC submits comments to the editor(s) |
| Draft is “locked” |
| Editor(s) edit ISER; draft QFE |
RCC Guided Pathways | FAQs

Q: Why is this work so central right now and is it here to stay?
A: This work is a “bringing to scale” of the key elements identified during the RCC Completion Counts efforts and a melding of the successful elements from Completion Counts with those identified from national/statewide efforts on student success.

The answer to the second question is YES. The State Chancellor’s Office has refocused all student success initiatives under the umbrella of Guided Pathways. So RCC is part of not just the group of 20 colleges participating in the California Guided Pathways, but are now, because of that, among those leading the state-wide effort.

Q: How come?
A: Look at the projected shortage of highly educated workers in California. And now look at the outcomes over 6 years in California for first time in college, degree seeking community college students.

Q: If graduates are in demand, why don’t more of our students finish?
A: The reasons are many, varied, and complex. But there are some answers that Community College Research Center (Teachers College, Columbia University) and others have been putting together that suggest that Guided Pathways is an essential component to the solutions. And core to this is the idea that some of the barriers to our students’ challenges with completing, with moving on to their next step are clear:

We’ll continue to present and explore more specifics about these barriers to transfer/ completion success moving forward and explore how changes at the institution level can help address these barriers so that we are working toward making the college ready for the students, truly shifting away from the idea that students must be college ready.

Barriers to Transfer Success
- Transfer paths unclear
- Inadequate advising and planning
- Lack of early momentum
- Student make progress but don’t transfer
- Credit loss
  - Community College Research Center
Q: **How do we know if pathways is really consistent with what students are saying they need and want?**

A: An August 2017 report based on student focus groups at California community colleges indicates that students genuinely want and need more clear, guided paths through their college experiences.

---

Q: **How do pathways work for our part-time students and/or for students who are here, not necessarily for a degree, but for necessary training/certification to progress in their fields?**

A: First and foremost clarifying our paths and programs of study is something that will benefit all students. Knowing what courses to take in what sequence can help ALL of our students, even if they are attending part-time.

Secondly, we have to ask ourselves as an institution if our assumptions about who our students are and why they are attending part-time are fully valid. Many of our students indeed are juggling complex lives with work and family responsibilities competing for attention with school. But in what ways do our scheduling practices potentially make finishing even more complicated for part-time students who, without a clear pathway/program map, do their best to keep plugging away but can’t get the classes that they need to move forward when they need them and so instead, may accumulate other units that aren’t directly applicable to their programs of study.

And not all of our part-time students are part-time for the same reasons. Some may be part-time because they can’t get the classes they need when they need them, some maybe could be full-time (for first time students just out of high school they were just full-time students) but don’t see the value in continuing full-time once they are here at RCC. We need to encourage those who can to be full-time and fully support—with clear, sequenced, guided program maps—our students who can truly only attend part-time so that all of our students have a clear understanding about how to move forward through their programs of study.

Finally, even for those who are with us this go round for just a certificate or a class or two needed to advance in their fields, we need clear paths forward for them on down the line so they can continue to stack those credentials and, potentially, see how transfer may be of benefit for them later on and prepare a pathway to help them see that and make informed decisions.
RCC Guided Pathways | Progress
Pillar 1 | Clarify

The work to identify RCC’s academic clusters is well underway. Initial sorting of the college’s certificates and degrees into broader “academic clusters” in fall of 2017 was followed up by obtaining input from a student focus group and then another review at the January 26th Mapping Day Retreat. Next up is review and approval from ACTPIS and EPOC.

The Guided Pathways Core Group THANKS all those who have made time to provide input to this critical process. The academic clusters will be finalized by the beginning of April.

This is a key step that will allow us to begin to build the front-facing student information that will help students by making it easier for them to find our programs by linking them much more clearly to careers and areas of study instead of asking them to select from a drop-down menu of 160+ programs.

The January 26th Program Mapping Day provided a kick-off for the specific discipline-level work of developing or refining program maps, including clear rotations for our course offerings so students (and those who advise them) can plan students’ progress with more certainty, working to identify default GEs, identifying and developing milestones for our students (not just gateway courses but pre-professional activities and other co-curricular activities that help students succeed and prepare for their next steps), and crucially, for all of our programs, identifying career / further educational pathways and degree profiles for all of our programs of study. Designing with the ends in mind is a central principle of guided pathways.

---

PILLAR 1: Clarify
MAP ALL PROGRAMS TO TRANSFER AND CAREER

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

---

**Backward Mapping Programs & Supports**

**STEP 4**
- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g. strategic dual enrollment, I-BEST)

**STEP 3**
- Help students explore options, make ful- program plan
- Integrate academic support into critical program gateway courses

**STEP 2**
- Clearly map out program paths
- Redesign advising/scheduling around maps/loans
- Monitor student progress, provide feedback and support as needed

**START HERE**
- Align program outcomes with requirements for success in career-path employment and further education

*from D. Jenkins-CCRC-CAGP Institute #3 presentation*
RCC Guided Pathways | Spotlight
Pillar 2 | Intake
The key to successful implementation of Pillar 2 is partnerships, reforming placement, redesigning remediation, appropriate academic supports, and ramping up career exploration much earlier in a student’s academic career so that they can more quickly choose a path and begin working toward their destination.
Partnerships include not just work with our K-12 and 4-year partners, but crucially, fundamentally breaking down silos and developing partnerships across our divisions, areas, disciplines here at RCC. This is collaborative work that cannot be done in isolation.

RCC Progress
Dual Enrollment in collaboration with local Unified School Districts is prepared to expand in 18FAL.
RCC is engaged in productive initial meetings with UCR and with CSUSB... more news soon!

RESOURCES
Weblinks
California Guided Pathways Project
California Community Colleges Guided Pathways
RCC Guided Pathways
What is the Guided Pathways Model? (Strobel & Christian, Bakersfield College)
Guided Pathways Demystified (Johnstone)
Guided Pathways Demystified II
Bringing Student Voices to Guided Pathways Inquiry and Design
In Print

Enrollment Management
from Tucker Amidon, Kyla O’Connor, and Carol Farrar
Enrollment Management Committee Leadership
Student retention from term to term is critical to help students remain on track toward completion. Allowing students to leave campus after completing a primary terms without completing enrollment for the upcoming term, creates an unnecessary exit point for students. Therefore, creating an opportunity for RCC students to enroll in upcoming terms before they leave for winter or summer break is one of the current efforts of the Enrollment Management Committee.
Collaboration between the colleges and the district offices is ongoing to ensure that students across the district have the same experience and that the technological infrastructure is in place to support these efforts.

With implications for schedule-development, RCC’s Department Leadership Council and Division teams have been apprised and have developed timelines to complete the schedule for 18-19 prior to the end of this term. Having the 18-19 schedule complete before the end of June, will allow systems to be put into place for RCC students to enroll in 19WIN and in 19SPR BEFORE leaving campus next fall term!
Not only will this help our students stay on track, it will also (1) allow students to make RCC their FIRST CHOICE by making our registration window comparable to other community colleges in our region (2) allow the college to plan more effectively by making a move toward year-out scheduling.
Grants Corner
from Jeannie Kim-Han, Ph.D.
Dean of Grants & Academic Resource Development

The past three months since I arrived at RCC has been a bit of a whirlwind. The Office of Grants & Academic Resource Development has helped prepare eight proposals totaling over $5M, three of which will go out the week of March 5th. We are also in process of writing an application in response to the CCC Innovation Awards for another $4M, due March 19th.

While my time at RCC has been relatively short, the intensity of the grant proposal development process has allowed me to get to know some of the faculty, staff and administrators very well and as a result I have had a chance to witness firsthand their dedication to RCC students; and for that I am grateful.

I am also happy to announce that all of the submissions have begun to show promise of yield, with news of $140,000 being awarded to our Student Health & Psychological Services (SHPS) program under the leadership of Dr. Renee Martin-Thornton, Director of SHPS. I can’t take any credit for this next grant award for the School of Nursing (SON), but kudos and creds need to go to SON leadership, department faculty and the district grant’s office for helping our SON secure $325,000 for RCC nursing students. RCC’s nursing program proposal was ranked #1 and was just one of two programs to receive the coveted Song-Brown grant.

In looking forward, keep an eye out for opportunities to join the STEM Strategic Planning Team and preparations for developing RCC’s HSI Title V Grant Proposal to the U.S. Department of Education, request for applications due out Spring 2019 (yes, we’re beginning early!).

Please feel free to contact me should you have any questions. I look forward to working with you!