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

Accreditation

Strategic 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

Four Pillars of Pathways:
- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

Equity, Social Mobility, Economic Health for All Students
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

![Diagram of Four Pillars of Pathways]

*Equity, Social Mobility, Economic Health for All Students*
IE/GEMQ

ACCREDITATION STANDARDS
STANDARD I - Mission, Quality, IE & Integrity
A. Mission
B. Quality & Effectiveness
C. Institutional Integrity
STANDARD IV - Leadership & Governance

GUIDED PATHWAYS SUPPORT - Pillars 1 & 4

SUBCOMMITTEES - Enrollment Management, Educational Master Plan, Curriculum, Academic Standards, Guided Pathways Steering, Distance Education, DLC, Integrated Academic Support

SAS

ACCREDITATION STANDARDS
STANDARD II - Student Learning & Support
A. Instructional Programs

GUIDED PATHWAYS SUPPORT - Pillars 2 & 3

SUBCOMMITTEES - Integrated Academic Support, Guided Pathways Steering, Student Life and Services, Integrated Student Support

EQUITY

ACCREDITATION STANDARDS
STANDARD III - Resources
A. Human
B. Physical
C. Technology
D. Financial

GUIDED PATHWAYS SUPPORT - Prioritize Requests from Pillars 1, 2, 3 & 4

SUBCOMMITTEES - DLC, Physical Resources, Financial Resources, HR, Technology Resources

EPOC/

Accreditation Steering Committee

ACTPIS

Teaching & Learning

INTEGRATED STRATEGIC PLANNING

RDAS

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

10 min
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
"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
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

Accreditation

Guided Pathways

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

Phase 1: Valid Plans*
  - SmartPlan Rules (3-4 per plan)

Phase 2: Program Map Access
  - Students Modify Plan

Phase 3: Comp SEPs
  - Counselor & Student Build SEP w/ Program Maps

Goal: 100% Valid
  - 80% Counselor Recommended

EduNav Registration Available for Developed Program Plans

Guided Pathways for All Students

*ADTs
  - AA/AS
  - AOE/Certificates
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 (1st term or 2nd?)
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 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