

Riverside
City
College

Educational Master Plan 2015-2025



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President's Message

Riverside City College's 2015-2025 Educational Master Plan is being launched during the college's year of centennial celebration. For a hundred years RCC has provided distinguished services to the community. Many students have had positive and significant influence in the social, political, cultural, and economic life of Riverside County and beyond.

This document reflects nearly two years of intensive research dialogue and analysis of the college's past experiences and the major challenges it will face to move the student success and student equity agenda forward. Distinguishing features of this Educational Master Plan include major strategies: The articulation of goals in clear unambiguous, measureable, and achievable targets; a student success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap. The internal organizational restructuring needed to implement such as ambitions plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the college. Externally extensive discussions and alignment of plans has also been secured from the feeder school districts as well as the receiving four year universities in our region.

Finally, I am proud to state that this document in its entirety is the product of the collective work of faculty, staff, managers, and students firmly grounded in a shared vision and mission of the college.

Wolde-Ab Isaac, Ph.D.



Executive Summary

After completing an exhaustive and comprehensive Institutional Self Evaluation for the 2014 accreditation cycle, Riverside City College recognized the importance of aligning all of its planning activities to a central, long-term vision. This updated Educational Master Plan, originally launched in 2008, now aligns with the revised strategic plan and offers a vision and a ten-year commitment by the institution to make student success, student completion, and student equity the cornerstone on which to build an integrated planning structure and the basis on which to allocate the college resources

The college has developed an over-arching strategy to improve student success, student completion, and student equity: The Student Success Pathways Initiative. This concept forms the center of gravity of this plan. The aim is help students define and pursue a clear educational direction in a timely manner by either transferring to a four-year college or university or by completing a Career or Technical Education degree or certificate that leads to employment that provides a living wage. If students lack the necessary reading, writing, and math skills to be successful in a particular pathway, the college will help students achieve the requisite literacy and computational skills within one year.

Riverside Community College District Board Policy AP 3250 outlines the basic principles for planning. The policy explains that “institutional planning processes shall be broad-based, comprehensive, systematic, and integrated into all aspects of decision making within the district. Data-driven program review processes shall provide the foundational documents used for planning. Each campus/college shall utilize campus/college academic planning councils and campus/college strategic planning committees for developing, reviewing, updating, and implementing plans.”

To fulfill the commitment outlined in Board Policy, the Riverside City College Strategic Plan and the various implementation plans provide the vehicle to implement this Educational Master Plan. The Strategic Plan, a five-year plan, requires that the Strategic Planning Leadership Councils monitor, assess, and evaluate all of the college planning activities each year. This ongoing assessment not only allows the college to recalibrate its goals or, if necessary, to modify its planning activities, it makes the Educational Master Plan a vibrant, living document that is assessed annually.

This updated Educational Master Plan articulates the strategic direction for the college and serves as a flexible guide to respond to both short- and long-term fluctuation in the college’s economic resources. While the plan projects a 2.5% annual growth rate, it also articulates the principles to guide enrollment management if the college has to adjust to any enrollment decrease. Included in the Educational Master Plan are links to updated Internal and External Environmental Scans that project continued growth in the college’s service areas and that offer insight into the employment opportunities for students.

The Educational Master Plan outlines the specific student success goals, puts emphasis on the need for integrated academic support, underscores the college’s goals for student equity and



access, and provides a general framework for institutional effectiveness and resource development. The plan also stresses the need for community partnerships, especially close working relationships with the four-year schools in the college's service areas and with the K-12 feeder schools. Included in this plan are the visions for each academic division and suggestions for the necessary integrated academic support—all of which will guide the allocation of resources—including facilities, human, and technological—necessary to make the institutional commitment to student success, completion, and equity a reality.



Introduction

Mission

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the college fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness. To encourage student success, the college provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Vision

Riverside City College will expand on its tradition as a premier community college recognized for excellence in education, innovation, and service.

Riverside City College Values

Values

Student Centeredness:

To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

Learning Environment:

To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.

Teaching Excellence:

To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives, and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.



Tradition:

To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

Riverside City College Goals 2015-2020

1. Student Success

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

2. Student Access

- 2.1 Ensure that all students have equitable access to the college's programs, courses, and services.
- 2.2 Enhance integrated academic support.
- 2.3 Counsel and advise students to help them plan for and progress toward their individual educational goals.

3. Institutional Effectiveness

- 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.

4. Resource and Learning Environment Development

- 4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
- 4.2 Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
- 4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff and plan for the maintenance and replacement of such investments
- 4.4 Invest in the College's human resources to support faculty, staff, and students.

5. Community Engagement

- 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.
- 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.
- 5.3 Offer programs and services that enrich the community.

Educational Master Plan Principles and Vision

This Educational Master Plan (EMP) has as its guiding principle equitable student access, completion, and success. The plan provides the college with a direction that improves performance in these areas by providing a comprehensive, long-range vision, covering the period of 2015-2025 that projects the needs of educational programs, student services, facilities, technology, and human resources.



The EMP provides the basis for strategic planning and provides a framework for aligning the various five year implementation plans that are part of strategic planning, particularly enrollment, human resources, and facilities plans. The Educational Master Plan will be used by the academic disciplines, administrative departments, and student services units to revise and update their annual planning, and these program reviews and strategic planning cycle in turn allow the college to refresh the EMP itself, which remains a living document.

The vision outlined in this Educational Master Plan is rooted in the following principles:

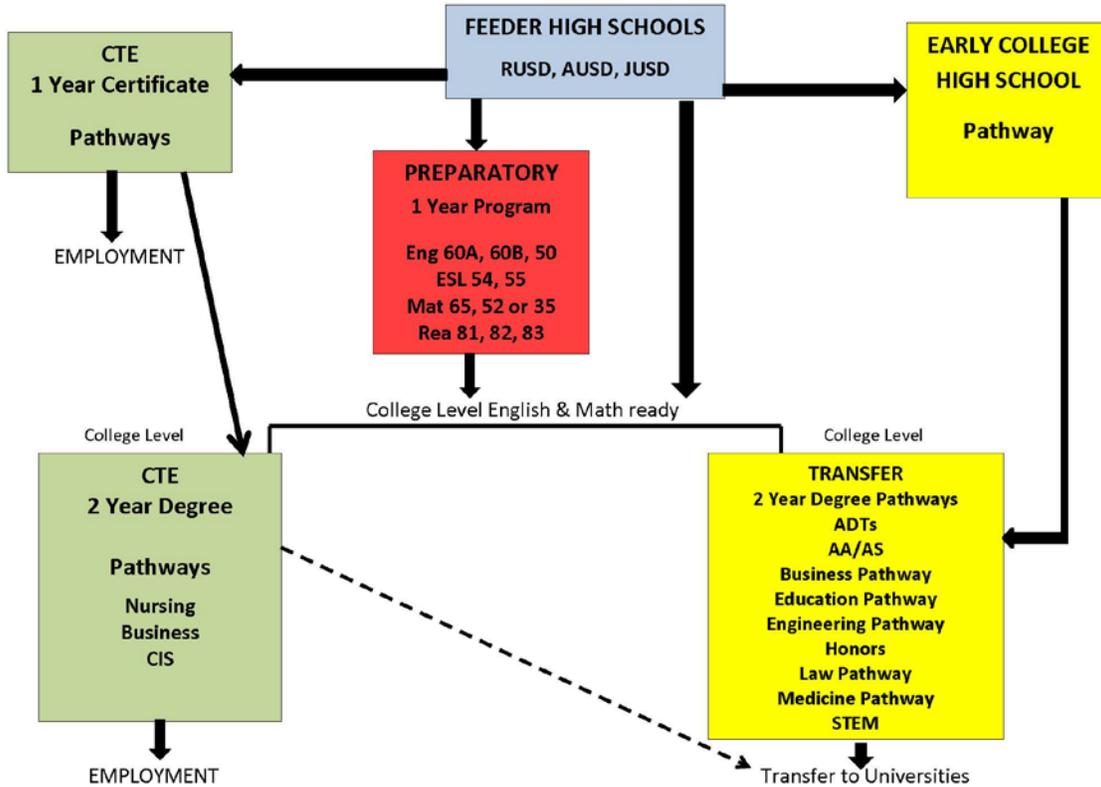
1. Make student success a central focus and prioritize goals and strategies that help the college close the equity gap;
2. Seek to understand the root causes of student underachievement;
3. Develop instructionally centered strategies that move from inside the classroom out to support student success;
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 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.

Vision

After several years of research and analysis of its static success and completion rates, RCC has embarked on a systemic redirection—the Pathways model—to focus more intentionally on student success in all areas of the college community. Thus this Educational Master plan outlines the college's direction in the three broad areas: General Education and Transfer, Remedial and Developmental Programs, and Career/Technical Education, as well as the support services and infrastructure necessary to this educational mission. It helps to shape the direction of existing programs and services and informs how any expansions would impact student completion and success.



RCC STUDENT SUCCESS PATHWAYS



The Student Success Pathways help students more efficiently and successfully achieve their educational goals by shortening the time it takes to achieve these goals: college readiness for those who are un- or under-prepared and for each student a defined pathway to transfer or through CTE programs. The college envisions a gradual migration over the life of this plan to full implementation of Pathways; thus, for much of this plan, many of the college's students will still be on the traditional model. In the first five years, the target is to have 30% of students on a pathway, but eventually the EMP envisions that the majority of students will be on clearly defined Pathways that meet students' diverse needs and educational goals.

Implementing Pathways will require a holistic approach by offering students not only access to the courses needed to complete their Pathways but also the academic and institutional support and vibrant learning environment necessary to complete and succeed in their educational goals. This implementation will require marshalling the college's resources through integrated planning, a lean and efficient institutional structure, and strong community partnerships.



Key Performance Indicators

Pathways is a data-driven response not only to the college's own analyses but also to the performance metrics mandated by the state. Riverside City College utilizes core metrics to analyze success and inform assessment, analysis, and recalibration of the strategies and goals the college has undertaken. The college is committed to creating structures that are flexible and responsive to changes in the metrics mandated by the state or necessitated by changes in the local environment. In 2014, the state offered specific guidelines for which the college will be accountable over the next several years—the nine metrics below—and these have shaped many of the college's current strategies and initiatives, not only because they are mandated but also because many of them are in line with the college's own analysis and determination to improve student success and completion. However, the college also strives to go beyond the minimum state standards in several areas.

The Nine Metrics

Student Success (ScoreCard + ADTs)

1. Completion Rates (Certificates and Degrees)
2. Math and English Remediation Rates
3. CTE Completion Rates
4. Number of Associate Degrees for Transfer (AA-T, AS-T) Awarded

Equity in Completion Index

5. Completion rate among subgroups (the minimum state standard $\geq .80$ for all groups; the college goal is 1.0 for all groups)

Student Services

6. Percentage of Students with an Education Plan (this is the state mandate)

RCC will also look at Student Services more comprehensively in terms of numbers of students served by tutoring, SI, counseling appointments, Ed Advisor appointments, etc.

Efficiency

7. Number of FTES spent to obtain 'higher order outcome' (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Beyond this state metric, RCC is focusing on shortening the time to completion to a 1+2 model.

Access

8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)
9. Participation rate among subgroups



The college’s strategic plan, informed by the overarching vision and goals of the Educational Master Plan, sets five-year targets in each of these areas, and these targets will be recalibrated each year on the basis of ongoing assessment. The strategic plan itself will be refreshed every five years to ensure that the college makes sustained and measurable progress towards its goals of increasing equitable student success and completion. As an outcome of this assessment, the metrics as described here may be modified to reflect current needs and mandates.

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. Implementing Pathways—the central initiative for improving student access and success—will require sustained efforts in all these areas. To accomplish these aims, the college will

- 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;
- Integrate and coordinate student support services among student services and academic personnel;
- Foster student engagement through academic, professional development, facilities, and technology investments that create structures and spaces for engagement;
- 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; and
- 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.

These proactive initiatives will help the college to address static success rates and equity gaps, meet the challenges and opportunities that will arise in the coming decade, and position the institution to be rapidly responsive to the needs of our students and the communities it serves.

Improving “success” in terms of the number of degrees and certificates delivered, transfer rates, and skill building that allows for better income and increased job opportunities is central; however, the college also emphasizes the students’ qualitative experience throughout their entire career at RCC, from the moment they encounter RCC’s outreach teams to the time they prepare to transfer or apply for a job.

Faculty, staff, and administrators recognize that success is a multi-faceted concept in a community college. There are a number of ways for students to succeed in RCC’s learning community:

The college will measure success in three ways:



1. How well the college moves students from pre-college to college level;
2. How many students are completing AA/AS degrees, transfer preparation, and certificate programs within two years;
3. How many students are completing short-term training goals.

Adopting a polyvalent definition of success responds to all the facets of a community college mission; it also guarantees that the Educational Master Plan addresses the needs of each of RCC's diverse student population.

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. Revising college processes and implementing new initiatives will help reduce the obstacles that have been identified as being particularly insurmountable for the most underserved students and will provide a more supportive and conducive learning environment for all students.

Preparation

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 by

1. 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;
2. 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
3. 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;
4. 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;
5. Expanding the early college model to all the college's feeder high schools;
6. Initiating a summer bridge program for students ready for a transfer pathway to facilitate their transition to college; and



7. 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.

Academics

Riverside City College—a comprehensive community college meeting the diverse needs of basic skills, CTE, and transfer students in the traditional STEM and humanities / social sciences areas—recognizes the value of a broad based, comprehensive education in order to ensure that students acquire not only academic and career skills but also the global awareness and the “soft skills” needed to prepare them for work and life-long learning.

The college has embraced the eight recommendations laid out by the California Community College Task Force on student success (SSTF Final Report of January 17, 2012):

1. Increase College and Career Readiness;
2. Strengthen Support for Entering Students;
3. Incentivize Successful Student Behaviors;
4. Align Course Offerings to Meet Student Needs;
5. Improve the Education of Basic Skills Students;
6. Revitalize and Re-Envision Professional Development;
7. Enable Efficient Statewide Leadership & Increase Coordination Among Colleges; and
8. Align Resources with Student Success Recommendations.

Recommendations 2, 7, and 8 are addressed in other parts of the EMP. Recommendations 1, 3, 4, 5, and 6 are addressed below.

Transfer

Nearly two-thirds of entering RCC students identify transfer as their first educational goal. The Pathways model helps students who are ready for college level work by offering a 2 + 2 model for completing their BA/BS. And extending beyond the BA/BS, RCC has developed partnerships that will allow students to move on to professional Pathways in Law, Medicine, Engineering, Business and Education, as well as a pathway in Honors which enables students to enhance their competitiveness for admission to transfer universities. 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.

Transfer Pathways

RCC currently has 25 ADTs, which give students clearly defined Pathways in these majors and guarantee transfer to the CSU system (though not always to their first-choice campus).

In July 2015, the UC system announced Pathways in 10 majors (Anthropology, Biochemistry, Biology, Cell Biology, Chemistry, Economics, Math, Molecular Biology, Physics, and Sociology) that will give students a clear plan for lower division major preparation across the UC system. While these Pathways do not guarantee admission, they significantly simplify the process of preparing to apply to multiple campuses in these areas. During the academic year 2015-2016 the UC system will add 11 additional



majors to this initial offering. The college will work proactively with other community colleges to encourage the UC system to move from offering just curricular Pathways and towards offering guaranteed admission to the system for students who complete such Pathways at a particular GPA threshold. UC has currently committed to accepting up to 30% of students from community college transfers. How this guarantee is implemented will require close collaboration and monitoring. Moreover, the college will work with partners to ensure a more seamless articulation of lower division courses across the UC system using CID descriptors that have already been created for the ADTs.

As the initial list of UC Pathways indicates, the STEM areas are in high demand. As part of implementing Pathways, RCC will gradually adjust the balance of current offerings in the STEM and Social Sciences/ Humanities areas to increase STEM offerings as demand and the level of math preparation increases. Such a shift will need to be done carefully by considering both the fiscal and the facilities limitations, the demand on the part of students, and the need for a vibrant and thriving liberal arts education with robust offerings in the humanities and social sciences. Such modifications to the current balance of offerings will be carefully monitored, assessed, and recalibrated to ensure the most effective balance of offerings to meet student needs and job market demands.

Remediation

The college's vision for remediation includes a structure in which students can complete their preparation for college level work in one year. To facilitate this, the college will create a Basic Skills Division that houses ESL, Reading, Basic Skills level math and English, and the support services necessary to help students succeed in these classes, reach college readiness, and transition to a two-year pathway.

Proper placement leads to success, and shortening the time to remediation increases persistence. Thus the college will expand assessment in the 11th grade at feeder high schools and offer opportunities for high-school students to begin remediation during their senior year. The college recognizes that college ready literacy requires eliminating the bifurcation between reading and writing, and thus the college will aggressively adopt acceleration programs that are proven and eliminate this bifurcation. Finally, the college needs to continue to work with and learn from four year partners, such as CSUSB, who have models for successful bridge/ college readiness preparation models

Alternatives Placement Methods

History shows a vast majority of students come to placement tests not only insufficiently prepared for their content but also largely unaware of the long-term consequences their placement can have reaching college readiness or maintaining motivation. The college will continue to research and explore new placement mechanisms and assess current alternative placement mechanisms as a component of the pathways model in order to find models that preserve academic rigor and serve the educational needs of our students, preparing them to be successful in college and career. Moreover, pre-placement counseling and workshops will help new students better understand the role and importance of placement tests, encouraging them to be better prepared to take the tests.

Basic Skills Courses

The college will support the effort to reduce time for remediation outlined in this plan by researching, developing, and implementing alternative basic skills curricula. This is a college priority along with



providing the integrated academic support necessary to move students through basic skills in their first year.

Math is essential preparation for STEM fields, so reducing the time for remediation here will open access to STEM areas for more students. The college will explore the kinds of math needed for Liberal Arts students as opposed to the Math preparation needed for STEM students at the basic skills level to mitigate the effect of bottleneck courses.

Further, by receiving reading and writing instruction that is a shared responsibility and a joint priority across disciplines, students eventually master the fundamental skills required to be successful at RCC and beyond. In addition to learning communities that foster cross-disciplinary collaboration and professional development opportunities that encourage writing across the curriculum, a college-wide Writing and Reading Center, not just a discipline/department specific facility, will greatly aid in this endeavor but will require a commitment of resources and collaboration among faculty in various areas to accommodate students across disciplines.

Enrollment management will prioritize courses advancing student academic progress along with time slots, types, and modalities proven to deliver the best results. Continuous monitoring, assessment, and evaluation of the enrollment management plan will support this effort. In the shorter term, by focusing a greater proportion of resources on the 40% of students who are under-prepared rather than un-prepared, the college will be able to move more students swiftly to a two-year pathway. This does not mean ignoring students who are un-prepared. The focus for unprepared students will be on curriculum redesign and acceleration models that ensure students acquire the skills they need while moving more quickly through remediation. The college also needs to capture moving from basic skills to college readiness as an end point; this is a success the college should celebrate.

Career and Technical Education

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. The vision over the life of this Educational Master Plan is to focus efforts in CTE on offering students training and skills that lead to not just entry level but also living wage employment. CTE has particular relevance for adult workers who need to upgrade skills in order to help meet the state's economic potential. The high percentage of small businesses also has implications for how CTE engages its employer communities and suggests the need for employees to develop entrepreneurial and career management skills.

Over the life of this plan, RCC's focus will be on living wage, not just entry level training. CTE programs will be streamlined to align with the cohort and block scheduling models where this is applicable.

The following areas will be central in RCC's efforts in CTE:

- Integrating contextualized developmental education and soft skills into CTE curriculum/programs to ensure student success and career readiness;
- Making certification and completion – not just degree completion – a priority for the college;
- 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;



- Focusing efforts in the region to develop partnerships that lead to economic and workforce development; and
- 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.

Conclusion

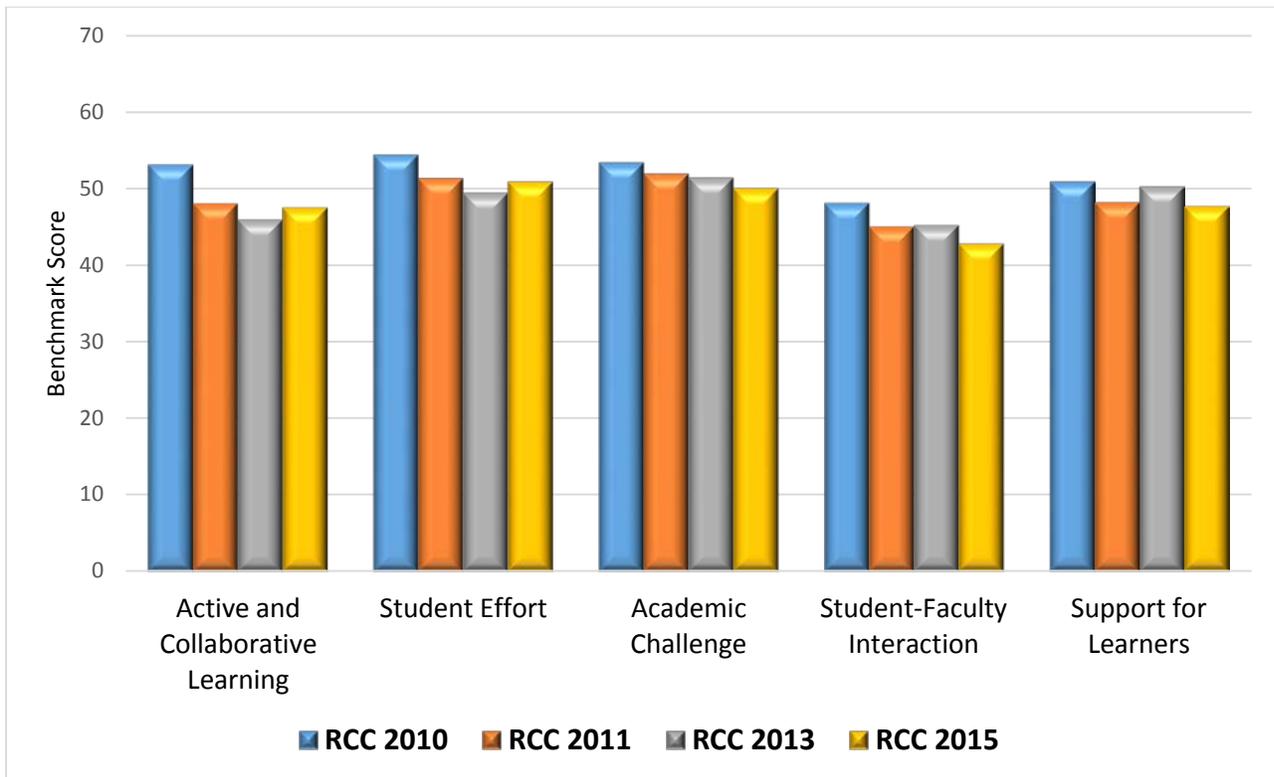
Both CTE and traditional academic programs must be increasingly mindful of aligning with and responding to our region's economic and professional landscape. On the basis of regularly updated data from Institutional Effectiveness and an increasingly tighter collaboration with agencies, corporate, K-12, and university partners, departments across the disciplines will be tasked to review, revise, envision, design, and evaluate existing and new programs. The external scanning of trends and evolution of recruitment needs will be key components in expanding or contracting, adding or sunseting programs, as well as in equipping the faculty with the new skills they themselves will need to teach and guide students towards their career goals.

Culture of Engagement

An important component of student success is connection to the institution at each stage of students' time at the college. One way RCC measures student engagement is via the Community College Survey of Student Engagement (CCSSE). The college has administered the survey four times in the last six years. CCSSE groups selected survey questions into five conceptually related benchmarks that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. As shown in the graph below, students' responses to the survey's benchmark questions have consistently declined. These responses provide an opportunity for the college community to have conversations about why the responses are declining and what can be done to reverse this trend.



RCC Student Responses to CCSSE Benchmarks



The physical environment of the campus provides an important component of engaging students and providing for their out-of-class needs. Students need spaces to study, interact, network, recharge, and collaborate with each other and with faculty. 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. Re-creating the Tiger's Den and leveraging existing spaces for engagement centers for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will provide the physical structures essential to promote engagement. The college currently has engagement centers dedicated to programs, such the Honors Study Center or Ujima's Homeroom. Adding engagement centers for each pathway will offer more students the opportunity to benefit from more sustained engagement.

The college is also committed to institutionalizing faculty advising. 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.

The college will continue its commitment to better involving students in campus life through extra-curricular 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. (See appendix B). Moreover, the college will support the growth of student professional organizations connected to each of the Pathways.

Counseling, Advising, and Academic Support

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. Counselors and librarians will need close relationships and coordination with disciplines as the college moves to this level of specialization. Taking advantage of the new digital platform the college has invested in to coordinate seamless interaction between students and their support team—counselors, educational advisors, faculty advisors—will help facilitate this integration. The section below on student access and support, as well as the college student success and equity plans, offer a vision for integrating counseling, advising, tutoring, and other interventions to provide students with the tools necessary for success.

Further, expanding the supplemental instruction (SI) program, especially in every section of those courses identified as “bottlenecks” or systemic barriers to a student’s ability to move forward, is part of refocusing support efforts to students’ needs within the classroom. Peer mentoring and tutoring and 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.

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.

The college will put in place a staff development plan connected to the college’s strategic goals and initiatives. Professional Development should be targeted specifically towards equipping college personnel to meet the college’s student success and equity goals.

Targeted Online Education

Online 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. The vision is that targeted online education will be able to reduce the cost of specific programs (e.g., Dental Hygiene) by facilitating partnerships with other community colleges and providing an opportunity for resource sharing for expensive programs. Finally, online education can provide opportunities for concurrent enrollment of RCC students with CSU and UC campuses, facilitating students’ ability to move through their programs of study more efficiently.



However, the college also urgently needs to address the wide difference in success that data, both at RCC and nation-wide, shows between online and face-to-face modalities. As a general rule, research has demonstrated that “there is growing evidence from research in [e-learning] that certain strategies... will enhance teaching and learning - just as certain tactics and strategies do work in face-to-face pedagogy” and that, “in order to entice students to participate, a course must offer —group activities, structure, stimuli, cajoling by tutors and peers... [and] a purpose or a reason to go online.” In-depth investigation in student retention and success by experts, such as the Sloan consortium’s, has led to the enunciation of three principles that found successful online instructional strategies:

1. Students must be taught and guided to do [most of] the work;
2. Interactivity is the heart and soul of asynchronous learning; and
3. Courses must be designed to strive for presence: social presence, cognitive presence, and teaching presence.

The college recognizes its responsibility to equip faculty to bridge that gap and will develop and maintain a technological and human infrastructure that ensures learners and educators are supported in making the best possible use of online learning technologies. To facilitate these aims, the college will commit to faculty development, learner training, currency with developments in the field, and ongoing research, assessment, and data-based strategic revisions.

Culture of Ongoing Assessment

The Educational Master Plan’s success depends on a comprehensive assessment framework. A culture of ongoing assessment means that the college (1) evaluates the effectiveness of outputs, outcome, and impact and develops instruments to support this evaluation; (2) assesses the efficiency and effectiveness of its processes; and (3) monitors and tracks progress, allowing rapid modifications and recalibrations to properly balance funding and costs. This assessment framework will create synergies between the faculty’s experience of student learning that informs the decisions guiding continuous improvement efforts and the many areas actually measured by institutional effectiveness: graduation, retention, job placement, student services, management and administrative structure, physical facilities, and infrastructure, among others. While assessment measures provide beneficial strategic information, students also greatly benefit both directly and indirectly from interacting with instructors, counselors, staff, and administrators who are fully informed and aware of data, facts, and trends that not only apply to their particular area of expertise but also impact the college as a whole. Receiving direct and timely feedback will help all constituents in the college community realize the importance of their individual contribution and take ownership of this plan’s various improvement objectives and targets.

Student Access and Support

For the purposes of this Educational Master Plan, access is defined not just as entrance to the institution but also as equitable accessibility to the programs and services offered by the institution and to the support—institutional level support as well as targeted and integrated academic support—necessary to successfully complete students’ educational goals. The vision for access is two-fold: (1) positioning the college to accommodate anticipated growth and to work towards equitable access to the institution that closely mirrors the community’s demographics; and (2) providing equitable access to programs,



Pathways, and support services through a system of integrated advising and support once students have come into the college. This vision of access involves not only outreach to the communities the college serves but also in-reach to students already here.

Overall Goals include

Access

- 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, including part-time as well as full-time students; and
- 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.

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;
- 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;
- 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; and
- Reduce the amount of time students spend at RCC to achieve their goal and help them matriculate through more efficiently and successfully.

Access to the College

The vision outlined below seeks to address trends the college has observed and researched and that are documented in the 2014-2015 Equity Plan.

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 decongest the college's system as a whole and to improve access to courses needed to complete degree/ career Pathways. This is especially critical because the findings of the 2014-2015 Equity Report identify serious gaps in the success and completion of under-represented groups.

The college has a demonstrable and persistent equity gap and has groups of students who are not being fully served. Over the life of this plan, the college will prioritize efforts to address and reduce these gaps. In examining each of the student outcome measures, excluding access, there is a clear pattern of underachievement. Native American, Hispanic/Latino, and African American students are far less likely than their Asian and White counterparts to complete a degree, transfer, and progress from basic skills to



college level courses. The cohort data from 2003-04, 2004-05, 2005-06, 2006-07, and the most recent cohort of 2007-08 demonstrate there is little to no improvement in reducing the academic disparities that exist amongst these student groups, despite the previous student equity planning efforts initiated in the college's 2005 and 2010 student equity plans. As the college engages in a systemic shift to the Pathways model designed to raise the completion and success rates of the college as a whole, it is essential that the college understands why previous planning efforts have not been successful in closing these pervasive gaps. While the college has programs that exhibit success in raising the achievement levels of this group of students, it has been a challenge to bring these programs to scale. The measures taken by the college to improve outcomes for Native American, Hispanic/Latino, and African American students has largely been unsuccessful for the following reasons:

1. Inadequate identification, analysis and response to the root causes of these inequities;
2. Misplaced focused on student services and support approaches without equal focus on instructional/curricular changes;
3. Over-reliance on student deficit and "fix the student" approaches instead of examining institutional barriers and limitations;
4. Insufficient study and responsiveness to input from students and faculty to implement collective solutions identified in the student equity plan;
5. Lack of professional development resources for faculty to learn, observe, identify and replicate effective classroom pedagogy for students of color;
6. Lack of integration between the college student equity plan and educational master plan and strategic planning process; and
7. No designated funding to implement prior student equity strategies.

The college will correct these problems through structural changes that facilitate and institutionalize integrated planning to avoid fragmentation and duplication; integrated academic support from orientation through achievement of a student's identified academic goals; and ongoing assessment, evaluation, recalibration to ensure resources are spent on the most effective programs, services, and initiatives.

Equitable and Informed Access to Programs and Support Services

Pre-Enrollment Support

Support prior to enrollment familiarizes students with support services appropriate to their needs. The college also recognizes that not all of RCC's students are able to attend full-time, so all the Pathways also need to have clear guidance and equitable access for part-time as well as full-time students. One example of such support is the Inland Library Collaboration Roundtable that seeks to work collaboratively to help ensure incoming students are informed about and positioned to make best uses of library resources once they enroll.

Critical to improving equitable access is expanding and developing pre-enrollment orientations to provide students with the information they need to make informed decisions about their future program of study, determine their career and educational goals, and learn about RCC's student success Pathways. Student Services has five overarching goals within the college's overall student success model:

- (1) Assist students entering the college in identifying an informed educational goal;



- (2) Provide students with clear and concrete educational Pathways according to their degree of preparation and career interests;
- (3) Reduce students time in developmental education (maximum period of 1 year);
- (4) Reduce students' time to degree completion or transfer (2 years for college prepared students); and
- (5) Provide targeted and integrated support services throughout a student's time at RCC.

As the college transitions over the next five (and then beyond that 15) years to the Pathways model, such pre-enrollment services will require integrated planning to ensure best use of resources and avoid duplication of efforts. The various groups and plans with strategies to improve access and success must work through a single, streamlined strategic planning process so that all of the college's efforts are aligned. Plans and initiatives will be recalibrated yearly as the college monitors which strategies are having significant impact on improving access and support and which need to be re-thought. The college will engage in intensive tracking for each of the Pathways, tracking cohorts in terms of how they are progressing so that the college can recalibrate if it finds places where students are getting stuck and can expand/ scale up when it finds processes/ models that work to facilitate students' movement through their programs of study.

Once students have a defined course of study, they need ongoing, integrated support to help them navigate their Pathways successfully and to improve their overall success and completion rates. Integrated support—rather than an uncoordinated approach to the delivery of services to students—that coordinates between student services and instructional services (but must include all parts of the college community) will offer the scaffolding necessary to improve completion and success.

Targeted and Integrated Academic Support

Reaching students where they are and seeking to change students' behavior so they not only know about support services but also actually use them are central to the vision of integrated academic support that will be necessary to the successful implementation of the Pathways model and to raising the overall level of equitable access and success. The corollary to this is that those support services need to be available to students. For example, if the college expands weekend, off campus, or evening offerings, it concomitantly needs to ensure the availability of library, engagement centers, labs, counseling, and tutoring services so that these students can equitably access the support services essential to their success.

Having an individualized student education plan (SEP) is essential to reaching the college's retention, completion, and success goals. Over the life of this plan, the goal is to ensure that all students who complete 15 units have an SEP. The counselor-to-student ratio makes this seem a daunting task, so strategies for reaching this goal will be outlined in successive strategic plans, including additional hires. However, it is important to recognize that many student populations are already required to have (and do complete) an SEP: EOPS, DSPS, Athletes, Veterans, and students on two-year contracts. Thus, the student population the college is targeting is smaller than initial numbers would indicate. Further dividing this population into those who already have a clear sense of their field of study and those who are undecided can help the college streamline and target counseling services for these students.

Integrated academic support includes organizing the delivery of support services around pathways. 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 decongest the system.

To best support teaching and learning, counseling, library, academic support, academic affairs, student support programs, faculty, and students will need to continue to meet and to discuss the integration of services that are offered through various programs. The vision is to shift the college’s paradigm in how it develops and implements support programs. As of now, the college builds programs from the “outside the classroom model” by addressing student issues outside of the classroom affecting student academic outcomes. The college will develop programs from “inside the classroom out,” where teaching and learning become the focus and programs are now determined by what support will best impact the teacher and student in that classroom. As a part of this paradigm shift, the college will identify key target points and gatekeepers/ obstacles in a student’s educational pathway where there is a need for intervention and support. The scope and sequence of those services will continue to be studied and assessed so that the college can formulate, evaluate, and recalibrate plans to offer a variety of services and programs to all students during critical points in their career at RCC.

Faculty Advisors-Student Services and Instructional Services have outlined responsibilities of counselors, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Full institutionalization of the faculty advisor program is an important component of improving student faculty interaction. Research demonstrates that faculty and student interaction has a positive correlation with increased transfer and completion rates as well as grade point average. The more robust institutionalizing of a faculty advisor program will provide a formalized structure to foster faculty and student engagement and will provide another component in the integrated advising model.

Counseling Paraprofessionals- The vision for more sustained rather than sporadic advising of students includes Educational Advisors who will support counseling efforts by approving one semester educational plans, encouraging students to develop student education plans, conducting student success workshops, following up with at risk-student populations, and providing assistance and intervention at critical target points in the student’s educational pathway. In addition, the aim is to employ an integrated case management approach by assigning the educational advisors to work with specific student populations and Pathways. Specific goals and strategies are outlined in the Student Success Plan.

Counseling Faculty- Ensuring an adequate counselor-to-student ratio based on caseload and assignment of counselors to major pathways is essential to meeting the target of substantially increasing the number of students with SEPs. Assigning counselors to Pathways will also facilitate this process. Integrated planning is essential here in order to leverage resources. Funds available through Student Success and Equity, for example, can be leveraged to hire faculty/ staff as needed to support these goals.

Enrollment Management Plan

The college’s vision for enrollment management over the life of the Educational Master Plan entails shifting to a focus on student success and completion and creating a schedule of Pathways rather than just relying on rollover to create a schedule of classes. Practical considerations for enrollment management certainly include the college’s mission, the anticipated growth in enrollment based on data from external



scans, capacity in terms of the human as well as physical infrastructure, and, most important, the level of funding received from the state. But the vision here is to shift the paradigm so that the college creates a one-year master schedule that guarantees students' ability to matriculate through a program of study in two years. The college will support these efforts by separating the process of schedule creation from the process of assigning faculty to classes. The college believes this will facilitate strategic goals for completion and success.

The college, after carefully researching the factors that have contributed to static student success rates and declining transfer rates, has resolved to introduce a cohort and block scheduling approach in launching the student success Pathways Initiatives. The cohort system allows for students with similar levels of academic preparation and academic interests to be grouped together. This grouping will allow better faculty/student and student/student interactions. A cohort model also allows for a better and more detailed tracking of the different types of interventions the college initiates and their impact on student success. The block scheduling system allows for a clear and more concrete definition of the pathway for each cohort. Block scheduling identifies and sequences courses to help students complete their identified educational goals. In the first few years of the life of this plan, specific sequences within individual areas will be worked out with the disciplines. The implementation of this model is a core part of this enrollment management plan. It is not enough, though, to offer Pathways. The college must communicate and market Pathways to the community and to our feeder schools as a cost-effective, time-effective option. This marketing needs to include not only outreach to potential students and the community but also in-reach to existing students.

The student success Pathways Initiative as described addresses the needs of full-time students in the General Education area whose goal is to transfer. However, during this plan period, the Pathways Initiative will also address the needs of students seeking CTE certificates as well as AA/AS degrees and part-time students in all areas. The cohort and block scheduling model is much more conducive to CTE areas than G.E. areas; therefore, the adaptation of the model to include the CTE areas is expected to be relatively uncomplicated. Even for part-time students, the Pathways model offers more clearly defined course sequences that will help these students better navigate through their programs of study. That said, the college's goal is to increase the number of full-time students by incentivizing full-time enrollment. A significant portion of the college's student population will always be part-time, but the college believes that many students could be encouraged to take more units / move to full-time status if they could see the value of committing the time / resources supported by the college's guarantee of a less congested system that will allow them to complete their educational goals more quickly. All enrollment management strategies, their impact on overall student access, completion, and success for all populations of students will need to be assessed and recalibrated on the basis of the college's ongoing analysis.

Purpose of Enrollment Management Plan

The purpose of the Enrollment Management plan is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the college and supports student access and success.

The distribution of the college's FTES to its various programs historically has not shown a clear connection to the educational plan due to "rollover" as the principal schedule development mechanism. However, since 2011/12, the college has been working to develop a responsive, flexible, educationally, and financially sound data-driven enrollment management plan that is guided by the college mission. Part of this planning needs to be an understanding RCC's students in terms of their academic needs and goals. (See Appendix C.1)



As the college shifts its enrollment management to a more results based approach, the plans implementing the overall vision outlined here will need to weigh the overall balance of curricular offerings, department and program plans, certificate and degree requirements and student need (for example the percentages of students needing basic skills), and external factors, including metrics by which the college will be evaluated. The plan outlines principles to guide enrollment management processes and decision making as well as overarching procedures and guidelines that can help the college's divisions, departments, and disciplines maximize student access and success. The vision is to create a coordinated approach among disciplines, departments, deans, and the college as a whole in managing enrollment and implementing Pathways. The plan, as it evolves through cycles of strategic planning, will be continuously monitored, evaluated, and assessed.

Enrollment Management Principles

1. The focus of decision making should be on student access, student success, and the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their Pathways by aligning course offerings in schedules that demonstrate efficient use of space and that exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, for example, offering sections on weekends and expanding evening offerings, must be accompanied by offering students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student success.
5. The plan also supports the necessity of front-loading student support prior to enrollment so that students are able to make informed decisions and are provided with information about the academic and other support services available to them at the college.
6. The plan is founded on a commitment to using good qualitative and quantitative data to inform discussions and decisions.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratio for each discipline, which in turn is based on historical course caps for courses in each discipline
9. The plan must comply with the external demands of accreditation standards and state mandated metrics while also remaining consistent with the RCCD collective bargaining agreement.

Degrees and Certificates Awarded

Part of enrollment management is looking at program offerings and determining the extent to which they are being utilized by students and are in line with current trends and labor market demand. A cornerstone of enrollment management involves regular analysis and review of programs in light of external demand for the product of that program and the efficiency of the program in moving students through this pathway. This analysis needs to take into account student persistence, retention, and success as well as ultimate award of certificates, especially in the CTE areas where students may achieve what they need to be employable or enhance their earnings or get promotions without earning a certificate from the college (though they may be able to receive industry certifications). The analysis also requires the college to calibrate the requirements of its degrees and certificates to the needs of industry or transfer institutions so that completing the degree or certificate is worthwhile to more students. In particular, the college needs to assess the value of AA/AS degrees in areas of emphasis. These conversations, including data analysis,



should take place at the discipline and department level through the process of program review and in collaboration with division deans and then filter up through the strategic planning processes.

The college is aware that many more students transfer than actually earn the AA/AS degree. The college needs to promote completion of the AA/AS and the value of doing so. (See Appendix C.2). Proactive strategies that reach out to students who are within a few units of earning a degree or certificate will help to encourage more students to complete degrees/ certificates.

The college's data show degrees and certificates awarded to the students who have designated Riverside City College as their "home" College. While recognizing that degrees and certificates have been awarded for programs not offered at RCC, these programs are offered at one of the other colleges in the District. Every semester, approximately 10% of the students enrolled in the District are enrolled at more than one college simultaneously. Because of these enrollment patterns, it is very common for students to take a substantial number of credits at a College not declared as their "home" College. Additionally, students can be awarded a certificate or degree with an area of emphasis which is not offered at that College. The college needs to recognize that while it continues to serve the needs, particularly in general education, for students from outside RCC (See Appendix C.2), when problems arise due to space and when competition between RCC students and other students exists, priority must be given to RCC students.

Disciplines and departments will engage in substantive discussions about the outcomes of these programs, their currency and viability in order to determine whether enhancement, revision, better marketing of programs, or discontinuance makes most sense. These conversations also will include discussion of external factors, such as allocation of FTES, which may have impacted outcomes regardless of student interest or demand. Such analysis will be a regular and substantive part of program review so that the college can continue to calibrate its offerings to best serve students. Strategic planning will create, monitor, evaluate, and adjust processes for assessing the college's current offerings in order to streamline where necessary and add in the areas that will best serve students through a coordinated process that involves disciplines, departments, deans, and strategic planning councils.

Degrees Awarded

Despite decreased enrollment, the number of degrees and certificates awarded by the College has remained consistent. Riverside Community College District did not split into three separate colleges until Fall 2010. Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year.

Student Placement and Distribution of Courses

Meaningfully identifying which Pathways RCC's students are on (or even are most likely to be on) is difficult given the college's current system. Students' indication of a major or area of study on applications doesn't always match course taking behavior. Therefore, determining what classes clearly "signal" students are on one pathway or another is problematic. However, moving forward, as new software for SEPs becomes available and as the Pathways Initiative is further implemented and relevant and reliable data become available, it will be essential for those working on enrollment management to gather and analyze this data in order to facilitate conversations about percentages of FTES allocated to each of the Pathways.

For students enrolling as first-time freshmen in the last five years, the tables below show their preparedness based on either their first math or English course or their Accuplacer scores.



First-Time Freshmen English Placement Level								
	2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%
Prepared	1115	23.8%	1156	26.3%	997	21.9%	769	15.4%
Underprepared	1260	26.9%	1150	26.1%	1196	26.3%	1351	27.0%
Unprepared	1631	34.9%	1678	38.1%	1929	42.4%	2254	45.1%
No Placement*	672	14.4%	417	9.5%	430	9.4%	629	12.6%
Total	4678	100.0%	4401	100.0%	4552	100.0%	5003	100.0%
<i>*No Accuplacer Test on File at RCC</i>								
First-Time Freshmen Math Placement Level								
	2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%
Prepared	391	8.4%	435	9.9%	216	4.7%	195	3.9%
Underprepared	1540	32.9%	1544	35.1%	1654	36.3%	1954	39.1%
Unprepared	2122	45.4%	2058	46.8%	2345	51.5%	2436	48.7%
No Placement*	625	13.4%	364	8.3%	337	7.4%	418	8.4%
Total	4678	100.0%	4401	100.0%	4552	100.0%	5003	100.0%
<i>*No Accuplacer Test on File at RCC</i>								

While the total FTES changes each year, the distribution of course types that are reflected in our three primary Pathways—CTE, Basic Skills, and Transfer—has remained remarkably consistent. As the college further implements Pathways, the vision is to shift more FTES to STEM areas (as warranted by student interest and math readiness) to accommodate projected job growth. For Basic Skills, the initial effort will be to place more emphasis on the under-prepared students who can move very quickly to college readiness and two year Pathways, decongesting the system, while developing accelerated remediation programs for un-prepared students. And all of this must be balance with maintaining robust offerings in the liberal arts where the highest student demand is.

Percent of Total FTES by Course Classification

Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	55.7%	56.3%	56.0%	56.2%	57.2%
Transfer & CTE	18.6%	18.7%	18.4%	18.3%	18.0%
CTE	9.7%	9.6%	10.5%	9.9%	8.9%
Basic Skills	6.3%	5.6%	4.8%	5.3%	5.6%
Course Below Transfer Not Classified	9.1%	9.0%	9.9%	9.9%	9.8%
Not Classified	0.5%	0.6%	0.4%	0.5%	0.5%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

As the college proceeds with implementing the Pathways initiative, these percentages will need to closely reflect the needs of RCC's student population.



Current Distribution of Courses: Mode of Delivery and Time of Day

Course Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On Campus	81.8%	82.3%	83.3%	83.5%	83.3%
Hybrid	7.2%	7.5%	7.4%	8.1%	8.1%
Online	11.0%	10.2%	9.3%	8.4%	8.6%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

As most faculty would expect, the On Campus delivery method results in the highest student success rates. Online and hybrid success rates are very similar, although the hybrid rates are slightly higher. Figure 13 shows student retention and success rates by these different delivery methods. At Riverside City College, the delivery of hybrid courses varies from courses which meet on campus only once or twice to courses that meet on campus much more frequently.

Student Success by Delivery Method

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On campus					
Average Retention	75.0	76.7	82.0	82.2	80.6
Average Success	61.4	64.0	68.5	67.5	66.2
Hybrid					
Average Retention	78.4	78.0	79.2	82.9	80.9
Average Success	55.2	58.6	58.1	60.0	59.7
Online					
Average Retention	75.1	75.7	79.4	79.7	79.4
Average Success	54.5	55.0	58.4	57.7	57.2

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

Calculating the Cost of Online and Face to Face Instruction

For a typical, three unit, face to face class with a cap of 49, the FTES calculation at census is done as follows:

$$49 \times 3.4 \times 16.4 \text{ over } 525 = 5.204 \text{ FTES generated}$$

For the same class taught in the online or hybrid format, the calculation is as follows:

$$42 \text{ (lower class size)} \times 3.0 \text{ (online classes don't get the compression)} \times 16.4 \text{ over } 525 = 3.9 \text{ FTES generated. Online instruction is funded by unit value rather than WSCH.}$$

The district is funded at about \$4,700 per full-time equivalent student. The difference in FTES generated between face-to-face and hybrid/online is 1.304 which means that the district is funded at about \$6, 128 less for each online class than it is for face-to-face classes.



So in 2013-2014 the district lost nearly \$2 million on apportionment with online instruction even though the cost of instruction (FTEF) remains the same. And while there aren't classroom facilities expenses associated with online instruction, there are the costs to the district of maintain the web environment.

Online instruction is a necessary part of RCC's mix of courses to meet the varied needs of its diverse student population. But a sound enrollment management plan also needs to weigh the cost of that instruction, especially given lower retention and success rates, in determining the college's balance of offerings. Conversations at the discipline and department level that analyze the factors that contribute to the retention and success rates of all courses should be robust, and responses in light of such conversations can take a variety of forms: specific strategies to increase student success, requests for increased student support, rebalancing of offering, re-design of curriculum, etc. The data available through the Enrollment Management Dashboard will facilitate these ongoing conversations.

Responsiveness to Community and Job Market

According to a June 2013 study by Georgetown University's the Center on Education and Workforce, the need for STEM-related jobs is expected to grow 22% between 2010 and 2020. As the college plans course offerings, certificates, and programs for the next several years, how RCC plans to meet this increased demand should inform conversations about course offerings, certificates, and programs.



Projected California Job Growth Projection

Occupation	2010 Jobs	2020 Jobs	Growth Rate (%)
Managerial and Professional Office	2,415,440	2,876,040	19
STEM	790,080	967,510	22
Social Sciences	97,330	119,380	23
Community Services and Arts	868,740	1,019,710	17
Education	903,220	1,074,270	19
Healthcare Professional and Technical	608,250	767,960	26
Healthcare Support	352,750	465,670	32
Food and Personal Services	2,774,240	3,374,460	22
Sales and Office Support	4,302,480	4,917,110	14
Blue Collar	3,000,160	3,332,220	11
Total	16,112,690	18,914,330	205

Source: Carnevale, A.; Smith, N.; and Strohl, J. (June 2013) *Recovery: Projection of Jobs and Education Requirements through 2020*. Center on Education and the Workforce. Georgetown Public Policy Institute

Assessing Demand for Courses

The college will create and evaluate mechanisms for assessing student demand for courses and for determining where the demand is legitimately because of “bottlenecks” and where the demand may be less about the need to offer more sections and more about the need to offer better instructional support for existing sections that have consistently low retention and success rates. Analysis of data available in the Enrollment Management Dashboard will assist disciplines and departments in making these distinctions. Mapping courses on the basis of 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.

Moreover, when assessing student demand for sections, waitlist data are problematic. The problem with the waitlist as a reliable data point is that students are able to put themselves on as many as 15 waitlists and waitlists are capped at the same of number of student seats available in the class, so for many students being on a waitlist can create an unrealistic expectation about their ability to actually get into a class. Reducing the number of waitlists students can be on and the number of slots available on each waitlist will help generate more meaningful data from waitlists to get a clearer picture of these highest demand courses. To better capture what the highest demand courses/ bottleneck courses are, the college can also explore looking at how quickly sections/ waitlists fill.

Facilities

Facilities also have an impact on the allocation of FTES. The total assignable square footage (ASF) currently available is 548,069 SF, which is about 3.5 times the ASF at each of the other colleges in the



district. The addition of new facilities, such as the Coil School of the Arts; the Culinary Academy; the Student Services/Administration building; the renovation of the old Life and Physical Science buildings; and a new Cosmetology building, all projected to be completed within this EMP period, should be able to accommodate the enrollment growth. But the college also has load ratio problems that impact enrollment management. A question the college critically needs to plan for is how resources will be allocated as new facilities come online and careful thought needs to be given to how these facilities will be populated (given growth projections), and by which programs. Planning also needs to consider what implications these choices will have for resource allocation, especially given the college's recovery from the recent financial crisis, subsequent course cuts, and the loss of full-time faculty in the academic programs (due primarily to retirement).

Implementing Pathways / Transitioning the College from the Current Structure to the Pathways Structure

The strength of the Pathways model is the reduction of time to remediation and acceleration to graduation. The important considerations for enrollment management are

- It is a 1+2+2 model
- Completing basic skills in 1 year for students placing at the lowest levels will require creating intensive and accelerated remediation during summer and winter intersessions

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. While the college doesn't aspire or intend to be on a 100% Pathways model given the tremendously varied needs of our students, projecting out 15 years, the college anticipates that a significant percentage of students will be on a Pathways model. The college is planning for a gradual but systemic shift that will decongest the system for everyone as well as provide an environment in which integrated academic support services are more available for all students. Careful assessment and monitoring at every step will be necessary to adjust and recalibrate to ensure that the program is accomplishing the goal of increasing student completion and success.

The importance of thinking about course offerings from the perspective of student need rather than primarily from the perspective of faculty preference can't be over-emphasized. Putting all course offerings in disciplines on a rotation helps to create a clear understanding of which core courses are most essential to students' moving through their various Pathways and to better configure the sequence and frequency of offerings of electives—which are integral to the richness, breadth, and depth of RCC's mission. This effort will help the college create a more coherent and student-centered enrollment management plan.

To facilitate the goals of access and completion, the college will create a balanced master schedule that meets the needs of Basic Skills, Transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan. Such a schedule needs to be built through the strategically coordinated effort of disciplines, departments, and divisions and needs to maintain the flexibility to adjust to changing demands. Departments will engage in ongoing analysis and conversation about the calibration of course offerings to ensure that essential classes are offered frequently enough and



in sufficient numbers and will place elective offerings on a regular rotation that ensures accessibility to students so they can complete Pathways in a two year time-frame.

Enrollment Management Guidelines

Concurrent with planning for the strategic implementation of the Pathways model, this Enrollment Management plan also recommends broad guidelines for enrollment management. For the divisions, departments, disciplines, the following guidelines offer overarching parameters for developing a schedule of offerings to best support student access and success. These guidelines are meant to facilitate collaborative discussions between and among discipline faculty, departments, and division deans.

1. If courses offered at a particular time of day or in a particular mode of delivery reveal consistently low fill ratios, retention and/or success patterns, discipline and department faculty, along with division deans, should engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. Such conversations should focus on course level data, not data for an individual faculty member's course (for example, for English 50 as a whole rather than for a particular section of English 50 or online sections of Sociology 1 as a whole rather than individual sections of the course).
2. When adding sections (or cutting), data about how courses fit into completion of Pathways should be a major consideration: CTE Pathways/ degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
3. In order to facilitate maximum student access, disciplines, departments, and the college as a whole must consider mode of delivery and time of day when adding sections so that offerings are balanced and appropriate pedagogically.
4. When considering which courses to offer in the online mode, articulation as well as access needs to inform the decision.
5. Using data on WSCH and FTES rather than primarily numbers of sections will facilitate conversations about growth and cutting back when necessary.
6. Shadowing can be used as a strategy for making sure any added sections will be filled.
7. Sections that have fill ratios below 70% are eligible to be cut unless they are courses that are essential to completing a degree or certificate pathway, are tied to existing industry partnerships, or are impacted by facilities constraints. Exceptions might also be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding. Consultation with department chairs and faculty who would be able to explain the nuances and circumstances that warrant an exception is essential. Another consideration might be that there is no more space for prime time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.
8. To minimize adverse impact on students, decisions to cut courses will be made a week before the start of term if possible and feasible, but will always be completed no later than the first day of the course.

Planning for Contraction and Growth

Effective enrollment management depends on being responsive—rather than reactive—to periods both of contraction and growth. Planned growth can allow for planned cuts—and a systematic, coherent, student



need centered mechanism for balancing the multiple missions of the college during times of contraction is essential.

Conversations about which courses should go in which tier (see the chart below) also need to take place at the discipline and department level and in collaboration with Deans overseeing these areas. Such discussions should consider the importance of maintaining balanced offerings over time of day to preserve access, the curricular impacts of grants and new initiatives (e.g. AB 86), and the need to honor partnerships with high schools and local industries.

Growth/ Contraction Guidelines

Adds ↑	↓ Cuts	General Ed. & Transfer	Career and Technical Education	Basic Skills Developmental English, Math, ESL and Reading	Academic and Career Success and Counseling
Add sections after tier one and two Tier Three Adds ↑	↓ Tier One Cuts Maintain enough so that students have elective choices	1. Sections that are unrestricted electives, where other options are available	Courses that are unrestricted electives within CTE certificates/programs where other choices are available.	Courses that may be useful and supplemental to the primary Pathways but are not absolutely critical (these would be special topic courses or courses focused on a singular skill)	Courses that are useful and supplemental but not absolutely critical
Add these after tier one ↑ Tier Two Adds	↓ Tier Two Cuts Cut Judiciously	Restricted elective sections that are required for general education, degrees, and certificates but multiple sections are typically offered, some of which can be cut	Sections of courses required for CTE certificates/programs, but multiple sections are offered, some which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut. *When adding, bring back the lower level courses that meet the needs of the students and provide them with an entry point into the Pathways	Sections of courses where multiple sections are typically offered, some of which can be cut, and still maintain balanced offerings.
Grow these sections first Tier One Adds ↑	Tier Three Cuts	Degree or certificate requirements with few sections offered. Critical GE areas where only a few courses meet the GE area.	Required courses in CTE certificates/majors that are offered on a rotation plan or that are critical for students to complete a certificate/major. Stand-alone courses required for professional development or industry certification leading to career entry or advancement. Courses mandated by regulatory agencies.	English, ESL, Reading and Math pathway courses culminating in college-level skill. Higher level courses leading directly into college-level or CTE Pathways.	Career development, transfer planning, college success courses, especially those that are connected to existing programs.



*Restricted elective means a student has choices, but specific courses are named. An unrestricted elective just says you must take x number of units in the discipline.

Recommendations

Over the life of this Educational Master Plan, through the cycles of strategic planning, the college will implement, monitor, adjust, and assess the following recommendations:

- **College Community:** The College will create a master schedule that schedules a year out and will distribute courses based on student needs/ access rather than relying on roll-over, thus facilitating the transition to the Pathways model. Division deans working closely with faculty chairs/ departments shall create this master schedule for each division, also taking into consideration how courses in related disciplines need to be integrated so students can navigate through course sequences and pre-requisites. This involves a major paradigm shift, but to truly facilitate student access to and successful navigation through their Pathways, the emphasis must first be on what needs to be offered, how (in what mode), when, and how often. The rollover simply does not accomplish this.
- **Each Discipline:** Put courses needed to complete all Pathways, degree, and certificate patterns in all disciplines on a clear rotation so that students can anticipate when courses will be offered and plan accordingly. Several disciplines have already done this, but many have not—a clear rotation of course offerings is essential to help students plan and navigate their Pathways. This document should help to frame conversations during the program review process.
- **Admissions and Records/ Student Services:** Restrict the number of waitlists students can put themselves on and the number of students per waitlist so that the college can more meaningfully capture demand data and help ensure that students are making clear progress on their Pathways and so that we encourage students to have realistic expectations about courses they can get into and encourage them to consider non-prime time offerings that are often slower to fill.
- **Departments and the office of Institutional Effectiveness:** Discuss which courses are clear gateway/ threshold courses that allow the college to determine which Pathways students are on. And related to this, departments and the office of institutional Effectiveness should work together to determine which courses belong to which Pathways. These will be important for future conversations about how to allocate FTES among the Pathways.
- **Admissions / Student Services:** Implement a much more robust system of orienting and advising students before they enroll in classes. Students need to be able to make informed decisions and be more aware of the support services available to them.
- **Counseling/ Student Services:** Increase the number of students completing a full SEP, and with the automation of this process, departments/ disciplines will be better able to project demand for particular courses in a given semester.
- **Disciplines:** Encourage Faculty Advising as part of enrollment management in so far as this will help the college both more clearly understand students' needs/ enrollment plans and so that the college can assist students in navigating their paths of study efficiently
- **Disciplines/ Division Deans:** Through the process of program review, engage in frank discussions about the reasons for poor retention and success in online and hybrid courses, strategies to improve retention and success in these courses, and the right balance of online/hybrid and face to face courses, particularly in areas where as part of a the general education requirements, demand for a course is particularly high and the college may be artificially restricting access to the course through an imbalance in face to face and online



offerings. These conversations should also include discussion of consistency of course caps for online courses.

The changes proposed in this plan and the impact of them on the college goals related to student access, completion, and success need to be continuously monitored, evaluated, and assessed so that they can be recalibrated in response to an ongoing analysis of what strategies are working and which need further refinement.

Institutional Effectiveness

Overview

Institutional effectiveness in its broadest term attempts to integrate—at both the strategic as well as the operational implementation levels of the college operation—four major principles: efficiency, effectiveness, accountability, and transparency.

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. These goals form the center piece of the strategic plan. The continued monitoring, evaluation, and assessment of the adopted models and methodologies designed to achieve these goals formulate an important aspect of institutional effectiveness. The streamlining of the decision-making process by the reduction of the number of disconnected and uncoordinated committees also contribute to efficiency. The vertical and horizontal alignment of the planning process, introduced in the new strategic plan, attempts to reduce duplication and redundancies and enhance the ability of divisions and departments, at both the intra- and inter-divisional level, to design and to use common services, which will lead to a more efficient use of limited resources. The development of a master schedule and the streamlining of the course caps also enhance the efficient utilization of available space and faculty.

Effectiveness

This principle deals with the speed with which and the degree to which the institution achieves its set goals. An important component to this concept is the development of effective methodologies for goal setting so that the goal is developed in clear, unambiguous terms and is described in concrete, measurable, and achievable targets. The integration of analytical tools, such as SWOT analysis, and the increased use of data to inform decision making help the college refine its goals, which are essential to the whole planning process because it is the goal that drives the plan. Equally important, the college needs the capacity to develop research and evidence-based strategies that address the goals. 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. All of these efforts contribute to the effectiveness of



the plans. Finally, well-organized data obtained from both external and internal scans relevant to the units, departments, divisions, and the training and capacity building that goes with it, are essential for the college to be effective.

Accountability

The establishment of efficient and effective planning processes, characterized by the setting of unambiguous, concrete goals described in measurable and quantifiable parameters, contributes to the institutional accountability, but these processes are not sufficient until the college defines a clear delegation of responsibility. At the operational and implementation levels, a clear and systematic delegation of responsibility requires a functional organizational structure of the institution that clearly defines and delineates the roles and responsibilities of everyone in the organizational structure. The roles and responsibilities of the current three Vice Presidents of Academic Affairs, Student Services, and Administrative Services are well-defined even though in the light of the new integrated strategic planning process, some finer adjustments are being made as a result of the vertical and horizontal alignment of functions. However, the college needs a Vice President of Institutional Effectiveness, whose main task will be to 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). The Vice President might possibly coordinate and oversee the Office of Institutional Effectiveness and Research, the Division of Student Success and Support and the Department of Grants so that the entire strategic plan can be supported in a sustainable way. Such an office will be essential in making strategic as well as the implementation plans be active and living document. Through coordinating and integrating the various monitoring, evaluation, and assessment processes, the Office will stimulate the process of introducing improvements at every aspect of the organization and will ensure that all areas of the college adhere to the principles of efficiency, effectiveness, accountability, and finally transparency.

At the divisional level, the college has to address the delegation of responsibilities during the planning process. It is important that divisional structures are composed of departments whose disciplines are interrelated and share strong disciplinary foundation in order to facilitate the integration of the plans. Also, with interdisciplinary collaboration, the development of common or shared facilities can be enhanced. In the CTE division the disciplines of photography, graphic designs, film TV and video are intricately related to the disciplines in the fine and performing arts. The larger and well-developed athletic program is administratively divided between the Division of Math, Science and Kinesiology for the Kinesiology component and the Dean of Student Services for the athletic component. This fragmentation will also need to be addressed in defining the clear mandate of athletics so that its accountability could be better defined and achieved.

The accountability principle also requires the college to clarify the nature and mandate of departments, especially academic departments. Currently, departments vary in both type and size. The number of disciplines classified under one department range from six in Applied Technology to single discipline departments, such as Chemistry. They also differ in size with departments having over 20 full-time



faculty, such as Nursing, to those with only two full-time faculty such as Early Childhood Education.

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 workgroups and that the outcomes of these discussions are widely available to the internal and external agencies.

Prospective and current students need to be able to access information to evaluate program outcomes and student success (persistence rates, graduation rates, transfer rates, gainful employment, etc.). The college needs to streamline access to this information. Implementation of a Business Intelligence reporting system as well as improved website structures will help ensure that data are accessible to both the college and outside agencies.

The quality and integrity of its data, the outcomes assessment and reporting of its key performance indicators, the analysis of the organizational alignment of the various decision-making components between units of the college and the alignment between the college and the district, and the integrity of the mandated reporting required by outside agencies characterize the principle of transparency.

By creating joint Leadership Council committees and regular reporting from committees to Leadership Councils, the college hopes to improve the information flow with continued focus on the college's strategic planning goals.

Office of Institutional Effectiveness Overview and Charge

The college, as its primary focus, cultivates student learning and achievement. To achieve this aim, the college has developed an effective and efficient planning framework to improve the quality of its educational programs and services. This framework outlines the decision-making line of authority and the necessary collaboration among those directly responsible for developing implementation plans. The Office of Institutional Effectiveness works in collaboration with the strategic planning leadership councils and other college organizations to ensure that this framework is effective; that the college monitors, evaluates, and assesses its decision-making and planning processes; and that the college reports with integrity its efforts to improve student success and completion with the community it serves and with outside agencies, especially those to which the college has statutory reporting requirements. The Office of Institutional Effectiveness provides the necessary data and analysis to inform decision-making at all levels of the institution. The Office coordinates the collection and organization of all planning documents, including the college's Program Review and Plans.

In collaboration with the college's Assessment coordinators and the Riverside Assessment Committee (RAC), the Office of Institutional Effectiveness provides the training and coaching necessary for the numerous assessment activities that the institution conducts to guarantee sustained quality improvement. To provide this level of administrative support, the Office of Institutional Effectiveness needs to have a sufficient number of key personnel including administrative support and professional researchers trained in data reporting and research methodologies and, perhaps, leadership by a Vice President for Institutional Effectiveness.



The Strategic Planning Institutional Effectiveness Leadership Council, supported by the Office of Institutional Effectiveness, continuously and systematically monitors, evaluates, and assesses the college's mission; its organizational structure; its program review processes; the quality of its data and institutional targets; the integrity and timeliness of the various assessment strategies used by disciplines, integrated academic support services, and departments; the integrity of the institution's outside reports; and the decision-making processes used to allocate resources that enhance student success and completion in the courses and programs leading to transfer, degrees, and certificates. The Institutional Effectiveness Leadership Council, in collaboration with the other strategic planning leadership councils, ensures that these results of the various assessment activities, at all levels of the institution, lead to dialogue and improvement and offer a transparent analysis of how well the college meets its student success goals and targets.

College Organization

To enhance the effectiveness of the institution, the college needs to create an organizational structure that enhances its long-range goals and its strategic targets and initiatives. As the college fully implements its Pathways Initiative, the organizational structure of the institution should provide the instructional framework and the integrated academic support and administrative services that allow for the most efficient use of resources to accomplish long-range goal of transferring or granting degrees to the under-prepared and college-ready students in two years, of helping unprepared students become college ready within a year, and of developing clear CTE pathways for students to earn certificates or degrees that allow students to enter the workforce. The college will develop appropriate instructional and integrated academic support divisions and administrative departments using the following principles: to organize instructional divisions by closely-related disciplines or goals (i.e., CTE programs), to organize the integrated academic support services under Student Services, and to develop administrative departments that allow for the most effective use of resources and personnel. Because the college recognizes the importance of helping under-prepared and unprepared students become college ready in one year and then enter one of pathways, the college is exploring the idea of developing a Basic Skills/Development Education Division. To ensure that the institution functions effectively and meets its accreditation and assessment mandates, the college plans to expand the Office of Institutional Effectiveness.

Current Academic Divisions

The organization into academic divisions will help facilitate integrated strategic planning as academic disciplines coordinate with departments and divisions to maximize and leverage resources as they set discipline and even course specific targets for student success and continuously monitor and evaluate which strategies are most effective in achieving goals and which need adjustment. The Program Review process being implemented in 2015-16 will assist all areas of the college in integrated/ coordinated planning by putting all divisions as well as non-instructional areas on the same five-year cycle of comprehensive planning followed by annual updates to help the college address the challenges posed by fragmentation.

Division of Languages, Humanities and Social Sciences (LHSS)

Mission

Based on a learner-centered philosophy, the Division of Languages, Humanities and Social Sciences develops critical thinking, reading, writing, and communication skills; cultivates literacy across the curriculum and at every level of competence; fosters critical engagement with cultural, political,



economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity. To encourage student success, the Division of Languages, Humanities and Social Sciences integrates with student support services and co-curricular activities. The Division of Languages, Humanities and Social Sciences empowers students as they work towards individual achievement, certificate and transfer goals, and life-long learning.

Vision

The Division of Languages, Humanities and Social Sciences aspires to reenergize its commitment to teaching excellence by promoting rigorous, engaging course work and programs of study that encourage students to develop cultural literacy and global citizenship, to understand and value diverse cultural perspectives, and to develop the skills to think and communicate flexibly and creatively in a rapidly-changing world. The Division aims to increase the numbers of students successfully completing Preparatory and Transfer Pathways through its student-centered course offerings and by providing resources which nurture persistence, resiliency, engagement, and equitable outcomes for all students.

Values

- ***Teaching Excellence and Innovation***
We strive to provide the highest quality educational environment by embracing a culture of excellence motivated by a desire for continual improvement. We encourage continual assessments of our courses and our programs, and we encourage innovation and creative problem solving to make improvements based upon these assessments.
- ***Collaboration***
We support active, transparent communication and participation based on trust, openness, consistency, research, and respect in the decision-making process.
- ***Inclusiveness and Diversity***
We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.
- ***Collegiality***
We encourage students, faculty, staff, and administrators to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the college.
- ***Community***
We build a vibrant community of learners by offering opportunities for mentorship, faculty advising, and cohort-based learning, and we strive to integrate all of our learning activities Academic Support Services, Academic Counseling Services, Disability Resource Center services, Veterans services, Academics, and the student organizations of ASRCC.
- ***Equity***
We strive to ensure equitable opportunities and learning outcomes for our students and for our community.

Division of Math, Science, and Kinesiology (STEM)

Mission

Based on a learner-centered philosophy, the Division of Math, Science, and Kinesiology, provides excellence in teaching and learning to a diverse student population, develops critical thinking skills and fosters scientific inquiry, promotes community and global awareness, and inspires all students in a rigorous, high quality, post secondary education in lower division courses in mathematics, science, and



kinesiology. The Division integrates student support services and co-curricular activities with the academic program to enhance student retention, persistence and successful completion of courses. The Division empowers students as they work toward individual achievement, certificate and degree attainment, transfer, professional programs, and life-long learning.

Values

Teaching Excellence and Innovation

The division embraces the college's tradition of teaching excellence, incorporating technology and innovation to support the highest standards of education in the sciences. It strives to ensure teaching excellence through a culture of continual assessment and improvement of our courses and programs, and encourages creative and innovative ways to enhance teaching and scientific inquiry.

Collaboration

The division values and supports transparency, honesty, openness, and active participation by all individuals in the decision-making process. Decisions are data-driven and are supported by scholarly research. This collaborative process is not only core to the discussions in the division, but also is core to the collaborative efforts with K-12 and four-year university educational partners, business and industry partners, and with staff and students.

Collegiality

The division values and encourages participation of all constituencies – faculty, staff, students and administrators – and work together toward a common goal. It respects the differences in perspectives, listens mindfully and thoughtfully to others, exhibits professional behaviors, and makes decisions for the good of the division and in the best interest for the college.

Inclusiveness and Diversity

The division embraces and celebrates diversity, and respects the viewpoints and contributions of all individuals. It supports and promotes the free exchange of ideas and ideologies that benefit and contributes to local and global awareness and appreciation of diversity.

Community

The division values and respects the importance of building a community in support of students. The integration of the academic programs with student support services helps to scaffold the student and to provide a vibrant learning experience, along with the student support necessary for successful completion. The integration of academic counselors, faculty advisors, educational advisor, and the resources from the Disabled Resource Center, the Veterans, Center, the Engagement Centers, and Student Activities provide an excellent teaching and learning environment for student success and completion.

Stewardship of Resources

The division values the importance of resources, whether it be financial resources, physical resources, environmental resources, or human resources, and seeks strategies to maximize the use and care the resource, and be mindful and cognizant of the significance and importance of each to the holistic work of the division and college.



Equity

The division seeks to ensure equitable opportunities and learning outcomes for all student, to be mindful of the equity gaps among students, and to be innovative and creative in strategies to reduce those gaps and strive to ensure equity amongst the various student populations in the division.

Vision

The Division of Math, Science, and Kinesiology envisions itself as being a premier STEM (Science, Technology, Engineering and Math) program that provides high quality and innovative academic coursework and programs of study; nurtures and inspires scientific inquiry and critical thinking through project-based learning; supports and promotes preparatory and transfer academic pathways that direct students toward successful completion of their educational goals, including degree attainment and transfer, in shortened time (1 year preparatory; 2 year transfer); integrates student support services and resources that empower students through self-development, student engagement, and personal resiliency; and transfers to a four-year transfer institution or professional program.

Transfer and STEM

The nation's future economic prosperity is closely linked with student success in the STEM fields. To meet the need of a knowledgeable workforce, youth need to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence and make sense of information. These are the types of skills that students learn by studying science, technology, engineering and math, hence the renewed and reinvigorated efforts in promoting STEM education in K-12, and post-secondary education, as well. Yet today few American students pursue expertise in STEM fields, and the country has an inadequate pipeline of teachers skilled in those subjects.

The U.S. Bureau of Labor Statistics projects that during the period 2010-2020, employment in STEM occupations will grow by 18.7%, compared to 14.3% for all occupations. Approximately 59% of the projected increase in STEM jobs is in computer/mathematical scientist occupations. These occupations also have the largest growth rate (23.1%). Biological/agricultural/environmental life scientists and social scientists/psychologists have the next highest projected growth rates 20.4% and 18.5% respectively. The projected growth rates for engineers (10.6%) and physical scientists (12.7%) are somewhat lower than the rate for all occupations. Health care practitioners and technicians, a non-STEM occupational category that contains significant number of STEM-trained people is projected to grow by 25.9%.

Data and Findings

Science and Engineering Indicators reports that the community college plays a pivotal role for many students whose focus is in STEM Education. Specifically:

1. For every year from 2000 to 2012, the more than 1000 community colleges enrolled more than 4 out of 10 undergraduate students.
2. Nationally, 23 % of CC students transfer to a four- year college/university.
3. Graduates in physical sciences, engineering, and computer/mathematic sciences are less likely to have attended community college than are graduates in biological/agricultural/environmental life sciences and social sciences/psychology.



Large numbers of students at community colleges major in health sciences, health technologies, engineering technologies, and other technologies. Although the National Science Foundation considers these fields to be “STEM-related” rather than STEM, and does not include STEM-related degrees in the STEM data, majors in these fields require a substantial load of STEM courses in the biological sciences, engineering mathematics/statistics, and/or computer sciences. Health Sciences/Technologies is the most prominent area among the STEM –related areas and the growth in the number of degrees earning in Health Sciences/technologies has far outpaced the growth in the number of STEM degrees awarded in the last decade.

Future of STEM Education

To meet these national needs, the Federal Committee on STEM Education (CoSTEM) comprised of 13 agencies, including the Department of Education, seeks to increase federal investments in 5 areas:

- 1) Improving STEM instruction in preschool through 12th grade;
- 2) Increasing and sustaining public and youth engagement with STEM;
- 3) Improving the STEM experience for undergraduate students;
- 4) Better serving groups historically underrepresented in STEM fields; and
- 5) Designing graduate education for tomorrows STEM workforce.

Moreover, the advocacy group seeks to incorporate enhanced use of technology in the classroom, to personalize learning through project-based learning, and to incorporate innovations that enhance student success.

In an effort to respond to the state and federal call to increase STEM education to meet ever growing needs, the Vision and Long Range Plans of the Division of Math, Science & Kinesiology at RCC plan to increase enrollment in the STEM areas by about 3% annually by employing strategies that include the following:

Broaden the Pipeline: Expand the capacity and diversity of the STEM workforce pipeline and prepare more students for the best jobs of the future by working to regain achievement in the STEM fields for all K-12 students, particularly for girls, low-income students, students of color and English Language Learners. The RCC Early College High School Program goal will address this objective.

Focus on Workforce: Work with business and industry leaders to identify key workforce issues and use the Department of Education to help elevate the understanding that STEM education is not limited to only math and science but also embraces engineering, technology and computer sciences. Through its 5-year strategic plan, the division will expand its areas of instruction in Engineering and Computer Science.

Prepare the Educators: Better prepare teachers to that they are ready to meet the challenges of teaching in the STEM classroom, especially at the elementary and middle school levels, and to ensure that these teachers receive quality professional development, support, and the necessary resources to teach effectively at all levels.

A professional pathway leading to the training of the STEM teachers is a subject of discussion between RCC, Early Childhood Education; the Division of Math, Science, and Kinesiology and University of California, Riverside’s Graduate School of Education and the College of Natural Arts and Sciences.



Incorporate Innovation: Embrace emerging trends and best practices in STEM education—such as hands-on STEM competitions, integration of informal learning with classroom strategies, state of the art educational technologies, and project-based learning. The introduction of research projects in the STEM transfer pathways and the organization of STEM summer bridge programs are planned to address this objective.

Promote Partnerships: Collaborate with stakeholders to promote public-private partnerships, incentives and effective business and industry engagement strategies in STEM education. The ongoing discussion to strengthen the partnership between RCC, UCR, CSUSB and Cal Poly Pomona will be expanded to include biotechnology, chemical and pharmaceutical industries in the region.

Increase Federal funding: Funding for the STEM-related programs in the Every Student Succeeds Act and sustained investments in STEM-related educational research and innovation at the National Science Foundation will provide RCC the opportunity to seek grants that will enhance innovation in the STEM program.

CTE

Mission

Career and Technical Education empowers students to be successful citizens, workers, and leaders in a global economy.

Vision

CTE is committed to offering rigorous academic and industry specific knowledge and skills to help prepare students for high skill, high wage and/or high demand careers.

Guiding Principles

Inclusion- provide all students with full access to high quality offerings in career and technical education.

Preparation for Success- prepare students to master the necessary technical, academic and employability skills to make the transition to employment and/ or transfer to the university.

Counseling & Advisement- provide clear sequenced pathways for students to follow via the delivery of counseling services.

Innovation & Creativity- provide students with a learning environment that fosters creativity and innovation and responds to emerging trends and fields of study.

Workforce Readiness- offer students opportunities for mentorship, internships, portfolio development and employment via industry partnerships and collaboration.

RCC School of Nursing

Mission

The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.



Vision

The RCC School of Nursing is committed to advancing the art and science of nursing by empowering graduates to value scholarship, lifelong learning, and leadership in a dynamic healthcare environment.

Values

The School of Nursing embraces the values of RCCD and the National League for Nursing (NLN).

- **Tradition of Excellence:** The School of Nursing embraces a rich tradition of excellence, innovation, and technology; it upholds and provides the highest standard of education to students and community members, and it is committed to build the future on the foundation of the past.
- **Passion for Learning:** The School of Nursing espouses a student-centered approach to interactive learning. The faculty supports knowledge acquisition through incorporating evidence-based nursing research and practice. Student self-efficacy is supported through self-regulated learning and reinforced by faculty guidance. The faculty instills a passion for learning in students by fostering the application of scientific knowledge through use of the nursing process which results in sound clinical judgment and critical thinking. The faculty values a learning environment in which nursing faculty, staff, and students find enrichment in their work and achievements.
- **Respect for Collegiality:** The School of Nursing values the contributions of all students, faculty members, college, and community partners as it strives for collegial dialogue and collaborative decision-making.
- **Appreciation of Diversity:** The School of Nursing promotes inclusiveness, openness, and respect for differing viewpoints. A culture of diversity embraces acceptance and respect. Diversity involves understanding ourselves and others, moving beyond simple tolerance, and celebrating the richness of each individual.
- **Dedication to Integrity:** Integrity and honesty in action and word are promoted, expected, and practiced.
- **Commitment to Caring:** The School of Nursing supports a culture of caring, based on mutual respect, embraced by faculty and students and reflected in the community served. The faculty serves as one of many support systems available for students in their pursuit of academic achievement.
- **Commitment to Accountability:** The School of Nursing is accountable to its profession, college, students, and community for vigilantly maintaining the highest standards of instruction and nursing practice to meet student learning outcomes.
- **Commitment to the Nursing Metaparadigm:** The curriculum considers the four major metaparadigm concepts—including the nurse, health, environment, and patient, which are integrated into the student learning outcomes.

RCC SCHOOL OF NURSING GOALS

Goal 1: Commitment to a diverse student population:

Provide a learner-centered environment that enhances students' ability to become competent practitioners in a vibrant healthcare arena.

Goal 2: Commitment to community healthcare needs:

Offer affordable student-centered curricula that facilitates professional career path advancement to meet the needs of our community.



Goal 3: Commitment to leadership in nursing education:

Be recognized for excellence, at the forefront of nursing education, with dynamic curricula, evidence-based practice, technology, and innovation.

Goal 4: Commitment to an empowered, highly qualified nursing faculty:

Promote the continuous development of faculty as educators, scholars, and leaders.

Counseling, Library, Academic Support

1.1 Mission Statement

The Library and Learning Resources (referred to hereupon as Library), Academic Support, and Counseling departments (CLAS), working in their specific way but jointly in one division, will implement logical approaches to deliver integrated comprehensive support services to students and optimize their contribution to the success of students in the three major pathways via a coherent series of concerted tailored efforts.

1.2 Keys to Short and Long Term Success

- Map current and possible intersections between division departments services;
- Create open and ongoing flows of communication between all members of the departments;
- Identify complementarity, redundancy, gap and streamline practices;
- Engage stakeholders in all departments in rethinking their efforts in terms of the College Strategic Goals;
- Start and foster an ongoing conversation about remedies to the failures identified in the Strategic Plan (RCC Strategic Plan 2015-2020, 9):
 - Address directly the issues impacting student success and completion,
 - Link specific strategies at the instructional level,
 - Use measurable outcomes to assess progress towards improving student success;
- Approach challenges in terms of a global perspective and potential synergies to be created among the department within the new division;
- Create a culture of interest for each other's responsibilities, challenges and opportunities; further mutual respect; and foster a growth mindset to facilitate and increase seamless collaboration;
- Found principles on previous work, efforts, and initiatives to ensure buy-in and long term commitment;
- Initiate a shift from the 'roll-over / more of the same discrete activities' paradigm to a consensual synthetic and intentional use of structures and resources;
- Set SMART goals, realistic timelines, and widely agreed upon benchmarks; and
- Secure expressed support from President to ensure sustainable faculty cooperation and participation as needed.

Basic Skills/ Developmental Education

Vision:

Create a division of basic skills/ developmental education that creates integrated planning and support services as students strive to complete college readiness preparation in one year. By linking efforts across disciplines in basic skills (Math, English, Reading, ESL, Guidance) and by providing the



integrated academic support necessary for basic skills students to succeed, the college will avoid fragmentation and duplication of efforts and will be better able to maximize and leverage resources to support students' completion in one year.

College Athletics

Vision

The Athletics Department at Riverside City College provides student-athletes a comprehensive program that promotes student success, individual achievement, and lifelong learning. The Athletics Department meets the needs of a diverse student-athlete population, encourages and supports academic success, and assists student-athletes in meeting their academic and athletic goals. The Athletics Department prepares student-athletes with the concepts and skills needed to develop and maintain lifetime fitness and wellness and the techniques needed to ensure student success during the pursuit of their educational goals.

An ongoing goal within the Athletics Department is to aid in the matriculation and transfer of the college's student-athletes. Athletics provides a pathway to higher education. Moreover, the college's exposure and support within the community is tremendous, and the program embraces the community and has formed many partnerships with area organizations and businesses. RCC's athletic programs create tremendous community involvement, interest and support; increase student enrollment; and support the college's pursuit and support of student success.

The success of Riverside City College's Athletics programs depends on the people ultimately responsible for the student-athletes, the coaches and support staff. Over the last several years, several coaching positions have migrated from faculty coach to professional expert positions, both at the head coach and at the assistant coach level. The current make-up of the coaching staff is mixed and has become this way in an ad-hoc rather than planned fashion. Here again, planning is key. Over the life of this plan, the college will plan for the future of the coaching staff, ensuring both the integrity of the Athletics programs and Kinesiology department and the well-being—academically as well as athletically—of the student athletes, and will do so in a way that ensures consistency, fairness, and compliance with the provisions of the District's collective bargaining agreement and principles of work-load equity.

Coil School for the Arts

Vision

The Coil School for the Arts will stand as a lighthouse institution for the region – attracting extraordinary faculty, talented students, industry leaders, and community supporters. CSA students will be in high demand by upper division schools and universities, industry, and professional companies. Partnerships, as demonstrated in the current partnership with RUSD, and other partnerships will be formed with Riverside County Department of Education, Unified School Districts, RCCD, UCR and other colleges and universities, to develop integrated and articulated curricula that provide students with seamless Pathways through high school, and all the way to and through universities and colleges. Partnerships with arts and entertainment companies will be developed and promoted to strengthen the demand for graduates and enhance economic development in the Inland Empire region.



Mission

The mission of the Coil School for the Arts (CSA) is to provide students authentic, integrated, innovative, and industry-relevant training that will allow students to pursue their own artistic endeavors and to utilize artistic means to raise awareness of social justice and civil liberties in our culturally diverse community. The broad scope of the curriculum integrating academic, arts and technology courses infuses educational experiences leading to the most advanced levels of artistic, technical, aesthetic, and reflective skills needed to be creative in a knowledge and career-based economy.

Program

CSA is composed of five departments including:

- 1) Music with sub-specialties including, but not limited to Chamber Singers; Wind Ensemble; Jazz Ensemble; Guitar Ensemble, Marching Tigers; and Symphony Orchestra;
- 2) Dance with subspecialties including, but not limited to Performing Art in Dance; and Choreography;
- 3) Theater with sub-specialties including, but not limited to Acting; Musical Theater; Technical Theater; and script development;
- 4) Fine Arts with sub-specialties including, but not limited to Painting; Ceramics; and Sculpture; and
- 5) Film Television and Video department.

The new CSA facility will play a vital role in providing vital artistic outreach services to the community as well as serve as a vital training facility by allowing students to perform with professionals in the field.

The vision, mission, and program statements represent a framework for future planning for the Division of Fine and Performing Arts and the Coil School of the Arts.

Furthermore, “industry standards” developed from the National Association of Schools of Music, National Association of Art and Design, National Association of Schools of Theatre, and the National Association of Schools of Dance will assist in the development of future program reviews and strategic planning. This includes further development of the purpose, size and scope of the programs and departments, as well as planning for financial, physical, technological, and human resources. Plans will also be developed that strengthen and establish area Pathways for student success and community engagement for the school of the Arts.

Culinary

Vision

The Riverside City College Culinary Academy provides students with an outstanding foundation for a career in culinary arts by utilizing in-depth academic training and practical hands-on experience in an intensive program to prepare, empower, and instill students with professional and practical skills necessary in many phases of the food service industry. As the culinary program makes its way to its new home downtown it is the intension of the staff and faculty to maintain its high standards while it looks to the future on the foundation of the past. This involves expanding the program in order to accommodate the needs of our future students the district and the community.



In order to achieve this vision, the faculty needs to recommend additional courses and programs, which will eventually expand to a full hospitality management associate degree program. To begin with Culinary can offer courses that already exist that provide concentrated areas of study that are not required to graduate from the culinary arts certificate program. These courses include studies in baking, garde manger, wine and food pairing, international cuisine and the art of classical and contemporary sauce making. Other courses that can be offered include one in Catering and in Culinology®, as defined by the RCA, is the blending of the culinary arts and the science of food.

In addition, certificate programs can be offered to accommodate a specific segment like baking and pastry. Baking and Pastry has become a popular and necessary segment of our industry. Another certificate program that can be considered is an evening program in culinary arts.

Hospitality Management

Many of the preliminary courses already mentioned and are within the current program will lead to an articulation agreement with Cal Poly Pomona. From there our students can complete their goal in achieving a bachelor's degree in Hospitality Management. In order to implement the portion of culinary arts vision, the program anticipates needing more than \$500,000 in funds.

Program:

The new, state of the art culinary facility located in downtown Riverside will house four kitchens (including a multi-media rich demonstration kitchen), a dining area, multi-purpose classrooms/board room with media integration for presentations and other uses, offices and conference rooms and a rooftop pavilion for assembly, dining or other uses. The new location and facility brings new vitality to the existing academic program and will provide greater exposure within the business community located downtown. Likewise, the new location will allow students participating in the program to be closer to the main campus and in turn have better access to support services, other peers and additional classes at the college.

Facility:

The Culinary Arts new facility will house district offices on the second and third floors. While it supports the consolidated district operations with shared facilities and services, it poses a unique challenge with respect to the ongoing maintenance of the building and the costs associated with it. For example, will the college or the district be responsible for the utilities and custodial costs? Will they be shared? It will be important to keep the integrity of the academic program intact despite any community or district expectation that might exist pertaining to the hours of operation or type of services provided by the academy.

Programs, Clubs, Activities

As part of a commitment to a culture of engagement and a positive qualitative experience for students at RCC, the college supports and encourages students to participate in activities that lead to civic and personal responsibility. These activities support equity, retention, and success goals in many ways. (See appendix B).

The vision for this plan is to continue to support the rich array of clubs, programs, and activities offered by the college and further enhance them by connecting them—where applicable—to Pathways and by



creating student engagement centers based on program of study/ area of interest. The college will support student professional organizations connected with the Pathways.

RCC's Institutional Effectiveness Infrastructure

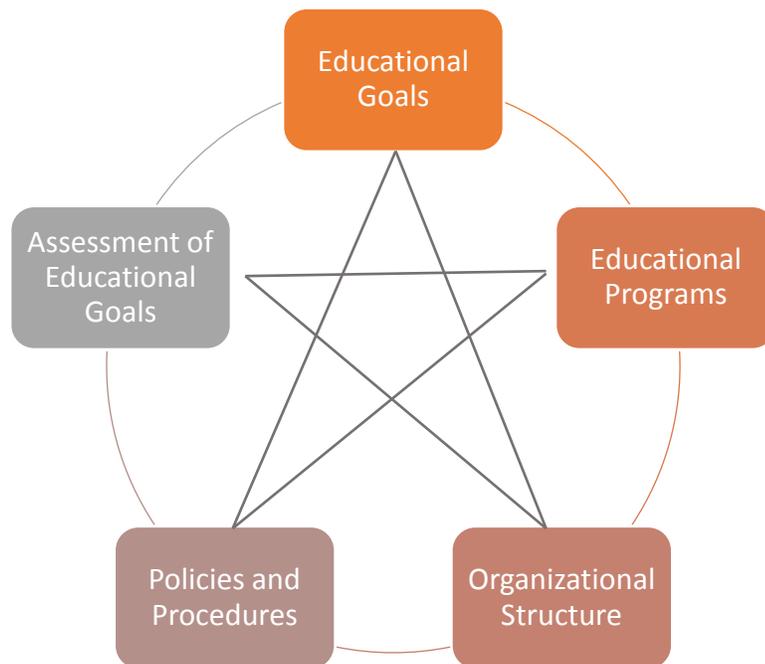
Institutional Effectiveness, a broad term referring to a wide variety of functions, outlines a construct or model for the college to monitor the efficiency and integrity of all its activities. These functions include using data to inform decision making, regularly and rigorously assess student learning to improve student success, and evaluate the processes, systems, and structures the college uses to ensure effective and efficient use of its resources and the quality of its instructional programs. The ACCJC Standard I currently includes three primary areas of focus: the Mission, Assuring Academic Quality and Institutional Effectives, and Institutional Integrity. The Institutional Effectiveness Leadership Council—supported by the Office of Institutional Effectiveness, the Assessment Committee, and the Program Review Committee, and the Metrics and Methods Committee—has the responsibility to ensure that the college has ongoing and sustained improvement in all the areas identified in ACCJS Standard I

Historically, data analysis has been a primary function of Institutional Effectiveness and the office responsible for this role was traditionally called Institutional Research. As higher education organizations — and accreditation and federal reporting requirements—have evolved, the Institutional Research function has been partnered with planning, program review, academic assessment, and process evaluation and improvement. This expanded function creates a more robust and integrated construct to support student learning and success. As indicated above, the college plans to support this integration perhaps by adding a Vice President of Institutional Effectiveness and by expanding the Office of Institutional Effectiveness.

As the functions of Institutional Effectiveness have become more complex, several different models have been offered to help define and document the organizational roles supported by Institutional Effectiveness. L. Dee

Fink provides a conceptual framework of Institutional Effectiveness (Fink, 1997). The framework includes clear and measurable educational goals to provide the vision for the organization, supported by assessment, policies and procedures, structures, and programs.

At a strategic level, the Office of



Institutional Effectiveness works with the strategic planning leadership councils and instructional, administrative, and student services units to establish well-defined policies, procedures, and processes that advance the strategic plan and support the college's educational goals. Operationally, Institutional Effectiveness helps the organization monitor, evaluate, and assess its progress by providing contextualized data support as well as supporting academic assessment.

The Office of the Vice-President of Institutional Effectiveness integrates and coordinates the work of those parts of the college community who share responsibility for Institutional Effectiveness through their charges:

- The Office of Institutional Effectiveness (OIE) plays the lead role in producing and using quantitative data. It also supports Institutional Effectiveness Leadership Council by providing data, projections, and research.
- The Institutional Effectiveness Leadership Council (IE-LC) promotes increased efficiency, effectiveness, accountability, and transparency through the revision and monitoring of processes, including Program Review. It also works to improve communication across the college so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate policies in compliance with ACCJC Standard I.
 - The program review cycle will provide a framework in which programs and disciplines, Student Services, and Administrative Services can have substantive conversations about not just individual courses as they update curriculum, but conversations about program learning outcomes, about curriculum design/ structure and sequencing. These are conversations that go beyond revising student learning outcomes for a particular course but involve more holistic discussions about how to get students not just through a course, but through a program and successfully meet their educational goals.
- The Riverside Assessment Committee (RAC) supports instructional and non-instructional assessment at the course, program, and institutional levels. The RAC works closely with the IE-LC to incorporate on-going assessment into the five-year program-review and planning process.
- The Educational Planning Oversight Committee provides guidance and leadership for the mid-term and long-term vision and educational goals of the college and coordinates, documents, and reports on the college activities to meet the accreditation standards and eligibility requirements.

Operationally, the Office of Institutional Effectiveness will continue to support on-going assessment to improve student success, access, and organizational effectiveness and efficiency. It uses both quantitative and qualitative methods to assess instructional and non-instructional efforts. The OIE plays a foundational role in encouraging and supporting the use of metrics to support assessment and decision making at all levels of the organization. To be most effective and useful, the OIE provides data with training and support on how to use the data meaningfully. This training and support allows the college community to use data in a way that informs decision making and that allows them to develop meaningful strategies to address improve student success and completion.

Working with the Educational Planning Oversight Committee, the OIE and the IE-LC will help the college to set strategic planning goals and to create, update, and revise the Strategic Plan. The OIE will provide on-going support by reporting on progress the college makes to achieve Key Performance Indicators (KPI's). These KPI's help the organization track progress by monitoring the operational initiatives tied to all the Strategic Planning Goals (Student Success, Student Access, Institutional



Effectiveness, Resource and Learning Environment Development, and Community Engagement). See the College's Strategic Plan Report for specifics regarding these goals, targets, and KPI's.

The Office of Institutional Effectiveness provides support to college and state-wide initiatives, including the College Success Scorecard and the Student Equity Plan. The Student Equity Plan—monitored, evaluated, and assessed each year—is revised every five years and includes substantial detail about student access and success by many different student characteristics, including gender, race/ethnicity, socio-economic status, disability, and veteran status. Institutional Effectiveness provides the data which informs the conversations about where the college is making progress with respect to equity and where the college's efforts might be re-focused.

Mapping Statewide Initiatives: California Community Colleges Student Success Framework

As college and district needs and accreditation, state, and federal reporting requirements continue to evolve, the responsibilities of the different organizational structures supporting Institutional Effectiveness may need to change. However, one fundamental principle will remain unchanged: the organizations supporting Institutional Effectiveness will systematically and substantially support data-driven decision making focused on helping students meet their educational goals.

Reference

Fink, L. D. (1997) *Creating Significant Learning Experiences*. San Francisco, CA. Jossey-Bass.

Resources: Sustainable Development

Resources include financial, human, technological, facilities resources as well as the resources of the college's academic and student services programs. The Educational Master Plan drives the allocation of resources at the college. Resource plans must be evaluated in light of how they integrate with and support college initiatives and programs outlined in the Educational Master Plan and in the strategic plans that implement the master plan. Allocation of resources to new programs must be evaluated in light of how such programs contribute to student needs, student success and completion, and existing college programs supporting these goals. Ultimately, the direction of growth or reduction in course offerings and academic programs will not only be dependent on the availability of resources, but will be directed by student success as the key strategic goal of the college.

Over the long term, the college needs to look beyond apportionment for additional resource streams, developing an active resource generation strategy.

The key strategies the college will pursue over the life of this plan include actively pursuing grant opportunities, increasing the number of international students (which will also necessitate a revitalization of the ESL program), rental of college facilities, and green energy saving initiatives. Leveraging state



monies that become available for green or water conservation projects will help the college become a model for sustainability in the community and will in the long term, will result in cost-savings that can be re-invested in academic programs and initiatives. The college will continue to aggressively pursue grants to fund initiatives designed to improve student completion and success and will also work to find ways to institutionalize the most successful of these strategies/ services supported by these grants beyond the funding period of the grant itself. The Grants Advisory Board will assist in the pursuit of, application for, and implementation of these grants.

Integrated Planning for the Allocation of Resources

Vision

The Business Services Office will facilitate informed decision making with campus constituents regarding institutional resources in order to maintain financial strength, capacity and viability for our current and future students.

Goals

Riverside City College's Financial Plan provides the College with information to use its financial resources to achieve its mission, to improve academic quality, to support and sustain student learning programs and services, and to improve institutional effectiveness. The plan includes actual historical data for Fiscal Years 2012-13 through 2014-15, budgeted data for Fiscal Year 2015-16 and projections for Fiscal Years 2016-17 through 2019-2020. In addition, this plan contains data most pertinent to the decision making process, including aspects of the local, state and national economies that will influence resource availability and expenditure demands. Although the primary focus is the Unrestricted General Fund, (Fund 11) summary data for all funds is provided in numerous sections of this plan.

Riverside City College' Student Success Pathways Initiative (Appendix A), the centerpiece of the College's Educational Master Plan and strategic planning activity, and will drive resource allocations that support and enhance student success and completion. With the college strategic planning leadership councils assuming both strategic and operational responsibilities as part of their charge, this will allow for the development of realistic resource plans for improvement, and measure the relevance that disciplines and departments contribute to the College's strategic planning goals.

College wide comprehensive program review will drive the initiatives that support the pathways for student success and completion. The leadership councils will work to monitor, assess, and evaluate program planning documents, to prioritize requests, and to accept and integrate each college unit's planning activities into the college strategic planning process. The results of program review will meaningfully inform institutional planning, resource allocation, and decision making at the college.

It is important to note that the challenge of increased service demands and limited opportunities for new resources creates a clear incentive to examine institutional processes and priorities in order to meet the delivery of premier educational services. 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.



Learning Environment

Human Resources: Critical to sustaining a vibrant learning environment for students is the hiring of more full-time faculty to provide the instruction and advising necessary for student success. Over the life of this plan, the college will make significant advances (identified as measurable targets in human resources strategic planning documents) towards improving the 75:25 ratio of full- to part-time faculty.

Physical Environment: To support current initiatives designed to improve equitable student access, completion and success, the college will need to allocate resources to supporting students' learning environment. This includes student engagement centers to support the Pathways leveraging all existing and new facilities resources as well as outdoor spaces that can be used to facilitate student engagement. The vision of this plan is creating engagement centers for each of the Pathways and re-introducing the Tiger's Den as an informal space for engagement among all members of the college community.

Furthermore, the college needs to address the challenge of having support services scattered across the campus and often separate from the academic disciplines they serve. For example, English and Foreign Languages are both housed in the Quad, but the Writing and Reading Center is in MLK and the foreign language lab in the Digital Library. The vision is to plan facilities use and allocation to both accommodate anticipated growth and to make sure that academic support for courses in a particular discipline/division are housed with that discipline/ division—to centralize classes and academic support for divisions. This will require careful facilities planning, especially as the Quad already struggles to provide adequate space for all the courses in the Humanities and Social Sciences.

IT/AV: maintenance and regular upgrade of technology resources is essential to maintaining a vibrant and competitive learning environment.

Professional Development: Learning environment not just for students but for faculty, staff, too—so a culture of ongoing, continuous learning modeled in all parts of the college community is essential.

Community Engagement

Riverside City College (RCC) actively pursues and maintains partnerships with the community's academic organizations, fostering communication and collaboration to increase educational achievement at all levels. In addition, RCC works with local businesses to align educational programs to community job opportunities and provides programs and services to enrich the community.

Educational Partnerships

Riverside City College has a history of collaboration with the unified school districts in its service area, as evidenced by the Rubidoux Early College High School (RECHS) program. RECHS was established in fall 2006, as a partnership between the Jurupa Unified School District (JUSD) and the Riverside Community College District (RCCD) and was originally funded by a grant from the James Irvine Foundation. RECHS students begin their college coursework in their junior year and complete their high school diploma while earning college credit at the same time. In fall 2014, RCC has initiated efforts to



establish an Early College pilot program with Riverside Unified School District (RUSD). Pilot program areas include a Science, Technology, Engineering, and Mathematics (STEM Pathway), Law School Pathway, and Teacher Education Pathway. In winter 2015, RCC hosted a meeting with the superintendents and principals from JUSD, RUSD, and Alvord Unified School Districts (AUSD) to discuss additional ways in the high schools and RCC can collaborate to further student preparation, success and completion. Future planned meetings include counselor-to-counselor meetings and collaborations among discipline faculty to collaborate on content of both math and English courses between the high school and RCC.

Completion Counts, Riverside's partnership to raise college graduations rates by 2020, is another example of RCC's collaboration with the community. This citywide initiative is driven by:

- City of Riverside City College
- Riverside City College
- Alvord Unified School District
- Riverside Unified School District
- Riverside County Office of Education
- University of California Riverside City College
- Greater Riverside Chambers of Commerce

Through Completion Counts, RCC provided a two-year completion guarantee for eligible graduates of Alvord and Riverside Unified School Districts from the graduating classes of 2012 and 2013. The Completion Counts efforts and experiences provided valuable information and best practices for RCC to develop the Pathways Initiative. This Initiative provides high school graduates the opportunity to complete pre-collegiate level courses in math and English in one year and to pursue one-year certificates and two-year contracts for students on various educational pathways to degrees and ultimately transfer or entry into the workforce. Moreover, RCC, RUSD, and AUSD continue to collaborate on curricular efforts in mathematics and English, offering courses developed jointly by AUSD, RUSD, and RCC faculty so that high school students can move seamlessly from high school to college courses in mathematics and English. Efforts are under way to expand this program to JUSD. In addition, the Inland Library Roundtable offers another venue for extending and deepening educational partnerships in the community.

Developing Early College programs with all RCC's feeder high schools and continuing to monitor, assess, and refine these collaborations will aid the college's efforts to streamline pathways from high school, through RCC, onto the completion of BA/BS degrees or employment, and into professional programs.

In summer 2015, RCC offered a Summer Bridge Program that provides incoming high school students with an in-depth orientation to college and opportunities through Jump Start and guaranteed enrollment in classes to advance from pre-college to college-level in mathematics and English, all efforts to accelerate remediation. Nearly 800 students enrolled in the math and English classes for the summer 2015 session. The college plans to rigorously assess the results of these programs and to adjust offerings on the basis of



such assessment as it continues to work to reduce the time for remediation through strategic use of summer and winter sessions for incoming students.

In fall, 2015, RCC, in collaboration with UCR and RUSD, were awarded a California Math and Science Partnership grant which will provide \$1.6 million over three years to focus on K-6 math and science education. The focus of the grant is to enhance the teaching of science to elementary and middle school teachers, thereby improving the teaching and learning of science in the elementary and middle school students. Working with the four-year universities in seeking grant funding opportunities have supported greater collaboration between the four-year institutions that are in our geographic region and RCC, particularly with UCR and CSUSB. Improving student success and retention in STEM, in the Arts and Humanities, as well as enhancing student equity is the core focus of the various collaborative grants with our neighboring comprehensive and research universities.

Industry and Business Partnerships

A knowledgeable workforce is critical for a progressive global economy. RCC is cognizant of the federal and state initiatives to provide funding to community colleges in the support and training of the workforce of tomorrow. To that end, RCC has worked collaboratively with unified school districts, businesses and the Riverside Greater Chambers of Commerce to develop curricula to provide training in a variety of

In the area of Career and Technical Education (CTE), RCC has a myriad of outreach programs with the unified school districts. For example, in fall 2015, RCC will offer a welding course at Nueva Vista High School in JUSD. This course will provide a pathway for students into RCC's welding program. RCC's Automotive Technology program is working with the Corona-Norco Unified School District (CNUSD) to provide a pathway from high school into the automotive associate degree program. RCC's Automotive program is also partnering with other community college districts and the Riverside Transit Authority to establish an alternative fuels and green initiatives regional program.

Riverside City College is an active participant in the CTE Enhancement Funds Desert-Inland Empire Regional Consortium. In 2014, this Consortium received nearly 4 million dollars in one-time funds to develop, enhance, retool, and expand CTE offerings that build upon existing community college regional capacity to respond to regional labor market needs.

Riverside City College engages with various community businesses through its CTE Advisory Committee. The College also engages with various licensing entities in Cosmetology, Automotive, CISCO, and Welding.

Riverside City College is an active participant in the AB86- About Students Adult Education consortium. The consortium consists of members: Riverside City College, Moreno Valley College, Norco College, RCCD Economic Development, RUSD, AUSD, JUSD, CNUSD, Moreno Valley Unified School District, Val Verde Unified School District, and partners, Desert Regional Consortium, International Brotherhood of Electrical Workers, Department of Public Services, Workforce Investment Board, and Riverside County Office of Education. The Riverside Community College District About Students Consortium received \$435, 294 for its planning phase. The Governor proposed an additional \$500 million for the Adult Education Block Grant for 2015-2016. The AB86 legislative requirements and Consortium objectives address five program areas:



Elementary and secondary education basic skills

English as a Second Language and workforce preparation

Education programs for adults with disabilities

Short-term career technical education programs

Programs for apprentices

RCC will work to leverage these funds and partnerships to support college goals of reducing time for remediation and increasing completion/ success in Basic Skills and CTE.

Community Outreach

RCC serves the community in many other ways providing arts and athletics events attended by many community members. The athletic venues at RCC have served as the central location for city-wide events, as well. Moreover, the college hosts speakers, workshops, conferences and competitions of interest to the community. Community education courses are offered to meet the needs of the community members. Senior citizen education courses are offered at various locations throughout the year. RCC is the exemplar of a community's college.

Conclusion

The key themes of this Educational Master Plan are equitable access, completion, and success supported by sustainable development and stewardship of resources in order to maintain and further enhance a vibrant and engaged learning community. The college is committed to ongoing assessment, evaluation, and recalibration through an emphasis on dialogue and collaboration supported by data and a lean and effective institutional structure.

The cycles of strategic planning will allow the college a structured format in 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.



Glossary of Terms

Throughout the Educational Master Plan, reference will be made to certain words or terms. The glossary that follows, though not fully complete, includes the definition of most of the key words or terms used throughout the Plan.

Accounting Methods:

DSCH - Daily student contact hours, a daily average of all credit and non-credit hours, Positive Attendance and Independent Studies.

Independent Study - All hybrids/online and Work Experience classes fall under this accounting method.

Positive Attendance – The actual hours of attendance accounting based on an actual count of enrolled students present at each class meeting, and applies to: a) Short Term Credit Courses scheduled to meet fewer than five days; b) Irregularly Scheduled Credit Courses that meet irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days; c) Open Entry/Open Exit Courses, where students may enroll at varying times, progress at varying paces, and receive varying units of credit with or without regularly scheduled hours; d) In-service Training Courses, regardless of length, for police, fire, corrections and other criminal justice system occupations.

WSCH - Weekly student contact hours, a weekly average of all credit and non-credit hours including daily student contact hours (DSCH), Positive Attendance and Independent Studies.

Accreditation – “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. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one’s peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.” <http://www.apa.org/support/education/accreditation/description.aspx#>

Accreditation has two fundamental purposes:

- 1) To assure the quality of the institution, and
- 2) To encourage institutional improvement.

(http://www.accjc.org/faq_on_accreditation.htm)

RCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC). RCC accreditation information and documents can be found at <http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx>

Action Plan – A way to translate strategies into actions by making them operational (i.e., putting them into action). RCC’s action plans include strategic directions, planned activities, timelines, performance



indicators, benchmarks, resources, responsible leads, outcomes, and assessment of the outcomes to determine the effectiveness of the implementation and attainment of goals so that adjustments can be made when appropriate.

ADT – Associate Degree for Transfer. These degrees can be either AA or AS depending on the major. The list of current ADTs can be found in the college catalog under curricular patterns:

<http://www.rcc.edu/departments/Pages/College-Catalog.aspx>

AOC – Assessment, Orientation, and Counseling that is required for all new students and dependent upon their educational goal and program of study.

Area of Emphasis (AOE) – In 2007, the State Chancellor's Office formally asserted that GE compilation degrees are out of compliance. In order to ensure compliance, disciplines across the Riverside Community College District collaborated to develop “areas of emphasis” that allow students to focus their study in a way that makes academic sense, but does not align with a specific major at a receiving institution. Students who intend to transfer to a bachelor’s degree-granting institution can choose from one of eight areas of emphasis, as described in the graduation requirements of the College Catalog, to fulfill many lower division major requirements while taking additional transferable courses in closely related areas of study.

Budget Allocation Model (BAM) - This District model is the mechanism for allocating resources to the colleges based on district level planning outcomes, e.g. operating cost for new facilities; new faculty positions; enrollment efficiency and recognizes additional budget needed to support collective bargaining agreements and other contractual obligations.

Baseline Data – A set of data which serves as a basis for comparison with subsequently acquired data.

Benchmark – A standard against which performance can be measured or assessed. A benchmark may be a national or statewide standard; it may be based on internal prior years’ data or performance of comparable institutions in areas that are critical to the attainment of RCC’s goals and objectives.

Block Scheduling – a method of scheduling students in specific courses over multiple semesters. This method enrolls students in several courses per semester over several semesters with the goal of helping students understand a pathway for degree or certificate completion and also more easily allowing courses to be scheduled, planned, and filled.

Cal Grant Recipient -- A student who receives a Cal Grant (State need-based grant) during their first year of enrollment. While four-year colleges often have students with a “CAL A” grant, Community Colleges often only have “CAL B” grant recipients because the student is reserving the substantial portion of the CAL A for their subsequent enrollment.

CCSEQ – Community College Student Experience Questionnaire RCC administered this national survey in 2004 and 2006.

CCSFE – Community College Survey of Faculty Engagement. See CCSSE below.

CCSSE – Community College Survey of Student Engagement. RCC periodically administers this survey. It is combined with the Community College Survey of Faculty Engagement (CCSFE). The results of



these two surveys are used to inform faculty, administrators, staff, and students about behaviors and preferences of our students and faculty. The survey is managed by the University of Texas, Austin.

Chancellor-Approved Certificate – a certificate awarded after complete a number of units. Generally, state-approved certificates require at least 18 units. ([Would like to link survey reports/ results here—they aren't currently on the strategic planning website](#))

C-ID - A supranumber, a faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the [California Community Colleges](#) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

Cohort — A specific group of students established for tracking purposes. These students share a start term and may also share other distinguishing characteristics (e.g. enrollment in a Completion Counts program, etc.). The initial cohort is the denominator for other outcomes calculations including persistence, completion, and graduation rates. By identifying students by cohort, we are able to compare these rates across different cohorts.

Committee – Groups whose charges tend to be primarily operational.

Common Core Curriculum – The district has committed to a common or single student contract across the district which enables our students to take classes at any of the three colleges in a seamless manner. This has also resulted in the sharing of curriculum and common course outlines of record for a substantial part of our curriculum; for example, English 1A, 1B, Math 35, 1A, 1B, His 7, Bus 10, Mus 19, etc. In other words, if more than one college “share” a course, they also share the same course outline of record ensuring that the course content and student learning outcomes for the course are the same at each college.

Comprehensive Program Review – Prior to 2015-2016, Comprehensive (Instructional) Program Review was part of RCCD's overall planning and institutional effectiveness process. The CIPR was a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the district with improving and refining student learning. Disciplines across the three colleges, departments, and interdisciplinary programs underwent program review every four years as part of a process that results in a comprehensive assessment of the disciplines' contributions to institutional effectiveness. Beginning in 2015-2016, RCC is implementing a revised program review process. This process includes disciplines, departments, and units for non-instructional as well as instructional organizations. The revised program review process is aligned with the College's five-year strategic planning cycle. During the first year of the process, each discipline, department, and unit will set goals with specific targets, aligned with the College's Strategic Planning goals. Each year the process will be assessed, evaluated, and revised as necessary as each discipline, department, and unit progresses through the five year strategic plan. Importantly, fiscal planning is being included as part of the revised process.

Counselors – faculty who work with students to develop Student Educational Plans (SEP's), provide academic guidance, and facilitate students' understanding of the responsibilities of college.



Council – Groups whose charges tend to be primarily strategic.

CTE – Career & Technical Education

CurricuNet – web-based software used to record curriculum information including course descriptions, Student Learning Outcomes, etc. In order to be considered an official course or SLO, the information must be current and approved as in CurricuNet.

Direct Assessment – This method of assessment uses evidence of student learning to facilitate conversations about student success.

District - Riverside Community College District.

District Strategic Plan – Provides long term direction for advancing the mission of the District. Can be found at

<http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/StrategicPlanning.aspx>

District Strategic Themes – RCCD’s strategic themes are Student Access, Student Success, Service to the Community, Organizational and Professional Development, Financial Resource Development, and System Effectiveness. The College goals are aligned to the District Themes.

Educational & Facilities Master Plans – Comprehensive plans for the College developed using broad-based input from all constituencies, including educational master planning, facilities planning, financial planning and projections. These plans have been developed to provide guidelines and parameters for the implementation of programs and activities relating to the future of the College. The goal of the Master Plans is to assist the College in projecting the educational programs, support services and facilities that will be needed through the year 2024. RCC’s Educational and Facilities Master Plans can be found at <http://www.rcc.edu/riverside/files/RiversideMP.pdf> (They are also on the Accreditation website.)

Effective Service Area or Service Area - A geographical area that defines the service population for the institution. Riverside City College has defined the effective service area as the geographical area that encompasses the six feeder unified school districts (USD): Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside, and Val Verde. This service area represents the boundaries of voters approving funds for Measure C, a 2004 successful bond measure, from which the Riverside City College has benefited. For some Office of Institutional Research external scan reports, RCC’s service area may also be defined as Riverside County or Riverside and San Bernardino County. Most often this is because data such as demographic projections or labor market and job projections cannot be based on the service areas defined by school districts, but instead must be based on a geographic region as developed by the agency reporting demographics or labor market information.

Efficiency vs. Effectiveness – Efficiency is a measurement of quantity – how many FTES, how many WSCH, etc. Effectiveness is a measurement of quality. A process can be efficient but not effective (a life-preserver made of concrete—made efficiently using minimal resources but not something that would be effective at preventing drowning). A process can be effective but not efficient (a class of only five students taught by a full-time instructor. They all passed but the “cost” of the course is very high).



ESL – English as a Second Language

External Scan

<http://www.rcc.edu/about/institutionalresearch/Documents/report/RCC%20External%20Scan%20Summary.pdf>

First Generation -- This characteristic is collected and recorded at time of admissions. It is self-defined by the student. First Generation students are those who are in the first generation of their families to attend college. If a student has an older sibling or cousin who is attending college already, they are still considered first generation.

FTEF - Full-time equivalent faculty

FTES - Full-time equivalent students

General Education Learning Outcome (GESLO) -- General Education assessment measures the skills and knowledge the College expects students to demonstrate upon completion of an A.A. or A.S. degree. The Academic Senate empowers the Riverside Assessment Committee to direct the assessment process of these GESLO's. Recommendations are brought to the Academic Senate for approval. GESLO's are set by each College.

Goals –The College has set Strategic Planning Goals promote student success and institutional effectiveness through the 2015-2020 Strategic Planning period. These goals are what the College needs to achieve to ensure its success and the success of its students.

RCC's Strategic Planning Goals are:

Student Success

Student Access

Institutional Effectiveness

Resource and Learning Environment Development

Community Engagement

GPA - Grade point average of a credit enrolled student – a mark ranging from 0.00 to 4.00 that determines the cumulative grade ranking of student taking multiple courses.

Hybrid - Any time a face to face seat time for one class is replaced by an online environment. Note that the definition for hybrid may be different for measuring other institutional standards.

Institutional Effectiveness Leadership Council (IE-LC) - One of RCC's four Leadership Councils: Institutional Effectiveness Leadership Councils.

Institutional Effectiveness Partnership Initiative (IEPI) - The Institutional Effectiveness Partnership Initiative (IEPI) is 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. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls. This initiative began in summer, 2015. More information can be found at <http://www3.canyons.edu/Offices/IEPI/index.html>



Institutional Learning Outcome (ILO) - Institution-level assessment is assessment of Institution Learning Outcomes. These outcomes are set by each College. For RCC, the Strategic Planning Goals are also the College's ILO's.

Instructional Program Review – *This is the definition prior to Fall 2014. See Program Review entry for UPDATED Definition* -- Instructional Program review consists of the two parts below and the intrinsic purpose of this review process is to help instructional units clarify and achieve their goals and to align those goals with strategic planning.

Comprehensive Instructional Program Review (CIPR) - Comprehensive (Instructional) Program Review occurs approximately every four years (based on a rotation in which ¼ of the units report each year), focuses on each discipline's courses, pedagogy, assessment plan, and future goals and objective related to the improvement of student learning

Annual Instructional Program Review/Unit Plan Update – asks each discipline to address its needs for resources (faculty, space, equipment, etc.) on each college and to provide a report on outcomes assessment activities each year.

Integrated Academic Support—the integrated web of services—Counseling, Library, Educational Advisors, Faculty Advisors, Supplemental Instruction, tutoring, engagement centers—all designed to provide support necessary for students to succeed in the classroom

Internal Scan

<http://www.rcc.edu/about/institutionalresearch/Documents/report/RCC%20Internal%20Scan%20Summary.pdf>

International Student – To be considered an International Student, the student must be enrolled and on an F1 or J1 Visa. Students are identified as this using the MIS SB06 code “5” Student Visa.

IPEDS – Integrated Postsecondary Enrollment Data System. This national database provide similar information to Datamart. As with Datamart, reporting to IPEDS is managed by the District.

Key Performance Indicator (KPI) – KPIs are used to measure different operational and strategic aspects of the College. KPI's include the Nine Metrics required by the State Community College Chancellor's Office as well as those required by the Institutional Effectiveness Partnership Initiative. While many KPI's are quantitative, qualitative metrics are also included as RCC's operational and strategic KPI's. Additionally, RCC is measuring Input and Environment metrics as well as Outcomes metrics following Alexander Astin's Theory of Involvement I-E-O Model. (Bresciani, 2009)

Lab - A session conducted under immediate supervision (line of sight) of the instructor of record in a laboratory, computer-laboratory, studio, shop, or other activity setting with students engaged in various scientific, technical, artistic, athletic, vocational, or other Instructional activities.

Lecture/Web Enhanced/Face-to-Face - A session conducted under immediate supervision (line of sight) of the instructor of record using lecture, discussion, collaborative or experiential learning, that may also include incidental use of visual aids, various media, site visits, etc. at the instructor's discretion.



Locally Approved Certificate – a certificate awarded to a student upon a completion of a series of specified courses. Locally-approved certificates generally require fewer units (fewer than 18) for completion than certificates approved by the California Community College State Chancellor’s Office.

Metrics – this is a general term use to describe measurements. In higher education, these measurements of can be measurements of inputs, environment, processes, procedures, and outcomes. Metrics may be qualitative as well as quantitative.

Mission – the fundamental purpose of an organization.

Office of Institutional Effectiveness (OIE) – An administrative unit at the College, headed by the Dean of Institutional Effectiveness. The OIE integrates program review, assessment, and research to enable the College to report on and analyze the effectiveness of its programs and services. While there is a close relationship between the OIE and the IE-LC, the two organization have different priorities and operational and strategic activities.

Online - Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor. At RCC, online classes are asynchronous, meaning that students can participate in class but do not have a specific time where everyone has to be in the virtual classroom at the same time.

Operational – This is the actual demonstration of a process in operation or action. How the college will achieve its goals and strategies; the concrete actions or steps to implement a plan.

Pathways Initiative—the structure RCC is implementing to “decongest” the system, giving students clearer and more streamlined paths to their educational goals. In its basic outline, it includes the three major pathways: Basic Skills, CTE, and Transfer. Within each, depending on a students needs and goals, course paths are offered to make it possible for a student to complete in a timely fashion. The vision is of a 1 + 2+ 2: 1 year to remediate, become college ready, then 2 years at RCC and 2 more to complete a BA. The college is resolved to reduce time to completion. Pathways also include pathways to professional school and through the Honors program.

Pell Grant Recipient -- A student who receives a Pell Grant (federal, need-based grant) during their first year of enrollment. Pell Grant is used as a proxy for identifying students with low Socio-Economic Status (SES).

Persistence – academic measurement meaning a student is enrolled in a subsequent major term (Fall or Spring). It can be measured as 2 term persistence (enrolled in the immediate subsequent term), 3 term persistence (enrolled the term in the next calendar year e.g. fall to fall or spring to spring), 4 semester persistence etc. When measuring persistence for 3 or more terms, a student is counted as persisted if they are enrolled, regardless of whether or not they were enrolled in the immediate prior term (e.g. a student can be enrolled in fall, not enrolled in the subsequent spring term, and then re-enrolled in the next fall term and thus counted as persisting to the 3 term).



Plan or Educational Master Plan - Shall mean, unless otherwise referred to in a generic or titled reference, the 2009-2014 RCC - Riverside City College Educational Master Plan.

Planned Activities – The concrete steps/actions towards the implementation of a strategy.

Program - An educational program is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." Credit programs include associate degrees (AA/AS), associate degrees for transfer (AA-T/AS-T), certificates of achievement that require 18 or more semester units, and certificates of achievement that require 12 to fewer than 18 or more semester units. Non-credit programs include course sequences in Career Development and College Preparation (CDCP) that lead to certificates of completion or certificates of competency, and Adult High School Diploma.

Program Learning Outcome (PLO) – Program Learning Outcomes (PLOs) are defined by faculty and reflect the skills and knowledge a student will gain through the sequenced curriculum. Often, PLOs are informed by a licensure or certification exam. The program assessment process is designed to align course-level SLOs and curriculum requirements with PLOs. PLO assessment results inform conversations and decision at the discipline, department, and College levels. PLO's are the same throughout the District.

Program Review and Plan (PRAP) <http://www.rcc.edu/about/president/strategic-planning/Documents/Program%20Review%20Work%20Instructions.pdf>

Report Card – An annual report on progress towards achievement of goals and strategies, including KPIs and other performance indicators <http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/RCC%20Strategic%20Planning%20Report%20Card%20Feb%202016%20Feb3wlm%202pm.pdf>

Resource Development & Administrative Services Leadership Council (RDAS) – One of RCC's four Leadership Councils.

Retention – academic measurement meaning a student has completed a course, regardless of whether or not the student has passed. This is often measures as a percentage of the total section who completed the course.

Rubric - A scoring tool that lists the criteria for a piece of work, or "what counts." It also articulates gradations of quality for each criterion, from excellent to poor.
(<http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm>)

Service Area Outcome (SAO) – These are outcomes for non-instructional units at RCC. NOTE: ACCJC is currently using the acronym SAO as Student Achievement Outcome

SPR - Student participation rate, the number of students attending the College per 1,000 total population in the service area.



Standard - For a student achievement measure (e.g., course success), the percentage below which the college does not intend to fall. Operationally, the college is defining this as the mean of the past five years for a particular achievement measure.

Strategic Planning - Strategic planning is an organization's process of defining its direction and making decisions on allocating its financial and human resources to pursue this direction. RCC's strategic planning process consists of: Review and update Mission, Vision, and Values Analyze data, identify issues, Share vision and goals with stakeholders and College Councils, Develop strategies, planned activities, performance indicators and benchmarks, identify resources, Assign responsibilities, Implement plan, Assessment, and Annual Report Card—revise and update.

Strategic Planning Councils Constitution & Bylaws – Provide direction and procedures related to how RCC conducts strategic planning. Can be found at <http://www.rcc.edu/riverside/riversidestp/files/ConstitutionBylawsfinal070810.pdf>

Strategic Direction – A further refinement of a strategy to assist in developing concrete actions or steps to implement the strategy.

Strategic Planning Executive Council (SPEC) – The SPEC consists of 2 Co-chairs (the College President or designee and the Academic Senate President or designee) and the Joint Chairs of the SPLCs, for a total of 18 members. The SPEC meets monthly.

Strategic Planning Leadership Council (SPLC) - RCC has four SPLCs. Each SPLC and examples from its charge are listed below. The complete charges can be found in the Strategic Planning Councils Constitution & Bylaws.

Student Access and Support Leadership Council (SAS)

Academic & Career/Technical Programs & Instructional Support Leadership Council (ACTPIS)

Resource Development and Administrative Services Leadership Council (RDAS)

Institutional Effectiveness Leadership Council (IE-LC)

Strategic Planning Website – RCC's strategic planning web site address is <http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx>

Strategy -A combination of the goals the college is aspiring to achieve and the policies, procedures, and actions it is taking to achieve them.

Student Access and Support Leadership Council (SAS) – One of RCC's four Leadership Councils.

Student Educational Plan (SEP) – All incoming students are required to complete an online SEP before enrolling in courses.

Student Learning Outcome (SLO) – Course-level assessment measures student learning for a particular course. Each SLO must be assessed at least once during each Program Review cycle. SLOs are approved by the College's Curriculum Committee and appear on the Course Outline of Record (COR) within CurricUNET. It is important to emphasize that course-level assessment is a measure of what students have learned in the course regardless of who was teaching it. Assessment results are used by faculty in the



discipline to inform activities, to review and improve CORs, and to implement changes to instruction to improve student learning. Course-level SLO's are the same throughout the District. All academic courses and all Student Services Support Programs have student learning outcomes. Each course's SLO must be assessed at least once during a program review cycle. The Academic Senate for California Community Colleges (ASCCC) defines student learning outcomes as:

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specific course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using the higher level thinking skills and to produce something that asks them to apply what they've learned. (ASCCC SLO Terminology Glossary, 2010, pg 13).

Student Success

Student success is defined several ways including:

- Retention – this is a course-level metric defined as the student is enrolled at the end of a course
- Success – this is a course-level metric defined as a student passing a course. The metric for this is MIS SX04 with a grade of A, B, C, or P
- Persistence – student enrolled in subsequent semester (Primary semesters – Fall & Spring)
 - o If a student persists through 3 terms, that is considered a MOMENTUM POINT
- Graduation – receive a certificate or diploma
- Completion

Student Success Plan – a formal plan written and submitted to the state – SSS.

http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/2015-16%20Credit%20SSSP%20Program%20Plan-final_111815.pdf

Student Equity Plan – a formal plan written and submitted to the state.

http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/RCC_Student_Equity_Plan_Fnl_Dec14_2015.pdf

Success Rate – Of all credit enrollments, the rate at which students completed courses with a grade (MIS data field SX04) of A, B, C, or P.

Target - The percent by which the college is striving to improve a particular student achievement measure. Operationally, the college defines this as the standard deviation based on the past five years' data for a particular achievement measure.

Technology Master Plan – A document that establishes goals and objectives related to technology acquisitions and use and to support the realization of the college's vision and mission.

<http://www.rcc.edu/about/president/strategic-planning/Documents/2014TechnologyPlan%20FINAL.pdf>



The Nine Metrics – metrics developed by the State Chancellor’s Office to track and report on operational aspects of a Community College. They include Student Success, Equity in Completion, Student Services, Efficiency, and Student Access metrics.

TMC - Transfer Model Curriculum (TMC), introduced as Senate Bill 1440 (SB 1440) and signed into legislation on September 29, 2010 as the Student Transfer Achievement Reform Act (Ed Code 66745-66749), represents collaboration between California Community Colleges and the California State University (CSU) system on the creation of an Associate in Arts Transfer Degree (AA-T) and an Associate in Science Transfer (AS-T) Degree. Students are granted an associate degree for transfer once they have met specific general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the CSU system.

TCO—Total Cost of Ownership

TOP CODE - Taxonomy of Programs & Services code format that the state requires for submission of funding requests and for comparing/evaluating one college to another via a standardized set of curricular criteria.

TracDat – web-based software used to record and track assessment and program review activities

Unit Plan - See Annual Instructional Program review/Unit Plan Update

Unit Plan Review Committee (UPRC) –The UPRCs review unit plans from their respective areas, develop rubrics to prioritize requests, and provide recommendations for annual resource allocations to the BPC. The 3 UPRCs are: Academic & Career / Technical Programs & Instructional Support, Student Services, and Administrative Support.

Values - Beliefs that are shared among the stakeholders of an organization.

Vision - Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction.

Web-Enhanced -- Same as Face-to-Face, the session enhanced by internet or website links to facilitate learning. Note that no seat time is replaced.

Work Experience - Session where students enroll for work experience credits as defined in Title 5, Section 55256.5 for learning that occurs at a job learning station as defined in Section 55257.

Glossary References

Academic Senate for California Community Colleges [ASCCC] (2010). *SLO Terminology Glossary: A Resource for Local Senates*. Sacramento, CA. 2010.

Bresciani, M.; Moor Gardner, M.; and Hickmott, J. (2009). *Demonstrating Student Success*. Stylus.
Moore Gardner, M.; Kline, K.; and Bresciani, M. (Ed.). (2014). *Assessing Student Learning in the Community and Two-Year College*. Sterling, VA: Stylus Publishing, LLC.



Appendices

A. Best practices for student engagement

Best practices should be continuously reviewed and revised based on what's working and changes in environment/ culture, etc.

Implementing proven and exploring innovative means of fostering a culture of reciprocal and relevant engagement are therefore at the core of this plan.—so yes, keep a statement—and put the rest/ revised in a best practices appendix.

1. Multiplying opportunities for students to work throughout campus as well as to serve as peer role models, tutors, guides, partners, or mentors in various forms connects to the college, to each other, and encourages giving back to the community.
2. Various engagement centers projects to create a vibrant agora are being contemplated to invite and facilitate cordial encounters between students, faculty, and students and faculty – among them the revival of the 'Den', an amphitheater like corner of our central quad, is already under review to offer students and faculty an opportunity to meet and chat around good coffee and healthy snacks.
3. A Faculty Advising model is piloted by our English and Reading faculty to test and identify best practices to support basic skills students before it is implemented throughout all disciplines.
4. Professional development programs and opportunities for Faculty are going to be multiplied to facilitate their understanding of the challenges new generations of students encounter and increase their engagement. Trainings on: awareness of specific reasons for failures among African-American and Hispanic students and strategies to remedy them, 21st century pedagogical tools, changes in cognitive skills, andragogy principles, social media as they appear, are examples mentioned in preliminary discussions among the members of our educational master plan committee and faculty. Other topics will emerge from regular formal surveys by our professional development committee.



Symposia highlighting the faculty's various interests, brown bag events, alumni round tables, conferences from outside scholars are planned to be institutionalized to envelop students in a supportive environment, enhance the intellectual climate, provide venues for the faculty to showcase their expertise and motivate all members of the learning community to congregate and excel.

B. Student Life and Organizations

In addition to organizations and programs such as the **Youth Education Motivation Program (YEMP)** and **Hispanas Organized for Political Equity (HOPE)**, RCC offers a broad variety of resources for students to refine their skills or explore new interests.

The **Associated Students of Riverside City College** houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit <http://www.rcc.edu/arscc/Pages/clubs.aspx>

Some programs aim towards higher academic achievement. The **Puente Project**, for instance, has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. The **Ujima Project** is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The **RCCD Honors Program** offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. The **STEM Program** at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. The STEM Program offers monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). STEM students have performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Others have



interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years.

Artistic exploration and enrichment are made accessible in many ways. RCC offers a comprehensive musical and academic program for its music students, including **Jazz and Wind Ensemble, a world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble**. The **RCC Theatre Program** has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level. With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions, forums, festivals and professional internships which are necessary for furthering their careers in the industry. The **RCC Musical Theatre Ensemble** has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival. On the literary side, RCC students publish **MUSE**, an award-winning literary journal. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also have opportunities to meet with editors and authors from other small presses and periodicals. **MUSE** features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

Integrated academic support is also supported by the skills labs on campus. Students can also hone their writing and communications skills at the **Writing and Reading Center** which promotes literacy across the disciplines by providing academic support and both human and material resources to succeed in writing and reading. The **Center for Communication Excellence (CCE)** is a lab setting in which student tutors trained in Communication Studies provide content-specific support to all RCC students in regard to communication skills related to any of their courses at RCC. Similar labs exist for foreign languages, math, and CIS.

RCC students also have the opportunity to work for a mature, award winning newspaper. They create and present their work to the public in print and online editions of **Viewpoints**. Students can practice their passion for storytelling, digital photos and online videos. Some of them have served full-time with U.S. senators and in the White House as photographers.

Life at RCC also has international dimensions, which support the general education outcomes related to global awareness. Many programs offered give students a chance to broaden their horizons, one of them is the **International Education/Study Abroad**. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the “Riverside Model”. RCC Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. RCC students have spent spring semesters in Oxford, England, Beijing, China and Dublin, Ireland; fall semesters in Florence, Italy; and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain. **International students** are also a valuable addition to the RCC culture. They represent over 50 countries and bring the global perspectives vital for our local students’ multicultural awareness. (See Appendix ___ on Student Life and Organizations).



1. Clubs –The Associated Students of Riverside City College houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Puente, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit <http://www.rcc.edu/arscc/Pages/clubs.aspx>

2. Muse

RCC MUSE is the award-winning literary journal produced by RCC students through English 17. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also contextualize their efforts by studying other 2 and 4-year college literary magazines (e.g. *Chaffey Review*, *Superstition Review*), and have opportunities to meet with editors and authors from other small presses and periodicals. MUSE features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

3. Honors

The RCCD Honors Program offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. All of our courses meet General Education Requirements and are fully articulated. RCC honors students who complete the Honors Program (5 honors classes) can apply for priority transfer admission to area schools such as UCLA, UC Irvine, Cal Poly Pomona, and UCR.

4. Writing and Reading Center

The Writing and Reading Center promotes literacy across the disciplines by providing academic support to students enrolled in English, Reading, and ESL classes and by providing content-area reading and writing instruction through ILA-800. We serve approximately 4,000 students per sixteen-week semester. To support these students, the WRC is open Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 3:00 p.m., and provides students with both human and material resources to succeed in writing and reading. Human resources include faculty from the English and ESL disciplines; reading paraprofessionals, who support reading classes in the WRC; peer tutors trained in our College Reading and Learning Association-certified training program; and lab aides. Material resources include computers and research and word processing, software, and textbooks.

5. Puente



Program History: Co-sponsored by the California Community Colleges and the University of California, the Puente Project has improved the transfer rate of thousands students from all ethnicities and backgrounds for over 30 years. Puente, which means bridge in Spanish, has increased the number of underserved students who enroll in four-year colleges and universities, earn college degrees, and eventually return to the community as mentors and leaders to future generations.

The Puente Project has earned national recognition as one of ten programs honored with an “Innovations in American Government Award,” sponsored by the Ford Foundation, the Council for Excellence in Government, and the John F. Kennedy School of Government at Harvard University.

The Puente Project has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. Puente is open to all students.

Overview: The Puente Project is an academic and community leadership program designed to transfer community college students to four-year colleges and universities and have them return to the community as role models. The project meets its goals in the following manner:

- A one-year student cohort/learning community pairing English 50 and Guidance 45 the first semester and English 1A and Guidance 46 second semester
- The cohort is team taught by an English professor and Guidance Counselor/Professor trained, as a team, at UC Berkeley.
- Each student is assigned a personal mentor from the community who has been successful in his or her academic endeavors. The mentors meet regularly with their students throughout the academic year, and assignments in the English and Guidance classes incorporate writing assignments as part of these meetings.
- Students remain with the same instructor, counselor, and mentor for the entire academic year
- The composition and guidance classes strictly adhere to the Course Outline of Record and Student learning objectives. However, the classes use Chicano/Latino literature as foundation for writing and discussion.

Program Benefits: Puente Project students:

- Develop college level reading, writing, and critical thinking skills
- Meet and network with community professionals
- Learn strategies for success in college and life
- Make university contacts and visit universities
- Participate in culturally enriching activities on and off campus

Numbers to Consider:

At Riverside City College

- In English 50, Basic English Composition, Puente students have an 83.3% success rate compared to 75.5% for non-Puente students



- Puente students progress to English 1A, Freshman Composition, at a rate of 75.4% compared to 40.6% for non-Puente students
- Puente students have an 86.3% success rate in English 1A compared to 83.7% for non-Puente students
- Among Latinos at Riverside City College, Puente students have a 83.6% success rate in English 50 compared to 73.3% for non-Puente Latino students
- Puente students progress to English 1A at a rate of 77.2% compared to non-Puente Latino students at 38.6%
- Puente students have an 86.3% success rate in English 1A compared to 81.7% for non-Puente Latino students
- More than eight in ten, or 83%, of Puente students remain enrolled in college one year after participating in Puente. By comparison, 69% of all Riverside college students maintained enrollment continuity.

A larger, statewide perspective

- Latinos comprise nearly 34% of the labor force but only 8% have bachelor's degrees
- Nearly 75% of Latino students begin their higher education in the community college system. Yet, only 12.6% transfer to the University of California and 17.9% go on to the California State University

However,

- Puente sends 66% of its participants to four-year colleges and universities consistently each year
- Puente students stay in school and accomplish their academic goals at a higher rate than non-Puente students – 92% vs. 60%
- Puente students successfully complete their English classes at a higher rate than non-Puente students – 80% vs. 51%

6. Ujima

The Ujima Project is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The Swahili name means “collective work and responsibility.” The program has a campus home called H.O.M.E. Room (Hope, Opportunity, Mentoring, Education) where club activities, counseling appointments and workshops take place. Successful outcomes are connected to course retention and success, enrollment persistence, mentoring, leadership, life planning, and developing an understanding of the community college culture and its services.

7. Viewpoints



The Journalism program at Riverside City College offers an Associate Degree in Journalism as well as an Area of Emphasis in Communication, Media, and Languages. Its students, who win many national, state, and regional awards, employ ethical principles and practical skills when they create and present their work to the public in print and online editions of Viewpoints, the student newspaper. Journalism students at RCC are encouraged to serve the public, and they excel in storytelling with text, digital photos and online videos. Graduates of the program are prepared to transfer to universities and to work with news media and in related fields. Graduates have worked with a variety of news media and have served full-time with U.S. senators and in the White House as photographers.

8. Center for Communication Excellence

The Center for Communication Excellence (CCE) at Riverside City College is a lab setting in which student tutors trained in Communication Studies provide content-specific support to ALL RCC students in regard to communication skills related to ANY of their courses at RCC. In addition to the CCE's free tutoring services, patrons of the CCE can utilize the Center's following resources: whisper room (noise cancelling room), communication studies textbooks, computers, & independent study areas. The CCE's student tutors and resources are available four days a week, Monday through Thursday 9:00 AM to 4:00 PM in the Martin Luther King (MLK) building, room 221. Each semester the CCE serves approximately 500 students.

9. STEM

The STEM Program at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. To support our STEM students and faculty, the RCC STEM Center is open five days a week and provides all RCC students with a study space, tutoring, computers, textbooks, and helpful faculty and staff to assist. The STEM Center also serves as a meeting place for the many STEM related clubs on campus, guest speakers from academia/industry/military, and STEM counselors from four-year academic institutions. We have monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). In 2013-14, over 15 of our outstanding students were selected from a national student pool to participate in National Science Foundation (NSF) or other federally funded Research Experiences for Undergraduates (REU) on a national level including Howard University, University of California – Berkeley, University of California – Riverside. These students performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Over 10 students have interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years. Also, our STEM faculty have collaborated with research institutions across the world to develop research projects in alternative energy, K-12 education methods and pedagogy, and biological sciences.

10. Student Government / ASRCC

11. Study Abroad

There are many programs offered through the Riverside Community College District that give students a chance to broaden their horizons. One such program that promotes our students to excel is International Education/Study Abroad. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the "Riverside Model".



Our Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. Historically, we have offered spring semesters in Oxford, England, Beijing, China and Dublin, Ireland, fall semester in Florence, Italy, and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain.

A study abroad experience changes a student's life. Former study abroad students are now attending the London School of Economics, Oxford University, as well as schools for Art Restoration in Florence, the University of Rome, University of Florence and Charles University in Prague, Czech Republic. They are living many different countries and establishing careers all over the world. Compared to four-year universities, RCCD's study abroad programs are offered at an excellent price, usually one-third to one-half of the cost at four-year colleges. Any financial aid for which a student qualifies may be applied to study abroad program costs. All programs include roundtrip airfare, living accommodations, some meals, excursions, museum and gallery visits and special events.

Our International Education/Study Abroad program philosophy is as follows: At the Riverside Community College District, International Education provides studies and activities that encourage a student to learn, to understand, and care about the world beyond his or her community and to transcend culturally conditioned, ethnocentric perspectives, perceptions and behaviors. Studying abroad should not only increase one's knowledge; it should also enhance one's wisdom and affinity with humanity.

12. International Students

The Center for International Students & Programs (CISP) is responsible for all (nearly 400) international students attending RCC/D schools from over 50 countries. From their very first inquiry until they complete their program, CISP is where the world's students gathers on the RCC campus. Staff are trained to help students with admissions, registration, academic advising, career goals, immigration and transfer strategies for the completion of their bachelor's degree. In addition, both international and local students often gather in in our lobby to see friends, work on homework, surf the net, or just relax on one of our couches.

In addition to caring for the international students who are attending RCC/D currently, CISP is responsible for increasing RCC/D's footprint in the world through a variety of popular social media sites such as Naver, We Chat, Line, QQ as well as Google and Facebook. We also are responsible for international marketing and promotion through education fairs, school visits, and participation in a variety of government programs. We also build targeted partnerships and engage the RCC alumni all over the world.

13. Bands and ensembles

RCC offers a comprehensive musical and academic program for its music students, including:
Great performing ensembles: From our three award winning Jazz Ensembles to our amazing Wind Ensemble, world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble, there are outstanding musical experiences available for serious music students.

A comprehensive program in music theory and music literature for all transferring music majors: Our theory program is an intensive and complete course of study in Fundamentals and in Music Theory I, II,



and III, which prepares RCC students to successfully transfer to the university setting and to do well on their transfer placement exams in music theory, ear training, sight-singing and keyboard skills.

14. Theater and Performance Riverside

The RCC Theatre Program has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level. With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions, forums, festivals and professional internships which are necessary for furthering their careers in the industry.

Musical Theatre/Performance Riverside

The RCC Musical Theatre Ensemble has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival.

Our vision of preparing and Integrating young artists into professional theatre like Performance Riverside has garnered many students the skills and experience necessary for furthering their careers in this industry.

C. Enrollment Management Data

1. FTES Data by Course Type

Percent of Total FTES by Course Type

Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	55.7%	56.3%	56.0%	56.2%	57.2%
Transfer & CTE	18.6%	18.7%	18.4%	18.3%	18.0%
CTE	9.7%	9.6%	10.5%	9.9%	8.9%
Basic Skills	6.3%	5.6%	4.8%	5.3%	5.6%
Course Below Transfer Not Classified	9.1%	9.0%	9.9%	9.9%	9.8%
Not Classified	0.5%	0.6%	0.4%	0.5%	0.5%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015



2008-2009 Actual

2013-2014 Actual

Department	2008-2009 Actual			2013-2014 Actual			
	SEC	WSCH	RESIDENT FTES	SEC	WSCH	TOTAL FTES	RESIDENT FTES
Applied Technology	268	35,662	1096.16	200/215	32178	1005.20	995.58
Art	157	16,274	494.90	107/132	17,098	534.24	522.05
Behavioral Sciences	344	48,318	1469.07	256/258	33,600	1049.52	1029.24
Business Admin/Info Sys Tech	512	36,772	1115.15	335	38,086	1189.48	1148.40
Chemistry	82	13,940	412.37	32/61	14,768	461.20	448.42
Communications Studies	146	13,007	396.10	139	11,955	373.45	362.85
Cosmetology	53	17,610	544.30	38/40	13,506	421.89	420.68
Counseling	93	3535	104.62	55	2099	65.54	60.70
Early Childhood Education	76	8018	246.08	72/76	8,454	264.09	262.27
Economics, Geo., Pol. Sci.	126	16,796	504.32	105/112	14,152	442.12	415.45
English & Media Studies	608	87,754	2624.04	491/504	66,514	2077.85	1950.73
History/Humanities/Philosophy	217	28,002	851.58	161/164	22,409	700.09	686.57
Kinesiology	460	39,370	1196.75	257/293	30,149	941.65	909.19
Library & Learning Resources	11	208	6.33	5	180	5.62	5.44
Life Sciences	156	29256	887.14	79/111	23,321	728.37	715.79
Mathematics	391	61,638	1864.71	292/294	56,782	1773.68	1704.15
Nursing	179	25,117	768.79	79/163	22,551	704.42	701.08
Performing Arts	417	34,762	1058.39	269/343	34,134	1066.33	1032.22
Physical Science	83	11,347	340.87	78/80	8,088	252.64	244.43
Senior Citizen Education	315	7,364	228.58	57	1,419	44.26	43.21
World Languages	171	25,241	762.13	123	19,320	603.60	590.69
TOTAL:	4865	560,001	16,972.58	3230/3560	470,778	14,705.55	14,249.14

Note: Communication Studies was part of the English & Media Studies in 2008-09. The 2008-09 data reflects English without the speech discipline.

The second number for 2013-14 section counts include cross-listed courses; the first number does not. The section numbers for 2008-09 include cross-listed courses.

For the Kinesiology department, physical-education courses are not included in the FTES or student success rate numbers but all other kinesiology courses are included. Nursing courses are included in STEM. Business, marketing, and accounting courses are included in the social sciences category for the purposes of this analysis. For a listing of which courses are included in each classification see Enrollment Management Appendix C.

2. Degrees / Certificates Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science	880	685	733	622	650
Associate of Arts	895	759	947	914	908
Certificate 30 to 60 Units	391	369	386	334	299
Accounting Technician	30	18	20	10	15
Administrative Assistant	1	2	0	0	0
Applied Digital Media & Printing	0	0	0	6	5
Athletic Coach	1	2	6	2	0
Auto Body	0	6	0	0	0
Automotive Technology-Automotive Body Repair	0	0	4	6	5
Building Inspection Technology	11	2	0	0	0
Bus Admin-Management Concentration	0	0	11	11	7
Bus Admin-Marketing Concentration	0	0	3	2	6
Bus Admin-Real Estate Concentration	0	0	5	4	3
Business	32	10	14	15	14
Business Administration - Banking & Finance	0	0	0	0	1
Business Management	30	11	7	6	8
Child Development: Special Education	2	11	8	6	5
CIS: Microcomputer Software Specialist	7	9	0	0	0
CIS-Computer Applications	0	0	2	5	6
Cosmetology	51	77	74	100	102
Culinary Arts: Restaurant Management	12	16	9	0	0
Dental Assisting	7	3	0	0	0
Dental Laboratory Technology	1	1	0	0	0
Early Childhood Development	22	22	24	16	17
Emergency Medical Technology/Paramedic	21	1	0	0	0
Executive Office Professional	0	0	3	3	1
Graphic Comm Technology: Computer Imaging & Composit	12	6	15	0	0
Liberal Arts	82	109	141	119	69
Licensed Vocational Nursing	34	47	0	0	0
Marketing	4	9	0	0	0
Multimedia Studies: Visual Design Specialty	1	0	1	0	0
Nursing-Vocational Nursing	0	0	33	20	33
Primary Care Associate	21	0	0	0	0
Real Estate	6	4	0	0	0
Retail Merchandising	0	2	1	0	2
Teacher Aide	2	0	3	1	0
Welding Technology	1	1	2	2	0

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate 19 to 30 Units	336	155	163	143	136
Administration of Justice	0	1	19	13	12
Administration of Justice	92	16	0	1	0
Architecture	8	0	0	0	0
Athletic Trainer: Sports Medicine	0	0	2	2	1
Automotive Electronics Technology	16	16	19	15	10
Automotive Technology-Automotive Trim & Upholstery	0	0	3	7	3
Automotive Technology-Mechanical	0	0	18	14	16
Automotive Trim & Upholstery	0	6	0	0	0
Civil Engineering Technology	3	0	1	0	0
Community Interpretation	30	6	2	1	1
Community Social Services	25	10	3	3	1
Computer Studies	6	9	5	2	6
Cosmetology	2	0	3	0	0
Culinary Arts: Restaurant Management	0	0	19	22	14
Design Technology	8	1	0	1	0
Fire Academy	35	2	0	0	0
Fire Service Technology	16	5	0	0	1
Interpreter Preparation Program	7	14	0	0	0
Logistics and Materials Transportation	12	1	0	0	0
Media Communications: Perf & Prod Broadcast Media	5	9	7	3	5
Medical Assisting	27	2	0	0	0
Photography	6	11	13	7	10
Physical Education - Fitness	7	11	6	4	6
Residential and Light Commercial HVAC & R	30	35	33	32	39
Retail Merchandising	1	0	0	0	0
Sign Language Interpreting	0	0	10	16	11

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science (A.S.) degree	880	685	733	622	650
Associate of Arts (A.A.) degree	895	759	947	914	908
Certificate requiring 30 to < 60 semester units	278	334	386	334	299
Certificate requiring 18 to < 30 semester units	237	144	163	143	136
Certificate requiring 6 to < 18 semester units	929	353	657	466	426
Other Credit Award, < 6 semester units	71	8	7	1	0
Total	3,290	2,283	2,893	2,480	2,419

Degree and Certificate Completion and Transfer

This metric is often one of the most used metrics for framing a College's success. Figures 13, 14, and 15 show these metrics. Note that if a student receives a degree and a certificate, they are counted in both categories. If they receive a degree and transfer in that same year, they are counted in both categories.

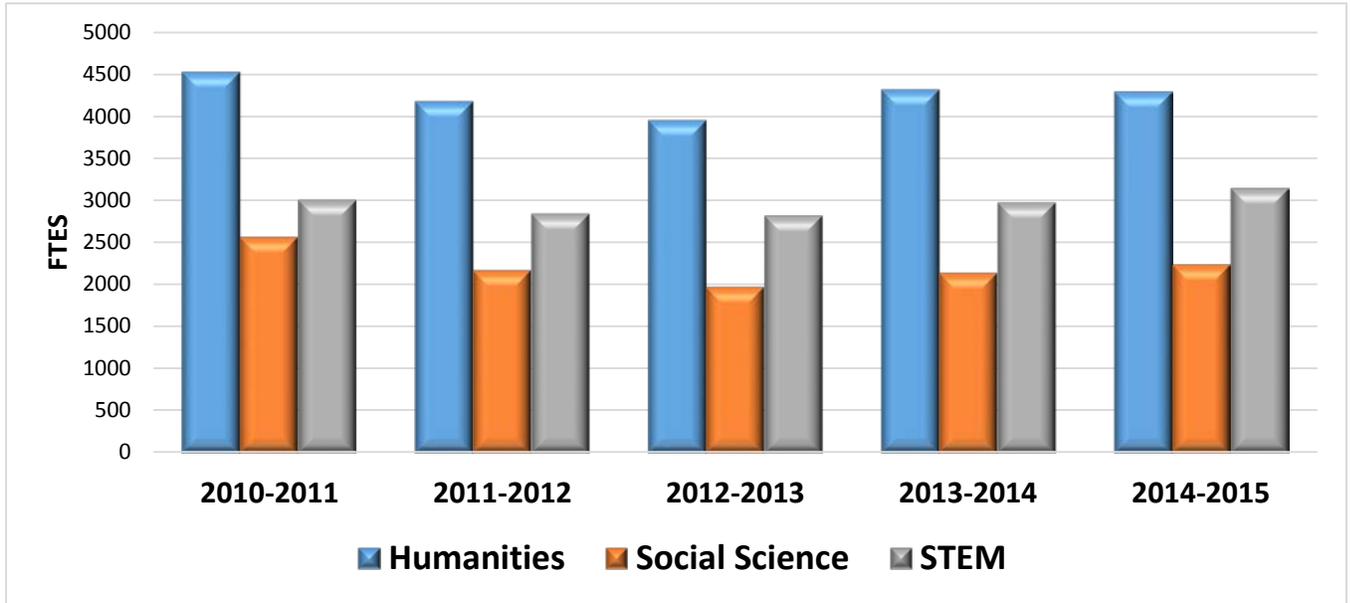
Figure 13: Degrees awarded, certificates awarded, and transfers to 4 year Colleges / Universities

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificates	1,515	839	1,213	944	861
Degrees	2,290	1,922	2,229	2,013	1,993
Transfer*	4,592	5,233	4,744	4,642	5,153
Total Enrollment	34,708	29,770	26,959	25,268	26,281
% Certificates	4%	3%	4%	4%	3%
% Degrees	7%	6%	8%	8%	8%
% Transfer	13%	18%	18%	18%	20%

*Transfer numbers are derived from National Student Clearinghouse reports for enrollment in a four year institution. The year is the start year of their first enrollment at the institution. The numbers exclude students who are enrolled in post-undergraduate programs (masters, PhD, DM, etc.).

3. Distribution by Course Type/ Area

Figure 17: FTES by Course Classification



Source: RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

2014-2015 RCC FTES by Department

