



Strategic Plan

2020-2025



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President's Message



As we look to strengthen our college for the future, we depend on our rich legacy of delivering opportunity, ensuring learning, and creating student success. Together, we help our students transform their lives and strengthen their communities. Riverside City College's 2020-2025 Strategic Plan reflects an inclusive and integrated planning process that encompasses the collective contributions of faculty, staff, administrators and students. This work, rooted in critical dialog, is united by a shared commitment to the mission, vision and values of the college.

Any review over the past five years implores us to continue our coherent and integrated planning processes informed by comprehensive data and an analysis of the College's past experiences, along with the major challenges it will face to improve student success, access and equity metrics moving forward. This document thereby provides the framework that aligns College goals with the work of each leadership councils and subsequent work groups/committees, and provides measurable outcomes for each. Distinguishing features of this Strategic Plan include:

- articulation of goals with clear, measurable, and achievable targets
- student success and access goals designed to serve students by providing clear instructional pathways and on-boarding and engagement strategies that ensure completion
- a resource allocation and planning model that leverages all funding streams to provide transparent and data based decision-making
- a consistent and interwoven commitment to ensure equitable access and success

Through our work with our workforce and community advisors, we continue to prepare skilled workers to fill high-paying and high-demand jobs in the workforce. Active advisory committees strengthen faculty development of programs and curricula, to meet local workforce needs. As important are the regular and extensive discussions with our external partners including community leaders, feeder school districts, and university partners who provide continued advocacy, coordination, guidance and leadership to help the college move forward with its goals. Through these partnerships, we have increased the number of courses and programs — and ultimately graduates.

We have also realized a number of changes at RCC with the construction of new buildings and facilities that have enhanced learning and student engagement, plus significant renovations, through our Facilities Master Plan.

At RCC, our best asset is our employees, and it is important that we continue to invest in initiatives that develop leaders and allow them to grow in their chosen career paths. We know our employees are the ingredient for the College's competitive advantage. Our efforts are to recruit, retain, and develop the best!

The 2020-2025 Strategic Plan is a reflection of the collaborative, transparent, and robust discussions with all of our College constituencies, and I am proud of the hard work and commitment to develop such a comprehensive document. Together, we will make a difference in the lives of our students and better the communities we serve. **#TigerPride**

Gregory Anderson, President

Purpose Statement

Strategic Plan 2020-2025 Overview

The 2020-2025 Riverside City College Plan implements the longer range vision of the 2015-2025 Educational Master Plan, and revisits and assesses progress made in achieving the goals identified in the first phase of implementation (the 2015-2020 Strategic Plan) and charts a way forward for the second phase. Moreover, the 2020-2025 Riverside City College Strategic Plan recognizes and addresses the unparalleled institutional change that has occurred over the last three years in particular. RCC's participation in the California Guided Pathways project, the Chancellor's Vision for Success Goals, AB 705 implementation, among other initiatives and mandates, have provided an opportunity for the college to re-think and re-conceptualize how to restructure and reorient itself as a college ready for students.

Specifically, the 2020-2025 Riverside City College Strategic Plan assesses the work towards the goals in the 2015 plan; presents the college's strategic goals and objectives for the next five years; outlines how these goals align with District and Vision for Success goals; presents the college's new mission, vision, and values; details strategies to accomplish these goals, integrating strategies from all existing college plans into a single integrated whole; and identifies the methods by which the college will systematically and robustly assess, monitor, and evaluate its progress in meeting its goals. The plan includes measurable targets for each year of the plan, some of which are statutory and some of which reflect the instructional mission of the college as it fully transitions to a Guided Pathways institution with a central focus on reducing and then eliminating equity gaps.

The guiding framework for this plan, grounded in clarity of purpose (the mission), involves the college's continuous efforts to improve outcomes for all students. If the college is to realize the ambitious student success and equity goals it has set for itself and that align with the RCCD Strategic Planning goals and the Chancellor's Vision for Success goals, collectively, the institution will need to explore the following fundamental questions: 1) What does the college have to know in order to understand why these goals matter? 2) What does the college have to do, concretely, in order to realize these goals? 3) How will the college know if the strategies are working to improve outcomes for students? 4) What additional resources and changes in institutional attitudes and approach are necessary to help students reach their educational objectives?

The college has to be willing to take a look at not just what to add, what initiatives to try, but also at what to subtract, what to let go of when a strategy, policy, or practice—new or long standing—isn't working, what to re-structure and redeploy, what to re-think in order to move forward and do so in a way that promotes equity and real change in the lives of RCC's students and communities. This flexible framework is crucial if the college is to make meaningful progress in first reducing by 40% over the life of this plan and then eliminating within ten years stubbornly persistent equity gaps and static success rates. That said, it is important to note that Fall 2019 will set a new baseline as it is the first term in which the structural and curricular changes the college has worked on over the last several years (full implementation of AB 705, caseload counseling, and new on-boarding procedures in line with Guided Pathways, engagement centers and student success teams) will be in effect. Tracking the cohort beginning in Fall 2019 will be essential to gauge the impact of changes made thus far—Guided Pathways 1.0—and will highlight areas the college needs to target to improve effectiveness and equitable outcomes.

This plan builds on and refines the integrated planning structure launched in the 2015-2020 plan, which was a fundamental restructuring of the college's planning processes. But also over the life of the 2015 plan, changes introduced by the state in terms of key performance indicator reporting and the Chancellor's Vision for Success, as well as the major changes needed to address full Guided Pathways and AB 705 implementation, required adjusting some of the metrics and approaches outlined in the plan. This is to be expected, and the ongoing assessment work over the first five-year planning cycle helped the college to make those modifications and to identify how best to accomplish the tasks it had set for itself. The college had to streamline, to clarify, and to make more transparent planning processes and structures in order to make the most effective use of resources.

The Strategic Plan's goals are realized through a horizontally and vertically integrated planning process that begins with five year comprehensive program review plans from each discipline, department or area. These plans are then integrated through a consultative and collaborative process into a division or area plan and then into each of the four Vice Presidents' plans. This integrated planning structure has and will continue to form the basis of decision making through the prioritization process in which each of the four

Purpose Statement

Strategic Plan 2020-2025 Overview

Leadership councils participate in order to make recommendations about priorities and resource allocation to the president. Leadership council members all play critical roles in this process, with GEMQ-LC (Governance, Effectiveness, Mission and Quality Leadership Council) council members overseeing the process itself and recommending changes to structures, forms, etc. to help the process work more effectively. Leadership council members on RDAS-LC (Resource Development and Administrative Services Leadership Council), SAS-LC (Student Access and Support Leadership Council), and TL-LC (Teaching and Learning - Leadership Council) prioritize the initiatives and strategies put forward in the VP plans. This is a bottom up planning process that builds in discussion, collaboration, consultation within and across divisions/ areas in order to inform decision making.

Moreover, each of the four leadership councils has as its essential function, the task of monitoring, assessing, and evaluating the college's progress in meeting its established goals and targets and, if necessary, refining these strategies for meeting college targets—or even recommending modifications of those targets where warranted. The councils make recommendations to EPOC/ASC (Educational Planning and Oversight Committee/ Accreditation Steering Committee). The councils will be responsible for mid-year and end-of-year progress reports so that the college is able to see its progress toward meeting the goals and objectives outlined in the plan, and to see—early enough to intervene—where the college is falling short and needs a course correction. Each of the objectives under the five college goals has been assigned to a leadership council in order to clarify the responsibilities of the councils. Some of these college outcomes involve performance-based targets that impact the apportionment the college receives. Thus, the college strategic plan not only establishes student success and equity targets to ensure the college meets its own goals as well as performance-based funding goals, but, more important, holds those charged with developing strategies to meet college objectives accountable in this collective, integrated effort.

Data Likely to Impact Planning 2020-2025

Both external and internal factors shape the goals and strategies outlined in this plan. The college will need to continue to be responsive to the needs of its students and communities as forecast in the labor market and demographic data detailed in the 2018 RCCD Environmental Scans and made available through the research efforts of outside groups such as the RP group.

In general, the 2018 RCCD external scan outlines several important external trends:

- Projected population growth in Riverside County will parallel the state trends of up to 30% from 2016-2060 with the median age increasing over time.
- Hispanic/Latin population in the RCCD service area (53%) will outpace the county (47.5%) and the state (38.6%).
- 44% of the population over five years of age speak a language other than English in the RCC region.
- Only 21% of the population of those over 25 have a bachelor's degree in the RCCD service area (state 32%, RCC region 19.9%).
- Riverside County is projected to increase the number of high-school graduates through 2023-24 and then decline to 2019-20 levels.
- RCCD feeder schools show a decline in enrollment in every high-school grade level since 2011-12.
- High-school graduation rates have increased in all RCCD feeder schools and in all ethnic demographic groups.
- Most of the school districts with the RCCD service area have increased the proportion of graduating seniors who have completed the coursework required for CSU entrance since 2011.
- The RCCD feeder group capture rate peaked in 2008 at 32%, declined from 2008-2012 to 20%, and increased from 2012-2016 to 24%.
- Unemployment rates in the nation and state have declined since 2010; the RCCD service area mirrors national and statewide trends.
- Property values in Riverside County and the RCCD service area have grown and almost rebounded to 2010 values.
- Community college funding model, Board of Governors Vision for Success, and other legislative changes are significant issues for the district and the college.

The data in the 2018 RCCD internal scan identify and examine student metrics, human resources, technology, facilities, and budget trends that offer a basis for developing strategies for improving the educational and career needs of the students in the Riverside Community College service areas. These data also inform the goals and strategies in this plan. The internal scan shows a number of important trends:

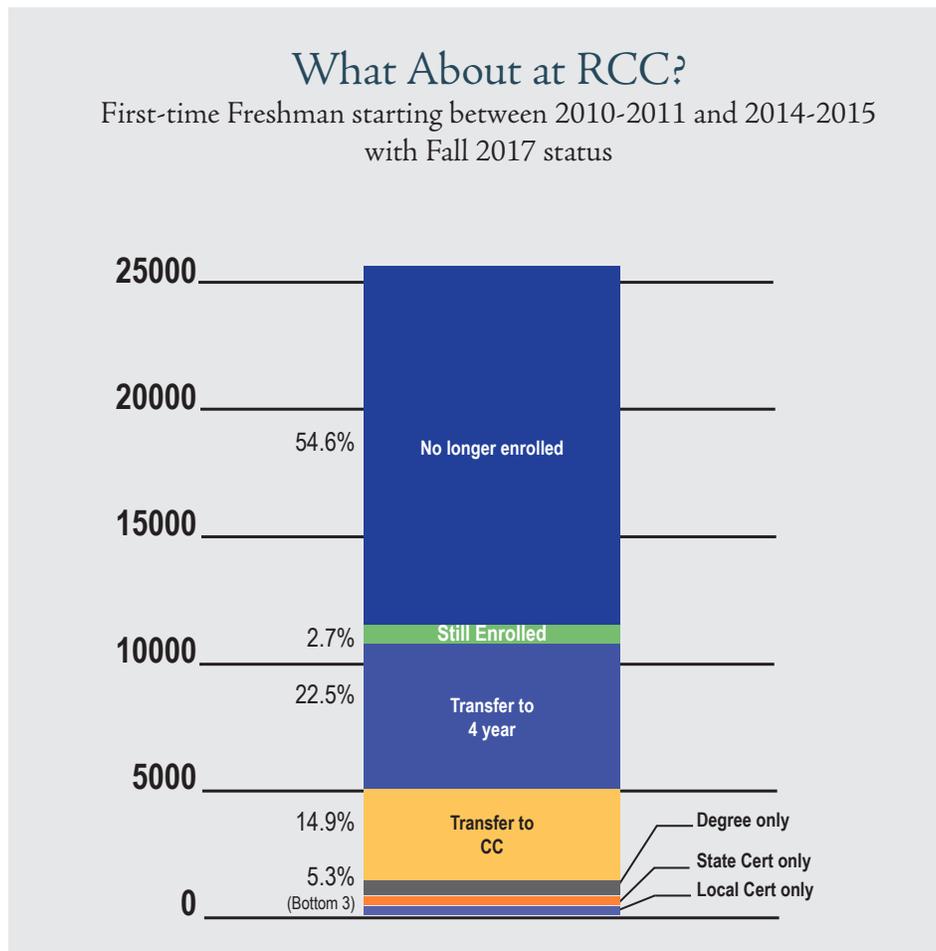
- The number of full-time equivalent students has increased since the low point during the 2011-12 academic year.
- The number of full-time students (those taking 12.0 or more units) has increased since fall 2010 and is generally younger.
- More students have received financial assistance over the last five years, and the amount of financial aid has increased.
- While the number of AA/AS degrees has increased slightly and while the number of students transferring to CSU and UC have increased, the trend was relatively static until 2016-17. Auto-awarding of degrees has significantly increased awards, but the bump provided by auto-awarding will level off and the college will have a clearer picture of the impact of changes made on degree attainment once the backlog is cleared.
- The percentage of full-time classified support staff FTE and full-time faculty FTE has increased; however, the college continues to strive to meet internal staffing goals in alignment with our enrollment growth.
- While the current network infrastructure to support a single network at all district sites is sufficient for the near-future, the district and colleges should include increased Internet bandwidth in their long-term planning.

Environmental Scan

- Several critical applications software challenges need to be addressed, particularly those requiring coordination of function and cross-compatibility of technologies at various district locations.
- The district needs an integrated district-wide Educational Master Plan to inform college facilities master plans.
- The district needs a budget-allocation model that reflects and supports the district and college strategic plans.

The data and discussion in both the external and internal environmental scans offer clear trends and information needed to inform this plan. The data also reflect the challenges the college must overcome to serve educational and career programs. More important, the scans demonstrate that the college has an opportunity to improve the low college completion rate in the region and to offer clear transfer and career pathways for recent high-school graduates by providing access to high-quality instructional programs. RCC already has a significant positive economic impact for its students and communities (see the Riverside City College Economic Impact Study, Fall 2019), but there is much room for growth given the low college going rates in the Inland Empire.

This latter point is also supported by this overview of student outcomes:



Working to understand the barriers that lead students to drop out and the factors that lead to extended time to completion of transfer or degree/ certificate attainment is essential to improving overall degree attainment for RCC and for the region. These statistics are further informed by the RP group Through the Gate Transfer Study, which notes that “students in the Inland Empire” among a handful of other regions “may be facing unique barriers to transfer as they are more likely to get stuck at the gate than transfer”

(Transfer Odds March 2019 Research Brief p. 3). (Near the gate references students who have completed 60 units and have a 2.0 with just transferable English and/or math and at the gate indicates students who have completed all requirements for transfer—60 units, 2.0 GPA, transfer level math and English both completed—but haven't yet done so). Students who are most likely to stop at or near the gate include “students who were older, first generation, from Asian or Hispanic backgrounds, or who had limited English proficiency (LEP)” along with “individuals with any recorded disability and those involved in Extended Opportunity Programs and Services (EOPS)” (Transfer Odds Research Brief March 2019 pg. 2). The report also cautions that while African American students at or near the gate are more likely to transfer, the inequities in black students reaching at the gate/near the gate status are still deeply entrenched. These data taken together suggest that a concerted focus on wrap around services and institutional and instructional strategies intentionally designed to close equity gaps along with efforts to encourage first year completion of transfer-level math and English could have a significant impact for the college and for the region. What is needed to help these “high-leverage” students transfer will require an institution-wide commitment to ongoing study that, as recommended by the RP group, focuses on hearing student voices about what their barriers to transfer are and how the institution can better support them in achieving their educational goals.

Labor Market Data

According to the 2018 RCCD Environmental Scan, the county's population is expected to increase through 2060. This anticipated increase in population will continue creating a strong need for living-wage jobs in the region.

The trends in unemployment rates of nearly every city and Census Designated Place (CDP) within the Riverside City College service area mirror national and statewide trends, showing an overall decline in unemployment rates since 2015. The 2018 average unemployment rate for Riverside County was 4.1 percent as of October 2018. In the two most populous cities in the RCC service area, the Jurupa Valley unemployment rate (3.8 percent) has consistently decreased over the last two quarters of 2019, and the Riverside unemployment rate (3.8 percent) has consistently been less than the county average.

Middle-skill occupations are projected to provide living wage opportunities for entry-level workers and may identify opportunities for the college to provide occupational training education in demand by local employers. The living wage estimate for Riverside County is \$12.39 per hour for a single adult.

The top middle-skill occupations requiring some college or higher degree, earn \$15 per hour or more, and account for 70% of all middle skill job openings in the region. The top three service areas are:

Business Information Systems

Administrative Assistants
Bookkeeping
Accounting
Auditing Clerks
Computer Network Specialist

Health Care

Registered Nurse

Advanced Manufacturing

Structural Iron and Steel Workers

The top industries listed for each region are projected to increase in job count over the next five years. The location quotient quantifies how concentrated a particular industry is in an area as compared to the nation as a whole. Higher location quotients translate to industries that make this area unique in comparison to the national average.

Environmental Scan

The table below shows the top middle-skill job openings in the Riverside City College region over the next five years.

Riverside City College Top Region Middle-Skill Occupations

Occupation	2020 Jobs Annual Openings	Hourly Median Wage
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,565	\$19
Customer Service Representatives	2,563	\$17
Teacher Assistants	2,378	\$17
Registered Nurses	2,324	\$47
Carpenters	2,284	\$23
Bookkeeping, Accounting, and Auditing Clerks	1,919	\$20
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,730	\$28
Maintenance and Repair Workers, General	1,627	\$20
Automotive Service Technician and Mechanics	1,205	\$19

Source: EMSI 2019.4

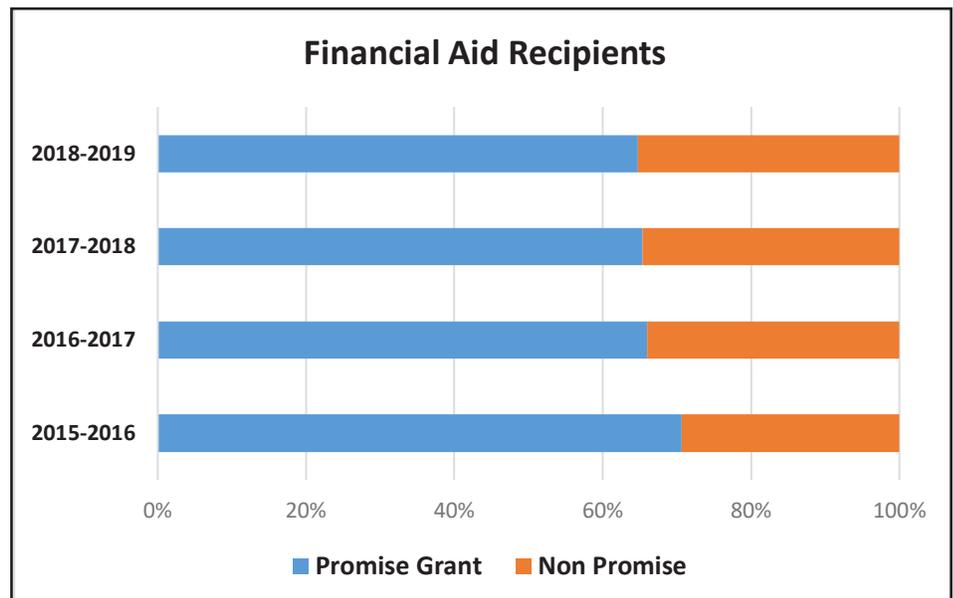
Median hourly wage represents the 50th percentile wage and is rounded to the nearest whole dollar.

Socio-economic Data

According to the American FactFinder American Community Survey estimate for 2017, only 29.5 percent of Riverside County's population age 25 years and over has at least an associate degree (U.S. Census Bureau, 2018). More than 40 percent of the county's households have an annual income below \$50,000. Increasing college degree and certificate attainment increases the potential for students to obtain employment at a living wage.

In alignment with the county's financial profile, the majority of RCC's students receive financial aid while attending the college. RCC students' financial profiles also reflect in RCC's student demographics. In fall 2018, one-third of RCC students were first generation (33.0 percent). Over two percent (2.2 percent) were foster youth. One percent participated in the CalWorks program. Over three percent (3.6 percent) were veterans.

Making the case to students, for whom financial aid does not meet all their expenses, about the return on investment they can achieve by shortening their time to completion at RCC while also recognizing the significant financial barriers many students face (including food and housing insecurity as detailed in the March 2019 Hope Center Report *Addressing Basic*



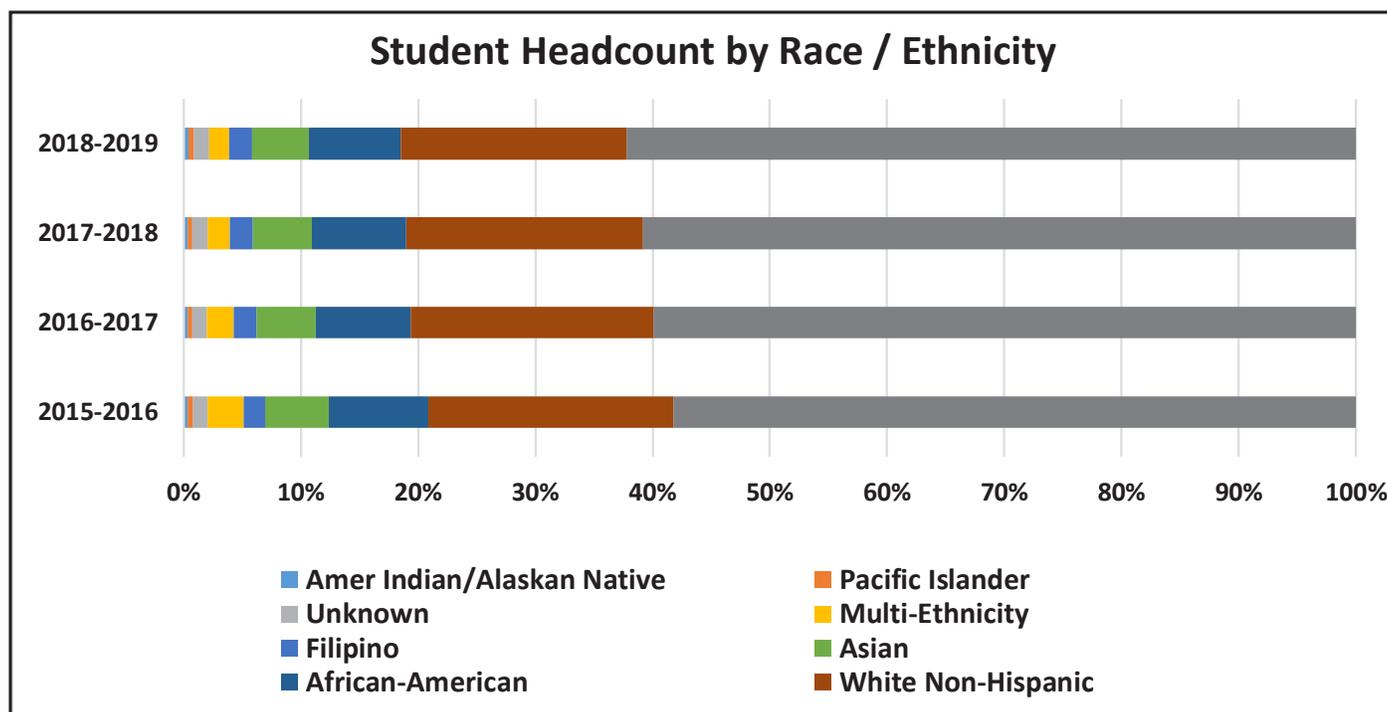
Source: Datamart

Needs of California Community College Students) is an important balancing act. The Hope report data “clearly shows that working and receiving financial aid is not enough to ensure that students have enough money for food and housing” (Hope Center Brief, p.1). Leveraging resources to help support the whole student is essential, because the study also shows that “where students are able to attend community colleges and complete their degrees, it promotes economic self sufficiency” (Hope Center Brief, p.1).

Demographic Data

Over the past several years, RCC’s student body has changed slightly from a ratio of 56 percent female, 44 percent male to 57 percent female, 42 percent male, and 1 percent other. In summer 2018, RCC began collecting information on students’ gender identification and sexual orientation. This data will inform conversations about student support for special populations.

The Hispanic proportion of the student population has increased over the last several years, and the proportion of white students has decreased slightly over this time period.

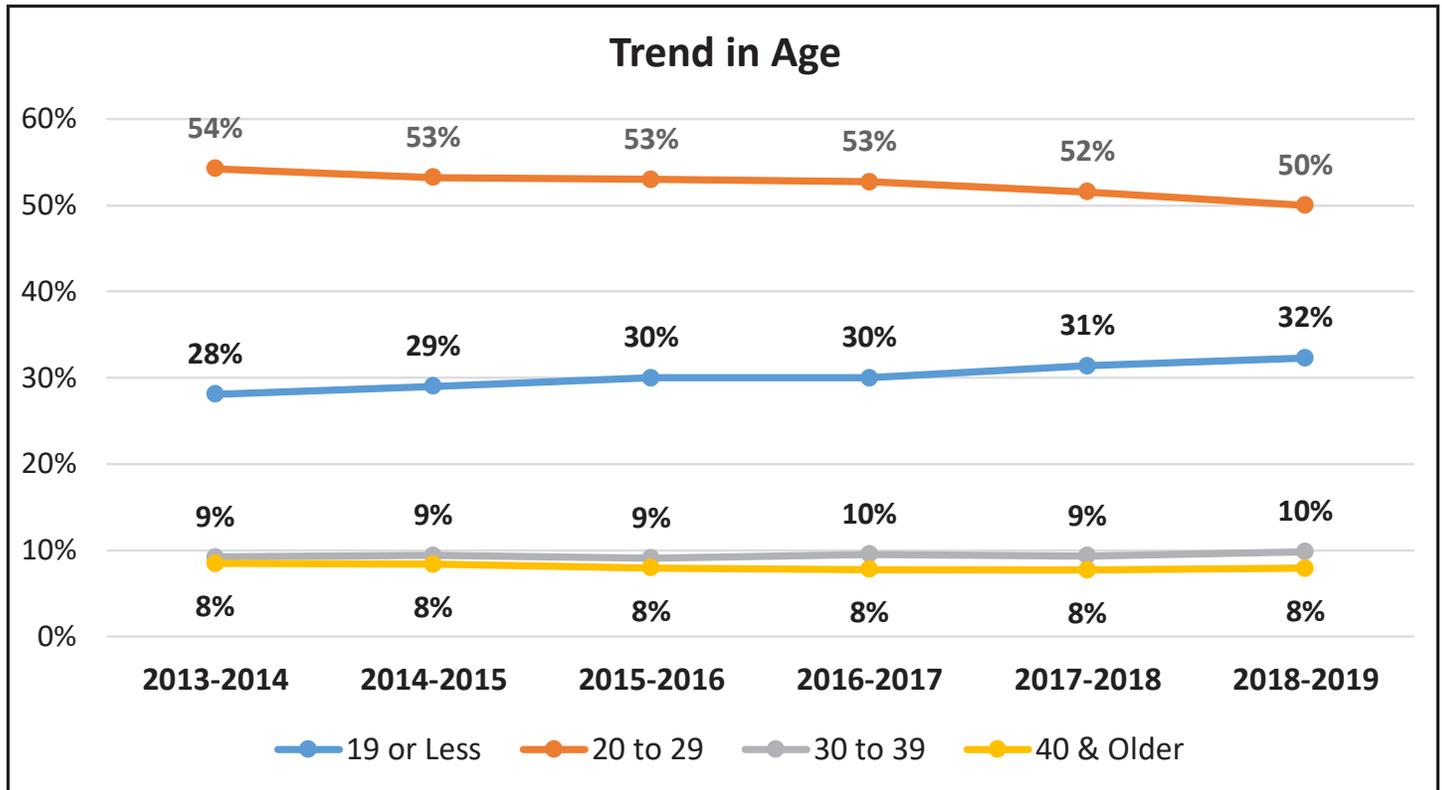


Source: Datamart

Adding to the college’s diversity, almost 2 percent of RCC students attend RCC on an international student visa (F-1 or J-1).

Environmental Scan

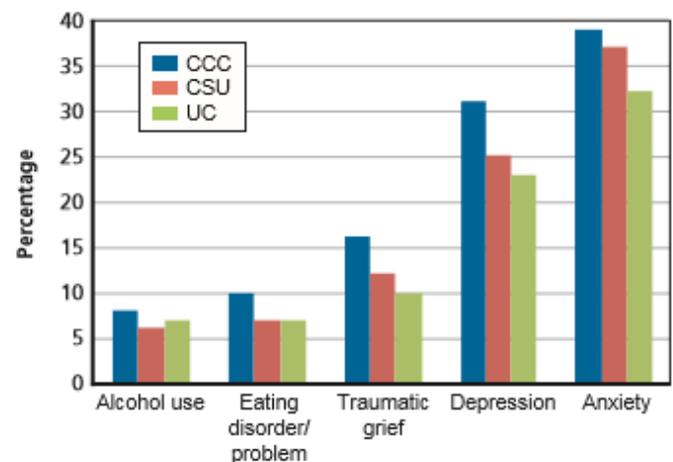
Partially in response to strong efforts from the college's Outreach team, RCC students' age distribution has seen a slight increase in students enrolling directly from high school. Overall, student age has remained consistent over time.



Source: Datamart

Face-to-face mental health counseling for students is crucial and a critical need to ensure academic success. The number of college students with mental health issues and diagnoses is increasing at staggering rates across the country. A 2018 World Health Organization survey of 14,000 students across the globe found that one in three college freshmen reported dealing with mental health disorders in the years leading up to college. RCC had a number of conduct and RCC Cares cases involving students who are struggling with mental health issues. According to the CalMHSAs Student Mental Health Campus-Wide Survey (2013), 17 percent of students used counseling or mental health services provided by their current college/university campus' Counseling or Health Service Center, or had been referred to services. RCC has struggled to help students who struggle with mental illness, and has prioritized additional mental health supervisors to meet this need.

Percentage of Students Who Reported Impairment to Academic Performance, by Mental Health Issue



Note: Impairment reported independently for each mental health issue.

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Understanding the diverse, unique needs of our student populations and developing wrap-around services that are not one-size fits all but meet the unique needs of students where they are—and doing so at scale—is a major challenge and opportunity facing the college in this planning cycle.

The college must continue to emphasize the use of data that helps the college better understand its students and the diverse challenges they face in order to inform all college decisions. However, the college must also robustly support an increased emphasis on data literacy and on how to use such data effectively at all levels of planning—from individual faculty making decisions about how to design and teach a specific course, up through course level and department level discussions about outcomes data, and service area discussions and decisions about priorities. Having data is one thing; having and using the tools to interpret and analyze data in order to arrive at impactful data informed strategies and interventions is another. Understanding how many students need to be reached to close equity gaps (very few for some populations, but much more daunting numbers with others), seeing students and not numbers, and recognizing the importance of cultural competency for all faculty, staff, and administrators in the effort to close equity gaps and improve outcomes for all students will all be essential to achieving the college's success and equity goals.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Assessment of Strategic Planning Structure and Process

Riverside City College's Educational Master Plan (EMP) 2015-2025 has as its guiding vision equitable student access, completion, and success. The 2015-2025 EMP continues to provide the college a structured format for implementing this vision and through which to engage in data analysis to measure progress toward goals and determine adjustments and next steps to ensure sustained progress in improving student access, completion, and success. It also provides a framework for aligning the various five year implementation plans that are part of strategic planning, particularly the facilities master plan, human resources plan, strategic enrollment management plan, technology plan.

The vision outlined in the Educational Master Plan is rooted in clear guiding principles that under-gird the work the college did over the course of the 2015-2020 strategic plan and shape the direction of this strategic plan:

1. Make student success a central focus and prioritize goals and strategies that help the college close the equity gap;
2. Seek to understand the root causes of student under achievement;
3. Develop instructional centered strategies that move from inside the classroom out to support student success;
4. Develop student centered enrollment management strategies;
5. Address systemic institutional barriers that impede student success by shifting to a Pathways model to facilitate students' movement through clearly defined programs of study;
6. Create an institutional culture that supports on-going engagement of students and faculty;
7. Provide adequate and relevant professional development to expand the college's capacity to address academic achievement disparities;
8. Facilitate wide-spread institutional dialogue around strategies to improve student success and equity;
9. Provide the structures and direction necessary for the college to integrate and embed student success and equity goals expressed in measurable targets into the college's strategic planning document; and
10. Emphasize ongoing assessment analysis, and recalibration of goals and strategies to refine the college's approach to enhancing student success and creating a culture of equity.

Over the life of the 2015-2020 strategic plan and in line with the direction mapped out in the EMP, the college implemented significant changes to its systems and structure, vertically and horizontally integrating college planning, operations, and budget allocation, aligning this planning work with the ongoing work of accreditation, and regularly assessing the effectiveness of the structure put in place by the 2015 plan, modifying as needed.

Over the life of the plan, the college has assessed the effectiveness of the strategic planning structure and processes through annual evaluations. These evaluations reveal that planning and resource allocation have become more inclusive and transparent. Clear and consistent communication beyond those directly involved in planning is a work in progress, but survey responses have shown a steady improvement in the satisfaction with the planning process and the participation in it. Especially important moving forward will be having tools and procedures in place to on-board new members of strategic planning councils (faculty, staff, students, and administrators) so that the work of the councils can move forward unimpeded when faced with turnover in leadership and membership. This has been especially challenging with the degree of administrative turn-over during the life of this plan, but is challenging across the board.

The strategic planning leadership councils regularly evaluate their charges, processes and committees and bring proposed modifications to EPOC/ASC, the Academic Senate, and the college president. These modifications have been made regularly since the implementation of the Strategic Planning Leadership Council structure (SPLC) and have led to a refinement of the structures and processes that guide institutional decision-making (reflected in the revisions to their strategic and operational responsibilities in the Constitution and Bylaws and the renaming of two of the leadership councils to better reflect their charges in Spring 2019).

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Streamlining structures and processes to continue to facilitate collaboration and integration and avoid duplication is ongoing work, especially as the college responds to the changes demanded by guided pathways and AB 705 among others, and the 2020-2025 plan will also include a further refinement of the Constitution and Bylaws as well as a Strategic Planning Handbook to help broaden the understanding of the planning process across all constituency groups and help with the important task of on-boarding new members.

The College's Program Review and Plan process and prioritization process have been systematically evaluated each year and have matured to better align planning and resource allocation decisions with college goals. Over the life of the 2015 plan, RCC developed and updated a number of plans to reflect the College's long-term vision as well, including the Facilities Master Plan (Fall 2018), the Strategic Enrollment Management plan (Spring 2019), the Technology Plan (Spring 2019), the Professional Development Plan (Spring 2019), and the Student Equity and Achievement Plan (the most recent revision, Fall 2019). One area where the college has struggled to continually assess and update is in the Human Resources Plan, as noted in the 2020 ISER. Assessing and updating this plan is one of the improvement plans identified in the ISER. Under development is the Five Year Guided Pathways implementation Plan to collate the work done during the college's participation in the California Guided Pathways project into a comprehensive, systematic plan for the full transition to a guided pathways college. Also still needed is a comprehensive plan for how the college plans to move forward with and coordinate dual enrollment.

While the college has made real strides in the vertical and horizontal alignment of planning from departments through divisions through vice-presidents' plans, how plans such as those listed above (Tech, Professional Development, etc) integrate with and inform the program review planning process has been a work in progress. A challenge the 2020-2025 plan has undertaken to meet is fully integrating all of the strategies, goals and targets of these individual plans. The goal is to ensure that all these plans are in alignment with the college mission, goals and objectives, to suggest refinements/ revisions to tighten that alignment where needed, and to provide in one place, a comprehensive accounting in order to better inform the planning and prioritization process.

Finally, during the life of the 2015-2020 plan, the alignment of planning and accreditation was fully realized during the preparation of the 2020 ISER. In addition to overseeing and directing strategic planning efforts, EPOC serves as the Accreditation Steering Committee. The four leadership councils' strategic responsibilities include the assumption of responsibility for one or more sections of the Accreditation Standards. Some committees under the four leadership councils were also assigned responsibilities for particular sections of the Standards as indicated by their charge. While a thorough review of the process for developing the 2020 ISER will be undertaken following the site visit in March 2020 to further refine and improve its effectiveness, this alignment did produce broad based participation in the accreditation process and ensured the tight integration of strategic planning and accreditation.

Assessment of Performance Indicators 2015-2020 Plan

What follows in the first part of this assessment is a close look at each of the college's key performance indicators for student success, and the data show that the numbers have remained relatively static. However, Fall 2019 will set a new baseline as it is the first term in which the structural and curricular changes the college has worked on over the last several years (full implementation of AB 705, caseload counseling, and new on-boarding procedures in line with Guided Pathways, engagement centers and student success teams) will be in effect. Tracking the cohort beginning in Fall 2019 will be essential to gauge the impact of changes over the course of the 2015-2020 Strategic Plan—essentially, Guided Pathways 1.0—and will highlight areas the college needs to target to improve the effectiveness of its Guided Pathways implementation and equity work. The remainder of this section assesses progress on each of the college's other goals.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

2015-2020 College Goal 1: Student Success

1. Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status.
2. Consistently use data to make decisions and to understand and support evolving student needs.

Metrics Focus on Six Progression Steps



In Spring 2019, RCC aligned the metrics the college has been consistently tracking and using with the state's Vision for Success Goals. These goals include metrics designed to help colleges track students' academic progress. In Fall 2019, RCC aligned its goals with those in the District Strategic Plan as well. RCC's progress on student success is measured through initial enrollment, at the course level, at momentum points designed to track students' progress through their first year of coursework, and through completion metrics including the awarding of degrees, certificates, successful transfer, and employment. These metrics are disaggregated by each of the equity indicators (gender, race/ethnicity, students with disabilities, low-income students, and foster youth). Beginning fall 2018, student progress metrics were added to help better understand the student experience within the Guided Pathways framework.

1.1. and 1.2 are assessed simultaneously in this section.

Course Retention and Course Completion

The College continues to focus on course retention rates and course success rates (pass rates) as measures of student success. Disaggregated by equity groups, teaching methodology, and faculty type, course retention rates and course success rates vary significantly. These data show that course retention rates have remained flat and even slightly declined and are not reaching the College's ACCJC stretch goals. The static rates suggest that a much more nuanced look at the factors that lead students to withdraw and the development of specific targeted strategies are necessary. Some of this work is being undertaken at the discipline and department level in the comprehensive program review process underway in 2019-2020. Students who have remained in a class, and are unsuccessful, are more likely to re-enroll in the immediate next semester and pass the same class.

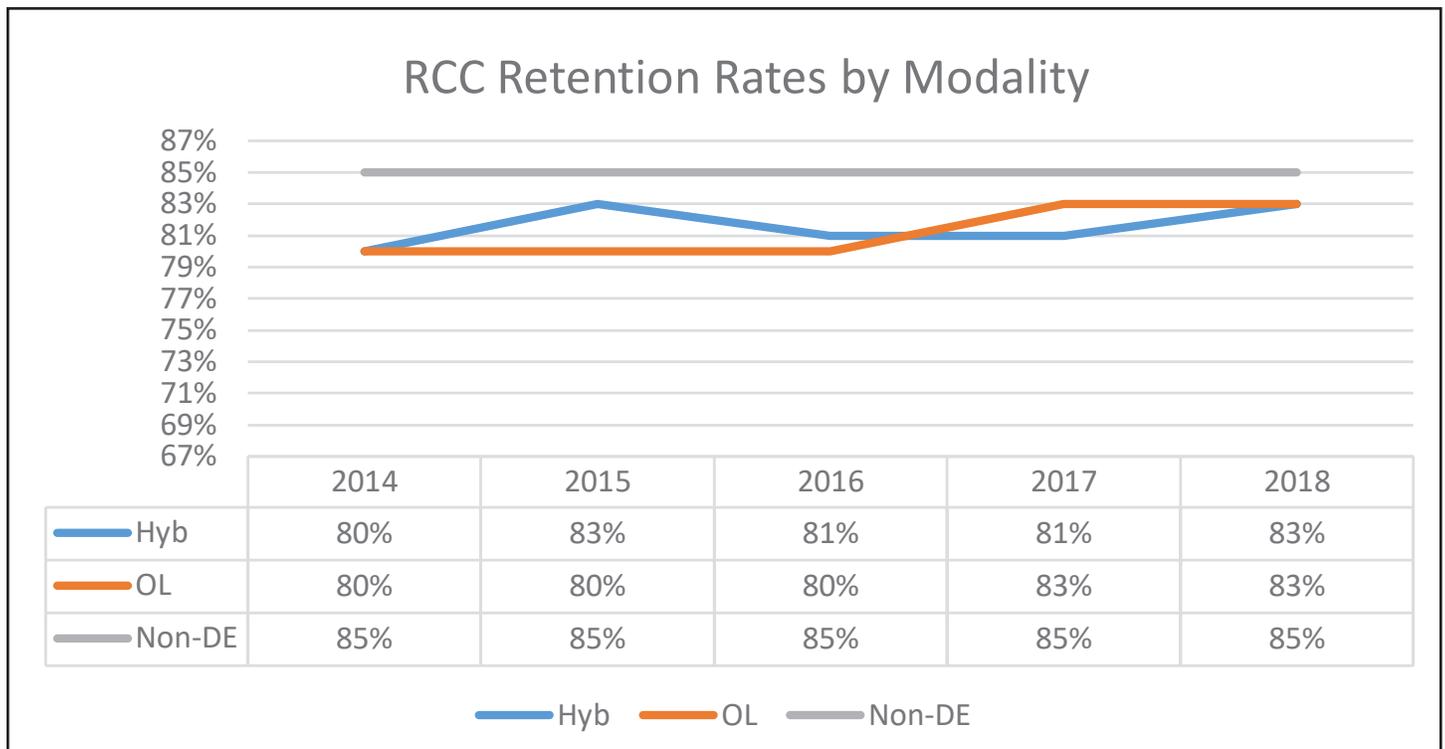
Assessment of 2015-2020 Strategic Plan and Performance Indicators

Course Retention Rate		2015-2016	2016-2017	2017-2018	2018-2019	"Stretch Goal (2021-2022)"	
Course Retention Rates	Overall	85.5%	85.1%	85.2%	83.3%	87%	
	Race / Ethnicity	Amer Indian / Alaska Native	86.7%	86.2%	88.1%	79.8%	87%
		Asian	87.6%	87.3%	87.8%	86.5%	87%
		Black / African American	83.9%	83.0%	83.9%	81.3%	87%
		Hispanic	84.6%	84.1%	84.1%	83.9%	87%
		International*	95.2%	95.5%	94.9%	92.8%	87%
		Native Hawaiian / Pacific Islander	85.9%	85.4%	90.2%	84.4%	87%
		Other / Declined	82.8%	86.6%	87.7%	55.7%	87%
		Two or More	84.4%	84.1%	85.1%	82.6%	87%
		White	87.3%	86.6%	86.8%	83.5%	87%
	Other Equity Groups	Female	85.4%	85.1%	85.1%	82.7%	87%
		Male	85.7%	85.0%	85.2%	84.5%	87%
		Other	86.1%	86.4%	87.4%	75.1%	87%
		Veteran	86.4%	86.3%	85.4%	86.6%	87%
		Not Veteran	85.5%	85.0%	85.2%	83.1%	87%
		Foster Youth	82.5%	80.2%	80.5%	78.8%	87%
		Not Foster Youth	85.6%	85.2%	85.3%	83.4%	87%
Disability		84.7%	85.7%	85.7%	84.5%	87%	
No Disability	85.6%	85.0%	85.2%	83.2%	87%		

*International are students on F-1 / J-1 Visas

Source: MIS ST, SX, and SG files for demographics and RCCD EMD

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Distance Education (DE) retention data have also remained static with the gap in retention in distance education/non-distance education closing slightly. That said, looking at DE retention (and success) broken out by discipline/department and disaggregated reveal clear areas for improvement.

In light of the COVID-19 pandemic in Spring 2020, retention and success rates in the on-line/hybrid environment will need to be more clearly analyzed moving forward. This updated data may provide an opportunity for goals, targets, and resources related to the on-line environment be more clearly integrated into the current overall college priorities and strategies.

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RCC's course success rate for the last three years disaggregated by equity categories as well as by teaching methods. This table indicates that while there have been some modest gains in a handful of categories (veterans, foster youth), in others rates are static or have declined slightly and equity gaps still remain. As the college community continues working to address and decrease equity gaps, central to this endeavor will be an inquiry-based approach that facilitates on-going conversations about services changes to pedagogy that will help the college address and close these gaps. The college has hired Director of Institutional Research whose specific charge is helping facilitate this data-informed, inquiry-based approach. Having made headway on large structural changes, the college's focus must turn intensively to best practices for teaching and learning and the most high impact interventions and supports to improve student outcomes.

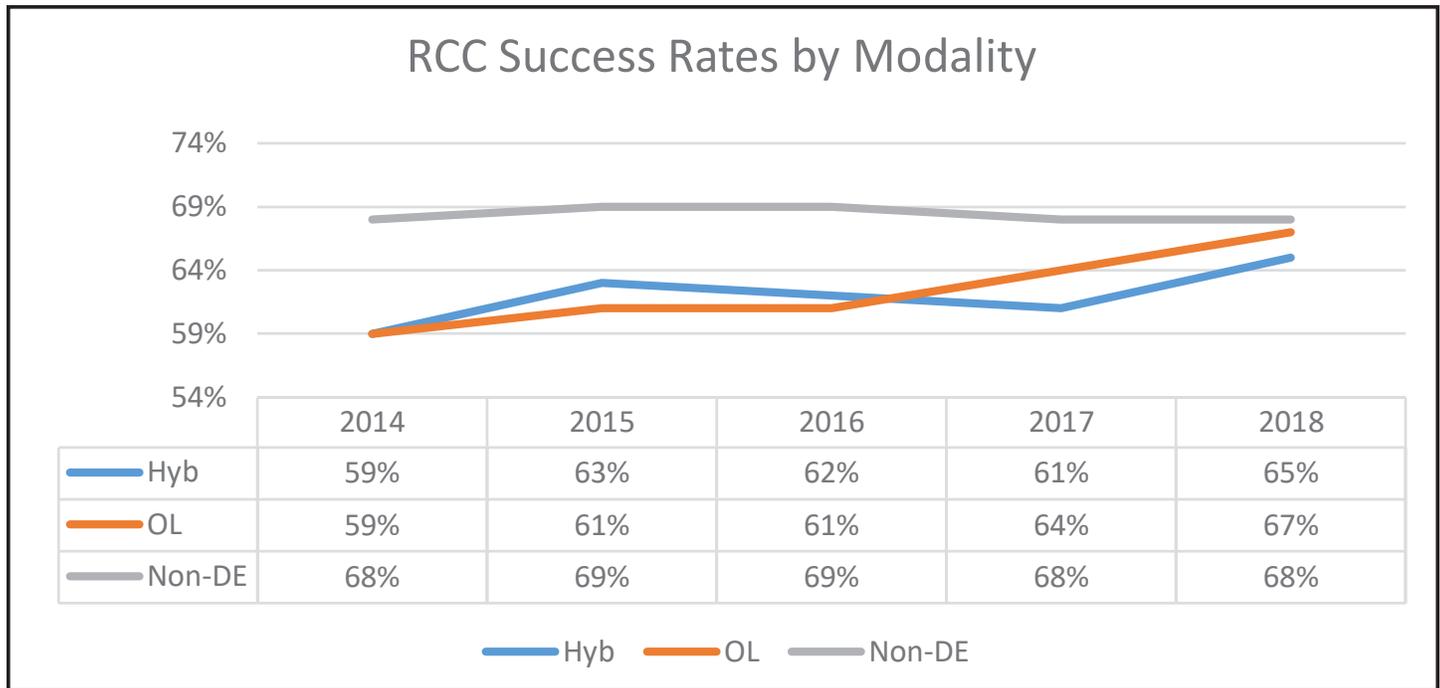
RCC Course Success Rates

Course Success Rates		2015-2016	2016-2017	2017-2018	2018-2019	"Stretch Goal (2021-2022)"	
Course Success Rates	Overall	67.2%	67.3%	66.9%	65.8%	71%	
	Race / Ethnicity	Amer Indian / Alaska Native	65.3%	64.2%	71.1%	57.1%	71%
		Asian	74.5%	75.4%	75.6%	74.5%	71%
		Black / African American	59.0%	59.6%	60.4%	58.9%	71%
		Hispanic	65.2%	65.0%	64.2%	65.1%	71%
		International*	81.3%	82.6%	82.0%	79.4%	71%
		Native Hawaiian / Pacific Islander	64.1%	63.4%	69.3%	66.4%	71%
		Other / Declined	63.0%	70.2%	69.2%	37.2%	71%
		Two or More	65.6%	67.1%	68.2%	65.8%	71%
		White	72.8%	73.1%	73.3%	70.2%	71%
	Other Equity Groups	Female	67.5%	67.8%	67.3%	65.7%	71%
		Male	66.9%	66.6%	66.4%	66.4%	71%
		Other	66.4%	67.9%	71.0%	55.3%	71%
		Veteran	68.3%	68.6%	66.8%	70.2%	71%
		Not Veteran	67.2%	67.3%	66.9%	65.6%	71%
		Foster Youth	57.3%	52.9%	54.5%	55.6%	71%
		Not Foster Youth	67.4%	67.6%	67.2%	66.0%	71%
Disability		66.7%	67.4%	67.1%	66.7%	71%	
No Disability	67.2%	67.3%	66.9%	65.7%	71%		

Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type

*International includes students on an F-1 or J-1 visa

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Success in on-line and hybrid formats has seen some modest increases while success in non-DE courses is completely static. Here too, though looking at success rates in DE courses broken out by discipline and disaggregated reveal a more nuanced picture and show where the College can better target its efforts to improve success and close equity gaps in DE courses.

Completion: Momentum Points and a Student’s First-Year Experience

Many of RCC’s student success Key Performance Indicators (KPI) align with the state’s Vision for Success and Guided Pathways KPI’s. Since the initial Strategic Plan 2015-2020, these KPI metrics have evolved as the college and state have refined their focus and implemented Guided Pathways. Beginning in spring 2017, RCC included a new KPI designed to provide information about student momentum during their first year of enrollment: the completion of transfer-level math, completion of transfer-level English, and completion of both math and English. These momentum metrics are also tracked and reported as part of the Vision for Success and Guided Pathways. These metrics provide a baseline as well as an ability to determine students’ initial progress in their first year of enrollment.

The college has already seen increases in students completing transfer level math and English since the pilot of Multiple Measures (MMA) in 2016-2017, which assessed and placed first-time students using their high school performance data. MMA was fully implemented in fall 2017. RCC has discontinued the use of all testing for assessment and placement into English and math in response to California State Assembly Bill 705. Full implementation of AB 705 occurred in 2019 and required large-scale structural changes to English and math curriculum. RCC has focused on providing support and guidance to students who are increasingly enrolling in transfer-level English and transfer-level math during their first year. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for transfer-level English and transfer-level math. RCC appointed faculty coordinators in both English and math to assist with the assessment, evaluation, and refinement of AB 705 reforms and facilitate professional development opportunities. In fact, according to the College Campaign Statewide Progress Report on Implementation of AB 705, RCC is on the list of strong implementers, with 92% of offerings in English at the transfer level. Internal college data show that throughput—the raw number of students completing transfer-level math and English—has increased dramatically but overall

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success rates have slightly declined. The math and English departments (and ESL, which is scheduled for full AB 705 implementation in Fall 2020 and has completed a wholesale revision of its curriculum) will need to continue to study which supports work most effectively for students in order to increase success rates in the courses in addition to increasing throughput. The College has set a goal of increasing the completion of transfer-level English and transfer-level math in the first year of enrollment by 20 percent each year.

English

Fall Enrollment and Success for First-Time Entering Freshmen Includes ENG-1A and ENG-1AH								
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race/Ethnicity	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate
African American	3	66.70%	8	37.50%	56	60.70%	86	31.40%
American Indian	1	0.00%	1	100.00%	1	100.00%	5	40.00%
Asian	1	0.00%	7	71.40%	51	64.70%	74	56.80%
Hispanic	28	28.60%	101	55.40%	687	61.70%	1,054	56.90%
International	0	N/A	1	100.00%	6	50.00%	9	22.20%
Pacific Islander	0	N/A	2	50.00%	3	100.00%	5	60.00%
Two or More	0	N/A	0	N/A	0	N/A	3	66.70%
Undeclared	0	N/A	0	N/A	1	0.00%	2	100.00%
White	6	33.30%	43	81.40%	192	74.50%	253	64.80%
Total	39	30.80%	163	62.60%	997	64.30%	1,491	56.60%
Year over year increase in enrollment			318%		512%		50%	
# Passed Transfer-Level	12		102		641		844	

Transfer-level math has the same pattern of increased enrollment as well as a decline in course success rates. As with English, the math department is working to understand student success and support these students with co-curricular support courses. Providing a student survey to math students might be a way to help identify what is working and focus attention on learning gaps.

Math

Fall Enrollment and Success for First-Time Entering Freshmen - Includes MAT-5, 10, 11, 12, 12H, 25, 36, and 1A								
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race/Ethnicity	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate
African American	0	N/A	3	33.30%	33	30.30%	63	14.30%
American Indian	0	N/A	1	0.00%	2	50.00%	3	33.30%
Asian	0	N/A	11	72.70%	59	44.10%	65	36.90%
Hispanic	8	62.50%	30	46.70%	623	32.70%	678	27.10%
International	0	N/A	2	100.00%	12	50.00%	18	55.60%
Pacific Islander	0	N/A	1	0.00%	4	25.00%	4	25.00%
Two or More	0	N/A	0	N/A	1	100.00%	4	25.00%
Undeclared	0	N/A	0	N/A	1	100.00%	2	0.00%
White	5	60.00%	17	70.60%	173	45.70%	168	44.00%
Total	13	61.50%	65	56.90%	908	36.20%	1,005	30.20%
Year over year increase in enrollment			400%		1297%		11%	
# Passed Transfer-Level	8		37		329		304	

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Additionally, the College has also set a goal of increasing the number of units completed by 20 percent each year as well, encouraging students to complete 15 units each term (or in a major and intersession term combined) and 30 units each year. The table below shows the College's baseline metric year of 2016-2017 as well as 2017-2018 and 2018-2019 data to inform targets for the years covered by the 2020-2025 plan.

Student Momentum Points

Student Momentum Metric	2016-17 (Baseline)	2017-18	2018-19*	2019-20 Goal	2020-21 Goal	2021-22 Goal
Completed Transfer Level Math	6.0%	12.2%	14.6%	17.6%	21.1%	25.3%
Completed Transfer Level English	17.6%	21.6%	26.0%	31.1%	37.4%	44.8%
Completed Both in First Year	4.0%	8.2%	9.9%	11.8%	14.2%	17.0%
Completed 15 units in Fall	2.8%	3.0%	3.6%	4.4%	5.2%	6.3%
Completed 30 Units in Academic Year	4.9%	5.4%	6.5%	7.8%	9.4%	11.2%
Persistence from Fall to Spring	65.1%	62.5%	67.0%	68.0%	69.0%	70.0%

Source: State Chancellor's Office Student Success Dashboard *Projected -- final not yet available

Another way to examine the impact the changes the college is in the midst of on student momentum metrics is to look at cohorts comprised only of first time college students.

This first table looks at full-time attendance—a key component to shortening time to completion and helping students move more quickly to transfer and career. The rates here are essentially static for the College and the District.

RCCD Guided Pathways: Students Attending Full-Time Fall and Spring Terms during First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	20.7%	19.8%	20.0%	20.6%
Riverside City College	22.9%	20.2%	20.4%	22.7%
Moreno Valley College	14.0%	15.4%	16.7%	16.2%
Norco College	21.6%	22.6%	21.9%	19.4%

Source: District Strategic Planning Presentation Fall 2019

Assessment of 2015-2020 Strategic Plan and Performance Indicators

The next table, on degree applicable units attempted, should be significantly impacted moving forward as the units in remedial math, English, and Reading so many students have been historically required to take have been virtually eliminated. Even so, the college needs to look closely at assumptions about why so many students are part-time. A certain number will always have demands of career and family that limit their ability to attend full-time, but assuming this is true of all part-time students is a mistake. The college needs to message and incentivize full-time attendance for students who are able to do so.

RCCD Guided Pathways: Average Number of Degree-Applicable Units Attempted in Year One				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	14.6	14.4	14.7	16.5
Riverside City College	15.7	15.2	15.5	17.5
Moreno Valley College	11.9	12.0	12.1	13.7
Norco College	14.4	14.7	15.0	16.4

Source: District Strategic Planning Presentation Fall 2019

The three tables below consider first year completion of Math and English. First year transfer-level math completion remains a significant challenge. And while completion of English is higher, there is much room for improvement there, too. Again, AB 705 implementation should impact these numbers, but continued work on clear messaging about the “right math” for students in each pathway, developing effective supports in addition to co-requisite support courses, and ongoing professional development should be priorities. The numbers in the table on math completion also indicate collaboration and sharing of best practices among the colleges would be helpful as Norco College’s numbers are significantly stronger than RCC’s. The numbers for completion of both transfer-level math and English in the first year are stubbornly low. It will be helpful to study not just successful completion of math, English, and both but also to look at the attempts. How many students attempted one or both in the first year? Is there work to be done on emphasizing the importance of enrolling in math and English in the first year? For those who did enroll, how many retook in an immediately subsequent term after an unsuccessful attempt? What do students themselves indicate were the barriers to successful completion? And how many attempted one but avoided the other or avoided both, despite education plans and advising emphasizing the need to complete these gateway courses?

Math

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level Math in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	8.5%	8.5%	8.0%	13.9%
Riverside City College	8.8%	7.5%	6.7%	13.5%
Moreno Valley College	3.2%	4.2%	4.9%	7.0%
Norco College	12.3%	13.8%	13.3%	21.0%

Source: District Strategic Planning Presentation Fall 2019

Assessment of 2015-2020 Strategic Plan and Performance Indicators

English

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level English in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	16.8%	19.0%	21.9%	28.9%
Riverside City College	16.4%	15.3%	17.0%	26.0%
Moreno Valley College	14.2%	20.7%	28.5%	31.9%
Norco College	19.8%	25.4%	27.2%	33.2%

Source: District Strategic Planning Presentation Fall 2019

Both English and Math

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level English and Math in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	4.9%	5.0%	5.3%	9.8%
Riverside City College	5.2%	3.6%	3.9%	9.4%
Moreno Valley College	1.9%	3.0%	4.0%	5.9%
Norco College	6.7%	9.7%	9.5%	14.3%

Source: District Strategic Planning Presentation Fall 2019

The data on degree applicable units earned in a first term and in the first year (the next two tables) are consistent with the numbers above on the number of units attempted. The difference between attempted units and successful completion of those units suggest important areas of emphasis over the life of this plan. The questions raised about math/English completion above are certainly important here, too. But the college must also systematically identify other “gatekeeper” courses with consistently low success rates, study the reasons for this, and develop (and then study the effectiveness of) appropriate supports for gate-keeper courses beyond math and English.

Degree Applicable Units Earned - 12+

RCCD Guided Pathways: First-Term Momentum Points, Earned 12+ Degree Applicable Units				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	11.6%	12.1%	12.3%	13.8%
Riverside City College	12.9%	12.3%	12.0%	13.9%
Moreno Valley College	7.8%	8.8%	8.7%	9.5%
Norco College	12.2%	14.4%	16.1%	17.1%

Source: District Strategic Planning Presentation Fall 2019

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Degree Applicable Units Earned - 24+

RCCD Guided Pathways: First-Year Momentum Points, Earned 24+ Degree Applicable Units				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	12.3%	12.9%	13.3%	15.9%
Riverside City College	14.6%	13.4%	13.8%	17.5%
Moreno Valley College	6.6%	8.2%	8.2%	9.9%
Norco College	11.9%	15.7%	16.4%	17.2%

Source: District Strategic Planning Presentation Fall 2019

All these data indicate that just looking at first time college student cohorts beginning in 2014, any gains in momentum point achievement (units attempted and earned; first year completion of math and/ or English and/or both) and transfer/degree or certificate completion within three years of start are extremely modest. Where the college(s) has seen big gains, these data show, are not necessarily in first-time college students so far. The pipeline, the backlog of students is slowly clearing out accounting for significant bumps in the numbers of students receiving awards and completing math and English. There are a few bright spots in these data, though, and looking at the results for all three colleges side by side suggest fruitful areas for collaboration and sharing of best practices where one college has a significantly higher success rate. The data also indicate areas that need further study in order to better understand students' course taking behavior, to develop more robust supports for math and English, to identify other gate-keeper courses and effective supports for students in these courses as well. And again, the cohort beginning Fall 2019 will be critical to understanding what impact Guided Pathways and AB 705 implementation are having on student momentum point achievement and outcomes.

Completion: Degrees and Certificates Awarded

Riverside City College continues to increase the number of Associate Degrees for Transfer (ADT) awarded. The College currently offers 27 ADT's. As part of the implementation of the Guided Pathways Framework, the College began creating program maps for each of these programs and is working closely with colleagues in the California State University system to ensure students completing ADT's have a smooth transition to the four-year institution. The numbers below are duplicated headcount (if a student is awarded more than one degree and/or certificate, they are counted multiple times).

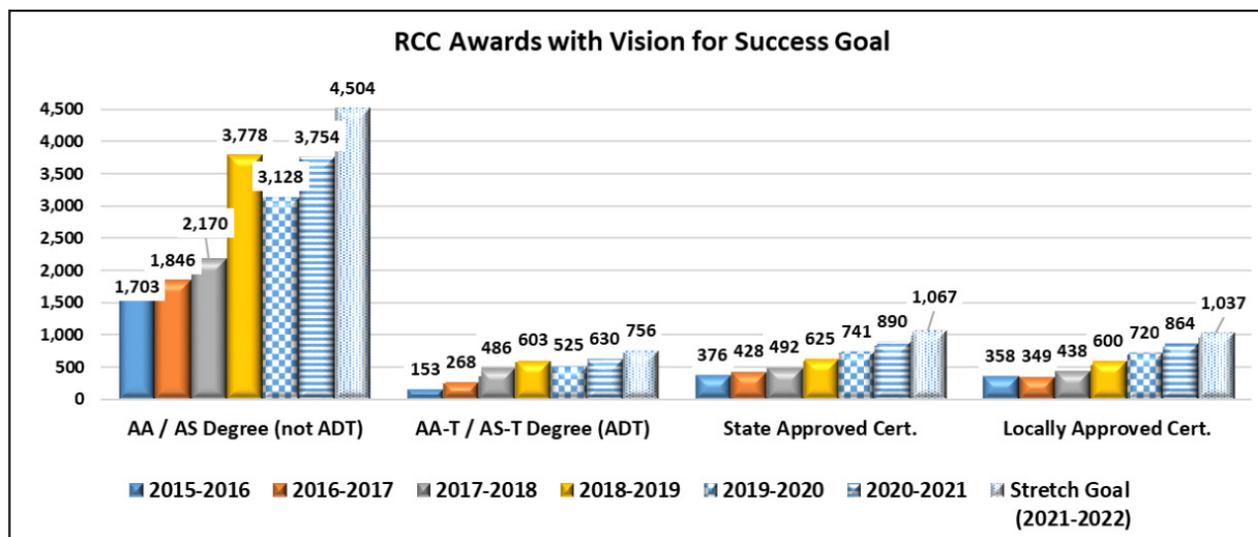
In 2017-2018, the college began automatically awarding degrees and certificates. The college initiated an automatic awarding policy after investigating student completion patterns. A team including counselors and admissions and records personnel discovered students commonly complete all of the necessary requirements for a degree or certificate but do not formally apply for the award. The need to apply was an RCC institutional policy that created a barrier to completion for students. Conferring awards automatically removes this barrier and will increase the number of students who are recognized as successfully completing a program. The magnitude of the increase in awards will be temporary as the college works through the backlog of awards.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

The tables below show not only the college's degrees and certificates awarded, but also the projected and stretch goals for degrees and certificates, and are aligned with the college's Vision for Success goals.

Degrees and Certificates Awarded	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Stretch Goal (2021-2022)
AA / AS Degree (not ADT)	1,703	1,846	2,170	3,778	3,128	3,754	4,504
AA-T / AS-T Degree (ADT)	153	268	486	603	525	630	756
State Approved Cert.	376	428	492	625	741	890	1,067
Locally Approved Cert.	358	349	438	600	720	864	1,037
Total	2,590	2,891	3,586	5,606	5,114	6,138	7,364

Source: MIS SP File



As the overall number of awards has increased, the proportion of Hispanic students who have received awards has increased, while other populations have seen a proportional decrease.

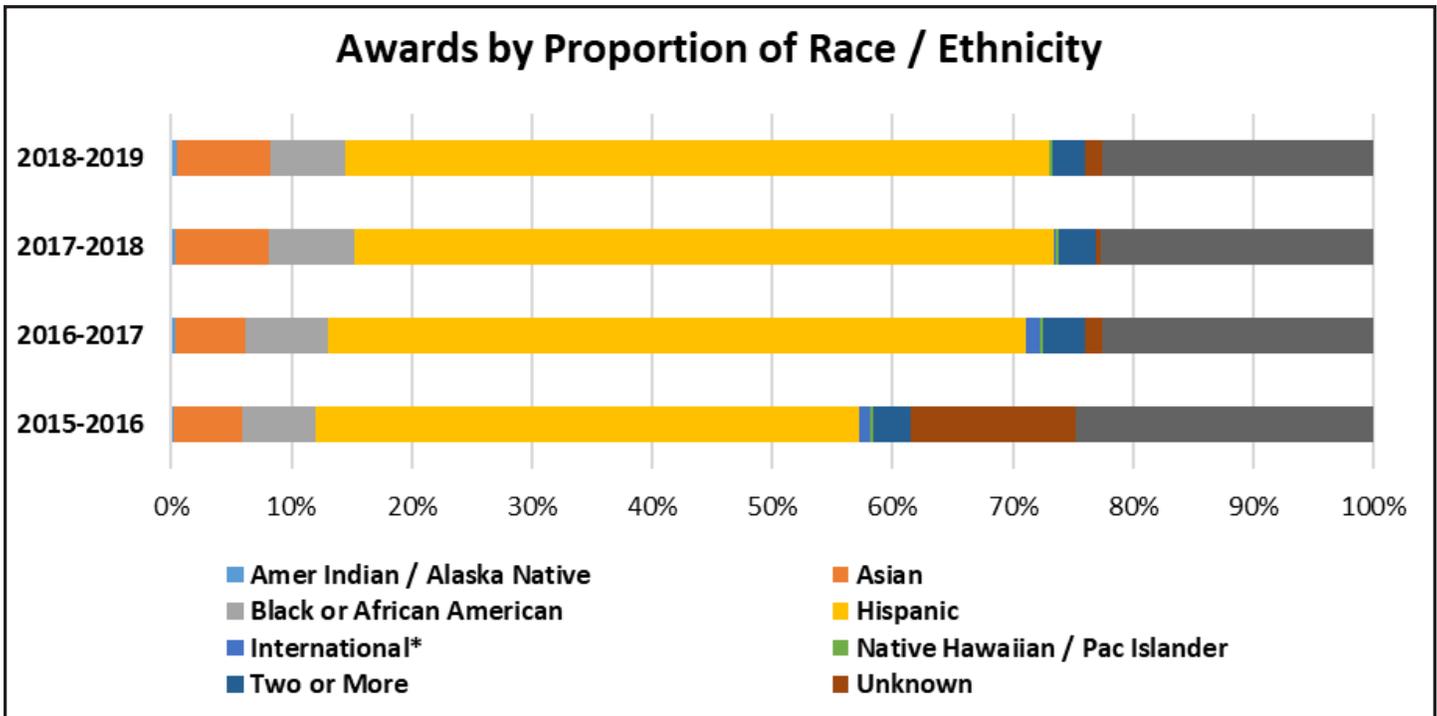
Awards by Race / Ethnicity -- UNIQUE HEADCOUNT

Race / Ethnicity	2015-2016	2016-2017	2017-2018	2018-2019
Amer Indian / Alaska Native	0.2%	0.3%	0.3%	0.4%
Asian	5.7%	5.9%	7.8%	7.9%
Black or African American	6.1%	6.8%	7.3%	6.2%
Hispanic	45.3%	58.1%	58.2%	58.5%
International*	0.9%	1.2%	0.1%	0.0%
Native Hawaiian / Pacific Islander	0.2%	0.2%	0.3%	0.3%
Two or More	3.1%	3.5%	3.2%	2.8%
Unknown	13.8%	1.5%	0.3%	1.4%
White	24.8%	22.5%	22.8%	22.5%

*F-1 or J-1 Visa

Source: MIS SP and ST Files

Assessment of 2015-2020 Strategic Plan and Performance Indicators



*International includes students on an F-1 or J-1 visa

Source: MIS SP File and ST for race / ethnicity

Overall, more women than men were awarded degrees and certificates, which is in line with the college's overall gender enrollment.

RCC Percentage of Awards By Gender

Awards by Gender - Unique Headcount	2015-2016	2016-2017	2017-2018	2018-2019
Male	489	635	760	1,011
Female	1,081	1,082	1,227	1,640
Unknown / Not Stated	239	9	13	47
% Female	59.8%	62.7%	61.4%	60.8%

Source: MIS SP File and ST for gender

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion: Transfer Volume Cohort

One of the ways the College tracks transfers is via a transfer volume metric. This metric looks at first-time freshmen who enrolled at RCC and then transferred within six months of leaving the college based on National Student Clearinghouse data. The year designates the students' last year of enrollment at RCC. The number of students in this transfer volume metric has been consistent year over year. However, the mix of transfer school types has changed slightly with an increase in both the CSU and UC system transfers.

Another Key Performance Indicator used to track student success is the number of students subsequently enrolling in a four-year college or university. Using data from the National Student Clearinghouse (NSC), the Office of Institutional Effectiveness tracks RCC students' subsequent enrollment. The Transfer Volume metric is narrowly defined as the number of RCC students who initially enrolled as first-time freshmen and transferred immediately to a four year college or university. To be included in this metric, an RCC student must have:

1. Enrolled at RCC as a first-time freshmen;
2. Completed at least 12 units within the District; and
3. Enrolled at a four year college or university within 6 months of leaving RCC.
4. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations are CSU San Bernardino, UC Riverside, California Baptist University, CSU Fullerton, and California Polytechnic University Pomona.

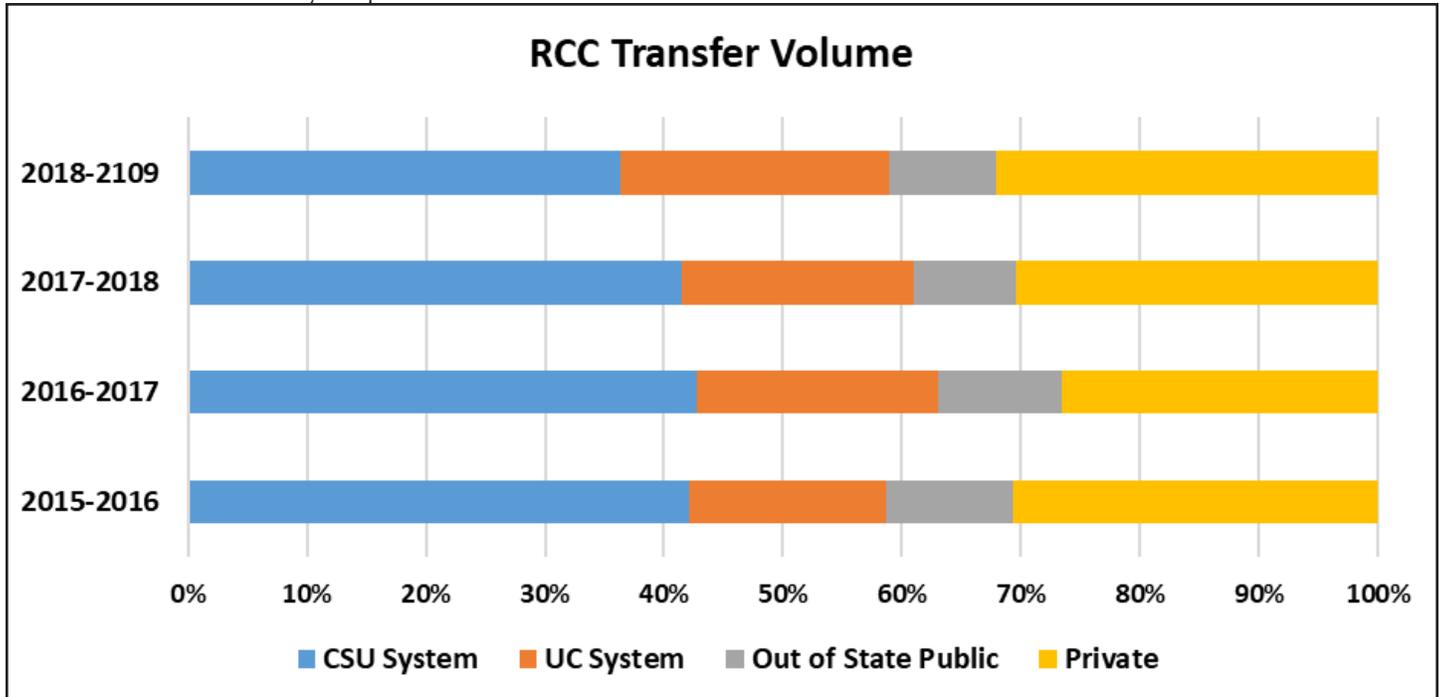
Transfer Volume Cohorts by Transfer School Type

RCC Students Last Enrolled at RCC During				
Transfer System	2015-2016	2016-2017	2017-2018	2018-2109
CSU System	653	587	649	692
UC System	257	278	304	429
Out of State Public	166	144	136	170
Private	475	364	475	610
Total	1551	1373	1564	1901

Source: National Student Clearinghouse

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Transfer Volume Cohorts by Proportion



Source: National Student Clearinghouse

The Research and Planning Group for California Community College’s (RP Group) 2017 “Through the Gate” transfer study aimed to identify strategies for increasing transfer among “high-leverage learners” in California Community Colleges (CCCs) – individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to a four-year institution. The study specifically focused on the Inland Empire and Central Valley, as students in these areas of the state have lower transfer rates, which suggests that they may face unique challenges and barriers in their transition from community college to university.

This study found that almost 300,000 students attending CCCs over a recent five-year period who demonstrated the determination and academic ability to transfer did not make it through the transfer gate. When examining this population of students, many learners who get stuck at the transfer gate—having completed a minimum of 60 units with a 2.0 GPA and fulfilling the English and math courses required for transfer – leave without a college credential. Students who are stuck at the gate are also more likely to be Latino, regardless of gender, when compared to other subgroups.

For the vast majority of students who are near the transfer gate- having earned at least 60 units with a 2.0 GPA but still need to complete key academic requirements – math appears to serve as the biggest obstacle in their path to a baccalaureate institution. Moreover, nearly half of the students who are near the gate leave our system without earning a degree or certificate.

The study continued to explore what role gender, race/ethnicity, and region play in the experience of transfer-bound students, and found that nearly 75% of the high-leverage African Americans in the cohort made it through the gate. In other words, African-American students – both females and males – overwhelmingly continue their journey toward baccalaureate completion once achieving the requirements for transfer. On the other hand, Latino male students and Native-American female students were less likely to achieve their transfer goal. However, the report also cautions that the inequities black students face in reaching at the gate/ near the gate status are deeply entrenched.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

RCC's Office of Institutional Effectiveness identified students meeting both At the Gate and Through the Gate at RCC. The Office can continue to do so each year. As a next step, the college could create on-going processes to reach out to these students to help them meet their educational goals. This personal contact could help identify barriers students are facing (e.g. credit for equivalency, enrollment in the one or two courses the student needs to complete, or encouragement and assistance in transferring to a four-year university).

When RCC selected cohorts for the RP Group Study, in December 2018, the following was discovered about those who had *exited* and were "At the Gate" and "Near the Gate":

EXITED STUDENTS

At the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
White	182	226	3	411	22.3%
Hispanic	428	546	2	976	53.0%
Native Hawaiian / Pacific Islander	1	2	0	3	0.2%
Asian	147	133	1	281	15.3%
Unknown	19	17	0	36	2.0%
Two or More	36	24	0	60	3.3%
African American	24	46	0	70	3.8%
American Indian	4	0	0	4	0.2%
Total	841	994	6	1841	100.0%

Followed by those who had exited and were Near the Gate:

Near the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
White	210	486	0	696	32.4%
Hispanic	366	621	0	987	46.0%
Native Hawaiian / Pacific Islander	1	2	0	3	0.1%
Asian	67	100	0	167	7.8%
Unknown	13	14	1	28	1.3%
Two or More	27	57	0	84	3.9%
African American	66	103	0	169	7.9%
American Indian	4	7	0	11	0.5%
Total	754	1390	1	2145	100.0%

Assessment of 2015-2020 Strategic Plan and Performance Indicators

A cohort was also examined in fall 2018 to determine the demographic of *enrolled* students who were “At the Gate” and “Near the Gate”:

ENROLLED STUDENTS (FALL 2018)

At the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
Asian	22	35	1	58	6.7%
African American	28	38	0	66	7.6%
Hispanic	186	337	2	525	60.3%
Native American	0	2	0	2	0.2%
Native Hawaiian / Pacific Islander	0	1	0	1	0.1%
Two or More	5	16	0	21	2.4%
White	74	119	1	194	22.3%
Unknown	0	3	1	4	0.5%
Total	315	551	5	871	100.0%

Near the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
Asian	51	39	1	91	11.0%
African American	10	13	1	24	2.9%
Hispanic	210	294	5	509	61.3%
Native American	1	0	0	1	0.1%
Native Hawaiian / Pacific Islander	3	2	0	5	0.6%
Two or More	11	15	0	26	3.1%
White	88	82	2	172	20.7%
Unknown	0	2	1	3	0.4%
Total	374	447	10	831	100.0%

This data indicates areas for which the college should focus its engagement strategies and targeted supports to help these students complete their educational programs.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion/Time to Completion

Understanding – and reducing – students’ time to completion is a goal of Guided Pathways. As with momentum points, looking at a snapshot of first-time ever in college cohorts beginning 2014-2015 and their three-year completion rates is revealing. The data are completely consistent with the low numbers for degree applicable units earned and indicate that much work remains to encourage more students to attend full time and to shorten the time to completion. There are some explanations for low numbers (e.g. local certificate completion and the impact on financial aid of completion) that suggest areas in which to explore policy change. The college anticipates that Guided Pathways and AB 705 implementation from the baseline of Fall 2019 forward and dual enrollment partnerships with RCC’s nine local feeder schools that allow students to complete up to 30 units before coming to RCC (a partnership just in its second year) will significantly impact these numbers, but careful monitoring is essential and the work to get more RCC students to achieve those early momentum points, which are so indicative of ultimate success and completion, is crucial.

Degrees/Certificates Earned

RCCD Guided Pathways: Outcomes AA/AS/ADT Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	5.0%	5.6%	6.2%	3.1%
Riverside City College	5.7%	4.9%	6.8%	3.6%
Moreno Valley College	2.6%	4.7%	3.9%	1.5%
Norco College	5.6%	7.6%	6.7%	3.5%

Source: District Strategic Planning Presentation Fall 2019

RCCD Guided Pathways: Outcomes Certificate 18+ Units Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.6%	0.8%	0.9%	0.8%
Riverside City College	0.9%	1.2%	1.2%	1.0%
Moreno Valley College	0.3%	0.7%	0.4%	0.9%
Norco College	0.2%	0.1%	0.6%	0.4%

Source: District Strategic Planning Presentation Fall 2019

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RCCD Guided Pathways: Outcomes Certificate Less Than 18+ Units Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.5%	0.7%	1.3%	1.3%
Riverside City College	0.6%	.5%	0.9%	1.8%
Moreno Valley College	0.3%	0.9%	1.9%	2.8%
Norco College	0.7%	1.0%	1.6%	1.2%

Source: District Strategic Planning Presentation Fall 2019

Transfer

RCCD Guided Pathways: Outcomes Transferred to UC within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.9%	1.0%	1.4%	0.2%
Riverside City College	1.2%	1.0%	1.5%	0.3%
Moreno Valley College	0.6%	0.6%	0.6%	0.2%
Norco College	0.5%	1.4%	1.7%	0.1%

Source: District Strategic Planning Presentation Fall 2019

RCCD Guided Pathways: Outcomes Transferred to In-State Private or Out-of-State within 3 Years				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	2.7%	2.4%	2.9%	1.5%
Riverside City College	3.1%	2.4%	3.4%	1.6%
Moreno Valley College	1.5%	2.0%	1.7%	1.2%
Norco College	2.9%	2.6%	2.9%	1.3%

Source: District Strategic Planning Presentation Fall 2019

The Office of Institutional Effectiveness is tracking time to completion at the individual student level for all students. New students who enrolled in the Fall of 2019 are the new baseline cohort of analysis. These students will have the benefit of being associated with instructional pathways including specific program maps and Trailhead courses. In addition, the implementation of AB 705 will significantly reduce the number of semesters students need to complete transfer level math and transfer level English.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion: Unit Accumulation

This metric is aligned with the state's Vision for Success. Students complete a significantly higher number of units than is needed to receive a degree. This adds time and cost to the student's educational experience. The implementation of Guided Pathways and AB 705 will help students get on a path and stay on a path, reducing the number of courses they take as they complete their degrees. This metric is an average across all of the college's degree programs, but the college recognizes that there are some programs of study which require a higher number of units. The college has adopted the state's goal of a 79 unit accumulation average for graduates at by 2021-2022.

Unit Accumulation for RCC Associate Degree Earners by Year of Graduation

Unit Accumulation	2015-2016	2016-2017	2017-2018	2018-2019
Average by Associate Degree Earners	84	95	83	86

CTE Education Rate and Skills Builder

Our CTE programs continue to emphasize providing pathways to students in high demand, high skill, and high paying jobs. While internally the college is tracking many CTE-based metrics, the IEPI metrics include two additional CTE-based KPI's: The Career Technical Education Rate which is aligned with the Completion Scorecard metrics above, and the CTE Skills Builder metric, which tracks the median percentage change in wages for CTE students who didn't complete a certificate, but completed courses to improve their job skills.

Students included in the CTE Education Rate completed more than 8 units in courses classified as CTE in a single discipline and completed a degree, certificate, and/or transferred in a 6-year period.

As part of the Vision for Success, the college has established Workforce Goals. It is possible that these metrics might shift somewhat as the state's metrics are finalized.

Metric	2016-2017 Metric	2017-2018 Metric (% change)	2021-2022 Metric Goal Number	2021-2022 Metric Goal % Change from 2016-2017	Goal Setting Rationale
Median annual earnings of exiting students	\$41,600.00	\$45,656.00 (9.75%)	\$66,239.34	59.2%	9.75% increase year over year
Number of exiting students earning a living wage	238	261 (9.75%)	379	59.2%	9.75% increase year over year
Percentage of exiting CTE students who report being employed in their field of study	68.8%	71.0% (3.5%)	87%	25.8%	3.5% increase year over year

The state implemented the Skills Builder in 2016-2017. Thus, RCC's first year for reviewing this metric was 2016-2017. During that year, the median percentage change in wages for students who completed CTE course work but did not receive a degree, certificate, or transfer was 40.7%, which is significant. This metric is important to continue tracking because it reflects the achievement of those students who attend RCC for short-term career gains.

Students in Registered Nursing, Licensed Vocational Nursing, and Cosmetology must pass licensure exams in order to work in their field of study. The tables below show the current examination pass rates and job placement rates for these programs. Each program continues to show successful pass rates for students. Continue work must be done to make sure students are being placed in jobs associated with their area of study.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Licensure Examination Rates

Program	CIP Code	Examination	Institution set standard	Pass Rate 15/16	Pass Rate 16/17	Pass Rate 17/18	Pass Rate 18/19
Registered Nursing	511601	State	85%	95.5%	96.2%	94.3%	96.7%
LVN	511613	State	85%	100.0%	95.0%	86.0%	97.0%
Cosmetology	120401	State	80%	100.0 %	100.0 %	100.0 %	100.0%

Job Placement Rates

Program	CIP Code	Institution set standard	Pass Rate 15/16	Pass Rate 16/17	Pass Rate 17/18	Pass Rate 18/19
Registered Nursing	511601	90%	98.0%	92.0%	94.0%	95.0%
LVN	511613	60%	68.0%	65.0%	65.0%	62.0%
Cosmetology	120401	80%	96.0%	89.0%	89.0%	89.0%

Source: Department-supplied data

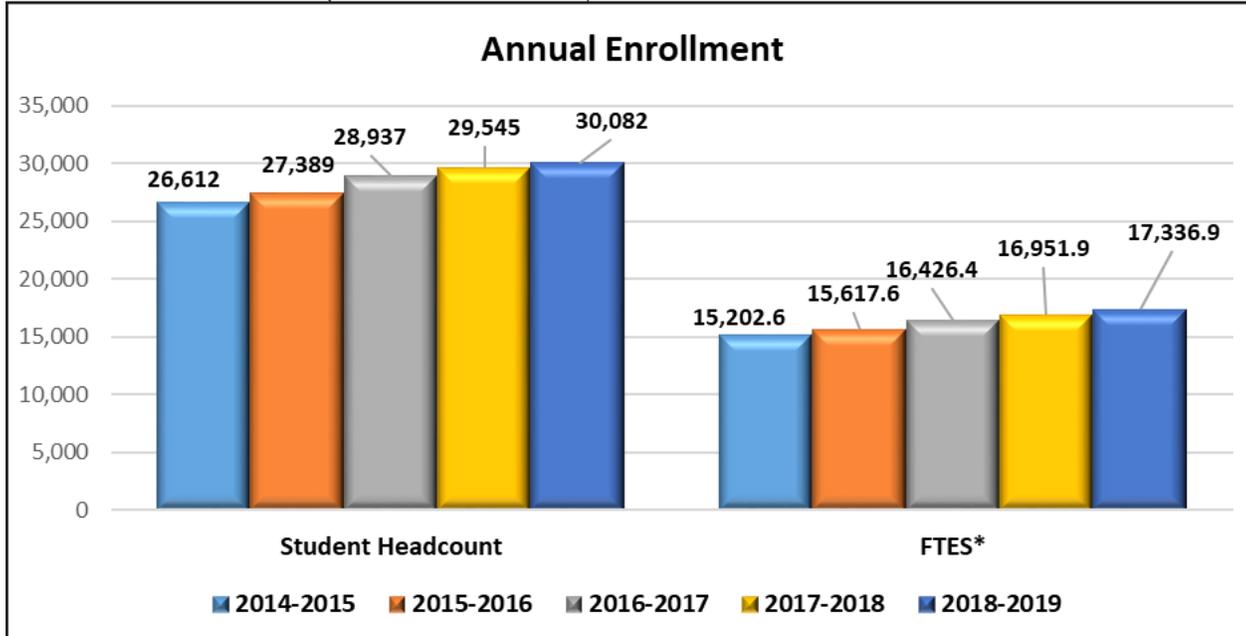
2015-2020 College Goal 2: Student Access

1. Ensure that all students have equitable access to the college's programs, courses, and services.
2. Enhance integrated academic support.
3. Counsel and advise students to help them plan for and progress toward their individual educational objectives.

Enrollment and FTES

Student access is defined in different ways at RCC. One KPI is the size of overall access the college is able to provide to students as measured by its total enrollment volume. RCC's enrollment continues to grow annually.

Total Headcount and FTES (Final Total from EMD)



Assessment of 2015-2020 Strategic Plan and Performance Indicators

2.1 Equitable Access to Programs/Services

Student Access is defined three different ways at RCC. One KPI is the size of overall access that the college is able to provide to students as measured by its total enrollment volume.

The second Student Access KPI is defined using the definition provided by the state's Student Equity framework. For this framework, RCC measures the percentage of students enrolled by the equity indicators compared to that group's representation in the adult population within the community served. These metrics, show that the college's student population is widely distributed among several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. The student body reflects the diversity of the demographics of our local community.

The third way that RCC defines access is ensuring existing RCC students have access to the college's programs, courses, and services. The Student Support Services and Delivery Methods table shows the different ways that student services provides access to support.

Riverside City College has an extensive offering of student support services through a multitude of different delivery methods as shown in the table below. Annual systematic planning is coordinated through the Student Access and Success Leadership Council, and regular evaluations and assessment occurs through the annual Student Exit Survey and individual department assessments and program reviews. The College identifies and assesses both Student Services learning outcomes (SSLOs) and service area outcomes (SAOs) to gauge what students know or should learn after receiving specific services or participating in particular programs. In addition, the College uses various mechanisms/tools to evaluate and assess the quality of student support services and programs that reflect the student's viewpoint including on-line surveys, focus group responses, and feedback forms.

Student Support Services and Delivery Methods

Student Support Services	Service Delivery		
	On-line	Phone	In-Person
Admissions and Records	x	x	x
Academic Counseling Services	x	x	x
Career and Transfer Center Services	x	x	x
Child Care			x
Enrollment Services	x	x	x
Outreach/Welcome Center	x	x	x
Athletic Engagement Center		x	x
CalWorks		x	x
Center for Communication Excellence (CCE)		x	x
Center for International Students and Programs	x	x	x
The Community for Academic Progress (CAP)		x	x
Disability Resources Center (DRC)	x	x	x
Extended Opportunities Programs & Services (EOPS)	x	x	x
Enrollment Services	x	x	x
Financial Aid	x	x	x
Foster & Kinship Care Education Programs	x	x	x
LaCasa		x	x
Library and Learning Resources	x	x	x
Math Learning Center (MLC)	x	x	x
Student Health and Psychological Services (SHPS)	x	x	x

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Student Employment	x	x	x
Student Life/Student Senate/Associated Students of Riverside City College (ASRCC)	x	x	x
Supplemental Instruction (SI)	x	x	x
TRIO Student Support Services (SSS) Program		x	x
Tutorial Services (TS)	x	x	x
Ujima		x	x
STEM Engagement Center		x	x
LHSS Engagement Center		x	x
CTE Engagement Center		x	x
FPA Engagement Center	x	x	
Nursing Engagement Center	x	x	x
Veterans Resource Center	x	x	x

Intake/On-boarding

A crucial element to ensuring equitable access to programs and services is how the college brings students in, from outreach through application, through first day in class, and with the Guided Pathways framework in place, the college has made substantive changes to the intake and on-boarding processes.

The Welcome Center moved into the old Assessment Center in 2018-2019. The Welcome Center houses 52 stations that are used to assist students on completing any steps related to application, matriculation, or continuing persistence. Students utilize the Welcome Center when they need hands on assistance with the FAFSA/DREAM application completion, admissions application, registering for classes, completing the on-line orientation, viewing their abbreviated educational plan, and more.

In alignment with Guided Pathways and AB705, RCC changed the on-boarding process. Current applicants provide their high school GPA and English/math class information on CCCApply, and through this information, they are placed into college level English and math courses with suggested or required co-requisite courses.

After the students complete their on-line orientation an abbreviated educational plan is prepared for them through a number of different venues. A one-semester plan is often developed with the help of an Ed Advisor. Once the abbreviated ed plan is developed, students are then able to register for classes. Previously, students had to complete the following steps: apply, complete orientation, complete an assessment test, request an abbreviated educational plan, and then register. Now students simply complete an application and orientation and they are able to register, while the rest of the work is completed by RCC behind the scenes. This enables greater access to students as the process is more streamlined. In 2019-2020, the college is transitioning from the traditional abbreviated educational plans to providing students with the trailheads associated with instructional pathways. This is both a technological and a professional development transition.

Beginning in November 2018, students were able to register for two terms at once (winter and spring/ summer and fall). This enables students to better plan their lives around their classes, and also helps RCC to be more prepared to make schedule adjustments based on wait lists and class fill rates, as students are registering for the major terms earlier than ever. The two term registration process was suspended for Summer/Fall 2020 due to the COVID-19 pandemic; however, will be resumed for Winter/Spring 2021.

Outreach continues to provide greater access to students in our local high schools by offering all steps of the matriculation process at the high schools. This includes application workshops, orientation, financial aid completion workshops, mobile welcome centers, Outreach is now able to offer registration workshops at high schools due to the dual term registration initiatives. This enables students to have their college classes scheduled before they graduate high school without needing to ever travel to RCC for services.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

With some of these early guided pathways adjustments to on-boarding in place, the college will need to explore the following questions in order to continue to improve that process for students:

- How can the college expand summer engagement sessions to reach more students inescapably? (Perhaps different modalities, for ex: Zoom and Cranium Cafe)
- How can the college better utilize educational advisors to guide or triage students on the correct path during the on-boarding process?
- When, how and where is the college informing students about program mapping? (This needs to become more systematic, with everyone using both Trailheads and Program maps)
- How can the college expand outreach efforts and information sharing beyond high school students? (adult ed, community events, parent council night, etc.)
- How and when can the college pilot a block schedule approach for incoming new students?
- How can the college utilize and fund its career center differently to support career exploration for students?

Assessment/Placement

With the implementation of AB 705, the college has phased out the use of testing for assessment and placement, and students are being placed based on their high school course work and overall GPA. For English, if a student's placement indicates that the co-requisite course is required, the student may challenge that placement with a simple form to have the co-requisite waived. The faculty recognize that while co-requisite courses can support a class, high school GPA is not in and of itself always reflective of a student's abilities and in an effort not to perpetuate inequities already embedded in K12, the discipline, across the district, agreed to a very simple student initiated process for waiving the co-requisite requirement. Teams of faculty in both math and English have been working to provide support and guidance as students now increasingly enroll in transfer-level math and transfer-level English during their first year of college. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for ENG-1A, MAT-12, MAT-25, MAT-5 and MAT-36. ESL completely revised its curriculum in Fall 2019, fully integrating instruction in reading, speaking, and writing. This curriculum will be launched Fall 2020 as ESL moves into full implementation of AB 705.

2.2 Integrated Student Support

A specific focus of RCC's Fall 2015 Student Equity Plan was enhancing student engagement centers, partnering with instruction, counseling, and academic support to provide increased co-curricular services to students. These successful models are informing the Integrated Student Support framework in Completion Counts through Pathways. In spring 2017, this integrated support framework was piloted with a program called, RISERS. This pilot, targeting equity students, provided the opportunity to test our ability to recruit and orient students into a large-scale integrated support program including: open information sessions, student success workshops, assignment of students to a dedicated educational advisor based on educational interests, and ongoing support for the attainment of the requirements of the contract to maintain full time status. The question has been and remains how to effectively scale these efforts. Fall 2019 began the realization of the vision of the engagement centers with counselors, educational advisors, faculty and peer mentors are working together in engagement centers as Integrated Support Teams for student equity using a caseload model that clusters students along discipline, departmental and/or program lines or according to a student's participation in a campus equity program. How these teams work together, how to reach more students, which services in engagement centers are most impactful will also have to continue to be monitored, evaluated, assessed, and refined.

The college committed to institutionalizing faculty advising in the EMP and 2015 Strategic plan because creating both informal and structured opportunities for faculty and students to interact has been shown time and again to help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses. The need for this engagement is born out again in the fall 2018 SENSE data as well as in the 2017 Male Minority Focus Group Report produced for RCC by the RP Group. Faculty liaisons and the implementation of the regular

Assessment of 2015-2020 Strategic Plan and Performance Indicators

“First Five” communications have been small and important steps in this direction, but more fully engaging more faculty in faculty advising is a work in progress that may require structural change to fully implement and any such change needs to be negotiated and will require collaboration among the three colleges.

The Integrated Academic Support office offers direct academic support for students. The office routinely conducts assessment and evaluation activities to measure the effective of the College’s academic support units. These activities are geared towards answering critical questions regarding student success and access. The information gained from these efforts needs to continue to be used to revise and modify existing practices, protocols, procedures, and modality, especially in light of the COVID-19 pandemic during spring 2020. Academic Support staff work with faculty to identify needs; and hire and train tutors and supplemental instruction leaders to support student achievement in the classroom. The most recent assessments for Academic Support Services focused on identifying the success rate of students taking advantage of academic support resources. This assessment suggested a goal of how many times students should seek academic services to increase their likelihood of academic success. This information has been crucial for student outreach to help students understand how to get the most from the College’s academic services and also needs to be communicated broadly with faculty. In addition, expanding the supplemental instruction (SI) program where it has proven to be most effective or more systematically employing embedded tutoring where this is equally or more effective (and more cost effective), especially for those courses identified as “bottlenecks” or systemic barriers to a student’s ability to move forward, is ongoing work. The college needs to continue to work to try to tease out which interventions are most impactful. Students with access to special programs or those who are motivated and self-directed take advantage of opportunities for SI or tutoring. The college needs to continue to explore ways to make such supports inescapable for more students.

The philosophy behind establishing engagement centers, of bringing services to where students are, needs continued support and even expansion. For example, instead of waiting for a facility large enough to accommodate all students enrolled in composition classes as well as any student in any class at the college who needs writing assistance, such assistance can be brought to students where they are and available on demand in engagement centers with an investment in appropriate technology and expansion of the understanding about how and where staffing of the writing center works, and even considering what these services look like in an on-line modality. Encouraging more faculty to hold office hours or conduct study sessions and workshops in engagement centers, continuing efforts, such as the “pop-up library” and more will help to firmly establish engagement centers as the central hub of support for students.

Moreover, ensuring that labs, the library, and study centers are open sufficient hours to meet the needs of all students can also offer the academic support necessary to help reduce the number of unsuccessful attempts at a course that currently congests the system and impedes students’ ability to matriculate. Making sure labs and other support services are not only open but also equipped to address the needs of each pathway is essential.

But it is also important to recognize the need to integrate non-academic services into the suite of wrap-around services more systematically, as well. Student Services offers several programs designed to assist RCC’s students with their academic goals. Many of these programs work with historically under served populations including EOPS, CARE, CalWORKs, TRiO Classic, TRiO for Veterans, TRiO for Disabled Students, the Disability Resource Center, Ujima, La Casa, Guardian Scholars, College Connection, Foster Kinship Care, Upward Bound for Jurupa HS, Upward Bound for Rubidoux HS, and RCC’s Student Activities. Such wrap around services are crucial as the Hope Center #RealCollege survey reports that of “almost 40,000 students at 57 community colleges 50% were food insecure the prior 30 days; 60% were housing insecure in the previous year; and 19% of respondents were homeless in the previous year” (CCC #RealCollege survey, p.2). In fall 2019, invitations to complete the questionnaire were sent by email to approximately 20,200 RCC students, and 2,118 students participated. The overall basic needs insecurity rates reported that 49% experienced food insecurity in the prior 30 days; 53% experienced housing insecurity in the previous year; and 18% experienced homelessness in the previous year.

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Guided Pathways - Getting on the Path

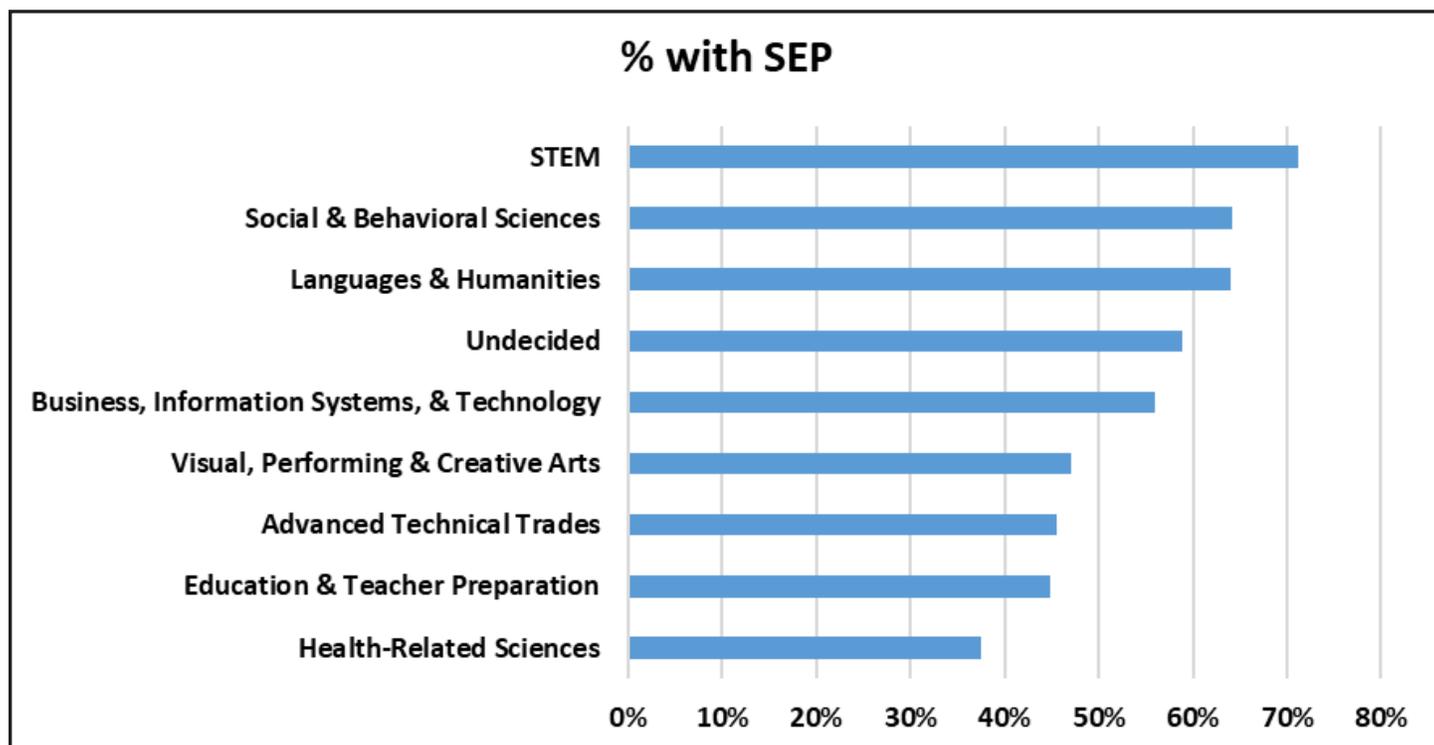
2.3 Advise students to help them plan for and progress towards their individual educational objectives.

One student support metric the college has established is that every first-time freshmen completes a Comprehensive Student Educational Plan (SEP) within their first year of enrollment and the College has made good progress here.

Fall 2019 Comprehensive SEP by Instructional Pathway

Instructional Pathway	Yes	No	Total	% with SEP
Health Related Sciences	1173	1956	3129	37.5%
Education and Teacher Preparation	419	515	934	44.9%
Advanced Technical Trades	608	727	1335	45.5%
Visual, Performing and Creative Arts	946	1060	2006	47.2%
Business, Information Systems, and Technology	1828	1441	3269	55.9%
Undecided	60	42	102	58.8%
Language and Humanities	1000	563	1563	64.0%
Social and Behavioral Sciences	2454	1370	3824	64.2%
STEM	3635	1475	5110	71.1%
Grand Total	12123	9149	21272	57.0%

Source: Preliminary Census



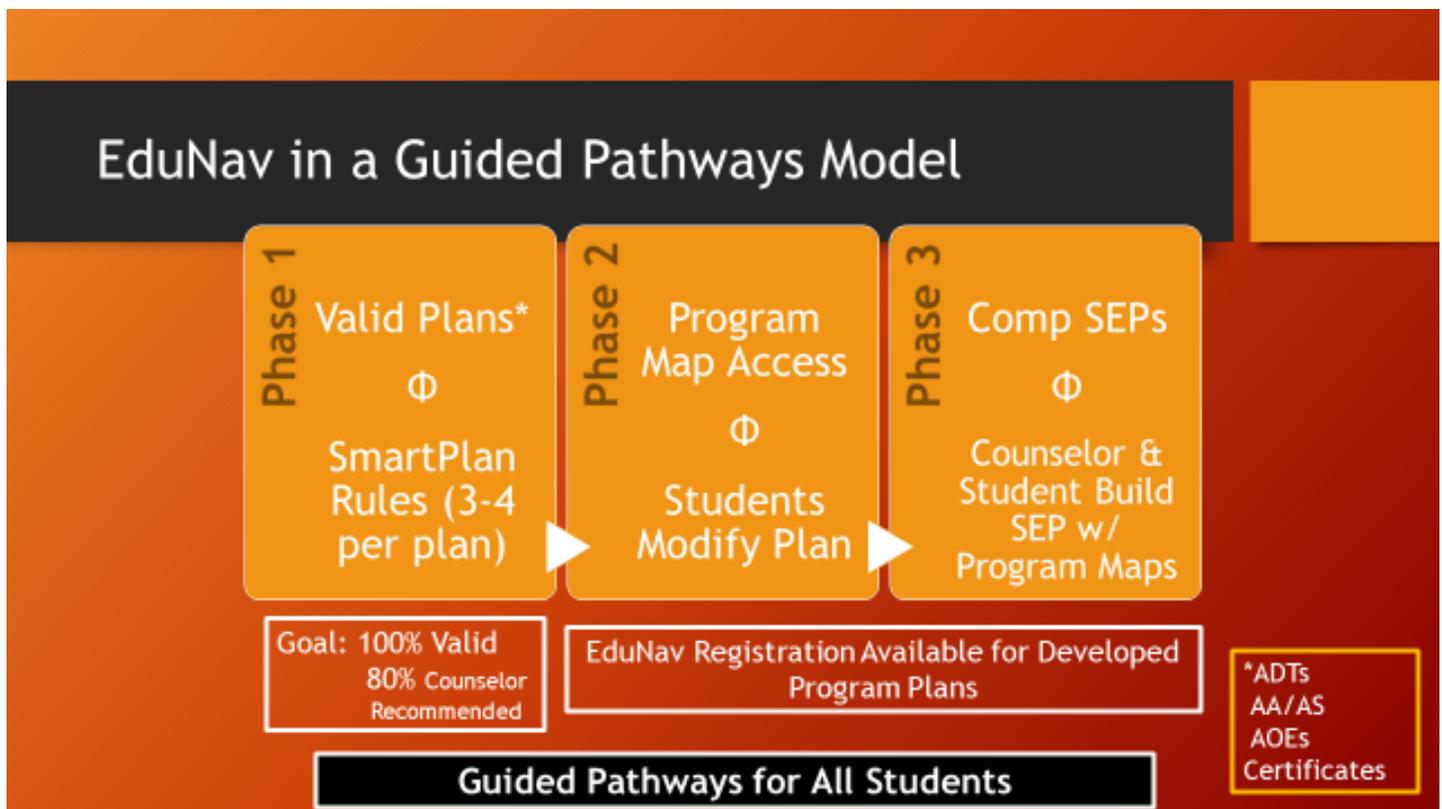
Assessment of 2015-2020 Strategic Plan and Performance Indicators

Students absolutely need an SEP. However, they also need sustained engagement with different kinds of advising at different points in their academic journey. The counseling department developed a counseling curriculum that identifies key areas of emphasis for students in their first 15 units, at 30 units, and at 45 as they are nearing completion that can help guide what kinds of advising and services are most crucial at a given point in a student's progress. In addition to counselors, educational advisors and faculty advisors have crucial roles to play to.

EduNav, launched in 2018, will provide technological support in guiding students through their pathways when it is fully functional.

EduNav is a student-centered solution that unifies the planning, scheduling, and registration experience for students. It will also help us to better forecast course demand so that we can offer the right course options that will help our college continue to improve student completion rates. It is an important component to guided pathways at Riverside City College. An EduNav Riverside support web page is available with resources to learn more about the system.

The EduNav in a Guided Pathways Model below provides a visual of how the system integrates with our program maps and comprehensive Student Education Plans (SEPs). While the full program maps are not embedded in the EduNav system, program maps are essential to guide students and counselors in determining optimal course sequencing for award completion. The same logic faculty used to develop program maps are embedded in EduNav's SmartPlan rules. Just in time for winter/spring 2019 registration, the CSU-ADT program maps for Business Administration, Communication Studies, and Psychology were available on-line to provide additional guidance to students on course taking suggestions, milestones towards completion, and relevant transfer and career information. Students in these three programs accessed EduNav in the initial fall roll out.



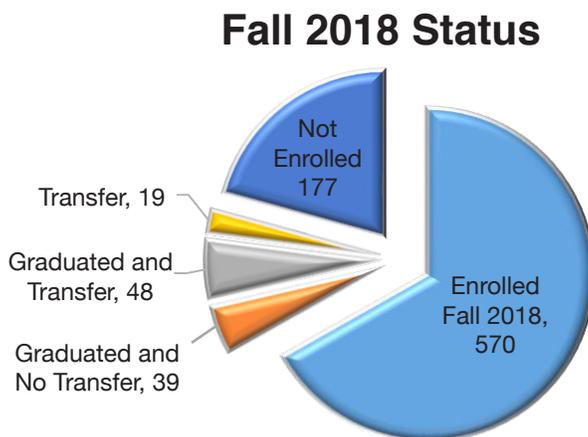
Assessment of 2015-2020 Strategic Plan and Performance Indicators

College Promise

Riverside City College launched the College Promise program in fall 2017. Targeted to full-time students from the college's three feeder high school districts (Alvord, Jurupa, and Riverside), the program includes wrap around support and is designed to increase success rates. Many components are based on research and lessons learned from RCC programs including Complete Counts and its athlete support model. The College Promise is also aligned with RCC's Guided Pathways framework.

The fall 2017 cohort initially enrolled 1011 students. By division, the breakdown of fall 2017 Promise students was: STEM: 439, LHSS: 289, CTE: 196, and FPA: 87. As of fall 2017 census, 853 students continued to meet the requirements for the College Promise program including 446 students enrolled at RCC in fall 2017 as first-time freshmen.

Tracking the fall 2017 Promise students through fall 2018, 66.8% of these 853 students continued to be enrolled at RCC in fall 2018. An additional 12.4% completed (graduated and/or transferred to a four year college or university). For the 67 students who transferred, 35 enrolled in a CSU, 12 in a UC, 13 in a private university, and 7 in an out-of-state public university. Figure 17 shows the fall 2018 students' status along with the number of students in each group. The College Promise provides eligible students with support through their second year of college.



Source: Preliminary District Enrollment Files

Excluding the students who completed, 570 of remaining 747 students persisted from the 1st to the 3rd semester – enrolling at RCC in fall 2018. This 76.3% persistence rate is slightly higher than RCC's historical 72% average 1st to 3rd semester persistence rate for first-time full-time freshmen.

After RCC began its College Promise pilot, the state of California created a Promise program. What was formally the Board of Governors waiver continues as the California Promise Grant serving low-income students. The California Promise Program, AB 19; offers first time, full time freshmen tuition waivers for their first year. RCC used it AB 19 allotment to support its existing Promise Programs since it already met many of the State's requirements. Students in the RCC College Promise receive priority registration, tuition support for 2 years, an annual book voucher of \$500.00. Students receive peer mentoring and have a dedicated counselor and educational advisor.

RCC recruited and enrolled another cohort of College Promise students beginning in fall 2018. The fall 2018 cohort had 1,135 applicants. The Office of Institutional Effectiveness will continue to analyze and report on both the Fall 2017 and Fall 2018 cohorts. Additionally RCC's STEM en familia grant is working with students who are part of the Promise cohorts. This grant funding will help us better understand the support and experiences which are most likely to have a positive impact on student success. The College Promise continues to recruit 1,500 new, first time, full-time students every fall.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

2015-2020 College Goal 3: Institutional Effectiveness

1. Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
2. Integrate research, assessment, and program review to enhance understanding of student learning.
3. Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

3.1, 3.2, & 3.3

RCC's work to improve academic quality and institutional effectiveness by integrating academic assessment into the strategic planning process has been guided by the Educational Master Plan, Strategic Plan, and Program Review and Planning Process. Plans are transparent and widely communicated. Decisions are recommended based on broad and inclusive discussions about how initiatives and their associated resources align with college priorities. Each year, the effectiveness of these processes has increased through continuous review, evaluation, and refinement. The College's work has been shaped by both internal forces and external forces, which have converged to sharpen the focus on continuous assessment and improvement. The College's participation in the California Guided Pathways Project, the work on all aspects of the College impacted by AB 705 (e.g., placement, student records, and curriculum), the implementation of strategies to support Caring Campus, and the College's robust discussions around alignment with the state chancellor's Vision for Success and the District Strategic Plan have broadened and intensified the focus on academic quality, student outcomes, and institutional effectiveness.

The College needs to continue to work to more effectively link planning and resource support with classroom-level activities, however. The implementation of AB 705 in math and English provide a model for how to proceed going forward. Moreover, improving the alignment of faculty development with Guided Pathways is helping to integrate the four pillars across the college. The College regularly engages in data-informed discussions about strategies to improve student outcomes and make decisions regarding the allocation of resources to support those strategies. But the next phase of this work requires developing the data literacy across the board in order to improve the college's capacity to effectively use and interpret data to effectively identify, assess, and modify the best strategies to improve equitable student outcomes. The college's hiring of an institutional researcher to facilitate these conversation, coach individuals and departments, and help train data coaches is a significant step in the right direction.

Institutional Effectiveness also includes ensuring processes are in place for effective resource allocation. The VP of Business Services has created databases to track and manage on-going and regular maintenance and equipment replacement needs. The VP of Business Services is also working with the VP of Planning and Development to improve how additional resources are identified and requested via the Program Review and Planning Process.

The College's Assessment Committee has created robust processes to manage on-going Student Learning Outcomes, Program Learning Outcomes, and Service Area Outcomes assessment. Additionally, the committee has created a process and assessed General Education Learning Outcomes. RCC has five outcomes – one is assessed by the committee each year. The assessment process includes gathering student work (artifacts) from each of the academic divisions, and team assessment including norming of standards and discussion of what the assessment results mean and how that can apply to individual courses and disciplines. As with other areas of the college, the great work of the Assessment Committee needs to be communicated more effectively, encouraging the lessons learned from this assessment are able to be incorporated into on-going course-level assessment activity.

In addition to including ASRCC members on leadership councils, RCC is including the Voice of the Student in reporting and planning feedback via surveys and focus groups. RCC's Survey of Entering Student Engagement (SENSE) was conducted in Fall 2018 and provided on-boarding feedback supporting Guided Pathways Pillar 1 and Pillar 2. RCC annually surveys students participating in Commencement, providing feedback for Pillar 3, particularly. With an Equity focus, RCC's students participated

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in the #RealCollege survey identifying student needs around food insecurity, housing insecurity, and homelessness and is planning a follow-up focus group in Spring 2020 led by students in the Sociology Club. A Guided Pathways Survey administered in Fall 2019 is providing feedback to faculty and administrators about the college and students' classroom experiences supporting Pillar 4. Additional student-led research is planned for Spring 2020 with the Guided Pathways survey results. All of these efforts are working to tie together data from external as well as internal sources, informing on-going operations as well as strategic planning.

Finally, stronger clarification of the connections between college-level program review, Vision for Success, Guided Pathways, and the District Strategic Plan goals are key areas of emphasis in the 2020-2025 Strategic Plan and the refinement of the College's governance process. The process has gotten better from the discipline, through department or area, through division, through VP plans. Ensuring that all the other plans—internal and external—are fully understood and integrated into the decision making process is still a work in progress. Improved alignment of these plans and each plans' data will facilitate support of decision making, allowing the College to engage more robustly in the cycle of assessment and improvement that enhance programs and courses to improve learning outcomes and student success.

College Goal 4: Resource and Learning Environment Development

1. **Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.**
2. **Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.**
3. **Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.**
4. **Invest in the College's human resources to support faculty, staff, and students.**

4.1 Financial Resources

The District identified the need to make substantive changes to the BAM as the colleges and District transitioned to the new Student-Centered Funding Formula (SCFF). More importantly, the District sought to develop a model that was centered around the core principles of fairness, equity, and transparency. DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on the following core principles:

- **Fair** – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- **Equitable** – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- **Transparent** – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups; and the model is simple, and is as easy to administer and communicate as possible.

While the new SCFF changes the process by which the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70 percent). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of "FTES as Currency" whereby each FTES generated has a value or currency that can be assigned based on a standard or "exchange rate" for each instructional program or discipline. In general, the BAM uses the "exchange rates" to allocate resources to the colleges. For example, a Nursing program exchange rate is different than a Political Science program exchange rate

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due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing methodology, and testing different methodology scenarios, culminating in the Board of Trustees adopting phase one implementation of the BAM in June 2019. DBAC agreed that phase one implementation would not result in budget modifications to the colleges in 2019-2020 to allow for the development of the “exchange rates” per discipline while the other components of the BAM are being assessed and developed. By the end of the 2019 fall term, DBAC expects to perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring-in the equity and student success components of the SCFF; 4) treat District Office costs based on agreed upon service level expectations; 5) accommodate the scaling of the Guided Pathways and; 6) ensure the alignment of resource allocation with strategic objectives.

The College’s constituent groups and strategic and academic planning bodies will continue to be included as the BAM is revised in response to the new state funding model. This ongoing effort will create a more dynamic budget allocation model requiring both RCC and RCCD to adapt to ensure student and instructional needs are met equitably district wide.

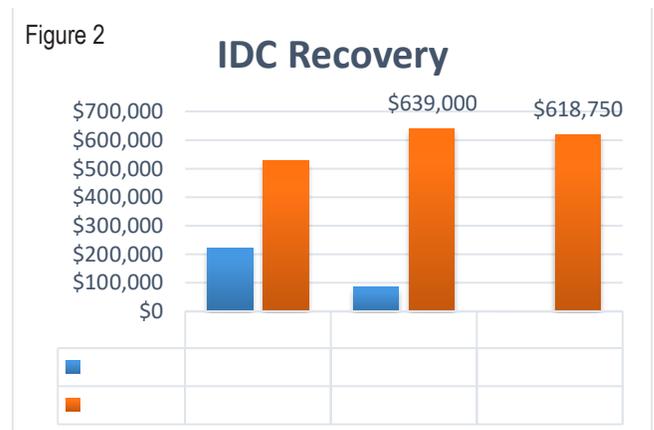
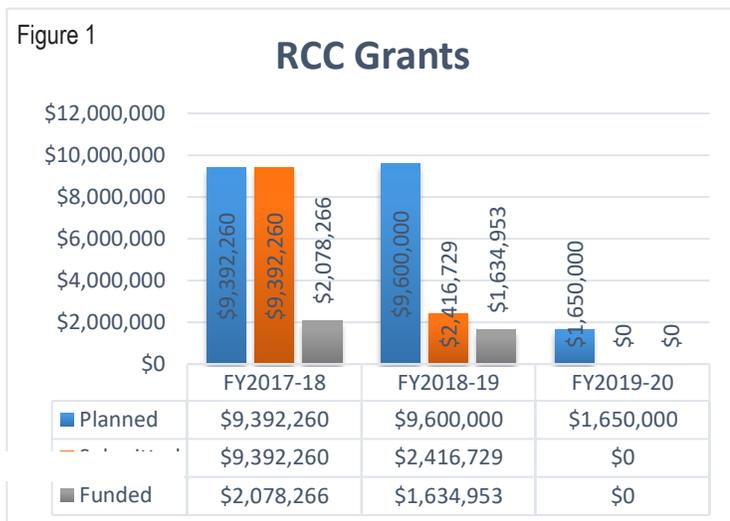
Grants and Academic Resource Development

The Office of Grants and Academic Resource Development was established in December 2017 with the hiring of RCC’s inaugural Dean for this area. Since then, the Grants Advisory Committee was re-established and reconstituted to represent all RCC divisions. The committee was also formally situated under the Financial Resources Committee (FRC) a subcommittee of RDAS and meets three times each semester.

For the past year, the Office of Grants and Academic Resource Development has been focused on establishing proposal development, pre-award and post-award processes that are in alignment with and support the campus’ strategic priorities.

Figure 1 and 2 displays the total dollar values of planned, submitted and funded grants from January 2018 to February 2019 as well as those grants being prepared for submission in the future.

The Dean also submitted the office’s first program review in 2018. The submitted plan, however, were lowest ranked in the prioritization process and thus, while the campus recognized the need for building the infrastructure for grants, no funds or staffing were prioritized for the 2018-19 year.



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Figures 1 and 2 above provide an overview of the Indirect Cost (IDC) that has been secured as a result of the grants awarded. The IDC is a federally negotiated rate the campus and district are allowed to charge to the grant as a percentage of the total grant request; currently at a maximum of 37.5%. These funds are to be reinvested into the grants infrastructure to provide/expand pre-award and post-award systems for additional grant-getting activities.

4.2 Encouraging Environment

Beginning in AY 2018-2019, several classified staff throughout the District began participating in a new initiative with the State Chancellor's Office called the Caring Campus Initiative. The State acknowledges the important role classified professionals play on a daily basis in the success of our students. As such, RCC has collaborated with the Institute for Evidence Based Change (IEBC) to provide support for classified staff involvement in efforts to increase student success through the creation of a more caring environment.

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

- Participated in three coaching sessions facilitated by IEBC
- Identified five behavioral commitments to achieve for the upcoming year
- Recommended the use of standardized name tags for all college employees
- Adopted a vision, mission, and value statement
- Facilitated a Caring Campus information session and launch during Classified School Employees Week
- Coordinated monthly Guided Pathways activities for classified professionals
- Established permanent seat on Inland Empire/Desert Guided Pathways Task force (IEDGP) task force with endorsement of College President and Chancellor
- Presented letter of support to College President
- Established structural identity
- Secured administrative sponsorship
- Collaborated with Accreditation Liaison and College President to host Lunch-n-Learn activity for the benefit of Classified Staff
- Caring Campus initiative permanent fixture in New Employee On-boarding process
- Established as resource to College community
- Development of interdepartmental Referral Card to better assist students in accessing services on campus

4.3 Investment in Technology and Infrastructure

The college continues to implement and refine the processes by which program review is connected to resource allocation. In fall 2017, the division of Business Services developed databases to capture various technology, furniture, building systems, and other equipment that had an anticipated life cycle and/or replacement horizon. These databases directly feed into the Technology Plan and the Facilities Master Plan, and thus help to identify future replacement needs and prioritize funding for such replacements. As a result of the development of these databases, the College now knows that a substantive portion of its furniture, technology, building systems, and other equipment have already exceeded industry-standard life cycles. Technology planning and budget processes are also informed by submitted department and division PRaP documents which articulate technology needs which support program initiatives within each academic program and service unit across the college. Business Services is working out a plan to prioritize and budget for technology replacement sustainability. In alignment with the College's strategic planning process, ongoing capital outlay projects, including Prop 39, Scheduled Maintenance, and Measure C, align with institutional priorities and are the result of engaged deliberation with college constituents and relevant planning bodies. As well, the division of Business Services has instituted a Total Cost of Ownership (TCO) Initiative to better inform project planning and post-construction budgetary considerations. The Financial Resources Committee and the Resource Development and Administrative Services Leadership Council have used these three TCO's to refine the TCO template so that it will be more easily applied to existing and future building remodels and new construction. Of greatest priority in the Scheduled Maintenance Project List are projects related to immediate safety and ADA/

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OSHA compliance issues. The College works diligently to identify and prioritize these projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures.

Additionally, through the development of Total Cost of Ownership templates for various buildings on campus, the College has identified classified employment standards such as the number of custodians per square foot of assignable space, rising energy costs, maintenance and upkeep, mandated program demands, and expected facility and equipment life-cycles as key metrics in determining what the long-range, post-construction cost of a facility will be.

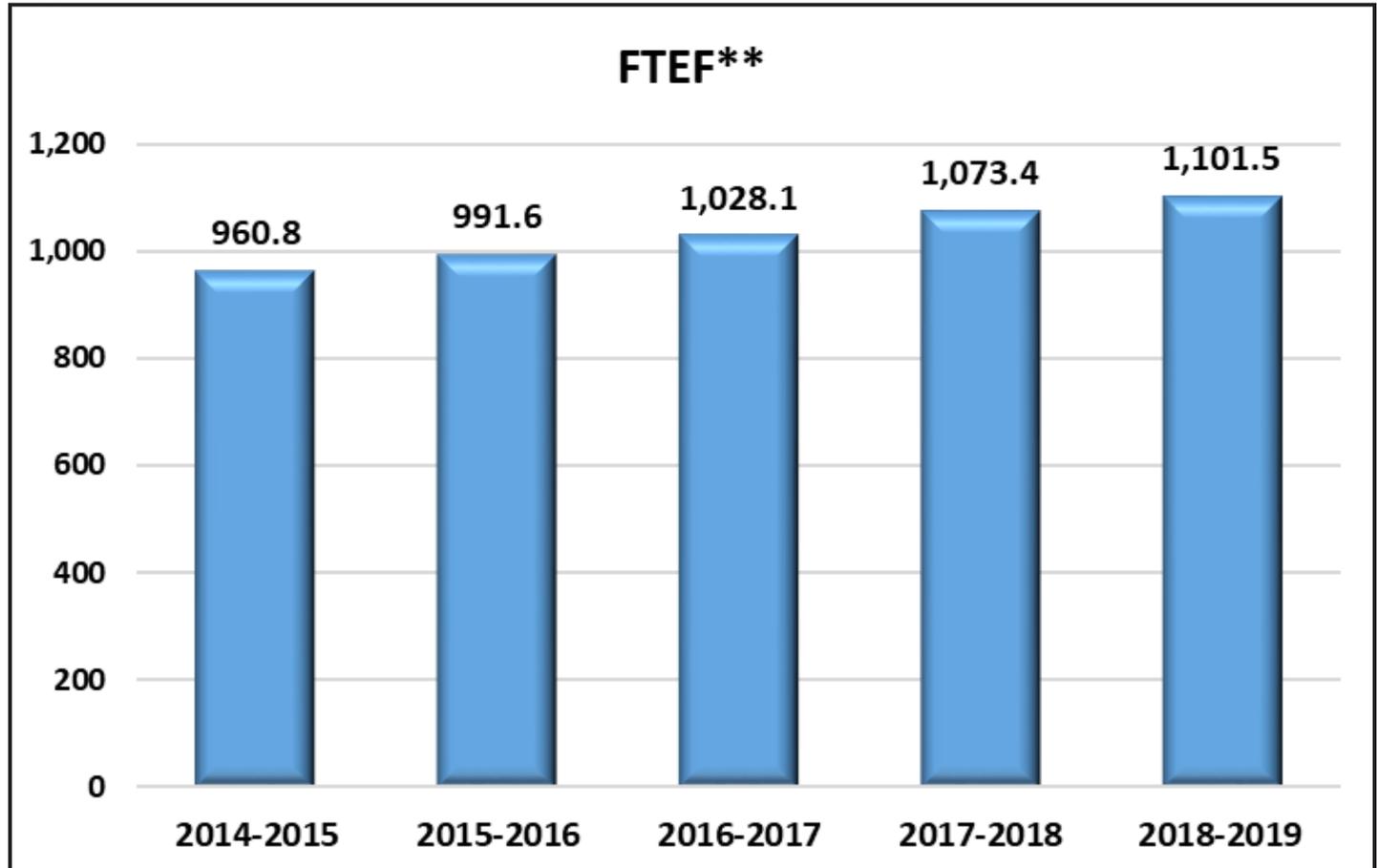
The college recognizes through its strategic planning process that occasionally there will be equipment or technology needs that require replacement or upgrade more urgently than others, which may require replacement prioritization over less strategic equipment which has reached the end of its life cycle. In a college that has a robust Applied Technology/CTE division and an impressive School of Nursing, this is to be expected, and the strategic planning process accounts for these occasional “out of cycle” costs.

In the last few years, the College has made substantive inroads in this area, making a more systematic and concerted effort to document and track technology use in five life cycle databases, which are living documents that will allow Facilities and Technology Support Services to know exactly what technology is where, what its current life cycle is, and what budgetary considerations are necessary to allow for replacement at the end of a given piece of equipment’s life cycle. As with most California community colleges, Riverside City College’s equipment life cycles, at times, end sooner than its replacement budgets allow for new/replacement technology to be purchased. That common reality is what is driving a significant portion of the College’s technology-focused decisions. The College uses its strategic planning process to identify occasional budgetary limitations that may impact its ability to satisfy all technology needs, and the process of prioritizing needs sometimes results in the postponement of technology purchases. RCC today is working actively to create a culture of sustainable equipment acquisitions and informed strategic prioritization (including technology) such that the replacement cycles outlined in the Technology Plan can be honored as closely as possible.

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4.4 Human Resources Faculty

Total FTEF



Source: CCCC Datamart

Percentage Taught by full-time faculty (Primary Sections)

Faculty Type	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FT "C" Load	1,066	1,105	1,127	1,180	1,122
PT "P" Load	1,466	1,534	1,573	1,597	1,728
"O" Overload	858	881	962	1,009	1,064
Total	3,390	3,520	3,662	3,786	3,914
% FT + Overload	56.8%	56.4%	57.0%	57.8%	55.9%

Source: EMD

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Even though the district continues to meet its state full-time faculty obligation number (FON), full-time faculty only taught 41.8% of the classes as part of their contractual load in spring 2015, and additional data is being collected (including reassign/release time data) for current semesters. Reassign/release time demand requires part-time faculty to teach the classes that full-time faculty would contractually teach but do not do so as a result of the non-teaching responsibilities.

Administration

Current data is being collected.

Classified Staff

While the TCO has helped to establish staffing standards for custodial, maintenance, and grounds staff, RCC has not yet identified or generated standards for staffing ratios that will help the College know the correct amount of classified staff need to serve and support its existing technology. This information is crucial for the College to understand how future technology acquisitions may or may not impact classified hiring decisions. RCC needs to develop staffing ratios to inform hiring of employees across the IT spectrum at the College to maintain and operate its technological infrastructure and equipment.

Professional Development

Professional development plans for all three employee categories (faculty, staff, management) were completed in spring 2019. Integrating these three plans and more fully aligning all three plans with the strategic planning process is a work in progress. Outstanding professional development work is happening in pockets (math, English, counseling, AVID) but finding ways to involve more faculty is particular and to share best practices institution wide is essential.

Currently, professional development budgets are insufficient for large-scale, effective information technology training for faculty, administrators, and staff. The College should provide additional orientations or training to assist new students in navigating the College's digital platforms, such as WebAdvisor, Canvas, MyPortal, Office 365, EduNav registration, and new on-line resources like Zoom and Cranium Cafe. For students, new division engagement centers can provide resources for students to use technology and provide training and orientation. The College has not provided the Classified Leadership and Success Committee (CLAS) with a general fund budget line with which to provide professional development training for classified staff.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

College Goal 5: Community Engagement

1. Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.
2. Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.
3. Offer programs and services that enrich the community.

5.1 Actively Pursuing Partnerships

Unified school district partnerships

The college continues to build upon its long history of collaboration with our K-12 partners. Long-standing collaborations continue and include; (1) concurrent enrollment: where high school students over 16-years, with high school junior status, and special permission may add themselves to RCC college course if space allows, (2) articulation agreements: where high school students earn college credit based upon faculty-to-faculty agreements in Career & Technical areas. These agreements equate the quality, scope, and breadth of a specific high school course with that taught at RCC. (3) Early college high school such as the Rubidoux Early College High School (RECHS) program. This program serves approximately 100 high school juniors and seniors annually. Students enroll in courses alongside college students at the Rubidoux annex while receiving AVID-type support before and during their college experience. (4) Gateway College & Career Academy; a unique charter school opportunity in collaboration with Riverside County Office of Education (RCOE). This academy provides students who are struggling or who have little or no chance of graduating high school to obtain assistance in earning their high school diploma while obtaining college credits toward a chosen career path.

Most recently the college launched an ambitious Dual Enrollment collaboration under the auspices of the College and Career Access Pathway agreements allowed under AB 288. RCC is in collaboration with nine feeder high schools; two from Alford Unified School District, two from Jurupa Unified School District, and five from Riverside Unified School District. Counseling faculty from the college have been working with discipline faculty to map out the academic pathways for high school students. Launched in fall of 2018 the initial results are positive, and there is always room for improvement. Additional feedback is being gathered from the RCC faculty who are serving at the respective high school sites, department chairs, support staff, and the Unified school district partners to develop materials for faculty, the high school parents, web content, and to make needed adjustments to the collaboration. The efforts are on a three-year roll-out plan, with the beginning cohort starting in grade 10 and (1) adding a new cohort and (2) new courses to support the existing cohort each year. Current pathways include a transfer pathway with STEM and non-STEM math option and a Business Pathway. In addition, the college is excited to announce that RCC was one of only six colleges statewide to be awarded the STEM-CCAP grant. This grant will assist in developing a seamless pathway for pre-nursing students with many options for students to find success. The College looks forward to sharing more about this exciting development as plans unfold.

The Dual Enrollment programs are a critical component of the college's strategies for equity in access, success, and completion. In addition, the Dual Enrollment CCAP aligns perfectly with the college's Guided Pathways transformation.

In response to the COVID-19 pandemic RCC transitioned the entire 20SPR schedule to fully on-line distance education, including courses offered through dual enrollment. The transition to on-line instruction presented significant programmatic challenges for this emerging program. Of primary concern were the challenges presented to the students, who by programmatic design are from under-served populations and may struggle most with access to appropriate technology. One of the highlights of the CCAP program is that college faculty come to the high school campus. Without appropriate student and faculty preparation, the abrupt change to on-line teaching and learning creates barriers to student access and success.

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Given a number of uncertainties this change in environment has provided, there is a strong possibility that fall 2020 instruction will continue on-line, and recruitment efforts may have to be redeployed in order to best ensure continuity of access to 20-21 AY courses should instruction again be forced on-line.

Partnerships with local universities

A number of discussions have occurred to streamline and strengthen the pathways to the four-year universities. The next phase involves meetings with selected RCC faculty and administration from the universities to determine how best to proceed with the partnerships. The first of these meetings took place in fall 2017 with UCR and the second in February 2018 with CSU San Bernardino.

The college's School of Nursing has an MOU with two California State Universities for a concurrent enrollment program starting fall 2019. Nursing also has a partnership with UCR School of Medicine to run the Riverside Free Clinic bi-monthly, which provides free healthcare services to community members.

The college is continuing to compile a list of agreements and partnerships with colleges and universities.

5.2 Working with Local Businesses and CTE Advisory Groups

Partnerships with local businesses

RCC continues to strive toward developing relevant and high-quality programs that respond to the economic and workforce needs of our community. Each of the CTE programs have advisory groups that represent an industry sector, and each program has developed a calendar for the CTE advisory groups to meet and to ensure that the college's CTE programs lead to employment that provides a living wage. In addition, at the college level, the administration has regular meetings with the Chamber of Commerce, the Inland Empire Economic Partnership, the Inland Empire Health Initiative, the City of Riverside, the County Economic Development Department, the Workforce Investment Board, and the Riverside Downtown Business Partnership.

These meetings may enable the college to secure apprenticeship and internship opportunities for RCC students, access to industry experts to assist in curricular review and to participate in part-time teaching, and to enhance job placement opportunities with local businesses. To meet this goal, the CTE Work group of TL-LC is developing a Five-Year CTE Pathways implementation plan.

Other community partnerships

The college continues to secure community support by providing regular updates on the development and progress of the college plans and activities at: Greater Riverside Chamber of Commerce, Hispanic Chamber, African American Chamber, Rotary Club, NAACP, Latino Network, and other key community organizations. RCC attendance and representation at these meetings help to keep the community informed and enhance support of the current and future college initiatives.

2020-2025 Strategic Plan

Development Process

The 2020-2025 Strategic Plan development began, really, with the work on the ISER that offered the opportunity to thoroughly assess the work the college has done, the progress it has and hasn't made since the last self-study, which inaugurated the changes mapped out in the 2015 plan.

Specifically, the process for the 2020-2025 plan began with a the August 2019 retreat to begin to re-examine the college's mission, vision, and values to better reflect the college's focus on Guided Pathways and renewed, re-energized commitment to achieving equity in our student outcomes. The Mission, Vision and Values (MVV) process unfolded throughout the fall semester, spear-headed by GEMQ-LC, with leadership council, EPOC, Academic Senate, Student Senate, District Strategic Planning Council, and finally Board Approval in January 2020. Side by side with that, was the work on goal alignment. The college had already undertaken goal alignment with the Chancellor's Vision for Success goals in Spring 2019, but also needed to align with the District Strategic Planning (approved Fall 2019) in addition to re-examining its earlier goals and updating them in light of the institution wide changes of the last four years.

The plan itself in its entirety, underwent 1st reads with Leadership Councils, EPOC, RCCAS before approval by each of these bodies; then 1st and 2nd reads by District Strategic Planning before RCCD Board of Trustees approval in June 2020.

Date	Activity
Mission Vision Values	
Aug 22nd	Retreat—MVV and Council / Committee Structure and Charge
Sept. GEMQ-LC	Revised MVV draft
EPOC/ASC Oct 3	Review of revised MVV draft
EPOC/ASC Oct 11	Review of revised MVV, Goal alignment
Oct. LC meetings	
EPOC/ASC Oct 25	
EPOC/ASC Nov 7	
RCCAS 1st Read	11/18/2019
RCCAS Approval	11/19/2019
ASRCC Approval	12/2/2019
DSPC Approval	12/6/2019
Board Approval	1/21/2020
Dissemination of MVV and Goals and Objectives to Inform College-wide Comprehensive Program Review	
2020-2025 Strategic Plan	
EPOC 1st Read	1/24/2020
LC 1st Read	2/24/2020
RCCAS 1st read	4/6/2020*
LC Approval	3/30 - 4/2, 2020*
EPOC Approval	4/9/2020*
RCCAS Approval	4/20/2020*
DSPC Approval	5/15/2020* (first read); TBD* (second read)
Board Approval	6/16/2020
* Change of dates due to COVID-19 closure.	

Revised Riverside City College Mission, Vision and Values

Mission:

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

Vision:

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Tiger Pride Values:

Tradition and Innovation: We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.

Integrity and Transparency: We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.

Growth and Continuous Learning: We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty and staff.

Equity-mindedness: We promote social justice and equity.

Responsiveness: We respond to the needs of our students and communities through engagement and collaboration.

Student-centeredness: We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, educational, and career goals.

Riverside City College

Strategic Planning Goals 2020-2025

1. Student Access

- 1.1 Increase the college going rate by 3% annually in order to increase attainment of living wages in our community.
- 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.
- 1.3 Increase percent of students eligible for financial aid who receive aid by at least 2% per year.
- 1.4 In order to shorten the time to completion and improve college going rates, the college will increase number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

2. Student Success

- 2.1 Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.
- 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.
- 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.
- 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.
- 2.5 Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.
- 2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.
- 2.7 Ensure number of units for degrees does not exceed 15% above required number of units.
- 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.



3. Institutional Effectiveness

- 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.
- 3.2 Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.
- 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.
- 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.
- 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.
- 3.6 Improve communication strategies internally by providing framework and tools to streamline and prioritize messaging, and with the communities we serve through robust marketing strategies.

4. Resource Development and Allocation

- 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.)
- 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.
- 4.3 Refine the Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness to be implemented by Fall 2020, that is annually reviewed, assessed and updated.
- 4.4 Revise and implement a strategic enrollment management plan that integrates student need, success and access goals with financial planning by Fall 2020, that is annually reviewed, assessed and updated.
- 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.
- 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.
- 4.7 Provide annual Facilities Plan updates and fully integrate the Total Cost of Ownership principles for existing and future design of facilities.

5. Community Engagement

- 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.
- 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.
- 5.3 Continue providing programs and services that are responsive to and enrich the community.
- 5.4 Collaborate with the RCCD Foundation to ensure the continuation and growth of philanthropy to enhance educational programs and student support services at RCC.

Goal Alignment

The college had already undertaken goal alignment with the Chancellor’s Vision for Success goals in Spring 2019, and this provided an opportunity to re-examine and begin refine the goals established in the 2015 Strategic Plan. The college also needed to align with the District Strategic Plan (approved Fall 2019) as well as the four pillars of Guided Pathways to provide a comprehensive, integrated planning framework. The linked document reflects the efforts during the Fall 2019 semester to identify the goals and objectives for the 2020-2025 Strategic Plan and complete the work to show how these goals emerged from refinements to the 2015-2020 plan, responses to the Chancellor’s Vision for Success Goals, the completion of the RCCD Strategic Plan, and ongoing Guided Pathways work. Moreover, the document assigns each objective to the specific council and/ or committee responsible for monitoring and assessing the college’s progress in meeting the targets identified for each goal and objective in order to better facilitate ongoing, robust assessment and accountability.

Draft 2020-2025 RCC College Goals	RCC SP 2015-2020 Goals	District Goals DSP 2019-2024
RCC Strategic Goal 1: Student Access The college will ensure all students have equitable access to the college’s courses, programs, and services.	2. Student Access	"Strategic Goal 1: Student Access The district will ensure all students have equitable access to the colleges' 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.	2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives	The district will ensure all students have equitable access to the colleges' courses, programs and services
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.	2.1 Ensure that all students have equitable access to the college’s programs, courses, and services. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives	Objective 1.1: Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES). The district will ensure all students have equitable access to the colleges' courses, programs and services
Objective 1.3 Increase percent of students eligible for financial aid who receive aid by at least 2% per year.		Objective 1.4: Increase percent of students eligible for financial aid who receive aid by at least 2% per year.
1.4 In order to shorten the time to completion and improve college going rates, the college will increase number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.		Objective 1.2: Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years. Objective 1.3: Increase capture rates from feeder high schools by at least 5% annually.
RCC Strategic Goal 2: Student Success The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage.	1. Student Success	"Strategic Goal 2: Student Success The district will provide clear pathways and support for achieving certificates, degrees, and transfer. "
Objective 2.1: Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.	1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status. 2.2 Enhance integrated academic support. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 2.1: Increase number of AA/AS awards by at least 15% annually. Objective 2.2: Increase number of certificates completed by at least 15% annually.

Goal Alignment

Vision for Success Goals	Inquiry question/ note/metric	Council assigned	GP 1 Clarify	GP 2 Intake	GP 3 Support	GP 4 Learning
None						
	1.6 This is tracked/ reported on in the Student Equity Plan. We may also want to look at registration to attendance in class as a more accurate measure	SAS-LC SAS-LC/ TL-LC - SEC	X	X		
	1.1 Who is in CCAP or nursing, or honors, etc? Equity analysis. Also include site, location, mode of delivery	SAS-LC TL-LC/ GEMQ-LC - Enrollment Management	X	X	X	X
		SAS-LC	X	X		
		SAS-LC SAS-LC/Dual Enrollment Work group	X	X		
** Goal 5 EQUITY – Statewide goal: Reduce equity gaps across all measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps for good within 10 years.*						
Goal 1 COMPLETION – Statewide goal: Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets	2.4 and 2.5 We'll need discipline/ division specific charts that map out student completion so folks can see what this increase would need to look like in their area	TL-LC				X

Goal Alignment

Draft 2020-2025 RCC College Goals	RCC SP 2015-2020 Goals	District Goals DSP 2019-2024
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.	1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 2.4: Increase percent of CTE students employed in their field of study by at least 3% annually. Objective 2.5: Increase percent of CTE graduates with a livable wage by at least 2% annually.
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.	1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status. 2.2 Enhance integrated academic support. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 2.3: Increase transfer to four-year universities by at least 15% per year.
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.	2.2 Enhance integrated academic support. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years. Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.
Objective 2.5: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.	1.2 Consistently use data to make decisions and to understand and support evolving student needs. 2.2 Enhance integrated academic support.	Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.
Objective 2.6: The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.	"1.2 Consistently use data to make decisions and to understand and support evolving student needs. Institution set standard of 66% success (a base) with increase of 1% per year; increase retention by 1% per year—and apply this across equity groups and mode of delivery 2.2 Enhance integrated academic support. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives."	
Objective 2.7: Ensure number of units for degrees does not exceed 15% above required number of units.	2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

Vision for Success Goals	Inquiry question/ note/metric	Council assigned	GP 1 Clarify	GP 2 Intake	GP 3 Support	GP 4 Learning
Goal 4 WORKFORCE – Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%, and increase of 10%.	2.6 show where this is currently by disciplines in CTE?	TL-LC			X	X
Goal 2 TRANSFER – Statewide goal: Increase by 35% the number of CCC students system wide transferring annually to a UC or CSU.	2.4 and 2.5 We'll need discipline/ division specific charts that map out student completion so folks can see what this increase would need to look like in their area	TL-LC				X
	2.1 Track fall to spring persistence	SAS-LC - Integrated Academic Support Committee TL-LC - Guided Pathways Committee		X	X	X
		SAS-LC TL-LC	X	X	X	X
		TL-LC	X		X	X
Goal 3 UNIT ACCUMULATION – Statewide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.	2.8 What are the average units to completion per discipline/ division? We'll need to chart this out so appropriate strategies can be identified.	TL-LC - Guided Pathways Committee			X	X

Goal Alignment

Draft 2020-2025 RCC College Goals	RCC SP 2015-2020 Goals	District Goals DSP 2019-2024
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.	1.2 Consistently use data to make decisions and to understand and support evolving student needs. 2.2 Enhance integrated academic support. 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.	Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.
RCC Strategic Goal 3: Institutional Effectiveness The college works to create a positive campus climate and identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the college's mission and goals	3. Institutional Effectiveness	Strategic Goal 4: Institutional Effectiveness The district identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the district's mission and goals.
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.	"3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion."	Objective 4.2: Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making. Objective 4.4: Ensure that all processes and outcomes are aligned with the district's mission and goals and governance structures.
Objective 3.2: Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data.	1.2 Consistently use data to make decisions and to understand and support evolving student needs. 3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency. 3.2 Integrate research, assessment, and program review to enhance understanding of student learning. 3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.	Objective 4.1: Provide the framework and tools for monitoring, assessing, and evaluating progress on goals. Objective 4.3: Implement accountability, transparency, and evidence-based communication practices to improve student success and completion. Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.
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.	3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.	Objective 4.5: Attain a district-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue).
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.	3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.	Objective 1.5: Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, by at least 10,000 per year.)

Vision for Success Goals	Inquiry question/ note/metric	Council assigned	GP 1 Clarify	GP 2 Intake	GP 3 Support	GP 4 Learning
	2.9 For Equity, we really need to push for each discipline to examine their data so they can see at the discipline and down to the course level what this would entail—this is included in program review work	TL-LC - SEC				
None						
		GEMQ-LC	X	X	X	X
	For 3.2, how many faculty have done an equity focused review of course materials and outcomes? Find the baseline—now—and establish targets for % increases over the life of this plan	GEMQ-LC SAS-LC TL-LC-SEC	X	X	X	X
		GEMQ-LC/ TL-LC - Enrollment Management Committee	X	X	X	X
	3.5 create table that lets each discipline know what their target would be based on course caps and also FTES charts / targets per class type?	SAS-LC	X	X	X	X

Goal Alignment

Draft 2020-2025 RCC College Goals	RCC SP 2015-2020 Goals	District Goals DSP 2019-2024	
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.	4.2 Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.		
Objective 3.6: Improve communication strategies internally by providing framework and tools to streamline and prioritize messaging, and with the communities we serve through robust marketing strategies.	3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.		
RCC Strategic Goal 4: Resource Development and Allocation The college will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support college goals and advancement	4. Resource and Learning Environment Development	Strategic Goal 5: Resource Generation and Allocation The district will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support district goals and advancement.	
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.)	4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.	Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs. Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)	
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 5.7: Provide a healthy and safe environment for students, faculty, and staff.	
Objective 4.3: Refine the Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness to be implemented by Fall 2020, that is annually reviewed, assessed and updated.		Objective 5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.) Objective 5.3: Develop a sustainable and healthy fiscal model. District Strategic Plan 2019-2024	
Objective 4.4: Revise and implement a strategic enrollment management plan that integrates student need, success and access goals with financial planning by Fall 2020, that is annually reviewed, assessed and updated.	1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status. 1.2 Consistently use data to make decisions and to understand and support evolving student needs.	Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.	
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.	4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.	Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.	

Goal Alignment

Vision for Success Goals	Inquiry question/ note/metric	Council assigned	GP 1 Clarify	GP 2 Intake	GP 3 Support	GP 4 Learning
	3.1 establish a metric for cultural competence training for faculty—ft and pt/ staff/ admin—baseline of now—how many have done this? Set targets for % increases over life of this plan	GEMQ-LC	X	X	X	X
		GEMQ-LC	X	X	X	X
None						
		RDAS-LC	X	X	X	X
		RDAS-LC - Safety Committee	X	X	X	X
		RDAS-LC - Financial Resources Committee				
		TL-LC/ RDAS-LC - Enrollment Management Committee				
	Question for 4.4 and 4.5—how will we measure this—what is the metric?	RDAS-LC - Tech Resources Committee	X	X	X	X

Goal Alignment

Draft 2020-2025 RCC College Goals	RCC SP 2015-2020 Goals	District Goals DSP 2019-2024
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.		Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.
Objective 4.7: Provide annual Facilities Plan updates and fully integrate the Total Cost of Ownership principles for existing and future design of facilities.		Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.
RCC Strategic Goal 5: Community Engagement The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses.	5. Community Engagement	"Strategic Goal 6: Partnerships & Communication The district will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining 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 to foster communication and collaboration that increase student success and completion at all levels.	5.1 Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.	Objective 6.1: Establish and expand relationships with regional educational institutions.
Objective 5.2: Expand work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.	5.2 Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.	Objective 6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.
Objective 5.3: Offer programs and services that enrich the community.	5.3 Offer programs and services that enrich the community.	
Objective 5.4: Collaborate with the RCCD Foundation to ensure the continuation and growth of philanthropy to enhance educational programs and student support services at RCC.		Objective 6.4: Through the RCCD Foundation, the district will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.
		Objective 6.3: Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.

Goal Alignment

Vision for Success Goals	Inquiry question/ note/metric	Council assigned	GP 1 Clarify	GP 2 Intake	GP 3 Support	GP 4 Learning
		RDAS-LC/ GEMQ-LC - Human Resources Committee and Equity Review TL-LC	X	X	X	X
		RDAS-LC - Physical Resources Committee				
None						
		TL-LC/ SAS-LC	X	X	X	X
		TL-LC	X	X	X	X
		SAS-LC/ TL-LC	X	X	X	X
		RDAS-LC				

2020-2025 College Strategies and Targets

Overview

The strategies below outline the directions the college has committed to in its Educational Master Plan, and more specifically, in its adoption of the Guided Pathways framework, the development of the ISER Quality Focus Essay projects, identification of improvement plans in the ISER, and finally, the Partnership Resource Team (PRT) projects undertaken by the college and the district, which will yield recommendations for specific strategies that the college can then embed in this plan. Other very specific strategies to meet the college goals will emerge from discipline, department, and area comprehensive program reviews and plans. However, these strategies may be impacted by the COVID-19 pandemic, and the ever-changing environment.

Embedded in the program review and planning process is a requirement to align all strategies with specific college objectives so that the college—through the leadership councils, the annual strategic planning report card, and annual program review updates—can more systematically monitor, evaluate, and assess the impact specific strategies—at the college, discipline, department, or area level have on helping the college to meet its targets. In most instances, the Leadership Council will work in consultation with one or more committees in order to obtain the necessary data/ information to assess progress on the objective and to facilitate a more thorough horizontal and vertical integration of planning and assessment and determination of next steps on the basis of assessments. On the basis of their assessments, councils (or they may delegate this work to committees or work groups where appropriate) may generate recommendations for refinement of strategies, new strategies, or letting go a strategy that is shown to be ineffective. The expectation is that this same process will be in place for every discipline, department, and area—a continuous cycle of monitoring and assessment in order to determine which strategies are helping the college meet its goals. Additionally, it will be essential that adjustments be made as the College continues to adapt to the changes in learning environments.

1. Student Access

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

Rationale:

The environmental scan indicates that high school graduates are projected to increase through 2023-24 before declining and the population in the county will parallel state trends moving upwards. Moreover, only 21% of those over 25 have a bachelor's degree in the RCCD service area. Our capture rates from feeder schools is at 24% (it had been 32% in 2008).

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

SAS-LC

Strategies:

The data suggest two over-arching strategies

- 1) Continued outreach to high schools (and continued support of the Promise Program)
- 2) Outreach/ marketing to community to bring those who elected not to attend college or tried some but did not complete

Targets:

- Continue high-contact outreach program to local high schools and increase interaction with students by 10%.
- Continue momentum on social media and continue to expand our on-line presence in a way that is meaningful and directed toward high school students.
- Leverage active partnerships with community organizations such as Adult Education Schools, CA Department of Corrections and Rehabilitation, and Veterans to increase interactions with adult learners by 5%.
- Identify adult learners from the last four academic years that have applied to RCC but did not attend or completed less than 12 units.

Strategies and Targets 2020-2025

- Launch outreach programming to the above identified students with marketing specifically for single parents, formerly incarcerated formerly incarcerated, Adult Ed and English language learners
- Launch outreach programming to community organizations that work directly with adult learners or displaced workers such as Social Services departments, Churches, Medi-Cal offices, Family Services etc. at a rate of one per month for first year and 6 per year every year following. Program to be annually reviewed, assessed and updated.

High School Capture Rate

RCC Service Area: Riverside Unified, Alvord Unified, Jurupa Unified

The number of first-time college students, under the age of 20, previously enrolled at RCC Service Area high school in Fall term divided by the number of graduates in previous year from RCC Service Area high schools

Projections based on 3% increase goal

Metric	2017-18	2018-19*	2019-20*	2020-21*	2021-22*	2022-23*	2023-24*	2024-25*
Capture Rate	24.5%	25.2%	25.9%	26.7%	27.5%	28.3%	29.2%	30.1%

* Projected values

Source: California Department of Education, Data Quest

Metric	2019-20	2020-21*	2021-22*	2022-23*	2023-24*	2024-25*
Capture Rate	28.3%	29.1%	30.0%	30.9%	31.9%	32.8%

* Projected values

Source: California Department of Education, Data Quest

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.

Rationale:

The College has identified the on-boarding process as extending from application through the end of a student's first term, including successful registration in the subsequent term. Thus the on-boarding process involves not just getting students into the college but into a program of study, development of a comprehensive education plan tailored to the specific needs of the student, and fully informed access to the services (financial aid, success teams, and academic support services) to help the student stay on the path. Increased attentiveness to inequities that arise for students who may have limited access to technology needs to be addressed. Additionally, it will be essential to address the digital divide with regard to access and removing barriers.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

SAS-LC & TL-LC

Strategies:

The college has identified two broad strategies to meet this goal:

- 1) First, the college's first Partnership Resource Team project focuses on on-boarding, taking full advantage of EduNav in terms of tailoring educational plans to students individual needs (PRT Project #1, especially question #1)
- 2) Create a streamlined on-boarding process that integrates academic, career exploration, and co-curricular support (student services, engagement centers, etc.)

Targets:

Similar targets are reflected in 2.8. Additional data is currently being identified through EduNav to measure this strategy.

Strategies and Targets 2020-2025

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

Rationale:

While there are clear reasons not to use or barriers for some students in receiving financial aid, encouraging more students to complete FAFSAs and access available financial aid can help them take more units (if they are able to do so) and shorten time to completion. But it is also important to help students understand how to use their financial aid more strategically and effectively here and in their next educational steps, to develop a comprehensive, holistic plan for how to finance their educations.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

SAS-LC

Strategies:

- 1) Work is already underway in this area. The broad direction here is to continue support for the workshops, outreach, and focus on customer service already underway in Student Financial Services, with a specific focus on helping students understand and plan for how to finance their education at RCC and beyond, including understanding the cost for them—financial and opportunity costs—of full time versus part-time attendance so that students can make the best, most informed choice for their specific needs.
- 2) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. Careful attention to equity data in examining how financial aid is working for students should be a part of the ongoing work of this area (ISER Improvement Plans II.A.7 & III.A.12).

Targets:

Pell Awards (2% increase year over year)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total \$ Awarded	\$22,214,610.00	\$22,658,902.20	\$23,112,080.24	\$23,574,321.85	\$24,045,808.29	\$24,526,724.45
Total Headcount	8,822	8,998	9,178	9,362	9,549	9,740

Source: EMD Census Enrollment. 2019-2020 are ACTUAL and 2020-2021 on are PROJECTED

1.4 Increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually.

Rationale:

This objective will first and foremost help to shorten the time to completion for student as well as contributing to improving college going rates and the capture rate from feeder high schools, and also help more students—particularly those from under-served populations—make the transition from high school to college more smoothly and effectively. In light of the COVID-19 pandemic in Spring of 2020, Dual Enrollment partnerships have shifted and participation adjusted. This new environment continues to provide opportunities to service the high school students participating in dual enrollment programs at RCC.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

SAS-LC, TL-LC

Strategies:

- 1) Development of a 5 Year Dual Enrollment Plan.
- 2) Two of the college’s ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. A careful monitoring and assessment of equity data needs to be part of the dual enrollment work (ISER Improvement Plans II.A.7 & III.A.12).
- 3) Ensure adequate access to technology for all participating students.
- 4) Limited program expansion is in the best interest of student access and success and in the best interest of strengthening the college partnerships. As the COVID-19 pandemic subsides and face-to-face instruction is restored, program expansion will be possible.

Targets:

Dual Enrollment by School District (5% increase year over year)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Alvord Unified SD	183	192	202	212	222	234
Jurupa Unified SD	83	87	92	96	101	106
Riverside Unified SD	450	473	496	521	547	574

Source: EMD Census Enrollment. 2019-2020 are ACTUAL and 2020-2021 on are PROJECTED

* In response to the COVID-19 pandemic RCC transitioned the entire 20SPR schedule to fully on-line distance education, including courses offered through dual enrollment. Due to the potential fully on-line fall 2020 schedule, targets may be modified.

2. Student Success

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

Rationale:

Auto-awarding of degrees, instituted in 2018 and has already significantly boosted this number. The college recognizes that this boost from clearing the pipeline will taper off, especially with the updated regulations set forth by the Chancellor’s Office with regard to the highest certificate/degree to be awarded per year. Meanwhile, though, the guided pathways and AB 705 reforms rolled out in fall 2019 help to create the institutional structures for students to complete. Moreover, improvement in early momentum points is expected to contribute to higher completion rates and help lead to a closure of equity gaps.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategies:

Several broad strategies are envisioned here

- 1) Completion of Program Mapping and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs (QFE Project #1 and PRT Project #1)
- 2) The second broad strategy focuses on helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).

Strategies and Targets 2020-2025

- 3) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design interventions when students fall off path. (District PRT Projects 1, 2, and 3).
- 4) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. Ongoing assessment of equity data for outcomes will be essential. (ISER Improvement Plans II.A.7 & III.A.12).

Targets:

Degrees and Certificates (20% increase year over year)

Degrees and Certificates Awarded	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA / AS Degree (not ADT)	3,128	3,754	4,501	5,404	6,486	7,783
AA-T / AS-T Degree (ADT)	525	630	759	908	1,089	1,307
State Approved Cert.	741	890	1,068	1,282	1,538	1,846
Locally Approved Cert.	720	864	1,037	1,244	1,493	1,792
Total	5,114	6,138	7,365	8,838	10,606	12,727

Source: RCC Vision for Success

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.

Rationale:

The guided pathways and AB 705 reforms rolled out in fall 2019 help to create the institutional structures for students to complete.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategy:

Several broad college-wide strategies are envisioned here

- 1) Completion of Program Mapping and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs (QFE Project #1 and PRT Project #1)
- 2) The second broad strategy focuses on helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 3) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design interventions when students fall off path. (District PRT Projects 1, 2, and 3).
- 4) Continuation of efforts around faculty advising (as an integral part of academic support teams and especially once students have completed a first term and are firmly on a clear path of study) include getting more faculty to discuss transfer in class, involving more faculty in more formal mentoring students and advising them about what to expect of a particular major and the programs in that major at various institutions with students as mentors.

- 5) Robust support of the college Transfer Center and efforts to make the accessibility of transfer more visible on campus
- 6) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. Ongoing assessment of equity data for outcomes will be essential. (ISER Improvement Plans II.A.7 & III.A.12).

Targets:

Transfers (20% increase year over year)

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

Source: EMD Census Enrollment. 2019-2020 are ACTUAL and 2020-2021 on are PROJECTED

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.

Rationale:

The focus of this objective is on boosting living wage attainment in the region.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategy:

The strategies envisioned here are

- 1) Completion of Program Mapping, with integration of comprehensive career exploration, and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs (QFE Project #1 and PRT Project #1).
- 2) The second broad strategy focuses on helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 3) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design interventions when students fall off path. (District PRT Projects 1, 2, and 3).
- 4) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).

Strategies and Targets 2020-2025

Targets:

Metric	Institution Set Standard	Baseline Year	Baseline Performance	2021-2022 Vision Goal	2024-2025 Strategic Plan Goal
GOAL 4 – Workforce					
Median Annual Earnings of Exiting students <i>Note: MIT Living wage for IE region is \$12.30/hr (from COE)</i>	In Progress	2016-2017	\$41,600	\$66,239.34	\$79,785.70
Number of exiting students earning a living wage	In Progress	2016-2017	238	379	501
Percentage of exiting CTE students reported being employed in field of study	In Progress	2016-2017	68.8%	87%	100%
Number of CTE Certificates Earned	In Progress	2016-2017	429	1014	1752

Italicized = projected values

2.4 Shorten the time for degree and certificate completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years.

Rationale:

While there will always be a significant number of students who can only attend part-time (and need specifically tailored program maps to help them realistically plan how to complete their programs of study and how long it will take), many students currently attending part-time could be encouraged to take more units. Shortening the time to completion can have economic benefits for students in reducing their exhaustion of financial aid while at RCC and helping them move more swiftly into the job market with credentials that will help them earn a living wage. But the encouragement to take more units must also be accompanied by robust, comprehensive, ongoing integrated academic support (especially in the first term as students are acclimating to college) to help students successfully complete the units they attempt.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategies:

The strategies envisioned here are

- 1) Completion of Program Mapping and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs from the beginning (QFE Project #1 and PRT Project #1)
- 2) The second broad strategy focuses on helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 3) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design interventions when students fall off path. (District PRT Projects 1, 2, and 3).
- 4) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).

Strategies and Targets 2020-2025

Targets:

Student Status	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Full-Time	12.7%	15.8%	16.2%	16.7%	17.2%	17.7%	18.3%	18.8%	19.4%	20.0%
Part-Time	7.0%	7.2%	7.4%	7.6%	7.8%	8.1%	8.3%	8.6%	8.8%	9.1%

Italicized = projected values

Full-Time Student Degree/Certificate Completion in 3 Years

Student Status	2016-17	2017-18*	2018-19*	2019-20*	2020-21*	2021-22*	2022-23*	2023-24*	2024-25*	2024-25
Full-Time	15.8%	16.2%	16.7%	17.2%	17.7%	18.3%	18.8%	19.4%	20.0%	20.0%

* Projected values

Part-Time Student Degree/Certificate Completion in 4 Years

Student Status	2015-16	2016-17*	2017-18*	2018-19*	2019-20*	2020-21*	2021-22*	2022-23*	2023-24*	2024-25*
Part-Time	7.0%	7.2%	7.4%	7.6%	7.8%	8.1%	8.3%	8.6%	8.8%	9.1%

* Projected values

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

Rationale:

In 2017-2018 only 9.4% of first time in college students successfully completed both transfer level math and English in their first year—and this was the highest percent in a four year period (28.9% completed transfer-level English alone; 13.5% completed transfer-level math alone, also the highest in four years for both). And first year completion of transfer level math and English is a significant, predictive momentum point for ultimate completion. In fact, 54.6% of students (first-time freshman starting between 2010 and 2015) were no longer enrolled at RCC and had left without a degree or certificate or transfer to another institution. Moreover, this particular momentum point is part of the new state funding formula. To boost completion rates and outcomes for students, the college will focus on helping students meet highly predictive momentum points, especially first-year completion of transfer-level math and English.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategies:

- 1) Continued work on sustaining and supporting substantive and strategic conversations about pedagogy based on assessment results (ISER Improvement Plan II.A.3)
- 2) More systematically and intentionally programming and supporting professional development around re-framing student deficit thinking to instead emphasize leveraging the strengths students bring to their classes along with professional development around culturally responsive teaching practices. (QFE Project #3 and RCC PRT Project #3)
- 3) Along with the college's Student Equity plan, which provides strategies for addressing equity gaps in student outcomes, two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues (including, for example, equity in hiring) while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).

Strategies and Targets 2020-2025

- 4) Helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 5) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design just in time interventions when a student drops a transfer-level math or English class or has an unsuccessful attempt in transfer-level math or English. (District PRT Projects 1, 2, and 3).

**The math, English, ESL, and Reading disciplines will also have specific strategies embedded in each of their program review and plans and progress/ reporting on these efforts are included in the integrated college AB 705 survey, done annually.*

Targets:

Transfer Level Math and English (20% increase year over year)

Student Momentum	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Completed Transfer Level Math	17.6%	17.9%	18.3%	18.6%	19.0%	19.4%
Completed Transfer Level English	31.1%	31.8%	32.4%	33.1%	33.7%	34.4%
Completed Both in First Year	11.8%	12.1%	12.3%	12.5%	12.8%	13.1%
Completed 15 units in Fall	4.4%	4.5%	4.5%	4.6%	4.7%	4.8%
Completed 30 Units in Academic Year	7.8%	8.0%	8.1%	8.3%	8.4%	8.6%
Persistence from Fall to Spring	68.0%	69.4%	70.7%	72.2%	73.6%	75.1%

Source: RCC Vision for Success

2.6 The institution set standard for course success is 66% per year and the goal is to improve 1% annually from the new baseline of 67.3% in the 16-17 AY.

Rationale:

Completion outcomes—whether for degrees, certificates, or transfer—can't improve without an emphasis on boosting students' success in their classes. Only 13.8% of RCC first-time in college students EARNED 12 or more degree applicable units in their first term in 2017-2018 (the highest number in a four year period). While there are many reasons for this, one reason for the number is unsuccessful course attempts. Moreover, the college should also be working to ensure that success rates for Distance Ed classes are at least at the same level as their face to face counterparts. The general trend has been that outcomes for DE courses have been gradually improving while face-to-face success rates have remained stubbornly static, but a gap still remains and one that also needs to be examined in terms of disaggregated data—who is enrolling in the classes, who is retained, who is succeeding and not. The need to analyze and provide resources to support course success within the on-line environment has become more evident in light of the COVID-19 pandemic in Spring of 2020.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategies:

- 1) Continued work on sustaining and supporting substantive and strategic conversations about pedagogy based on assessment results (ISER Improvement Plan II.A.3)
- 2) More systematically and intentionally programming and supporting professional development around re-framing student deficit thinking to instead emphasize leveraging the strengths students bring to their classes along with professional development around culturally responsive teaching practices. Work on teaching and learning also has to emphasize the development and sharing of discipline specific best practices within the instructional pathways. (QFE Project #3 and RCC PRT Project #3)
- 3) Leveraging Basic Skills funds to address students who need basic skills support (reading, writing, computation) in any of their college classes, but particularly in those gateway courses (beyond math and English) that present a stumbling block for students in making progress in their program of study and ability to transfer successfully.
- 4) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).
- 5) Helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 6) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design just in time interventions when a student drops a transfer-level math or English class or has an unsuccessful attempt in transfer-level math or English. (District PRT Projects 1, 2, and 3).
- 7) Dedicated and continued work related to on-line instruction best practices and professional development as they relate to course design and development, accessibility, and on-line student-to-student and faculty-to-student engagement and interaction. This would include faculty recommendations related to pedagogically appropriate course capacity, and recommendations regarding evaluation of success and retention data between on-line and face-to-face teaching modalities (Educational Master Plan 2015-2020).

Targets:

Course Success (1% increase year over year)

Course Success	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hybrid	66%	67%	68%	69%	70%	71%
On-line	68%	69%	70%	71%	72%	73%
Face-to-Face	69%	70%	71%	72%	73%	74%

Strategies and Targets 2020-2025

2.7 Ensure number of units for degrees does not exceed 15% above required number of units.

Rationale:

The two components of this objective are working with students to ensure they aren't accumulating significantly more units than they need to complete their educational goals at RCC and helping them to take their next step but also being mindful of curriculum and program development to ensure that unit values of courses are thoroughly vetted and sound pedagogically and that programs do not include units that go beyond what a student needs for transfer in that area of study or for successful employment within their field of study.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC

Strategies:

- 1) Completion of Program Mapping and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs from the beginning (QFE Project #1 and PRT Project #1)
- 2) A second broad strategy focuses on helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 3) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).
- 4) Curriculum Committee monitors high unit value certificates and degrees and considers the impact to students. Suggestions and modifications can be addressed with discipline faculty.

Targets:

Metric	Institution Set Standard	Baseline Year	Baseline Performance	2021-2022 Vision Goal	2024-2025 Strategic Plan Goal
GOAL 3 – Unit Accumulation					
Avg. Units Completed by Associate Degree Earners <i>Note: Values may remain high considering higher unit degrees in STEM and Nursing</i>	79	2016-2017	95	79	79

Italicized = projection value

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.

Rationale:

This objective is at the heart of the college's mission, vision, and values, at the heart of this plan, and fully in line with the goals laid out in the State Chancellor's Vision for Success goals. This goal plans to address the institutional and larger societal barriers that have resulted in inequitable outcomes for a significant number of societally marginalized populations of students at RCC.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC, SAS-LC

Strategies:

All of the strategies around student success necessitate continued, substantive conversations based on disaggregated student success data and supporting the development of integrated support and pedagogical best practices—that are discipline specific—to not just improve outcomes for all students but do so in a way that closes persistent equity gaps.

- 1) Continued work on sustaining and supporting substantive and strategic conversations about pedagogy based on assessment results (ISER Improvement Plan II.A.3)
- 2) More systematically and intentionally programming and supporting professional development around reframing student deficit thinking to instead emphasize leveraging the strengths students bring to their classes along with professional development around culturally responsive teaching practices. Work on teaching and learning also has to emphasize the development and sharing of discipline specific best practices within the instructional pathways. (QFE Project #3 and RCC PRT Project #3)
- 3) Leveraging Basic Skills funds to address students who need basic skills support (reading, writing, computation) in any of their college classes, but particularly in those gateway courses (beyond math and English) that present a stumbling block for students in making progress in their program of study and ability to transfer successfully.
- 4) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).
- 5) Develop accessible, inescapable tools (web pages, other) to help all students—including evening and weekend students—be able to easily find resources available to them and get the support they need (e.g. a web-page for evening/ weekend students with all resources available to them listed in one place). (Note this came out of equity training 3/6)
- 6) Helping students stay on path by providing inescapable integrated academic support and developing tools to help identify when students fall off path so that the college can provide just in time interventions to help them course correct (QFE Project 2 and RCC PRT Project 2).
- 7) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design just in time interventions when a student drops a transfer-level math or English class or has an unsuccessful attempt in transfer-level math or English. (District PRT Projects 1, 2, and 3).
- 8) In fall 2019, the District-wide Distance Education (DE) department had moved forward with developing a comprehensive plan that aligns with AP 4105, addresses accessibility, regular-substantive contact, and checklists for hybrid and on-line courses. In light of the COVID-19 pandemic, on-line modalities in both courses and service areas became a priority, as all courses and services were mandated to be provided in an on-line format, and in turn exposed significant issues surrounding equity and success at RCC. It is essential that an assessment of strategies and resources be conducted annually (with disaggregated data) to ensure that the college practices (both inside and outside of the classroom) are equitable in meeting the students needs, especially in the more robust on-line environment.

Strategies and Targets 2020-2025

Targets:

Metric	Institution Set Standard	Baseline Year	Baseline Performance	2021-2022 Vision Goal	2024-2025 Strategic Plan Goal
GOAL 1 - Completion					
<i>All Students Who Earned Associate Degrees</i>	1179	2016-2017	2114	5260	9090
African American		2016-2017	130	366	598
American Indian		2016-2017	5	14	26
DSPS		2016-2017	188	468	808
Foster Youth		2016-2017	29	89	173
Hispanic		2016-2017	1245	3163	5534
Pacific Islander		2016-2017	8	20	34
<i>All Students Who Earned Associate Degrees</i>	447	2016-2017	429	1067	1845
African American		2016-2017	25	73	140
American Indian		2016-2017	2	5	9
DSPS		2016-2017	48	119	206
Foster Youth		2016-2017	9	22	39
Hispanic		2016-2017	264	657	1135
Pacific Islander		2016-2017	0	2	5
Course Success Rate	66.0%		67.3%	71.0%	73.3%
Goal 2 - Transfer					
<i>All Students who Earned an ADT</i>	In Progress	2016-2017	304	756	1307
African American		2016-2017	25	62	107
American Indian		2016-2017	1	2	4
DSPS		2016-2017	21	52	90
Foster Youth		2016-2017	2	9	22
Hispanic		2016-2017	189	470	813
Pacific Islander		2016-2017	0	2	4
<i>All Students Who Transferred to UC/CSU</i>	In Progress	2016-2017	865	2152	3719
African American		2016-2017	42	133	267
American Indian		2016-2017	0	5	9
DSPS		2016-2017	56	139	241
Foster Youth		2016-2017	3	19	59
Hispanic		2016-2017	455	1230	2233
Pacific Islander		2016-2017	4	10	17

Italicized = projected values

3. Institutional Effectiveness

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.

Rationale:

This goal is about improving on and systematizing processes for regular review and assessment of college policies, plans, and processes as well making the college's mission, vision, and values more visible and central to the day to day work of all college bodies—from disciplines, departments, and service areas to committees and governance groups. Development of tools and process for tracking and monitoring regular review and update will make this measurable as will continued assessment surveys. And the final step is not just gathering information/ assessing but closing the loop by evaluating what is learned in the assessments and revising or developing strategies to take concrete action on the basis of what is learned—even abandoning a strategy that is shown to be ineffective and not having the intended impact on reaching college goals. This last step of closing the loop and having assessment drive concrete action will be a central focus.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

GEMQ-LC in consultation with Program Review Committee, Assessment Committee, and Governance Committee.

Strategies:

- 1) Visible college-wide posting and publication and use of mission, vision, values, and goals on agendas for all decision making bodies
- 2) Completion and Distribution of Strategic Plan 2020-2025 and continuous monitoring, evaluation, adjustments to maintain and improve full alignment with District Strategic Plan (EPOC by end of Spring 2020—ISER Improvement Plan 1.B.3)
- 3) Planning Handbook by early Fall 2020 (EPOC—ISER Improvement Plan 1.B.3)
- 4) Continued monitoring and adjustment of the Program Review template/ process to improve the link between department, division, and vice president plans in alignment with college goals and targets, and increase the transparency of planning and resource allocation for the college community (ongoing, annual reviews and updates—Program Review Committee—ISER Improvement Plan 1.B.9)
- 5) Published timeline for regular review and update of plans (EPOC—see page 125)
- 6) Development of a regular review cycle for all college policies and procedures (Governance Committee and GEMQ-LC, then to the other leadership councils and EPOC)
- 7) Development of assessment and reporting tools for tracking progress on college goals for each Leadership Council and embedding “closing the loop” tools/ strategies within all program review and assessment processes. (Program Review Committee and Assessment Committees)

Targets/Timelines:

Refer to Table of Plans on page 125.

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

Rationale:

This objective really states its own rationale and enacts the Tiger Pride Values of Integrity and Transparency, Growth and Continuous Learning, Equity-Mindedness, Responsiveness, and Student-centeredness. But this goal also requires that all disciplines, departments, and areas within the college are robustly participating in required, regular assessment of learning outcomes and service area outcomes—and that beyond assessing, all disciplines, departments, and areas are identifying concrete strategies, innovations, or other changes to address what is discovered in the process of assessment in order to continue the college's continuous improvement.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

GEMQ-LC in consultation with Methods and Metrics Committee and GEMQ-LC committees and DLC.

Strategies:

- 1) Library and learning support services to assess service area outcomes annually and then stay on the regular assessment and continuous improvement cycle moving forward (College Recommendation on IIB and IIC regarding service area outcomes assessment for library and learning support services)
- 2) Annual updates to program review by all disciplines, departments, and service areas for each year of this plan, due annually at the end of March.
- 3) Embed in the program review process tools to facilitate the continuous improvement process that includes assessing effectiveness of strategies/ initiatives, analyzing the data, and clearly determining next steps.
- 4) Publication of Annual Strategic Planning Report Card for each year of this plan due annually at the end of February/ beginning of March
- 5) Launch of bi-annual reporting tool for Leadership Councils with bi-annual reports due to EPOC in November and May (and the District is also requiring bi-annual reporting on college progress)
- 6) Launch of new website (Summer 2020)
- 7) Establishment of protocols for regular review and updating of web content.
- 8) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design just in time interventions when a student drops a transfer-level math or English class or has an unsuccessful attempt in transfer-level math or English. (District PRT Projects 1, 2, and 3).

Targets/ Timelines:

Refer to Table of Plans on page 125.

3.3 Attain a college-level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.

Rationale:

This objective is necessary to align with the district and specifically, to maintain sufficient levels of funding (as a significant portion of the state funding formula for community colleges is still based on FTES), and to meet the needs of students by scheduling effectively and efficiently.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

GEMQ-LC and TL-LC in consultation with DLC and Enrollment Management Committee

Strategies:

- 1) Completion of Program Mapping and full implementation of program maps within EduNav to so that once all student plans are in EduNav, the tool can also be used to help inform enrollment management (QFE Project #1 and PRT Project #1)
- 2) Completion and Distribution of Strategic Plan 2020-2025 and continuous monitoring, evaluation, adjustments to maintain and improve full alignment with District Strategic Plan (EPOC by end of Spring 2020—ISER Improvement Plan 1.B.3)
- 3) Provide each discipline with discipline specific targets that are calculated based on their unit values/ course caps (VPAA Office) and provide training for deans and chairs to help them learn to work with these targets, especially as the new funding model roles out and they will be more responsible for individual budgets.
- 4) Engage in district and college level conversations about aligning course caps effectively with both pedagogical and financial considerations (there is currently an established District Task force working to establish principles and guidelines)

FTES Targets

FTES targets district-wide are under review and consideration due to the COVID-9 emergency. The district enrollment management committee set the AY20-21 FTES college targets to the same targets as the AY19-20. This is in place of the previously planned 3% growth. Riverside City College, took the work already completed to right-size department and division FTES targets and reallocated the lower target. Each discipline, department, and division target is set. Currently, the 20SUM is entirely on-line with only a few possible face-to-face labs. These labs can only be offered with the approval of the county Office of Health and so there is the possibility that even those labs remaining in on-line.

As the county recovers from COVID-19 emergency, and the college can return to more traditional scheduling, a district-wide discussion must ensue to strategically plan the magnitude and rate of college growth.

Strategies and Targets 2020-2025

Targets/ Timelines: FTEF and Efficiency

FTEF and Efficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Career & Technical Education							
Total FTES	3,173.9	3,176.8	3,276	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	217.4						
Total WSCH	101,933.3			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	468.8						
Counseling and Library Services							
Total FTES	164.2	167.9	210.8	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	12.5						
Total WSCH	5,257.8			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	419.5						
Fine & Performing Arts							
Total FTES	1,951.6	1,994.3	2,133.6	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	120.4						
Total WSCH	62,471.3			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	518.8						
Languages, Humanities, and Social Sciences							
Total FTES	5,927.6	6,059.9	6,206	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	357.2						
Total WSCH	189,590.8			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	530.7						
Nursing							
Total FTES	849.8	869.3	853.2	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	106.1						
Total WSCH	26,143.6			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	246.3						
STEM & Kinesiology							
Total FTES	5,275.5	5,398.5	4,988.5	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	294.9						
Total WSCH	168,644.1			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	571.9						
College Wide							
Total FTES	17,342.6	17,666.7	17,668.1	Due to the COVID-19 pandemic targets for 2020-2025 will be evaluated and provided at a later date.			
Total FTEF	1,111.9						
Total WSCH	555,279.0			Efficiency targets for 2019-2020 are still being evaluated and will be provided when available.			
WSCH/FTEF	499.4						

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.

Rationale: Excellent work takes place in offices, departments, classrooms all over campus. However a system is not in place to gather and share best practices broadly. Moreover, being exposed to and expected to use best practices needs to be more inescapable for faculty and staff. And efforts to recognize excellence need to be expanded (e.g. employee of the month type efforts).

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

GEMQ-LC in consultation with Faculty Development Committee, CLAS as well as with Guided Pathways Committee, Student Equity, and Equity Review Board

Strategies:

- 1) More systematically and intentionally programming and supporting professional development around re-framing student deficit thinking to instead emphasize leveraging the strengths students bring to their classes along with professional development around culturally responsive teaching practices. Work on teaching and learning also has to emphasize the development and sharing of discipline specific best practices within the instructional pathways. (QFE Project #3 and RCC PRT Project #3)
- 2) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).
- 3) Caring Campus Initiatives:
 - Implementation of interdepartmental referral card program to better assist students in accessing services on campus
 - Integration of Caring Campus in the new employee on-boarding process as a method of introduction to a supportive and respected campus community

Targets/ Timelines:

Development and annual assessment of professional development plan is required.

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.

Rationale:

RCC is committed to providing cultural competency training to emphasize the idea of effectively operating in different cultural contexts. One of the strategies associated with a commitment to cultural competency includes the need for accurate data translation and a focus on supporting evidence based discussions.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

GEMQ-LC in consultation with Faculty Development Committee, CLAS, Student Equity Committee, Equity Review Board, Methods and Metrics Committee

Strategies and Targets 2020-2025

Strategies:

- 1) More systematically and intentionally programming and supporting professional development around re-framing student deficit thinking to instead emphasize leveraging the strengths students bring to their classes along with professional development around culturally responsive teaching practices. Work on teaching and learning also has to emphasize the development and sharing of discipline specific best practices within the instructional pathways. (QFE Project #3 and RCC PRT Project #3)
- 2) Leveraging Basic Skills funds to address students who need basic skills support (reading, writing, computation) in any of their college classes, but particularly in those gateway courses (beyond math and English) that present a stumbling block for students in making progress in their program of study and ability to transfer successfully.
- 3) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12).
- 4) Office of Institutional Effectiveness to meet with every department to review equity data and offer facilitated discussion/ coaching for how to interpret and act on that data at least multiple times annually over the life of this plan
- 5) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor how students are doing and provide tools to design just in time interventions when a student drops a transfer-level math or English class or has an unsuccessful attempt in transfer-level math or English. (District PRT Projects 1, 2, and 3).
- 6) Two of the college's ISER Improvement plans focus on embedding an intentional emphasis on equity in all planning structures and responsibilities, including the development and implementation of an equity committee/ equity review board to address a broader scope of equity issues while the student equity committee remains focused on continuing to support improving equitable outcomes in terms of learning and completion for students. (ISER Improvement Plans II.A.7 & III.A.12). Specifically, this will require:
 - a) Creation/ Implementation of the equity review board/ committee
 - b) Cultural proficiency trainings—initial and ongoing—for all faculty and staff in the on-boarding process to the college as a whole as well as to individual programs.
 - c) Review/ revision of processes and policies that create barriers for students.

Targets/Timelines:

To be established based on each strategy with updates provided annually.

3.6 Improve communication strategies internally by providing framework and tools to streamline and prioritize messaging, and with the communities we serve through robust marketing strategies.

Rationale:

Effective communication strategies will be essential as RCC continues to move forward, and having the framework and tools in place will help to convey consistent messaging both internally and with our external constituents.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC, GEMQ-LC

Strategies:

- 1) Conduct Climate Survey annually.
- 2) Develop and implement a strategic communications plan (which includes marketing) informed by the communications audit conducted by Intesa Communications in Fall 2019.

Targets/ Timelines:

Develop and implement a strategic communications plan in 2020 and assess annually.

4. Resource Development and Allocation

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.

Rationale:

While resources are finite, creative and innovative use of existing resources can help provide equitable access to support services for students. Also, state funding, especially with the new model and the timelines on which state budget allocations to community college districts are determined, includes inherent uncertainties and fully funding all the college's initiatives from state funds is not possible, the college is committing to a robust pursuit of external revenue sources to augment state funding and assist the college in developing the resources it needs to more fully fund its initiatives.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with Financial Resources Committee and Grants Committee

Strategies:

- 1) Explore, develop and implement a mechanism by which college staff are either hired specifically for or are given flexible hours to ensure that sufficient staffing hours/ levels are available to serve the needs of evening and weekend students. (Equity training recommendations)
- 2) Although the college has a target to secure external revenue sources, it is essential to have institutionalization support strategies in place to ensure that good work done under the auspices of a grant is not lost when the grant funding ends.

Targets:

Target: 30% of overall budget will be from external revenue sources.

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.

Rationale:

The health, safety, and well-being of all students, faculty, and staff are paramount and a clear, transparent, well communicated, and widely understood process for bringing forward and having any health or safety concerns contributes to a positive and healthy campus environment. This effort should also take into account monitoring, evaluating, assessing, and refining/ adjusting as needed efforts underway to address mental health needs of students in particular as well as their food and insecurity needs and explore ways the college can support students who experience housing insecurity.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC and SAS-LC in consultation with the Safety committee, Caring Campus

Strategies:

- 1) Develop, implement, and broadly communicate a clear process for responding to health or safety concerns that are brought forward in a timely way through the Safety Committee and RDAS-LC.
- 2) Continue to support efforts ensuring a safe campus environment through the Safety Committee.
- 3) Continue to monitor, evaluate, and assess the mental health needs of students and the impact the prioritization and hiring of appropriate staff to support this strategy.
- 4) In January of 2019, the RCC Cares Team (previously BIRT) transitioned to a bi-weekly group. The Team meets to discuss the concerns that have been submitted. Team expanded to include Counselors, 2 faculty, police, DRC, Student Life/Services, and the Student Health and Psychological Services (SHPS).

- 5) RCC Cares trainings on working with students who have mental health needs and classroom management will occur once a year during flex.
- 6) Continue to monitor, evaluate, assess the levels and effectiveness of food pantry services for students by continuing to provide end of semester reports and surveying students who have visited the pantry and/or one of the Hungry Tigers programs once a year. Survey will focus on student experience in the pantry as well as whether the program/pantry has addressed their food insecurity needs and helped with their retention and success at RCC.
- 7) Annually update and distribute the student resource guides (SAS-LC with the offices in Student Services who put this together)

Targets/ Timelines:

- 1) Each Spring Semester, SHPS will email a needs assessment survey to all students. The results of the needs assessment survey will be used to inform on services (i.e. workshops, therapy, and resources).
- 2) By Fall Semester 2021, SHPS will administer post-event survey questions after face-to-face and on-line workshops and trainings.
- 3) By Fall Semester 2022, SHPS staff will administer client satisfaction surveys after face-to-face and telehealth therapy sessions.
- 4) Hungry Tigers Program—once a year survey to students who have utilized the services. Metrics will be based on whether the program 1) Addressed their food insecurity; 2) Helped with their retention and persistence at RCC; 3) Helped their success at RCC
- 5) RCC Cares—once a year survey to students who have had outreach from a member of the RCC Cares Team. Metrics will be based on whether the program 1) Helped them through a crisis or difficulty; 2) Assisted them in their success at RCC; 3) Helped with their persistence at RCC.

4.3 Refine the Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness to be implemented by Fall 2020, that is annually reviewed, assessed and updated.

Rationale:

The District's new approach to Budget Allocation, along with the changes to the community college funding formula at the state level, will require clear communication, training, and continuous monitoring and refinement as it rolls out. It was developed to address potential inequities and imbalances in funding that had been strictly based on a model that divided up allocations to the three colleges in the District on the basis of an FTES percentage. The new model is based on actual cost of instruction—cost of FTES—and asks Divisions and Departments to take more direct ownership of managing their own costs and budgets within a budget allocation based on average cost of FTES.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with Financial Resources Committee and District Budget Advisory Committee (DBAC)

Strategies:

- 1) Ongoing communication of BAM efforts will continue to be funneled through the DBAC and RDAS-LC in consultation with RCC's Financial Resources Committee.
- 2) Training of deans and department chairs of this model will be managed by Business Services.
- 3) Continuous monitoring, assessment, evaluation of the effectiveness of both the model and its implementation in order to adjust the model, add training to improve effectiveness of implementation by the Business Services team.
- 4) Alignment with/participation on the DBAC.

Targets/ Timelines:

Targets and timelines are set by each strategy and will be assessed annually.

4.4 Revise and implement a strategic enrollment management plan that integrates student need, success and access goals with financial planning by Fall 2020, that is annually reviewed, assessed and updated.

Rationale:

The strategic enrollment management plan needs to provide strategies for ensuring that the courses students need to complete their programs of study without running into bottlenecks due to an inability to access the courses they need to matriculate and to address the need to meet FTES targets set by the district and District Enrollment Management.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC and RDAS-LC in consultation with Enrollment Management Committee and DLC

Strategies:

- 1) Annual review, assessment, and evaluation of the Strategic Enrollment Management Plan and determination of next steps on the basis of that assessment.
- 2) Completion of Program Mapping and full implementation of program maps within EduNav to ensure that students get on a path that aligns with their goals and individual needs but also once program maps are fully implemented, the hope is that EduNav will help provide projections about what course demand will be based on students' education plans that can much more accurately inform schedule development and enrollment management (QFE Project #1 and PRT Project #1)
- 3) Alignment with/ participation on the District Enrollment Management Committee

Targets/ Timelines:

Develop enrollment targets in line with budget development timelines.

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.

Rationale:

Many of the college's ambitious efforts and goals—centrally, full implementation of Guided Pathways—require effective technological support.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with Technology Resources Committee

Strategies:

- 1) Annual review, assessment, and evaluation of the Technology Resources Plan and determination of next steps on the basis of that assessment.
- 2) The District's PRT projects focusing on what kinds of data are available to the colleges, departments, faculty and ensuring these data are presented in a user friendly ways and with sufficient data coaching in how to interpret and use data to inform strategies will help the college and individual departments/ areas be able to better monitor and assess their progress in meeting the goals/ objectives in their plans (District PRT Projects 1, 2, and 3).
- 3) Alignment with/ participation on the District Technology Resources Committee

Targets/ Timelines:

Targets and timelines are set by each strategy and will be assessed annually.

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.

Rationale:

Assessing, updating and then annually reviewing and assessing the HR plan is critical for informing the work of the leadership councils during the prioritization process. Moreover, the college, as part of its broad-based equity efforts is committing to equitable hiring practices that lead to a work force—faculty, staff, administration—that more closely aligns with the college’s student demographics.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with Human Resources Committee and Equity Review Board

Strategies:

- 1) Analyze and evaluate the complete performance evaluation cycle/ process and implement improvements to that process in order to address college recommendation 2 (compliance in Standard III.A) and to ensure that all faculty, staff, and administrators are evaluated on the appropriate cycle.
- 2) The HR Committee/ RDAS-LC will fully assess and update the HR Plan in Spring 2020 (ISER Improvement Plan III.A.7, III.A.9, III.A.10)
- 3) Once in place, the plan should be reviewed and assessed in early fall of each year in order to inform the prioritization process
- 4) Development of an Equity Review Board to provide a body that can help tackle issues around equity in hiring practices, among other things (ISER Improvement Plans II.A.7, III.A.12)

Targets/ Timelines:

Implement HR Plan in fall 2020 with annual assessment.

4.7 Provide annual Facilities Plan updates and fully integrate the Total Cost of Ownership principles for existing and future design of facilities.

Rationale:

The RCC Facilities plan is robust in planning the buildings and infrastructure for the future, however, in order to continue to move forward in a strategic fashion, it is essential that a fully integrated Total Cost of Ownership is included.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with Physical Resources Committee

Strategies:

- 1) Annual review, assessment, and evaluation of the Facilities Master Plan and determination of next steps on the basis of that assessment.
- 2) Alignment with District Facilities Planning and Development Council

Targets/ Timelines:

Annually assess, in July, to align with capital outlay timelines.

5. Community Engagement

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.

Rationale:

It is essential that RCC continue to foster relationships with the local K-12 districts, universities and other regional partners in order to provide equitable programs and services for students. With effective communication and collaborative relationships with all educational partners, RCC will be able to affect more positive and transformational support to ensure student success at all levels.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC and SAS-LC

Strategies:

- 1) Continue to expand and foster relationships with K-12 and 4-year University partners to provide seamless transitions of high school students to RCC and to 4-year university partners, increasing high school student enrollment.

Targets/ Timelines:

Targets and timelines align with College Goal 1.6.

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.

Rationale:

Robust Advisory committees serve to assist CTE disciplines in curriculum development and program expansion (or deletion if necessary). With industry partnerships and feedback, CTE is able to provide updated skills to students that meet the needs of industry, and in turn help to ensure students are acquiring the skills needed to obtain a living wage.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

TL-LC in consultation with the CTE Division.

Strategies:

- 1) Expansion of CTE Advisory members by discipline to gain additional industry expertise to provide feedback on curriculum and program expansion based on industry need.
- 2) Continue to foster relationships with community members to provide opportunities for RCC students to participate in Internships and Apprenticeships.

Targets/ Timelines:

Targets and timelines align with College Goal 2.3.

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

Rationale:

Relationships with the community and representative organizations continue to provide valuable input into how the college can provide programs and services that enrich the community. This may translate to be in the form of credit, non-credit or community service classes or may include community support through college programs and services providing assistance to further the communities we serve.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

SAS-LC and TL-LC

Strategies:

- 1) RCC team to increase consistent participation in community organizations to provide support for the communities we serve.

Targets/ Timelines:

Targets and timelines are associated with community participation by RCC team members and will be collected and assessed annually.

5.4 Collaborate with the RCCD Foundation to ensure the continuation and growth of philanthropy to enhance educational programs and student support services at RCC.

Rationale:

The RCCD Foundation raises and manage private donations that benefit the district as well as RCC students, and programs. RCC will work collaboratively with the RCCD Foundation by collaboratively building partnerships with alumni, friends, and the business community to explore philanthropic opportunities and inspire giving.

Responsible Council for monitoring, evaluating, assessing progress on this objective bi-annually:

RDAS-LC in consultation with the Foundation

Strategies:

- 1) The RCC team will work collaboratively with the RCCD Foundation to secure funding, resources and educational tools to ensure that RCC students can remain focused on their academic pursuits.

Targets/ Timelines:

Targets and timelines are associated with the RCCD Foundation.

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment	
HR Plan (2015)	4. Implement the 5 year FT Faculty, Classified Staff and Administrator Plans to ensure the following:	4.1 - The percent of FT faculty teaching credit courses will increase 2.5% per year until 60-62% of credit courses are taught by FT Faculty	4.6	
		The HRAG must develop a more nuanced assessment of contractual reassign, overload, and release time to determine an accurate and measurable FTEF target	3.2, 4.6	
		4.2 - The number of student services classified staff will be determined by the service drivers of the college, including institutional effectiveness and fixed positions within the college's structure.	3.2, 4.6	
		4.3. The number of classified staff positions in custodial, maintenance, and grounds will be determined by the standards established by the Maintenance and Operation Task Force and facilities drivers.	3.2, 4.6	
		4.4. The number of administrative positions and supporting classified staff will be determined by the organizational structure of the college, which establishes fixed administrative positions and the required supporting classified staff in response to the assessed institutional effectiveness of the administrative units of the college.	3.2, 4.6	
		4.5. College staffing decisions work to redress in some measure any inequities which may have developed due to the budget cuts	3.2, 4.6	
		4.6 Comprehensive Program Review position requests are for augmentation of current staffing levels for the administrative, instructional, or student services, not for replacement positions;	3.1, 3.2, 4.6	
		5. Honor the following carry-over practices and commitments:	5.1. Faculty retirements and transfers will be replaced by hiring full-time tenure-track faculty members for the positions and academic disciplines vacated by the retirements or transfers, as long as those replacement positions remain consistent with the college's Strategic Plan and the Educational Master Plan	3.2, 4.6
			5.2. Classified retirements and transfers will be replaced by hiring equivalent full- or part-time staff members for the vacated positions, as long as the organizational structure and/or established standards justify their replacement;	3.2, 4.6
			5.3. Administrator retirements and transfers will be replaced by hiring an administrator for the vacated position as long as the organizational structure and/or established standards justify its replacement;	3.2, 4.6
			5.4 Develop subsequent Five-Year Plans for the hiring of administrators, classified staff, and faculty	3.3

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		The potential total-cost-of ownership (TOC) for categorically-funded positions and grant-funded positions must be taken into consideration before such positions are established, especially since many of these positions often are institutionalized, becoming part of the permanent Unrestricted General Fund budget when the categorical or grant funding concludes. To prevent the college from unwittingly incurring such long-term budgetary obligations outside of the strategic planning process, the HRAG and the RD&AS Leadership Council will review and approve any grant funded and/or categorical hires connected to long-term resource allocation.	3.2, 4.3, 4.6
	7. Continue the college's commitment to the significant educational role played by persons of diverse backgrounds by encouraging the active recruitment and creation		3.2, 4.3, 4.6
	8. Increase professional development opportunities that will improve performance of all employees, including the research and dissemination of "best practices" across the college;	The college must establish and maintain professional development opportunities to provide succession planning for all relevant positions so that the college is able to maintain the quality of programs and services during employee turnover.	3.2, 4.2, 4.3, 4.6
Professional Development Plan (2017)			
	Development of the Annual Professional Development Calendar		3.6, 4.1, 4.2
		Should be produced prior to June 30th of the previous academic/fiscal year so that necessary budgetary changes can be made in advance of the new fiscal year beginning on July 1st	3.6, 4.1, 4.2
		Should be responsive to documented assessments of previous professional development activities.	3.6, 4.1, 4.2
		Must accommodate all employee groups.	3.6, 4.1, 4.2
		Calendar should be reflective of the college's strategic plan as well as the 5-year professional development plans of each employee group.	3.1, 3.6, 4.1, 4.2
	Completion of a Needs Assessment with the participation of the entire Professional Development Team.		
		Coordinated by the HRC and the office of the Vice President, Planning and Development	3.1, 3.6, 4.2
		Completed annually in the spring term to determine the professional development needs and goals of all employee categories, including when, where, and how assessed needs can best be met;	3.1, 3.6, 4.2

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Requires the completion of evaluation forms by all participants of college-sponsored professional development activities, including the solicitation of suggestions of future professional development training ideas	3.1, 3.6, 4.1, 4.2, 4.5
		Assures alignment between strategic planning activities and annual professional development activities;	3.1
		Results in an analysis of the effectiveness of professional development across the college, which in turn will influence the next fiscal year's calendar of professional development opportunities and events	3.1, 3.6, 4.1, 4.2,
	Departmental Goals and Needs Assessment	Annually, the head of each department will develop goals and priorities for that year and identify the professional development needs required to support these goals, which are included in the annual administrative unit plan and/or the program review process. These processes should be collaborative efforts between administrators/managers, faculty and/or classified staff, as appropriate.	3.1, 4.2
	Creation of Professional Development Action Plans 4		3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Program offerings	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Ongoing required trainings	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		New employee orientations	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Workshops	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Contracts for outside speakers	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Resource requests for offerings	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Registration for and tracking of participation	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Compensation, if warranted (FLEX, special projects funding, etc.)	3.1, 3.2, 3.5, 3.6, 4.1, 4.2
	Compilation of Annual Professional Development Reports		3.1, 3.2, 3.5, 3.6, 4.1, 4.2
		Include the above Departmental Goals, Needs Assessment, and Action Plans.	3.1, 3.5
	The Professional Development Team		
		Meets annually in the spring, to monitor, evaluate, and assess professional development at the college and implementation of the Professional Development Plan	3.1, 3.5, 4.1
	Assessment of the PDP		

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		The PDP will be evaluated annually at the conclusion of the Program Review and Plan cycle.	3.1, 3.5, 4.1
		The HRC, its professional development subcommittees, and the Office of the Vice President of Planning and Development, will prioritize, monitor, evaluate, and assess offered and proposed professional development activities.	3.1, 3.5, 4.1
		Administrative, classified staff, and faculty professional development activities align with the PDP principles;	3.1, 3.5, 4.1
		Quantitative and qualitative data indicates that the administration, classified staff, and faculty professional development activities are improving "Institutional Effectiveness" and "Resource Learning Environment Development"	3.1, 3.5, 4.1
		Data show improvement in student retention, persistence, and success related to professional development activities across the college	3.1, 3.5, 4.1
		Artifacts—such as activity attendance records, presentation materials, and the like—demonstrate that all employee categories are engaging in meaningful professional development activities.	3.1, 3.3, 4.6
Strategic Enrollment Management Plan (2018-2020)			
	Establish comprehensive student enrollment goals aligned with the college's mission and strategic plan.		2.0
		Inefficient scheduling and registration processes	1.2, 3.1, 3.4
		Difficulty in adding course sections in high demand areas to meet student demand due to faculty and facility limitations	1.2, 2.1, 2.4, 3.2, 4.4
		International student funding uncertainty	3.6, 4.1
		Inadequate enrollment management tools and technological infrastructure to support them	3.4, 4.5
		Information Technology, such as stressed/maxed hardware (servers, etc.), compatibility and communication between multiple software products, the college website, etc.	3.4, 4.5
		District Human Resources, including the inefficient processing of employee applications, communication with college faculty and administrators, delayed job postings, etc.	3.6, 4.6
		Parking, physical access to all RCC educational facilities	4.7
		Current physical infrastructure to support planned growth	4.7
		The hiring process for administrators, staff, and faculty	4.6

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Classroom space/room utilization (MTSC labs, Quad classrooms, etc.)	4.7
		Size, breadth of the college and what all its people are doing, inefficiencies of scale	3.1, 3.2, 3.5, 3.6, 4.1
		Program confusion (Pathways, Promise, Guided Pathways, etc.)	2.1, 2.4, 2.8
		Student confusion when encountering the overall Orientation and Counseling process	2.1, 2.4
		Addressing student equity gaps must be a core concern of every initiative and plan across the college, and thus all the enrollment management principles and strategies detailed in this plan aim at raising the general level of success as well as reducing the equity gaps between the most successful groups and the college's African American, Hispanic, Native American, and Foster Youth students, all of whom have had substantially lower rates of success.	1.2, 2.1, 2.6, 2.7, 2.8
		The college must improve the delivery of its curriculum through responsive scheduling. Responsive scheduling involves close monitoring of enrollment trends for given full or intersession term and then adjusting the course offerings of said term to maximize enrollment, to fulfill program needs, and to meet student demand.	1.2, 2.1, 2.3, 2.4, 2.6, 2.8, 3.2, 3.3
		To improve and clarify its stated curricular offerings, the college has evaluated how and when the college catalog is updated and made some changes, as outlined in the "Curriculum Review, Catalog, and Addendum Timelines" memo from the Vice Chancellor of Educational Services and Strategic Planning for RCCD.	1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 3.3, 3.4, 3.6
	Promote student success by improving access, engagement, persistence, and completion.	The implementation of the Guided Pathways system is an integral part of the college's strategic enrollment management plan. To that end, this plan cannot over emphasize the importance of thinking about the enrollment process and the college's course offerings from the perspective of student need rather than primarily from the perspective of faculty preference.	1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 3.3, 3.4, 3.6
		Mapping courses based on which are high demand/high capacity, high demand/low capacity, low demand/high capacity, and low demand/low capacity can also offer a useful tool for assessing demand for courses. All such conversations also need to be informed by the need to offer all courses required to complete all the college's pathways frequently enough (and in sufficient numbers) for students to complete their program of study in two years.	2.1, 2.2, 2.3, 2.4, 2.8, 3.6
		As a means of further implementing the Pathways Initiative, RCC began participating in the College Promise program in Fall 2017, which offers select students (ideally, 3000 per year) a variety of benefits, including free tuition and fees, a voucher for up to \$300 in book support per semester (fall and spring), priority registration for up to 15 units per semester (fall and spring), available counselors to assist their educational path, access to educational advisors who are dedicated to student success, faculty advising, peer mentors to support with the transition from high school to college, and access to academic support services.	2.1, 2.2, 2.3, 2.4, 2.8, 3.4, 3.6, 4.1

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Counselors, educational advisors, faculty, and peer equity advocates must undergo training to work together as Equity Teams using a caseload management system which divides students along discipline, departmental, and/or program lines or according to a student's participation in a campus equity program.	2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 4.5
	Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into financial planning, budgeting, and allocation processes.	As the college engages in overhauling nearly sixty percent of the campus's physical infrastructure and classroom space ¹⁷ over the next fifteen years, it is critical to plan for how resources (including FTES) will be allocated as new facilities come on-line, and the college's strategic planning bodies need to think carefully about how these facilities will be populated (given planned growth) and by which programs.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7
	Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.		
		The college's curricula must be offered in such a manner that it meets or exceeds its FTES targets, provides all necessary coursework for both part-time and full-time students to complete their educational goals, and yet maintains fiscal viability, especially as it relates to facilities usage and faculty salary costs in the delivery of that curriculum.	1.2, 2.1, 2.3, 2.4, 2.6, 2.8, 3.5, 3.6
		The college has taken a powerful step towards that ultimate end goal by producing a single Schedule of Classes document and one enrollment window for the winter intersession and the spring semester 2019. It will do the same for the summer intersession and the fall semester 2019. The belief is that this will improve persistence rates by eliminating a common "exit point"—that moment when a student is enrolled in a given term and not enrolled in the next one and thus not necessarily committed to continue his or her education.	1.2, 2.1, 2.3, 2.4, 2.6, 2.8, 3.5, 3.6
		RCC currently works to ensure it offers programs that will provide solid employment/career paths for its program degree and certificate recipients, but it must remain vigilante and flexible to adapt its offerings based on ever-changing regional demands and opportunities.	2.3
	Implement strategies that lead to equitable access and outcomes.		
		In order for EduNav to have the best chance of success. EduNav roll out will be a long and ongoing process. And while it shows great promise, there is no clear sense of if or when EduNav's capabilities will come on-line. In addition, there are some concerns regarding how EduNav will work for students with alternative educational goals and different notions of success beyond graduation or transfer	3.4, 3.6
		Just to list a few upgrades that Canvas will be providing distance education instructors, the Canvas learning management system (LMS) makes it easier for faculty to upload and share videos, release course content to students based on individual performance, grade student work within the LMS without having to resort to outside digital providers such as Turnitin.com, and assess and measure student learning (and link those measured outcomes to accreditation).	3.4, 3.6

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		An intuitive, engaging, and comprehensive on-line learning environment is integral to the college's mission of providing access to quality education and helping students achieving their educational goals.	3.4, 3.6
		The college will create a balanced master schedule that meets the needs of associate degree, transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan.	2.2., 2.3, 2.4, 2.8
	Create a data-rich environment to inform decisions and evaluate strategies.		
		Department chairs are concerned that the inability to access the information they require harms their ability to make the best academic decisions for their students.	3.4, 4.5
		To improve and clarify its stated curricular offerings, the college has evaluated how and when the college catalog is updated and made some changes, as outlined in the "Curriculum Review, Catalog, and Addendum Timelines" memo from the Vice Chancellor of Educational Services and Strategic Planning for RCCD.	1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 3.3, 3.6
		Room utilization is a significant challenge facing the college. At present, the college is saddled with rooms of varying capacities that too frequently do not match course caps (i.e., a Quad classroom can hold 42 but houses a course section of perhaps 37).	3.1, 3.4, 4.1, 4.4, 4.5, 4.7
	Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals.		3.6
		The website, instead, should be a valuable source of knowledge for current and future students and their families, and a key part of the marketing/outreach efforts of the college as whole and programs and services in particular. If it is not functioning in those capacities, the reputation of the college as an institution of higher learning is damaged; this will almost certainly result in lost enrollment opportunities.	3.6
		Outreach continues to be fundamental for college enrollment growth. Currently, Riverside City College participates in and facilitates a number of partnerships with local area high schools. Specifically, Outreach specialists schedule parent nights at each high school within Riverside Unified School District (RUSD) to review the RCC application and orientation processes as well as to provide an overview of available services for incoming students	1.4, 3.6, 5.1
		RCC must market itself to the greater community, identify potential growth populations, and encourage prospective students to complete the application process in a timely manner so that they can select a pathway and develop educational and career plans.	3.6, 5.3

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		The college also needs greater awareness of the individual outreach efforts across the campus like those listed above, and to take advantage of economies of scale, the college needs to centralize as much of the outreach as possible to avoid redundancy or over saturation and create a master outreach calendar of recruitment efforts.	3.6, 5.1, 5.2, 5.3, 5.4
		Implement a first-15 campaign to encourage students to enroll in the correct math and/or English courses in the first fifteen units, as well as relevant general education courses suggested by their intended pathway or area of emphasis. (Such suggestions should be found on program maps.) Educate and inform full- and part-time students about the potential benefits of taking fifteen units in fall/winter and fifteen in spring/summer.	1.2, 2.4, 2.5, 2.8
		RCC must improve student retention and success both in person (on campus and elsewhere) and on-line for students as they work to earn their next 30 units.	2.1, 2.2, 2.3, 2.4, 2.6, 2.8
		RCC must improve student completion as students work to earn their remaining 15+ units required for transfer or their associate degree or certificate.	2.1, 2.2, 2.3, 2.4, 2.6, 2.8
	Increase collaboration among departments across the campus to support the enrollment program	RCC must improve the on-boarding process both in person (on campus and elsewhere) and on-line for students so that they can enroll in initial coursework appropriate to their level of readiness and their intended goals and complete their first 15 units.	1.2, 2.4, 2.5, 2.8
Student Equity Plan (2019-2022)	American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth and African American students as the primary focus for intentional and deliberate student equity activities due to the degree of the proportionality gaps that exist across the five success metrics.		
	" COMPLETION: # of students who acquire associate degrees, certificates, or specific job-oriented skill sets. Disproportionate impact: Foster Youth (m/f), Native Hawaiian/ Pacific Islander (m), African American (m)	Coordination with Academic Support for the intentional hiring of Student Equity groups as peer advocates for evening and weekend students, as well as day students, as peer mentors, student group leaders, SI leaders and with student employment to help disproportionately impacted students find on campus jobs with on campus programs and services.	2.1, 2.8
		Address needs of part-time, evening and weekend students through policies and practices that might be posing systemic barriers to success—such as extension of hours of operation, evening child care and academic support.	2.4, 2.8
	Metric: RETENTION: Completed Fall to Spring at the same college. Disproportionate impact: Foster Youth (m/f), African American (m/f)		
		Course success and program progress at key momentum points (Guided Pathways pillars 3-4).	2.6

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Supporting and understanding student capacity necessitates supporting programs that envelop students in a cultural context that enables them to comfortably and assuredly navigate the campus environment.	1.2, 2.8, 3.5
	Metric: ACCESS: Successful enrollment in same community college from Fall to Fall. Disproportionate Impact: Foster Youth (f); American Indian or Alaskan Native (f), African American (f)		2.4, 2.6, 2.8
		GPA awareness (Guided Pathways pillars 3-4)	
	Metric: TRANSFER: Transferred to a four year institution; CSU and UC Transfer (ADTs and IGETC curriculum) Disproportionate Impact: Foster Youth (m/f), American Indian or Alaskan Native (m), Native Hawaiian or Pacific Islander (m/f), Hispanic or Latinx (m/f)		2.1, 2.2, 2.8
		Transfer awareness (Guided Pathways pillars 1-4)	
	Metric: MATH AND ENGLISH: Completed both transfer-level Math and English within the district in the first year. Disproportionate impact: Foster Youth (m), African American (m), Hispanic or Latino (m), Disabled (m)		2.5, 2.8
		Transfer math and English course-taking in the first year (Guided Pathways pillars 3-4)	
		Cultural Proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved students outcomes at the curricular level.	1.2, 2.8, 3.5
	Professional Development		
		Faculty need many pedagogical tools to help their students succeed.	3.2, 3.4, 3.5
		Engage faculty in the development of rich learning environments that support culturally-relevant teaching in collaborative learning spaces.	3.2, 3.5, 3.6
		Hand in hand with supporting faculty learning opportunities for developing culturally relevant pedagogies is our institutionalization of the requirement to review student equity outcomes data in the comprehensive and annual program reviews.	3.2, 3.5, 3.6, 4.2
		Faculty and Staff recruitment: Intentionally engage in equity-minded job posting and recruitment, committee selection and embedded equity training, candidate screening and interviewing and hiring processes that yield highly qualified and culturally proficient candidates for faculty, staff and administrative positions.	2.8, 3.3, 3.4, 3.5, 3.6, 4.1, 4.6

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment	
Technology Plan (2019-2024)	Provide Global Access to Information			
		Ensure the college website and on-line portals for students, faculty, and staff provide easy access to information and college support services.	1.2, 2.8, 3.6	
		Implement systems and technology to streamline student-related processes aligned with admission, retention, progress, completion, and equity goals.	1.2, 2.8, 3.4, 3.5, 3.6	
		Use on-line technology to increase access to learning opportunities that foster student and faculty success on and off campus.	1.2, 2.8, 3.4, 4.5	
		Maintain and update a comprehensive mass notification system for emergencies and mass communication.	3.6, 4.5	
		Maintain and upgrade cloud-based services that function as an extension of the college's infrastructure to ensure service stability in case of outage.	3.6, 4.5	
		Use social media to foster a sense of community on and off campus.	3.4	
		Provide security awareness training for all students, staff and faculty to ensure safe use of all technology resources.	1.2, 2.8, 3.4, 3.5, 4.5	
		Ensure that college provided technology resources are accessible to people with disabilities according to Section 508 of the Rehab Act of 1973 (RCCD Board Policy AP 6365).	1.2, 2.8, 4.5	
		Meet Educational and Training Needs		
			Maintain and upgrade systems and technology through Program Review and the replacement plan within this document to improve student access, success, and equity.	3.4, 4.1, 4.5
			Implement systems and technology for the deployment of student success and support programs.	3.4, 4.1, 4.5
			Provide comprehensive professional development opportunities for faculty and support staff to train in emerging and newly adopted technology.	3.4, 4.1, 4.5
			Provide access to professional development opportunities related to innovation for faculty and staff development, such as conferences and workshops.	3.5
			Maintain and update network infrastructure, campus Internet, and WI-FI access technology regularly in a manner that improves student access, success, and equity.	4.5
	Foster Innovation, Communication and Collaboration			
		Provide easy access to one-stop help desk for all technology and college support services.	4.1, 4.5	
		Use technology to encourage timely communication and collaboration between faculty, staff, and departments.	3.6, 4.1, 4.5	

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Annually collect data and gather feedback from students, faculty, and staff in order to assess college technology and support services.	3.1, 3.2, 4.1
	Improve the Effectiveness of Students' and Employees' Tasks		
		Provide all necessary access for faculty and staff to software applications and technology (including necessary components of the Learning Management System) which improve learning and support college functions	3.4, 4.5
		Implement procedures to promote best practices in information security for students, faculty, and staff.	1.2, 3.4, 3.5, 3.6
		Implement procedures for electronic records management that are secure and improve efficiency.	4.1, 4.5
		Administer a technology replacement plan for departments, offices, and classrooms.	4.1, 4.5
	Provide Adequate Funding Including Grants, for the Maintenance of Existing Technology and the Purchase of Emerging Technologies		
		Provide guidelines for prioritizing the college budgets for the replacement, repair, and upgrade of department, office, and classroom technology equipment through a Total Cost of Ownership (TCO) analysis.	4.1, 4.3, 4.4, 4.5
		Implement an inventory system and auditing procedure that regularly evaluates the value and status of campus technology and equipment	4.1, 4.3, 4.4, 4.5
		Coordinate the college budget with grant funding that supports the purchase, repair, and upgrade of department and classroom technology equipment	4.1, 4.3, 4.4, 4.5
		Manage the technology replacement plan and prioritization procedure.	4.1, 4.5
		Provide prioritization guidelines for funding for staff positions support campus technology services	4.1, 4.3, 4.4, 4.6
		Provide prioritization guidelines for all grant-funded and/or grant-related technology purchases include a TCO analysis, including licensing, hardware, software, and systems management.	4.1, 4.3, 4.4, 4.5
		Ensure all grant-funded technology purchases are specifically designated and are not automatically covered by the replacement plan.	4.1, 4.5

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
Financial Plan (2015-2020)			
	Fiscal Stability	The College's approach to fiscal stability will need to be strategic in resource allocations and take into account the inherent volatility of the state's revenue structure and uncertainty about the future course of the economy. As a result the development of sustainable and varied resources must be pursued in an aggressive fashion to support the strategic goals of the College.	4.1, 4.3, 4.7
		Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.	4.1
		Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.	3.5
		Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty and staff.	3.4, 4.5
		DBAC will need to undertake a rigorous review and possible amendments of BAM principles to more closely align to the current mission, strategic goals, size and complexity of the educational offerings and support needs of the College.	4.1, 4.3
	Expenditure Allocation Model	Although this financial plan provides revenue and expenditure projections for the next five years, the major focus is on the Fiscal Year, 2015-16. In addition, a College level expenditure allocation model has been introduced as the basis for a College budgeting system. Annually, the model will be reviewed to determine if budget decisions were effective	4.1, 4.3, 4.4, 4.5
	Budget Allocation Model	BAM must be continuously evaluated in the context of both internal and external factors, be flexible enough to meet strategic goals and economic realities and provide a sense of stability and financial predictability.	4.1, 4.3
		The lack of alignment between District and Colleges strategic plans coupled with the lack of connectivity between the District strategic plan and the budget allocation model remains to be a major issue that needs to be resolved.	3.6, 4.1, 4.3
		The units, departments, division, etc. receive their annual budget with no or very little connection to their comprehensive program review and plan. The expenditure pattern of the various College organizational structures has not been carefully analyzed to inform the budget allocation process.	3.1, 4.1, 4.3, 4.4
		The development of a much more equitable, fair and transparent system that allocates resources to the various areas of instruction should be led by the VP Academic Affairs working very closely with academic & Career/Technical Program and Instructional Support Leadership Council (ACTPIS-LC).	4.1, 4.3, 4.4
		A similarly rigorous model that factors in efficiency and effectiveness parameter to the number and type of area services outcomes per FTE employee should be developed by a group led by VP Student Services and the Student Success & Support Leadership Council.	3.2, 3.3, 4.1, 4.4

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Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		The VP Business Services will work closely with the resource council to map out various standards of performance for the various categories of staff and use efficiency and productivity factors to propose allocation of resources for the various areas of the entire administration as well as general administration services (Administrative Assistants, IDS, etc.).	4.1, 4.3
		A team made up from ACTPIS-LC, Student Access and Support Leadership Council (SAS-LC), Resource and Development Administrative Services Leadership Council (RDAS-LC) and the VP's chaired by the VP Business Services will consolidate the various resource allocation proposals into a unified College budget allocation model and serve as the Colleges budget allocation advisory council reporting directly to Strategic Planning Executive Council (SPEC) where recommendations will be forwarded to the President and his President's Leadership Team (PLT).	4.1, 4.3, 4.5
		All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.	3.4, 4.1, 4.3, 4.5
		The BAM model must be perceived as fair; easily understood; provide proper performance incentives; and work in years of growth and contraction	4.3
		RCC will develop a balanced budget plan starting with the 2016-17 fiscal year in accordance with the College budget calendar and agreed upon assumptions. The College will utilize its allocation to provide services that are efficient, cost effective, and responsive to campus needs.	3.4, 4.1, 4.3, 4.5
	Annually, an evaluation of the Budget Allocation Model will occur as part of the Budget Development Process.		
		Allocation of resources achieved the funded level of FTES when compared with the RCCD BAM	4.1, 4.3
		Allocations address maintaining the public investment in the physical plant, facilities and grounds;	4.1, 4.7
		Levels of instructional and support services are appropriate and in accordance with the College staffing plan;	4.1, 4.3, 4.4
		Application of actual expenditures will be applied to the College BAM and District BAM to determine effectiveness and alignment with the BAM principles	4.1, 4.3
	Riverside City College's ability to fund discretionary initiatives and projects will depend on continued emphasis on achieving operating efficiencies, reallocation of existing resources and securing new resources		
		Partnerships with the private and/or public sectors	4.1

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Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Successful Grant awards and the ability to sustain long term funding	4.1
		Fundraising and the ability to sustain long term funding	4.1, 5.4
		Building International Student capacity and retention of those resources	4.1
		Retention of local income for College priorities, i.e., cosmetology, culinary, parking, library and other student processing fees	4.1, 4.3
		Continued State support for performance funding (SSSP & Equity)	4.1, 4.3
		Maximizing energy and utilities saving measures	4.1, 4.3, 4.7
		Retention of College reserves as outlined in the Budget Allocation Model (BAM) and established principles	4.1, 4.3
		Other Support as identified by the institution	4.1
Facilities Master Plan (2018)	Clarity	Organize campus to support Guided Pathways	4.1, 4.2, 4.7
		Create logical grouping of functions	4.1, 4.2, 4.7
		Improve access to programs and services	4.1, 4.2, 4.7
	Connectivity	Develop and clarify circulation patterns	4.1, 4.2, 4.7
		Improve connections to all areas of the campus	4.1, 4.2, 4.7
		Enhance way finding and campus flow	4.1, 4.2, 4.7
	Community	Develop the overall sense of community	4.1, 4.2, 4.7
		Enhance student and faculty engagement	4.1, 4.2, 4.7
		Create of sense of belong and pride	4.1, 4.2, 4.7
	Efficiency	Improve facilities to enhance student success	4.1, 4.2, 4.7
		Replace inefficient and under performing facilities	4.1, 4.2, 4.7
		Right size facilities to address program needs	4.1, 4.2, 4.7
		Develop flexible, multipurpose space to adapt over time	4.1, 4.2, 4.7
	Stewardship	Maximize land use to align to address goals and priorities	4.1, 4.2, 4.7
		Preserve and enhance the RCC legacy	4.1, 4.2, 4.7
		Increase awareness and create a culture of sustainability	4.1, 4.2, 4.7
		Energy Leadership - Become a leader in Energy Efficiency and increase the levels of on-and off-site renewable energy	4.1, 4.2, 4.7
		Sustainable Landscape - Transition to a more climate responsive, drought tolerant landscape palette.	4.1, 4.2, 4.7

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Health and Well-being - Promote healthy living culture, and provide a safe and healthy environment	4.1, 4.2, 4.7
		Transparency and Accountability - Set high bars for building performance goals, with consistent monitoring and routine reporting.	4.1, 4.2, 4.7
		Responsible Sourcing - Promote a culture of reduce, reuse and recycle.	4.1, 4.2, 4.7
		Education Integration - Nurture environmental stewardship and literacy across the campus, educate and prepare students for the green workforce.	4.1, 4.2, 4.7
		Optimize available resources (state and local)	4.1, 4.2, 4.7
	Identity	Develop welcoming and inviting entries	4.1, 4.2, 4.7, 5.1
		Improve campus edges	4.1, 4.2, 4.7, 5.1
		Enhance community engagement	4.1, 4.2, 4.7, 5.1
Educational Master Plan (2015-2020)			
	Student Success - RCC is committed to a holistic, integrated approach to improving student success that addresses institutional leadership, institutional culture, student engagement, and student learning in order to improve student success systemically, remove institutional barriers to success, close equity gaps, and continuously reassess and reflect on the effectiveness of college strategies.		1.2, 2.5, 2.8, 3.5, 3.6, 4.1, 4.2
		Implementing Pathways—the central initiative for improving student access and success—will require sustained efforts in all these areas.	1.2, 2.1, 2.6, 2.7, 2.8
		Prioritize resource allocation on the basis of support for student completion, success, and equity strategies, especially those that focus first on supporting classroom instruction and then move out to the services necessary to support these efforts	3.2, 3.5, 4.1, 4.2, 4.4
		Integrate and coordinate student support services among student services and academic personnel	1.2, 2.6, 2.8, 3.2, 3.5
		Foster student engagement through academic, professional development, facilities, and technology investments that create structures and spaces for engagement	1.2, 2.6, 2.8, 3.4, 4.5, 4.7

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Set and continuously reassess measurable targets for improving student success, with particular emphasis on closing equity gaps—including setting success targets for time for remediation, retention, persistence, completion, graduation rate and time, employment in order to foster dialogue, assessment and re-evaluation of strategies designed to reach these targets at the discipline and department level while maintaining high standards	2.1, 2.2, 2.3, 2.4, 2.6, 2.8
		Make Institutional Research a cornerstone to ensure all decisions are data based and driven and encourage effectiveness and efficiency through an ongoing cycle of institution wide analysis planning-implementation-assessment-revision	3.1, 3.2, 3.4, 3.6, 4.1
		Assist students entering the college in identifying an informed educational goal	1.2, 2.6, 2.8
		Provide students with clear and concrete educational Pathways according to their degree of preparation and career interests	1.2, 2.3, 2.6, 2.8
		Reduce students time in developmental education (maximum period of 1 year)	2.4
		Reduce students' time to degree completion or transfer (2 years for college prepared students)	2.4
		Provide targeted and integrated support services throughout a student's time at RCC	2.1, 2.2, 2.3, 2.6, 2.7, 2.8
	Equity in Completion		
		Equity is indeed at the forefront of the college's concern. All the measures detailed in this section aim at raising the general level of success as well as reducing the gap between the most successful groups and the college's African-American and Hispanic students, who have had lower rates of success.	2.8, 3.5
		The college also will develop a transfer pathway for those students who are genuinely undecided when they arrive at RCC. Having students identify a broad area—STEM or Liberal Arts—and then providing them with a plan for general education in their first year and then major preparation in the second year will address the needs of undecided students.	1.2, 2.2, 2.5, 2.6, 2.8
		The college will provide counselors, faculty advisors, educational advisors, librarians, tutoring, Supplemental Instruction, and engagement centers for students in each pathway. Targeting more intensive support for courses identified as "gatekeepers" will assist not only students in these courses but also all students by helping to reduce congestion on the system.	1.2, 2.8, 3.1
	Career and Technical Education (CTE), the third component of the college's Pathways model, prepares students for jobs in both emerging and traditional industries while meeting the needs of regional economies.		
		Integrating contextualized developmental education and soft skills into CTE curriculum/programs to ensure student success and career readiness	1.2, 2.3, 2.8

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Making certification and completion – not just degree completion – a priority for the college	1.2, 2.3, 2.7, 2.8
		Prioritizing pathway models that include certificates that are “stackable” and nested within the degree and transfer structure to promote students’ continuing educational and career advancement	1.2, 2.2, 2.3, 27, 2.8
		Changing the existing structure to a Pathways model is not something that can be done overnight, and implementing it, while minimizing disruption to the college as a whole, is an important consideration. With that in mind, over a five-year period the goal is to take the college to a system where 30% of students will be on a defined pathway.	1.2, 2.4, 2.6, 2.8
		Focusing efforts in the region to develop partnerships that lead to economic and workforce development	1.2, 2.3, 2.8, 5.2, 5.3
		Emphasizing job creation, not just job seeking—in other words, preparing students for entrepreneurship so they don’t just seek vacancies but are equipped to create their own businesses	1.2, 2.3, 2.8, 5.2, 5.3
	RCC’s interactions with feeder high schools are multiple and well established. To help the college reach identified goals for access, retention, success, and equity, the college will continue to collaborate with its K-12 partners to provide a seamless transition to the college		
		Increasing regular communication and collaboration with the high schools in the RCC service area through regular, reciprocal exchanges between counselors and faculty to ensure more high school students are accurately informed of the college’s programs and to ensure that curriculum is better aligned	1.2, 2.7, 2.8, 3.6, 5.1
		Reducing the time for remediation by continuing to assess the success/ impact of various programs, such as summer programs that combine college success strategies and intensive basic skills work to help students accelerate through basic skills courses and be better prepared for college culture and expectations; expanding offering of remedial offerings in feeder high schools during students’ senior year	1.2, 2.1, 2.3, 2.4, 2.6, 2.8, 3.6, 5.1
		Developing and institutionalizing more robust pre-enrollment orientations that involve not only RCC’s diverse students but their families so that students identify clear educational goals early on, develop a student educational plans, and more clearly understand college culture and expectations	1.2, 2.8, 3.4, 3.5, 3.6
		Expanding faculty advising programs and creating peer mentor programs to augment work done by counselors and educational advisors and to enhance student engagement and success	1.2, 2.4, 2.8, 3.4, 3.5
		Expanding the early college model to all the college’s feeder high schools	1.2, 1.4, 2.4, 2.8, 5.1

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Initiating a summer bridge program for students ready for a transfer pathway to facilitate their transition to college	1.2, 1.4, 2.1, 2.2, 2.8, 3.5
		Exploring and taking advantage of concurrent enrollment opportunities not only with K12 but also with university partners to shorten the overall time for degree completion for transfer students, especially in the STEM areas	1.2, 1.4, 2.4, 2.8, 5.1
	Culture of Engagement		
		Creating spaces that accommodate these needs will be a priority over the life of this plan. The creation of engagement centers, adequate access to study space and computer resources, and spaces for social gathering indoors and outdoors utilizing the resources already available on campus are an important component of supporting student success.	1.2, 3.4, 3.5, 3.6, 4.1, 4.2
		Creating both informal and structured opportunities for faculty and students to interact will help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses	1.2, 2.8, 3.1, 3.5, 3.6, 4.1, 5.1, 5.2, 5.3
		The college will continue its commitment to better involving students in campus life through extracurricular activities that include clubs, student government, and the many programs available to students (MUN, Honors, etc.) as these not only foster student engagement with the institution but also promote civic engagement and global awareness for our students	1.2, 2.8, 3.2, 3.5, 3.6
		Over the life of this Master Plan, the college will emphasize greater integration at all levels of the support services offered to students. Moreover, the vision is to create an integrated web of advising that helps students stay on track by organizing counseling and academic support (including library, faculty advisors, educational advisors, tutoring, and SI) to scaffold each of the Pathways.	1.2, 2.8, 3.1, 3.2, 3.5, 3.6, 4.1, 4.4
	Professional Development		
		An ongoing commitment to professional development will support other efforts towards improving student success. Allocating meaningful resources to creating and implementing professional development programs for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will assist RCC's faculty in developing strategies that facilitate student learning and will foster a campus-wide culture that values innovative teaching and educational excellence	3.5, 3.6, 4.1, 4.2, 4.3
	Access		
		On-line education has a role to play and can allow the college to enhance access and create platforms for resources sharing. However, the college needs to research and assess the appropriateness and challenges of distance education for each of the major pathways to ensure the appropriate balance of courses is available for students.	1.2, 2.8, 3.1, 3.4, 3.5, 3.6, 4.5
		Positioning the college to accommodate anticipated growth and to work towards equitable access to the institution that closely mirrors the community's demographics	1.2, 3.1, 3.5, 4.1, 4.3, 5.3

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Providing equitable access to programs, Pathways, and support services through a system of integrated advising and support once students have come into the college	1.2, 2.4, 2.6, 2.8, 3.5
		Create structures (including priority registration, correct sequencing and frequency of offerings, access to counseling, time of day when courses are offered, integrated support, appropriate levels of access to library and lab facilities that correspond to the times when students are taking classes and that allow equitable access to programs and services offered by the college for all students	1.2, 2.4, 2.6, 2.8, 3.4, 3.5, 3.6, 4.1
		Continue work on alignment between Adult Ed and RCC and K12 and RCC so that students are informed about and able to move smoothly into the college's programs	1.2, 5.1, 5.2, 5.3
		Beyond broad access to the institution, the college will over the period of this Educational Master Plan actively monitor and seek to improve the access to and participation in college programs and services that are demonstrated to improve student success. In particular, the college will monitor and promote equitable access to the college's Pathways initiative, which is designed to reduce congestion on the college's system as a whole and to improve access to courses needed to complete degree/ career Pathways.	1.2, 2.4, 2.6, 2.8
	California Community College Task Force on student success		
		Increase College and Career Readiness;	2.3
		Strengthen Support for Entering Students	1.2
		Incentivize Successful Student Behaviors;	2.6
		Align Course Offerings to Meet Student Needs;	2.4, 2.8
		Improve the Education of Basic Skills Students	1.2
		Revitalize and Re-Envision Professional Development	3.5, 3.6
		Enable Efficient Statewide Leadership & Increase Coordination Among Colleges	3.6, 5.1, 5.2
		Align Resources with Student Success Recommendations	4.1, 4.4
	Enrollment		
		Prepare the college to be structurally responsive to demographic, labor market, and budgetary environments through the strategic planning process, careful analysis of data, and alignment with other college plans	4.1, 4.2, 4.4, 4.5, 4.6, 4.7
		Increase the college readiness of RCC students by working in partnership with feeder high schools through early college programs and through continued exploration of alternatives to placement and of methods for shortening the time for remediation	1.2, 2.4, 2.8

Plan Alignment 2020-2025

Name of plan	Goals	Measurable Strategies to Meet goals	College Goal Alignment
		Better assist students in having an informed plan or path so irrespective their educational goal, they are able to finish in a timely manner and reach those objectives. This is going to require much more upstream work to create structures to help students identify what their goal is much sooner in the process	1.2, 2.4, 2.6, 2.8
		Reduce the amount of time students spend at RCC to achieve their goal and help them matriculate through more efficiently and successfully	1.2, 2.4, 2.9
	Institutional Effectiveness		
		Efficiency - The principle focuses on streamlining processes and eliminating redundancies in order to achieve a desired result in the timeliest, most practical, and most cost efficient manner. The most significant as part of efficiency deals with the reduction of time for remediation and the shortening of the time for completion of graduation and transfer.	3.3, 4.1, 4.4
		Effectiveness - The vertical and horizontal alignment of the planning process as well as the implementation processes and the integration of Academic Senate committees with the strategic planning committees are attempts to mobilize and optimize the best use of the limited human resource.	3.2, 3.4, 3.6
		Accountability - strengthen the planning process and to support and empower the entire planning structure, including the councils, committees, and all the implementing entities in the organizational structure (disciplines, departments and divisions)	3.1, 3.2, 3.5, 3.6, 4.1
		Transparency - This principle requires the college to use integrity as it communicates information both within the college and with outside agencies. The college needs to ensure that there is a mechanism for infusing data informed discussions into the work of committees and work groups and that the outcomes of these discussions are widely available to the internal and external agencies	3.1, 3.2, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4

ISER Improvement Plans and Quality Focus Essay (QFE)

ISER Improvement Plans

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 plan to complete the College's transition to a full Guided Pathways institution	Completed Fall 2020	VPPD, Faculty Coordinator Guided Pathways	College Goal(s) All of 2 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2
I.B.3	Aligning with and developing strategies to meet the institution-set standards in the District Strategic Plan. This alignment could be incorporated into the updated Strategic Plan and the Program Review and Plan template.	Fully aligned college/ district targets in college's 2020-2025 Strategic Plan; revised program review template	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ-LC, Co-chairs, Program Review Committee	College Goal(s) All
I.B.9	Improve the link between department, division, and vice president plans and increase the alignment of planning and resources with college goals and targets.	Increased transparency, improved integration through a revised program review template	Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ-LC, Co-chairs, Program Review Committee	College Goal(s) 3.2, 3.3, 3.4, 3.6, 4.1,
II.A.3	Analyze gaps in SLO and PLO assessment to identify underlying process issues and target areas for improved engagement. Evaluate and strengthen the link between the Riverside Assessment Committee (RAC) and planning/governance groups (e.g., TL-LC, GEMQ-LC, DLC, and CC) to increase substantive and strategic conversations about pedagogy based on assessment results.	Broad conversations at all levels (discipline, department, college) about assessment and pedagogy, documented in meeting minutes, as a result of structural improvements and membership changes. Increased percentages of SLO and PLO results entered following the set schedule due to process adjustments and targeted engagement.	Completed Fall 2020	RAC chairs, VPPD, Faculty Chair Strategic Planning, Co-Chairs, TL-LC and GEMQ-LC	College Goal(s) 2.2, 2.4, 2.5, 2.10
II.A.7	Integrate equity into planning structures and responsibilities to ensure the participation of all stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college-wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.8, 3.1, 3.2, 4.6

ISER Improvement Plans and Quality Focus Essay (QFE)

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
III.A.7 III.A.9 III.A.10	Update the Spring 2015 Human Resources Staffing Plan to analyze and evaluate the college's progress in meeting the staffing goals in that plan and to establish/reset targets for appropriate staffing levels that can continue to be monitored, evaluated, and assessed.	Updated Human Resources Staffing Plan and annual assessment of the targets in the plan	Completed Fall 2020	Co-Chairs, RDAS-LC; Co-Chairs Human Resources Committee	College Goal(s) 4.2, 4.5, 4.6, 4.7
III.A.12	Integrate equity into college planning structures and responsibilities to ensure the participation of all college stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.10, 3.1, 3.2, 4.7

Quality Focus Essay (QFE)

Introduction of Projects

Riverside City College (RCC) demonstrates its intentionality of mission and commitment to continuous improvement through its implementation of the Guided Pathways framework. RCC began redesign efforts in 2013 with the development of a local pathways model. In 2017, the College formally adopted the Guided Pathways framework through its participation in the California Guided Pathways Project. The Guided Pathways framework informs plans to improve student learning and achievement at every level of the institution.

Planning for Guided Pathways implementation is internally aligned with the College's Educational Master Plan, the 2015-2020 Strategic Plan, and the Student Equity Plan 2019-2022. An integrated action plan identifies Guided Pathways implementation strategies, responsible parties, timelines, and progress indicators in the context of RCC's strategic planning goals. College goals and metrics have also been aligned with system wide goals established by the California Community Colleges Chancellor's Office through the Vision for Success. In early 2019, the College reviewed key performance indicators and baseline data associated with completion, transfer, unit accumulation, workforce measures, and equity gaps. RCC has established ambitious, numerically-measurable goals with specific timelines for achieving those goals.

Drawing on existing plans, the College will continue to improve student learning and achievement through three key projects: 1) Clarifying student pathways through program mapping; 2) developing integrated academic support; and 3) sharpening the focus on teaching and learning.

Anticipated Impact on Student Learning and Achievement

The work on these projects and improvement in these early momentum points are anticipated to lead to higher completion rates for degrees/certificates; increases in transfer; and closure of equity gaps in line with the goals outlined in the Vision for Success.

Outcome Measures

The metrics the College will follow for the three projects focus primarily on early momentum points in alignment with the state wide Vision for Success and the Guided Pathways framework. These metrics provide a baseline as well as an ability to determine students' initial progress in their first year of enrollment. With the implementation of California Assembly Bill 705, a larger number of students are placing and enrolling in transfer-level courses. As these students progress, the College anticipates that the transferable math and English completion metrics will increase. Thus, the College has set a goal of increasing the completion of transfer-level English and transfer-level math in the first year of enrollment by 20 percent.

ISER Improvement Plans and Quality Focus Essay (QFE)

Additionally, the College has also set a goal of increasing the number of units completed by 20 percent each year as well, encouraging students to complete 15 units each term and 30 units each year. The table below shows the College's baseline metric year of 2016-2017 as well as 2017-2018 data and projection goals through 2021-2022.

Student Momentum Points

Student Momentum Metric	2016-17 (Baseline)	2017-18	2018-19*	2019-20 Goal	2020-21 Goal	2021-22 Goal
Completed Transfer Level Math	6.0%	12.2%	14.6%	17.6%	21.1%	25.3%
Completed Transfer Level English	17.6%	21.6%	26.0%	31.1%	37.4%	44.8%
Completed Both in First Year	4.0%	8.2%	9.9%	11.8%	14.2%	17.0%
Completed 15 units in Fall	2.8%	3.0%	3.6%	4.4%	5.2%	6.3%
Completed 30 Units in Academic Year	4.9%	5.4%	6.5%	7.8%	9.4%	11.2%
Persistence from Fall to Spring	65.1%	62.5%	67.0%	68.0%	69.0%	70.0%

Source: State Chancellor's Office Student Success Dashboard

*Projected -- final not yet available

Project 1: Program Mapping

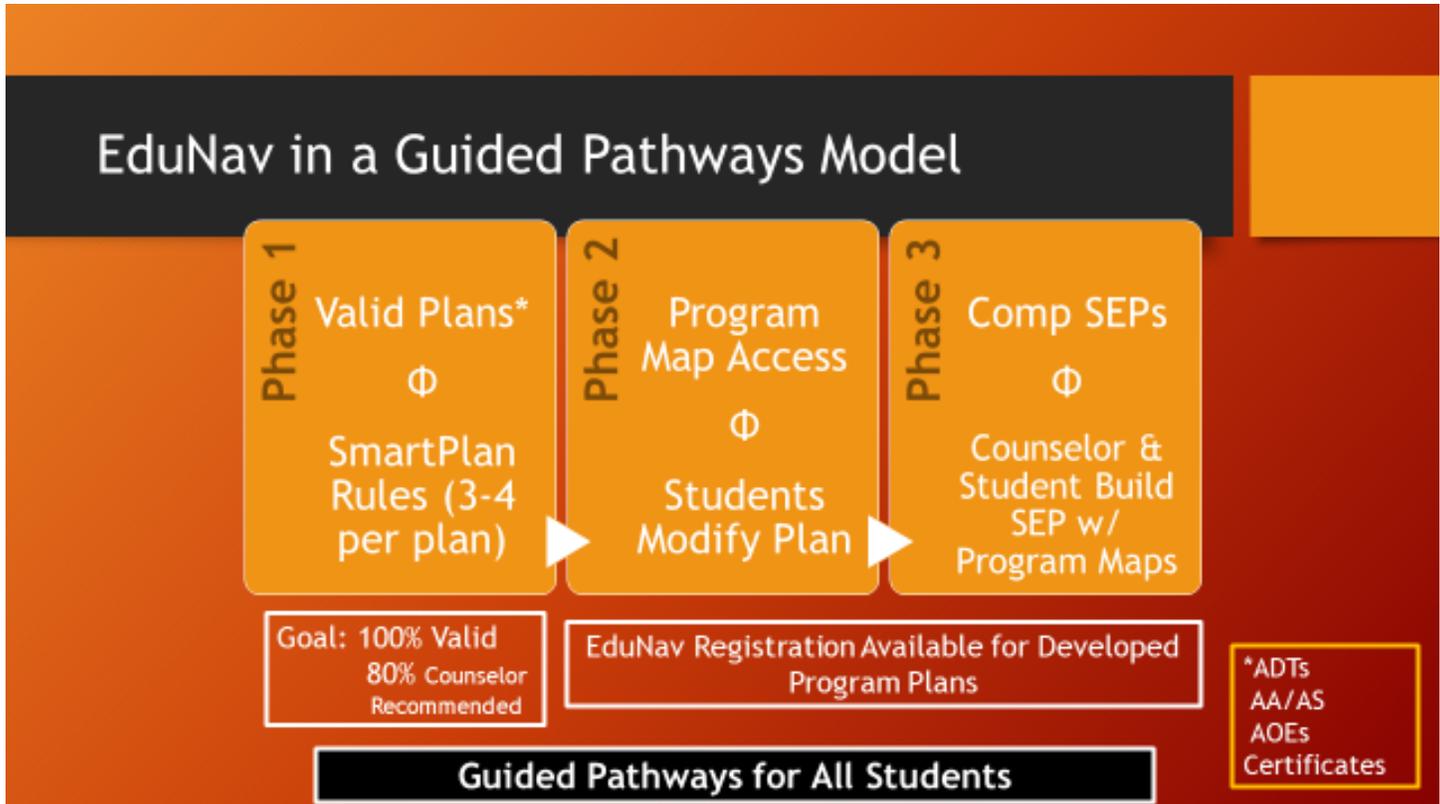
In early 2018, Riverside City College actively began developing program maps and has made substantial progress in mapping programs of study. Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance. Project one is aligned with pillar one of the Guided Pathways framework focusing on clarifying the pathway for students. Riverside City College has eight instructional pathways representing a cluster of programs of study with related courses designed to build communities of learning. The trailheads developed for each instructional pathway guide students who are still exploring and working towards narrowing their career or major, while still allowing students to remain on track to complete their educational goal. Trailheads offer an exploratory first 15 to 17 units of recommended study.

The Guided Pathways Committee at Riverside City College is aligned with two of the College's four leadership councils, Teaching and Learning Leadership Council (TL-LC) and Student Access and Support (SAS) leadership council. This ensures greater integration and collaboration among these leadership councils in support of Guided Pathways implementation.

Riverside City College in conjunction with the other colleges within the District collaborate weekly on the full implement of EduNav during the 2019-2020 academic year. EduNav is designed to support the Guided Pathways framework by providing real-time academic plans to assist students in navigating their educational path to reach their goals. EduNav's Guided Pathways solution is completely dynamic in that it automatically recalculates and revises the student's entire education plan, such as class filling up, and automatically recalculates and updates the entire plan, replacing courses where necessary, to keep the student on the most optimal path to completion. EduNav educational plans use SmartPlan rules that incorporates the same logic faculty employ in the development of program maps. In developing EduNav plans, this process begins first with developing valid plans and adds SmartPlan rules that are 100% valid and roughly 80% counselor recommended. EduNav is also a registration tool that incorporates the variables of degree validity, SmartPlan rules, and course availability. As the system is fully implemented, Riverside City Colleges intends to use the tool as an enrollment management instrument to better predict course demand, enhance course availability for increased award completion, and reduce unit accumulation.

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Phased EduNav Implementation



Project 2: Developing Integrated Academic Support

Riverside City College continues to develop its model for providing integrated academic support at scale to keep students on their chosen educational pathways. Project 2 is aligned with pillar three of the Guided Pathways framework, which focuses on helping students stay on the path. RCC will refine its integrated academic support by redesigning the student support model and developing an academic engagement center plan.

The development of the academic support model is aligned with strategic planning at RCC through the Integrated Student Support Committee of the SAS leadership council. The Integrated Student Support Committee will continuously monitor and assess implementation strategies, and report to SAS-LC. SAS-LC chairs are members of the Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) and provide regular updates on council plans and activities.

Student success teams have been developed as an essential structure for Guided Pathways implementation. Success teams are overseen by the division deans and consist of an engagement center coordinator, counselors, peer mentors, tutors, supplemental instruction leaders, faculty advising liaisons, educational advisors, and faculty advisors. Each success team supports one of the five academic engagement centers associated with the various instructional pathways.

ISER Improvement Plans and Quality Focus Essay (QFE)

RCC Instructional Pathways

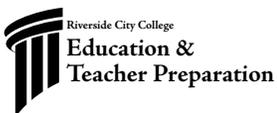
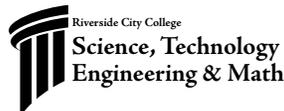
Career and Technical Education

Languages, Humanities, and Social Sciences

Science, Technology, Engineering, and Math

Nursing

Fine and Performing Arts



Project 3: Sharpening the Focus on Teaching & Learning

The goal of pillar four of Guided Pathways is to enrich and strengthen student learning primarily through classroom instruction. In particular, the College's focus will be Goals three and four from the Student Equity Committee Mission, which is also embedded in the March 2019 Strategic Planning Report Card:

1. Support institution wide organizational and professional development programs and services in support of internal capacity building in order to re-frame 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.
2. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.

To accomplish these goals, the College's primary focus will be on revitalizing the Glen Hunt Center for Teaching Excellence space and programming to more thoroughly support a culture of teaching and learning at RCC. This will include creating a plan to maximize the use of the space, explore how best to support research and inquiry in the science of teaching and learning and culturally responsive teaching practices; house materials; deliver content to more faculty; and institutionalize how to share best practices for classroom faculty in an ongoing, systematic way.

This work is aligned with strategic planning at RCC through the Teaching and Learning Leadership Council (TL-LC) as well as the Faculty Development and Student Equity committees. The Faculty Development Committee will continuously monitor and assess implementation strategies, and report to TL-LC. TL-LC chairs are members of EPOC/ASC and provide regular updates on council plans and activities.

ISER Improvement Plans and Quality Focus Essay (QFE)

Action Plan(s)

Project 1: Program Mapping

Implementation Strategy	Responsible Party	Resources	Timeline
Program Map Completion – degrees and certificates	Guided pathways coordinator; Discipline faculty; counselors; department chairs; deans of instruction; TL-LC; SAS-LC	Technology – Tracking system	2019-2020
Program Map Update Process Development	Guided pathways coordinator; Dean of Institutional Effectiveness; GEMQ-LC; TL-LC; SAS -LC	Technology – Nuventive Improve	2019-2020
Website Redesign – Highlighting Instructional Pathways & Program Maps	Vice president of Business Services; Website redesign groups; RDAS-LC; TL-LC; SAS-LC	Technology – Consultant support; Financial – Marketing and promotion	2019-2020
EduNav Guided Pathways Solution Implementation	EduNav implementation group	Technology – Software	2019-2020
EduNav Guided Pathways Solution Updates	Guided Pathways Committee; TL-LC; SAS	Technology – Tracking system	2020-2021

Project 2: Integrated Academic Support

Implementation Strategy	Responsible Party	Resources	Timeline
Redesigned Student Support Model	Integrated Student Support Committee of SAS; TL-LC Student Success Teams	Human – Additional time/staff for Student Success Teams	2019-2020
- Revise Early Alert	Student Success Teams; Counseling; On-boarding Task Force; Dean of Enrollment Services	Technology - Software	2019-2020
- Develop Faculty Advisor Role	Faculty liaisons; Counselors	Financial – Training/Workshops Human – Reassign time or special projects	2019-2020
- Implement Case Load Management	Student Success Teams; Counselors; Department chairs; Dean Student Success and Support; VPPD	Data disaggregated by Instructional Pathway	2019-2020
Develop Academic Engagement Center Plan	Integrated Student Support Committee of SAS; TL-LC Student Success Teams; Dean of Student Success and Support	Physical – Facilities for academic engagement centers; Technology – Computers and software; Human – Reassign time or special projects	2020-2021
- Develop Academic Engagement Center Open House Events	Student Success Teams	Financial – Marketing and promotion	Summer 2019
- Develop Summer Mini-Orientation Days by Pathway	Student Success Teams	Financial – Marketing and promotion	Fall 2019

ISER Improvement Plans and Quality Focus Essay (QFE)

Project 3: Teaching and Learning

Implementation Strategy	Responsible Party	Resources	Timeline
Assess Glenn Hunt Center for Teaching Excellence; develop a comprehensive plan for the space	Faculty Development Committee; TL-LC; Student Equity Committee chairs	Human – Staffing Plan	Spring 2020
- Revise statement of Teaching and Learning in RCC's values statements	TL-LC; EPOC/ASC; Committee chairs; Leadership councils; Student Equity Committee; Faculty Development Committee	Human – Special Projects for Winter Retreat	Fall 2019 through January/ Feb 2020
Focus Flex activities for faculty on Teaching and Learning topics with special attention to culturally responsive practices/ pedagogies	Faculty Development Committee and coordinator; Professional Development coordinator; TL-LC; VPAA; Student Equity Committee	Financial – Training/ Workshops	Spring 2020 and recurring
- Develop community of practice groups (e.g. math and English for AB 705 implementation, groups focusing on using AVID strategies)	Faculty Development Committee; Department chairs (e.g. math, English); Academic deans; Student Equity Committee	Financial – Time/ Special projects (funding is already in place for English, ESL, Math—moving forward needs to expand)	Fall 2019 and recurring
- Develop/ Institutionalize a method for faculty to share best practices	Faculty Development Committee; TL-LC; VPBS	Technology – Web-based collaboration tool; way to access / house materials Financial: training/ workshops	Spring 2020

Strategic Planning Process for 2020-2025 Plan

Overview

The Strategic Plan's goals are realized through a horizontally and vertically integrated planning process that begins with five year comprehensive program review plans from each discipline, department or area. These plans are then integrated through a consultative and collaborative process into a division or area plan and then into each of the four Vice Presidents' plans. This integrated planning structure has and will continue to form the basis of decision making through the prioritization process in which each of the four leadership councils participates in order to make recommendations about priorities and resource allocation to the president. Leadership council members all play critical roles in this process, with GEMQ-LC (Governance, Effectiveness, Mission and Quality Leadership Council) council members overseeing the process itself and recommending changes to structures, forms, etc. to help the process work more effectively. Leadership council members on RDAS-LC (Resource Development and Administrative Services Leadership Council), SAS (Student Access and Support, and Teaching and Learning Leadership Council (TL-LC) prioritize the initiatives and strategies put forward in the VP plans. This is a bottom up planning process that builds in discussion, collaboration, consultation within and across divisions/ areas in order to inform decision making.

A challenge the 2020-2025 plan has undertaken to meet is fully integrating all of the strategies, goals and targets of these individual plans. The goal is to ensure that all these plans are in alignment with the college mission, goals and objectives, to suggest refinements/ revisions to tighten that alignment where needed, and to provide in one place, a comprehensive accounting in order to better inform the planning and prioritization process. And the table of plans indicates the expected cycle of monitoring, evaluating, assessing, and updating each of these plans moving forward.

Each of the four leadership councils has as its essential function, the task of monitoring, assessing, and evaluating the college's progress in meeting its established goals and targets and, if necessary, refining these strategies for meeting college targets—or even recommending modifications of those targets where warranted. The councils make recommendations to EPOC/ASC (Educational Planning and Oversight Committee/ Accreditation Steering Committee). Under this strategic plan, the councils will be responsible for mid-year and end-of-year progress reports so that the college is able to see its progress toward meeting the goals and objectives outlined in the plan, and to see—early enough to intervene—where the college is falling short and needs a course correction. Each of the objectives under the five college goals has been assigned to a leadership council in order to clarify the responsibilities of the councils. Thus, the college strategic plan not only establishes student success and equity targets to ensure the college meets its own goals as well as performance-based funding goals, but, more important, holds those charged with developing strategies to meet college objectives accountable in this collective, integrated effort.

The college will continue to assess the effectiveness of the strategic planning structure and processes through annual evaluations, and strategic planning leadership councils will continue to regularly evaluate their charges, processes and committees and bring proposed modifications to EPOC/ASC, the Academic Senate, and the college president.

Comprehensive 5-Year Program Review Development Strategies

1. Academic Programs - Discipline/Division/VP Plan

Faculty	Classified	Administration	Resources Needed
* How do you see us moving forward?	*What do we need to support this department moving forward?	*What does Administration provide support for faculty and classified?	What resources are needed? Consider TCO.
* Goals * Advisory Recommendations/LMI * Curriculum * Degrees/Certificates * Program Maps * Assessment on prior strategies * Data <i>(Prioritization needed)</i>	* Other considerations? 	* Training * Resources	* Equipment * Supplies * Facilities * Technology * Human Resources * TCO

Guiding Questions:

1. How does the strategy/initiative help the college meet its goals and targets?
2. Align with Guided Pathways?
3. Support student equity efforts such as contextualized learning and student engagement?
4. Support enrollment management including student throughput for key courses to meet career and transfer goals?
5. Support academic engagement centers and other student co-curricular supports?
6. Include assessment and equity-driven, classroom-focused best practices to ensure learning?
7. How many students will the proposed strategy /initiative serves and in what way? What is the anticipated outcome?

Data sets:
* Discipline specific data will be available in Nuventive and Power BI

2. Non- Academic Programs - Department/Division/VP Plan

Strategy/Initiative	Faculty	Classified	Administration	Resources Needed
* How do you see us moving forward?	*What do we need to support this department moving forward?	*What do we need to support this department moving forward?	*What does Administration provide support for faculty and classified?	What resources are needed? Consider TCO.
* Program Goals * Assessment * Data * Student Focus Strategy/Initiative #1 Strategy/Initiative #2 Strategy/Initiative #3 Strategy/Initiative #4 <i>(Prioritization needed)</i>	* Other considerations? 	* Other considerations?	* Training * Resources	* Equipment * Supplies * Facilities * Technology * Human Resources * TCO

Program Review

As disciplines and departments participate in 2019-2020's comprehensive program review and plan process, the Program Review Committee recommends using guided questions along with data for reflection and planning. The process is data-driven, includes appreciation of what is working, and creates and / or revises strategies and initiatives improving student-equity outcomes and meeting college goals and targets. The process also includes intentional conversation about how we can better ensure students are learning (Guided Pathways Pillar 4).



** The updated Strategic Plan handbook each year will have updated dates, but the basic timing and framework will remain the same.*

RCC has created a document aligning the three different strategic goal frameworks the college is using. (Vision for Success, RCCD 2020-2025, and RCC 2020-2025). This document helps focus disciplines and departments on college goals and targets as they develop and / or revise strategies and goals for the next five years.

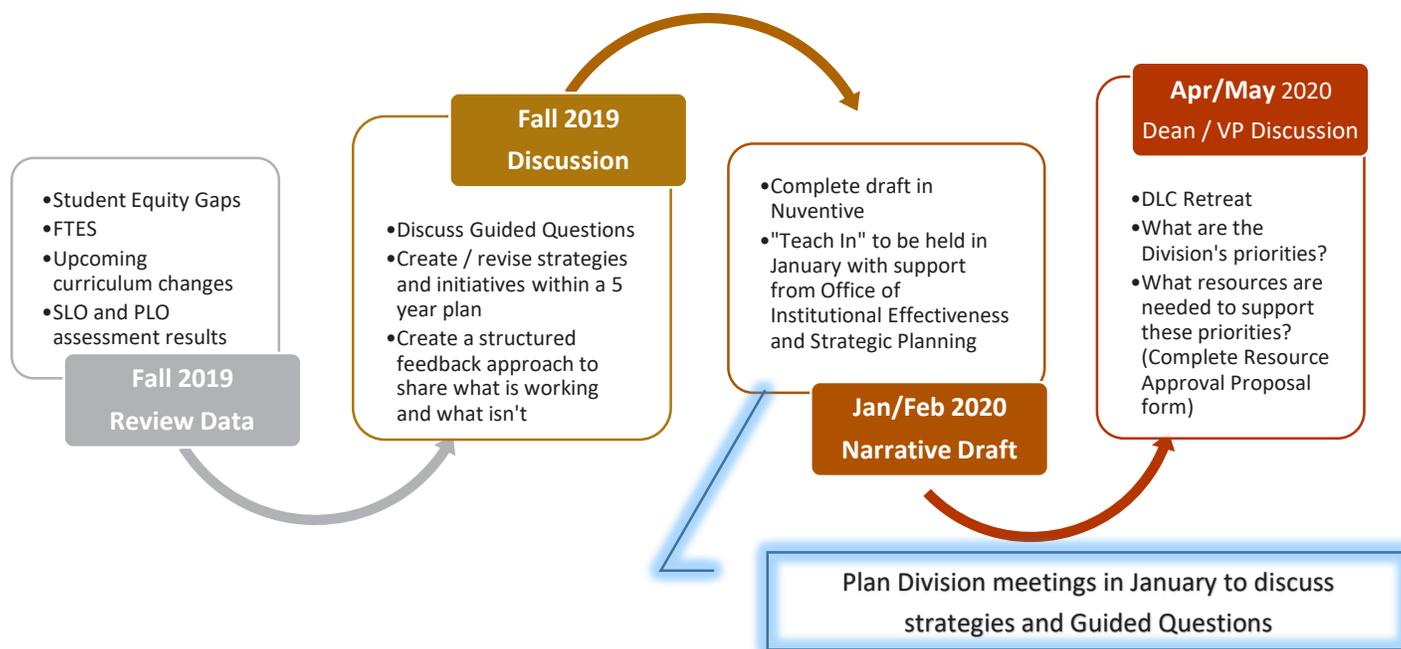
Guided Questions include:

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?

Additionally, how many students the proposed strategy /initiative serves and in what way? What is the anticipated outcome?



* The updated Strategic Plan handbook each year will have updated dates, but the basic timing and framework will remain the same.

Data will be provided by the Office of Institutional Effectiveness from District to course level by term for last 3-5 years (or more) by excel files.

- Calculations including enrollment, FTES, and WSCH (similar to what is currently on the faculty prioritization worksheet)
- Course-based student equity retention and success data for 2015-2016 through 2018-2019
- Course sections with metrics for offering by modality, time of day, CSU Gen Ed, etc.

Additional data and information that is available:

- Annual Report Card (March 2019) with overview of metrics and historical progress
- Year over Year degrees and certificates awarded
- General Education SLO Assessment for Critical Thinking and Information Competency and Technology Literacy
- PLO and SLO reports from Nuventive Improve (contact the Office of Institutional Effectiveness if you need help with these reports)
- Survey of Entering Student Engagement (SENSE) reports from Fall 2018
- Survey of graduating students reports from Summer 2019
- RP Group Male Minority Success Report
- CTE Perkins Reports

Comprehensive questions for academic units will include:

- What role does the discipline / department play in supporting Guided Pathways and student equity?
- Headcount and FTES of students enrolled: Review your past five years enrollment figures (provided by the Office of Institutional Effectiveness). Has your enrollment changed over time? Is the trend positive or negative? Why might this change be occurring? What is the throughput for key courses? Is it adequate to meet students' career and transfer goals?

Program Review

- Student Equity: Using the data supplied by the Office of Institutional Effectiveness, review and comment on the demographics and success rates of students. Does enrollment demographics match the college overall? If now, what is your discipline or department doing to address access and enrollment? Has your department met with the Office of Institutional Effectiveness or another data coach to review your data? Has a member of your department attending a Center for Urban Education training designed to decrease student equity gaps in the classroom?
- Efforts to address Student Equity Achievement Gaps: How often are student success gaps being discussed in a department meeting? How often are success stories shared? Successes might include targeted intervention for specific groups including offering tutoring in engagement centers, faculty participating in Cultural Proficiency training, supporting college initiatives to reduce achievement gaps, etc.
- Particularly for your on-line and hybrid courses, how are you supporting student learning?
- Where are students the most successful? Which assignments seemed to work best in identifying their strengths and learning?
- Where are students least successful? Are there any recommendations for assignments / activities / examples that may better link students' learning to their career and educational goals?
- In support of Guided Pathways, how are you ensuring that you are offering courses in alignment with trailheads and program maps? Are you offering sections in the evening and at different times during the day? How have you reviewed and streamlined your schedule of courses to help students complete their program (program mapping and course rotation)? Are you offering late start courses – why and how many?
 - Please review your current program map and update it with any curriculum changes
 - Please email your most current program map(s) to Monique Greene
- How do your general educational offerings align with your programs and other programs? How are you working with faculty from these other programs to support student career and educational goals?
- How are you using SLO and PLO assessment in to support discussions of student learning? What is working well and where do you need additional support and focus?
- How helpful are the faculty advising liaison “first five” recommendations? How are you using them now? What else would you like to see?

Comprehensive questions for co-curricular units will include:

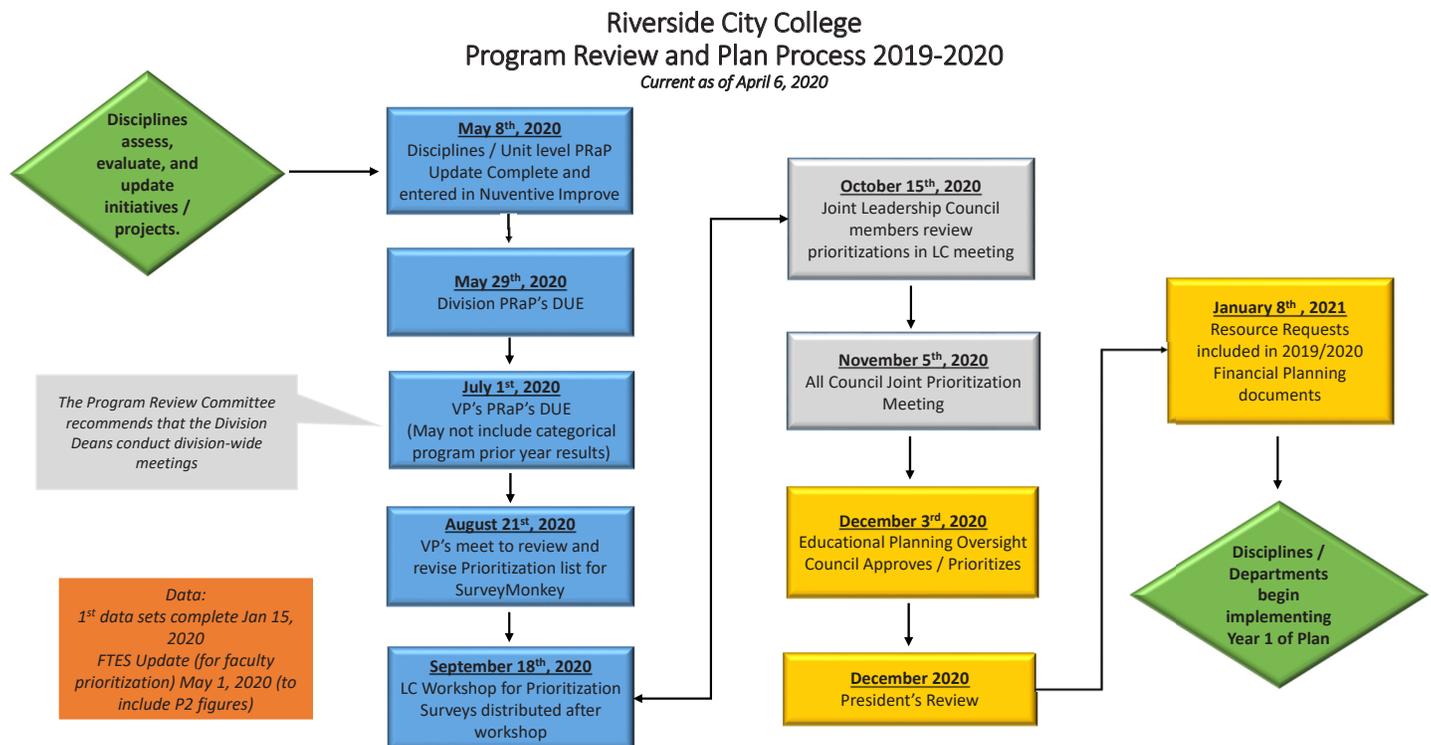
- What role does the department plays in supporting Guided Pathways and student equity?
- Efforts to address Student Equity Achievement Gaps: Describe any ongoing efforts or future plans to help address the objectives of the Student Equity Plan. This might include targeted intervention for specific groups including offering tutoring in engagement centers, faculty participating in Cultural Proficiency training, supporting college initiatives to reduce achievement gaps, etc
- In support of Guided Pathways, how are you ensuring that you are aligned with the Guided Pathways framework? What processes have you examined to ensure they student-centered? How are you helping students get on the path and stay on the path?
- Supporting Student Success using SAO Assessment: How are you using Service Area Outcome (SAO) Assessment to support discussions of student success? What is working well and where do you need additional support and focus?
- Faculty Advising Liaisons: How helpful are the faculty advising liaison “first five” recommendations? How are you using them now? What else would you like to see?
- Where are students the most successful? Which assignments / activities / engagement / academic support seemed to work best in identifying their strengths and learning?
- Where are students least successful? Are there any recommendations for assignments / activities / examples / engagement that may better link students' learning to their career and educational goals?

Curriculum Review Questions

- As part of the Program Review process, please ensure you are actively maintaining a copy of the current syllabus on the shared drive.
- Does the course have a CID descriptor? (Check on <https://assist.org/>)
- If a course linked to the program hasn't been offered in the last 2 years, please review and justify the continuation of having that course linked to that program.
- Have all courses been reviewed and approved according to the required schedule?

Data provided in the discipline's document repository:

- Course Level
 - All course COR's
 - Excel file with a list of courses
 - Last term the course was offered at RCC
 - Last date the course went to the board for approval
- Program Level
 - Excel list of programs
 - Courses related to that program
 - Last term the course was offered at RCC



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Bi-Annual Council and Committee Report

This template provides an ability to document and communicate the activities of councils and committees and how their important work aligns with accreditation improvement plans.

When you submit this form, the owner will be able to see your name and email address.

1. Name of Council / Committee

2. Please indicate the reporting term.

- Fall 2019
- Spring 2020

3. Identify the Council or Committee Top Goals for 2019-2020 (up to 4)

4. Using the defined Goals from #3, identify the goal alignment with the Accreditation Improvement Plan

	Standard I	Standard II	Standard III	Standard IV
Goal 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What activities / strategies were implemented to address these goals?

6. What activities / strategies does the council or committee anticipate implementing in the next term?

7. What support (collaboration, resources, training, etc.) is needed to help the council or committee meet these goals?

8. Please provide a short success story from this term's activities.

9. Identify any challenges or obstacles the council or committee encountered during the term.

Enter your answer

10. Is there anything else important for the college leadership to know about your council or committee's role?

Enter your answer

Submit

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Planning Documents & College Publications Update Schedule

Plan or Publication	Most Recent Version	Scheduled to be Assessed and Updated as needed	Responsible Council/ Committee	Status
PLANNING DOCUMENTS				
Educational Master Plan	2015-2020	Fall 2020	TL-LC	
RCC 2020-2025 Strategic Plan	2020-2025	Spring 2021 (Annual Assessment)	EPOC/ASC	
Strategic Enrollment Management Plan	2018-2020	Fall 2020	TL-LC	
Facilities Master Plan	2018	Annual Review	RDAS-LC	
Technology Resources Plan	2019-2024	Annual Review	RDAS-LC	
Human Resources Staffing Plan	2015	Update 2020	RDAS-LC	
Financial Plan	2015-2000	Fall 2020 (Annual Assessment)	RDAS-LC	
Student Equity Plan	2019-2022	Annual Assessment	SEC	
3-Year Guided Pathways Plan	April/May 2020	Annual Assessment	Guided Pathways	
Integrated Academic Support Implementation	2020	Annual Assessment	SAS-LC	
Dual Enrollment	2020	Annual Assessment	TL-LC	
Communication Plan	2020	Annual Assessment	RDAS-LC	
Assessment Plan	2019	Update 2020/Annual Assessment	GEMQ-LC	
Professional Development Plan	2020	Annual Assessment	RDAS-LC	
COLLEGE PUBLICATIONS				
College Catalog	2020-2021	Annual Update	TL-LC/Curriculum	
Curriculum Handbook	2019-2020	Annual Update	TL-LC/Curriculum	
Student Handbook	2019-2020	Annual Update	SAS-LC	
Faculty Handbook	2020	Annual Update	TL-LC	
Strategic Planning Handbook	2020	Annual Update	EPOC/GEMQ-LC	
ASSESSMENT TOOLS				
Strategic Planning Report Card	2020	Annual Update	Office of Institutional Effectiveness	
Program Review Assessment	2020	Annual Assessment	Program Review Committee	

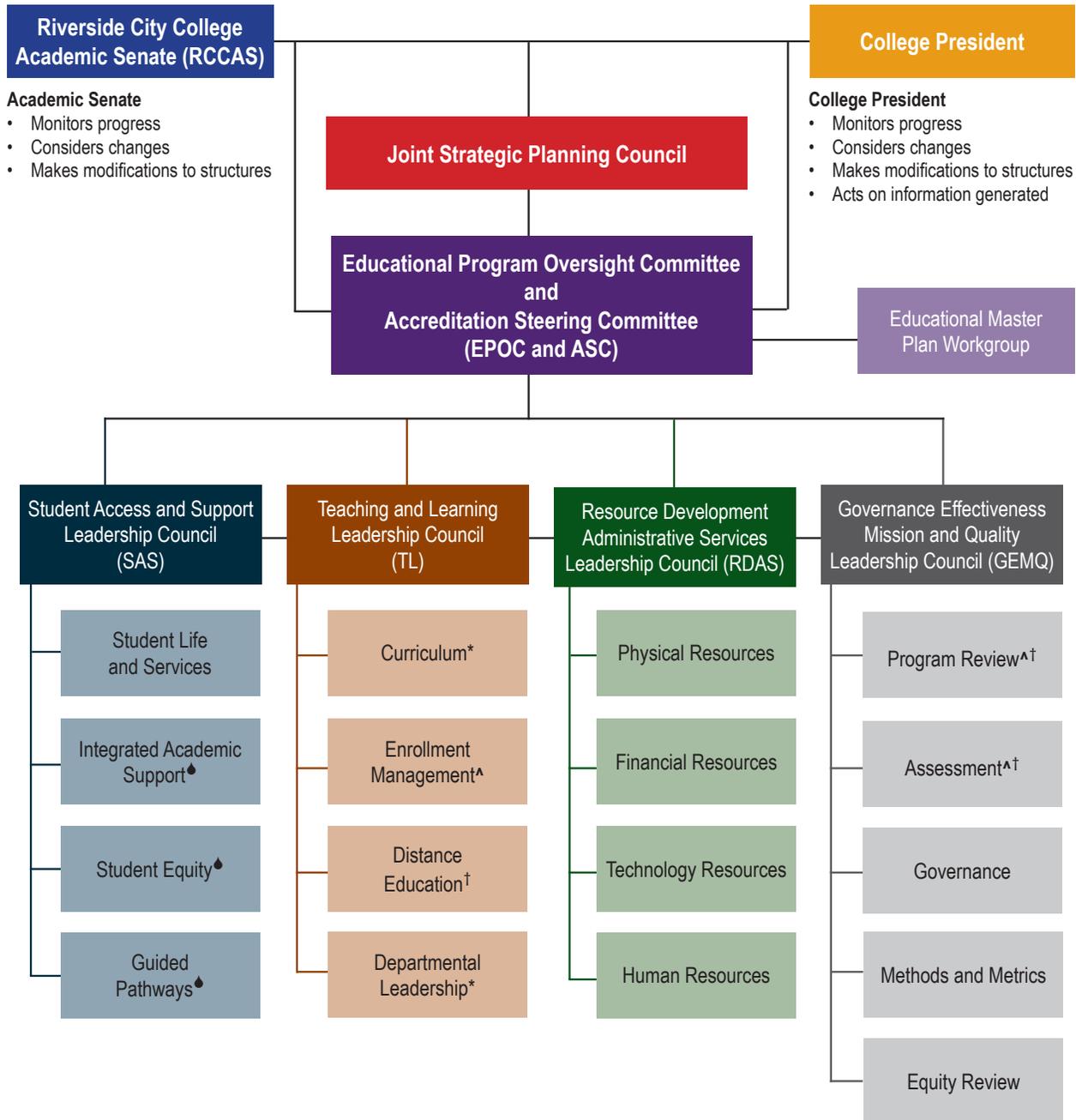
Conclusion

It is just in the last year of the 2015-2020 plan that the college turned its focus more substantively and centrally to teaching and learning now that some of the large scale structures are in place. This is not to say that there has not been professional development and training available both college-wide and in individual departments, but it had not been an all hands on deck, systemic effort that sought to engage all faculty. The Guided Pathways focus for the 2019-2020 AY has been Pillar 4, Ensuring Learning. For real change in student success and equity outcomes, changes at the classroom level, where students spend most of their time on campus and have their most sustained engagements, are essential.

However, the college must also robustly support an increased emphasis on data literacy and on how to use such data effectively at all levels of planning—from individual faculty making decisions about how to design and teach a specific course, up through course level and department level discussions about outcomes data, and service area discussions and decisions about priorities. Having data is one thing; having and using the tools to interpret and analyze data in order to arrive at impactful data informed strategies and interventions is another. Understanding how many students need to be reached to close equity gaps (very few for some populations, but much more daunting numbers with others), seeing students and not numbers, and recognizing the importance of cultural competency for all faculty, staff, and administrators in the effort to close equity gaps and improve outcomes for all students will all be essential to achieving the college's success and equity goals.

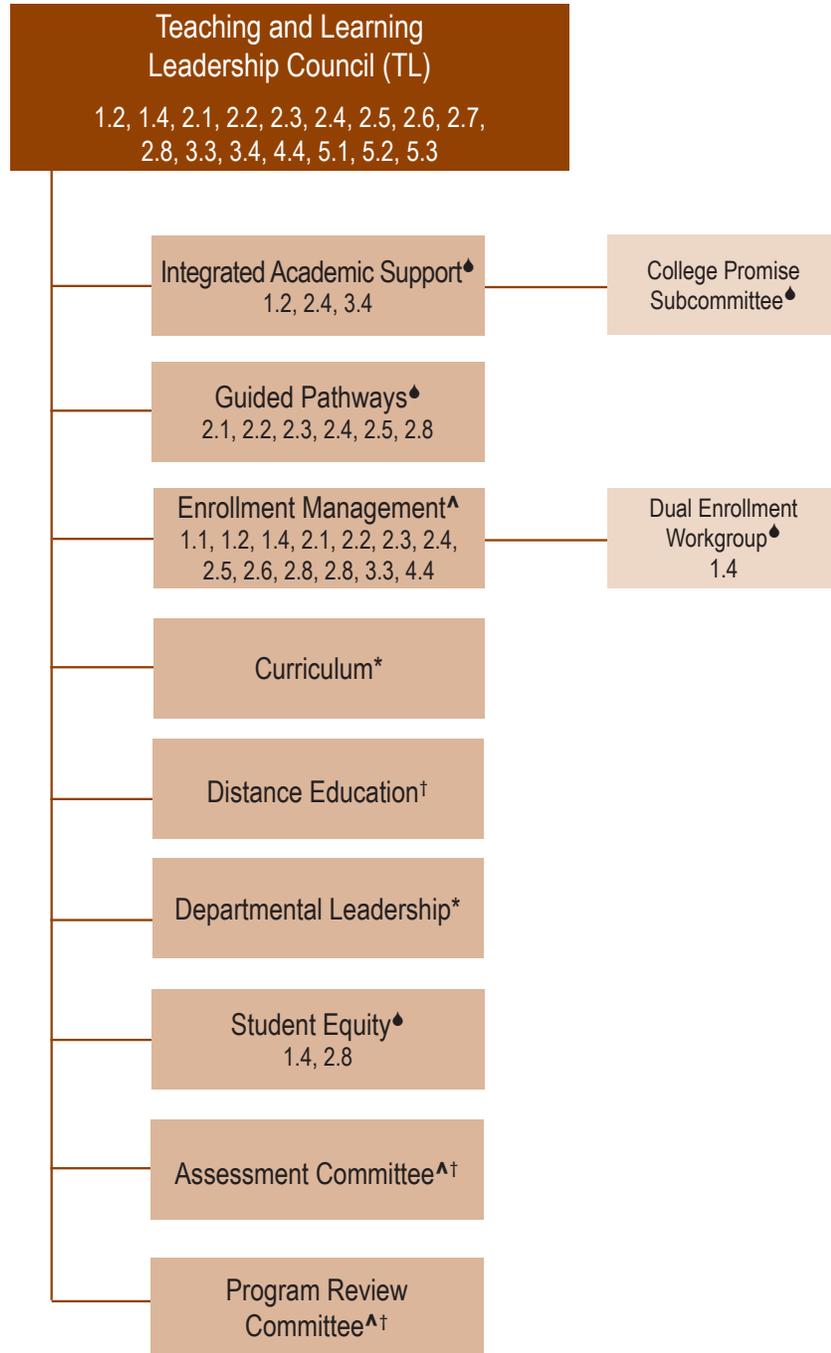
Council and Committee Structure

Work to create, monitor, assess and revise structure



* RCCAS Committee
 †RCCAS Subcommittee
 • Joint committee of TL and SAS
 ^ Joint with TL and GEMQ

Teaching and Learning Leadership Council (TL)



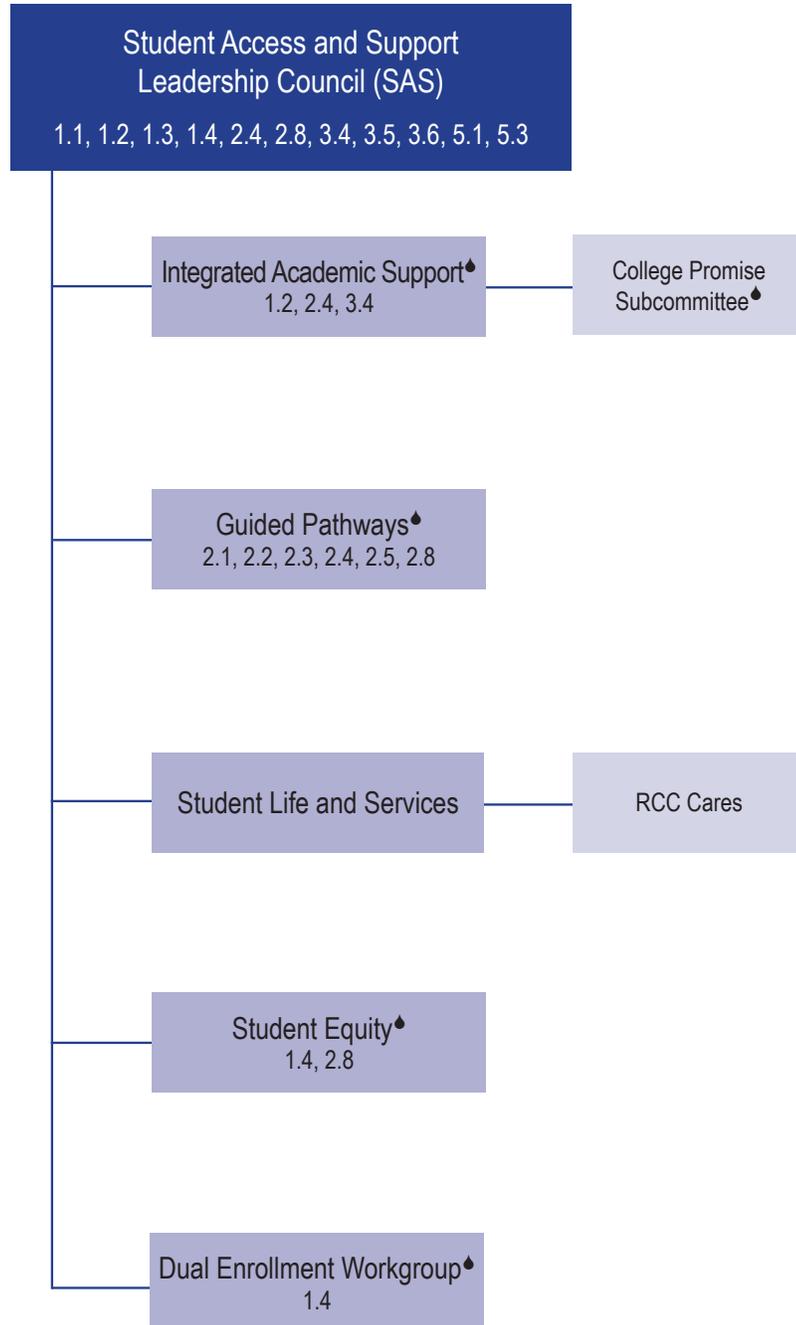
* RCCAS Committee

†RCCAS Subcommittee

♦ Joint committee of TL and SAS

^ Joint with TL and GEMQ

Student Access and Support Leadership Council (SAS)



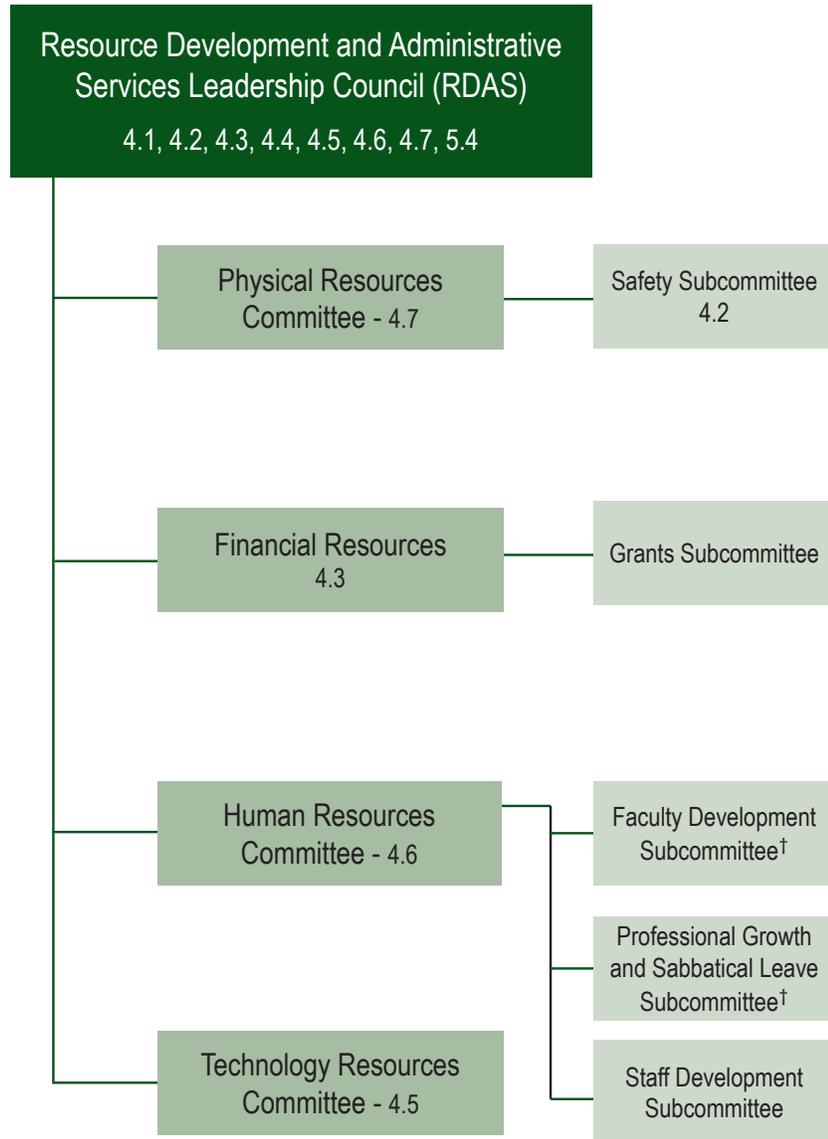
* RCCAS Committee

† RCCAS Subcommittee

◆ Joint committee of TL and SAS

^ Joint with TL and GEMQ

Resource Development and Administrative Services Leadership Council (RDAS)



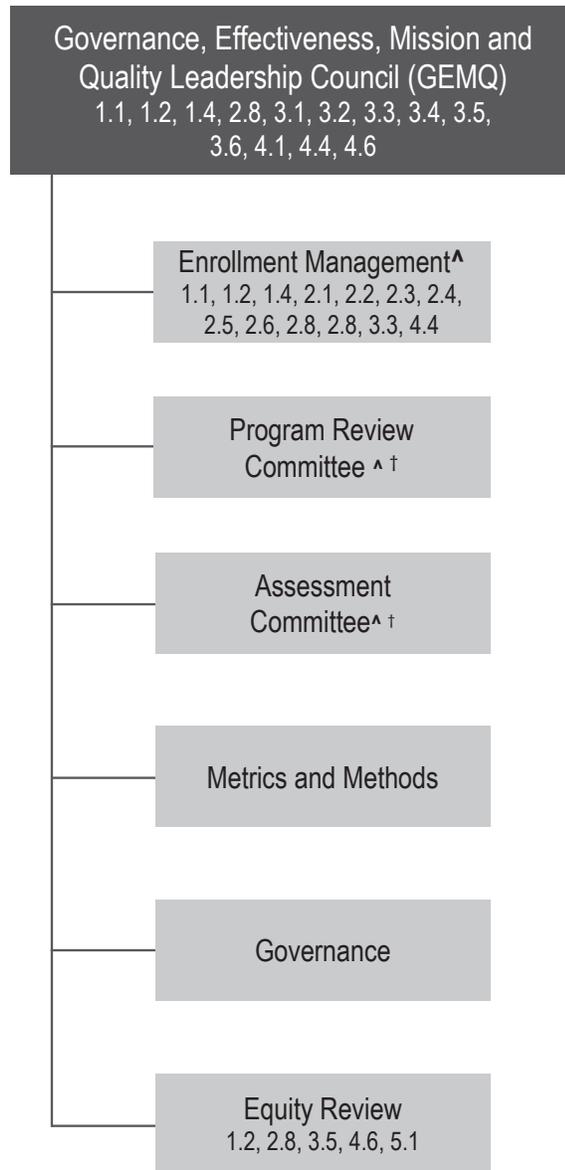
* RCCAS Committee

† RCCAS Subcommittee

◆ Joint committee of TL and SAS

^ Joint with TL and GEMQ

Governance, Effectiveness, Mission and Quality Leadership Council (GEMQ)



* RCCAS Committee

† RCCAS Subcommittee

◆ Joint committee of TL and SAS

^ Joint with TL and GEMQ

Glossary

Accreditation – Governed by ACCJC, “Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by a regional accrediting agency.

Accreditation Steering Committee (ASC) – Committee to coordinate the development of an accreditation plan.

Accrediting Commission for Community and Junior Colleges (ACCJC) – Supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

Area of Emphasis (AOE) – A group of related courses within a major or degree.

Assessment, Orientation, and Counseling (AOC) – Process that is required for all new students to prepare for registration.

Associate Degrees for Transfer (ADT) or AA-T or AS-T – Makes it easier for community college students to transfer with a guaranteed saved spot at a participating four-year university and earn a bachelor’s degree.

Associated Students of Riverside City College (ASRCC) – Student-led and managed leadership group.

Budget Allocation Model (BAM) – Model used to allocate budget and funding from the District level to each of the three colleges.

California School Employees Association (CSEA) – Classified union

California Teachers Association (CTA) – Faculty union

Career and Technical Education (CTE) – Includes: Applied Technology, Business Administration & Information Systems Technology, Cosmetology, Early Childhood Education, and Senior Citizen Education Departments.

Categoricals/Categorical Programs: Programs funded by categorical state funding.

Census designated place (CDP) – A concentration of population defined by the United States Census Bureau for statistical purpose only.

Center for Communication Excellence (CCE) – Resource center with tutors available to help students improve their communication skills.

Center for Urban Education (CUE) – Provides support for faculty, administrators and staff to better understand the harmful effects of invisible forms of racism on their campuses.

Classified Leadership and Success (CLAS) – College committee designed to support professional development.

Co-Curricular – Departments, activities, and staff that support student learning, student life, and student success aligned with the Guided Pathways Pillars.

College and Career Access Pathway (CCAP) – A joint initiative of the California Community Colleges Chancellor’s Office and the California Department of Education, which allows high school students to dual enroll in up to 15 community college units per term. See also Dual Enrollment.

Community College Equity Assessment Lab (CCEAL) – National research laboratory under the Interwork Institute at San Diego State University.

Community College Survey of Student Engagement (CCSSE) – This survey provides “voice of the student” information. It is a nationally-administered and normed survey.

Community for Academic Progress (CAP) – Learning community to promote student success.

Completion Rate – Percentage of students who earn a degree or State Chancellor’s Office approved certificate, or transfer to a four-year institution within a given number of years from their initial term of enrollment.

Cooperative Agencies Resources for Education (CARE) – Provides assistance for eligible students who are single parents receiving benefits to pursue a college education.

Course Identification Number (C-ID) – Numbering system used to articulate courses between community colleges and California’s higher education institutions.

Course Objectives – Skills needed to master a student learning outcome of a course.

Course Outline of Record (COR) – Document providing structure for a course.

Course Retention Rate – Percentage of students who remain in the course at the end of a term.

Course Success Rate – Percentage of students who pass a course.

Curricular Academic – Departments, activities, and staff that support students with academic course and content, aligned with Guided Pathways Pillars four.

CurricuNet / META – Web-based software used to record curriculum information including course descriptions, Student Learning Outcomes, etc.

Datamart – The California Community College State Chancellor’s Office data website. Provides self-service data on many aspects of a community college.

Department Leadership Council (DLC) – Composed of chairs and assistant chairs of the academic departments of the college. Allows for open dialog between chairs and the administration and advises the academic senate with regard to the maintenance and evolution of academic programs of the college and district.

Disability Resource Center (DRC) – Provides support services specifically for students with disabilities.

Distance Education (DE) – Course taught in an on-line or hybrid modality.

District Budget Advisory Committee (DBAC) – District-level committee to coordinate budget issues.

Dual Enrollment – Equity-focused high school to community college option intended to allow underrepresented high school students an opportunity to enter designated pathways. See also College and Career Access Pathway (CCAP).

Glossary

Educational Advisors – Classified staff supporting students. Primarily based in Engagement Centers.

Educational Master Plan (EMP) – Plan used to provide a long-term framework for educational planning. Works in coordination with the College and District strategic plans.

Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) – Oversees and directs the general work of the councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. It also serves as the Accreditation Steering Committee.

Engagement Centers – Physical locations serving as student “hubs” for integrated academic support

English as a Second Language (ESL) – Academic discipline supporting curriculum for English language learners.

Extended Opportunity Programs and Services (EOPS) – Retention and support program to assist students who are affected by social, economic, educational, or language disadvantages.

Facilities Master Plan (FMP) – Plan to provide an overview of facilities improvement and development over the next two decades.

Faculty Advisors – Faculty trained to work with Counselors and Educational Advisors to support students

Faculty Liaisons – Faculty who act as a liaison between engagement center staff and department faculty to provide student support.

Faculty Obligation Number (FON) – The number of full-time faculty a district is required to employ each fall.

Financial Resources Committee (FRC) – Works to organize and coordinate the college’s financial resources.

Fine & Performing Arts (F&PA) – Includes: Art, Dance, Theatre, and Music Departments.

First Generation: Students who are in the first generation of their family to attend college.

First-Time College Student/First-Time Freshmen – A student enrolled in college for the first time, including students who were previously enrolled in dual-enrollment courses.

Free Application for Federal Student Aid (FAFSA) – Financial Aid application

Full-Time Equivalent Faculty (FTEF) – Calculation which the college uses to combine part-time faculty proportions into a full-time faculty calculation.

Full-Time Equivalent Student (FTES) – Calculation which the college uses to combine part-time student proportions into a full-time student calculation.

General Education Learning Outcome (GESLO) – Describes the knowledge, skills, and attitudes that students are expected to acquire while completing general education courses.

Governance, Effectiveness, Mission and Quality Leadership Council (GEMQ-LC) – Leadership council with a focus on institutional effectiveness and continuous improvement.

Guided Pathways – Framework implemented to create an integrated, institution-wide approach to student success, following the four pillars approach. The four pillars include: Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning.

Improvement of Instruction (IOI) – Faculty evaluation process.

Institute for Evidence Based Change (IEBC) – Nonprofit organization dedicated to helping educational stakeholders make informed decisions, collaborate, and act to increase success for all students.

Institutional Effectiveness Partnership Initiative (IEPI) – A collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system's ability to effectively serve students.

Institutional Learning Outcome (ILO) – Learning outcomes identified by a college through their Strategic Plan.

Institutional Self-Evaluation Report (ISER) – Self-assessment plan required for Accreditation.

International Student – Students enrolled and on an F1 or J1 Visa.

Key Performance Indicators (KPIs) – Measures different operational and strategic aspects of the College. Includes the Vision for Success metrics.

Languages, Humanities and Social Sciences – Includes: Behavioral Sciences, Communication Studies, Economics/Geography/Political Science, English & Media Studies, History/Humanities/Philosophy, and World Languages Departments.

Math Learning Center (MLC) – Provides support for students enrolled in math courses.

Memorandum of Understanding (MOU) – Formal memorandum between two entities.

Multiple Measures Assessment Project (MMAP) – State-wide pilot using students' high school coursework for placement into community college courses. The significant successful results of this pilot provided the data for AB 705.

National Student Clearinghouse (NSC) – Nation-wide non-profit resource providing tracking and enrollment information. Used by research to identify student transfer and subsequent degree information.

Partnership Resource Team (PRT) – IEPI coordinated and funded team. At the college's request, a PRT will review processes/procedures and recommend options for improvement.

Persistence – The rate at which students return in a subsequent major semester.

President's Leadership Team (PLT) – College President and Vice Presidents.

Program Learning Outcome (PLO) – Reflect the skills and knowledge a student will gain through sequenced curriculum within a certificate or degree.

Program Map – Serves as a guide to help students complete a certificate or degree.

Glossary

Program Review and Plan (PRaP) – Facilitates, monitors, and evaluates programs and ensures alignment with College goals. Plans are consolidated to the vice president plan and used to assist in college-wide resource prioritization.

Quality Focus Essay (QFE) – As part of the ISER, it identifies areas of potential growth.

Resource Development & Administrative Services Leadership Council (RDAS-LC) – Leadership council with a focus on resource development (human, financial, technological and physical) and revenue sources.

Retention – Students completing a class regardless of final grade. This rate is a percentage calculated based on the census enrollment.

Riverside City College Academic Senate (RCCAS) – Makes recommendation to the college administration and to the Board of Trustees regarding academic and professional matters (defined by AB1725, S53200).

Science Technology Engineering and Mathematics (STEM) – Includes: Math, Life Sciences, Physical Sciences, Chemistry, and Pre-Engineering.

Student Equity and Achievement Program (SEAP) – Through the Guided Pathways framework, integrate the equity work from student services into the classroom by celebrating student success, and eliminating achievement gaps from underrepresented groups.

Student Equity Committee (SEC) – Addresses institutional and larger societal barriers that have resulted in inequitable outcomes for a significant number of marginalized student groups.

Service Area Outcomes (SAO) – Clear, concise, and measurable statement that services areas use to assess how well they are accomplishing their goals.

Skills Builder – Students who enroll in a single course or series of courses to improve job skills or for personal growth.

Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive and Equitable (SMARTIE) – Provides a recommendation on how to write goals focused on equity.

Strategic Planning Leadership Council (SPLC) – This council was replaced by EPOC.

Student Access and Support Leadership Council (SAS) – Leadership council with a focus on student services, access, success, and integrated academic support.

Student centered funding formula (SCFF) – Ensures community colleges are funded, at least in part, in how well their students are faring.

Student Education Plan (SEP) – Official plan of enrollment developed in coordination with a Counselor.

Student Learning Outcome (SLO) – A measure of what students should learn in a course, regardless of who is teaching. Assessment of outcomes during the Program Review process are used by faculty to inform activities, review, improve, and implement changes to improve student learning.

Success – Students passing a class with a grade of A, B, C, or P. This rate is a percentage calculated based on the census enrollment.

Survey of Entering Student Engagement (SENSE) – This survey, administered by CCSSE to first-time students, provides voice-of-the-student feedback to the college.

Teaching and Learning Leadership Council (TL-LC) – Leadership council with a focus on the educational master plan, enrollment management, academics, and career and technical programs.

Technology Master Plan – Establishes goals and objectives related to technology acquisitions and use

Total Cost of Ownership (TCO) – Encompasses all possible expenditures associated with specific components needed for college operations.

Trailhead – A set of courses providing an overview/introduction to one of the eight Instructional Pathways: Advanced Technical Trades; Health-Related Sciences; Social & Behavioral Sciences; Business Information Systems; Languages & Humanities; Visual, Performing & Creative Arts; Education & Teacher Preparation; and STEM.

Transfer Directed – Student who has successfully completed a transfer-level English and math course.

Transfer Prepared – Student who has earned 60+ transferable units with a 2.0+ GPA.

Transfer Ready – Student who meets transfer prepared and transfer directed status.

Vision for Success – California Community College State Chancellor’s Office plan including metrics to improve student success.

Weekly Student Contact Hours (WSCH) – Total number of hours faculty contacted students weekly in an academic department or institution.

