



STRATEGIC PLANNING NEWSLETTER

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Save the Date Fall 2019 Events

- Thursday, August 22nd:
EPOC/ASC Fall Flex Leadership Summit
- Friday, September 13th:
Fall Strategic Planning Retreat—with a Focus on Accreditation
- Friday, September 27th:
VP Area Plans: Question/Answer session for all leadership council members
- Friday, November 8th:
Final Prioritization Meeting (or Thursday the 21st or both) for all leadership council members

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, faculty accreditation lead; Taylor Abernathy and Andrew Rivera, student representatives

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

For Fall 2019, all councils meet the 3rd Thursday of the month. Thank you to those who served this year!

TLLC

(Teaching and Learning LC)

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

GEMQ (Governance, Effectiveness, Mission, & Quality LC)

Chairs: Monica Green, administrative co-chair; Debbie Cazares, presiding faculty chair; Malika Akins, 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 for 2019-2020:

Faculty Development Coordinator; Cynthia Morrill, Program Review Committee; Marc Sanchez, Student Equity Committee

LEADERSHIP COUNCILS SCHEDULE for FALL 2019

Committee	Location	Time	Date
EPOC/ASC	Hall of Fame	12:50-1:50pm	1st Thursdays
SAS	Hall of Fame	12:50-1:50pm	3rd Thursdays
TL	Heritage	12:50-1:50pm	3rd Thursdays
GEMQ	Kane 224	12:50-1:50pm	3rd Thursdays
RDAS	TBD	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

Plans Completed/ Refreshed this year: Technology, all three Professional Development Plans, *Strategic Enrollment Management (June 6th). Vision for Success Goals adopted by Board May 24th; Student Equity Plan will go for a second read to EPOC at the first meeting in September and then to the September Board of Trustees meeting.

Master Calendar Proposal: For Fall 2019, EPOC approved shifting some Friday standing meetings in order to free up two Fridays a month for college-wide events and is recommending that departments hold monthly department meetings on 4th Tuesdays of the month (though we recognize this won't always be possible for every department). Discussion around proposals for spring to create two hour blocks for Strategic Planning meetings to facilitate a working meeting model and more dialogue as well as to free up more Thursdays for engagement with students and professional development activities is ongoing. Proposals for spring 2020 will be finalized very early in fall so that departments/council members can plan ahead for their spring schedules.

District Strategic Planning The draft of the District Strategic Plan is out for review by the District Strategic Planning membership/college planning bodies; the new Budget Allocation Model for the District is moving forward in the fall—it establishes an FTES currency, cost to produce FTES in any given area, that produces the basis for the allocation. See Kathleen / Mark Sellick if you would like to take a look at this or have questions. Per the governor's May Revise, the anticipated COLA for the 2019-2020 year will be 3.26%.

Student Equity Plan

The 2019-22 Student Equity Plan is due in September and a draft is being reviewed by our shared governance groups. When applicable the Plan has been aligned with our efforts in Promise, Guided Pathways, and Vision for Success, in addition to our Strategic Plan. The writing team has already received a list of revisions that will help strengthen the plan and during the summer these revisions will be incorporated into the plan. Ed Code 78220 defines which disproportionately impacted groups and goals must be included in the Student Equity Plan; and the role of the CCC Chancellor's Office role in developing the plans. The success metrics included in the plan are Access, Retention, Successful Completion of Transfer Level Math & English, Successful Completion of a Degree or Certificate, and Successful Transfer. Based on our local data on these metrics the plan will focus on the following disproportionately impacted groups African American(m/f); American Indian or Alaskan Native(m/f); Disabled(m); Foster Youth(m/f); Hispanic or Latinx(m/f); and Native Hawaiian or Pacific Islander(m/f). One of the goals of this plan is to provide equity-minded professional development opportunities and here are two that are happening in early Fall.

- **September 12-13**, Excellence Through Equity, "Student Voice – A Catalyst for Change", **Indian Wells**
- **September 18-19**, Education Equity Forum 2019, "Accelerating the movement for educational justice: Racial equity in California schools and colleges", **Long Beach**

Please contact Marc Sanchez (marc.sanchez@rcc.edu), if you would like to part of the teams attending one of these conferences. If you are a classified employee please discuss your possible participation with your manager.



ACCREDITATION UPDATE

The college’s accreditation efforts this spring have focused on reviewing and refining the draft responses to the standards that will be included in the Institutional Self Evaluation Report (ISER). The standard tri-leads have worked diligently to revise language, identify additional evidence, and incorporate feedback that has been provided by the strategic planning leadership councils and workgroups and EPOC/ASC.

Three additional EPOC/ASC meetings were scheduled during the spring semester to allow for adequate time to review the drafts for each standard (March 8 – Standard I; April 19 – Standard II; May 17 – Standards III and IV). At the Strategic Planning Retreat in March breakout discussions focused on brainstorming teaching and learning strategies and approaches aligned with Guided Pathways Pillar 4: Ensure Learning. This information informs Project 3 of the Quality Focus Essay. The colleges’ accreditation leads also participated in two district meetings to coordinate on timelines and content for standards requiring district input.

During the summer the accreditation editors will be working on compiling the various components of ISER and revising the content to produce a holistic document that tells the college’s story. Communication and engagement will be crucial during the upcoming fall semester as the ISER draft is finalized and the college begins preparing for the site visit.

COUNTDOWN

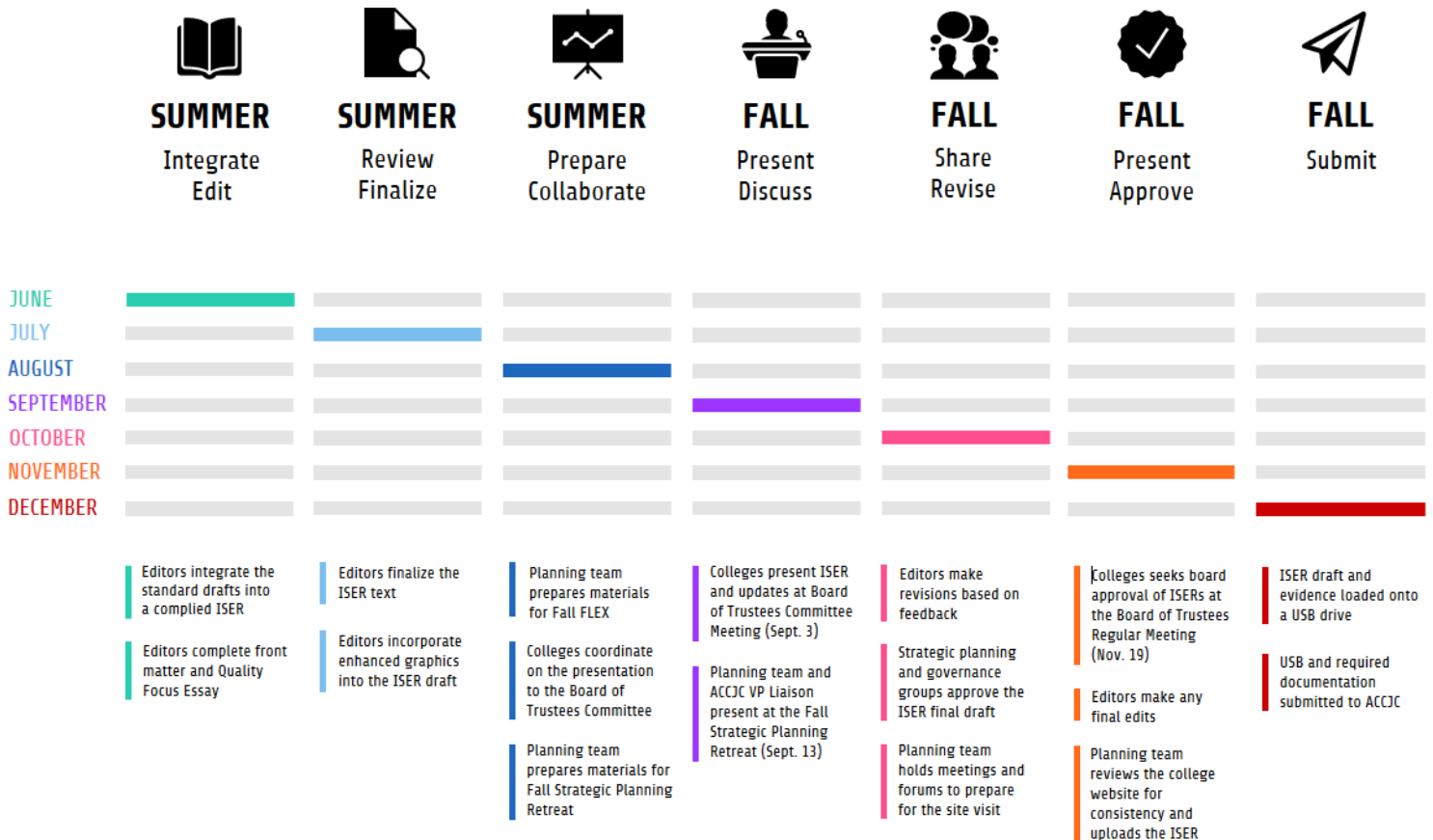
The ACCJC Site Visit will take place on **March 2-5, 2020** in ...



“Your mission, should you choose to accept it, needs to be posted on the college website.”

- Elizabeth Dutton, Accreditation Process Manager, ACCJC, ACCJC Partners in Excellence Conference 2019

ACCREDITATION TIMELINE



GUIDED PATHWAYS

Guided Pathways implementation has made great strides this semester. With continued efforts in the onboarding process, program mapping, enhanced academic support, and an extensive amount of professional development... RCC is ready to welcome our new incoming freshmen class for Fall 2019. For the 19-20 school year we will be focusing on professional development needs, extensive monitoring of student progress, enhanced career exploration opportunities for students and continued efforts to introduce groups of students into the EduNav system.

Spring 2019 Guided Pathways Progress:

- Finalization of Student Success Teams by Academic Engagement Center
- Collaborative efforts to create a mission and vision of the Academic Engagement Centers
- Increased faculty advising efforts for each Academic Engagement Center
- SWOT Analysis of RCC's Teaching and Learning Principles
- Professional Development for Best Teaching Practices
- Continued support and involvement in the Inland Empire Guided Pathways Implementation Task Force
- Introduction of trailheads and program maps to new incoming students
- Development of Summer Engagement days for incoming new students by divisions



Classified Development: CARING CAMPUS

Over the past few months, several classified staff throughout the District have participated in a new initiative with the State Chancellor's Office called the Caring Campus Initiative. The State acknowledges the important role classified professionals play on a daily basis in the success of our students. As such, RCC has collaborated with the Institute for Evidence Based Change (IEBC) to provide support for classified staff involvement in efforts to increase student success through the creation of a more caring environment.

Over the next few months, RCC's Caring Campus Ambassadors will introduce new ideas as they recommend purposeful actions the college can take to foster a more caring campus environment. So far, the group has:

- Participated in three coaching sessions facilitated by IEBC
- Identified five behavioral commitments to achieve for the upcoming year
- Recommended the use of standardized name tags for all college employees
- Established monthly meeting dates
- Drafted a vision, mission, and value statement
- Facilitated a Caring Campus information session and launch during Classified School Employees Week
- Began developing a training activity focused on how classified staff are a part of Guided Pathways



The Caring Campus Ambassadors meetings are open to all classified staff who wish to become involved. For more information, please contact Akia Marshal at akia.marshall@rcc.edu or Natalie Halsell at natalie.halsell@rcc.edu.

GUIDED PATHWAYS: ACADEMIC ENGAGEMENT CENTER MISSION AND VISION

The mission and vision of the Academic Engagement Centers were finalized this spring. Thank you to the various work groups who spent their time and energy in creating a focus for our Academic Engagement Centers. We are dreaming big to support student success!

VISION	MISSION
<p>Riverside City College’s academic engagement centers support students by creating access to resources, fostering relationships through collaborative learning, and eliminating equity gaps, which promotes economic and social mobility.</p>	<p>The academic engagement centers serve a diverse population of students throughout their educational journey by providing access to learning resources that foster student success. The centers provide community building and a sense of belonging within the students’ identified instructional pathways and empower them to be active participants in their education.</p>

GUIDED PATHWAYS: EDUNAV UPDATE

EduNav is much more than a just a registration tool for students districtwide. EduNav adoption is designed to support guided pathways implementation by providing “real-time” academic plans to assist students in navigating their educational path to reach their goal. EduNav’s guided pathways solution is completely dynamic in that it automatically recalculates and revises the student’s entire education plan and class schedules as conditions change in course offerings or the student’s status. EduNav detects changes in elements of the plan, such as a class section filling up, and automatically recalculates and updates the entire plan, replacing courses where necessary, to keep the student on the most optimal path to completion. EduNav’s automatic recalculation of the entire plan when a factor changes in the District’s Colleague data, or by a student or counselor, is analogous to a GPS system’s automatic recalculation of the best route to a location in real-time as circumstances change. EduNav educational plans use SmartPlan rules that incorporates the same logic faculty employed in the development of program maps.

The first implementation round last fall brought 3,125 students districtwide within nine programs live. This spring saw the second round implementation of over 15,000 student within 45 programs go live. By fall 2019, Riverside Community College District seeks to bring all students live within the system. Full EduNav adoption will allow us to aggregate all education plans to forecast demand for courses by term, allowing us to develop demand projections based upon real data and schedule courses accordingly. EduNav also offers alerts so we can easily identify students on the path to completion as well as those who have drifted off their path. This advanced student education planning tool is much more than a registration tool. It is an opportunity to better support students to completion in less time with fewer units earned. A win-win for us all!

EDUNAV RESOURCES & SUPPORT

We understand that the transition using EDUNAV has been challenging for some, but like most transitions it will take time to adjust to the new system. We have supportive resources that will help us during the transition. For questions or concerns you can contact Dr. Allison Douglas-Chicoye (RCC EduNav lead) or Dr. Monica Green (VP Planning and Development).

EduNav Student Login Page: <https://rcc.edunav.com/>

EduNav Information Page: <https://www.rcc.edu/services/counseling/edunav/Pages/HOME.aspx>

If students still need help with navigating the EduNav system, please refer them to the Welcome Center (1st floor of the Kane Building) for additional support.

AB 705 IMPLEMENTATION: Ready for Fall 2019!

The Math and English disciplines, working closely with District and college-wide staff produced an information campaign for students, getting the word out to students that transfer-level math and English are for everyone via signage on campus, videos (see the links below), mailings—snail mail and email—notices on WebAdvisor encouraging students to take a quick survey in order to get their new transfer-level placements, guides for counselors working with students who aren't sure what English to take to help students make an informed decision about whether a stand-alone transfer level class, transfer-level with support, or an ESL class is best for their success. A full complement of co-requisite support courses are in place for all incoming students who need extra time, support to complete their transfer-level Math and English. The two disciplines also engaged in intensive professional development work this year to help prepare faculty for this transition.

So what is next ?

ESL has until Fall 2020 to complete its preparations. The discipline is in the process of re-envisioning its curriculum as well as working closely with the English discipline to help ensure that students who are still acquiring English as their second language get the full support they need, whether in transfer-level English or in ESL courses.

The English, math, and ESL faculty will be engaged in communities of practice next year to study the effectiveness of and refine the supports in place to help students complete transfer-level math and English within their first year.

Math Information Video: <https://www.screencast.com/t/zRKSUVAtof>

English Information Video: <https://www.youtube.com/watch?v=mKedW5xAT4E&feature=youtu.be>

Strategic Planning and Collaboration in Action...



Innovative Practice Spotlight

Avid for Higher Education

By Laura Greathouse

I'm so excited to be a part of AVID for Higher Education! This has transformed my teaching, and informed my teaching! There are so many techniques out there that are available for our use. One idea that I have really enjoyed has been using Post-it notes and creating my own "parking lot" of questions from students. This is how I do it: Students have post-it notes available around the room, and at the front desk. At any time during class they can of course ask questions, but some are shy, or the question is slightly off topic, or the student feels inadequately prepared to ask the question in class. Students write questions or comments on the post-its and stick them on the board on their way out of the classroom. After they leave, I collect the post-its and review them. I can then assess that particular lesson-did they understand exactly what I was telling them / showing them? Is there a number of questions on a particular topic? I begin the next class as a review of the last class, and I build those questions into my opening remarks. This has created a wide area of questions, some about fundamentals, but some are about scheduling, or financial aid, or personal issues / questions. This has assisted in our "faculty advising" component of our jobs, and created a stronger classroom dedication. It has also helped me shift some of the lecture past what they already know to really dig into the concepts that are keeping them held back. **These techniques and so many more are available to everyone on our campus-full and associate faculty, staff and administrators-simply go to AVID.org and create a username and password.** I will approve your request and you are in! You will have full access to a variety of online tutorials, worksheets, directions, you name it!

Another of my favorite techniques this term was a "witch hunt". This technique can be used in many classes and I adapted it from a history module on McCarthyism. In my scenario, we were looking at social sanctions being in the form of accusations of witchcraft in tribes and chiefdoms. Each student selected an envelope with a card inside: they were told some might be witches, some might be citizens. Their job was to 1) Make a list of traits a witch might have, and 2) To interview each other on said traits. After about 20 minutes, they were sure of their answers-3 witches in the classroom. They presented their evidence, the witches presented their defense, and this lead into a greater discussion of who might be treated in this manner-where there is no defense, guilt is from the accusation. The 3 accused revealed their cards-citizens, not witches. We discussed how they reached the conclusion that they were witches, and how might this type of social sanction happen in a larger group, like a state government. My students jumped from the exercise to the Salem trials, to the era of McCarthy, to current arguments about pro-life/pro-choice. They lead ME on a spirited discussion about social sanctions and control in a state-level society, much beyond what, in previous terms, my students were able to reach. And the beauty of it? They analyzed, they hypothesized, they tested, and they LEARNED. I only set up the situation, and acted as the moderator-they did it on their own, through the experience and their own background knowledge. It was a very fun class session that was so rewarding for them and for me. And what would take me two sessions took only 50 minutes and was much richer than I could have dreamed. **These techniques and so many more are available to everyone on our campus (full-time and associate faculty, staff and administrators)-simply go to AVID.org and create a username and password.** I will approve your request and you are in! You will have full access to a variety of online tutorials, worksheets, directions, you name it!

PILLAR 4: Ensure that Students are Learning!

Innovative Practice Spotlight

Collecting Student Voices to Inform Planning

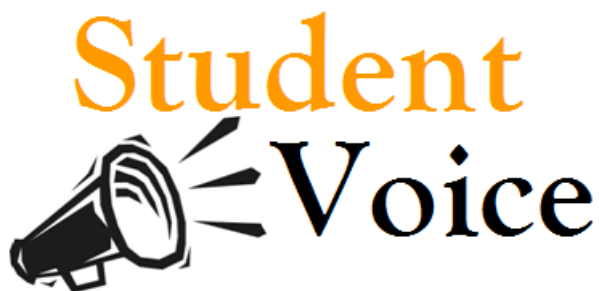
By Hayley Ashby and Megan Bottoms

The college's focus on Guided Pathways implementation and comprehensive, institutional self-evaluation for accreditation has intensified our assessment of current practices and encouraged us to reimagine ways to "make our college ready for students." Student success data has facilitated college-wide and departmental conversations about strategies for improvement; however, numbers do not tell the whole story of the student experience.

One way of gaining further insight into what resources and services particularly contribute to student success and achievement is to directly ask students what *THEY* think. Encouraging students to share their perspectives and experiences on key issues amplifies their voice as a means of positively impacting the effectiveness of college practices, programs, resources, and services.

The Library recently conducted a focus group as a means of collecting student voices to inform planning. A focus group is a facilitated group discussion of 8-10 participants with certain characteristics. Participants are asked a series of questions on a particular topic to elicit feedback for a specific purpose. The library focus group was used to explore how students are using the library facility. The information provided by students will inform the configuration of space, the arrangement of furniture, and the resources requested through the Program Review and Plan (PRaP) process.

Student Activities regularly administers surveys to gather student perspectives on issues such as food services, parking, and safety and security. During the Fall 2018 and Spring 2019 semesters the Associated Students of Riverside City College (ASRCC) Senate held events called Senate Corners, where senators surveyed their peers on a variety of topics. During one of the Senate Corners, students completed an electronic, 10-question survey on their experience with the Riverside City Grille in exchange for a free slice of pizza. The student feedback gathered during these events was used to inform decisions and communication related to food services and emergency preparedness. ASRCC is committed to conducting Senate Corners on a regular basis to provide opportunities for students to share their views and experiences.



KEY STEPS FOR CONDUCTING STUDENT FOCUS GROUPS

Step 1: Identify the purpose of the focus group (what problem or need are you addressing), determine how you will use the findings, and develop a list of 6-10 questions aligned with the purpose

Step 2: Recruit student participants, select participants based on desired characteristics, and follow-up with formal invitations

Step 3: Set a meeting date/time, reserve a conference-style location, order refreshments, develop meeting materials (agenda, presentation, handouts, and consent forms), gather supplies (audio recorder, name badges/tents, post-its, pens, etc.), and assign roles (facilitator, note-taker, host)

Step 4: Conduct the focus group by welcoming the students, introducing the facilitator and assistant(s), explaining the purpose, reviewing the ground rules, asking the scripted questions, describing next steps, and thanking students for their participation

Step 5: Immediately after the meeting, review notes for clarity and write down observations; analyze the responses and identify themes; summarize the results in a brief written report; share the findings and discuss action steps based on what you learned

For more information see the [CCCSE Focus Group Toolkit](#)