

Assessment: Assessment Unit Planning



Program Review - VP Planning and Development

Initiative/Project Details: Create comprehensive model to support employee development and equity (JOINT initiative with VPAA, VPSS)

Current model relies on a combination of employees working for different divisions. To truly move the needle and make progress on equity, the college needs to create a coherent, cohesive model for development within a foundation of equity. An equity audit must be conducted and a full-time academic administrator position needs to be explored (with all support considered) to support this effort. This manager would work with faculty development and staff development coordinators, Guided Pathways coordinators, CTA, CSEA, and other managers to fully address development needs throughout the college.

Initiative/Project Status: Initial Proposal

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023

Action Plan

2020 - 2021 - Review Student Equity Plan (2019-2022) and create an Equity Report providing an update a vision for immediate impact with on-going, specific activities and training.

In alignment with the District's Call to Action, continue the work of the Student Equity Committee with a focus on change in the classroom.

Work to align data with information and link to activities, best practices, and on-going assessment in coordination with the Office of Institutional Effectiveness' Data Coaching initiative. (Active)

Resources Needed

Equity Audit (Joint initiative with VPAA, VPSS) - An Equity audit, by an outside agency, of Riverside City College will ensure that the appropriate resources are dedicated to ensuring we are an anti-racist and equity minded institution. The Equity audit may report that additional resources are needed, and our program review and plans must align with the recommendations.

Year of Request: 2020 - 2021

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): General Fund

Projected Cost : 20000

Explore Equity, Inclusion, and Diversity Academic Administrator with classified support, location and budget. (Joint initiative with VPAA, VPSS) - Create an Academic Administrator (Dean/Director, etc.) position based on the recommendations from a proposed Equity audit. Both the audit and the new position aligns with our guided pathways framework, Call to Action and our continuous commitment to equitable outcomes for our institution.

Year of Request: 2020 - 2021

Resource Category: Human Resources - Management Staffing

Funding Source (Grant, Allocation, General Funds, etc.): General Fund/Equity

Projected Cost : 200000

It is essential to invest into the professional development of our classified professionals, faculty and management teams to ensure that RCC creates a coherent, cohesive environment based on equity and cultural proficiency. (JOINT Initiative with

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VPAA) - Professional development is key to our institution moving forward

Year of Request: 2020 - 2021

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): General Funds/Equity

Projected Cost : 83000

Initiative/Project Details: Counseling - Increase Onboarding Services and Programs

Student Access - Increase Onboarding Services and Programs evidenced by a decrease in drop rate of first-time freshman college students prior to census in Fall Term by 2%.

Initiative/Project Status: In Progress

Year(s) Implemented: 2014 - 2015, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Date Started: 08/25/2019

Action Plan

2020 - 2021 - 1.1 Assist with Guided Pathways Program Maps Development and Updates

- 1.1.1 Review process and coordinate new POS with EDUNAV
- 1.1.2 Program Maps easily linked to Counseling webpage and utilized with new students
- 1.1.3 Assist with program maps/trailheads updates (Artic/GP Coordinator)
- 1.1.4 Career Center will use the Center of Excellence to update the salary information on program maps yearly (March 31st)

1.2 Clarify and update Onboarding Process

- 1.2.1 Career Center to take lead with onboarding strategies to incoming students
- 1.2.2 Provide workshops at feeder high schools in person or via prerecorded zoom prior to application regarding major/career and linking to RCC Programs of Study
- 1.2.3 Discuss POS in all GUI classes taught at HS – career center staff will zoom with all HS Dual Enrollment/CCAP instructors – and will provide them with information to cover with students regarding POS linking to future career
- 1.2.4 Provide career exploration support in all GUI classes taught at HS – career center to develop career exploration powerpoint with free sites and resources to share with students
- 1.2.5 Provide ongoing career development workshops to ensure students are on right path
- 1.2.6 Provide support at onset so that students enter most appropriate pathway
- 1.2.7 Counseling to continue support of CCAP/Dual Enrollment by offering appropriate GUI courses

1.3 Increase collaboration and support to local high school counselors

- 1.3.1 Enhance and update the counseling web page for high school counselors – incorporate Guided Pathways and engagement centers
- 1.3.2 Provide robust counselor to counselor training annually with alternative term email to all HS counselors from counseling department chair sharing updates
- 1.3.3 Record the counselor to counselor sessions and make the videos available on the counseling website

1.4 Support Academic Engagement Centers

- 1.4.1 Continue to clarify and define roles of all on student success teams; specifically the counselor role
- 1.4.2 Collaborate – develop a model team approach and make this consistent among all engagement centers (Active)

Initiative/Project Target: Target is 3,653 Drop Rate for Fall 2020

Onboarding Data	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Fall Drops	3,728.	3,653	3,580	3,509.	3,439.	3,370

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Resources Needed

Caseload Counseling/Appointment Scheduling Software (equal priority to office manager need)

Counseling Office Manager

Equity Minded/Culturally Relevant Teaching/Professional Development Opportunities - These types of professional development opportunities align with the strategic goals for all faculty, staff and management.

Year of Request: 2020 - 2021

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): General Fund/Equity

Projected Cost : 60000

IT Support/EDUNAV/Media Expert

Tenure Track Full Time General Counselor (need prioritization worksheet)

RCC Goal Mapping

Strategic Plan

1.0 STUDENT ACCESS - The college will ensure all students have equitable access to the college's courses, programs, and services.

Objective 1.1 - Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.

Objective 1.2 - Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data.

Objective 1.3 - Increase percentage of students eligible for financial aid who receive aid by at least 2% per year.

Objective 1.4 - In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

Objective 3.2 - Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.

Objective 3.4 - Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.

Objective 3.5 - Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.

Objective 3.6 - Improve communication strategies internally among college constituencies and externally with the communities we serve.

5.0 COMMUNITY ENGAGEMENT - The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses.

Objective 5.1 - Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels.

Initiative/Project Details: Counseling -- The College will provide clear pathways and support for achieving certificates, degrees, transfers,

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and employment with a living wage.

Increase transfer rates by 20% each year.

Initiative/Project Status: In Progress

Year(s) Implemented: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Date Started: 08/25/2019

Action Plan

- 2020 - 2021 - 2.1** Increase Counselor to Student Engagement to enrich student experience and achievement
 - 2.1.1 Review Caseload Counseling Process
 - 2.1.2 Ensure all incoming students assigned to counseling team via pathway
 - 2.1.3 Welcome activities to meet counseling and student success team
 - 2.1.4 Ed Advisors work with counseling faculty for follow up for student in pathway
 - 2.1.5 Streamline and advocate for technology needs to support caseload model/software to align students to pathway and support provided to pathway through technology
- 2.2 Increase EDUNAV plans on file
 - 2.2.1 Continued training/time/support and utilization with students in office and remotely
 - 2.2.2 Full integration and implementation of EDUNAV as a registration and student planning tool
 - 2.2.3 Increase marketing and signage. Production printing to design poster encouraging students to meet with counselor and develop SEP
 - 2.2.4 Outreach to ensure that students are selecting the correct ed goal and program of study – to ensure that advising in EDUNAV is as accurate as possible
 - 2.2.5 Utilize success teams for each pathway to ensure students have SEP and to get word out
 - 2.2.6 Record keeping/data/numbers – report generator
 - 2.2.7 ENG 91 classroom visits – encourage EDUNAV SEP and discuss ADT process
 - 2.2.8 Participate in Tiger Roars and Welcome Days to get SEP's completed
 - 2.2.9 Texting option encouraging those students with no SEP to meet with a counselor
- 2.3 Increase retention rates within equity groups.
 - 2.3.1 Invite Dean of Institutional effectiveness to counseling meeting and review data.
 - 2.3.2 Develop activities and plan to address retention rates with equity groups
- 2.4 Increase counseling engagement
 - 2.4.1 Review budget, coverage, and staffing to possibly include evening and weekend counseling appointments (either remote or in person) to ensure that non-traditional students are provided access to counselors
 - 2.4.2 Increase a counseling presence in engagement centers - provide series of counseling/career/transfer workshops in collaboration with centers designed for specific pathway
 - 2.4.3 Encourage student and faculty interactions throughout the college in every counseling appointment
 - 2.4.4 Collaborate with discipline experts (faculty advisors) to provide major-specific workshops within each pathway
 - 2.4.5 Discuss office hours and important student/faculty interactions and engagement opportunities at RCC
 - 2.4.6 All syllabi to highlight student/faculty interactions
- 2.5 Review and update Counseling Curriculum
 - 2.5.1 Set timeline for annual review and update of counseling curriculum in collaboration with faculty and staff
 - 2.5.2 Share curriculum with all engagement centers
 - 2.5.3 Ensure equity-minded practices are incorporated into curriculum
- 2.6 Continue to embrace and refine Remote Counseling Practices
 - 2.6.1 Review and complete needs analysis of effective remote counseling practices
 - 2.6.2 Review and research best technologies for remote counseling and develop best practices
 - 2.6.3 Needs assessment and student survey of remote counseling services – review and make changes based

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- on feedback
- 2.6.4 Consider implementing online counseling as an option fall all students in future terms when back on campus
- 2.6.5 Review CHAT feature and update and schedule as needed
- 2.6.6 Grow Technology Champions within counseling department/Support to all
- 2.6.7 Review support staff remote counseling operations and determine how to embrace and move forward with strategies for future
- 2.6.8 Identify remote Follow up practices to be institutionalized with counseling staff
- 2.7 Increase Staff and Student Engagement
 - 2.7.1 Cross training for Career/transfer staff
 - 2.7.2 Cross training for counseling staff with career and transfer staff
 - 2.7.3 Provide opportunities that cultivate faculty-student-staff interactions which develop skills and understanding of the positive outcomes of an inclusive, culturally proficient, just and respectful environment for learning
- 2.8 Counseling educational advisors to promote student engagement and success
 - 2.8.1 Follow up with students in assigned pathway – workshops, phone call, email, text, social media, online zoom and other remote services
 - 2.8.2 Provide Welcome workshops
 - 2.8.3 Provide Dismissal workshops and follow up
 - 2.8.4 Provide Welcome back workshops
- 2.9 Transfer Center to increase services which will impact increase in transfer rates
 - 2.9.1 Maintain application support workshops with increasing representation from colleges and universities
 - 2.9.2 Develop and provide transfer ready classroom presentations to designated classrooms; ie ENG 1B, Advanced Science, etc
 - 2.9.3 Provide workshops in the various engagement centers – 2 per term to each engagement center to be coordinated and advertised with engagement center staff
 - 2.9.4 Continued work with evaluations and ADT verification process
- 2.10 Increase the number of ADT's verified at RCC
 - 2.10.1 Artic/transfer/eval continue with regular meetings to review and update process as needed
 - 2.10.2 Advertise ADT process on web and around campus
 - 2.10.3 Handout ADT flier at front counter and possibly library and bookstore and staple postcard to SEP for ADT's
 - 2.10.4 Increase information and awareness of the ADT to students, faculty, staff through fliers, workshops, classroom presentations, and Flex Opportunities
 - 2.10.5 Ensure that all ADT students have approved plan in EDUNAV
 - 2.10.6 Ed advisors to present to PHI 11, ENG 1B classes in Sept 20 – discuss ADT process
 - 2.10.7 Email blast to students with 30 transferrable units about the ADT's available and the process – include visual with slides of NEXT STEPS after applying for the ADT – show screens from CSU
 - 2.10.8 Develop ADT folder on shared drive with all ADT resources
 - 2.10.9 Transfer center/Dept Chair/engagement coordinators to offer ADT workshops in October and November – advertise in engagement centers
 - 2.10.10 List of students by pathway and POS/ADT provided to ed advisors to contact students and ensure approved plan in EDUNAV
- 2.11 Increase the percent of exiting students who report being employed in their field of study
 - 2.11.1 Career Center collaboration with Employment Placement Coordinator
 - 2.11.2 Provide EDD workshops on campus for students
 - 2.11.3 Provide career workshops including resume, interviewing, etc.
 - 2.11.4 Comprehensive Career Services with Integration of CTE and Career Center
 - 2.11.5 One Stop Shop with Career Services

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2.11.6 Share resources and software packages for all students

2.12 Review Dismissal Process and Procedures

2.12.1 Team to review dismissal Process and bring drafted plan to counseling department for review and discussion (Ellen, Claudia, Anthony, Stef, Lilia)

2.12.2 Ed Advisors provide follow-up to dismissal students (Active)

Initiative/Project Target: 2020-2021 target is 1,794 UC/CSU transfers and 2,848 All Transfers including private and out of state

Transfers	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
UC or CSU Transfers	1,495	1,794	2,153	2,583	3,100	3,720
All Transfers/ (inc. out of state and private)	2,373	2,848	3,417	4,101	4,921	5,905

Resources Needed

Dean of Counseling Services and Programs

Live Chat and ChatBot Enterprise Licensing - Expansion - To serve students remotely with open counseling, Student Services (joint with VPSS) and Academic Support in real time.

Year of Request: 2020 - 2021

Resource Category: Technology - Hardware

Funding Source (Grant, Allocation, General Funds, etc.): General Funds/CARES

Projected Cost : 54000

Tenure Track Counselor - General

RCC Goal Mapping

Strategic Plan

1.0 STUDENT ACCESS - The college will ensure all students have equitable access to the college's courses, programs, and services.

Objective 1.1 - Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.

Objective 1.4 - In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

2.0 STUDENT SUCCESS - The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage.

Objective 2.1 - Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Objective 2.2 - Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.

Objective 2.3 - Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%, median earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually.

Objective 2.4 - Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.

Objective 2.5 - Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Objective 2.8 - For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.

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Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.
Objective 3.2 - Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.
Objective 3.4 - Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.
Objective 3.5 - Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.
Objective 3.6 - Improve communication strategies internally among college constituencies and externally with the communities we serve.
Objective 4.6 - Revise and implement the HR Plan, by Fall 2020, with specific goals to recruit and hire diverse faculty and staff to support student success that is annually reviewed, assessed and updated.
5.0 COMMUNITY ENGAGEMENT - The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses.

Initiative/Project Details: Counseling -- Increase student success in Guidance Classes within equity groups

Decrease equity Gap in Guidance classes by 1% each year for the following groups – African American Male, African American Female, Native American male, and Foster Youth

Initiative/Project Status: In Progress

Year(s) Implemented: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Date Started: 08/25/2019

Action Plan

- 2020 - 2021 - 3.1** Cultural Competency and equity based professional development opportunities to embrace initiatives and goals outlined in student equity plan
- 3.1.1 Equity Based Professional Development Opportunities – Counseling in an Era of Equity with Dr. Hotep follow-up working groups; Townhall meetings;
 - 3.1.2 Culturally Relevant Teaching – implement strategies and activities from Counseling in an Era of Equity conference
 - 3.1.3 Opportunities to promote understanding student capacity and learn the root causes of inequitable student achievement outcomes
 - 3.1.4 Provide faculty with support for training, research and inquiry into sociocultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies
 - 3.1.5 Retreats for both counseling faculty/staff and with pathway faculty and staff along with peer mentors
- 3.2 Equity Minded practice embedded into counseling meetings and appointments. Opportunities to promote Understanding student capacity and learn the root causes of inequitable student achievement outcomes.
- 3.2.1 Equity report out at counseling meetings
 - 3.2.2 Equity activities and best practices shared at counseling meetings
 - 3.2.3 Discuss and review equitable counseling services – meetings students where they are based on needs; one to one connection; engage fully
 - 3.2.4 Report out and sharing of best strategies each term for all counselors
 - 3.2.5 Develop and collaborate for FLEX workshops for identified groups – Foster Youth and DREAMERS
 - 3.2.6 Coffee with a counselor: Counselors scheduled in quad or common area where students can see and interact with us. Could work with Food Svcs to have a cart set up.

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- 3.2.7 Assign counselors to key ASRCC activities where students gather and have a chance to know us.
- 3.2.8 Role playing scenarios: Counselors playing various students and counselors to illustrate to others various approaches & techniques to our counseling practices
- 3.3 Reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.
 - 3.3.1 Review counseling curriculum to ensure equity-minded practices are incorporated
 - 3.3.2 Discuss transformational counseling opportunities and share best practices
 - 3.3.3 Review all syllabi for equity-minded language
 - 3.3.4 Acknowledge and understand the root causes of systemic barriers to student engagement and achievement; and then dismantle them for equitable student outcomes.
- 3.4 Ensure all counseling faculty and staff recruitments and job posting are equity minded
 - 3.4.1 Review counseling faculty and staff job descriptions before posting any future positions
 - 3.4.2 Ensure all faculty and staff recruitments and job postings are equity minded
- 3.5 Continue to assess SLO's within courses in a systematic and efficient manner
 - 3.5.1 Assessment coordinator to work collaboratively with leads to ensure all reports are complete, accurate and timely
 - 3.5.2 Leads for each course to facilitate ongoing meetings for development of assessments, analyzation of assessments, and review and updating of materials to improve instruction
- 3.6 Review and identify targets for success with equity gaps in GUI courses
 - 3.6.1 Review GUI course data and develop strategies to increase achievement of low performing equity groups
 - 3.6.2 Ed advisors to participate in PACT meeting and reaching out to students to increase success
 - 3.6.3 Continue early alert follow up with ed advisors contacting students referred to counseling and counter staff contacting identified students for counseling appointments
 - 3.6.4 Develop plan to address equity gap across the college of success – specifically African American Males (Michael, Ellen, Chris to share plan at first counseling meeting)
 - 3.6.5 VA Counselor housed in DRC/VA – appointments can be made by DRC or VA staff
 - 3.6.6 Use centers for welcome orientation during priority registration
 - 3.6.7 Share resources in guidance classes (health & wellness, food pantry, homeless, etc)
 - 3.6.8 All GUI courses to require SEPs – develop statement to put in all syllabi (Dept. Chair)
 - 3.6.9 Career presentation in Guidance Courses – information on career closet
- 3.7 Continue to assess SAO's
 - 3.7.1 Review and assess data and Identify targets
 - 3.7.2 Develop Activities (Active)

Initiative/Project Target: Course Success Rates - All GUIDANCE courses

	Fall 19	Fall 20	Fall 21.	Fall 22.	Fall 23.	Fall 24.
All Students	78.7%	80%	81%.	82%.	83%.	84%.
African American Female	71.9%	73%.	74%.	75%.	76%.	77%
African American Male	62.5%	64 %.	65%.	66%.	67%.	68%
Native American Male	66.7%	68%.	69%.	70%.	71%.	72%
Foster Youth	74.3%	75 %.	76%	77%	78%	79%

Other Fall 19 Success Rates for all GUI include DRC at 80.7%; Hispanic Males at 77.8% and Females at 79.2%; Veterans at 78.1% as all strategies will increase all groups; targeted strategies will be to address the largest equity gaps among African American males and females, Native American Male and Foster Youth.

Resources Needed

Tenure Track Counselor - La Casa (need prioritization worksheets)

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Tenure Track Counselor - Ujima (need prioritization worksheet)

RCC Goal Mapping

Strategic Plan
Objective 2.6 - Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY.
Objective 2.8 - For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level.
Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.
Objective 3.2 - Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.
Objective 3.3 - In order to maintain funding, and to meet the needs of students, attain a college level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.
Objective 3.4 - Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.
Objective 3.5 - Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.
Objective 3.6 - Improve communication strategies internally among college constituencies and externally with the communities we serve.

Initiative/Project Details: Counseling -- Community Engagement

The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses

Initiative/Project Status: In Progress

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Date Started: 08/25/2020

Action Plan

2020 - 2021 - 5.1 Puente to increase community engagement through mentorship opportunities; collaboration on various events; classroom presentations; workshops, etc.

5.1.1 Ongoing outreach to community mentors

5.1.2 Virtual outreach with CSU/UC/Private/Out of State

5.1.3 Classroom presentations face to face and online via Zoom

5.1.4 Participation in statewide activities pertaining to culture

5.1.5 Mentor Panel discussions

5.1.6 Partner with Texas and Washington

5.1.7 Puente Programs

5.1.8 Collaborate with RCC faculty

5.1.9 New faculty orientation presentation

5.1.10 PH3 Zoom session with Phase 3 maintaining community

5.2 Transfer Center to continue collaboration and increase presence on campus with university partners from the UC/CSU/and Private Institutions

5.2.1 Ongoing outreach to historically black colleges HCU

5.2.2 Utilize virtual platforms

5.2.3 Former alumni virtual presentations with current RCC students

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5.2.4 Check in with transferred students (first day picture on new campus)

5.2.5 Virtual campus trips

5.3 Career Center Career Center will collaborate with CTE Employment Coordinator to formulate partnerships with outside agencies in regards to job services, internships, and apprenticeships.

5.3.1 Virtual tours (organizations and facilities)

5.3.2 Virtual workshops with corporate organizations (Active)

Resources Needed

Puente Educational Advisor - Half Time

Tenure Track Counselor - Puente

RCC Goal Mapping

Strategic Plan

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

5.0 COMMUNITY ENGAGEMENT - The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses.

Objective 5.1 - Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels.

Objective 5.2 - Expand work with local businesses and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to living wage employment opportunities.

Objective 5.3 - Continue providing programs and services that are responsive to and enrich the community.

Initiative/Project Details: College Promise

RCC has committed to funding 1000 students per year in the College Promise. Each year 1000 will be funded so the program will grow as the new class begins and the students who have not yet graduated continue.

Initiative/Project Status: In Progress

Year(s) Implemented: 2015 - 2016, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Action Plan

2019 - 2020 - Continue implementing Promise cohorts and tracking their success. (Active)

2020 - 2021 - Continue implementing Promise cohorts and tracking their success

Currently books are funded by state categorical funding, so in 2020-2021 we will assess this funding and expenditure model. (Active)

Resources Needed

Funding for books, fees, and tablet for 500 students below college level for College Promise. - AB19 will fund tuition for 1 year for students in math and English. This program will fund books, fees, and a tablet for approximately 500 students for up to 1 year.

Year of Request: 2019 - 2020

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Projected Cost : 340000

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Initiative/Project Details: Provide leadership for Guided Pathways (CA Guided Pathways as well as state chancellor's office framework)

In summer 2017, RCC was selected to be among twenty California community colleges to participate in the California Guided Pathways project. Guided pathways reform is a student-centered approach, inclusive of full-time and part-time students that can dramatically increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise. Guided pathways provide students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes. These maps are aligned to knowledge and skills required by four-year institutions and the labor market, thus ensuring that students can continue their studies and advance in their careers.

The maps help to simplify decision-making for students by providing intentional opportunities for exploration and informed choices. Students are helped from the start to understand academic and career options, choose a program of study, and develop a plan based on the program maps. As part of the statewide cohort, the college will develop the “how” of this work and fully implement the components. These plans enable the college to provide a predictable schedule, frequent feedback, and embedded, discipline-specific support to help students stay on track and complete their programs more efficiently and effectively. The plans also facilitate efforts by faculty to ensure that students are building knowledge and skills within and across programs that will allow them to succeed in further education and on the job.

Additional support for the Career and Transfer center including coordinators and a dedicated space will provide students the additional needed support to help students choose and stay on their career and transfer pathway.

Investigate systemic ways to track and report on student progress at regular time intervals -- such as Starfish -- to streamline communication between students, counselors, and faculty.

Guided Pathways is the framework the college is using to increase student success.

Initiative/Project Status: In Progress

Year(s) Implemented: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Date Started: 02/15/2017

Action Plan

2019 - 2020 - Continue implementing Guided Pathways (Active)

Updates

Reporting Year: 2019-2020

07/20/2020

Conclusion: Target Met

Full-time Guided Pathways coordinator worked with Faculty Liaisons, Engagement Center Coordinators, and other staff to more fully understand and structure engagement centers based on the existing needs.

Created an Engagement Center plan in coordination with Academic Deans and other support.

Reviewed all program maps (as part of the Comprehensive Program Review and Plan).

Continued implementing EduNav to assist students with understanding pathways.

Reporting Year: 2019-2020

07/20/2020

Conclusion: Target Partially Met

Promise cohorts continued to enroll and progress. The Office of Institutional Effectiveness is tracking their progress and success and communicating it to understand how this support is impacting overall student completion rates.

2020 - 2021 - Continue Implementing Guided Pathways

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Work to fully integrate Engagement Centers including coordination with personnel.

Continue working to implement within a virtual environment (Active)

Resources Needed

Early Alert system - An automated system which provides early alert capability. TBD

Year of Request: 2019 - 2020

Resource Category: Technology - Hardware

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Resource Life Cycle: On-going

Projected Cost : 125000

Disciplines / Departments sharing Cost of Resource: Across college

Guided Pathways Coordinator - This faculty position will coordinate the Guided Pathway efforts on campus.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Faculty Staffing

Funding Source (Grant, Allocation, General Funds, etc.): Guided Pathways funding (funding in place from State Chancellor's Office)

Resource Life Cycle: 3 years

Projected Cost : 120000

Disciplines / Departments sharing Cost of Resource: Grant Funded

Guided Pathways Engagement Center Coordinators - Full-time course release and 0.4 course release for 5x faculty to manage engagement center activities.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Faculty Staffing

Resource Life Cycle: On-going

Projected Cost : 200000

Disciplines / Departments sharing Cost of Resource: All college

Yearly participation fee of \$15,000 per year - Three-year fee was paid first year.

Year of Request: 2019 - 2020

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): President's Office / Planning & Development

Resource Life Cycle: One-time

Projected Cost : 45000

Initiative/Project Details: Academic Support -- Peer Mentor and Academic Support to align with Guided Pathways and the Integrated Support model

The College has several models to provide students and faculty academic resources -- SI, Embedded Tutors, learning labs, etc.

As these programs have been assessed and evaluated, best practices are being identified and implemented.

Funding requests include peer mentor coordinator, funding to cover minimum wage increases, and funding to replace expiring grants for peer mentor training

Initiative/Project Status: In Progress

Year(s) Implemented: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Program Review - VP Planning and Development

2019 - 2020 - Provide all training and coordination for campus-wide peer mentors. (Active)

2020 - 2021 - Continue implementing robust peer mentoring training model. Include cultural proficiency training, conflict resolution, customer service, etc.

Work to better evaluate and understand program success, coordinating with graduate students and conducting qualitative studies. (Active)

Resources Needed

Create full-time position which could train and coordinate peer mentors, SI leaders, and other student workers. This position would take an existing 1/2 time position and increase it to full-time. - SI Coordinator is currently a 20 hour per week position. Need to increase the position to be full time to meet the demand.

Year of Request: 2020 - 2021

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Resource Life Cycle: On-going

Projected Cost : 65000

Enhanced funding for student employment (peer mentors, tutors, SGL, SI leaders, etc.) - Continue to support the increased demand for academic support.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Classified Staffing

Enhanced, high quality training for student employees including cultural proficiency, conflict resolution, customer service, etc. (Joint initiative with VPAA)

Year of Request: 2020 - 2021

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Projected Cost : 40000

Funding for graduate assistants to evaluate effectiveness of programs and other academic support.

Year of Request: 2019 - 2020

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Projected Cost : 8000

Initiative/Project Details: Academic Support -- Increase the number of students who attend tutoring on a regular basis

Research shows that students have to attend tutoring sessions multiple times in order to be effective. With our current model, students have to voluntarily attend sessions. Often they wait until they are in trouble in class before attending or the students aren't even aware that tutoring services are available. We want to create a better model where students are attending regularly -- and before they need help -- in order to increase student success.

Initiative/Project Status: In Progress

Year(s) Implemented: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Action Plan

2020 - 2021 - To increase assess of tutoring participation on campus, the department has boosted tutoring in both cultural and academic engagement centers. These specialized tutors who are not only CRLA-trained, but also are diverse, add the primary efforts of the tutoring department located inside the MLK building.

Future needs of the tutoring must focus on expanding the online services of these tutors in a way that matches the

Program Review - VP Planning and Development

engagement centers in where they are placed. For example, La Casa and Ujima students may choose to access their designated tutor(s) in specialized "rooms" on cranium cafe that are dedicated to members of the community. (Active)

Initiative/Project Target: The department will work with faculty coordinators and others to created online "spaces" to offer tutoring, SI, SGL, and peer mentoring support.

Implementation Timeline: 2020-2021

Resources Needed

Access to an online platform that support online meetings, classrooms, and group activities. A single sign-on option with Canvas is preferred. Cranium Cafe has emerged as an obvious platform. - Due to social distancing practices and transition to online learning, academic support must be able to mirror remote learning.

Year of Request: 2019 - 2020

Resource Category: Technology - Hardware

Ipads and apple pencils to assist with math tutoring in a virtual environment

Year of Request: 2020 - 2021

Resource Category: Technology - Hardware

Projected Cost : 60000

Initiative/Project Details: Library -- Enhance Outreach Capabilities

Strive to provide equitable delivery of library services through the development of programs, policies, practices, and behaviors which make the library inviting and available to all RCC students, with a particular focus on services for those who are infrequent users, nonusers, or are traditionally underserved.

Initiative/Project Status: Initial Proposal

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Guiding Questions: Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

Action Plan

2020 - 2021 - Research and investigate best practices for branding, such as name change, motto, logo, mascot, etc as they relates to libraries and which would heighten the library's profile on campus. (Active)

Initiative/Project Target: Develop and present recommendations on branding to department, and division administration.

Implementation Timeline: Most of 2020-21 will be spent researching various ways to brand the library. Recommendations will be made in fall of 2021.

2020 - 2021 - Coordinate with full-time and part-time library faculty to create a schedule for Fall 2020 and Spring 2021 in providing short library introduction/orientations to each English class that uses the Writing and Reading Center during the first week of each semester. (Objectives 1.0, 2.0, 2.1, 2.2, 2.4, 2.5, 2.6) (Active)

Initiative/Project Target: Develop written schedule that provides coverage for first week of introductions at the WRC, with each full time faculty providing a minimum of 3 hours. This schedule will be used as the template for future semesters.

Implementation Timeline: Schedule will be developed during summer and plan presented for implementation in fall.

2021 - 2022 - In order to endure high quality multi-cultural programming is offered throughout the library space, the library will expand exhibit library programming by continuing to contract for outside professional exhibits. (Objective 5.3) (Active)

Initiative/Project Target: Lease professional traveling exhibits, from organization such from Gilder Lehrman Institute of American History for exhibit in the physical library.

Program Review - VP Planning and Development

Implementation Timeline: Library faculty will meet and discuss possible displays that reflect RCC's multi-cultural student population. Target date for the exhibit is Spring 2021.

2021 - 2022 - Coordinate a speaker program for Spring 2021. (Objective 5.3) (Active)

Initiative/Project Target: Our preferred speaker will be Susan Straight to see if she will present her book, "In the Country of Women" to our student body. If she is not available, another local author will be contacted.

Implementation Timeline: The department will coordinate a plan for a visiting author by Spring of 2021.

2020 - 2021 - Expand outreach to engagement centers on campus. Coordinate with pathways librarians and engagement center Educational Advisors to develop a plan of support for each of these campus centers: CTE, Humanities, STEM. (Objectives 1.0, 2.0, 2.1, 2.2, 2.6, 3.4, 3.6) (Active)

Initiative/Project Target: Working with the Outreach Librarian, develop a plan of support that can be implemented in the following academic year.

Implementation Timeline: Working over the 2020-21 academic year, information will be gathered on the special needs of each of the engagement centers, and this information will be utilized to create specific proposals for each of the centers.

2020 - 2021 - The Dual Enrollment/CCAP program offers local high school students free college courses on their high school campus for student convenience at 9 locations, Arlington HS, Hillcrest HS, John W North HS, Martin Luther King Jr. HS, Norte Vista HS, Patriot HS, Poly HS, Ramona HS, Rubidoux HS. The library will continue and expand provide support to this college program. (Objectives 1.0, 2.0, 2.1, 2.2, 2.4, 2.5, 2.6, 5.1) (Active)

Initiative/Project Target: Initiate conversation with local high school districts with goal to get EZ Proxy unblocked so that students and teachers can access RCC Library Databases remotely.

Implementation Timeline: During the 2020-21 academic school year, Outreach Librarian will start a series of conversations with responsible parties to raise the topic of the need for students to have access to RCC databases and the current obstacles that firewalls present.

2020 - 2021 - Expand outreach through social media platforms such as Instagram and Facebook (Active) (Active)

Initiative/Project Target: Research and recommend purchase of camera-ready tablet.

Implementation Timeline: Outreach librarian will research and make recommendation for the purchase of a tablet that meets the requirements of the action plan by the end of the Fall 2020 semester.

Resources Needed

Camera-ready tablet - Some social media platforms require a mobile device. This will allow us to take advantage of the various platforms that students are currently using.

Year of Request: 2019 - 2020

Resource Category: Technology - Hardware

Projected Cost : 2000

Funding for speaker program. - To further our mission of community enrichment, the library would like to provide students the opportunity to access award winning authors.

Year of Request: 2019 - 2020

Projected Cost : 3000

RCC Goal Mapping

Strategic Plan

1.0 STUDENT ACCESS - The college will ensure all students have equitable access to the college's courses, programs, and services.

2.0 STUDENT SUCCESS - The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage.

Objective 2.1 - Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

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Objective 2.2 - Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution.

Objective 2.4 - Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.

Objective 2.5 - Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Objective 2.6 - Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY.

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

Objective 3.4 - Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued.

Objective 3.5 - Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals.

Objective 3.6 - Improve communication strategies internally among college constituencies and externally with the communities we serve.

Objective 5.1 - Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels.

Objective 5.3 - Continue providing programs and services that are responsive to and enrich the community.

Initiative/Project Details: Counseling and Library Space Enhancement

Renovate library spaces and counseling spaces in response to changing student needs, by incorporating student friendly and centered furniture addressing the needs of single user and group study spaces. Create a more effective, efficient, and student friendly environment that incorporates appealing and effective signage, accessible services desks, etc.

Initiative/Project Status: Initial Proposal

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Guiding Questions: Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

Action Plan

2020 - 2021 - Create library signage committee, and utilizing student surveys and professional literature, make recommendations for student friendly signage. (Objective 4.2) (Active)

Initiative/Project Target: Create proposal for signage guidelines and recommendations, taking into consideration opportunities to make library services more accessible.

Implementation Timeline: Signage committee will be formed in 2020-2021 academic year, with initial recommendations made by end of Spring 2021.

2021 - 2022 - Informed by architects' recommendations and student input, renovate Quadrant 1 (current reference wing on second floor), creating a multi-use space. (Objective 4.2) (Active)

Initiative/Project Target: Move service desk to more appropriate space, purchase new furniture to replace aging pieces, purchase new displays for periodical collection.

Implementation Timeline: Timeline is dependent on outside decisions made by the college.

2022 - 2023 - Informed by architects' recommendations and student input, renovate Quadrant 3 (current quiet study area on third floor), creating a space that houses book collection while also providing areas for single seat study spaces.

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(Objective 4.2) (Active)

Initiative/Project Target: Purchase single occupant seating and study carrels.

Implementation Timeline: Timeline is dependent on decisions made by college administration.

2023 - 2024 - Informed by architects' recommendations and student input, renovate Quadrant 2 (current computer commons), creating a more dynamic space utilizing technology. (Objective 4.2) (Active)

Initiative/Project Target: Move computer help desk to more visible area near front desk, remodel former specialized technology area.

Implementation Timeline: Timeline is dependent on decisions made by college administration.

2024 - 2025 - Informed by architects' recommendations and student input, renovate Quadrant 4 (Northwest wing on third floor), creating a that allows for group study, and eventually allowing for additional study rooms. (Objective 4.2) (Active)

Initiative/Project Target: Purchase new furniture, build new study rooms, remove current shelving.

Implementation Timeline: Timeline is dependent on decisions made by college administration.

2020 - 2021 - In order to best capture student use of the library, it is necessary to purchase a new door counter. (Active)

Initiative/Project Target: Review option, purchase, and Install new door counter.

Implementation Timeline: Options will be reviewed in Fall of 2020, with goal of installation by end of Spring 2021.

2020 - 2021 - Research and plan for the development of an academic makerspace in the library to prepare students for the digital/innovation economy by encouraging project-based learning, collaboration, hands-on prototyping, and digital design and fabrication. (Active)

Initiative/Project Target: Review the California Community College (CCC) Makerspace Startup Process model, form a cross-functional implementation team to guide the project, and develop an implementation plan

Implementation Timeline: Fall 2020 – Research the CCC Maker Initiative, the impact of makerspaces, and Maker Guides; identify needs for team expertise and determine the implementation team members; assess space needs and identify a location within the library; contact nearby colleges that have implemented the process to learn about their spaces and makerspace experience; investigate opportunities for funding

Spring 2021 – Assess existing college resources (physical, technological, and human) and identify potential collaborators within disciplines and local industry; develop an implementation plan; design the makerspace based on the information gathered; apply for applicable grants; identify resources required and include them in the Spring 2021 PRaP update

Resources Needed

Counseling Space Renovation - Remodel of front desk area to better serve students and increase efficiency and space utilization.

Year of Request: 2020 - 2021

Resource Category: Capital Outlay (Physical Resources)

Projected Cost : 50000

Door Counter - Present door counter does not provide enough data to be useful for truly capturing use of library by students.

Year of Request: 2021 - 2022

Resource Category: Technology - Hardware

Resource Life Cycle: 15 years

Projected Cost : 3000

Funding for new furniture and construction of new study rooms. - Current furniture does not allow for efficient group study use nor is it technology accessible. There is a constant demand for study rooms, sometimes a waiting list of over 50 students, and it is one of the things that students have routinely requested for more of.

Year of Request: 2024 - 2025

Resource Category: Capital Outlay (Physical Resources)

Resource Life Cycle: 15

Projected Cost : 200000

Funding for remodel of computer commons. - The library would like to move the computer support desk to a more visible area,

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make more efficient use of space in the computer commons, and begin remodel of the previous specialized technology area.

Year of Request: 2023 - 2024

Resource Category: Capital Outlay (Physical Resources)

Resource Life Cycle: 15

Projected Cost : 50000

Remodel and furniture for quadrant 1 of the library. - The library would like to update the student area on the 2nd floor by moving the reference desk, creating new seating arrangements, opening up the floor plan, and other student centered changes.

Year of Request: 2020 - 2021

Resource Category: Capital Outlay (Physical Resources)

Resource Life Cycle: 15

Projected Cost : 20000

Single use seating and study carrels - Will create a more efficient quiet study area by better utilizing space on the third floor.

Year of Request: 2022 - 2023

Resource Category: Capital Outlay (Physical Resources)

Resource Life Cycle: 15

Projected Cost : 50000

RCC Goal Mapping

Strategic Plan

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

Objective 4.2 - Maintain a healthy and safe environment for students, faculty, and staff, by developing a process through which the college can be responsive to any health and safety recommendations.

Objective 4.5 - Implement the Technology Plan to ensure relevant investment in state-of-the-art technologies to enhance data-informed decision making, programs, services, and operations that are annually reviewed, assessed and updated.

Initiative/Project Details: Library -- Library Services

Evaluate and design student centered services that incorporate the needs of our diverse student population while providing assessable outcomes that can be used to further enhance the student experience that leads to a culture of success.

Initiative/Project Status: Initial Proposal

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Guiding Questions: Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

Action Plan

2020 - 2021 - Develop student workers with outstanding customer service skills, paying particular attention to the needs of our multi-cultural student population. (Objective 3.5) (Active)

Initiative/Project Target: Led by the public services librarian, develop plan to ensure each student worker receives a minimum of three hours of training per semester, with particular focus on customer service. It will also include a one hour library orientation lead by a faculty member.

Implementation Timeline: A plan will be developed in Fall of 2020, with implementation of plan in 2021.

Program Review - VP Planning and Development

2020 - 2021 - Develop classified staff to provide outstanding customer service, with particular attention paid to meeting the needs of our multi-cultural student population. (Objective 3.5) (Active)

Initiative/Project Target: Develop plan so that each classified staff member receives a minimum of 5 hours of training per semester with a particular focus on customer service and providing service to a diverse student population.

Implementation Timeline: Plan will be developed by Spring 2021.

2020 - 2021 - Hire appropriate level classified staff member to oversee computer commons. (Active)

Initiative/Project Target: Hire and train classified staff member whose skills and qualifications meet the needs of the computer commons area.

Implementation Timeline: Meeting with appropriate personnel to determine grade of staff needed, recruitment for position, and then hiring.

2020 - 2021 - Recruit and hire library dean consistent with recommendations by a California Academic Senate. (Active)

Initiative/Project Target: Hire new library dean whose qualifications meet those recommended by the California Academic Senate.

Implementation Timeline: Recruit and hire new dean by 2021-22 academic year.

2020 - 2021 - Write Service Area Outcomes for respective library services and determine (a) methods for assessing these respective SAOs and (b) an assessment cycle for doing so. (Active)

Initiative/Project Target: SAOs written for selected services, with assessment of these implemented per an established assessment cycle and entered in Nuventive Improve.

Implementation Timeline: The above SAO assessment plan completed by spring 2021, for implementation to follow accordingly.

Resources Needed

Funding for new classified position in computer commons - This new position will allow the library to provide adequate services to students in the computer commons. The position will also support technical needs of counseling including EduNav.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Classified Staffing

Projected Cost : 10000

Disciplines / Departments sharing Cost of Resource: Part time Counseling and Part time library

Funding for workshops, classes, and other training for student workers and classified staff. - For many students, classified staff and fellow students are the primary face of the library. We have an obligation to provide the best customer service possible, and to achieve these we need highly trained workers, particularly in response to our diverse student population.

Year of Request: 2020 - 2021

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Projected Cost : 2000

Funding to hire library dean - The library needs an administrator, with an MLIS and other qualifications as recommended by the California Academic Senate, who understands and appreciates the unique position an academic library holds on a college campus.

Year of Request: 2020 - 2021

Resource Category: Human Resources - Management Staffing

Projected Cost : 200000

RCC Goal Mapping

Strategic Plan

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

Objective 3.5 - Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and

Program Review - VP Planning and Development

development of strategies to help disciplines, departments and service areas meet equity goals.

Objective 4.1 - Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Objective 5.3 - Continue providing programs and services that are responsive to and enrich the community.

Initiative/Project Details: Library -- Library Resources

Continue to enhance and expand the materials and resources the library makes available to students, while paying particular attention to student equity issues and the growing need need for materials that cab be accessed outside of the library.

Initiative/Project Status: Initial Proposal

Year(s) Implemented: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Guiding Questions: Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

Action Plan

2020 - 2021 - Research various options for providing additional ebooks in order to expand access to students' use of library resources off-campus. (Guided Pathways Pillar #3) (Objective 4.1) (Active)

Initiative/Project Target: Create acquisitions plan that makes recommendations on either subscribing to ebook collections and/or purchasing standalone ebooks.

Implementation Timeline: Plane will completed by Spring 2021.

2020 - 2021 - Integrate existing streaming video resources into the department's listing of library resources to increase access and update the collection development procedure to incorporate physical/streaming media principles for future acquisitions. (Active)

Initiative/Project Target: Remote access points through the library website and LMS to existing streaming media resources; inclusion of streaming media resources on library promotional materials; written collection development procedure that incorporates streaming media

Implementation Timeline: Summer/Fall 2020 - Add a link to the MediaSite Catalog of videos to the library website; add a note to the video title records in the LMS that indicates streaming media rights are available; include a direct link to the streaming video title in the record within the LMS; include a description and link to the library's streaming media titles on promotional library materials; discuss and develop collection development principles for physical/streaming media acquisitions

Spring 2021 – Review and update the collection development procedure to integrate streaming media collection development principles

2020 - 2021 - Create and develop plan to expand assigned textbooks availability to the largest number of students. (Guided Pathways Pillar #3) (Objective 4.1) (Active)

Initiative/Project Target: Make recommendation after developing plan on purchasing textbooks so that we have a minimum of 90% of the textbooks assigned in classes.

Implementation Timeline: Plan will be developed in 2020-2021 academic year.

2020 - 2021 - Students have repeatedly asked for study aides and manipulatives, like the skeleton we recently purchased, to help them create a more robust learning environment. The library will study the feasibility of extending library resources to include study aids and manipulatives, and make recommendations based on that research. (Guided Pathways Pillar #3) (Objective 4.1) (Active)

Initiative/Project Target: Make recommendations, based on priorities guided by pathways, on initial manipulatives and study aids to purchase.

Implementation Timeline: The library will have an initial list of items to purchase in spring of 2021.

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Resources Needed

Ebook Collection Subscription or One Time Funds for Purchase of Ebooks - Due to either schedules that do not allow them to visit the campus library, taking online classes, or other unforeseen circumstances, many students do not have access to the physical library. We must still meet their needs however, and with the trend towards online resources, ebooks would allow us to meet this demand.

Year of Request: 2020 - 2021

Resource Category: Technology - Hardware

Projected Cost : 40000

RCC Goal Mapping

Strategic Plan

Objective 3.1 - Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes.

Objective 4.1 - Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Initiative/Project Details: Integrated Academic Support through Engagement Centers | JOINT initiative VPPD and VPAA

Vision is to meet student academic support needs and also provide co-curricular engagement activities and Guided Pathways support. In addition to the support provided by this division, there are multiple additional ways students are receiving academic support. As the college monitors, evaluates, and assesses the effectiveness of engagement centers, the division also wants to better understand how students are being served by these other organizations. That way Educational Advisors can provide students information on these additional resources as well as create a structure for best practice sharing and non-duplication of efforts. For instance, if an LHSS student is enrolled in a math 12 course and needs math assistance, the Educational Advisor will know where to send the student for this support (and ideally be able to provide a “warm hand-off” to ensure the student is able to immediately connect with the needed support).

Long-term, the college envisions a student success and support center which provides a one-stop-shop to meet many of these students academic, co-curricular, and engagement needs. As seen with the Student Services CAK building, students are most likely to be better served if all of their needs are able to be met in one location.

Part of this understanding is an evaluation of what student needs are being met and where there are gaps – and how to better meet those gaps.

Mid-term, engagement centers will be the “hub” for guided pathways. Students will not only receive academic support but will also be able to access information about what career opportunities are available, transfer college information, informal networking to recently-transferred students, etc.

2019-2020 Goals include scaling up Educational Advisor, Student Success team and Peer Mentor support for all students.

Initiative/Project Status: In Progress

Year(s) Implemented: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Action Plan

2016 - 2017 - Hired educational advisors, reviewed and evaluated engagement center spaces (Active)

2017 - 2018 - Created a operational plan for the centers. This plan includes:

- Ed Advisors

Program Review - VP Planning and Development

- o Staffing
- o 1-400 ratio
- o Best Practice sharing / non-duplication
- Peer mentors
- o Promise students and first gen
- o 1-20
- o Training and support
- Facilities standards
- o Must have private room for counseling, office/cubical for Ed Advisor
- o Space for student workers
- o Space for faculty doing office hours
- Coordinating Engagement Center activities to maximize utilization for individual and small group student support
- Identified needs
- o Computer terminals
- o Textbooks / book lending
- Regular funding to support engagement activities (pizza parties, etc.)
- Outreach is done to students in special programs as dedicated
- o Other students

Monitor, evaluate, and assess the operations. Ensure that the student ratios are adequate. Gain an increased understanding of student needs and what exists to meet those needs -- and where the gaps are.

Work to informally create a network between the Educational Advisors on campus by providing periodic communication and training.
(Active)

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Partially Met

A draft visualization for Pathways Cluster Engagement Centers has been developed. Dean has been working with VP Business and Administrative Services to identify space. To scale up to support students, the college will need to hire and train additional educational advisors.

2018 - 2019 - Continue establishing Pathways Cluster Engagement Centers. Identify staffing needs based on student numbers and staff appropriately. Create a plan to staff appropriately over the next couple of years. Explore and apply for grant-based funding to meet some of these needs (en familia, strong workforce, etc. for example).

Work with the Pathways Coordinator and Pathways Faculty Liaisons to create stronger relationships between faculty and engagement centers to help students clarify their path and stay on the path. Continue recruiting, mentoring, and training peer mentors to support the students.

Ensure that there is adequate counseling support for Academic Clusters

Students will not only receive academic support in the engagement centers but will also be able to access co-curricular information including what career opportunities are available, transfer college information, informal networking to recently-transferred students, etc.

Clarify the role of Academic Support including training and coaching of peer mentors, tutors, and SI Leaders.

Create a operational plan for the centers. This plan includes:

- Ed Advisors
 - o Staffing
 - o 1-400 ratio

Program Review - VP Planning and Development

- o Best Practice sharing / non-duplication
- Peer mentors
- o Promise students and first gen
- o 1-20
- o Training and support
- Facilities standards
- o Must have private room for counseling, office/cubical for Ed Advisor
- o Space for student workers
- o Space for faculty doing office hours
- Coordinating Engagement Center activities to maximize utilization for individual and small group student support
- Identified needs
- o Computer terminals
- o Textbooks / book lending
- Regular funding to support engagement activities (pizza parties, etc.)
- Outreach is done to students in special programs as dedicated
- o Other students

Monitor, evaluate, and assess the operations. Ensure that the student ratios are adequate. Gain an increased understanding of student needs and what exists to meet those needs -- and where the gaps are.

Work to informally create a network between the Educational Advisors on campus by providing periodic communication and training. (Active)

Initiative/Project Target: Operational Plan in place and faculty and students are supported moving forward.

Related Documents:

[RCC Integrated Plan Visuals for Upload.pdf](#)

2019 - 2020 - Continue assessing and evaluating the center effectiveness

Begin exploring ways to create a one-stop-shop for Academic Success and Support. Include details of what services should be included, what hours of operation might be needed, what student experiences will be most effective, etc. (Active)

Resources Needed

2 additional Educational Advisors -- one for LHSS and one for STEM - LHSS and STEM are the largest majors pathways. Both have almost 2,000 students. Educational Advisors can effectively manage approximately 300 students with on-going relationships and an additional 100-200 students with light contact. Adding these two additional Educational Advisors will allow additional students to receive the intrusive support.

Year of Request: 2018 - 2019

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): One Ed Advisor is funded through Guided Pathways State Chancellor's Office funding. Need funding source for 2nd advisor.

Resource Life Cycle: On-going

Projected Cost : 200000

Disciplines / Departments sharing Cost of Resource: LHSS and STEM

Adequate budget augmentation to support Academic Engagement Center Activities. - This continued growth of these centers in support of integrated academic support and guided pathways requires funding to support initiatives, training, workshops and student engagement activities.

Year of Request: 2019 - 2020

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): Grants and General Fund

Projected Cost : 25000

Disciplines / Departments sharing Cost of Resource: All 5 Engagement Centers would receive \$5,000 each.

Program Review - VP Planning and Development

Associate Dean of Academic Support - Potential restructuring of the division would support the position of Associate Dean of Academic Support. This position would work closely with CCAP, Dual Enrollment, Library and other Academic Support, along with the existing duties.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Management Staffing

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Projected Cost : 135000

Tutors, Supplemental Instruction and Study Group Leaders - In order to support the ongoing needs for integrated academic support for all divisions, it is essential to provide funding for tutors, SI and Study Group Leaders.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): General Fund and possible grant funding

Projected Cost : 25000

Initiative/Project Details: COMPLETED / DISCONTINUED / NOT PRIORITIZED

Initiative/Project Details: Social Worker/Case Manager

We understand that so much that impacts student learning in the classroom happens outside of the classroom, homelessness, hunger, domestic abuse, childcare, safety etc. The college currently does not have a system in place to support students beyond the classroom. Student Health and Psychological Services currently does not have the staff power but would welcome such an addition to their team. We see this as a Student Equity issue.

Initiative/Project Status: Discontinued

Year(s) Implemented: 2019 - 2020, 2020 - 2021

Date Started: 03/02/2020

Resources Needed

Social Worker - The college currently does not have a protocol in place to support and track students beyond the classroom. As a means to remain equity focused, this position provides the support to all of our students who may be encountering struggles with hunger, homelessness, domestic abuse, childcare, safety etc, and helps to track and provide continued support beyond the classroom.

Year of Request: 2019 - 2020

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): Equity Funds

Projected Cost : 85000

Initiative/Project Details: Develop and implement training, faculty support and development for seeking external funds

Develop and implement training, faculty support and professional development on grant proposal writing/development

Initiative/Project Status: Discontinued

Year(s) Implemented: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Date Started: 03/22/2018

Action Plan

Program Review - VP Planning and Development

2018 - 2019 - Implement Proposal Development, Grant Writing, and Project Management workshop series via the Faculty Development Center (Active)

Initiative/Project Target: Provide workshops for a minimum of 20 faculty and staff

Implementation Timeline: Workshops to begin Fall 2018

2018 - 2019 - Take key faculty and administrators to visit with program officers at key federal agencies i.e. NSF, Dept of Education, USDA, USDOL (Active)

Initiative/Project Target: Take key faculty and administrators to visit with program officers at key federal agencies

Implementation Timeline: June 30, 2019

Resources Needed

Travel for key faculty and administrators to go to Washington DC to meet with federal agency program officers - Meeting and visiting with program officers facilitate better communications between funders and grant seekers. These conversations often lead to key insights and establish rapport which is critical to future support in developing proposals and being successful with submissions.

Year of Request: 2018 - 2019

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Resource Life Cycle: On-Going

Projected Cost : 15000

Disciplines / Departments sharing Cost of Resource: Office of the President; VP Academic Affairs; VP Student Affairs; VP Planning & Development

Initiative/Project Details: Identify, foster and incubate new initiatives and ideas which have significant and sustainable external funding potential

Identify, foster and incubate new initiatives and ideas which have significant and sustainable external funding potential by facilitating and supporting interdisciplinary/interinstitutional workgroups

Initiative/Project Status: Discontinued

Year(s) Implemented: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Date Started: 05/25/2018

Action Plan

2017 - 2018 - Identify a team to develop STEM Strategic Plan (Active)

Initiative/Project Target: 3 year STEM Strategic Plan

Implementation Timeline: Spring 2018

2018 - 2019 - Execute grant-related activities outlined in STEM Strategic Plan (Active)

Initiative/Project Target: Execute grant-related activities outlined in STEM Strategic Plan

Implementation Timeline: June 30, 2019

2018 - 2019 - Develop and implement IDEAS Teams - to meet, identify and research potential ideas and/or collect preliminary data in preparation for developing grant proposals. (Active)

Initiative/Project Target: Develop applications for faculty and staff to submit to participate on a team
Secure Funding to support activities

Implementation Timeline: Applications developed by November 1, 2018
Funding secured by October 1, 2018

Resources Needed

Program Review - VP Planning and Development

IDEAS Teams - special projects funding for faculty to participate in IDEAS Teams and/or support for conducting preliminary data collection - Developing new collaborations and ideas takes energy, time and resources. RCC faculty are dedicated to teaching. While special projects funding does not replace teaching loads, it may serve as incentive for faculty to engage in said activities and also provides an accountability lever for activities to be completed.

Year of Request: 2018 - 2019

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): Allocation

Resource Life Cycle: On-going

Projected Cost : 10000

Disciplines / Departments sharing Cost of Resource: VP Academic Affairs; VP Planning & Development

Initiative/Project Details: Develop a minimum of 3 complex, interdisciplinary, college/community/university partnerships

Develop a minimum of 3 complex, interdisciplinary, college/community/university partnerships supporting core institutional priorities (Guided Pathways, Cluster/Division Engagement Centers, Promise Program, AB 705 Alignment, Multiple Measures Mapping, Integrated Support Services, Transfer Agreements, and College & Career Academic Pathways Agreements, all in context of campus accreditation activities) through external funding

Initiative/Project Status: Discontinued

Year(s) Implemented: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Date Started: 01/17/2018

Action Plan

2018 - 2019 - Develop and submit the Dept of Education Title V Grant anticipated to be \$2.5 million over 5 years in consultation and with input from Campus community (Active)

Initiative/Project Target: Develop and submit the Dept of Education Title V Grant

Implementation Timeline: April - May 2019

2018 - 2019 - Develop and submit an NSF grant as determined by the STEM Strategic Plan in consultation with campus community (Active)

Initiative/Project Target: Develop and submit an NSF grant

Implementation Timeline: June 30, 2019

2018 - 2019 - Develop and submit Department of Education Title V Cooperative Grant in partnership with key 4-year institutions and campus community (Active)

Initiative/Project Target: Develop and submit Department of Education Title V Cooperative Grant

Implementation Timeline: April - May 2019

Resources Needed

Grant Writer - Consultants to work in writing grants

Year of Request: 2018 - 2019

Resource Category: Other - Staff Development/Guest Speaker/Conference/Etc

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Resource Life Cycle: One-time

Projected Cost : 25000

Disciplines / Departments sharing Cost of Resource: Office of President, VP Academic Affairs, VP Planning & Development

Initiative/Project Details: Update library collection

Infusion of funding to significantly update library collection within a CA Guided Pathways framework.

Initiative/Project Status: Completed

Program Review - VP Planning and Development

Year(s) Implemented: 2017 - 2018, 2018 - 2019

Action Plan

2017 - 2018 - Evaluate need and identify the resources which need to be purchased. (Active)

Initiative/Project Target: Plan and specific resources identified

Implementation Timeline: March 2018

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Met

Editing of the library collection occurred. By Fall 2018, funding is going to be requested to update the collection.

2018 - 2019 - Purchase the collection and install in the library (Active)

Resources Needed

Library Collection supporting CA Guided Pathways framework

Year of Request: 2018 - 2019

Resource Category: Equipment

Funding Source (Grant, Allocation, General Funds, etc.): One-time increase of \$40,000 to replace / update collection. This would be in addition to the annual allocation of \$60,000.

Resource Life Cycle: one-time

Projected Cost : 40000

Disciplines / Departments sharing Cost of Resource: Collection shared across college

Initiative/Project Details: SLO and PLO Assessment Results entered into TracDat and used to inform Program Review and Planning

The Office of Institutional Effectiveness has the role of facilitating, tracking, and reporting on SLO, GE, and PLO assessment.

Working closely with Riverside City College's Assessment Coordinator, assessment at all levels of the College is one of the primary responsibilities of the Dean, Institutional Effectiveness. The Dean serves as a non-voting representative on the Riverside Assessment Committee (RAC). The RAC meets monthly, sharing assessment best practices as well as assessment challenges. This committee is also responsible for coordinating assessment at the department level. One of RAC's major initiatives for 2015-2016 will be to include non-instructional departments in assessment conversations and activities.

The Office of Institutional Effectiveness serves as the administrative coordinator of assessment activities. TracDat is the software the College uses to collect and report on these activities.

One significant Assessment initiative coordinated by the Dean, Institutional Effectiveness for 2015-2016 was the revision and update of the Riverside Assessment Plan. This plan was completed in September 2015.

Initiative/Project Status: Completed

Year(s) Implemented: 2015 - 2016, 2016 - 2017, 2017 - 2018

Action Plan

2015 - 2016 - Created a standard report from TracDat with SLO's and PLO's. This report was regularly distributed and used to inform assessment. Also created a systematic approach to training for TracDat use. (Active)

2016 - 2017 - In coordination with the PLO workgroup, facilitate the creation of a systematic template for PLO assessment and complete planned PLO assessment for 2016-2017. (Active)

Initiative/Project Target: Completed PLO template and completed PLO assessment

Implementation Timeline: January 2017 for completed template and May 2017 for completed PLO assessment.

Program Review - VP Planning and Development

2017 - 2018 - Continued implementation of PLO assessment (Active)

Initiative/Project Target: Continued completion of PLO assessment including results entered into TracDat and used to inform Program Review and Planning.

Resources Needed

Data Entry Support - CurricuNet does not communicate electronically with TracDat. All curriculum changes must be manually entered into TracDat. The Office of Institutional Effectiveness needs approximately 80 hours of administrative support each summer to update TracDat with all curriculum changes.

Initiative/Project Details: Library Enhancements

Provide resources as well as coordination to build relationships between RCC and High Schools as well as four-year partners. Provide opportunities for HS students to participate in college-going activities. Promote coordination among RCC and HS library faculty.

Initiative/Project Status: Discontinued

Year(s) Implemented: 2017 - 2018, 2018 - 2019, 2019 - 2020

Action Plan

2017 - 2018 - Establish a plan to increase coordination between local high school students and local high school library staff. Identify the schools to be targeted. Establish a relationship with our feeder district high school library staff. Establish a plan for a high school Open House (Active)

Initiative/Project Target: Plans established

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Not Met

No progress on this plan.

2018 - 2019 - Host a Library to Library breakfast meeting for library staff at our feeder high schools and librarians. Give attendees a tour of the library, distribute pathways information, and provide information about textbooks, etc.

As a pilot, offer RCC library cards to local high school students. (Active)

Initiative/Project Target: Library to Library event hosted

Initiative/Project Details: Implement EduNav

EduNav is a online tool designed to help students explore, identify, and plan academic pathways. This tool will integrate with Counseling and Academic Programs to provide early alerts and promote an increased understanding of student pathways to success.

Initiative/Project Status: Completed

Year(s) Implemented: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Action Plan

2016 - 2017 - Explore options for a technology solution. Work with District and EduNav to begin pilot implementation. (Active)

Initiative/Project Target: EduNav pilot defined. Coordination with IT

Implementation Timeline: Spring 2017 coordination with IT.

2017 - 2018 - Pilot is implemented with three majors. This is a District level project and the pathways will be coordinated across the colleges.

Pilot includes limited implementation and testing for 3 majors and 6 to 15 students.

Program Review - VP Planning and Development

October -- begin scaling EduNav, increasing students and programs in a staged roll-out.

Fall 2017, work with Faculty to identify and map pathways for each of the programs including a 2 year offering cycle.
(Active)

Initiative/Project Target: EduNav fully implemented and in place by Summer 2018

Implementation Timeline: July 2017 begin 3 month pilot implementation

October 2017 -- begin scaling in a staged roll out

December 2017 -- pathways defined by Academic Programs

Summer 2018 -- full roll out

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Not Met

EduNav implementation remains a work in progress. There has been little progress in Spring 2018. The team is working with EduNav, but it seems unlikely the system will be ready for full implementation in time for the October application deadline.

2018 - 2019 - Original plan was full roll-out of EduNav in Summer 2018. Currently promise is testing is ready on September 6th, 2018 for go live in mid October.

Monitor, evaluate, and assess. Create mechanisms for early alerts. Create processes for students to work with Counselors and Educational Advisors to understand and identify the best pathways for student success. (Active)

Initiative/Project Target: Monitoring, evaluation, and assessment.

Continue to refine academic and curricular pathways preferred for each college major.

Implementation Timeline: Fall 2018 full roll out.

Resources Needed

EduNav funding for software and implementation - Purchase and implement EduNav

Year of Request: 2017 - 2018

Resource Category: Equipment

Projected Cost : 148704

On-going funding - Yearly funding for EduNav

Year of Request: 2018 - 2019

Resource Category: Equipment

Projected Cost : 130000

On-going funding - Yearly funding for EduNav

Year of Request: 2019 - 2020

Resource Category: Equipment

Projected Cost : 130000

Initiative/Project Details: Establish grants infrastructure including pre-award (proposal development); pre-award (grant submission); and post-award (grant management) systems

Program Review - VP Planning and Development

Establish RCC's Grants & Academic Resource Development Office so that it has the technology and human resources necessary to effectively research, plan, implement, and track funding opportunities and awards from federal, state, foundations, and private grant sources.

Initiative/Project Status: Discontinued

Year(s) Implemented: 2017 - 2018, 2018 - 2019, 2019 - 2020

Date Started: 12/11/2017

Action Plan

2017 - 2018 - Identify, review and secure estimates on potential technology platforms (Active)

Initiative/Project Target: Identify a minimum of 3 viable technology solutions

Implementation Timeline: Spring 2018

Related Documents:

[Amplifund Pricing.pdf](#)

[RCC Cayuse Pricing.pdf](#)

[Riverside City College Combined Pricing\[12\].pdf](#)

2018 - 2019 - Hire two Grants Administrative Specialists to manage post-award administration of grant activities. (Active)

Initiative/Project Target: Recruit and hire two Grants Administrative Specialists

Implementation Timeline: Fall 2018 - 50% FTE will be an immediate hire September 2018 to meet needs of NSF STEM en familia grant. This position will be a shared position with CTE which will also put in 50% FTE.

Spring 2019 -

2018 - 2019 - Select appropriate grant technology support platform and implement the platform at RCC (Active)

Initiative/Project Target: Implement the chosen grant technology support platform at RCC

Implementation Timeline: Selection complete by December 1, 2018

Implementation complete by June 30, 2019

2018 - 2019 - Align existing grants management activities (post-award activities) with new grants infrastructure to facilitate seamless integration with business services to ensure appropriate support and management of grant activities including reporting, budget accounting and budget and program reconciliation.

Specifically, move all existing Grant Administrative Specialists (currently 3) under the new grants infrastructure, reporting to the Dean of Grants & Academic Resource Development. This will allow for streamlining of services and create back-up supports to existing as well as future programs and allows for capacity building. (Active)

Initiative/Project Target: Move all existing Grant Administrative Specialists (currently 3) under the new grants infrastructure, reporting to the Dean of Grants & Academic Resource Development

Implementation Timeline: Complete by December 31, 2018

2018 - 2019 - Proposal Development: Establish service contracts with consultants who will serve as grant writers and/or supports for writing grant proposals. Consultants shall have proven expertise and a track records of success in securing funding for proposals for which they are contracted. (Active)

Initiative/Project Target: Establish service contracts with consultants who will serve as grant writers and/or supports for writing grant proposals

Implementation Timeline: December 31, 2018

2017 - 2018 - Hire grant writing consultant to assist with developing NSF STEM grant (Active)

Initiative/Project Target: Hire grant writing consultant to assist with developing NSF STEM grant

Implementation Timeline: January 2018

2018 - 2019 - Hire an Associate Dean of Grants & Academic Resource Development to assist with both pre-award and post-award activities. Individual should have skill sets and experience in managing submissions processes and grant management experience.

As part of appropriately staffing this office, all grant support activities and positions will be integrated under the Dean,

Program Review - VP Planning and Development

Grants and Academic Resource Development. This will include current grant administrative specialists who are supporting on-going grants. (Active)

Initiative/Project Target: Recruit for Associate Dean of Grants & Academic Resource Development

Implementation Timeline: March 2019 Search begins with start date of July 1, 2019

Resources Needed

Associate Dean of Grants & Academic Resource Development - To help manage pre-award and post-award processes

Year of Request: 2018 - 2019

Resource Category: Human Resources - Management Staffing

Funding Source (Grant, Allocation, General Funds, etc.): 50% IDCs collected from Grants and 50% from General Funds

Resource Life Cycle: Ongoing - the projected cost is the current maximum salary for a comparable title at another campus

Projected Cost : 140744

Disciplines / Departments sharing Cost of Resource: Grants & Academic Resource Development

Funding to secure technology platform - A platform that facilitates proposal development, submissions and grant management will allow centralization of activities to reduce the potential of duplication and increase efficiencies.

Year of Request: 2018 - 2019

Resource Category: Technology - Hardware

Funding Source (Grant, Allocation, General Funds, etc.): General Funds

Resource Life Cycle: Continuous

Projected Cost : 100000

Disciplines / Departments sharing Cost of Resource: Planning & Development; Business Services; Academic Affairs; Student Affairs

Grant Administrative Specialist - Provide coordinated support in managing grants at RCC.

Year of Request: 2018 - 2019

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): Grants - 50% from NSF Grant STEM en familia - budgeted and funded in grant award; 50% from CTE Strong Workforce grant - budgeted and funded in grant award

Resource Life Cycle: 3 years for STEM en familia and 2 years for CTE Strong Workforce; however, it is anticipated that new grants will be brought in to continue supporting this position as new grant projects are awarded

Projected Cost : 60936

Disciplines / Departments sharing Cost of Resource: Grants & Academic Resource Development

Grant Administrative Specialist - To provide support to managing grants post-award

Year of Request: 2018 - 2019

Resource Category: Human Resources - Classified Staffing

Funding Source (Grant, Allocation, General Funds, etc.): IDCs collected from various grants

Resource Life Cycle: On-going

Projected Cost : 60936

Disciplines / Departments sharing Cost of Resource: Grants & Academic Resource Development

Initiative/Project Details: Program Review and Planning including Process Assessment

The Office of Institutional Effectiveness provides a substantial amount of data as well as coaching at all levels of the college as the units complete their Program Review and Plan and annual updates. Additionally, the Dean chairs the Program Review Committee which has been charged with assessing and revising the template and process in preparation for the March 2017 cycle.

Initiative/Project Status: Completed

Year(s) Implemented: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021

Date Started: 01/05/2015

Program Review - VP Planning and Development

2015 - 2016 - Complete the revised program review and plan template as well as establish a process. (Active)

Initiative/Project Target: Template in TracDat as well as a working document for training and trained faculty who have entered the data into TracDat.

2016 - 2017 - Work with the Program Review Committee to revise the TracDat Program Review and Planning template. Provide Fall 2016 data in time for the March 2017 data updates. (Active)

Initiative/Project Target: Winter 2017 Strategic Plan update as well as individualized course and student success data. Updated TracDat Template. Updated and documented assessment of Program Review and Planning process.

Implementation Timeline: Winter 2017 data sets built and loaded onto TracDat. March 2017 coaching for Program Review and Plan Updates. March 2017 Resources portion of Plan added into TracDat. Final evaluation of Program Review and Planning Process documented and reported out to EPOC by May 2017.

2017 - 2018 - Continue to revise the template and process. Particular focus for this year will be the resource allocation process and the faculty prioritization process. For the resource allocation, the OIE will work with the Program Review Committee as well as Technology Committee and Financial Resources Committee to create processes. (Active)

Initiative/Project Target: Processes in place for faculty prioritization and resource allocation.

Implementation Timeline: Both processes should be drafted and reviewed by the appropriate LC's in Fall 2017 for implementation and training for the next PRaP cycle.

Resources Needed

SharePoint 2013 Technology Manager - In order to fully implement the PlanningPoint portion of TracDat, RCC needs to activate SharePoint 2013. While the District owns this Microsoft product, it has not been enabled. Because of this, the integration of PlanningPoint (Program Review) with relevant data is clunky and time-consuming.

Initiative/Project Details: Enrollment Management Planning Support

The Office of Institutional Effectiveness has been charged with providing on-going detailed support to the Instructional Deans and Department Chairs as they plan and revise their enrollment throughout the academic year.

Initiative/Project Status: Discontinued

Year(s) Implemented: 2016 - 2017, 2017 - 2018

Date Started: 09/01/2016

Action Plan

2016 - 2017 - Work with the District Office to create an effective and automated method for the Deans and Department Chairs to use to track their enrollment versus targets. Once the dashboard is updated, the Office must work with the Deans and Department Chairs to train on the dashboard's use and definitions. (Active)

Initiative/Project Target: Completed, automated, report at the Department and Discipline level. This report should be produced by the District Office and included as a tab on the Enrollment Management Dashboard.

Implementation Timeline: In place by April 2017.

2017 - 2018 - Continue working with the VPAA to develop appropriate tracking and reporting templates. The OIE is also creating a "data warehouse" of EMD's by day to allow for tracking of wait list changes and enrollment changes over time.

This project is requiring a substantial amount of excel support including reporting on a weekly -- and often daily -- basis. To be able to fully support the VPAA's needs, the OIE needs to hire an analyst with strong excel capabilities. While not a full-time position, this analyst's time can be split between Enrollment Management, Strong Workforce reporting, and OIE reporting for grants. (Active)

Initiative/Project Target: Continue supporting VPAA. Hire analyst.

Implementation Timeline: Fall post for the analyst position.

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Met

Program Review - VP Planning and Development

The Office of Institutional Effectiveness has spent a significant amount of time supporting Enrollment Management including producing weekly reports and attending meetings. The Office is hoping to hire an analyst in Fall 2018 to support these efforts -- reporting to the Dean but working closely to meet the VPAA's needs. The position has been approved (1/2 time shared with 1/2 time Strong Workforce Analyst to equal a full-time analyst position).

Initiative/Project Details: 3 Allocations Integration of Equity, SSSP, and other Planning

RCC has several initiatives which are funded by categorical allocations. Beginning in Fall 2017, these initiative have to be reported on systematically in a combined way. The Office of Institutional Effectiveness will need to provide substantial support for the completion of this document as well as the evaluation of these programs' effectiveness.

Initiative/Project Status: Completed

Year(s) Implemented: 2016 - 2017, 2017 - 2018

Action Plan

2016 - 2017 - Revise and envision structure for plan. This will be completed in conjunction with an Innovation and Planning mini-grant. (Active)

Initiative/Project Target: Defined structure with integration of all aspects of involved grants and plans.

Implementation Timeline: Winter 2017

2017 - 2018 - Completed plan including supporting data and analysis (Active)

Implementation Timeline: Fall 2017

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Partially Met

The integrated plan was completed and submitted to the state.

The amount spent on SSSP was considerably over the budget. For 2018-2019, this will need to be monitored much more closely to ensure compliance.

The Equity Committee met regularly. For 2018-2019, additional attention needs to be a paid on better integrating equity into Guided Pathways.

Related Documents:

[2017-18 RCC Integrated Plan -Goals PROGRESS.PDF](#)

[RCC Integrated Plan Visuals for Upload.pdf](#)

[StudentEquityPlanExecutiveSummary FA17_Dec-2-2017.pdf](#)

2018 - 2019 - Continue implementing the integration in alignment with the CA Guided Pathways framework. Monitor, evaluate, and assess effectiveness through tracking and reporting on milestones and KPI progress. (Active)

Initiative/Project Details: Implement RCC Strategic Plan; assess, evaluate, and monitor planning progress

Follow-up on the degree to which RCC's Strategic Plan is implemented. This will include refining assessment tools to assess the degrees of efficiency, effectiveness, acceptability, and transparency found within the college.

Initiative/Project Status: Completed

Year(s) Implemented: 2017 - 2018

Date Started: 10/09/2017

Action Plan

Program Review - VP Planning and Development

2017 - 2018 - Refine assessment tools to monitor: efficiency, effectiveness (monitor milestones, evaluate targets), accountability, and transparency. (Active)

Initiative/Project Target: Strategic Planning Report Card for 2017-2018

Implementation Timeline: Refine tools by spring 2018

Updates

Reporting Year: 2017 - 2018

08/13/2018

Conclusion: Target Met

Several Strategic Planning retreats were conducted in 2017-2018. The primary focus of these retreats was the integration of the Guided Pathways framework in increasing student success.

The Office of Institutional Effectiveness continues to support data-based decision making by providing strategic as well as operational reports. The Office is also working closely with the District and other Deans of OIE.

Related Documents:

[RCC Strategic Planning Report Card Feb 2018 Final.docx](#)

2018 - 2019 - Revise assessment tools and continue use of these. (Active)

Initiative/Project Target: Strategic Planning Report Card for 2018-2019

Implementation Timeline: Revise report card in spring 2019

2019 - 2020 - Refresh Strategic Plan 2015 to 2020 to cover 2021 to 2025 (Active)

Initiative/Project Target: Refreshed Strategic Plan

Implementation Timeline: Draft by spring 2020

Resources Needed

Business Intelligence System Support Needed - Most of the processes for tracking and reporting the Strategic Planning KPI's are manual. Data must be collected and combined from sources including MIS files, National Student Clearinghouse files, Colleague files, and other stand-alone reports into useable and meaningful formats. This is time-consuming and also introduces opportunities for errors.

As an effort to create a more effective and efficient data collection and reporting structure, the Dean, Institutional Effectiveness is working with the Deans for the other 2 Colleges, the Dean of Planning and Institutional Research at the District, and the District Information Technology staff to develop a data warehouse or a datamart and a Business Intelligence Reporting System. A Business Intelligence system would not only allow more efficient data analysis by the Office of Institutional Effectiveness, but will also provide reports to instructional and non-instructional departments.

While there are some promising Business Intelligence solutions, selecting and implementing the best choice is time consuming and requires substantial IT support. IT is working with Institutional Effectiveness but it is likely that a solution will not be implemented in 2015-2016. Until a Business Intelligence system is established, the OIE will have to do a large amount of manual data manipulation using SPSS and Excel to create the data linkages enabling reporting and analysis of course and student success.

Year of Request: 2018 - 2019

Resource Category: Technology - Hardware

Projected Cost : 50000

Disciplines / Departments sharing Cost of Resource: Shared District-Wide

Initiative/Project Details: GRANTS

Develop a minimum of 3 complex, interdisciplinary, college/community/university partnerships supporting core institutional priorities (Guided Pathways, Cluster/Division Engagement Centers, Promise Program, AB 705 Alignment, Multiple Measures Mapping, Integrated Support Services, Transfer Agreements, and College & Career Academic Pathways Agreements, all in context of campus accreditation activities) through external funding (In Progress)

Program Review - VP Planning and Development

Initiative/Project Status: Discontinued

Initiative/Project Details: RCC STRATEGIC GOAL 1: STUDENT ACCESS

Initiative/Project Status: In Progress

Initiative/Project Details: RCC STRATEGIC GOAL 2: STUDENT SUCCESS

Initiative/Project Status: In Progress

Initiative/Project Details: RCC STRATEGIC GOAL 3: INSTITUTIONAL EFFECTIVENESS

Initiative/Project Status: In Progress

Initiative/Project Details: RCC STRATEGIC GOAL 4: RESOURCE DEVELOPMENT AND ALLOCATION

Initiative/Project Status: In Progress

Initiative/Project Details: RCC STRATEGIC GOAL 5: COMMUNITY ENGAGEMENT

Initiative/Project Status: In Progress