# Assessment: Assessment Unit Planning

## Program Review - VP Planning and Development

## Initiative/Project Details:  Analysis and Decision Support - Business Intelligence and Qualitative Surveys

With the implementation of PowerBI and CampusNexus, the strong need for an expert in PowerBI including security, data flows, and data definition / data dictionaries is critical.  Hiring a position specifically dedicated to supporting PowerBI across the college will support not only the Office of Institutional Effectiveness' capacity but also provide support to the college for all the CampusNexus reporting.

Additionally, as the college continues to recognize the need for qualitative feedback.  The Office of Institutional Effectiveness does not currently have expertise in qualitative survey development or margin of error representation and calculations.  RCC would like to contract with a consultant with this capability as well as purchase qualitative survey and focus group transcription software.

**Initiative/Project Status:** In Progress
**Year(s) Implemented:** 2019 - 2020, 2020 - 2021, 2021 - 2022

### *Action Plan*

**2020 - 2021 -** Continue advocacy and training for using PowerBI for reporting and analysis.

Work with District to develop report infrastructures and needs as well as a data warehouse.

Work with District to identify and purchase an Enterprise solution.

Continue collaborating with District and other colleges developing dashboards and reporting.

Much of this should be part of the DIstrict PRT process.   (Active)
**Initiative/Project Target:** Enterprise solution in place and reports created to manage case loads, enrollment management, inform student equity conversations, and inform program review and strategic planning.
**Implementation Timeline:** Report infrastructures and data warehouses developed summer/fall 2020 and Enterprise solution in place Spring 20201.

**2021 - 2022 -** Continue implementation and training of PowerBI, particularly for the on-going management of students in the Guided Pathways career tracks.

Hire a Business Intelligence Analyst to be a full-time college resource for developing reports. As the District continues implementation of the CampusNexus ERP, the platform uses PowerBI as the business intelligence solution.  This position would coordinate the development and management of reports across several functions in the college.  The position will also provide hands on training to both report developers and end users.  Dean McEwen is working with HR in Spring 2021 to create and approve this job description position to be ready for hiring.

Identify and work with a qualitative consultant as need is identified.

Purchase qualitative analysis software. (Active)
**Initiative/Project Target:** Position approved and funded.

Consultant identified.

Software purchased.
**Implementation Timeline:** Hiring in late Fall 2021.

Identify qualitative needs, identify consultant -- Fall 2021.

Purchase software Fall 2021.

## *Resources Needed*

**Business Intelligence Analyst -** Full time position to provide reports for PowerBI at Institutional Effectiveness as well as the CampusNexus ERP.
**Year of Request:** 2020 - 2021
**Resource Category:** Human Resources - Classified Staffing
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds
**Projected Cost :** 150000

**Funding for NVivo Qualitative software for analysis and transcription -** Allows for comprehensive qualitative analysis
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost :** 6000

**Funding for qualitative consultant -** RCC does not have this important expertise in house.
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost :** 20000

## *RCC Goal Mapping*

| Strategic Plan |
| --- |
| **3.0 INSTITUTIONAL EFFECTIVENESS -** The college works to create a positive campus climate and identifies, measures, and reports on students and institutional outcomes to demonstrate the advancement of the college's mission and goals. |
| **Objective 3.1 -** Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes. |
| **Objective 3.2 -** Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data. |
| **Objective 3.6 -** Improve communication strategies internally among college constituencies and externally with the communities we serve. |

## Initiative/Project Details:  Library Resources

Continue to enhance and expand the materials and resources the library makes available to students, while paying particular attention to student equity issues and the growing need need for materials  that can be accessed outside of the library.
**Initiative/Project Status:** Initial Proposal
**Year(s) Implemented:** 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Guiding Questions:** Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet

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its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

## *Action Plan*

**2020 - 2021 -** Research various options for providing  additional  ebooks in order to expand access to students' use of library resources off-campus. (Guided Pathways Pillar #3) (Objective 4.1)  (Active)
**Initiative/Project Target:** Create acquisitions plan that makes recommendations on either subscribing to ebook collections and/or purchasing standalone ebooks.
**Implementation Timeline:** Plane will completed by Spring 2021.

**2020 - 2021 -** Integrate existing streaming video resources into the department's listing of library resources to increase access and update the collection development procedure to incorporate physical/streaming media principles for future acquisitions.  (Active)
**Initiative/Project Target:** Remote access points through the library website and LMS to existing streaming media resources; inclusion of streaming media resources on library promotional materials; written collection development procedure that incorporates streaming media
**Implementation Timeline:** Summer/Fall 2020 - Add a link to the MediaSite Catalog of videos to the library website; add a note to the video title records in the LMS that indicates streaming media rights are available; include a direct link to the streaming video title in the record within the LMS; include a description and link to the library's streaming media titles on promotional library materials; discuss and develop collection development principles for physical/streaming media acquisitions
Spring 2021 – Review and update the collection development procedure to integrate streaming media collection development principles

**2020 - 2021 -** Create and develop plan to  expand assigned textbooks availability  to the largest number of students. (Guided Pathways Pillar #3) (Objective 4.1) (Active)
**Initiative/Project Target:** Make recommendation after developing plan on purchasing textbooks so that we have a minimum of 90% of the textbooks assigned in classes.
**Implementation Timeline:** Plan will be developed in 2020-2021 academic year.

**2020 - 2021 -** Students have repeatedly asked for study aides and manipulatives, like the skeleton we recently purchased, to help them create a more robust learning environment. The library will study the feasibility of extending library resources to include study aids and manipulatives, and make recommendations based on that research.  (Guided Pathways Pillar #3) (Objective 4.1) (Active)
**Initiative/Project Target:** Make recommendations, based on priorities guided by pathways, on initial manipulatives and study aids to purchase.
**Implementation Timeline:** The library will have an initial list of items to purchase in spring of 2021.

## *Resources Needed*

**Funding for study aids and manipulatives -** Building on the success of the skeleton purchase, we would like to offer resources like study aids and manipulatives to help students be successful in targeted Pathways. We have received many requests from students for study aids and this will allow them to be more successful by helping to understand the course material more clearly.
**Year of Request:** 2020 - 2021
**Resource Category:** Equipment
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost  :** 10000

**Funding for textbooks -**  Many students are unable to purchase the textbooks for their classes, and yet they cannot be successful unless they have access to them . Textbooks are the highest circulating items in the library demonstrating the need we have for them.
**Year of Request:** 2020 - 2021

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**Resource Category:** Equipment
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds
**Projected Cost  :** 75000

## *RCC Goal Mapping*

| Strategic Plan |
| --- |
| **1.0 STUDENT ACCESS -** The college will ensure all students have equitable access to the college's courses, programs, and services. |
| **Objective 1.2 -** Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data. |
| **2.0 STUDENT SUCCESS -** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. |
| **Objective 2.1 -** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. |
| **Objective 2.4 -** Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years. |
| **Objective 2.6 -** Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY. |
| **Objective 2.8 -** For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level. |
| **4.0 RESOURCE DEVELOPMENT AND ALLOCATION -** The college will acquire, manage, and deploy resources -- including human, facilities, technology, and financial -- to support college goals and advancement. |
| **Objective 4.1 -** Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.) |

# Initiative/Project Details:  Increase Onboarding Services and Programs

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

**Initiative/Project Status:** In Progress
**Year(s) Implemented:** 2014 - 2015, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Date Started:** 08/25/2019

## *Action Plan*

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| --- |
| **2020 - 2021 -** 1.1   Assist with Guided Pathways Program Maps Development and Updates |
| 1.1.1      Review process and coordinate new POS with EDUNAV |
| 1.1.2      Program Maps easily linked to Counseling webpage and utilized with new students |
| 1.1.3      Assist with program maps/trailheads updates (Artic/GP Coordinator) |
| 1.1.4      Career Center will use the Center of Excellence to update the salary information on program maps yearly (March 31st) |
| |
| 1.2        Clarify and update Onboarding Process |
| 1.2.1      Career Center to take lead with onboarding strategies to incoming students |
| 1.2.2      Provide workshops at feeder high schools in person or via prerecorded zoom prior to application regarding major/career and linking to RCC Programs of Study |

1.2.3    Discuss POS in all GUI classes taught at HS – career center staff will zoom with all HS Dual
         Enrollment/CCAP instructors – and will provide them with information to cover with students regarding
         POS linking to future career
1.2.4    Provide career exploration support in all GUI classes taught at HS – career center to develop career
         exploration powerpoint with free sites and resources to share with students
1.2.5    Provide ongoing career development workshops to ensure students are on right path
1.2.6    Provide support at onset so that students enter most appropriate pathway
1.2.7    Counseling to continue support of CCAP/Dual Enrollment by offering appropriate GUI courses

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

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

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

| Onboarding Data | 2019-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|---|
| Fall Drops | 2,049 | 2,294 | 2,248 | | | |

**Implementation Timeline:** Goal for Drops in Fall 2021 will be 2,248 and after that we will set new goal for 22,23.  This data includes the following students for RIV only:
-    Only includes first-time college students
-    Enrollments past census
-    Drops are defined as grades of DR, W, EW, FW, and MW

## Resources Needed

**100% Career Center Counselor/Coordinator -** There is a dire need to increase career services at the onset for all incoming RCC students and to continue career planning throughout their time at RCC. RCC Counseling is reviewing and updating onboarding process for all students.  Staffing is required.
**Resource Category:** Human Resources - Faculty Staffing

**Onboarding Platform -** Provide a high functioning, efficient and easily available onboarding platform for students.
**Year of Request:** 2021 - 2022
**Resource Category:** Technology - Hardware
**Funding Source (Grant, Allocation, General Funds, etc.):** Guided Pathways or General Funds
**Projected Cost  :** 50000

## RCC Goal Mapping

| Strategic Plan |
|---|
| **1.0 STUDENT ACCESS -** The college will ensure all students have equitable access to the college's courses, programs, and services. |
| **Objective 1.1   -** Increase the college going rate by 3% annually in order to increase attainment of living wages in our community. |
| **Objective 1.2 -** Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data. |
| **Objective 1.3 -** Increase percentage of students eligible for financial aid who receive aid by at least 2% per year. |

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

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

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

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

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

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

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

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

## Initiative/Project Details:  Increased funds for  student employees involved in Academic Support Services

Roughly 50% of Academic Support's student employees are currently district funded. As the minimal wage increases bi-annually with a significant increase toward $14/hr in January 2021,  the available budget(s) will expire prior to meeting the campus' needs. With limited academic support funding, the likelihood of placing peer instructors into engagement centers will be decreased. Further, limited access to academic support may leave equity students without the convenient and "inescapable" support they may need.

These increases will ensure adherence to Strategic Goal 1.1: Ensure students have equitable access to the college's programs, courses, and services.

-Available peer instructors for extending support hours in the evenings and weekends
-Increased academic support via academic and cultural engagement centers
-Increased number of tutors who participate in CCAP/Dual enrollment academic support activities
-Increased access and variety of online tutoring and other academic support service platforms

**Initiative/Project Status:** Initial Proposal
**Year(s) Implemented:** 2019 - 2020, 2020 - 2021, 2021 - 2022
**Date Started:** 07/01/2019

## Action Plan

**2020 - 2021 -** Increase funding while hiring students who are qualified for peer instructor positions.  (Active)

**2021 - 2022 -** RCC continues to make funds available for students employees that assist in enhanced various academic support services. For the 2021-2022 academic year, RCC will utilize several different funding sources to allocate monies for these efforts. The sources include BSI, Equity, CARES Act, and HEERF funding.  (Active)

## Resources Needed

**CCAP Funding Place Holder  - for further discussion**
**Year of Request:** 2020 - 2021

**Funds for student employees -** Minimum wage increases will deplete the current general fund budget.

## *RCC Goal Mapping*

| Strategic Plan |
| --- |
| **2.0 STUDENT SUCCESS -** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. |
| **Objective 2.4 -** Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years. |
| **Objective 2.5 -** Increase number of students who complete both transfer-level math and English in first year by at least 20% annually. |
| **Objective 2.6 -** Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY. |
| **Objective 2.8 -** For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level. |
| **4.0 RESOURCE DEVELOPMENT AND ALLOCATION -** The college will acquire, manage, and deploy resources -- including human, facilities, technology, and financial -- to support college goals and advancement. |
| **Objective 4.1 -** Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.) |

# Initiative/Project Details:  Equity-Minded Teaching and Learning Institute (Joint with all VP Plans)

Create and implement an Equity-Minded Teaching and Learning Institute (EMTLI). This program will be faculty led, but the Director of Institutional Research will be involved in the planning and implementation process and will regularly provide the necessary data. The planning body will consist of the faculty lead, Director of Institutional Research, Student Equity Committee co-chairs, Director of Academic Support, and Professional Development chairs (Classified Professional and Faculty).

The EMTLI program is based off the existing program at Cuyamaca College. The implementation team at Cuyamaca College will be used as a resource during the development of our program.

The program is designed to provide a structured framework to provide faculty with resources to start closing student equity gaps within the classroom. Initially the EMTLI will focus solely on faculty. However, an additional component will be an Equity Institute focused on providing consistent equity training for our students will also be instituted.   Expansion of the EMTLI will include additional tracks  for classified professionals and administrators.

Through its Equity Plan, FLEX activities, Equity Committee, Strategic Planning Councils, Communities of Practice, and many other college-wide, area, department, and discipline activities, RCC has offered a great deal of equity training.  This project seeks to create institutional change by reaching more faculty to acknowledge, understand, and dismantle root causes of systemic barriers to student engagement and achievement, to address deficit thinking and promote validating students, to develop inclusive pedagogical practices, and to create racial equity agendas.

**Initiative/Project Status:** Initial Proposal
**Year(s) Implemented:** 2020 - 2021, 2021 - 2022

## *Action Plan*

| **2021 - 2022 -** •   Hold ½ day college-wide (all constituent groups) event in August 2021 |
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| •        Implement collegewide book reading and discussion |
| •        Launch Cultural Competency training for faculty in consultation with Puente Project State Office |

- Kick off Equity Institute with 1st cohort from Returning Faculty in Spring 2022
- Implement Virtual Tool kit/Repository of Equity-minded Pedagogical Practices

(Active)

**2022 - 2023 -** • Kick off Equity Institute with New Faculty Hires in August 2022
- Continue collegewide events
- Equity Institute with 2nd cohort of new faculty
- Equity institute with 2nd cohort of returning faculty (Active)

**2023 - 2024 -** • Assess and revise 2022-2023 Institute
- Continue collegewide events
- Equity Institute with 3rd cohort of new faculty
- Equity institute with 3rd cohort of returning faculty (Active)

**2021 - 2022 -** Develop the framework for Equity-Minded Teaching and Learning Institute (EMTLI) for all student employees (including all student workers, peer mentors, SI Leaders, SGL's, etc.) during Summer 2021.
Provide SPR's for faculty leads to develop equity modules for students, in addition to the established CRLA (College Reading and Learning Association) for Summer 2021.
Conduct training of all student employees during the fall, prior to classes beginning August 2021. (Active)

**2022 - 2023 -** Assess and evaluate the implementation of the Student modules of the EMTLI.
Make appropriate modifications, collecting data to determine efficacy.
(Active)

## Resources Needed

**Books ($20 x 1000 books)**
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost :** 20000
**Disciplines / Departments sharing Cost of Resource:** VP Academic Affairs

**Faculty Special Projects to assess and provide feedback on student modules of EMTLI - Summer 2022 -** Full-time faculty at RCC have extensive knowledge and passion for equity minded practices to share with our students.
Having full-time faculty help to assess, modify modules provides our students an exceptional experience.
**Year of Request:** 2022 - 2023
**Resource Category:** Human Resources - Faculty Staffing
**Funding Source (Grant, Allocation, General Funds, etc.):** Equity, GP or General Fund
**Projected Cost :** 15000
**Disciplines / Departments sharing Cost of Resource:** VP of Academic Affairs

**Faculty Special Projects to develop student modules of EMTLI in Summer 2021 -** Full-time faculty at RCC have extensive knowledge and passion for equity minded practices to share with our students. Having the full-time faculty help to develop and present the modules provides our students an exceptional experience.
**Year of Request:** 2021 - 2022
**Resource Category:** Human Resources - Faculty Staffing
**Funding Source (Grant, Allocation, General Funds, etc.):** Equity, GP or General Funds
**Projected Cost :** 25000
**Disciplines / Departments sharing Cost of Resource:** VP Academic Affairs

**Funding for faculty development**
**Year of Request:** 2020 - 2021

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**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost  :** 40000
**Disciplines / Departments sharing Cost of Resource:** VP Academic Affairs

## RCC Goal Mapping

| Strategic Plan |
| --- |
| **Objective 1.2 -** Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data. |
| **Objective 2.4 -** Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years. |
| **Objective 2.6 -** Increase course success rates by 1% annually from the baseline of 67.3% in the 16-17 AY. |
| **Objective 2.8 -** For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level. |
| **Objective 3.5 -** Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals. |
| **Objective 3.6 -** Improve communication strategies internally among college constituencies and externally with the communities we serve. |

## Initiative/Project Details:  Restructuring of Guided Pathways for full implementation (Joint with all VP Plans)

The Guided Pathways work is currently being led by one person, with support given to Engagement Centers by multiple Engagement Center Coordinators.  Although it has been successful, it is time to provide support through different mechanisms. The current total reassigned time associated with Guided Pathways is 2.6 FTE.  The restructure allows for the following project leads which aligns more closely with the pillars of GP and helps to align with Equity and Strategic Plan goals and targets:
* GP Coordinator - .6 (used to be 1.0)
* Equity Data Coach project lead - .2
* Faculty Advisors and Student Support (used to be Engagement Center Coordinators) - (4 x .4) = 1.6
* Program to Career project lead - .2
* Cultural Competency project lead - .2
Total Reassigned time = 2.8 FTE (which is in increase of .2 FTE)

Each project lead will recruit GP members to part of Project Teams.  Each project lead will then work closely with Leadership Councils and Academic Senate to scale up GP at RCC.
**Initiative/Project Status:** Initial Proposal
**Year(s) Implemented:** 2021 - 2022, 2022 - 2023, 2023 - 2024

## Resources Needed

**Additional Reassigned Time each semester aligned with the restructuring of Guided Pathways**
**Year of Request:** 2021 - 2022
**Resource Category:** Human Resources - Faculty Staffing
**Funding Source (Grant, Allocation, General Funds, etc.):** Guided Pathways
**Projected Cost  :** 20000
**Disciplines / Departments sharing Cost of Resource:** VP Academic Affairs

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## RCC Goal Mapping

| Strategic Plan |
| --- |
| **Objective 1.1** - Increase the college going rate by 3% annually in order to increase attainment of living wages in our community. |
| **Objective 1.4** - In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually. |
| **Objective 2.1** - Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. |
| **Objective 2.2** - Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution. |
| **Objective 2.3** - Increase the percentage of exiting students who report being employed in their field of study by 3.5% annually, an increase of 10%, median earnings 9.75% annually, and the number of those earning a living wage by 9.75% annually. |
| **Objective 2.7** - Ensure number of units for degrees does not exceed 15% above required number of units. |
| **Objective 2.8** - For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and discipline-specific pedagogical practices for improved student outcomes at the curricular level. |

## Initiative/Project Details:  Multi-Cultural Student Center (Joint with all VP Plans)

Discussions surrounding a new facility (or modification of existing facility) to include Student Activities and Equity Programs. This multi-purpose space will include rooms and spaces to support a variety of meetings, events and campus activities associated with equity programs.   The Multi-cultural Student Center will be housed in a central location to increase access, enhance engagement and create a sense of belonging for the entire RCC community.  Discussions surrounding location, functionality and funding will take place in the first year, with funding identification in year two and/or year three, and implementation soon after.  This initiative is aligned with the Facilities Master Plan.

**Initiative/Project Status:** Initial Proposal
**Year(s) Implemented:** 2021 - 2022, 2022 - 2023, 2023 - 2024

## Action Plan

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| **2021 - 2022 -** Discuss current Facilities Master Plan and existing needs.  Create a plan for using the space in a way that benefits student groups.  Get feedback from groups on these plans.   (Active) |
| **2022 - 2023 -** Based on feedback and planning from prior year, work with facilities to include specific planning in the facilities master plan for the center development.<br><br>Identify and obtain funding. (Active) |
| **2023 - 2024 -** Create / build / implement Multi Cultural Center (Active) |

## RCC Goal Mapping

| Strategic Plan |
| --- |
| **Objective 2.4** - Through targeted interventions based on disaggregated student equity data, shorten the time to completion for part-time students from 6 to 4 years, and full-time students from 6 to 3 years. |
| **Objective 2.8** - For each of the objectives above, decrease equity gaps by 40% in 5 years and eliminate within 10 years, by providing cultural proficiency training for faculty and academic support staff, and by providing integrated academic support, and |

discipline-specific pedagogical practices for improved student outcomes at the curricular level.

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

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

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

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

### *Action Plan*

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

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

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

### *Resources Needed*

**Equity Audit (Joint initiative with VPAA, VPSS) -** An Equity audit, by an outside agency, of Riverside City College will ensure that the appropriate resources are dedicated to ensuring we are an anti-racist and equity minded institution.  The Equity audit may report that additional resources are needed, and our program review and plans must align with the recommendations.
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund
**Projected Cost  :** 20000

**Explore Equity, Inclusion, and Diversity Academic Administrator with classified support, location and budget. (Joint initiative with VPAA, VPSS) -** Create an Academic Administrator (Dean/Director, etc.) position based on the recommendations from a proposed Equity audit. Both the audit and the new position aligns with our guided pathways framework, Call to Action and our continuous commitment to equitable outcomes for our institution.
**Year of Request:** 2020 - 2021
**Resource Category:** Human Resources - Management Staffing
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund/Equity
**Projected Cost  :** 200000

**It is essential to invest into the professional development of our classified professionals, faculty and management teams to ensure that RCC creates a coherent, cohesive environment based on equity and cultural proficiency.  (JOINT Initiative with VPAA) -** Professional development is key to our institution moving forward
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds/Equity
**Projected Cost  :** 83000

# Program Review - VP Planning and Development

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

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

**Year(s) Implemented:** 2014 - 2015, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Date Started:** 08/25/2019

## *Action Plan*

**2020 - 2021 -** 1.1   Assist with Guided Pathways Program Maps Development and Updates
1.1.1   Review process and coordinate new POS with EDUNAV
1.1.2   Program Maps easily linked to Counseling webpage and utilized with new students
1.1.3   Assist with program maps/trailheads updates (Artic/GP Coordinator)
1.1.4   Career Center will use the Center of Excellence to update the salary information on program maps yearly (March 31st)

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

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

1.4      Support Academic Engagement Centers
1.4.1   Continue to clarify and define roles of all on student success teams; specifically the counselor role
1.4.2   Collaborate – develop a model team approach and make this consistent among all engagement centers (Active)
**Initiative/Project Target:** Target is 3,653 Drop Rate for Fall 2020

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

## *Resources Needed*

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

**Counseling Office Manager**

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

# Program Review - VP Planning and Development

**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Funding Source (Grant, Allocation, General Funds, etc.):** General Fund/Equity
**Projected Cost  :** 60000

IT Support/EDUNAV/Media Expert

Tenure Track Full Time General Counselor (need prioritization worksheet)

## RCC Goal Mapping

| Strategic Plan |
| --- |
| **1.0 STUDENT ACCESS -** The college will ensure all students have equitable access to the college's courses, programs, and services. |
| **Objective 1.1   -** Increase the college going rate by 3% annually in order to increase attainment of living wages in our community. |
| **Objective 1.2 -** Reduce equity gaps by 40% in 5 years by removing barriers in the on-boarding process (including access to programs and services) through cultural proficiency training and targeted interventions based on disaggregated student equity data. |
| **Objective 1.3 -** Increase percentage of students eligible for financial aid who receive aid by at least 2% per year. |
| **Objective 1.4 -** In order to shorten the time to complete and improve college going rates, the college will increase the number (headcount) of high school students participating in dual enrollment programs (inclusive of CCAP, middle college, and concurrent enrollment) 5% annually. |
| **Objective 3.1 -** Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes. |
| **Objective 3.2 -** Facilitate accountability, transparency, and evidence-based discussion in decision making to improve trust by regularly publishing plans, reports and outcomes data. |
| **Objective 3.4 -** Provide a framework and tools to recognize excellence and sharing and implementing of best practices across disciplines, departments and service areas to create an environment in which students, faculty, and staff feel supported and valued. |
| **Objective 3.5 -** Provide cultural proficiency training and comprehensive data coaching to support evidenced based discussion and development of strategies to help disciplines, departments and service areas meet equity goals. |
| **Objective 3.6 -** Improve communication strategies internally among college constituencies and externally with the communities we serve. |
| **5.0 COMMUNITY ENGAGEMENT -** The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses. |
| **Objective 5.1 -** Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels. |

## Initiative/Project Details:  Counseling -- The College will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage.

Increase transfer rates by 20% each year.

**Year(s) Implemented:** 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Date Started:** 08/25/2019

## Action Plan

 **2020 - 2021 -** 2.1   Increase Counselor to Student Engagement to enrich student experience and achievement

2.1.1   Review Caseload Counseling Process
2.1.2   Ensure all incoming students assigned to counseling team via pathway
2.1.3   Welcome activities to meet counseling and student success team
2.1.4   Ed Advisors work with counseling faculty for follow up for student in pathway
2.1.5   Streamline and advocate for technology needs to support caseload model/software to align students to pathway and support provided to pathway through technology

2.2     Increase EDUNAV plans on file
2.2.1   Continued training/time/support and utilization with students in office and remotely
2.2.2   Full integration and implementation of EDUNAV as a registration and student planning tool
2.2.3   Increase marketing and signage. Production printing to design poster encouraging students to meet with counselor and develop SEP
2.2.4   Outreach to ensure that students are selecting the correct ed goal and program of study – to ensure that advising in EDUNAV is as accurate as possible
2.2.5   Utilize success teams for each pathway to ensure students have SEP and to get word out
2.2.6   Record keeping/data/numbers – report generator
2.2.7   ENG 91 classroom visits – encourage EDUNAV SEP and discuss ADT process
2.2.8   Participate in Tiger Roars and Welcome Days to get SEP's completed
2.2.9   Texting option encouraging those students with no SEP to meet with a counselor

2.3     Increase retention rates within equity groups.
2.3.1   Invite Dean of Institutional effectiveness to counseling meeting and review data.
2.3.2   Develop activities and plan to address retention rates with equity groups

2.4     Increase counseling engagement
2.4.1   Review budget, coverage, and staffing to possibly include evening and weekend counseling appointments (either remote or in person) to ensure that non-traditional students are provided access to counselors
2.4.2   Increase a counseling presence in engagement centers  - provide series of counseling/career/transfer workshops in collaboration with centers designed for specific pathway
2.4.3   Encourage student and faculty interactions throughout the college in every counseling appointment
2.4.4   Collaborate with discipline experts (faculty advisors) to provide major-specific workshops within each pathway
2.4.5   Discuss office hours and important student/faculty interactions and engagement opportunities at RCC
2.4.6   All syllabi to highlight student/faculty interactions

2.5     Review and update Counseling Curriculum
2.5.1   Set timeline for annual review and update of counseling curriculum in collaboration with faculty and staff
2.5.2   Share curriculum with all engagement centers
2.5.3   Ensure equity-minded practices are incorporated into curriculum

2.6     Continue to embrace and refine Remote Counseling Practices
2.6.1   Review and complete needs analysis of effective remote counseling practices
2.6.2   Review and research best technologies for remote counseling and develop best practices
2.6.3   Needs assessment and student survey of remote counseling services – review and make changes based on feedback
2.6.4   Consider implementing online counseling as an option fall all students in future terms when back on campus
2.6.5   Review CHAT feature and update and schedule as needed
2.6.6   Grow Technology Champions within counseling department/Support to all
2.6.7   Review support staff remote counseling operations and determine how to embrace and move forward with strategies for future
2.6.8   Identify remote Follow up practices to be institutionalized with counseling staff

2.7     Increase Staff and Student Engagement

| 2.7.1 | Cross training for Career/transfer staff |
|---|---|
| 2.7.2 | Cross training for counseling staff with career and transfer staff |
| 2.7.3 | Provide opportunities that cultivate faculty-student-staff interactions which develop skills and understanding of the positive outcomes of an inclusive, culturally proficient, just and respectful environment for learning |

| 2.8 | Counseling educational advisors to promote student engagement and success |
|---|---|
| 2.8.1 | Follow up with students in assigned pathway – workshops, phone call, email, text, social media, online zoom and other remote services |
| 2.8.2 | Provide Welcome workshops |
| 2.8.3 | Provide Dismissal workshops and follow up |
| 2.8.4 | Provide Welcome back workshops |

| 2.9 | Transfer Center to increase services which will impact increase in transfer rates |
|---|---|
| 2.9.1 | Maintain application support workshops with increasing representation from colleges and universities |
| 2.9.2 | Develop and provide transfer ready classroom presentations to designated classrooms; ie ENG 1B, Advanced Science, etc |
| 2.9.3 | Provide workshops in the various engagement centers – 2 per term to each engagement center to be coordinated and advertised with engagement center staff |
| 2.9.4 | Continued work with evaluations and ADT verification process |

| 2.10 | Increase the number of ADT's verified at RCC |
|---|---|
| 2.10.1 | Artic/transfer/eval continue with regular meetings to review and update process as needed |
| 2.10.2 | Advertise ADT process on web and around campus |
| 2.10.3 | Handout ADT flier at front counter and possibly library and bookstore and staple postcard to SEP for ADT's |
| 2.10.4 | Increase information and awareness of the ADT to students, faculty, staff through fliers, workshops, classroom presentations, and Flex Opportunities |
| 2.10.5 | Ensure that all ADT students have approved plan in EDUNAV |
| 2.10.6 | Ed advisors to present to PHI 11, ENG 1B classes in Sept 20 – discuss ADT process |
| 2.10.7 | Email blast to students with 30 transferrable units about the ADT's available and the process – include visual with slides of NEXT STEPS after applying for the ADT – show screens from CSU |
| 2.10.8 | Develop ADT folder on shared drive with all ADT resources |
| 2.10.9 | Transfer center/Dept Chair/engagement coordinators to offer ADT workshops in October and November – advertise in engagement centers |
| 2.10.10 | List of students by pathway and POS/ADT provided to ed advisors to contact students and ensure approved plan in EDUNAV |

| 2.11 | Increase the percent of exiting students who report being employed in their field of study |
|---|---|
| 2.11.1 | Career Center collaboration with Employment Placement Coordinator |
| 2.11.2 | Provide EDD workshops on campus for students |
| 2.11.3 | Provide career workshops including resume, interviewing, etc. |
| 2.11.4 | Comprehensive Career Services with Integration of CTE and Career Center |
| 2.11.5 | One Stop Shop with Career Services |
| 2.11.6 | Share resources and software packages for all students |

| 2.12 | Review Dismissal Process and Procedures |
|---|---|
| 2.12.1 | Team to review dismissal Process and bring drafted plan to counseling department for review and discussion (Ellen, Claudia, Anthony, Stef, Lilia) |
| 2.12.2 | Ed Advisors provide follow-up to dismissal students (Active) |

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

| Transfers | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|---|

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

## *Resources Needed*

**Dean of Counseling Services and Programs**

**Live Chat and ChatBot Enterprise Licensing - Expansion -** To serve students remotely with open counseling, Student Services (joint with VPSS) and Academic Support in real time.
**Year of Request:** 2020 - 2021
**Resource Category:** Technology - Hardware
**Funding Source (Grant, Allocation, General Funds, etc.):** General Funds/CARES
**Projected Cost :** 54000

**Tenure Track Counselor - General**

## *RCC Goal Mapping*

Strategic Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Objective 4.6 -** Revise and implement the HR Plan, by Fall 2020, with specific goals to recruit and hire diverse faculty and staff to support student success that is annually reviewed, assessed and updated.

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

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

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

**Year(s) Implemented:** 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Date Started:** 08/25/2019

### *Action Plan*

**2020 - 2021 -** 3.1   Cultural Competency and equity based professional development opportunities to embrace initiatives and
      goals outlined in student equity plan
3.1.1     Equity Based Professional Development Opportunities – Counseling in an Era of Equity with Dr. Hotep
       follow-up working groups; Townhall meetings;
3.1.2     Culturally Relevant Teaching – implement strategies and activities from Counseling in an Era of Equity
       conference
3.1.3     Opportunities to promote understanding student capacity and learn the root causes of inequitable
       student achievement outcomes
3.1.4     Provide faculty with support for training, research and inquiry into sociocultural and brain-based
       pedagogies that are specific to the learning styles of adult students of all equity groups within
       appropriate disciplinary and programmatic methodologies
3.1.5     Retreats for both counseling faculty/staff and with pathway faculty and staff along with peer mentors

3.2     Equity Minded practice embedded into counseling meetings and appointments. Opportunities to promote
Understanding student capacity and learn the root causes of inequitable student achievement outcomes.
3.2.1     Equity report out at counseling meetings
3.2.2     Equity activities and best practices shared at counseling meetings
3.2.3     Discuss and review equitable counseling services – meetings students where they are based on needs;
       one to one connection; engage fully
3.2.4     Report out and sharing of best strategies each term for all counselors
3.2.5     Develop and collaborate for FLEX workshops for identified groups – Foster Youth and DREAMERS
3.2.6     Coffee with a counselor: Counselors scheduled in quad or common area where students can see and
       interact with us. Could work with Food Svcs to have a cart set up.
3.2.7     Assign counselors to key ASRCC activities where students gather and have a chance to know us.
3.2.8     Role playing scenarios: Counselors playing various students and counselors to illustrate to others various
       approaches & techniques to our counseling practices

3.3     Reframe an operational mindset of student-deficit thinking to one of institutional transformation where each
      student is valued and supported in their goals with programs and activities that are intentionally created to
      support their needs.
3.3.1     Review counseling curriculum to ensure equity-minded practices are incorporated
3.3.2     Discuss transformational counseling opportunities and share best practices
3.3.3     Review all syllabi for equity-minded language
3.3.4     Acknowledge and understand the root causes of systemic barriers to student engagement and

achievement; and then dismantle them for equitable student outcomes.

3.4      Ensure all counseling faculty and staff recruitments and job posting are equity minded
3.4.1    Review counseling faculty and staff job descriptions before posting any future positions
3.4.2    Ensure all faculty and staff recruitments and job postings are equity minded

3.5      Continue to assess SLO's within courses in a systematic and efficient manner
3.5.1    Assessment coordinator to work collaboratively with leads to ensure all reports are complete, accurate and timely
3.5.2    Leads for each course to facilitate ongoing meetings for development of assessments, analyzation of assessments, and review and updating of materials to improve instruction

3.6      Review and identify targets for success with equity gaps in GUI courses
3.6.1    Review GUI course data and develop strategies to increase achievement of low performing equity groups
3.6.2    Ed advisors to participate in PACT meeting and reaching out to students to increase success
3.6.3    Continue early alert follow up with ed advisors contacting students referred to counseling and counter staff contacting identified students for counseling appointments
3.6.4    Develop plan to address equity gap across the college of success – specifically African American Males (Michael, Ellen, Chris to share plan at first counseling meeting)
3.6.5    VA Counselor housed in DRC/VA – appointments can be made by DRC or VA staff
3.6.6    Use centers for welcome orientation during priority registration
3.6.7    Share resources in guidance classes (health & wellness, food pantry, homeless, etc)
3.6.8    All GUI courses to require SEPs – develop statement to put in all syllabi (Dept. Chair)
3.6.9    Career presentation in Guidance Courses – information on career closet

3.7      Continue to assess SAO's
3.7.1    Review and assess data and Identify targets
3.7.2    Develop Activities (Active)

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

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

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

## Resources Needed

**Tenure Track Counselor - La Casa (need prioritization worksheets)**

**Tenure Track Counselor - Ujima (need prioritization worksheet)**

## RCC Goal Mapping

Strategic Plan

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

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

# Program Review - VP Planning and Development

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

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

**Objective 3.3 -** In order to maintain funding, and to meet the needs of students, attain a college level efficiency average of 595 (WSCH/FTEF) by providing disciplines with their specific efficiency targets and the tools to meet those.

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

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

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

## Initiative/Project Details: Counseling -- Community Engagement

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

**Year(s) Implemented:** 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Date Started:** 08/25/2020

## *Action Plan*

**2020 - 2021 -** 5.1 Puente to increase community engagement through mentorship opportunities; collaboration on various events; classroom presentations; workshops, etc.
5.1.1 Ongoing outreach to community mentors
5.1.2 Virtual outreach with CSU/UC/Private/Out of State
5.1.3 Classroom presentations face to face and online via Zoom
5.1.4 Participation in statewide activities pertaining to culture
5.1.5 Mentor Panel discussions
5.1.6 Partner with Texas and Washington
5.1.7 Puente Programs
5.1.8 Collaborate with RCC faculty
5.1.9 New faculty orientation presentation
5.1.10 PH3 Zoom session with Phase 3 maintaining community

5.2 Transfer Center to continue collaboration and increase presence on campus with university partners from the UC/CSU/and Private Institutions
5.2.1 Ongoing outreach to historically black colleges HCU
5.2.2 Utilize virtual platforms
5.2.3 Former alumni virtual presentations with current RCC students
5.2.4 Check in with transferred students (first day picture on new campus)
5.2.5 Virtual campus trips

5.3 Career Center Career Center will collaborate with CTE Employment Coordinator to formulate partnerships with outside agencies in regards to job services, internships, and apprenticeships.
5.3.1 Virtual tours (organizations and facilities)
5.3.2 Virtual workshops with corporate organizations (Active)

## *Resources Needed*

**Puente Educational Advisor - Half Time**

# Program Review - VP Planning and Development

Tenure Track Counselor - Puente

## *RCC Goal Mapping*

| Strategic Plan |
| --- |
| **Objective 3.1 -** Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes. |
| **5.0 COMMUNITY ENGAGEMENT -** The college will actively pursue, develop, and sustain collaborative partnerships with educational institutions, civic organizations, and businesses. |
| **Objective 5.1 -** Enhance and maintain partnerships with the community's K-12 districts, universities, and other regional partners by actively participating in collaborative groups to increase equitable student success and completion at all levels. |
| **Objective 5.2 -** Expand work with local businesses and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to living wage employment opportunities. |
| **Objective 5.3 -** Continue providing programs and services that are responsive to and enrich the community. |

## Initiative/Project Details:  Library -- Enhance Outreach Capabilities

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

**Year(s) Implemented:** 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Guiding Questions:** Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

## *Action Plan*

**2020 - 2021 -** Research and investigate best practices for branding, such as name change, motto, logo, mascot, etc as they relates to libraries and which would heighten the library's profile on campus.  (Active)
**Initiative/Project Target:** Develop and present recommendations on branding to department, and division administration.
**Implementation Timeline:** Most of 2020-21 will be spent researching various ways to brand the library. Recommendations will be made in fall of 2021.

**2020 - 2021 -** Coordinate with full-time and part-time library faculty to create a schedule for Fall 2020 and Spring 2021 in providing short library introduction/orientations to each English class that uses the Writing and Reading Center during the first week of each semester.  (Objectives 1.0, 2.0, 2.1, 2.2, 2.4, 2.5, 2.6) (Active)
**Initiative/Project Target:** Develop written schedule that provides coverage for first week of introductions at the WRC, with each full time faculty providing a minimum of 3 hours. This schedule will be used as the template  for future semesters.
**Implementation Timeline:** Schedule will be developed during summer and plan presented for implementation in fall.

**2021 - 2022 -** In order to endure high quality multi-cultural programming is offered throughout the library space, the library will expand exhibit library programming by continuing to contract for outside professional exhibits.  (Objective 5.3) (Active)
**Initiative/Project Target:** Lease professional traveling exhibits, from organization such  from Gilder Lehrman Institute of American History for exhibit in the physical library.
**Implementation Timeline:** Library faculty will meet and discuss possible displays that reflect RCC's multi-cultural student population. Target date for the exhibit is Spring 2021.

# Program Review - VP Planning and Development

**2021 - 2022 -** Coordinate a speaker program for Spring 2021.  (Objective 5.3) (Active)
**Initiative/Project Target:** Our preferred speaker will be Susan Straight to see if she will present her book, "In the Country of Women" to our student body. If she is not available, another local author will be contacted.
**Implementation Timeline:** The department will coordinate a plan for a visiting author by Spring of 2021.

**2020 - 2021 -** Expand outreach to engagement centers on campus.  Coordinate with pathways librarians and engagement center Educational Advisors to develop a plan of support for each of these campus centers:    CTE, Humanities, STEM. (Objectives 1.0, 2.0, 2.1, 2.2, 2.6, 3.4, 3.6) (Active)
**Initiative/Project Target:** Working with the Outreach Librarian, develop a plan of support that can be implemented in the following academic year.
**Implementation Timeline:** Working over the 2020-21 academic year, information will be gathered on the special needs of each of the engagement centers, and this information will be utilized to create specific proposals for each of the centers.

**2020 - 2021 -** The Dual Enrollment/CCAP program offers local high school students free college courses on their high school campus for student convenience at 9 locations, Arlington HS, Hillcrest HS, John W North HS, Martin Luther King Jr. HS, Norte Vista HS, Patriot HS, Poly HS, Ramona HS, Rubidoux HS . The library will continue and expand provide support to this college program. (Objectives 1.0, 2.0, 2.1, 2.2, 2.4, 2.5, 2.6, 5.1) (Active)
**Initiative/Project Target:** Initiate conversation  with local high school districts with goal to get EZ Proxy unblocked so that students and teachers can access RCC Library Databases remotely.
**Implementation Timeline:** During the 2020-21 academic school year, Outreach Librarian will start a series of conversations with responsible parties to raise the topic of the need for students to have access to RCC databases and the current obstacles that firewalls present.

**2020 - 2021 -** Expand outreach through social media platforms such  as Instagram and Facebook (Active) (Active)
**Initiative/Project Target:** Research and recommend purchase of camera-ready tablet.
**Implementation Timeline:** Outreach librarian will research and make recommendation for the purchase of a tablet that meets the requirements of the action plan by the end of the Fall 2020 semester.

## Resources Needed

**Camera-ready tablet -** Some social media platforms require a mobile device. This will allow us to take advantage of the various platforms that students are currently using.
**Year of Request:** 2019 - 2020
**Resource Category:** Technology - Hardware
**Projected Cost  :** 2000

**Funding for speaker program.  -** To further our mission of community enrichment, the library would like to provide students the opportunity to access award winning authors.
**Year of Request:** 2019 - 2020
**Projected Cost  :** 3000

## RCC Goal Mapping

| Strategic Plan |
| --- |
| **1.0 STUDENT ACCESS -** The college will ensure all students have equitable access to the college's courses, programs, and services. |
| **2.0 STUDENT SUCCESS -** The college will provide clear pathways and support for achieving certificates, degrees, transfers, and employment with a living wage. |
| **Objective 2.1 -** Increase by at least 20% annually the number of RCC students who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets. |
| **Objective 2.2 -** Increase by 20% annually the number of RCC students transferring to a UC, CSU, private college, or out-of-state public or private institution. |
| **Objective 2.4 -** Through targeted interventions based on disaggregated student equity data, shorten the time to completion for |

# Program Review - VP Planning and Development

part-time students from 6 to 4 years, and full-time students from 6 to 3 years.

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

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

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

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

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

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

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

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

## Initiative/Project Details:  Counseling and Library Space Enhancement

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

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

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

### *Action Plan*

**2020 - 2021 -** Create library signage committee, and utilizing student surveys and professional literature, make recommendations for student friendly signage. (Objective 4.2) (Active)
**Initiative/Project Target:** Create proposal for signage guidelines and recommendations, taking into consideration opportunities to makes library services more accessible.
**Implementation Timeline:** Signage committee will be formed in 2020-2021 academic year, with initial recommendations made by end of Spring 2021.

**2021 - 2022 -** Informed by architects' recommendations and student input, renovate Quadrant 1 (current reference wing on second floor), creating a a multi-use space. (Objective 4.2) (Active)
**Initiative/Project Target:** Move service desk to more appropriate space, purchase new furniture to replace aging pieces, purchase new displays for periodical collection.
**Implementation Timeline:** Timeline is dependent on outside decisions made by the college.

**2022 - 2023 -** Informed by architects' recommendations and student input, renovate Quadrant 3 (current quiet study area on third floor), creating a space that houses book collection while also providing areas for single seat study spaces. (Objective 4.2) (Active)
**Initiative/Project Target:** Purchase single occupant seating and study carrels.
**Implementation Timeline:** Timeline is dependent on decisions made by college administration.

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**2023 - 2024 -** Informed by architects' recommendations and student input, renovate Quadrant 2 (current computer commons), creating a more dynamic space utilizing technology. (Objective 4.2) (Active)
**Initiative/Project Target:** Move computer help desk to more visible area near front desk, remodel former specialized technology area.
**Implementation Timeline:** Timeline is dependent on decisions made by college administration.

**2024 - 2025 -** Informed by architects' recommendations and student input, renovate Quadrant 4 (Northwest wing on third floor), creating a that allows for group study, and eventually allowing for additional study rooms. (Objective 4.2) (Active)
**Initiative/Project Target:** Purchase new furniture, build new study rooms, remove current shelving.
**Implementation Timeline:** Timeline is dependent on decisions made by college administration.

**2020 - 2021 -** In order to best capture student use of the library, it is necessary to purchase a new door counter.  (Active)
**Initiative/Project Target:** Review option, purchase, and Install new door counter.
**Implementation Timeline:** Options will be reviewed in Fall of 2020, with goal of installation by end of Spring 2021.

**2020 - 2021 -** Research and plan for the development of an academic makerspace in the library to prepare students for the digital/innovation economy by encouraging project-based learning, collaboration, hands-on prototyping, and digital design and fabrication. (Active)
**Initiative/Project Target:** Review the California Community College (CCC) Makerspace Startup Process model, form a cross-functional implementation team to guide the project, and develop an implementation plan
**Implementation Timeline:** Fall 2020 – Research the CCC Maker Initiative, the impact of makerspaces, and Maker Guides; identify needs for team expertise and determine the implementation team members; assess space needs and identify a location within the library; contact nearby colleges that have implemented the process to learn about their spaces and makerspace experience; investigate opportunities for funding
Spring 2021 – Assess existing college resources (physical, technological, and human) and identify potential collaborators within disciplines and local industry; develop an implementation plan; design the makerspace based on the information gathered; apply for applicable grants; identify resources required and include them in the Spring 2021 PRaP update

## *Resources Needed*

**Counseling Space Renovation -** Remodel of front desk area to better serve students and increase efficiency and space utilization.
**Year of Request:** 2020 - 2021
**Resource Category:** Capital Outlay (Physical Resources)
**Projected Cost  :** 50000

**Door Counter -** Present door counter does not provide enough data to be useful for truly capturing use of library by students.
**Year of Request:** 2021 - 2022
**Resource Category:** Technology - Hardware
**Resource Life Cycle:** 15 years
**Projected Cost  :** 3000

**Funding for new furniture and construction of new study rooms.  -** Current furniture does not allow for efficient group study use nor is it technology accessible. There is a constant demand for study rooms, sometimes a waiting list of over 50 students, and it is one of the things that students have routinely requested for more of.
**Year of Request:** 2024 - 2025
**Resource Category:** Capital Outlay (Physical Resources)
**Resource Life Cycle:** 15
**Projected Cost  :** 200000

**Funding for remodel of computer commons.  -** The library would like to move the computer support desk to a more visible area, make more efficient  use of space in the computer commons, and begin remodel of the previous specialized technology area.
**Year of Request:** 2023 - 2024
**Resource Category:** Capital Outlay (Physical Resources)

# Program Review - VP Planning and Development

> **Resource Life Cycle:** 15
> **Projected Cost :** 50000

> **Remodel and furniture for quadrant 1 of the library.** - The library would like to update the student area on the 2nd floor by moving the reference desk, creating new seating arrangements, opening up the floor plan, and other student centered changes.
> **Year of Request:** 2020 - 2021
> **Resource Category:** Capital Outlay (Physical Resources)
> **Resource Life Cycle:** 15
> **Projected Cost :** 20000

> **Single use seating and study carrels** - Will create a more efficient quiet study area by better utilizing space on the third floor.
> **Year of Request:** 2022 - 2023
> **Resource Category:** Capital Outlay (Physical Resources)
> **Resource Life Cycle:** 15
> **Projected Cost :** 50000

## RCC Goal Mapping

| Strategic Plan |
| --- |
| **Objective 3.1 -** Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes. |
| **Objective 4.2 -** Maintain a healthy and safe environment for students, faculty, and staff, by developing a process through which the college can be responsive to any health and safety recommendations. |
| **Objective 4.5 -** Implement the Technology Plan to ensure relevant investment in state-of-the-art technologies to enhance data-informed decision making, programs, services, and operations that are annually reviewed, assessed and updated. |

## Initiative/Project Details:  Library -- Library Services

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

**Year(s) Implemented:** 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
**Guiding Questions:** Over this next five year cycle, RCC continues to use the Guided Pathways Framework to make the college ready for students and focuses on closing equity gaps as well as increasing all student success. What role does the discipline / department play in supporting Guided Pathways and student equity? How does the strategy/initiative: • help the college meet its goals and targets? • align with Guided Pathways? • support student equity efforts such as contextualize learning and student engagement? • support enrollment management including student throughput for key courses to meet career and transfer goals? • support academic engagement centers and other student co-curricular supports? • include assessment and equity-driven, classroom-focused best practices to ensure learning?

## Action Plan

> **2020 - 2021 -** Develop student workers with outstanding customer service skills, paying particular attention to the needs of our multi-cultural student population. (Objective 3.5) (Active)
> **Initiative/Project Target:** Led by the public services librarian, develop plan to ensure each student worker receives a minimum of three hours of training per semester, with particular focus on customer service. It will also include a one hour library orientation lead by a faculty member.
> **Implementation Timeline:** A plan will be developed in Fall of 2020, with implementation of plan in 2021.

> **2020 - 2021 -** Develop classified staff to provide outstanding customer service, with particular attention paid to meeting the needs of our multi-cultural student population. (Objective 3.5) (Active)
> **Initiative/Project Target:** Develop plan so that each classified staff member receives a minimum of 5 hours of training per semester with a particular focus on customer service and providing service to a diverse student population.

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**Implementation Timeline:** Plan will be developed by Spring 2021.

**2020 - 2021 -** Hire appropriate level classified staff member to oversee computer commons.  (Active)
**Initiative/Project Target:** Hire and train classified staff member whose skills and qualifications meet the needs of the computer commons area.
**Implementation Timeline:** Meeting with appropriate personnel to determine grade of staff needed, recruitment for position, and then hiring.

**2020 - 2021 -** Recruit and hire library dean consistent with recommendations by a California Academic Senate.  (Active)
**Initiative/Project Target:** Hire new library dean whose qualifications meet those recommended by the California Academic Senate.
**Implementation Timeline:** Recruit and hire new dean by 2021-22 academic year.

**2020 - 2021 -** Write Service Area Outcomes for respective library services  and determine (a) methods for assessing these respective SAOs and (b) an assessment cycle for doing so. (Active)
**Initiative/Project Target:** SAOs written for selected services, with assessment of these implemented per an established assessment cycle and entered in Nuventive Improve.
**Implementation Timeline:** The above SAO assessment plan completed by spring 2021, for implementation to follow accordingly.

## Resources Needed

**Funding for new classified position in computer commons -** This new position will allow the library to provide adequate services to students in the computer commons.   The position will also support technical needs of counseling including EduNav.
**Year of Request:** 2019 - 2020
**Resource Category:** Human Resources - Classified Staffing
**Projected Cost  :** 10000
**Disciplines / Departments sharing Cost of Resource:** Part time Counseling and Part time library

**Funding for workshops, classes, and other training for student workers and classified staff.  -** For many students, classified staff and fellow students are the primary face of the library.  We have an obligation to provide the best customer service possible, and to achieve these we need highly trained workers, particularly in response to our diverse student population.
**Year of Request:** 2020 - 2021
**Resource Category:** Other - Staff Development/Guest Speaker/Conference/Etc
**Projected Cost  :** 2000

**Funding to hire library dean -** The library needs an administrator, with an MLIS and other qualifications  as recommended by the California Academic Senate, who understands and appreciates the unique position an academic library holds on a  college campus.
**Year of Request:** 2020 - 2021
**Resource Category:** Human Resources - Management Staffing
**Projected Cost  :** 200000

## RCC Goal Mapping

Strategic Plan

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

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

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

# Program Review - VP Planning and Development

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

## Initiative/Project Details:  Library -- Library Resources

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

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

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

## *Action Plan*

**2020 - 2021 -** Research various options for providing  additional  ebooks in order to expand access to students' use of library resources off-campus. (Guided Pathways Pillar #3) (Objective 4.1)  (Active)
**Initiative/Project Target:** Create acquisitions plan that makes recommendations on either subscribing to ebook collections and/or purchasing standalone ebooks.
**Implementation Timeline:** Plane will completed by Spring 2021.

**2020 - 2021 -** Integrate existing streaming video resources into the department's listing of library resources to increase access and update the collection development procedure to incorporate physical/streaming media principles for future acquisitions.  (Active)
**Initiative/Project Target:** Remote access points through the library website and LMS to existing streaming media resources; inclusion of streaming media resources on library promotional materials; written collection development procedure that incorporates streaming media
**Implementation Timeline:** Summer/Fall 2020 - Add a link to the MediaSite Catalog of videos to the library website; add a note to the video title records in the LMS that indicates streaming media rights are available; include a direct link to the streaming video title in the record within the LMS; include a description and link to the library's streaming media titles on promotional library materials; discuss and develop collection development principles for physical/streaming media acquisitions
Spring 2021 – Review and update the collection development procedure to integrate streaming media collection development principles

**2020 - 2021 -** Create and develop plan to  expand assigned textbooks availability  to the largest number of students. (Guided Pathways Pillar #3) (Objective 4.1) (Active)
**Initiative/Project Target:** Make recommendation after developing plan on purchasing textbooks so that we have a minimum of 90% of the textbooks assigned in classes.
**Implementation Timeline:** Plan will be developed in 2020-2021 academic year.

**2020 - 2021 -** Students have repeatedly asked for study aides and manipulatives, like the skeleton we recently purchased, to help them create a more robust learning environment. The library will study the feasibility of extending library resources to include study aids and manipulatives, and make recommendations based on that research.  (Guided Pathways Pillar #3) (Objective 4.1) (Active)
**Initiative/Project Target:** Make recommendations, based on priorities guided by pathways, on initial manipulatives and study aids to purchase.
**Implementation Timeline:** The library will have an initial list of items to purchase in spring of 2021.

## *Resources Needed*

**Ebook Collection Subscription or One Time Funds for Purchase of Ebooks -** Due to either schedules that do not allow them to visit the campus library, taking online classes, or other unforeseen circumstances, many students do not have access to the physical

library. We must still meet their needs however, and with the trend towards online resources, ebooks would allow us to meet this demand.

**Year of Request:** 2020 - 2021

**Resource Category:** Technology - Hardware

**Projected Cost  :** 40000

## *RCC Goal Mapping*

| Strategic Plan |
| --- |
| **Objective 3.1 -** Ensure that all decision making, processes, and outcomes are aligned with the college's mission and goals and governance structures by regular review of college policies, plans, and processes. |
| **Objective 4.1 -** Efficiently manage existing resources to support the ongoing academic and student support programs, and strategically develop external revenue sources to maximize the resources available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.) |