

# Assessment: Assessment Unit Planning



## Program Review - VP Planning and Development

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**Mission Statement:** The Office of Planning and Development oversees the development, implementation, and monitoring of a comprehensive strategic plan to further student success. Planning and Development strives to enable student success through excellence in academic support programs, enhancing academic resources, and by continuously improving institutional effectiveness.

The Office of Planning and Development has administrative responsibility for the following:

- Accreditation (secondary role)
- Grants
- Institutional Effectiveness
- Strategic Planning
- Student Success and Support

The Division of Student Success and Support includes Counseling, Library, Academic Support, and Student Engagement. This division provides an integrated team approach to academic support. The Office of Institutional Effectiveness, which includes assessment, program review, and research, resides within the Planning and Development area, as does the RCC's Office of Grants. Primary responsibilities for all strategic planning activities are in the Planning and Development area.

**Changes to Mission Statement :** NA

**Upcoming Circumstances or Planning Considerations:** Office of Grants is expanding and adequate centralized space needs to be identified.

**Effectiveness and Engagement Analysis: Primary Group Served:** The VP, Planning and Development, provides leadership for Educational Planning and Oversight Committee (EPOC), which also serves as the Accreditation Steering Committee, provides leadership for the Deans' meetings, and serves on the President's Leadership Team.

Planning and Development as an area works with all college constituencies to lead and support the functions enumerated above.

**Effectiveness and Engagement Analysis: External Group Relationships:** Planning and Development interfaces with the state and federal grants agencies, Foundations, and the public.

**Effectiveness and Engagement Analysis: Effectiveness:** See attachments from strategic planning assessments, program review assessments, RP Group focus group report, assessment of planning processes.

**Effectiveness and Engagement Analysis: Org Chart and Meetings:** See attached document with organizational chart.

**Effectiveness and Engagement Analysis: Communication:** Planning and Development utilizes the following mechanisms to communicate with college constituencies: Strategic Planning Newsletter, regular reports to the Academic Senate, FLEX activities, retreats, workshops, participation in various meetings. Clear communication mechanisms need to be developed for the Guided Pathways Project and its associated initiatives.

**Effectiveness and Engagement Analysis: Collaboration:** Planning and Development as an area works with all college constituencies to lead and support the functions enumerated above.

**Effectiveness and Engagement Analysis: Technology & Equipment:** EduNAV implementation continues to be a high priority for 2019-2020.

The Office of Institutional Effectiveness serves as an administrator for TracDat. TracDat is the online system used to manage assessment and Program Review. As part of this administrative duty, the Office provides on-going training and technical support for this system. The system is fairly user-friendly. The Office of Institutional Effectiveness does need additional support from a data-entry perspective for TracDat because the system does not work with CurricuNet -- our curriculum management system. Any changes to curriculum, courses, SLO's, etc. must be manually updated in TracDat.

**Effectiveness and Engagement Analysis: Challenges:** Implementing operational plans (e.g., technology replacement plan); develop/implement process for staff hiring prioritization; collaborate on college BAM and Finance Plan – high priority for

## Initiative/Project Details: Dean of Counseling

Create a Dean of Counseling position to support Guided Pathways, caseload management, and coordinate Engagement Centers

**Initiative/Project Status:** Initial Proposal

**Year(s) Implemented:** 2019 - 2020

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented (include for prioritization)

### Action Plan

**2019 - 2020** - Create an approved position, identify and hire candidate (Active)

**Initiative/Project Target:** Spring / Summer 2020

### Resources Needed

**Dean of Counseling**

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Management Staffing

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

**Projected Cost :** 165000

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

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

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

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

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

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

**Initiative/Project Status:** In Progress

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

**Date Started:** 02/15/2017

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented

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**Initiative Target:** Pathways maps developed for all college programs

## Action Plan

**2017 - 2018** - Participate in Year 1 of CA Guided Pathways Initiative

- Institute #1 September 17-19, 2017 Costa Mesa
- Institute #2 November 30 - December 2, 2017 Bakersfield
- Institute #3 February 8-10, 2018 San Diego

Investigate the opportunity to better manage student progress through implementing a system such as Starfish. This system would promote integrated student support and help students stay on the path as well as provide formative ways to assess student progress and learning. (Active)

**Initiative/Project Target:** Make the case for CAGP essay - October 2, 2017

Make the case for students - October 27, 2017

Develop academic clusters - fall 2017

Develop pathways maps for all programs - spring 2018

Pilot EduNAV - fall 2017

Enhance student on ramping strategies - December 2017

Hone integrated academic support model - fall 2017-spring 2018

Develop Engagement/Communication Plan - November 2017

Enhance Professional Development Opportunities - November 2017

Develop Degree Qualifications Profiles for programs - spring 2018

**Implementation Timeline:** 2017-2018

## Updates

**Reporting Year:** 2017 - 2018

08/13/2018

**Conclusion:** Target Met

Pathways Coordinator was hired in Spring 2018 -- will begin as a full-time support in Fall 2018.

Faculty Advisor Liaisons have been increased to 0.4 release time and will continue working with the Academic Cluster Engagement Centers to better integrate student-based support.

**2016 - 2017** - Apply for CA Guided Pathways Project (Active)

**Initiative/Project Target:** Selection for CA Guided Pathways Project

**Implementation Timeline:** Spring 2017

## Updates

**Reporting Year:** 2016 - 2017

08/15/2018

**Conclusion:** Target Met

Applied and were successfully accepted to the CA Guided Pathways program.

**2018 - 2019** - Participate in Year 2 of CA Guided Pathways Initiative

- Institute #4 September 6-8, 2018 San Francisco
- Institute #5 January 31-February 2, 2019 Riverside
- Institute #6 September 5-7, 2019 Sacramento

The Guided Pathways Coordinator (beginning Fall 2018) will work at increasing the communication and awareness of Guided Pathways within the college as well as coordinate the overall activities supporting this framework. The coordinator's role will include presenting, coordinating meetings between different groups (Educational Advisors, Peer Mentors, Counselors, Department Chairs, etc.), and working with Guided Pathways Faculty Liaisons to integrate support throughout the college.

Cluster-based Guided Pathways Faculty Liaisons will begin in Fall 2018, continuing the work of the faculty liaisons in 2017-2018. These liaisons will be the key communication point between discipline faculty and the CA Guided Pathways leadership team.

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The College is also working with the District leading the incorporation of the Guided Pathways framework within the District as well as within Region 9. RCC and NC faculty and staff involved in the Institutes will play a key role in bringing into practice the concepts discussed during the Institutes.

The SENSE Survey results (Fall 2018) will provide additional student engagement information which will help inform integrated support activities in Spring 2019 through Summer 2019. (Active)

**Initiative/Project Target:** Participate in Survey of Entering Student Engagement - fall 2018 (funded through CA Guided Pathways)

Full implementation of student-based curriculum and course software (EduNav or similar)

All ADT, UC, and CTE program maps with selected General Education recommendations finalized and available for students.

Focus on the Clarity and Intake pillars of the Framework

**Implementation Timeline:** 2018-2019

## Resources Needed

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

**Year of Request:** 2018 - 2019

**Resource Category:** Equipment

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

**Resource Life Cycle:** On-going

**Projected Cost :** 125000

**Disciplines / Departments sharing Cost of Resource:** Across college

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

**Year of Request:** 2018 - 2019

**Resource Category:** Human Resources - Faculty Staffing

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

**Resource Life Cycle:** 3 years

**Projected Cost :** 120000

**Disciplines / Departments sharing Cost of Resource:** Grant Funded

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

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Faculty Staffing

**Funding Source (Grant, Allocation, General Funds, etc.):** Guided Pathways funding

**Resource Life Cycle:** 3 years

**Projected Cost :** 120000

**Disciplines / Departments sharing Cost of Resource:** Grant Funded

**Guided Pathways Coordinator and Guided Pathways Faculty Liaisons** - Full-time course release and 0.4 course release for 3x faculty to manage program.

**Year of Request:** 2018 - 2019

**Resource Category:** Human Resources - Faculty Staffing

**Funding Source (Grant, Allocation, General Funds, etc.):** Current faculty liaisons receive 0.2 course release funded from the VPAA Budget. These liaisons will receive an additional 0.2 course release per faculty (0.6 total) and this increase will be funded through the State Chancellor's Office Guided Pathways funding. (\$100,000 from each -- VPAA and Pathways)

**Resource Life Cycle:** On-going

**Projected Cost :** 200000

**Disciplines / Departments sharing Cost of Resource:** All college

**Guided Pathways Coordinator and Guided Pathways Faculty Liaisons** - Full-time course release and 0.4 course release for 3x

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faculty to manage program.

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Faculty Staffing

**Funding Source (Grant, Allocation, General Funds, etc.):** Current faculty liaisons receive 0.2 course release funded from the VPAA Budget. These liaisons will receive an additional 0.2 course release per faculty (0.6 total) and this increase will be funded through the State Chancellor's Office Guided Pathways funding. (\$100,000 from each -- VPAA and Pathways)

**Resource Life Cycle:** On-going

**Projected Cost :** 200000

**Disciplines / Departments sharing Cost of Resource:** All college

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

**Year of Request:** 2017 - 2018

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

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

**Resource Life Cycle:** One-time

**Projected Cost :** 45000

## Initiative/Project Details: College Promise

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

**Initiative/Project Status:** In Progress

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

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented

**Initiative Target:** Each year 1000 students will enter RCC's College Promise Program. Maximum is 5000 active students.

### Action Plan

**2016 - 2017** - Created an initial plan, identified current eligible students, and recruited new, incoming students.

Summer 2017 -- hosted information sessions, hosted orientations. Created a job description for a full-time Promise Coordinator. (Active)

**Initiative/Project Target:** 1000 students enrolling in Fall 2017

**2017 - 2018** - 1000 students enrolled.

Create systems and structures to support the Promise students. These include integrated student support systems based in Pathways.

Hire a Promise Coordinator. This position will manage the day-to-day Promise student operations. Adjourning meetings, recruiting and outreach to High Schools, coordination information and orientation sessions, coordinate co-curricular support activities including financial aid, tutoring, etc. Work with Enrollment Management, Department Chairs, Admissions and Records to ensure these Promise Students can enroll in the courses they need to successfully complete their programs within 2 years.

All Promise students should complete an SEP within the first year and enroll in math and English. These students need to be systematically tracked, monitored, and contacted regularly to intrusively support student success.

January 2018, begin recruiting for the 2nd cohort of Promise students. Meet with HS's, hold information sessions, and coordinate to identify college-ready students and sign contracts. (Active)

**Initiative/Project Target:** Promise coordinator in place.

System in place to regularly monitor and mentor students to keep them on their pathways. Including SEP's and math and

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English enrollment.

Recruit and enroll 1000 college-ready students for fall 2018.

Design College Promise for students who are below college-level in mathematics and English. Recruit 500 students for this program for fall 2018.

## Updates

**Reporting Year:** 2017 - 2018

08/13/2018

**Conclusion:** Target Met

Almost 1000 students were enrolled and participated in the Promise in Year 1.

Year 2 will enroll 1000 additional students.

The Peer mentoring program was initiated with 40 peer mentors. This program is successful, although coordinating case-loads is a work in progress.

**2018 - 2019** - Evaluate and assess Promise program. Identify students who have successfully received a degree and / or transferred. Identify gaps and recommend interventions for those who have not completed in 2 years.

Continue outreach to HS's.

Evaluate the need and effectiveness of the Educational Advisors. Recommend changes and implement best practices.

Recruit 1000 college-ready students for cohort #3 (Active)

**Initiative/Project Target:** Evaluation of 1st and 2nd cohort student progress including course-taking patterns and co-curricular support effectiveness.

Recruit 1000 students for cohort #3

## Resources Needed

**Funding Cohort #2 Promise Student books, laptops, etc.**

**2nd year of funding for Cohort #1** - The 2nd Cohort of Promise Students needs to have the same support as the 1st cohort to include money for books & supplies and activities.

**Year of Request:** 2018 - 2019

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

**Projected Cost :** 1130000

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

**Year of Request:** 2018 - 2019

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

**Projected Cost :** 340000

**Peer Mentors** - 1:15 ratio for peer mentors to students. This is going to be a process of scaling up to size as we continue the full implementation of the Engagement Center staffing.

The peer mentor program not only benefits students, but the peer mentors themselves. They receive training and support creating cohorts of advocates for RCC who progress and are successful at 4 year institutions.

**Year of Request:** 2018 - 2019

**Resource Category:** Human Resources - Classified Staffing

**Funding Source (Grant, Allocation, General Funds, etc.):** 25% funded through Basic Skills allocation, 75% Equity Funded.

Amount requested includes the 1:15 ratio and additional benefits and supplies.

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**Resource Life Cycle:** On-going  
**Projected Cost :** 600000

**Promise Coordinator** - Position was approved, but need funding because original funding source is not longer available.  
**Year of Request:** 2018 - 2019  
**Resource Category:** Human Resources - Classified Staffing  
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds  
**Resource Life Cycle:** On-going  
**Projected Cost :** 100000  
**Disciplines / Departments sharing Cost of Resource:** Shared across all departments

**Promise Coordinator** - Position was approved, but need funding because original funding source is not longer available.  
**Year of Request:** 2019 - 2020  
**Resource Category:** Human Resources - Classified Staffing  
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds  
**Resource Life Cycle:** On-going  
**Projected Cost :** 100000  
**Disciplines / Departments sharing Cost of Resource:** Shared across all departments

## Initiative/Project Details: Increase student success by implementing Case load models with Counseling

Significant research as well as student feedback shows that students prefer individual contact from Counselors and best practices are to use caseload models for Counselors. RCC's Counseling Department is transitioning to this model in support of students and support of Guided Pathways.

4 Counselors requested for 2019-2020 cycle

**Initiative/Project Status:** In Progress  
**Year(s) Implemented:** 2017 - 2018, 2018 - 2019, 2019 - 2020  
**Initiative Target:** Re-aligned counseling structure aligned with Pathways

### Action Plan

**2019 - 2020** - Adequately staff caseloads (Active)  
**Related Documents:**  
[Counseling Program Review Fac Prioritization Sep 6 2018.xlsx](#)

### Resources Needed

**4 counselors** -- These counselors will work with students during the on-boarding process to help students identify pathways and create a comprehensive educational plan to direct students appropriately.  
**Year of Request:** 2019 - 2020  
**Resource Category:** Human Resources - Faculty Staffing  
**Projected Cost :** 120000

**Career and Transfer Center Coordinator** - Staffing for the Career and Transfer Center  
**Year of Request:** 2018 - 2019  
**Resource Category:** Human Resources - Classified Staffing  
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds  
**Resource Life Cycle:** On-going  
**Projected Cost :** 100000



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**Clerical support for counselors -- part-time** - Position will coordinate appointments, travel scheduling, and Puente coordination. The position will provide the structure to ensure consistent and on-going student contact.

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

**Projected Cost :** 120000

## Copy Machine

**Year of Request:** 2019 - 2020

**Resource Category:** Equipment

## General Ed Advisors

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

## Office manager

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Management Staffing

## Professional Development - Variety of professional development training

**Year of Request:** 2019 - 2020

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

**Funding Source (Grant, Allocation, General Funds, etc.):** Equity funding at \$50,000 for conferences

EduNav training or training for other systems as needed

Career development

Guided Pathways

Caseload Management

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

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

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

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

**Initiative/Project Status:** In Progress

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

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented (include for prioritization)

**What motivates the initiative? :** Peer mentor support

**What is the initiative (briefly)?:** Funding increases to training and support peer mentors, tutors, and SI Leadersh

**What will be accomplished?:** Established and trained peer mentors

**Initiative Target:** Identified academic support and defined requirements for using each type of resource.

## Action Plan

**2017 - 2018** - Based on lessons learned from SI evaluation, create a pilot to partner with high-failure high-demand STEM



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courses. This pilot will provide student tutors partnering with faculty to offer specific, targeted sessions. These sessions will be offered at different times and locations (Engagement Center-focused) in alignment with weekly classroom activities.

Streamline the SI program to serve high-failure courses and create close partnerships with faculty (50 SI's). Streamline program to identify practices which will help meet faculty and student needs. Work with the SI Coordinator to streamline management processes to focus on supporting SI Leaders. Continue working with SI Faculty Liaisons to create best practices and training.

Implement standardized training for SI Leaders as well as embedded tutors.

Continue Embedded Tutors program at current levels including in the high schools. (Active)

**2018 - 2019** - In coordination with academic disciplines, Guided Pathways, and grants (en familia, AVID, etc.) restructure Academic Support to provide tutoring, SI, peer mentor coordination, and educational advisor coordination throughout the college. (Active)

## Resources Needed

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

**Year of Request:** 2018 - 2019

**Resource Category:** Human Resources - Classified Staffing

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

**Resource Life Cycle:** On-going

**Projected Cost :** 50000

**Disciplines / Departments sharing Cost of Resource:** All departments using SI

**Peer Mentor Coordinator\_copy** - With the growth associated with Integrated Academic Support, it is essential to have a coordinator who works directly with Peer Mentors aligned with the Guided Pathways framework.

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

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

**Projected Cost :** 100000

## Initiative/Project Details: Social Worker/Case Manager

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

**Initiative/Project Status:** Initial Proposal

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

**Date Started:** 03/02/2020

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented (include for prioritization)

**What motivates the initiative? :** Student Equity Committee is well aware of the impact of students living and life conditions on their ability to function in the classroom

**What is the initiative (briefly)?:** Hire a professional to deal with the above mentioned ever increasing needs of our students

**What will be accomplished?:** The college will have a resource person on campus to assist students and to do follow up. This would augment the services that is already offered through Health and Psychological Services

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## Resources Needed

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

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

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

**Projected Cost :** 85000

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

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

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

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

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

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

**Initiative/Project Status:** In Progress

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

**Initiative Target:** Fully functioning centers

## Action Plan

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

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

- Ed Advisors
  - o Staffing
  - o 1-400 ratio
  - o Best Practice sharing / non-duplication
- Peer mentors
  - o Promise students and first gen
  - o 1-20
  - o Training and support
- Facilities standards

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- o Must have private room for counseling, office/cubical for Ed Advisor
- o Space for student workers
- o Space for faculty doing office hours
- Coordinating Engagement Center activities to maximize utilization for individual and small group student support
- Identified needs
- o Computer terminals
- o Textbooks / book lending
- Regular funding to support engagement activities (pizza parties, etc.)
- Outreach is done to students in special programs as dedicated
- o Other students

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

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

(Active)

## Updates

**Reporting Year:** 2017 - 2018

08/13/2018

**Conclusion:** Target Partially Met

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

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

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

Ensure that there is adequate counseling support for Academic Clusters

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

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

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

- Ed Advisors
  - o Staffing
  - o 1-400 ratio
  - o Best Practice sharing / non-duplication
- Peer mentors
  - o Promise students and first gen
  - o 1-20
  - o Training and support
- Facilities standards
  - o Must have private room for counseling, office/cubical for Ed Advisor
  - o Space for student workers

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- o Space for faculty doing office hours
- Coordinating Engagement Center activities to maximize utilization for individual and small group student support
- Identified needs
- o Computer terminals
- o Textbooks / book lending
- Regular funding to support engagement activities (pizza parties, etc.)
- Outreach is done to students in special programs as dedicated
- o Other students

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

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

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

**Related Documents:**

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

**2019 - 2020** - Continue assessing and evaluating the center effectiveness

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

## Resources Needed

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

**Year of Request:** 2018 - 2019

**Resource Category:** Human Resources - Classified Staffing

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

**Resource Life Cycle:** On-going

**Projected Cost :** 200000

**Disciplines / Departments sharing Cost of Resource:** LHSS and STEM

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

**Year of Request:** 2019 - 2020

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

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

**Projected Cost :** 25000

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

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

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Management Staffing

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

**Projected Cost :** 135000

# Program Review - VP Planning and Development

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

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

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

**Projected Cost :** 25000

## Initiative/Project Details: Business Intelligence Solution Implementation

Using PowerBI and in alignment with the District and other colleges' support, establish reports and sharing of these reports to inform strategic planning, assessment, enrollment management, and Guided Pathways.

**Initiative/Project Status:** In Progress

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

**Prioritization Category:** Category 3: Technology and Facilities requests (no prioritization -- information for Business Services)

**What motivates the initiative? :** Need for automated and dynamic reporting

**What is the initiative (briefly)?:** .

**What will be accomplished?:** .

### Resources Needed

**Business Intelligence software and IT consultant support to build data cubes to use for the report**

**Year of Request:** 2019 - 2020

**Resource Category:** Technology - Hardware

**Funding Source (Grant, Allocation, General Funds, etc.):** General funds, braided with existing categorical and grant funding for initial one time costs.

**Projected Cost :** 300000

**Disciplines / Departments sharing Cost of Resource:** District-wide -- dashboards and data will work district wide

## Initiative/Project Details: IT Support for the Library and Commons Area

Hire 2 Instructional Support Specialists to provide dedicated support. 1 position works with the library for IT support and 1 position works with counseling to for IT support of EduNav and media.

**Initiative/Project Status:** Initial Proposal

**Year(s) Implemented:** 2019 - 2020

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented (include for prioritization)

### Action Plan

**2019 - 2020** - Identify and Hire 2 positions (Active)

### Resources Needed

**2 Instructional Support Specialists -- \$130,000 each (\$260,000 total)**

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

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

**Projected Cost :** 260000

# Program Review - VP Planning and Development

## Initiative/Project Details: EZ proxy replacement

EZproxy allows access by a library's users to a library's many online information resources available via many different databases (for example, like those listed in LAMP's Databases A-Z table – the 75 or so we subscribe to currently). The producers/vendors of these databases, per the contracts we have with them, allow only students, faculty, others officially affiliated with the institution subscribing to their products to access and so search, make use in various ways these databases. When accessing these databases remotely, this access is validated by USER NAME / PASSWORD protocol.

**Initiative/Project Status:** Initial Proposal

**Year(s) Implemented:** 2020 - 2021

**Date Started:** 07/01/2020

**What motivates the initiative?** : The age of the server, the fact that the other 2 colleges have moved to a provider service.

**What is the initiative (briefly)?**: To move our service from inhouse to a more secure vendor; OCLC (Online Computer Library Center).

**What will be accomplished?:** A more reliable and secure system that is maintained by the provider.

### Resources Needed

**EZ Proxy allows resources to be remotely through online portals. This initiative helps to increase access for students who may struggle to come to campus to investigate resources.** - Library databases are searchable electronic indexes with full-text access to published content from books, journals, newspapers, etc. Library database vendors contractually require libraries to restrict off-campus/remote access to currently registered college students and/or current college employees. This process is called authentication. Currently, the RCC Library maintains a local server with EZProxy authentication software which requires support from TSS. The Library proposes transitioning to a hosted authentication service available through OCLC at an annual cost.

**Year of Request:** 2019 - 2020

**Resource Category:** Technology - Hardware

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

\$5,500 Annual Maintenance

\$1,500 Initial Start Up Fee

**Projected Cost :** 7000

## Initiative/Project Details: Institutional Effectiveness: Complete staffing and Office Alignment

With the addition of an administrative assistant, a Director of IR, and a research specialist, re-organize operational responsibilities to include Nuventive Administration, Student Equity Support, and ad hoc reporting.

Hire research specialist (approved in 2017-2018 cycle) to manage Enrollment Management and Strong Workforce reporting.

**Initiative/Project Status:** In Progress

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

**Prioritization Category:** Category 1: Fully-defined, supported, and planned Initiatives which need resources to be implemented (include for prioritization)

**What motivates the initiative?** : Hiring opportunities

**What is the initiative (briefly)?**: Office reorganization / alignment

**What will be accomplished?:** Increased efficiency and effectiveness

### Action Plan

**2019 - 2020** - Align and train office staff. Create plan to communicate and facilitate college support.

Align staff in same space -- coordinating with Dean of Grants. (Active)

**Initiative/Project Target:** Staff in place and in same general area. Communication schedule set up with regular meetings and expectations.

**Implementation Timeline:** Spring 2020

# Program Review - VP Planning and Development

## Resources Needed

**Institutional Research Specialist (prioritized and approved in 2017-2018 cycle) (Joint Request with VP AA)** - Specialist was approved and by the time the funding was allocated, grant is expiring. Need plan to fund enrollment management focused specialist.

**Year of Request:** 2019 - 2020

**Resource Category:** Human Resources - Classified Staffing

**Projected Cost :** 112000

**Disciplines / Departments sharing Cost of Resource:** VP Academic Affairs, Strong Workforce

**Office space realignment** - Initial plan developed by VP Green in summer 2019. Need to continue this implementation. Needs minimal facilities support.

**Year of Request:** 2019 - 2020

**Resource Category:** Capital Outlay (Physical Resources)

## Initiative/Project Details: Grants: Enhance academic resource development

Work with the Dean of Grants and Academic Resource Development to create a funding acquisition plan for the college

**Initiative/Project Status:** In Progress

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

**Date Started:** 10/20/2017

**Initiative Target:** To be determined with the Dean of Grants

## Action Plan

**2017 - 2018** - Develop a grant funding acquisition plan for the college (Active)

**Initiative/Project Target:** To be determined with the Dean of Grants

**Implementation Timeline:** Develop plan by end of spring 2018

**2018 - 2019** - Implement grants funding acquisition plan (Active)

**Initiative/Project Target:** To be determine with Dean of Grants

## Resources Needed

**Office area for Grants and Academic Resource Development** - The college is creating a Grants and Academic Resource Development Office. The Office will house the Dean of Grants and will grow as grants personnel are transitioned to this office area. VP Business Services is working to share the costs and create a plan for the office space.

**Year of Request:** 2017 - 2018

**Resource Category:** Capital Outlay (Physical Resources)

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

**Resource Life Cycle:** One-time cost

**Projected Cost :** 250000

## Initiative/Project Details: Accreditation 2020 | JOINT initiative VPPD and VPAA

RCC will undergo a comprehensive self-evaluation in preparation for an ACCJC accreditation visit in March 2020. Preparation for this includes working with the Accreditation Faculty Chair to develop a plan and timelines, facilitate the writing of the self-evaluation, and continue assessing, reporting, and tracking Program Level, Course Level, Service Level, and GE level assessment outcomes.

**Initiative/Project Status:** In Progress



# Program Review - VP Planning and Development

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

**Date Started:** 10/09/2017

**Initiative Target:** Complete self-evaluation by fall 2019

## Action Plan

**2017 - 2018** - Ensure follow-up on actionable improvement plans from spring 2014 (Active)

**Initiative/Project Target:** College Budget Allocation Model developed

**Implementation Timeline:** Draft model needs to be in place by fall 2018

**2017 - 2018** - Promote an understanding of accreditation requirements, quality assurance, and institutional effectiveness among constituencies at the college.

Continue assessing SLO's, PLO's, SAO's, and GESLO's and recording the results. Continue promoting the use of the results in program and curriculum improvement. (Active)

**Initiative/Project Target:** Workshops in place. Continue assessment activities.

**Implementation Timeline:** spring 2018

## Updates

**Reporting Year:** 2017 - 2018

08/13/2018

**Conclusion:** Target Met

The faculty coordinator provided worksheets for each of the standards. The worksheets were completed.

As of August 2018, a of the QFE has not yet been completed, but is in progress. An update of the timeline will be presented at Fall FLEX 2018.

Assessment has been completed. The GE SLO Assessment will be finalized during Fall FLEX for Spring 2018. SLO and PLO assessment continues on schedule. The Assessment Coordinators are doing a great job and continue to work with faculty.

The Curriculum Committee is working to better integrate their efforts and understand how assessment activities should inform curriculum modification.

**2018 - 2019** - Develop self-evaluation in Fall 2018. Spring 2019, revise plan. It should be in close to final form by August 2019 in order to meet the timeline for approvals and submission. (Active)

**Initiative/Project Target:** Draft of self-evaluation

**Implementation Timeline:** spring 2019

**2019 - 2020** - Final draft of self-evaluation prepared and team visit planned (Active)

**Initiative/Project Target:** Final version of self-evaluation

**Implementation Timeline:** fall 2019