



ACADEMIC & CAREER/TECHNICAL PROGRAMS & INSTRUCTIONAL SUPPORT (ACTP&IS) LEADERSHIP COUNCIL

YEAR END REPORT 2016-2017

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For Reference, narrative summaries from 2015-2016 and 2014-2015

Narrative Summary of ACTPIS Work 2016-2017

Enrollment Management Committee

Planned Activities 2016-17: Next phases of the master schedule—putting in specifics on courses, balance in terms of modality, and extending the master schedule to a two year schedule will move forward next year. This next phase should be completed Fall 2016. Completed Plan—a draft has been written, but still needs work on specific initiatives/ targets. A finalized draft to be completed Fall 2016. Progress: Full roll out of a master schedule is not done—will need to be continued into next year. Plan has been updated/ revised—such updates revisions will continue to be ongoing. Slight adjustments were made to the scheduling grid. For Next Year: efforts to make sure the college is on track for meeting FTES targets, other items for next year include: Outreach and marketing for the pathways; Intersession grid; Identifying/ addressing capacity issues/ bottlenecks; Discuss/ determine discipline by discipline right balance of online offerings; Impacts of dual enrollment and MMAP on scheduling/ course offerings; fine-tune the scheduling grid for winter/ summer intersessions

Student Success Committee, joint with SAS: Planned activities 2016-2017 Meet Fall to do Assessment of data (not available in spring 2016); Meet in spring to update/ assess/ plan for AY 2017-2018 grant applications/ initiatives. Progress: This was put on hiatus because a taskforce is working to plan for the integration of the SSSP, Equity, and Basic skills grants (required by the state). This will provide an overarching plan. Data was presented over the course of the year on the increases in numbers of students with comprehensive SEPs and declared pathways. The SAS and ACTPIS-LCs also had members working jointly on the full roll-out of pathways with the addition of college promise, so the leadership of both groups has been closely collaborating and reporting out on progress on pathways and promise. For Next Year: Submitting the integrated SSSP, Equity, Basic Skills grant application. Implementation of the inaugural promise program. Monitoring, assessment, evaluation of both of these efforts.

College Readiness Pathway

Planned Activities 2016-2017: A revised plan has been completed and will provide part of the basis for the fall Basic Skills Summit. The transformation grant implantation is well underway, with faculty SI leads, an English norming project, expansion of embedded tutoring, continued expansion of the Accelerated English class, English 80. Second IEPI report completed. Piloted MMAP. For next year: A Basic Skills / College Readiness summit is scheduled for Sept. 22nd 2017 to pull together and assess the scorecard and IEPI data, results from acceleration and placement pilots, and to determine next steps. Any additions or changes that come out of the summit will be included in the college readiness plan and then the plan can go forward to ACTPIS and EPOC for final approval. The college readiness committee will need some new leadership (faculty and administrative) and the EPOC Fall Flex retreat will re-visit the charge of the committee. Improvements to the strategic planning website so minutes/ agendas can be posted and found more easily. The college readiness group has a website but it is not linked to ACTPIS nor is it accessible from the strategic planning page. **Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments

Transfer Pathways

Planned activities for 2016-2017: Complete/ Update 5 year plan, including targets; Faculty Advising Training; Monitor/ Assess impact of Ed Advisors and engagement centers. Progress: The College's application to participate in the California Guided Pathways Project was successful and the team will begin bi-annual institutes beginning next September. A draft rewrite is still in process, but the group produced a clear series of action plans and in spring 2017, began working on mini-equity grants to fund some efforts. The Strategic Planning retreat breakout on transfer pathways prioritized the items in the action plan. One key item is producing clear documents for students on the various pathways. A Faculty Advising liaison proposal is in the process of approval. The liaisons will be identified before the end of the Spring 2017 semester. The college purchased a webinar/ training on implementing faculty advising college wide. For next year: Train faculty advising liaisons (and include department chairs, deans,

and any faculty interested in advising in access to the webinar training and other resources). Monitor, assess, evaluate roll out of faculty advising college wide. Produce the pathways documents for each major. Monitor, evaluate, assess the numbers of students in each major/ pathway—work with disciplines on developing targets and outreach marketing strategies. Complete revision to the transfer pathways plan . Participation in the California Guided Pathways Project. For the Transfer Pathways committee itself, the EPOC Fall Flex retreat will re-visit the charge of the committee. Improvements to the strategic planning website so minutes/ agendas can be posted and found more easily. **Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments.

CTE Pathway

Planned activities for 2016-2017: Complete/ Update 5 year plan, including targets; Faculty Advising Training; Monitor/ Assess impact of Ed Advisors and engagement centers. Progress: CTE functions here as a pathways plan. So this group as a separate group was on hiatus this year. The breakout session notes from the Strategic planning retreat sum up the gains and challenges of this pathway at this point. See notes above on faculty advising liaisons. For next year: Determine what shape this group will take and its charge as well as how often it will meet given the overlap with the division itself but also the need for input / collaboration with faculty/ staff outside the division. **Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments.

AB 86 Oversight Committee

This is still not an active group— Find out status of AB 86, the issues at stake, and see if this is a group that needs to be active or should be removed/ reoriented, etc

Fac. Development (RDAS/ACTPIS joint in conjunction with the Faculty development committee)

Update: The overall professional development plan has been written, has been approved by RDAS, and will go to EPOC for final approval on May 11th. Now, the individual groups—faculty, staff, administrative—need to produce the specific implementation plans for each area. For Next Year: Produce the Faculty development implementation plan piece of the broader over-arching plan. ACTPIS will want to review/ weigh in on these individual pieces as they are produced. **Note: having the chair of this sub-committee also serve on ACTPIS , even if in a non-voting capacity, or at least available to come to some meetings as the Faculty Development coordinator also needs to be able to integrate the Human Resources committee and RDAS is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments

Distance Education (RDAS/ACTPIS joint committee)

Update: The group has been meeting regularly—but there hasn't been a clear mechanism/ interface with ACTPIS LC—some clarification of how to implement horizontal alignment here (and in other areas, too) is an important conversation to take up at the Fall Flex EPOC retreat. **Note: having the chair of this sub-committee also serve on ACTPIS , even if in a non-voting capacity, or at least available to come to some meetings as the Faculty Development coordinator also needs to be able to integrate the Technology Resources committee and RDAS is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments

Program Review: Prioritization of academic and Instructional Support Initiatives AND Faculty Hiring prioritization (this is a charge of ACTPIS as a whole so it is not a workgroup per se).

Planned Activities for 2016-2017: Receive presentations from Divisions in September; Work jointly with RDAS to review and forward recommendations to EPOC and the President by the end of fall semester. Progress: this work was completed and the chair has reported out to ACTPIS about the status of funding for approved items and will follow up on remaining items before the end of spring. For next year: the new cycle of program review assessment and update is underway. Having a clear template for the division plans which the councils will receive/ review as well as clearer separation of genuinely new strategies/ initiatives from more routine resource request should greatly clarify the process for this second round to be complete in Fall 2017. For faculty hires, In the middle of the fall prioritization process, the college was informed that it would have additional hires for the 18-19 year. Divisions will provide EPOC co-chairs with division faculty hire priorities by late April so that the joint councils—meeting scheduled for May 18—can do this prioritization in order to not delay this piece until fall 2017. For next year in regards to hiring, the leadership councils/ EPOC need to identify a clear process for prioritizing classified as well as staff hires.

Educational Master Plan Committee

Planned Activity for 2016-2017: Convene work group/ constituency groups in Spring 2017 to monitor, evaluate, assess the plan. Progress: The Annual Report will go to ACTPIS for review and approval in May and to the June EPOC meeting. For next year: Will complete an annual review in the spring of 2018

ACTPIS ACTION PLANS 2016-2017

Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	For next year
Enrollment Management Committee (a standing sub-committee of ACTPIS)	ACTPIS-LC	Faculty Co-Chair: Kathleen Sell Administrative Co-Chair: Carol Farrar	Master Schedule 2016-2017 began with RCC's first full year schedule (mostly—needed some tweaking) using the scheduling guidelines. Next phases of the master schedule—putting in specifics on courses, balance in terms of modality, and extending the master schedule to a two year schedule will move forward next year. This next phase should be completed Fall 2016.	Full roll out of a master schedule is not done—will need to be continued into next year. Plan has been updated/ revised—such updates revisions will continue to be ongoing. Slight adjustments were made to the scheduling grid (see attached	Roll out of second phase of master schedule—2 year + clearly indicating times/ blocks for core classes in each ADT Revised, completed EM plan (posted to strategic planning website Feb. 2017)	In addition to continued efforts to make sure the college is on track for meeting FTES targets, other items for next year include: *Outreach and marketing for the pathways *Intersession grid *Identifying/ addressing capacity issues/ bottlenecks *Discuss/ determine discipline by discipline right balance of online offerings *Impacts of dual

			Completed Plan —a draft has been written, but still needs work on specific initiatives/ targets. A finalized draft to be completed Fall 2016.	<i>document #1)</i>		enrollment and MMAP on scheduling/ course offerings *fine-tune the scheduling grid for winter/ summer intersessions Improvements to the strategic planning website so minutes/agendas can be posted and found more easily
Name	Responsible Council(s)/Strategic Lead	Responsible Lead/ Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	For next year
Student Success Committee	SAS-LC and ACTPIS-LC joint committee		Meet Fall to do Assessment of data (not available in spring 2016) Meet in spring to update/ assess/ plan for AY 2017-2018 grant applications/ initiatives	This was put on hiatus because a taskforce is working to plan for the integration of the SSSP, Equity, and Basic skills grants (required by the state). This will provide an overarching plan. Data was presented over the course of the year on the increases in numbers of students with comprehensive SEPs and declared pathways. The SAS and	Meeting minutes/notes SP presentations with data on SEP and declared pathways Meeting agendas/ notes from College Promise taskforce as well as college presentations—presentations are posted on the Website. Dr. FeRita Carter has agendas and program documents that the taskforce created The Strategic Planning report card, Flex retreat presentation both contain data on progress on SEPs and students on declared pathways.	Submitting the integrated SSSP, Equity, Basic Skills grant application Implementation of the inaugural promise program Monitoring, assessment, evaluation of both of these efforts Improvements to the strategic planning website so minutes/agendas can be posted and found more easily

				ACTPIS-LCs also had members working jointly on the full roll-out of pathways with the addition of college promise, so the leadership of both groups has been closely collaborating and reporting out on progress on pathways and promise.	These are available on the Strategic Planning website Meeting agendas/ notes for the integration of the three grants taskforce (ACTPIS chair does not have these)	
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	For next year
College Readiness Pathway Workgroup (a permanent workgroup of ACTPIS)	ACTPIS-LC	Faculty Co-Chairs: Jason Spangler, Administrative Co-Chair: Debbie Whitaker	Revise/ Update plan Monitor/ Assess current initiatives, including implementation of the Transformation Grant	A revised plan has been completed and will provide part of the basis for the fall Basic Skills Summit The transformation grant implantation is well underway, with faculty SI leads, an English norming project, expansion of embedded tutoring, continued expansion of the	Transformation grant updates (see attached document #) Revised plan (see attached document #) IEPI report (see attached document #)	The committee will need new leadership (faculty, administrative next year) A Basic Skills / College Readiness summit is scheduled for Sept. 22 nd 2017 to pull together and assess the scorecard and IEPI data, results from acceleration and placement pilots, and to determine next steps Any additions or changes that come out of the summit will be

				<p>Accelerated English class, English 80</p> <p>Second IEPI report completed</p> <p>Piloted MMAP</p>		<p>included in the college readiness plan and then the plan can go forward to ACTPIS and EPOC for final approval</p> <p>Improvements to the strategic planning website so minutes/agendas can be posted and found more easily. The college readiness group has a website but it is not linked to ACTPIS nor is it accessible from the strategic planning page</p> <p>**Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments</p>
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	For next year
Transfer Pathways Workgroup (a permanent workgroup of ACTPIS)	ACTPIS-LC	Faculty Co-Chair: Thatcher Carter Administrative Co-Chair:	<p>Complete/ Update 5 year plan, including targets, etc</p> <p>Faculty Advising Training</p> <p>Monitor/ Assess impact of Ed Advisors and engagement centers</p>	A draft rewrite is still in process, but the group produced a clear series of action plans and in spring 2017, began working on mini-equity grants to	<p>Action plans are embedded in the revised draft document</p> <p>See SP retreat report on Transfer pathways breakout (see attached document on the March</p>	Train faculty advising liaisons (and include department chairs, deans, and any faculty interested in advising in access to the webinar training and other resources)

				<p>fund some efforts</p> <p>The Strategic Planning retreat breakout on transfer pathways prioritized the items in the action plan. One key item is producing clear documents for students on the various pathways</p> <p>A Faculty Advising liaison proposal is in the process of approval. The liaisons will be identified before the end of the Spring 2017 semester. The college purchased a webinar/ training on implementing faculty advising college wide</p> <p>The College's application to participate in the California Guided Pathways Project was successful and the team will begin bi-annual institutes beginning next September.</p>	<p>retreat breakout sessions for each pathway)</p> <p>Faculty advising liaison proposal (see attached document #)</p>	<p>Monitor, assess, evaluate roll out of faculty advising college wide</p> <p>Produce the pathways documents for each major</p> <p>Monitor, evaluate, assess the numbers of students in each major/ pathway—work with disciplines on developing targets and outreach marketing strategies</p> <p>Complete revision to the transfer pathways plan</p> <p>Participation in the California Guided Pathways Project</p> <p>**Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments</p>
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Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	For next year
CTE Pathways (a permanent work group of ACTPIS)	ACTPIS-LC	Administrative Co-Chair: Kristi DiMemmo Faculty Co-Chair: Frank Pearson	Complete/ Update 5 year plan, including targets, etc Faculty Advising Training Monitor/ Assess impact of Ed Advisors and engagement centers	In essence, the division plan for CTE functions here as a pathways plan. So this group as a separate group was on hiatus this year The breakout session notes from the Strategic planning retreat sum up the gains and challenges of this pathway at this point (see attached document)		Determine what shape this group will take and its charge as well as how often it will meet given the overlap with the division itself but also the need for input / collaboration with faculty/ staff outside the division **Note: having the chair of this sub-committee also serve on ACTPIS, even if in a non-voting capacity, is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ Work done notes	Benchmark/ Performance Indicator	
AB 86 Oversight Committee	SAS-LC and ACTPIS-LC joint committee		Work with CTE/ESL to see where the college/ District is with this project	This is still not an active group—		Find out status of AB 86, the issues at stake, and see if this is a group that needs to be active or should be removed/ reoriented, etc.
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ work done notes	Benchmark/ Performance Indicator	

Fac. Development	RDAS/ACTPIS joint in conjunction with the Faculty development committee	Sandy Baker, chair Human Resources committee and _____ faculty co-chair. Laura Greathouse, Faculty Development Coordinator	Work in conjunction with RDAS and the Faculty Development Committee to develop a 5 year plan	The plan has been written and will go to EPOC for final approval on May 11 th . Now, the individual groups—faculty, staff, administrative— need to produce the specific implementation plans for each area.	5 year plan through the process (LCs and then to EPOC)	Produce the Faculty development implementation plan piece of the broader over-arching plan. ACTPIS will want to review/ weigh in on these individual pieces as they are produced. **Note: having the chair of this sub-committee also serve on ACTPIS , even if in a non-voting capacity, or at least available to come to some meetings as the Faculty Development coordinator also needs to be able to integrate the Human Resources committee and RDAS is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ work done notes	Benchmark/ Performance Indicator	For next year
Distance Education	RDAS/ACTPIS joint committee	Charlie Richard, Faculty Chair	Work in conjunction with RDAS to define ACTPIS role	The group has agendas, minutes— not sure if they are posted.		**Note: having the chair of this sub-committee also serve on ACTPIS , even if in a non-voting capacity, or at least available to come to some meetings as the Faculty Development coordinator also needs to

						<p>be able to integrate the Technology Resources committee and RDAS is crucial to ensure regular flow through of information and make sure ACTPIS is well apprised of key developments</p> <p>The group has been meeting regularly—but there hasn't been a clear mechanism/ interface with ACTPIS LC—some clarification of how to implement horizontal alignment here (and in other areas, too) is an important conversation to take up at the Fall Flex EPOC retreat</p>
Name	Responsible Council(s)/ Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ work done notes	Benchmark/ Performance Indicator	For next year
Program Review: Prioritization of academic and Instructional Support Initiatives (this is a charge of ACTPIS as a whole so it is not a workgroup per se). IE-LC is has a standing committee that	IE-LC/ ACTPIS-LC/ RDAS-LC/ SAS-LC		<p>Receive presentations from Divisions in September</p> <p>Work jointly with RDAS to review and forward recommendations to EPOC and the President by the end of fall semester</p>		<p>Meeting Minutes</p> <p>Joint Recommendation (this and the president's response are posted on the strategic planning website)</p>	<p>The new cycle of program review assessment and update is underway. Having a clear template for the division plans which the councils will receive/ review as well as clearer separation of genuinely new strategies/ initiatives from more routine resource request should greatly clarify the process for this second round to be complete in Fall 2017.</p>

works on the program review template itself						
Name	Responsible Council(s)/Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ work done notes	Benchmark/Performance Indicator	For next year
Hiring Prioritization (this is a charge of ACTPIS as a whole in conjunction with RDAS-LC so it is not a workgroup per se)	ACTPIS-LC and RDAS-LC Faculty Co-Chairs: Paul O’Connell and Kathleen Sell		Receive presentations from Divisions in September Work jointly with RDAS to review and forward recommendations to EPOC and the President by the end of fall semester	In the middle of the fall prioritization process, the college was informed that it would have additional hires for the 18-19 year. Divisions will provide EPOC co-chairs with division faculty hire priorities by late April so that the joint councils—meeting scheduled for May 18—can do this prioritization in order to not delay this piece until fall 2017.	Meeting Minutes Joint Recommendation (this and the president’s response are posted on the strategic planning website) Recommendation from May 18 th meeting	Need to identify a clear process for prioritizing classified as well as staff hires.
Name	Responsible Council(s)/Strategic Lead	Responsible Lead/Members	Planned Activities for 2016-2017	Progress/ work done notes	Benchmark/Performance Indicator	For next year

Educational Master Plan Committee	ACTPIS-LC IE-LC	Faculty Co-Chair: Members:	Convene work group/ constituency groups in Spring 2017 to monitor, evaluate, assess the plan	The Annual Report will go to ACTPIS for review and approval in May and to the June EPOC meeting.	Report posted to the Strategic Planning Website	Will complete an annual review in the spring of 2018
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Some supporting documents not currently accessible on the Strategic Planning Website

16FAL / 17SPR Scheduling Grid Weekly Census Classes

1 Contact Hour = 50 minutes	1 Unit 18 hrs 1 Day	2 Units 36 hrs 1 Day	3 Units 54 hrs 1 Day	3 Units 54 hrs 2 Days	4 Units 72 hrs 1 Day	4 Units 72 hrs 2 Days	72 catalog hours 4 lecture units 3 days / week 75 minutes / day	5 Units 90 hrs 2 Days	5 Units 90 hrs 3 Days	5 Units 90 hrs 4 Days	6 Units 108 hrs 1 Day	6 Units 108 hrs 3 Days	6 Units 108 hrs 4 Days	1.3 Contact Hours
Break time not used in Total calculation	74% 50 min no break 13.28 (74%)	6 units 108 hrs 2 days 2 hr 5 m Break = 10 m 30.56 (84%)	6 Units 108Hrs 2 Days 3 hr 10 m Break = 20 m 45.44 (84%)	6 Units 108 hrs 4 Days 1 hr 25 m No Break 45.44 (84%)	4 hr 5 m Break = 20 m 60.00 (84%)	2 hr 5 m Break = 10 m 61.12 (84%)		2 hr 30 m Break = 10 m 74.56 (83%)	1 hr 35 m No Break 75.84 (84%)	1 hr 10 m No Break 74.88 (83%)	6 h 35 m Break = 50 m 92.00 (85%)	2 hr 5 m Break = 10 m 91.68 (84%)	1 hr 25 m No Break 90.88 (84%)	?
Break Time Included in Meeting Minutes	0	10	20	0	20	10		10	0	0	50	10	0	0
Contact Hours beyond 50 minutes is a fraction of 50 minutes.	8:00 - 8:50	8:00 - 10:05	8:00 - 11:10	8:00 - 9:25	8:10 - 12:15	8:00 - 10:05	8:00-9:15	8:10 - 10:40	8:00 - 9:35	8:00 - 9:10	8:00 - 2:35 Fri	8:00 - 10:05	8:00 - 9:25	8:00 - 9:05
10 min Break is included in multi-hour classes and may not be accumulated	9:00 - 9:50	10:15 - 12:20	Alt 9:00 - 12:10	9:35 - 11:00	12:25 - 4:30	10:15 - 12:20	9:25-10:40	10:50 - 1:20	9:50 - 11:25	9:20 - 10:30	2:00 - 8:35 Fri	10:15 - 12:20	9:35 - 11:00	9:15 - 10:20
	10:00 - 10:50	12:30 - 2:35	11:20 - 2:30	11:10 - 12:35		12:30 - 2:35	10:50-12:05	1:30 - 4:00	11:35 - 1:10	10:40 - 11:50	or	12:30 - 2:35	11:10 - 12:35	10:30 - 11:40
	11:00 - 11:50	2:45 - 4:50	2:40 - 5:50	12:45 - 2:10		2:45 - 4:50	12:15-1:30		1:20 - 2:55	12:00 - 1:10		2:45 - 4:50	12:45 - 2:10	11:50 - 12:55
	12:00 - 12:50			2:20 - 3:45			1:40-2:55		3:05 - 4:40	1:20 - 2:30			2:20 - 3:45	1:05 - 2:10
	1:00 - 1:50			3:55 - 5:20			3:05-4:20			2:40 - 3:50				2:20 - 3:25

Adjusted End Times per Raj 3.25.10 email to R Herman to correct %

ed at the end of the class.	2:00 - 2:50 3:00 - 3:50 4:00 - 4:50	Alt TTH College Hour 12:50 - 1:50 2:00 - 4:05		Alt TTH College Hour 12:50 - 1:50 2:00 - 3:25 3:35 - 5:00			4:30-5:45		Alt TTH College Hour 12:50 - 1:50 2:00 - 4:30		4:00 - 5:10		Alt TTH College Hour 12:50 - 1:50 2:00 - 4:05	Alt TTH College Hour 12:50 - 1:50 2:00 - 3:25 3:35 - 5:00	Alt TTH College Hour 12:50 - 1:50 2:00 - 3:05 3:15 - 4:20
	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening
	6:00 - 6:50 7:00 - 7:50 8:00 - 8:50 9:00 - 9:50	5:00 - 7:05 7:15 - 9:20 Alt 6:00 - 8:05	6:00 - 9:10 Alt 6:30 - 9:40	6:00 - 7:25 7:35 - 9:00 Alt 6:30 - 7:55 Alt 8:05 - 9:30	4:30 - 8:35	5:00 - 7:05 7:15 - 9:20 Alt 6:00 - 8:05	6-7:15 7:25-8:40 8:50-10:05 ?	6:00 - 8:30 Alt 6:30 - 9:00	5:20 - 6:55 7:05 - 8:40 Alt 6:00 - 7:35 Alt 7:45 - 9:20	6:00 - 7:10 7:20 - 8:30 8:40 - 9:50		5:00 - 7:05 7:15 - 9:20 Alt 6:00 - 8:05	6:00 - 7:25 7:35 - 9:00 Alt 6:30 - 7:55 Alt 8:00 - 9:25		5:45 - 6:50 7:00 - 8:05 8:05 - 9:10

New approved 4-7-17

Complied by Raj Bajaj

3.24.10 Email from Toni Van Buhler

3.25.10 Email from Raj to R Herman with changes to 6 Unit-108 hrs-1 day column above to correct low % on previous grid.

NOTES:

10 minute passing time is allowed between each class

Alternate blocks for college hour are highlighted in red

College Hr = TTH
12:50 - 1:50

Units	1	2	3	3	4	4		5	5	5	6	6	6	None/Hy only
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Target WSCH	1	2.3	3.4	3.4	4.5	4.6		5.6	5.7	5.6	6.9	6.9	6.8	1.3
Meeting Days per Week	1 Day	1 Day	1 Day	2 Days	1 Day	2 Days		2 Days	3 Days	4 Days	1 Day	3 Days	4 Days	1 Day
Contact Hr per Day	1 hr per Day	2.3 hr per Day	3.4 hr per Day	1.7 hr per Day	4.5 hr per Day	2.3 hr per Day		2.8 hr per Day	1.9 hr per Day	1.4 hr per Day	6.9 hr per Day	2.3 hr per Day	1.7 hr per Day	1.3 hr per Day
Term Hours	16	36.8	54.4	54.4	72	73.6		89.6	91.2	89.6	110.4	110.4	108.8	?
Contact Hrs x 84% To Schedule for the term	13.4	30.9	45.7	45.7	60.5	61.8		75.3	76.6	75.3	92.7	92.7	91.4	?
Actual Minutes per Day	50	115	170	85	225	115		140	95	70	345	115	85	65
Actual Mins x 84% to Schedule	0.83	1.92	2.83	1.42	3.75	1.92		2.33	1.58	1.17	5.75	1.92	1.42	1.08
Actual Minutes (including breaks)	50	125	190	85	245	125		150	95	70	395	125	85	65
Mins + Breaks x 84% to Schedule	0.83	2.08	3.17	1.42	4.08	2.08		2.50	1.58	1.17	6.58	2.08	1.42	1.08

Pathways Groups Breakout from Spring Retreat Notes

Riverside City College Strategic Planning Retreat March 3rd, 2017

Basic Skills Pathway Breakout Group Notes

What initiatives are working well?

- Acceleration
- MMAP
- Math Club
- Integrated Support
- Jump Start – English
- CAP – with the revised program this year

- o Discussion that in some OIE analysis, CAP hasn't shown to be as effective. Wendy didn't have the data available but here it is now:

Riverside City College CAP and SI 2013-2014 and 2014-2015			
Overall Success Rate per Term -- CAP vs Not CAP For Fall 2013, Spring 2014, Fall 2014 and Spring 2015			
Course	CAP Average Success	Not CAP Average Success	Difference
ADJ-1	40.90	50.27	-9.36
ENG-1A	50.71	66.55	-15.85
ENG-1B	86.11	68.14	17.97
ENG-50	65.18	63.54	1.64
ENG-60A	65.22	56.77	8.44
ENG-60B	66.24	62.68	3.57
GUI-45	41.33	83.55	-42.22
GUI-47	72.41	67.77	4.64
GUI-48	80.11	76.08	4.03
HUM-10	57.46	64.87	-7.41
REA-3	65.57	61.22	4.36
REA-81	43.33	65.13	-21.80
REA-83	69.40	57.78	11.61
REA-86	75.06	73.08	1.98
SOC-1	53.75	58.83	-5.08
Overall Average Success	62.98	64.83	-1.85

CAP with SI / Not versus No CAP with SI / Not				
Course	CAP		Not CAP	
	SI Section	Not SI	SI Section	Not SI
ADJ-1	40.90		54.02	49.85
ENG-1A	49.59	53.22	49.87	67.14
ENG-1B		86.11	65.71	68.17
ENG-50	61.05	79.66	43.58	64.82
ENG-60A	65.22			56.77
ENG-60B	65.19	75.76	52.13	63.71
GUI-45		41.33		83.55
GUI-47		72.41		67.77
GUI-48		80.11		76.08
HUM-10	51.85	60.26		64.87
REA-3	59.26	71.88		61.22
REA-81	43.33		49.67	67.51
REA-83	69.40		71.67	55.47
REA-86	63.64	76.49		73.08
SOC-1		53.75		58.83
Overall Average Success	59.01	69.02	52.78	65.32

- Summer Bridge
 - o Discussion about Summer Bridge
 - o Co-Curricular support in summer – counseling, how to go to college, career exploration, guest speakers, etc.
 - o Provide college resources
 - o Students were identified and recruited based on applications
 - o There was also marketing outreach efforts
- o If we want to work on this for Summer 2017, we need to start planning now
 - Intentionally identify students who would benefit from the program
 - Important to include Student Services in the coordination
 - In Summer 2015, Cecelia Alvarado coordinated the

program. Summer 2016 was called Summer Bridge but was a different program.

- Allison Douglas-Chicoye will review the program's possibility for this year
- ERWC / Math in HS
- Reading 90 – Co Requisite
- New Science of Learning – in Math

What are our gaps / needs?

Related to ACCESS College Goal

- Timeline and planning if we are going to implement Summer Bridge
- Coordination for “orphan” programs
 - Need a coordinated way to evaluate and assess success for the programs
- Welcome Day Coordination
 - Offering an evening session as well as day-time (Cecelia Alvarado is coordinator)
- Route to RCC (Delia Tijerina is coordinator)
- Library to HS Bridge – starting
- First Semester On-Boarding for students

- Is on-going but needs to be integrated into the College Promise
- BIG GAP:
 - Programs supporting students who need more than 1 year of remediation
 - Adult Education Block Grant “Model A” is being explored
 - ½ time Ed Advisor & \$15,000
 - Possibly coordination with the CTE “Skills Builder” initiatives
 - These are mostly adults working full-time and are part-time students

Related to SUCCESS College Goal

- Supplemental Instruction
 - Program is undergoing revision
- Tutoring
 - Uneven success
- Acceleration
 - Uneven success
- RISERS
 - Spring 2017 pilot

- Coordination of Library and Counseling into the Integrated Team Support
 - Counselors have office hours in the library and that needs to be coordinated better
- Faculty Advising for basic skills students (Jason Spangler is coordinating)
- ESL Scale Up (Carla Reible is coordinating)

Overall, we need better communication of the opportunities available for the students. (Susan Mills Office is coordinating)

Transfer Pathway Break-out session Strategic Planning Retreat March 3, 2017

What is working...

The breakout group recognized that the college has moved forward in developing majors/ pathways—getting us to the point of recognizing that we have majors in our various areas and moving scheduling/ planning forward around helping students navigate these pathways.

In terms of needs/ challenges/ action items....

The Transfer Pathways group has identified key areas for action: communicating with students about the importance of GPA for transfer and setting a goal for improving student GPAs; implementing faculty advising more fully; creating a culture of transfer. For each of these, they have clearly identified activities.

The group at the breakout session at the retreat agreed with these and added some. The prioritized needs/ action items that came from the break out session are as follows:

1. Make engagement centers more fully functional/ vibrant (staffing; resources within centers; encouraging faculty to hold office hours in centers; moving forward with faculty advising)
2. Division dean leadership/ support in the development of division wide branding for presentation of information about majors—helping encourage discipline production of content for degree profiles, etc—Utilizing the leadership and resources of deans to help their divisions move forward in developing the tools/materials needed for recruiting students into and supporting students in the various majors within the division
3. Faculty advising coordinators per division to move faculty advising forward
4. Better (completeness/ accuracy) information about WHO our majors are in the discipline

The notes below are the brainstorming notes that led to the priorities above

- Need to Identify our majors
 - AOE—can we extract out specific majors
 - We need a better mechanism for capturing a list of majors that is complete / accurate
- Once we have this, need to tools to contact and communicate with majors
 - e.g. a listserv
 - Where are students accessing information? Where is our presence on social media?
 - Will we have counselors specializing more in particular disciplines/ groups of related disciplines?
 - Need improved messaging on the website—recognizing that discipline faculty need to generate content, we still need overall support to package/present/ get websites up and running and maintain them. Would like to see a major re-design to facilitate pathways exploration
 - Need materials—handouts/brochures/degree profiles/ one sheet summaries of pathways for majors—again divisions/disciplines can develop content but need assistance with design/production
- Recruiting students into majors
 - Welcome day and Routes to RCC—individual disciplines should get more involved and generate content to have available for students
 - Would like to see first year plans for undecided students who don't have a specific major yet, but know that they are either STEM or Liberal arts

- Would like to augment orientations, eg. Have discipline or division orientations that are more comprehensive for specific majors, but not necessarily on Welcome Day when students are already overwhelmed with info. Perhaps while still in high schools, or especially for undecideds, sometime in their first semester
- Large screens/ strategic advertisements across campus to market pathways/ major options for students
- Need to more fully develop faculty advising
 - Faculty advising is underway and working for English and Com—workshops for majors, etc, and even with low attendance, these are meaningful for students, but faculty could use help in designing/ producing ways to get the word out
 - Need a regularly scheduled semesterly training/update session with counseling and discipline faculty advisor
 - Would really help to have a faculty advising coordinator for each division to really facilitate getting pathways and engagement centers off the ground, work closely both with counseling and ed advisors as well as with discipline faculty—we need to create an infrastructure for faculty advising

**See faculty advising liaison proposal*

CTE Pathways Breakout groups

Careers

The Plug:

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Advisory Committee is key! ● Job Development Coordinator <ul style="list-style-type: none"> - Communicate jobs to students - Partners reach out to connect with students ● Clinical Faculty <ul style="list-style-type: none"> - Can see our students ● “Transition to Practice” <ul style="list-style-type: none"> - Nursing partnering up with the hospital to complete a 12 week faculty led internship without pay | <ul style="list-style-type: none"> ● Word of Mouth <ul style="list-style-type: none"> -interviews while in class (welding & auto) ● Need more outreach ● Alumni Panel (Nursing) ● Job Boards throughout campus ● Field Classes (Practicum) ● CTE website <ul style="list-style-type: none"> - central place to post jobs for students ● Legal self-help resource center |
|--|--|

Student Success Strategies

Engagement Key:

Student Outcome Specialist

Academic Probation

❖ Additional Strategies:

- Hold meetings to recruit
- Outreach
- Info Sessions
- Transfer Fares

Cohort Model

Ed Advisor

Reserved Textbooks for student access

- MOUs/TAGs
- Annual Pathway to Law Open House
- Partnerships

For all disciplines, collaboration & technology

1. Computer Aided Instruction:

- Library Services after class hours

2. Intro Classes:

- Work experience
- Info about programs
- 5 min Advising
- Electronic Communication

- Remind App

- Posting classes

- Surveying students

3. Student Nursing Organization:

- Go to Com Events
- Recruiting

Equity and Student Success

- Non-Traditional Employment
 - Perkins
 - NEW Event
 - New certification programs
 - Female instructors

- codes for textbooks

- Engagement
 - students/partners
- Outreach
- Info Session

Auto

Engagement Key:

Enrollment Management

Surveys for Students

Filling Classes

SI

❖ Contextualized Learning:

Year End Report ACTPIS Spring 2017

- Need to get SWP back on track
- Good success rates with SI
- Dedicated CTE counselor
- DENIED gen. fund (SWP fixed this)

❖ Curriculum Alignment:

- Regionally
- Student centered
- RCC recognition
- No articulation issues

BUS/CIS

- ACBSP Accreditation
- CTE Counselor
- CTE Engagement Center
- Bachelor's degree
- CIS/IT (2017-2018)

-Business

- Feas. Study for Hospitality Management
- Pathways (2017-2018)

EAR

- UCR Grant
 - (2+2) Transfer/Bachelor's
- Facility Issues
 - Lighting

- Doors
- Staffing Issues
 - Working on this

NURSING:

- CNA Program:
 - Director
 - Curriculum
 - Integration with Textbooks
- Stimulation Lab:
 - Engagement

- Speaking at different conferences based on the best practices
- More experienced learning
- Long term accreditation of the program
- Faculty & Student Programs:
 - UCR Med

- Pharmacy
- CBU (Nursing/PA)

- Moreno Valley (EMS)
- Student driven event

Welding

- CTE Counselor
- Safety and Facility Issues
 - Money
 - Facilities
- Full time Faculty
- Expand Curriculum to meet industry demands
- Numbering system (for certification completion)
 - Tried SI, but did not work well

Faculty Advising Liaison Proposal

Rationale: One key component of the integrated web of support envisioned for the college's full implementation of pathways is faculty advising. The need to provide a framework for stronger faculty student engagement was clear from the college's last CCSSEE survey and the work done on faculty advising so far has been intended to improve faculty student engagement and enlist faculty outside of the classroom as well as in as part of the integrated academic support team for students on pathways. While there have so far been isolated projects (in English, through the Title V grant) and groundwork laid for training faculty advisors and clearly identifying the respective roles of faculty advisors, educational advisors, and counselors, broader college-wide, systematic, and intentional implementation of faculty advising has been slow to come.

Proposal:

Provide a .2 reassigned time to 3 faculty advising liaisons (beginning Fall 2017) responsible respectively for CTE/Nursing; STEM/Kinesiology; and LHSS/FPA and responsible for the duties listed below.

Faculty Advising Liaison Responsibilities

- Coordinate with each other, counseling, and faculty development committee to schedule training and updates for faculty advisors at least once a semester and during FLEX.
- Liaise with chairs and departments within the assigned division to communicate about advising, ways in which faculty can participate (for example, holding some office hours and/ or study sessions in engagement centers; talking with students in class about pathways, transfer, next steps, etc—e.g. an “everybody’s an advisor for the first five minutes model; being more intentional and informed to improve the quality of the informal advising so many of us already do) and the importance of doing so.
- Connect declared majors within a discipline to an appropriate faculty advisor (one within the discipline or in a closely related discipline if the former isn’t possible)
- Regularly communicate with faculty advisors (e.g. with timelines/ best practices for contacting their advisees; with “first five-minutes” information for faculty to share with students in class, etc.)
- Coordinate with Ed Advisors in the Engagement Centers to provide programming for students within a major or area of study (e.g. professions or internships in STEM fields—area of study; integrating textual evidence into a literary analysis paper—discipline/major specific).
- Monitor and assess the impact of faculty advising on student outcomes by gathering and analyzing data relevant to faculty advising and producing a report and developing recommendations to further strengthen faculty advising at RCC.

Note: it may be that the sheer number of students in majors in a particular area may be more than in others, so the appropriateness of the time given and the assignment of divisions to liaisons may need to be adjusted. For this first year, the proposal is .2 across the board and then the college and those involved with faculty advising can reassess to monitor / evaluate the work load, the nature of the duties, the time given.

Draft Revision in Progress Transfer Pathways 5 Year Implementation Plan

Riverside City College 2015-2020

Introduction, Mission and Principles

Completion Counts through Pathways

RCC's Completion Counts through Pathways is based on lessons learned during RCC's Completion Counts Initiative and its Pathways to Excellence Initiative as well as what the college has learned by studying smaller scale programs that increase student success: Puente, CAP, athletics. RCC offered Completion Counts (a two year pathway program) and Pathways to Excellence (a one year preparatory program) over the last several years. Both programs offered students a fast-track opportunity to complete their studies and transition to a four year college or university within two or three years. The Completion Counts model resulted in students achieving the same success rates as RCC's Scorecard cohorts in half of the time (3 years versus 6 years).

The Pathways model is based on lessons learned and best practices implementing a 1 + 2 + 2 model, reducing remediation time as well as enabling students to complete their BA/BS through two years of college-level course work at the community college and two years at a four-year institution. RCC has developed partnerships that will allow students to move on to professional Pathways in Law. RCC has also laid groundwork for the establishment of pathways for Medicine, Engineering, Business, and Education. The College has a strong pathway for Honors students which enables students to enhance their competitiveness for admission to transfer universities. RCC currently offers 21 Associate Degrees for Transfer to the California State University system and 21 pathways to the University California system. These ADTs give students clearly defined pathways in these majors and guarantee transfer to the CSU system. The number of RCC students who have formally declared their intent to pursue one of these degrees has doubled from Fall 2015 to Fall 2016, and includes 10% of RCC's student population.

As the college shifts to the pathways model designed to raise the completion and success rates of the college as a whole, the college recognizes that many previous planning efforts have not been successful in closing pervasive equity gaps. While the college has programs that have exhibited success in raising the achievement levels of equity students, it has been a challenge to bring these programs to scale. The past efforts taken by the college to improve outcomes for Native American, Hispanic/Latino, and African American students have largely been unsuccessful for the following reasons:

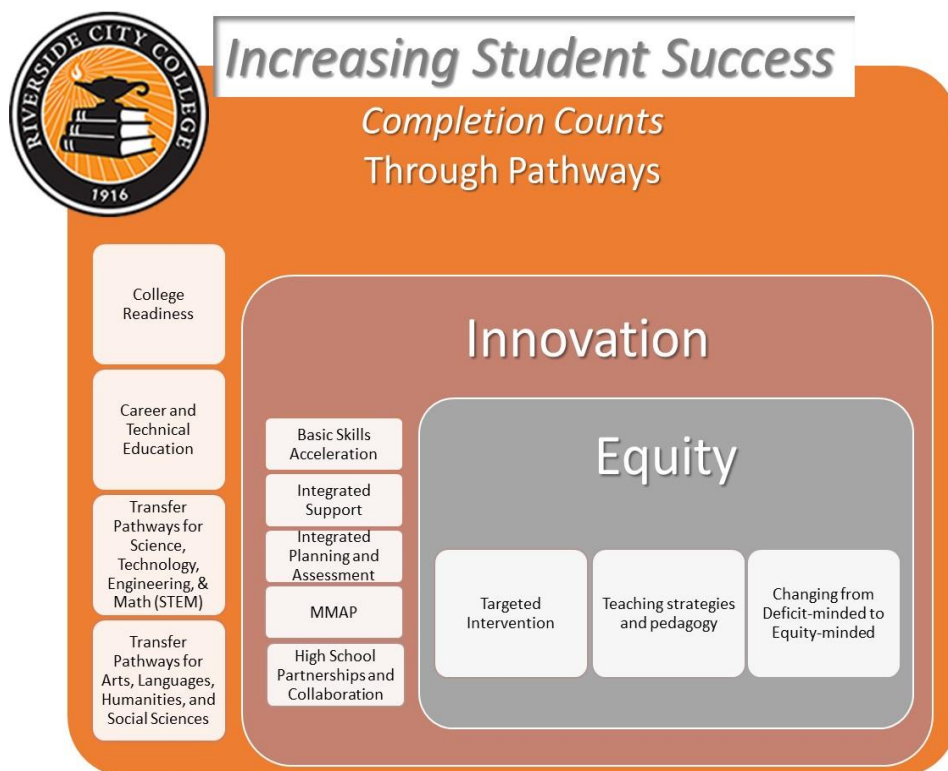
1. Misplaced focus on student services and support approaches without equal focus on instructional/curricular changes and lack of integration between student services and academic divisions.
2. Over-reliance on student deficit and "fix the student" approaches instead of examining institutional barriers and limitations.
3. Lack of professional development resources for faculty to learn, observe, identify and replicate effective classroom pedagogy for disadvantaged student populations.
4. Lack of integration between the college student equity plan and educational master plan and strategic planning process and a disconnect between planning and resource allocation.

The college's institutional reorganization and the commitment of resources to these efforts—from pathways to administration to revamping the college's committee and planning processes and linking these to resource allocation to the team-based approach for delivering student services among others—are well underway or complete and are all designed to address these issues and the lessons learned from the past.

RCC is in the forefront of implementing guided pathways, which are proven to help improve student success and completion. RCC’s model, which the college began working on as early as 2013, is consistent with models laid out by the American Association of Community Colleges and the California Community College Foundation Guided Pathways project, and the college has presented on its pathways approach to the Accrediting commission and indeed to the department of Education in Washington DC. The 2015-2020 Strategic Plan outlines the process the college uses to develop long-term (strategic) plans and to implement and to assess, monitor, and evaluate those long-range plans on a yearly basis (operational). The plan identifies institutional goals and key performance metrics that have specific, measurable targets for each year of the plan. It also includes measurable targets for implementing the Riverside City College Student Success Pathways Initiative, the centerpiece of the college’s strategic planning activities. RCC is ready to fully scale up its pathways model. The college’s Completion Counts through Pathways’ innovative practices are grouped into five themes that support the college’s reorganization of its delivery of curriculum and student services around guided pathways with an equity focus at the heart of each strategy. The innovation central to RCC’s guided pathways is the full integration of academic support services and a team-based approach to delivering those services.

This Transfer Pathway plan seeks to outline how the college will fully implement the transfer portion of the pathways model over the next five years. RCC’s guided pathways are called Completion Counts through Pathways, building on the college’s earlier success with completion counts and the lessons learned from it and other small pilot projects.

RCC’s innovative practices are grouped into five themes that support the college’s reorganization of its delivery of curriculum and student services around guided pathways with an equity focus at the heart of each strategy. This figure visually combines these different efforts.



Integrated Planning and Assessment: To improve student success and completion, the college has entirely reorganized its institutional structure to put student success, equity, and completion at the forefront, encouraging the college community to collaborate and integrate efforts across traditional divisions—academic versus student services, CTE versus transfer, or administrative services versus instructional areas. To facilitate this integration, the college has created a VP of Planning and Development and consolidated all academic student support (counseling, library, tutoring,

supplemental instruction) under a Dean of Student Success and Support. With the opening of the new Student Services building, the college now has a one-stop student services center facilitating students’ ability to connect to the services they need.

Moreover, the college has integrated its committee structures so that all decision-making activities, especially those involving planning and/or resource allocation requests, are integrated through the strategic planning process. To facilitate this process, RCC created and implemented a new Program Review and Plan structure and process in 2015-2016. Using Nuventive’s PlanningPoint software, every college unit completed a Program Review and Plan using, allowing all disciplines to assess their current alignment with RCC’s Strategic Planning Goals and set new goals and plan initiatives

within the five-year strategic planning cycle. With a particular focus on student equity, the Office of Institutional Effectiveness provided interactive data tables allowing faculty to review student success by equity groups at the individual course level, facilitating discussion about how best to implement targeted interventions to increase student success across equity groups.

Integrated Support: RCC’s reorganization has also emphasized a team approach to integrated academic support. Reorganizing the way counseling and advising is delivered to students has been central and continued integration of all counseling and advising with the pathways will further increase the number of students with a clearly defined pathway to reaching their educational goal, whether transfer or CTE and this effort has already yielded results. With the support of Student Success and Support Program (SSSP), the number of first-time freshmen who have completed an Student Educational Plan (SEP) within their first year of enrollment increased from 59.9% in 2013-2014 to an anticipated 70% in 2016-2017. Focused Engagement Centers for pathways and for special populations are providing a “hub” where students, faculty, and educational advisors can work together to better integrate curricular and co-curricular support services specific to a student’s needs. Integrated student support – including faculty advisors, educational advisors, counselors and librarians, and co-curricular support (Pathway Teams) is increasingly being based in these engagement centers. Many faculty are also hosting office hours in the centers – bringing the support to where the students are. All of this reflects the college’s movement towards a team-based approach to integrated student support.

RCC is also working to provide students with a clearer understanding of what college completion looks like, hosting Days of Excellence, a 3-Day Vision Academy, inviting RCC Alumni to come back and speak, and sponsoring visits to four year colleges and universities. These activities help students to envision themselves as college graduates and provide role models for student success.

Specific innovative strategies contributing to student success include working with faculty to develop and/or revise clear ADT pathways to help students successfully navigate their college course scheduling. Block programming is another curriculum strategy being used, reducing students’ frustration with course enrollment. Students in the College Promise Program are provided with dedicated financial aid support including creative options for obtaining textbooks. RCC is also working to implement an online solution, EduNav, linking student academic plans and scheduling to institutional data.

Multiple Measures Assessment and Placement: As one innovative effort to address equity placement gaps, RCC is piloting the state’s Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort to develop, pilot, and assess implementation of a statewide placement tool using multiple measures. For Fall 2016, over 1,200 students were assessed using the MMAP model. RCC is anticipating that almost 1000 students will be assessed using MMAP during Winter 2017. While in its early stages, the pilot results are promising.

RCC Fall 2016 Pilot MMAP Placement for Select Race/Ethnicity Groups		Fall 2015 First-Time Freshmen (Accuplacer)	Fall 2016 MMAP Students
College-Level English	White	29.10%	89.50%
	African American	11.30%	80.60%
	Hispanic	15.50%	82.90%
College-Level Math	White	6.60%	68.80%
	African American	1.20%	51.70%
	Hispanic	4.60%	52.80%

Using RCC’s Student Success Cohort completion rates as a benchmark, RCC’s Completion Counts through Pathways target is to have the students enrolled in pathways achieve the same completion rate in three years as RCC’s Student Success Cohorts achieve in 6 years (45%). This reduced time to completion will not only allow students to progress more quickly through their academic careers, but also reduce congestion in RCC courses.

At the end of the college's five-year strategic planning cycle (2020), the college's goal is to have 30% of its students enrolled in clearly defined pathways for 1 year remediation, transfer, ADT, and / or CTE certificate programs. Importantly, the college's strategic planning process includes the allocation of resources to support this goal.

Although these pathways are open to both full- and part-time students, the aim is to encourage students, whenever possible, to sign two- or three-year contracts. For those students who are unprepared for college-level work (two or more levels below the transfer or required degree math and/or English courses) and for those who are under-prepared (one level below), the college has developed two degree/transfer contracts: the 1 + 2 +2 year sequence for the bachelor's degree or the 2 + 2 year sequence. Also, the college has a number of state-approved or locally approved CTE certificate pathways that help students prepare for immediate, living wage employment. RCC continues to work with its partner high schools through Expository Reading and Writing Course (ERWC) classes, dual enrollment, and early college high school agreements to help students move more swiftly towards their academic and career goals.

The college plans to move 1000 students per year into clearly defined CTE and/or degree transfer pathways identified in the chart above. Although these pathways are open to both full- and part-time students, the aim is to encourage students, whenever possible, to sign two- or three-year contracts. For those students who are unprepared for college-level work (two or more levels below the transfer or required degree math and/or English courses) and for those who are under-prepared (one level below), the college has developed two degree/transfer contracts: the 1 + 2 +2 year sequence for the bachelor's degree or the 2 + 2 year sequence. Also, the college has a number of state-approved or locally approved CTE certificate pathways that help students prepare for immediate employment.

Transfer Pathway Mission

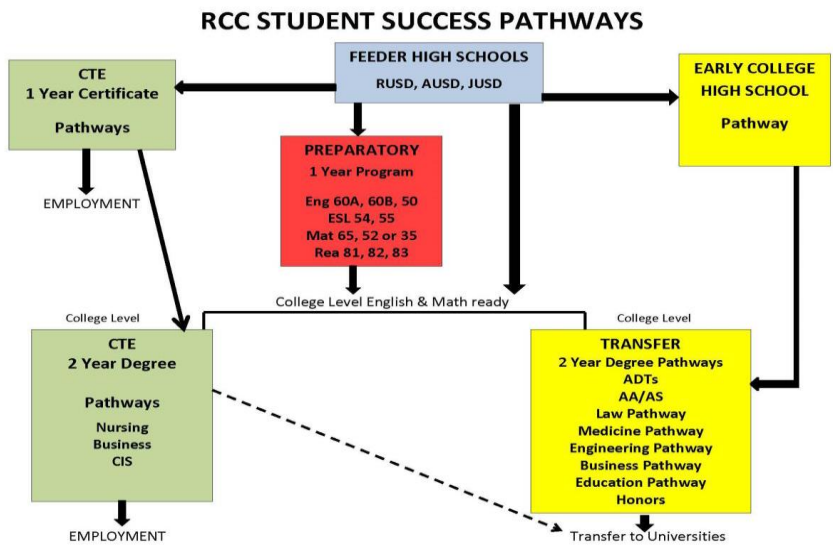
The mission of the transfer pathways is simple: to shorten the time for students to navigate through general education and lower division preparation for their majors and offer more guidance/ streamlining along the way while providing the integrated academic support necessary for them to succeed.

Transfer Pathway Principles

1. Increase access to the transfer pathways through recruitment in and outside of RCC with special attention to equity
2. Provide students with clear information about their options even before they begin their coursework at RCC and provide ongoing counseling and advising to help students understand their options and the pathways available to them, including ADTs, UC pathways, pathways in honors, pathways to professional schools
3. Use a team-based approach to integrate academic support to help students succeed in their classes: counseling, advising, engagement centers, SI, tutoring, library
4. Identify those classes that often create a barrier/ obstacle for students on particular pathways and provide the necessary targeted support to help students succeed
5. Faculty Development to help foster a culture of transfer and improve student faculty engagement

I. Transfer Pathways

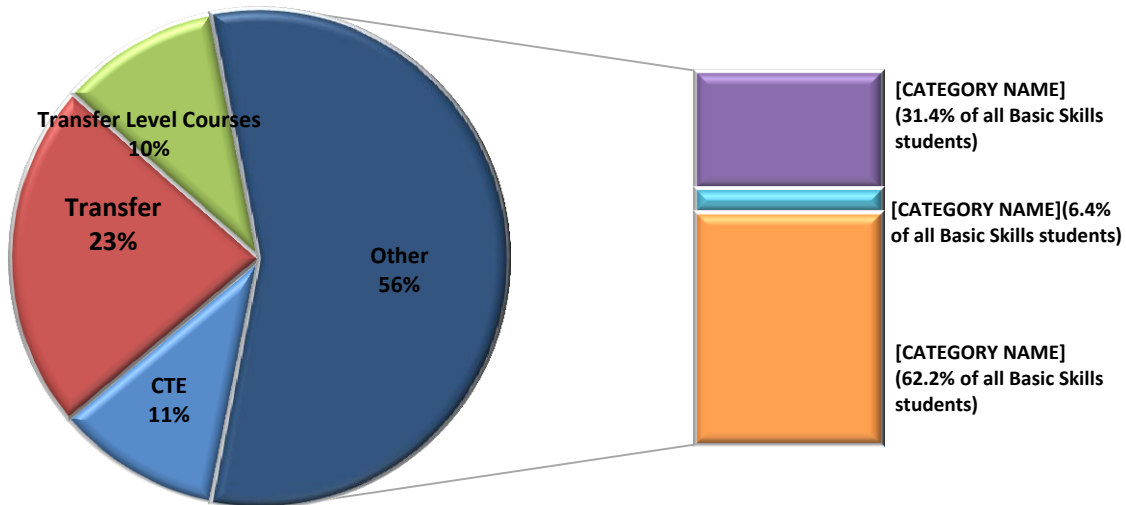
Nearly two-thirds of entering RCC students identify transfer as their first educational goal. The Pathways model helps students who are ready for college level work by offering a 2 + 2 model for completing their BA/BS. And extending beyond the BA/BS, RCC has developed partnerships that will allow students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



The college also will develop a transfer pathway for those students who are genuinely undecided when they arrive at RCC. Having students identify a broad area—STEM or Liberal Arts—and then providing them with a plan for general education in their first year and then major preparation in the second year—will address the needs of undecided students. Exploring and taking advantage of concurrent enrollment opportunities not only with K12 but also with university partners to shorten the overall time for degree completion for transfer

students, especially in the STEM areas will also be important.

2015-2016 Unique Students by Pathway



Transfer Pathways

RCC currently has 22 ADT pathways with two more pending, which give students clearly defined Pathways in these majors and guarantee transfer to the CSU system (though not always to their first-choice campus).

- | | |
|---------------------------|-------------|
| Administration of Justice | Journalism |
| Anthropology | Mathematics |

Art History	Music
Business Administration	Philosophy
Communication Studies	Physics
Computer Science	Political Science
Early Childhood Education	Psychology
Economics	Sociology
English	Spanish
Geography	Studio Arts
History	Theater Arts

- 2 ADT's waiting State Approval (Elementary Teacher Education, Kinesiology)
- Goal is for every academic department to have clearly defined transfer pathways

By Spring 2016, the UC system had announced Pathways in 21 majors. While these Pathways do not guarantee admission, they significantly simplify the process of preparing to apply to multiple campuses in these areas.

Anthropology	Economics
Biochemistry	Mathematics
Biology	Molecular biology
Cell biology	Physics
Chemistry	Mechanical Engineering
Electrical Engineering	Sociology
Business Administration	Communications
Computer Science	English
Film/Media Studies	History
Political Science	Philosophy
Psychology	

These pathways cover two-thirds of all admission applications UC receives from transfer students.

<http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

The college will work proactively with other community colleges to encourage the UC system to move from offering just curricular Pathways and towards offering guaranteed admission to the system for students who complete such Pathways at a particular GPA threshold. UC has currently committed to accepting up to 30% of students from community college transfers—how this guarantee is implemented will require close collaboration and monitoring. Moreover, the college will

work with partners to ensure a more seamless articulation of lower division courses across the UC system using CID descriptors that have already been created for the ADTs.

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

Professional School/Honors Pathways

Pathway to Law School 2+2+3

Pathway to Medical School 2+2+4

Pathway to Business School 2+3

Honors Pathways to UC 2+2

Pathway to STEM 2+2

II. Infrastructure for Pathways

College Administrative Reorganization

- Jumpstart

Revised Program Review and Planning Processes

- Acceleration

Enriching the Transfer-Ready group

- Piloting MMAP

- Summer Bridge

- Transfer Center**
- Ed Advisors
- Engagement Centers
- One-stop Student Services
- Cadres of Faculty, Staff trained in Cultural Proficiency
- Faculty Development to address best practices for equity and success
- Will continue to work on development of faculty advising and dedicating counselors/ librarians to support each pathway

Integrated Support for Pathways

- Humanities and Liberal Arts
- Fine and Performing Arts
- STEM
- CTE
- Honors UJIMA
- La Casa
- Veterans
- Foster Youth
- Disabled Students

Engagement Centers

Each center will be staffed with an Educational Advisor. These are meant to become hubs where services are brought to students. The development of peer mentors will also be a key component.

Role of Transfer Center

Insert material here

Getting Students into Pathways

Shift from AOC to OAC

Support prior to enrollment familiarizes students with support services appropriate to their needs. The college also recognizes that not all of RCC's students are able to attend full-time, so all the Pathways also need to have clear guidance and equitable access for part-time as well as full-time students.

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

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

As the college transitions over the next 5 years to the Pathways model, such pre-enrollment services require integrated planning to ensure best use of resources and avoid duplication of efforts. The various groups and plans with strategies to improve access and success must work through a single, streamlined strategic planning process so that all of the college's efforts are aligned. Plans and initiatives will be recalibrated yearly as the college monitors which strategies are having significant impact on improving access and support and which need to be re-thought. The college will engage in intensive tracking for each of the Pathways, tracking cohorts in terms of how they are progressing so that the college can recalibrate if it finds places where students are getting stuck and can expand/ scale up when it finds processes/ models that work to facilitate students' movement through their programs of study.

NOTE -- Can change significantly month over month

Table contains AOE's as well as specific majors.

Fall 2016's numbers are much higher than Fall 2015's. Many more students have declared majors as of the beginning of the fall term.

Division and Department	Fall 2015				Fall 2015 Total	Fall 2016				Fall 2016 Total
	AA	AS	Cert.	Undecided		AA	AS	Cert.	Undecided	
Math, Science, and Kinesiology	418	2,971	32	0	3,421	536	4,246	52	0	4,834
Kinesiology	418	169	32	0	619	536	193	52	0	781
Life Sciences	0	2	0	0	2	0	1	0	0	1
Math	0	50	0	0	50	0	80	0	0	80
Math & Science	0	2,750	0	0	2,750	0	3,956	0	0	3,956
Physical Science	0	0	0	0	0	0	16	0	0	16
Nursing	0	621	474	0	1,095	0	822	845	2	1,669
Nursing	0	621	474	0	1,095	0	822	845	2	1,669

NOTE -- Can change significantly month over month

Table contains AOE's as well as specific majors.

Fall 2016's numbers are much higher than Fall 2015's. Many more students have declared majors as of the beginning of the fall term.

Division and Department	Fall 2015				Fall 2015 Total	Fall 2016				Fall 2016 Total
	AA	AS	Cert.	Undecided		AA	AS	Cert.	Undecided	
Performing Arts	480	0	176	0	656	754	0	293	0	1,047
Art	26	0	99	0	125	78	0	140	0	218
Dance	0	0	2	0	2	0	0	5	0	5
Music	128	0	75	0	203	228	0	148	0	376
Performing Arts	263	0	0	0	263	357	0	0	0	357
Theatre	63	0	0	0	63	91	0	0	0	91
General Studies (Undeclared or Gen. Studies)	12	7	182	99	300	7	9	158	156	330
General Studies	12	7	182	99	300	7	9	158	156	330

Riverside City College Declared Majors as of Fall 2015 and Fall 2016

Declared as of Mid-August

NOTE -- Can change significantly month over month

Table contains AOE's as well as specific majors.

Fall 2016's numbers are much higher than Fall 2015's. Many more students have declared majors as of the beginning of the fall term.

Division and Department	Fall 2015				Fall 2015 Total	Fall 2016				Fall 2016 Total
	AA	AS	Certificate	Undecided		AA	AS	Certificate	Undecided	
CTE	702	2,529	764	0	3,995	908	4,096	1,260	3	6,267
Applied Technology	0	638	241	0	879	0	930	368	0	1,298
AS, Air Conditioning & Refrig	0	40	0	0	40	0	88	0	0	88
AS, Air Conditioning and Refrig - Plan B	0	0	0	0	0	0	2	0	0	2
AS, Air Conditioning and Refrig - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Appl. Digital Media & Printing	0	63	0	0	63	0	0	0	0	0
AS, Auto Technology: Auto Body Repair - Plan B	0	0	0	0	0	0	1	0	0	1
AS, Auto Technology: Auto Collision Repair	0	27	0	0	27	0	48	0	0	48
AS, Auto Technology: Electrical	0	34	0	0	34	0	52	0	0	52
AS, Auto Technology: Ford Specialty	0	9	0	0	9	0	12	0	0	12
AS, Auto Technology: Mechanical	0	144	0	0	144	0	226	0	0	226
AS, Auto Technology: Toyota Specialty	0	1	0	0	1	0	0	0	0	0
AS, Auto Technology: Trim & Uphostery	0	4	0	0	4	0	7	0	0	7
AS, Culinary Arts	0	84	0	0	84	0	174	0	0	174
AS, Culinary Arts - Plan B	0	0	0	0	0	0	3	0	0	3
AS, Film, TV & Video Prod. Specialist	0	104	0	0	104	0	153	0	0	153
AS, Film, TV & Video Prod. Specialist - Plan B	0	0	0	0	0	0	4	0	0	4
AS, Photography	0	73	0	0	73	0	96	0	0	96
AS, Photography - Plan B	0	0	0	0	0	0	1	0	0	1
AS, Welding Technology	0	53	0	0	53	0	62	0	0	62
Associate in Science, Telecommunications- Television Production Specialist	0	2	0	0	2	0	0	0	0	0
CCP, Applied Digital Media: Basic Graphic Comm.	0	0	2	0	2	0	0	3	0	3
CCP, Applied Digital Media: Basic Graphic Design	0	0	43	0	43	0	0	54	0	54
CCP, Applied Digital Media: Electronic Pub.Design	0	0	0	0	0	0	0	2	0	2
CCP, Applied Digital Media: Motion Graphics and 3D	0	0	16	0	16	0	0	20	0	20
CCP, Film, TV & Video: Basic TV Production	0	0	20	0	20	0	0	28	0	28

CCP, Welding Technology: Stick Welding (SMAW)	0	0	5	0	5	0	0	13	0	13
CCP, Welding Technology: TIG Welding (GTAW)	0	0	6	0	6	0	0	7	0	7
CCP, Welding Technology: Wire Welding (FCAW, GMAW)	0	0	4	0	4	0	0	14	0	14
COA, Air Conditioning and Refrigeration	0	0	26	0	26	0	0	37	0	37
COA, Auto Technology: Auto Collision Repair	0	0	10	0	10	0	0	15	0	15
COA, Auto Technology: Electrical	0	0	4	0	4	0	0	9	0	9
COA, Auto Technology: Mechanical	0	0	35	0	35	0	0	40	0	40
COA, Auto Technology: Toyota Specialty	0	0	0	0	0	0	0	1	0	1
COA, Auto Technology: Trim & Upholstery	0	0	2	0	2	0	0	2	0	2
COA, Culinary Arts	0	0	17	0	17	0	0	40	0	40
COA, Film, TV and Video Production Specialist	0	0	15	0	15	0	0	28	0	28
COA, Photography	0	0	17	0	17	0	0	32	0	32
COA, Welding Technology	0	0	19	0	19	0	0	23	0	23
Business Admin/Info Sys Tech	702	1,263	338	0	2,303	908	2,263	590	1	3,762
AA, Administration & Information Systems	701	0	0	0	701	829	0	0	0	829
AA, Administration & Information Systems - Plan B	1	0	0	0	1	51	0	0	0	51
AA, Administration & Information Systems - Plan C	0	0	0	0	0	28	0	0	0	28
AS Entrepreneurship	0	27	0	0	27	0	20	0	0	20
AS Entrepreneurship - Plan B	0	0	0	0	0	0	1	0	0	1
AS Entrepreneurship - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Bus Admin: Insurance	0	4	0	0	4	0	1	0	0	1
AS, Business Admin: Accounting Concentration	0	157	0	0	157	0	218	0	0	218
AS, Business Admin: Accounting Concentration - B	0	0	0	0	0	0	3	0	0	3
AS, Business Admin: Accounting Concentration - C	0	0	0	0	0	0	4	0	0	4
AS, Business Admin: Banking & Finance	0	62	0	0	62	0	75	0	0	75
AS, Business Admin: Banking & Finance - Plan B	0	0	0	0	0	0	1	0	0	1
AS, Business Admin: General Business Concentration	0	238	0	0	238	0	418	0	0	418
AS, Business Admin: Human Resources Concentration	0	55	0	0	55	0	108	0	0	108
AS, Business Admin: Logistics Mgmt. Concentration	0	1	0	0	1	0	2	0	0	2
AS, Business Admin: Management Concentration	0	171	0	0	171	0	280	0	0	280
AS, Business Admin: Management Concentration - B	0	0	0	0	0	0	4	0	0	4
AS, Business Admin: Marketing Concentration	0	91	0	0	91	0	153	0	0	153
AS, Business Admin: Marketing Concentration - B	0	0	0	0	0	0	2	0	0	2
AS, Business Admin: Real Estate Concentration	0	30	0	0	30	0	71	0	0	71
AS, Business Admin: Real Estate Concentration - B	0	0	0	0	0	0	1	0	0	1
AS, Business Admin: Real Estate Concentration - C	0	0	0	0	0	0	1	0	0	1

AS, Business Administration for Transfer CSUGE	0	35	0	0	35	0	160	0	0	160
AS, Business Administration for Transfer IGETC	0	0	0	0	0	0	24	0	0	24
AS, CAT: Executive Office Management	0	24	0	0	24	0	18	0	0	18
AS, CIS: Computer Applications	0	59	0	0	59	0	82	0	0	82
AS, CIS: Computer Applications - Plan B	0	0	0	0	0	0	1	0	0	1
AS, CIS: Computer Programming	0	175	0	0	175	0	268	0	0	268
AS, CIS: Graphic Design	0	0	0	0	0	0	2	0	0	2
AS, CIS: Mobile Application Development	0	0	0	0	0	0	1	0	0	1
AS, CIS: Simulation and Gaming: Game	0	2	0	0	2	0	0	0	0	0
AS, Computer Science for Transfer IGETC	0	31	0	0	31	0	74	0	0	74
AS, Digital Electronics	0	0	0	0	0	0	1	0	0	1
AS, Electronics Computer Systems	0	1	0	0	1	0	1	0	0	1
AS, Electronics Technology	0	2	0	0	2	0	7	0	0	7
AS, Graphic Design and Printing	0	0	0	0	0	0	86	0	0	86
AS, Graphic Design and Printing - Plan C	0	0	0	0	0	0	2	0	0	2
AS, Paralegal Studies	0	96	0	0	96	0	164	0	0	164
AS, Paralegal Studies - Plan B	0	0	0	0	0	0	3	0	0	3
AS, Paralegal Studies - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Retail Mgt: Western Assn. Food Chains	0	2	0	0	2	0	3	0	0	3
Business Administration	0	0	0	0	0	0	1	0	0	1
CCP, Bank Operations	0	0	5	0	5	0	0	5	0	5
CCP, Bus Adm: Small Business Accounting	0	0	2	0	2	0	0	8	0	8
CCP, Bus Adm: Small Business Payroll Accounting	0	0	0	0	0	0	0	2	0	2
CCP, Bus Admin: Operations & Production Mgmt.	0	0	10	0	10	0	0	20	0	20
CCP, Business Adm: International Business	0	0	44	0	44	0	0	61	0	61
CCP, Business Administration, Real Estate	0	0	1	0	1	0	0	3	0	3
CCP, CAT: Administrative Office Professional	0	0	4	0	4	0	0	11	0	11
CCP, CAT: Executive Office Professional	0	0	4	0	4	0	0	6	0	6
CCP, CAT: Office Assistant	0	0	8	0	8	0	0	19	0	19
CCP, CAT: Office Fast-Track	0	0	4	0	4	0	0	4	0	4
CCP, CAT-Legal Administrative Professional	0	0	2	0	2	0	0	10	0	10
CCP, CIS: C++ Programming	0	0	23	0	23	0	0	37	0	37
CCP, CIS: CISCO Networking	0	0	13	0	13	0	0	32	0	32
CCP, CIS: E-Commerce	0	0	2	0	2	0	0	0	0	0
CCP, CIS: Java Programming	0	0	0	0	0	0	0	1	0	1
CCP, CIS: Java Programming Assistant	0	0	1	0	1	0	0	3	0	3
CCP, CIS: Relational Database Management	0	0	1	0	1	0	0	4	0	4

CCP, CIS: Systems Development	0	0	5	0	5	0	0	12	0	12
CCP, CIS: Web Master - Design Concentration	0	0	8	0	8	0	0	15	0	15
CCP, CIS: Web Master - Development Concentration	0	0	6	0	6	0	0	7	0	7
CCP, CIS: Web Master-Web Designer	0	0	2	0	2	0	0	1	0	1
Certificate, Office Administration	0	0	2	0	2	0	0	2	0	2
CIS Computer Programming	0	0	0	0	0	0	0	0	1	1
COA, Bus Admin: Insurance	0	0	0	0	0	0	0	1	0	1
COA, Business Admin: Accounting	0	0	1	0	1	0	0	2	0	2
COA, Business Admin: Accounting Concentration	0	0	24	0	24	0	0	42	0	42
COA, Business Admin: Banking & Finance	0	0	7	0	7	0	0	10	0	10
COA, Business Admin: General Business	0	0	58	0	58	0	0	105	0	105
COA, Business Admin: Human Resources Concentration	0	0	7	0	7	0	0	15	0	15
COA, Business Admin: Logistics Mgmt Concentration	0	0	1	0	1	0	0	1	0	1
COA, Business Admin: Management	0	0	1	0	1	0	0	6	0	6
COA, Business Admin: Management Concentration	0	0	21	0	21	0	0	30	0	30
COA, Business Admin: Marketing Concentration	0	0	13	0	13	0	0	24	0	24
COA, Business Admin: Real Estate Concentration	0	0	3	0	3	0	0	12	0	12
COA, CAT: Executive Office Management	0	0	3	0	3	0	0	6	0	6
COA, CIS: Computer Applications	0	0	17	0	17	0	0	15	0	15
COA, CIS: Computer Programming	0	0	31	0	31	0	0	41	0	41
COA, CIS: Graphic Design	0	0	0	0	0	0	0	1	0	1
COA, Electronics Technology	0	0	0	0	0	0	0	2	0	2
COA, Entrepreneurship	0	0	3	0	3	0	0	2	0	2
COA, Graphic Design and Printing	0	0	0	0	0	0	0	8	0	8
COA, Retail Mgt: Western Assoc of Food Chains	0	0	1	0	1	0	0	4	0	4
Cosmetology	0	182	49	0	231	0	188	91	0	279
AS, Cosmetology	0	167	0	0	167	0	171	0	0	171
AS, Cosmetology: Bus Admin- Mgt & Supervision	0	7	0	0	7	0	6	0	0	6
AS, Cosmetology: Bus Admin-Entrepreneurial	0	8	0	0	8	0	11	0	0	11
CCP, Cosmetology Instructor Training	0	0	1	0	1	0	0	6	0	6
CCP, Cosmetology: Esthetician	0	0	5	0	5	0	0	9	0	9
COA, Cosmetology	0	0	41	0	41	0	0	71	0	71
COA, Cosmetology: Bus Admin- Entrepreneurial	0	0	1	0	1	0	0	4	0	4
Cosmetology	0	0	1	0	1	0	0	1	0	1
Early Childhood Education	0	362	119	0	481	0	614	187	2	803
AS, Early Childhood Education	0	222	0	0	222	0	354	0	0	354
AS, Early Childhood Education - Plan B	0	0	0	0	0	0	4	0	0	4

AS, Early Childhood Education - Plan C	0	0	0	0	0	0	4	0	0	4
AS, Early Childhood Education for Transfer CSUGE	0	70	0	0	70	0	143	0	0	143
AS, Early Childhood Education for Transfer IGETC	0	29	0	0	29	0	38	0	0	38
AS, Early Childhood Intervention Asst.	0	18	0	0	18	0	25	0	0	25
AS, Early Childhood Intervention Asst. - Plan B	0	0	0	0	0	0	1	0	0	1
AS, Early Childhood Intervention Asst. - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Education Paraprofessional	0	23	0	0	23	0	44	0	0	44
CCP, Early Childhood Edu: Assistant Teacher	0	0	29	0	29	0	0	39	0	39
CCP, Early Childhood Edu: Twelve Core Units	0	0	31	0	31	0	0	53	0	53
CCP, Infant & Toddler Specialization	0	0	18	0	18	0	0	25	0	25
Child Development	0	0	0	0	0	0	0	0	2	2
COA, Early Childhood Education	0	0	29	0	29	0	0	53	0	53
COA, Early Childhood Intervention Asst.	0	0	5	0	5	0	0	8	0	8
COA, Education Paraprofessional	0	0	7	0	7	0	0	9	0	9
Other	0	84	17	0	101	0	101	24	0	125
AS, Human Services	0	84	0	0	84	0	101	0	0	101
CCP, Human Services: Employment Support Specialist	0	0	3	0	3	0	0	7	0	7
COA, Human Services	0	0	14	0	14	0	0	17	0	17
	2,30					3,46				
English, Humanities, and World Languages	0	487	204	0	2,991	3	762	343	5	4,573
	1,34					2,00				
Behavioral Sciences	6	402	179	0	1,927	9	627	311	4	2,951
AA, Anthropology for Transfer CSUGE	3	0	0	0	3	10	0	0	0	10
AA, Anthropology for Transfer IGETC	1	0	0	0	1	10	0	0	0	10
AA, Psychology for Transfer CSUGE	102	0	0	0	102	209	0	0	0	209
AA, Psychology for Transfer IGETC	47	0	0	0	47	83	0	0	0	83
	1,01					1,29				
AA, Social & Behavioral Studies	8	0	0	0	1,018	2	0	0	0	1,292
AA, Social & Behavioral Studies - Plan B	1	0	0	0	1	76	0	0	0	76
AA, Social & Behavioral Studies - Plan C	0	0	0	0	0	27	0	0	0	27
AA, Sociology for Transfer CSUGE	119	0	0	0	119	196	0	0	0	196
AA, Sociology for Transfer IGETC	55	0	0	0	55	105	0	0	0	105
AS, ADJ: Law Enforcement	0	3	0	0	3	0	5	0	0	5
AS, Admin of Justice: Law Enforcement	0	3	0	0	3	0	16	0	0	16
AS, Administration of Justice	0	246	0	0	246	0	372	0	0	372
AS, Administration of Justice - Plan B	0	1	0	0	1	0	5	0	0	5
AS, Administration of Justice - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Administration of Justice for Transfer CSUGE	0	132	0	0	132	0	202	0	0	202

AS, Administration of Justice for Transfer IGETC	0	14	0	0	14	0	23	0	0	23
AS, Social & Behavioral Sciences	0	3	0	0	3	0	3	0	0	3
CCP, ADJ: Basic Correctional Deputy Academy	0	0	1	0	1	0	0	1	0	1
CCP, ADJ: Basic Public Safety Dispatch	0	0	2	0	2	0	0	1	0	1
CCP, ADJ: Crime Scene Investigation	0	0	143	0	143	0	0	224	0	224
CCP, ADJ: Investigative Assistant	0	0	5	0	5	0	0	10	0	10
CCP, Administration of Justice Victim Services Aide	0	0	7	0	7	0	0	11	0	11
COA, Admin of Justice: Law Enforcement	0	0	3	0	3	0	0	3	0	3
COA, Administration of Justice	0	0	18	0	18	0	0	61	0	61
Law Enforcement - General	0	0	0	0	0	0	0	0	3	3
Public Safety - General	0	0	0	0	0	0	0	0	1	1
Sociology	0	0	0	0	0	1	0	0	0	1
Communication Studies	188	0	0	0	188	310	0	0	0	310
AA, Communication Studies for Transfer CSUGE	146	0	0	0	146	257	0	0	0	257
AA, Communication Studies for Transfer IGETC	42	0	0	0	42	53	0	0	0	53
Economics, Geography, and Political Science	0	0	0	0	0	41	0	0	0	41
AA, Economics for Transfer CSUGE	0	0	0	0	0	15	0	0	0	15
AA, Economics for Transfer IGETC	0	0	0	0	0	13	0	0	0	13
AA, Geography for Transfer CSUGE	0	0	0	0	0	2	0	0	0	2
AA, Geography for Transfer IGETC	0	0	0	0	0	2	0	0	0	2
AA, Political Science for Transfer CSUGE	0	0	0	0	0	5	0	0	0	5
AA, Political Science for Transfer IGETC	0	0	0	0	0	4	0	0	0	4
English	335	0	0	0	335	523	0	0	0	523
AA, Comm, Media & Languages	168	0	0	0	168	240	0	0	0	240
AA, Comm, Media & Languages Plan B	0	0	0	0	0	9	0	0	0	9
AA, Comm, Media & Languages Plan C	0	0	0	0	0	6	0	0	0	6
AA, English for Transfer CSUGE	1	0	0	0	1	1	0	0	0	1
AA, English for Transfer CSUGE	81	0	0	0	81	150	0	0	0	150
AA, English for Transfer IGETC	67	0	0	0	67	90	0	0	0	90
AA, Journalism for Transfer CSUGE	12	0	0	0	12	23	0	0	0	23
AA, Journalism for Transfer IGETC	6	0	0	0	6	4	0	0	0	4
History, Humanities, and Philosophy	417	0	0	0	417	557	0	0	0	557
AA American Studies	0	0	0	0	0	1	0	0	0	1
AA, American Studies	29	0	0	0	29	59	0	0	0	59
AA, American Studies - Plan B	0	0	0	0	0	1	0	0	0	1
AA, History for Transfer CSUGE	1	0	0	0	1	23	0	0	0	23
AA, History for Transfer IGETC	1	0	0	0	1	14	0	0	0	14

AA, Humanities	7	0	0	0	7	3	0	0	0	3
AA, Humanities, Philosophy, & Arts	370	0	0	0	370	408	0	0	0	408
AA, Humanities, Philosophy, & Arts - Plan B	0	0	0	0	0	12	0	0	0	12
AA, Humanities, Philosophy, & Arts - Plan C	0	0	0	0	0	11	0	0	0	11
AA, Philosophy for Transfer CSUGE	5	0	0	0	5	11	0	0	0	11
AA, Philosophy for Transfer IGETC	4	0	0	0	4	14	0	0	0	14
World Languages	14	85	25	0	124	23	135	32	0	190
AA, Spanish for Transfer CSUGE	10	0	0	0	10	15	0	0	0	15
AA, Spanish for Transfer IGETC	4	0	0	0	4	8	0	0	0	8
AS, Community Interpretation	0	1	0	0	1	0	1	0	0	1
AS, Sign Language Interpreting	0	84	0	0	84	0	133	0	0	133
AS, Sign Language Interpreting - Plan B	0	0	0	0	0	0	1	0	0	1
COA, Community Interpretation	0	0	1	0	1	0	0	4	0	4
COA, Sign Language Interpreting	0	0	24	0	24	0	0	28	0	28
Behavior Sciences	0	0	0	0	0	0	0	0	1	1
Law Enforcement - General	0	0	0	0	0	0	0	0	1	1
		2,97								
Math, Science, and Kinesiology	418	1	32	0	3,421	536	4,246	52	0	4,834
Kinesiology	418	169	32	0	619	536	193	52	0	781
AA, KIN, Health & Wellness	418	0	0	0	418	522	0	0	0	522
AA, KIN, Health & Wellness - Plan B	0	0	0	0	0	11	0	0	0	11
AA, KIN, Health & Wellness - Plan C	0	0	0	0	0	3	0	0	0	3
AS, Exercise, Sport & Wellness- Athletic Training	0	83	0	0	83	0	103	0	0	103
AS, Exercise, Sport & Wellness- Coaching	0	14	0	0	14	0	26	0	0	26
AS, Exercise, Sport & Wellness- Plan C	0	0	0	0	0	0	2	0	0	2
AS, Exercise, Sport & Wellness-Fitness Pro	0	72	0	0	72	0	57	0	0	57
AS, Exercise, Sport & Wellness-Fitness Pro Plan C	0	0	0	0	0	0	5	0	0	5
COA, Exercise, Sport & Wellness-Athletic Training	0	0	13	0	13	0	0	25	0	25
COA, Exercise, Sport & Wellness-Coaching	0	0	3	0	3	0	0	10	0	10
COA, Exercise, Sport & Wellness-Fitness Profession	0	0	16	0	16	0	0	17	0	17
Life Sciences	0	2	0	0	2	0	1	0	0	1
AS, Biotechnology	0	2	0	0	2	0	1	0	0	1
Math	0	50	0	0	50	0	80	0	0	80
AS, Mathematics for Transfer CSUGE	0	26	0	0	26	0	49	0	0	49
AS, Mathematics for Transfer IGETC	0	24	0	0	24	0	31	0	0	31
		2,75								
Math & Science	0	0	0	0	2,750	0	3,956	0	0	3,956

AS, Math & Science	0	2,737	0	0	2,737	0	3,768	0	0	3,768
AS, Math & Science - Plan B	0	0	0	0	0	0	126	0	0	126
AS, Math & Science - Plan C	0	0	0	0	0	0	59	0	0	59
AS, Science & Mathematics	0	13	0	0	13	0	3	0	0	3
Physical Science	0	0	0	0	0	0	16	0	0	16
AS, Physics for Transfer CSUGE	0	0	0	0	0	0	8	0	0	8
AS, Physics for Transfer IGETC	0	0	0	0	0	0	8	0	0	8
Nursing	0	621	474	0	1,095	0	822	845	2	1,669
Nursing	0	621	474	0	1,095	0	822	845	2	1,669
AS , Auto Technology: GM Specialty	0	8	0	0	8	0	8	0	0	8
AS, Nursing: Registered Nursing	0	525	0	0	525	0	693	0	0	693
AS, Nursing: Registered Nursing - Plan B	0	1	0	0	1	0	24	0	0	24
AS, Nursing: Registered Nursing - Plan C	0	0	0	0	0	0	18	0	0	18
AS, Nursing: Vocational	0	59	0	0	59	0	72	0	0	72
AS, Nursing: Vocational - Plan B	0	0	0	0	0	0	1	0	0	1
AS, Nursing: Vocational - Plan C	0	0	0	0	0	0	1	0	0	1
AS, Pre-Nursing-Registered (Math & Science)	0	27	0	0	27	0	5	0	0	5
CCP, Nursing: Critical Care Nurse	0	0	273	0	273	0	0	529	0	529
CCP, Nursing: Nursing Assistant	0	0	161	0	161	0	0	293	0	293
COA, Nursing: Vocational Nursing	0	0	40	0	40	0	0	23	0	23
Nursing, Registered	0	1	0	0	1	0	0	0	1	1
Nursing, Vocational	0	0	0	0	0	0	0	0	1	1
Performing Arts	480	0	176	0	656	754	0	293	0	1,047
Art	26	0	99	0	125	78	0	140	0	218
AA, Art History for Transfer CSUGE	6	0	0	0	6	21	0	0	0	21
AA, Art History for Transfer IGETC	5	0	0	0	5	8	0	0	0	8
AA, Studio Arts for Transfer CSUGE	8	0	0	0	8	32	0	0	0	32
AA, Studio Arts for Transfer IGETC	7	0	0	0	7	17	0	0	0	17
CCP, Art: Visual Communications-Animation	0	0	49	0	49	0	0	72	0	72
CCP, Art: Visual Communications-Illustration	0	0	50	0	50	0	0	68	0	68
Dance	0	0	2	0	2	0	0	5	0	5
CCP, Pilates Dance Conditioning Instructor	0	0	2	0	2	0	0	5	0	5
Music	128	0	75	0	203	228	0	148	0	376
AA, Music	93	0	0	0	93	157	0	0	0	157
AA, Music - Plan B	0	0	0	0	0	1	0	0	0	1
AA, Music - Plan C	0	0	0	0	0	1	0	0	0	1

AA, Music for Transfer CSUGE	20	0	0	0	20	49	0	0	0	49
AA, Music for Transfer IGETC	15	0	0	0	15	18	0	0	0	18
AA, Music Industry Studies: Performance	0	0	0	0	0	2	0	0	0	2
CCP, Music: Jazz Performance	0	0	11	0	11	0	0	12	0	12
CCP, Music: Music Technology	0	0	18	0	18	0	0	43	0	43
CCP, Music: Piano Performance	0	0	3	0	3	0	0	5	0	5
CCP, Music-Music Performance	0	0	43	0	43	0	0	84	0	84
COA, Music Industries Studies; Audio Production	0	0	0	0	0	0	0	1	0	1
COA, Music Industry Studies: Performance	0	0	0	0	0	0	0	2	0	2
Music-Music Performance	0	0	0	0	0	0	0	1	0	1
Performing Arts	263	0	0	0	263	357	0	0	0	357
AA, Fine & Applied Arts	263	0	0	0	263	338	0	0	0	338
AA, Fine & Applied Arts - Plan B	0	0	0	0	0	16	0	0	0	16
AA, Fine & Applied Arts - Plan C	0	0	0	0	0	3	0	0	0	3
Theatre	63	0	0	0	63	91	0	0	0	91
AA, Theatre Arts for Transfer CSUGE	32	0	0	0	32	60	0	0	0	60
AA, Theatre Arts for Transfer IGETC	31	0	0	0	31	31	0	0	0	31
General Studies	12	7	182	99	300	7	9	158	156	330
General Studies	12	7	182	99	300	7	9	158	156	330
AA, IGETC CSU Completion	4	0	0	0	4	3	0	0	0	3
AA, IGETC UC Completion	8	0	0	0	8	3	0	0	0	3
AS, CSU General Education Completion	0	7	0	0	7	0	9	0	0	9
COA, Transfer Studies: CSU General Education	0	0	97	0	97	0	0	89	0	89
COA, Transfer Studies: IGETC CSU Certification	0	0	18	0	18	0	0	15	0	15
COA, Transfer Studies: IGETC UC Certification	0	0	67	0	67	0	0	54	0	54
UC IGETC Breadth Requirements	0	0	0	0	0	1	0	0	0	1
Undecided	0	0	0	99	99	0	0	0	156	156
Non RCC (but students have chosen RCC as their "HOME" college)	3	54	32	0	89	0	91	46	4	141
Non RCC	3	54	32	0	89	0	91	46	4	141
AA, Commercial Music: Performance	3	0	0	0	3	0	0	0	0	0
AS, Architecture	0	6	0	0	6	0	9	0	0	9
AS, Civil Engineering Technician	0	4	0	0	4	0	3	0	0	3
AS, Construction Technology	0	0	0	0	0	0	1	0	0	1
AS, Dental Assistant	0	1	0	0	1	0	5	0	0	5
AS, Dental Hygiene	0	5	0	0	5	0	2	0	0	2
AS, Drafting Technology	0	0	0	0	0	0	1	0	0	1

COA, Medical Assisting: Administrative/Clinical	0	0	2	0	2	0	0	6	0	6
COA, Medical Assisting: Transcription	0	0	1	0	1	0	0	1	0	1
COA, MFG -Computer Numerical Control Programming	0	0	1	0	1	0	0	0	0	0
COA, Physician Assistant	0	0	1	0	1	0	0	1	0	1
COA, Simulation and Gaming: Game Art	0	0	0	0	0	0	0	2	0	2
Dentistry	0	0	0	0	0	0	0	0	1	1
Engineering Aide	0	0	0	0	0	0	0	0	1	1
Physical Therapy	0	0	0	0	0	0	0	0	2	2
Grand Total	3,91	6,66	1,864	99	12,54	5,66	10,02	2,997	170	18,86
	5	9			7	8	6			1

Analysis and Targets

Degree Completion/ Transfer Volume Data and Targets

Do we have a concise chart on this?

Action Plans

Transfer Pathways Workgroup Initiatives	Connection to Strategic Plan and Transfer Pathway Goals	Activities	Data Used/ Data Needed	Resources Needed
Increase Transfer Success Rates	<ul style="list-style-type: none"> • Student Success • Student Access • Provide students with clear information about their options • Identify those classes that often create a barrier to transfer 	<ol style="list-style-type: none"> 1. Staff engagement centers with educational advisors, clerks, faculty, counselors, librarians, student mentors, and tutors 2. Advertise engagement centers 3. Create interactive workshops on transfer 4. Create discipline handouts form ADT and UC transfer patterns 5. Improve website with an emphasis on transfer and a separate page for transfer resources 6. ADT Verification postcards and emails 	<ul style="list-style-type: none"> • <i>We have an analysis of the website from a transfer point of view, identification of which departments even mention transfer</i> • <i>We have the RCC Transfer Student Report Summer 2016</i> • We need a list of majors and an analysis of who they are according to a variety of metrics • We need an analysis of course rotations in terms of what courses students most need for transfer 	<ul style="list-style-type: none"> • Staffing for engagement centers teams • Training for engagement center teams in cultural proficiency, growth mindset, and transfer awareness • Printing costs • Webmaster • Department and Discipline time

<p>Improve College-wide GPA</p>	<ul style="list-style-type: none"> • Student Success • Student Access • Provide integrated academic support to help students succeed in their classes 	<ol style="list-style-type: none"> 1. Bi-annual Day of Excellence to recognize and promote improving GPAs 2. Create annual Vision Academy for sophomores 3. Universal grade checks for each student on a pathway or identified with an engagement center 4. Create intrusive advising strategies to help students who are struggling 5. Create engagement center study halls 6. Create GPA Workshops to understand college GPAs 7. Improve offerings of study skill and time management workshops 	<ul style="list-style-type: none"> • We need GPA data broken down by division and demographics • We will need an evaluation process for each of our activities 	<ul style="list-style-type: none"> • Resources for Day of Excellence included t-shirts, coffee, food, advertising, time for planning • Resources for Vision Academy include planning, Myers-Brigg testing, vision boards, food, and time for planning • Signage for GPA Calculators • Staff engagement center study halls with educational advisors and embedded tutors
<p>Improve Faculty Advising</p>	<ul style="list-style-type: none"> • Student Success • Faculty Development to help foster a culture of transfer and improve student-faculty engagement 	<ol style="list-style-type: none"> 1. Create “First Five Minutes” emails and handouts to guide professors to use the first five minutes of class to talk about transfer 2. Create syllabus and Blackboard inserts for faculty to include information about transfer 3. Schedule faculty office hours in the engagement centers 4. Workshops for faculty to understand the transfer process 	<ul style="list-style-type: none"> • We need a list of past workshops and attendance #s. • We need to see if this has been done at any other college 	<ul style="list-style-type: none"> • Planning time for counselors, faculty, and educational advisors • Printing costs • Faculty training and recognition

Proposed Initiatives

Provide outreach to students who are enrolled at a community college(s) within the community college district regarding the Associate Degree for Transfer and the California Community College Transfer Entitlement Cal Grant Program. Total Cost \$57,259.76

1. **Activity 1** Use Pathway teams and Engagement Centers to help students be eligible and competitive for ADTs, Cal Grants, and transfer. Maintain high expectations through GPA checks for students on every pathway, intrusive advising, bi-annual Day of Excellence with workshops and events, annual 3-day Vision Academy, and outreach to pre-transfer students Total Cost \$18,333.36
 - a. Measureable Outcomes: Increase the college-wide GPA by .2 from ** to **, Increase the percentage of students from the region who attended RCC and then graduated with a bachelor's degree within 3 years from any post-secondary university from 29.9% to 33.9%, Increase the percentage of students from the region who successfully transfer from Riverside City College to a public post-secondary university in California from 20.4% to 26.4%. Increase the ADT Verification Process in support of Pathways by 2% each year.
 - b. Responsible Persons: Engagement Centers, Transfer Pathways Workgroup, Allison Douglas-Chicoye, Dean of Student Success
 - c. Timeline:
 - i. Summer 2017 Plan Pathway universal grade checks (no cost), plan intrusive advising strategies for students who are eligible for ADTs and/or transfer (cost for 4 Pathway team members to research and plan 20 hours at lab rate = \$1,238.60). Evaluate last year's Day of Excellence and plan new one (cost for 4 members of Transfer Pathways Workgroup to evaluate and plan 20 hours at lab rate \$1,238.60). Plan ADT Verification postcards, letters, social media, Remind.com, and email blasts in collaboration with counseling, articulation, and evaluation departments (cost for 4 faculty and staff to evaluate and design postcard = 20 hours at lab rate \$1,238.60). Plan increased workshops on ADT and Transfer for Fall Semester (cost for 2 counselors to plan for 10 hours at lab rate \$1,238.60)
 - ii. Fall 2017 Implement Pathway universal grade checks and intrusive advising strategies (no cost). Implement revised Day of Excellence (\$1,000 for advertising and giveaways). Plan outreach to pre-transfer students (institutional commitment). Print postcards for ADT Verification Information (\$1,200). Run increased number of workshops (institutional commitment).
 - iii. Spring 2018 Continue Pathway universal grade checks and intrusive advising. Study the impact on equity students (institutional commitment) Implement revised Day of Excellence (\$1,000 for advertising and giveaways). Plan 3-day Vision Academy for sophomores (cost for 4 Transfer Pathway Workgroup members to plan 20 hours at lab rate = \$1,238.60). Implement outreach to pre-transfer students. Evaluate increased number of workshops on ADT and transfer information (institutional commitment).
 - iv. Summer 2018 Evaluate and improve intrusive advising and outreach to pre-transfer students (cost for 4 Pathway team members to evaluate and plan 20 hours at lab rate = \$1,238.60). Implement 3-day vision Academy for sophomores (food \$1,560, certificates \$150, counselors (institutional commitment), Myers Brigg testing \$600, materials for vision boards \$210, faculty advisors 12 hours at lab rate \$743.16 = \$3,263.16) Evaluate effectiveness of ADT Verification Information postcards (institutional commitment). Plan for revisions of increased workshops for ADTs and transfer topics (cost for 2 counselors to plan for 10 hours at lab rate \$1,238.60)
 - v. Fall 2018 Revise and implement Pathway universal grade checks and intrusive advising based on data, including impact on equity students (institutional commitment). Implement revised Day of Excellence (\$1,000 for advertising and giveaways) and outreach to pre-transfer students (institutional commitment). Print revised ADT Verification Information postcards (\$1,200). Run revised workshops on ADTs and transfer-related topics (institutional commitment).
 - vi. Spring 2019 Continue revised Pathway grade checks and intrusive advising (institutional commitment) Implement revised Day of Excellence (\$1,000 for advertising and giveaways) and outreach to pre transfer students (institutional commitment). Evaluate revised workshops (institutional commitment).
2. **Activity 2** Use Pathway teams and Engagement Centers to spread information about ADTs, Cal Grants, and transfer. Create a dynamic culture of transfer in each engagement center by training full-time educational advisors and clerks, inviting RCCD alumni to spread important information about transfer success, creating posters and flyers to be distributed and displayed throughout campus, expanding hours for evening students, and creating a mural of public post-secondary universities in California. Total Cost \$22,801.80
 - a. Measureable Outcomes: Increase Perception of College Engagement from *** to **%. Increase the percentage of students from the region who attended RCC and then graduated with a bachelor's degree within 3 years from any post-secondary university from 29.9% to 33.9%, Increase the percentage of students from the region who successfully transfer from Riverside City College to a public post-secondary university in California from 20.4% to 26.4%.

- b. Responsible Persons: Engagement Centers and Transfer Pathways Workgroup, Allison Douglas-Chicoye, Dean of Student Success
 - c. Timeline:
 - i. Spring and Summer 2017 Confirm hiring of educational advisors and clerks for engagement centers. Design posters and handouts for transfer awareness, ADTs, and RCCD Foundation Scholarships (institutional commitment). Look into feasibility for evening hours for engagement centers (institutional commitment). Research pricing for a wall mural of California universities (institutional commitment).
 - ii. Fall 2017 Use focus groups and meetings to plan training for educational advisors and clerks in transfer awareness and cultural proficiency (cost for 8 transfer workgroup members to research and plan 80 hours at lab rate \$4,954.40) Contact alumni from STEM, non-STEM, pre-transfer, and CTE for events in the Spring (institutional commitment). Decide on and print posters and handouts for transfer awareness, ADTs, and RCCD Foundation Scholarships (\$1,000). Create signage for each of the Pathway Engagement Centers (\$1,000). Hire muralists or RCC Art students to look at designs and decide on location (\$300). Pilot increased hours at engagement centers (120 hours at lab rate = \$7,431.60)
 - iii. Spring 2018 Present training materials for evaluation and improvement (institutional commitment). Hold Spring semester alumni workshops (t-shirts for alumni \$10 x 40 = \$400). Commission mural on outside wall (\$1,500). Evaluate increased hours in engagement centers for evening students and find budget to pay for it as needed (institutional commitment).
 - iv. Summer 2018 Plan and conduct training for educational advisors and clerks in transfer awareness and cultural proficiency and plan evaluation tool: team retreats (cost for planning: 8 transfer workgroup members 40 hours at lab rate \$2,477.20, cost for retreats: 32 members 8 hours at lab rate, institutional commitment). Contact alumni from STEM, non-STEM, pre-transfer, and CTE for events in the Fall (institutional commitment)
 - v. Fall 2018 Evaluate training with a survey (institutional commitment). Hold Fall semester alumni workshops (t-shirts for alumni \$10 x 40 = \$400). Evaluate poster designs, re-design as needed and print (\$2,000)
 - vi. Spring 2019 Survey teams for additional training needs (institutional commitment). Hold Spring semester alumni workshops (t-shirts for alumni \$10 x 40 = \$400)
 - vii. Late Spring or early Summer 2019 Plan and conduct training for educational advisors and clerks in transfer awareness and cultural proficiency and plan evaluation tool: team retreats (cost for planning: 8 transfer workgroup members 20 hours at lab rate \$1,238.60, cost for half-day retreats: 32 members 4 hours at lab rate, institutional commitment)
3. **Activity 3** Integrate faculty advisors into engagement centers and train all faculty to be advisors in their classrooms by creating syllabus recommendations, handouts, and a weekly email transfer prompt for all faculty members to use during the first 5 minutes of class. Total Cost \$10,908.80
- a. Measureable Outcomes: Increase Perception of College Engagement from *** to **%. Increase the percentage of students from the region who attended RCC and then graduated with a bachelor's degree within 3 years from any post-secondary university from 29.9% to 33.9%, Increase the percentage of students from the region who successfully transfer from Riverside City College to a public post-secondary university in California from 20.4% to 26.4%.
 - b. Responsible Persons: Faculty Advisors, Transfer Pathway Workgroup, Allison Douglas-Chicoye, Dean of Student Success
 - c. Timeline:
 - i. Summer 2017 Reach out to faculty members to schedule their office hours in the engagement centers and to attend the optional training (institutional commitment). Revise email prompts and handouts for professors to use in the first 5 minutes of class (4 faculty members 5 hours apiece at the lab rate \$1,238.60). Create syllabus recommendations for faculty to cover transfer and helpful tips to help students (4 faculty members 5 hours apiece at the lab rate \$1,238.60). Plan training and find resources for faculty advisors from Professional Learning Network tools (4 faculty members 10 hours apiece at the lab rate \$2,477.20).
 - ii. Fall 2017 Run training for first cohort of faculty advisors in transfer awareness, degree requirements, growth mindset, and cultural proficiency on three days throughout the semester (32 members, 9 hours, institutional commitment). Investigate inclusion of faculty advising in departmental procedures and the contract (institutional commitment). Schedule faculty members in each engagement center and track their interaction (institutional commitment). Implement revised email prompts for professors to use in the first 5 minutes of class (institutional commitment)
 - iii. Spring 2018 Schedule faculty in each engagement center and track their interaction (institutional commitment). Run survey on email prompts and handouts for professors to use in the first 5 minutes of class, their experiences they had in the engagement centers, and the syllabus recommendations (institutional commitment). Recognize faculty for their work in the engagement centers (\$500 for refreshments and certificates).
 - iv. Summer 2018 Revise email prompts and handouts for professors to use in the first 5 minutes of class (4 faculty members 5 hours apiece at the lab rate \$1,238.60). Revise recommendations for syllabus recommendations and distribute widely (4 faculty members 5 hours apiece at the lab rate \$1,238.60). Revise and improve faculty training and plan second cohort with resources (40 hours, \$2,477.20).

- v. Fall 2018 Run training for second cohort of faculty advisors in transfer awareness, growth mindset, and cultural proficiency on three days throughout the semester (32 members, 9 hours, institutional commitment) Schedule faculty in each engagement center and track their interaction (institutional commitment). Implement revised email prompts and handouts for professors to use in the first 5 minutes of class (institutional commitment)
 - vi. Spring 2019 Schedule faculty in each engagement center and track their interaction (institutional commitment). Run survey on email prompts and handouts for professors to use in the first 5 minutes of class (institutional commitment). Recognize faculty for their work in the engagement centers (\$500 for refreshments and certificates).
4. **Activity 4** Monitor and evaluate RCC offerings in terms of transfer coursework. Confirm courses required for transfer are offered consistently and in a range of time slots and create clear, frequently updated, student-friendly pathway handouts for each major. Total Cost: \$5,215.80
- a. Measurable Outcomes: Increase the percentage of students from the region who attended RCC and then graduated with a bachelor’s degree within 3 years from any post-secondary university from 29.9% to 33.9%, Increase the percentage of students from the region who successfully transfer from Riverside City College to a public post-secondary university in California from 20.4% to 26.4%.
 - b. Responsible Persons: Curriculum Committee, Academic Departments, Transfer Pathways Workgroup, Allison Douglas-Chicoye, Dean of Student Success
 - c. Timeline:
 - i. Summer 2017 Ask departments to continue work on transfer coursework scan. Review each department’s offering, and add new ADT information to student-friendly literature. (4 faculty members 5 hours apiece at the lab rate \$1,238.60).
 - ii. Fall 2017 Ask departments to talk about the details and importance of the template. Create survey for students on transfer coursework and availability (4 faculty members 5 hours apiece at the lab rate \$1,238.60).
 - iii. Spring 2018 Give revision notes to departments and suggestions on course offerings (4 faculty members 5 hours apiece at the lab rate \$1,238.60).
 - iv. Summer 2018 Finalize handouts for each major based on course offerings and transfer requirements (institutional commitment).
 - v. Fall 2018 Vet handouts through each department (no cost).
 - vi. Spring 2019 Print handouts approved through each department (\$1,500)

College Readiness Workgroup Basic Skills Pathway Five-Year Implementation Plan

Riverside City College 2015-2020

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I. Introduction

Historically, RCC, at the discipline, departmental, and administrative levels, has lacked a coherent, unified and unifying vision for serving Basic Skills students. This trend needs to be defeated through a frank, widespread, and ongoing conversation about how we can increase success, and therefore life opportunities, for those who come to the college to better themselves. Too often we are at loggerheads over (admittedly fraught and complex) issues that prevent us from impacting the Basic Skills population. The following document makes an initial attempt at articulating and implementing a vision for how the college can engage underprepared and unprepared students. A such, this plan must be considered a fluid document that will need to be actively revised as we learn about which initiatives, interventions, and services work for the greatest number of Basic Skills students at RCC.

The College Readiness Workgroup (CRW) is a workgroup of Riverside City College's Academic & Career/Technical Program and Instructional Support Leadership Council (ACTPIS). The Workgroup's goal is to substantively and quantitatively improve the way RCC engages its Basic Skills population in order to reduce remediation time to one year, close equity gaps, and increase rates of retention, persistence, and success along with the number of students served.

While a majority of students [insert avg. over past several years] assess into Basic Skills coursework every semester, comparatively few matriculate into college-level English and Math classes, and even fewer experience success therein. The college must become better at engaging students at the pre-enrollment stage by offering orientation and counseling that clearly communicate the pathways available and by aiding students in selecting the one most likely to result in the realization of their educational goal (core competency, degree, or transfer).

Outreach, orientation, assessment (including placement alternatives), counseling, and faculty advising for Basic Skills students are essential to getting and keeping them on the right path. At present, students are too frequently left to their own devices when choosing classes and navigating the college landscape for the first time. The selecting of a logical pathway with multiple essential skill levels embedded in fewer courses could help with retention and with expediting the remedial period. The college must also continue to develop pathways that engage our most at-risk populations. Longstanding student equity gaps can be closed by targeting specific groups through the scaling-up and/or modification of existing resources (Supplemental Instruction, Communities for Academic Progress, etc.) and by rethinking pedagogical practices to better serve said populations. As example, while the goal for native-speakers of English remains remediation within one year, experts agree that ESL students who must acquire academic language skills require more time prior to matriculation into transfer-level English classes. RCC should strive to create multiple clear "Pathways for College Readiness." In short, the ad-hoc model that currently informs the way RCC remediates Basic Skills students' needs to become an integrated, coherent (yet multi-faceted) plan that is data-driven and student-centered and that aligns with the college's Student Equity, Student Success, Strategic, and Educational Master Plans.

II. Near-Term Priorities

The CRW understands that not all initiatives, programs, and strategies can be eligible for immediate implementation. Therefore, the committee has worked to determine which elements are most crucial for helping the greatest population of Basic Skills students in the near future. Each of the five requests identified below are discussed in greater detail in the body of the document.

1. Basic Skills Engagement Center:

Tentatively named the Center for College Readiness (CCR), this space would serve as an informational clearing house for all aspects of the Basic Skills student's experience—from pre-enrollment through matriculation into college-level coursework. Moreover, it would be a place where orientations, presentations, and faculty counseling could be deployed. In short, the CRW imagines a physical space in which a historically-marginalized student population can be made to feel a part of the college. Students who require remediation typically feel isolated and unwelcome; the center could do much to allay fears and encourage persistence and retention.

Year 1 (Estimated Costs: \$)

- Determine what services and programs will affiliate with the center and which might be housed within it (for example, faculty advising, orientation sessions, etc.).
- Research how other CCs are running engagement centers to formulate a list of best practices.
- Determine staffing needs
- Research possible sites/spaces
- Identify available funding streams

Year 2 (Estimated Costs: \$)

- Move forward with prerequisite studies and reports

Year 3-4 (Estimated Costs: \$)

- Finalize and fulfill staffing requirements
- Conversion/construction of space

Year 5 (Estimated Costs: \$)

- Begin servicing incoming and current Basic Skills student populations

2. Math Learning Center:

A much larger MLC than the one currently in operation would provide needed space for engaging the considerable population of students requiring intervention. The Math discipline could increase peer tutoring and open lab hours while innovating further strategies for helping students move into their next required math course.

Year 1 (Estimated Costs: \$)

- Define what services the new MLC would provide and on what scale
- Research how other CCs are running MLCs to formulate a list of best practices.
- Determine staffing needs
- Research possible sites/spaces
- Identify available funding streams

Year 2 (Estimated Costs: \$)

- Move forward with prerequisite studies and reports

Year 3-4 (Estimated Costs: \$)

- Finalize and fulfill staffing requirements
- Conversion/construction of space
- Begin servicing math student population

Year 5 (Estimated Costs: \$)

- Begin servicing incoming and current Math student populations

3. Educational Advisor for Basic Skills:

There exists more than sufficient demand to warrant the creation of a full-time Basic Skills Ed. Advisor position.

Year 1 (Estimated Costs: \$)

- Determine specific duties and responsibilities of the position
- Secure funding for a permanent position

Year 2 (Estimated Costs: \$)

- Fly position and interview qualified candidates
- Hire the position

Year 3-5 (Estimated Costs: \$)

- Continue to explore ways the Ed. Advisor can become more effective by working with various campus entities serving Basic Skills students.

4. High School Outreach:

Early College High School

Year 1 (Estimated Costs: \$)

- Assess current relationships with local high school districts
- Research how other CCs in the CA system are successfully working with high schools to better prepare students for college
- Develop a plan for expanding offerings and growing the number of high school students serviced by RCC

Year 2 (Estimated Costs: \$)

- Create position and hire a full-time paid liaison to oversee and administer RCC's relationship with local high school districts.
- Begin implementing the plan
- Engage in data collection

Year 3-5 (Estimated Costs: \$)

- Vigorously assess to determine the efficacy of ECHS
- Consider expansion if the relationship proves efficacious for students

5. Supplemental Instruction for Basic Skills Courses

Only 15% of courses currently supported by Supplemental Instruction are coded Basic Skills. As remedial courses frequently engage with RCC's most at-risk populations, the benefits of providing SI are potentially legion.

Year 1

- Research benefits of SI for the Basic Skills population
- Retrieve data to assess how RCC's SI-supported Basic Skills courses compare to those without

Year 2

- Seek to supply at least 50% of Basic Skills courses with SI (an increase of 35%)
- Collect data for assessment

Year 3-5

- Increase percentage of Basic Skills courses with SI to 75%
- Continue data collection and assessment to determine best practices for deploying SI in the Basic Skills classroom.

III. Pre-Enrollment Outreach and Support

High School Collaboration

RCC has established important relationships with local high school districts to help students move efficiently through a college pathway to a certificate or transfer to a four-year institution. The current Master Plan indicates a desire to strengthen and expand upon existing collaborative efforts. In view of the fact that, year after year, a majority of recent high-school graduates assess into pre-collegiate coursework at RCC, creating an integrated and vigorous plan for addressing basic skills deficits in entering high school students should be paramount. The Basic Skills Pathway must develop a point of origin in local high schools as a way of improving rates of college readiness among incoming students, thereby reducing the demand for remedial English and Math offerings at RCC. The CRW proposes a scaling-up of RCC's current collaboration with local high school districts through an expansion of existing offerings and the inclusion of feeder schools not yet involved. Efforts are currently underway to develop agreements with Sherman Indian High School, California School for the Deaf, and area private schools such as Notre Dame and Woodcrest.

Include Administration-level agreements with local high schools. (College Report Card)

Consider ECHS models

English

The RCC English Department works with the high school teachers in RUSD and AUSD to administer and monitor the Expository Reading and Writing Course (ERWC). RCC pays for a high school liaison from the English and Media Studies Department (.2 release time) to work with the local high schools. ERWC is the curriculum designed by Cal State for students who test as "conditionally ready" on their EAP exam and choose to use their senior year to get "college ready." Our MOUs with these two districts stipulate that we will work with the English teachers four times per year, looking at student essays and norming ourselves to continually fine-tune our understanding of "college ready." We also provide professional development for the high school teachers.

In 2013-14, 1606 RUSD high school students completed the ERWC course. 1,281 passed with a C or better and were eligible for college level English at any Cal State. 689 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they chose to come to RCC. In 2014-15, 1204 RUSD high school students completed the ERWC course. 1,005 passed with a C or better and were eligible for college level English at any Cal State. 610 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they chose to come to RCC.

For AUSD, RCC offers both the ERWC class and an EC class. The EC class is the equivalent of our English 50, and students who complete that class with a "C" or better can go directly into our English 1A class at RCC. In 2013-14, 387 AUSD students completed the ERWC course, and 364 passed with a "C" or better and were eligible for college level English at any Cal State. 258 passed with a B or better and were eligible for the RCC MOU placing them directly into English 1A if they choose to come to RCC. In the EC class, 113 AUSD students took the class, and 91 passed with a C or better. In 2014-15, 448 students completed the ERWC class, and 304 passed with a C or better and were eligible for college level English at any Cal State. 254 passed with a B or better and were eligible for English 1A if they choose to come to RCC.

RCC has been working with the local high schools to create writing labs in the high schools and to increase the number of ERWC classes offered throughout the two districts. In the future, we would like to include other districts in our collaboration.

Activity: Outreach to high school principals to arrange the necessary MOUs.

Timeline: The goal is to double student participation over the next five years.

Moving forward, this high school collaboration could be enhanced with more involvement by RCC faculty. Involved instructors should be compensated for their time (right now faculty help out with the norming on a volunteer basis and for FLEX credit). The program could also be enhanced through the creation of an embedded tutoring program in which alumni of ERWC classes go back to their high schools and get paid to offer tutoring within the classroom as part of the ERWC experience.

Activity: Secure funding, plan the embedded tutoring program, identify student

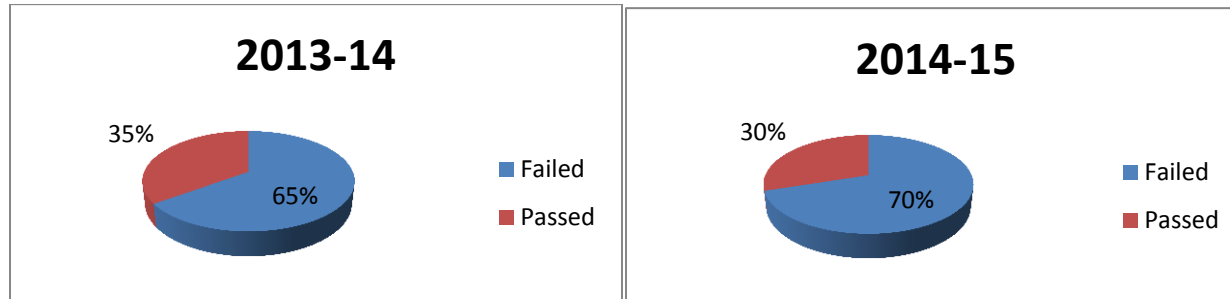
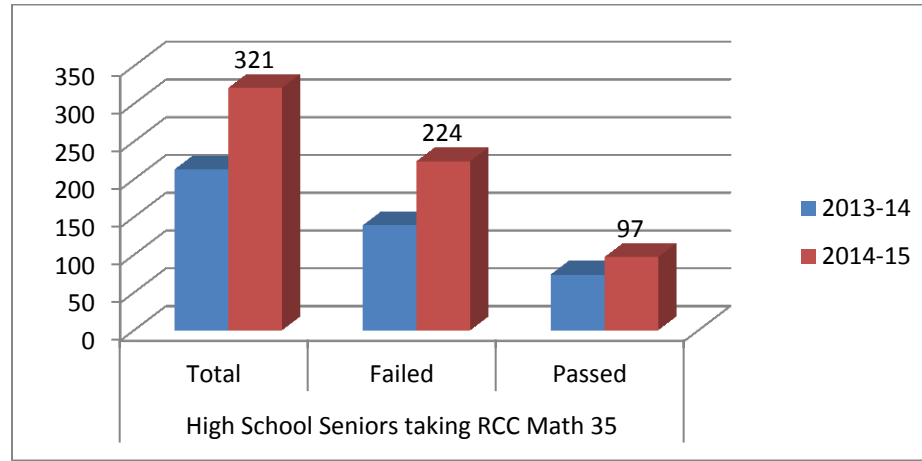
populations most likely to benefit, run a pilot, and then scale-up to maximize the number of students entering from local high schools who will not require remediation.

Timeline:

Math

seniors from Riverside Unified School District (RUSD) and Alford Unified School District (AUSD) taking the RCC intermediate algebra course (Math 35). The participating high schools include John W. North, Ramona, Arlington, Martin Luther King, and Poly from RUSD and La Sierra and Norte Vista from AUSD.

Math's Algebra Program currently has approximately 300 high school



High School Seniors taking RCC Math 35

	2013-14	2014-15
Total	213	321
Failed	139	224
Passed	74	97

While the pass rates may appear somewhat modest, Math is able to enroll a full third of these students into college-level coursework when they arrive at RCC (or her sister colleges). The Algebra Program is being scaled up with a target of moving the success rate from 30% to 50% over the next five years (via a 4% increase each year).

Activity: Scaling up the Algebra Program

Timeline: Ongoing

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	4%	4%	4%	4%	4%

Adult Education Collaboration

Another point of origin for community college students are local area adult schools (RAS). Although informal articulation has occurred, RCC should provide a clear pathway for students completing ESL at RAS to matriculate to the RCC path. In light of the limited course offerings available for local area residents, RCC should consider a bridge class that would place students directly into the ESL program at RCC. Onsite placement testing and orientation with an educational advisor would further improve the “trail head” of this path.

Orientation

Riverside City College’s students enter with widely varying degrees of preparation. The college currently uses an online model to provide orientation information to students. While this meets some students’ needs, many of our first-time freshmen need additional support including information on financial aid, a better understanding of the importance of assessment and placement, and more robust support for counseling and educational planning. Redesigning America’s Community College’s calls this process intake and support and uses the term “on-ramping” to scope students’ initial college experiences (Bailey, T.R; Smith Jagers, S.; Jenkins, D., 2015).

The CRW recommends a paradigm shift in the way new students experience initial contact with the college. The current model, Assessment-Orientation-Counseling, needs to be revised to an Orientation-Assessment-Counseling model to help future students obtain a better understanding of how to navigate RCC’s network of resources, programs, and pathways. A significant, robust face-to-face meeting prior to assessment would present the options available as well as the responsibilities required of first-year college students (including those (re)entering from Adult Education). These onsite orientations should be dual-language in order to increase engagement with our Spanish-speaking community members. Such a change in sequencing would permit future students to move into the assessment phase with a clearer sense of what is at stake and how their performance will determine placement on a particular pathway. The importance of generating a Student Education Plan (SEP) and seeking the aid of educational advisors and counselors would also be stressed at orientation. Encouraging attendees to bring along a family member or another stakeholder in their future success could increase commitment levels and retention.

RCC is currently providing some beneficial services and programs that could be exploited to help incoming Basic Skills students. As example, the High School Student Ambassador Program each spring sends RCC students to local high school campuses on a weekly or as needed basis. The program engaged approximately 1,820 students in the spring 2015 term. The college also provides RCC Application Workshops at many of these high schools. Further, the college offers a series of RCC tours coupled with presentations for incoming students. High School Family Nights give future students and their parents/family important information on the RCC Pathway Program and the services attached. All of these contact points, along with The Welcome Center itself, are valuable insertion for incoming students.

RCC’s Enrollment Services currently runs “Route to RCC” events, which are half-day programs at which prospective RCC students and their parents gain valuable information about the application process, the benefits of an RCC education, and the importance of the educational planning process. The CRW will collaborate with Enrollment Services to determine how Basic Skills could have a beneficial presence at these recruitment events. Students need to be apprised of their options so that they can determine if an accelerated path or one providing more time and sustained engagement best suits their needs.

There are several existing models for orientation reform including one recently presented by Mira Costa College. By Summer 2017, the CRW would like to create a pilot one-day on-campus orientation targeting those students who are most likely to benefit from this face-to-face model.

Creation and Implementation of Face-to-Face Orientation for All Incoming Basic Skills Students

This initiative requires lead faculty in English, Math, Reading, and ESL to design and implement face-to-face orientations which will be the initial contact point in our basic skills student outreach. These orientations will provide more nuanced and effective information distribution to and advising of basic skills students that they can understand the options available to them, the importance of completing their remediation early in their college career, and the support the college can provide. These orientations will directly promote faculty-student engagement and address the multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students." Full-time faculty should also be present at these events to help welcome and allay concerns of incoming Basic Skills students. Flex credit could be offered to those interested in taking part.

Year of Request: 2016 – 2017

Projected Cost : \$2000
ESL, and Reading.

Resource Category: Human Resources - Faculty Staffing
Disciplines / Departments sharing Cost of Resource: English, Math,

IV. Assessment and Placement

For several years, Riverside City College has used Accuplacer tests combined with other measures to place students into English and Math coursework. One of the state-level priorities for Student Success is placement alternatives/revision, often referred to as the Multiple Measures Reform. As Accuplacer is likely to be supplanted by a different system-wide tool, it is important to also explore other ways of getting students onto the pathway that will expedite achievement of their academic goals. The CRW proposes exploration of the following models:

- Faculty-driven (re)placement of misplaced English and Math students into the proper course during the first two-weeks of the semester.
- Reconfiguring JumpStart to allow for placement solely on the instructor's recommendation (thereby eliminating the need for the Accuplacer retest).
- Piloting of Multiple Measures in Assessment (see below)

Of particular concern, disproportionately-impacted students place into lower-level courses at a much higher percentage than those of white students (Dadgar, M., 2015). The table below shows the placement for RCC's first-time freshmen entering in fall 2015.

**Student Placement in English Curriculum
For First-Time Freshmen Enrolled at RCC in Fall 2015**

Race / Ethnicity	All Assessed / Placed	College-Level (ENG-1A)		1 Level Below (ENG-50)		2 Levels Below (ENG-60B)		3 or More Levels Below (ENG-60A)	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
African American	335	38	11.3%	78	23.3%	33	9.9%	183	54.6%
Amerian Indian/Alaskan Native	13	2	15.4%	4	30.8%	0	0.0%	5	38.5%
Asian	141	30	21.3%	45	31.9%	15	10.6%	51	36.2%
Hispanic	2310	357	15.5%	723	31.3%	201	8.7%	1029	44.5%
Pac Islander/Native Hawaiian	17	3	17.6%	4	23.5%	1	5.9%	9	52.9%
Two or More	36	8	22.2%	13	36.1%	3	8.3%	12	33.3%
White	625	182	29.1%	212	33.9%	48	7.7%	183	29.3%
International*	9	2	22.2%	1	11.1%	0	0.0%	6	66.7%
Unknown	11	1	9.1%	3	27.3%	0	0.0%	7	63.6%
Total	3497	623	17.8%	1083	31.0%	301	8.6%	1490	42.6%

Gender	#	College-Level (ENG-1A)		1 Level Below (ENG-50)		2 Levels Below (ENG-60B)		3 or More Levels Below (ENG-60A)	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
Male	1635	321	19.6%	531	32.5%	126	7.7%	657	40.2%
Female	1809	294	16.3%	533	29.5%	169	9.3%	813	44.9%
Other	53	8	15.1%	19	35.8%	6	11.3%	20	37.7%

*F-1 or J-1 Visa

Disproportionate Impact for English $0.8 * 29.1 = 23.3\%$

**Student Placement in Math Curriculum
For First-Time Freshmen Enrolled at RCC in Fall 2015**

Race / Ethnicity	All Assessed / Placed	College-Level (Transferrable Math)		1 Level Below (MAT-35)		2 Levels Below (MAT-52)		3 or More Levels Below (MAT-63/64/65)	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
African American	337	4	1.2%	130	38.6%	72	21.4%	141	41.8%
Amerian Indian/Alaskan Native	15	0	0.0%	6	40.0%	5	33.3%	4	26.7%
Asian	152	23	15.1%	89	58.6%	21	13.8%	19	12.5%
Hispanic	2413	111	4.6%	1115	46.2%	542	22.5%	645	26.7%
Pac Islander/Native Hawaiian	17	0	0.0%	5	29.4%	5	29.4%	7	41.2%
Two or More	35	0	0.0%	16	45.7%	6	17.1%	13	37.1%
White	669	44	6.6%	316	47.2%	136	20.3%	173	25.9%
International*	44	14	31.8%	20	45.5%	1	2.3%	9	20.5%
Unknown	10	0	0.0%	3	30.0%	1	10.0%	6	60.0%
Total	3692	196	5.3%	1690	45.8%	798	21.6%	1017	27.5%

Gender	#	College-Level (Transferrable Math)		1 Level Below (MAT-35)		2 Levels Below (MAT-52)		3 or More Levels Below (MAT-63/64/65)	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total
Male	1737	134	7.7%	838	48.2%	355	20.4%	410	23.6%
Female	1895	58	3.1%	826	43.6%	421	22.2%	590	31.1%
Other	60	4	6.7%	26	43.3%	13	21.7%	17	28.3%

*F-1 or J-1 Visa

Disproportionate Impact for Math $0.8 * 6.6 = 5.3\%$

Each level below college level students place adds a semester to their college completion time. When viewed through the framework of RCC's Strategic Planning goals, the 1+2+2 model, and RCC's Equity Plan, reforming and improving methods for placing students into English and math courses should be a key concern. When students are misplaced, either too high or too low, the likelihood of retention and success diminishes markedly.

The College Readiness Workgroup is partnering with other college groups to encourage and support alternative assessment and placement mechanisms. The goal is to refine and improve students' initial placement as a means of reducing the number of those who fail their first course due to inaccurate placement. Students' GPA and/or previous grade in their most recent English and Math courses is an example of one of these multiple measures.

Activity: Pilot the Multiple Measures Assessment and Placement

Timeline: Summer 2017

Post-Assessment, Pre-Enrollment Engagement

A primary goal of the college is to get as many students as possible to sign a Pathways Contract. Once students have assessed into Basic Skills English and/or Math, they need another face-to-face interaction with a counselor to arrange an SEP and commit to a Pathway. Considering that Counseling is already overburdened, Basic Skills students should have other points of contact made available to them. The CRW proposes the following measures:

- Faculty Advising (from the English, Reading, ESL, and Math Disciplines) for Basic Skills students to ensure logical course loads and progression that will offer the best opportunity for retention, persistence, and success. Too often Basic Skills students self-select schedules that facilitate early failure, disillusionment, and abandonment of college plans. There are some models already implemented on campus from which Basic Skills could draw in developing this type of intervention. As indicated in its most recent Program Review document, the English discipline is targeting a Fall 2017 implementation date.

Activity:

Timeline:

- The formation of a Peer Ambassador Leadership Squad (PALS) trained by the college to help Basic Skills students to navigate the non-academic environments at RCC. The squad would consist of students who began in pre-collegiate coursework and experienced success in transitioning to college-level classes. Said mentors would be trained to provide information and general guidance on how to access various resources and support services offered by the college.

Activity:

Timeline:

- The creation of an RCC Basic Skills webpage that could serve as a clearing house for students seeking more information or wishing to pose specific questions about the Basic Skills Pathway.

Activity:

Timeline:

- The generation of an email list of students who assess into pre-collegiate coursework so that they can be notified of important dates and available resources (including orientation, faculty advising, etc.). This list would be made available in advance of the fall and spring semesters.

Activity:

Timeline:

V. Basic Skills Coursework

Data from 2010-1015 show that average retention and success rates for Basic Skills courses are not encouraging. Change must be effected at the course level, for this is where the greatest potential exists for improving the retention, persistence, and success of at-risk student populations. The disciplines must be open to change and willing to commit to strategies that the data show to be most viable. Instructors need to adapt and adopt pedagogical practices that position Basic Skills students for success.

Average Course Retention and Success Rates by Course Type

Retention & Success by Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Basic Skills						
Average Retention	68.1	68.2	72.0	73.7	71.4	70.7
Average Success	49.5	49.4	52.8	53.7	49.2	50.9
CTE						
Average Retention	58.2	66.7	87.9	87.5	87.8	77.6
Average Success	48.3	56.9	74.7	73.3	75.0	65.6
Transfer and CTE						
Average Retention	83.6	82.7	84.8	86.3	85.9	84.6
Average Success	66.7	68.2	70.1	69.8	70.4	69.1

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

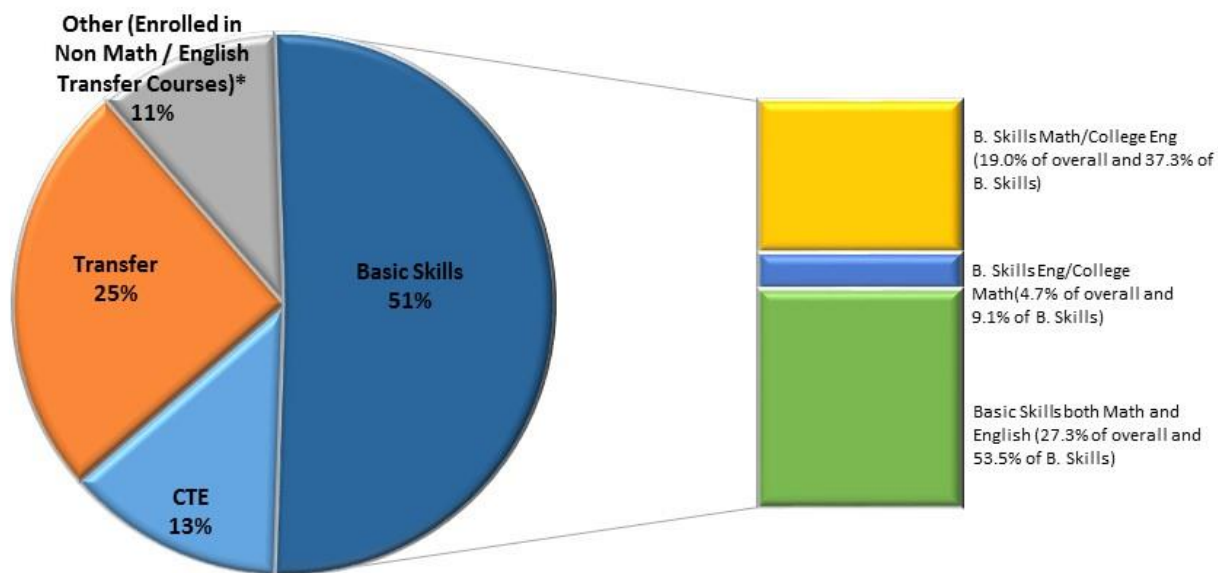
continue implementing this 1 + 2 + 2 effort. The College Readiness Workgroup (CRW) is a workgroup focused on Basic Skills.

The 2014-2015 academic year was the first year RCC benchmarked its students' overall placement into each of these three Pathways. Because the tracking is at an individual level, these students can also be disaggregated into each of the equity groups for more detailed analysis. The Figure below shows the distribution of students by each of these Pathways.

Riverside City College Pathways Model

Improving student success in Basic Skills courses is an important piece of Riverside City College's Strategic Plan, Educational Master Plan, and Student Equity Plan. RCC's Pathways Initiative is designed to progress students from below college level to college level in one year, to an AA/AS Degree in two years, and to a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. Workgroups have been established for each of these three components. As RCC has reviewed progress from last year's equity report and efforts, research and analysis are informing discussion on how best to

2014-2015 Unique Students by Pathway



Riverside City College offers co-curricular and targeted programs designed to support students and increase student success. Three of these are Jump Start, Summer Bridge, and Communities for Academic Progress (CAP).

A Case for Basic Skills

Roughly half (and frequently a majority) of incoming students test two or three levels below college in both English and Math. The most recent data show this trend continues unabated. A striking 82.2% of RCC's 2015 incoming student population tested into pre-collegiate coursework in English and 95% into pre-collegiate math (see tables on page 5 above). Of these students, 51.2% in English and 49.1% in math tested two or three levels below college level (the overwhelming majority were three or more levels below). The administration has made clear it wants to focus on students who can remediate in one year, but this strategy marginalizes half of our incoming student population. The CRW encourages the college to develop access points that address this majority population of students un- and underprepared for college work.

The Need for Counseling and Advising Support:

State and national data show that integrated academic support can play a fundamental role in student success. Wherever possible, basic skills courses should maintain and/or develop a mechanism for providing close support by partnering with Counseling and other campus resources to engage in instruction and intervention both within and beyond the classroom environment.

Moreover, in the recent past, a lack of funding has prevented several programs and initiatives from functioning efficiently, thereby negatively impacting data as to their academic viability. The CRW recognizes a longstanding and dramatic need for support staff and ed. advisors who can ensure efficiency and the greatest proportional success for the greatest number of Basic

Skills students. For example, a full-time Basic Skills Pathway Coordinator focused on the monitoring and scaling-up of ongoing initiatives and interventions and the introduction of new strategies could make a major contribution to the success of the pathway and the students on it.

Designated Space for “Open Office Hours” and Faculty-Student Engagement/Advising Opportunities for Basic Skills Students

The "open office" location is not any individual office but a designated public space, perhaps within the planned Basic Skills Engagement Center. The initiative will require access to and substantive use of existing geographical space on the campus, not the construction of new space. Likely, it will require some small capital and equipment outlay, but the college may already have those resources elsewhere. By providing a delineated space for faculty-student engagement and academic/educational advising, the college can address the substantial equity/proportionality gaps that exist for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities, who disproportionately occupy our basic skills English courses, as noted in our Program Review. But to serve such a large and at-risk population in a meaningful and substantive way, the college will need to find space on the current campus that can be designated as a Basic Skills Engagement Center with minimal retrofitting. If such a space cannot be found, it must be designed and allocated in any new construction which may occur in the space now occupied by the Administration Building. This directly aligns with the college's stated goal of addressing the equity gap and promoting student retention, success, persistence, and completion.

Year of Request: 2016 - 2017

Resource Category: Capital Outlay (Physical Resources)

Projected Cost : 0

Disciplines / Departments sharing Cost of Resource: Math, English, ESL, and Reading.

Acceleration Models

Accelerated courses are one of the three high-impact practices identified by California Community College's Success Network, 3CSN. There is a substantial amount of research in California regarding the success of accelerated courses. The CRW will create a Faculty Group to identify and share the research and recommendations with Math and English.

Activity: Faculty Group to identify and share research on acceleration courses

Timeline: Fall 2016 with discussion in Spring 2017 for potential additional implementation in 2017-2018

Jump Start

Jump Start is offered in both the winter term and summer term at RCC. Riverside City College's Summer 2015 Jump Start program included 3 week courses providing “refresher” instruction in math, English, and reading to first-time freshmen. This refresher instruction was designed to help students “jump” one or more levels in math and/or English from where they initially tested when enrolling at RCC.

After completing the 3 week courses, the students were evaluated for their likelihood of testing higher than their initial placement tests in math and / or English. For those students the faculty identified as likely to “jump,” the students were offered the opportunity to retest for placement using the Accuplacer system. Additionally, the English Department administered a timed reading and writing exam that was then scored by committee. If there were a discrepancy between the two scores (Accuplacer and essay exam), the student made the ultimate decision as to which course s/he would take.

The success rates of these students were not as high as hoped. The CRW is working with faculty and Student Services to revise Summer 2016's Jump Start program with the goal of increasing the student success rate. Part of this revision includes assessment and placement reform and switching back to a four-week term to begin in the first week of summer break (in order to meet the deadline for priority registration). This summer program is an important initiative for the college and part of the 1+2+2 model. Continuing to focus on and improve Jump Start students' outcomes will help increase overall student success for RCC's basic skills students.

Math is underway with developing two courses, Math 81: JumpStart for Elementary Algebra and Math 82: JumpStart for Intermediate Algebra, to provide acceleration through developmental mathematics courses for students involved in the JumpStart Program. The goal is to “jump” 44% of students by the third year of implementation.

Activity: Reform and improve the enrollment of summer Jump Start students in Fall English and Math courses

Timeline: Fall 2016

Jump Start				
2016-17	2017-18	2018-19	2019-20	2020-21

Summer Bridge

Riverside City College’s Summer 2015 Summer Bridge Program included three all-day Friday sessions providing academic counseling services including the development of Student Educational Plans SEPs and workshops focusing on campus resources (student services and academic support services). The program incentivized attendance by providing those who completed all components of the program with a backpack filled with school supplies and a \$250 credit for the RCC Bookstore. Summer 2015’s program was the first program of this kind at RCC. The Office of Institutional Effectiveness will collect and report on Summer Bridge student success to provide a better understanding of the program’s effectiveness. This co-curricular program will be revised as needed to better support RCC students in partnership with other summer offerings.

Activity: Revised Summer Bridge courses (with placement and assessment reform)

Timeline: Summer 2016

Summer Bridge				
2016-17	2017-18	2018-19	2019-20	2020-21
Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)	Increased sections of ENG 50 (+ ___) MAT 35 (+ ___)

Another piece of data identified from those students participating in RCC’s summer programs is that almost 50% of the students enrolled in summer English or summer math courses did not enroll in Fall English or math courses. The CRW will coordinate with faculty, Admissions and Records, and Student Academic Support to remove barriers to fall enrollment. These barriers include a dearth of available courses, the necessity to retest for placement, and little active encouragement to enroll. The email listserv system referenced above will be announced by faculty to students during summer class meetings in order to keep them abreast of information regarding fall enrollment dates and procedures.

Fast Track

(along with ENG 80) to eliminate an exit point. Initial data shows that success rates in Fast Track are higher than their stand-alone counterparts. **rate data for Fast Track here?)**

Fast Track English 60A/B is another model of acceleration

(Cinthya—can we get success

Activity:

Timeline:

In ESL-53 and ESL-54, the success rates of Fast-Track students were statistically significantly higher than the success rate of Non-Fast-Track students. The differences were 10.0% and 9.9%, respectively. However, in ESL-55, the Fast-Track sections had lower success rates than the ESL-55 Non-Fast-Track sections

Table 3. Success Rate Differences between Fast-Track and Non-Fast Track ESL course spring 2010 through Spring 2015

Course	Fast-Track			Non-Fast-Track			Difference	Statistical Significance (P-value)
	# of Total	# of Successful students	Success Rate	# of Total	# of Successful students	Success Rate		
ESL-53**	247	183	74.1%	390	250	64.1%	10.0%	0.008
ESL-54**	375	283	75.5%	714	468	65.5%	9.9%	0.001
ESL-55	179	131	73.2%	1444	1089	75.4%	-2.2%	0.515
Total*	801	597	74.5%	2548	1807	70.9%	3.6%	0.047

Note: Values significant $p < .05$ are indicated by *; Values significant $p < .01$ are indicated by **; The Chi-Square test was used to determine the statistical significance.

Table 8. Comparison of Fall 2012 All ESL-54 student's success rates and persistence to ENG-1A by Spring 2015

	Fall 2012 ESL-54 Student	Passed ESL-54 in FA12	Passed ESL-54 in SP15	Enrolled in ESL- 55 by SP15	Passed ESL-55 in SP15	Enrolled in ENG- 50 by SP15	Passed ENG- 50 by SP15	Enrolled in ENG- 1A by SP15	Passed ENG- 1A by SP15
Fast Track (47599, 47600, 48563)	74	58	64 (85.5%)	64	60 (81.1%)	51	48 (64.9%)	40	37 (50.0%)
Non-Fast Track (48519)	30	19	23 (76.7%)	20	20 (66.7%)	18	18 (60.0%)	16	13 (43.3%)

The data indicate a need for more ESL 53/54 sections concomitant with a discipline-based study of how to increase success rates in ESL 55.

English 80

RCC's English discipline is piloting an English acceleration model, ENG-80: Preparatory Composition (Basic Skills or degree applicable?). This is an intensive 6 unit open-enrollment course that seeks to make students ready for ENG 1-A in a single semester. The success of students in ENG 80, as well as in subsequent English courses, will be tracked to determine the efficacy of the course. There is an ongoing discussion as to how, if at all, enrollment in ENG 80 should be managed. One benefit of the course is the elimination of exit points—where students tend to fall out between courses/terms.

2016 – 2017: Grant-funded multiple measures pilot featuring 4+2 English 1A/Reading 86 cohorts for underprepared students (similar to the Baltimore model), co-requisite models, acceleration, affective domain training, embedded tutoring or SI's, "college readiness" courses at the local high schools, and all necessary administrative and advising support needed to facilitate such activities. (Active)

Initiative/Project Target: Potentially placing 20% more of our students into 1A in three years and decreasing the equity gap for our African American, Native Alaskan/American Indian, NativeHawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities by 15% (5% per year for the next three years).

Implementation Timeline: Fall 2016 to spring 2019

English 60 (now English 70) to Replace English 60-A and 60-B

The discipline plans to offer multiple sections of English 60 in replacement of the majority of our 60A and 60B offerings as a means of expediting basic skills students through the remedial pipeline and into college-level coursework.

Initiative/Project Target: Serve 75% of our basic skills students through the English 60 instead of the English 60A/60B courses. This will potentially reduce the number of basic skills/pre-transfer composition courses needed to be taken by 33% for 300+ students per term, which should result in increased persistence, retention, and success at the 60 level by at least 1% per year the course is offered.

Implementation Timeline: Fall 2017 onward

Reading 90

The Reading discipline is working on a model similar to ENG 80 that will be piloted in the fall and spring terms (2016-17). A 5 unit course that collapses three Reading classes (81 ,82, 83) into a single semester. The goal is to move students to college-level preparedness as quickly as possible. If the data gathered prove promising, Reading 90 offerings will be increased to meet the expected demand.

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	%	%	%	%	%

Nota bene: The English discipline is currently reconfiguring its 60-A and 60-B offerings with the likely result being a new single course ENG 60—this has been done—is now English 70 available spring 2018) that eliminates perceived redundancies in the current configuration. Reading has indicated a willingness to create a course combining Reading 81 and 82 that would mesh with the new English version of a single ENG 60. The CRW recognizes the utility of and need for course pairings along the English and Reading Basic Skills sequences. The bifurcation of reading and writing is a longstanding obstacle for un- and underprepared students at RCC. Reading and English should vigorously pursue required co-enrollment and/or block scheduling to serve the needs of Basic Skills students.

Math 34

An initiative currently in development to create a Preparatory Pathway for accelerating students through Elementary and Intermediate Algebra. Math 34, a 7 unit course, will be offered in fall 2016 with a targeted 56% success rate in year five.

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Math 35

Since fall 2013 the Math discipline has been investigating a unique way of engaging Basic Skills students through a project inspired by the book *The New Science of Learning*, by Terry Doyle and Todd Zakrajsek, in which neuroscience research informs educational praxis. The instructor leading the project, Kathy Nabours, has been adapting her pedagogical approach to best suit the student population, and success rates are on the increase (from 45% for Fall 2013 to 69% in Spring 2015). The target is a 2% increase in success over the next five years.

Activity:
Timeline:

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Math 37
similar to ENG 80 with MAT 37.

RCC's math department is piloting an acceleration model

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Activity:
Timeline:

	Year One	Year Two	Year Three	Year Four	Year Five
Targeted Success Rate Increase	1%	1%	1%	1%	1%

Explore possibilities of Non-Credit Coursework for Basic Skills students.

VI. Programs and Services

Learning Communities

playing a key role in addressing the troubling equity gaps at RCC. The Learning Community model lends itself to focusing on the needs and experiences of specific populations. CAP, by working or consulting with programs like Ujima and Puente can make use of current best practices to help at-risk populations achieve success at RCC.

The Communities for Academic Progress (CAP) Program should be

Completion by Cohort by Race / Ethnicity

Race / Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	5 Year Average
Asian	60.0%	60.3%	63.1%	60.6%	54.0%	59.6%
African-American	49.3%	40.8%	35.1%	32.0%	38.3%	39.1%
Filipino	53.2%	55.6%	41.7%	59.7%	57.8%	53.6%
Hispanic / Latino	39.1%	38.2%	34.0%	34.1%	36.2%	36.3%
American Indian / Alaska Native	46.7%	25.0%	47.8%	34.5%	38.1%	38.4%
Native Hawaiian / Pac Islander	35.3%	25.9%	40.0%	46.2%	32.1%	35.9%
White	48.2%	51.3%	44.4%	46.8%	46.6%	47.5%
Unknown	48.6%	48.5%	46.0%	44.3%	38.1%	45.1%
Total	45.7%	45.4%	40.1%	40.6%	40.8%	42.5%

CAP needs to liaison with appropriate campus programs, disciplines, and instructors to craft Learning Communities (LCs) that can help to close equity gaps. For example, English 50 and Reading 86 could be joined with a content-area class (History, Ethnic Studies, Sociology, etc.) along with the integrated counseling and support CAP can bring to bear. Some initial work has been done, but there needs to be greater commitment to exploiting the full potential of the LC model. A vital part of such a commitment would be the hiring of a dedicated full-time Educational Advisor, the lack of which has in recent years compromised the ability of the program to function efficiently and in the best interests of RCC students. An additional necessity is a faculty coordinator to lead planning, recruiting, and training efforts for faculty teaching in CAP.

Activity:

Timeline:

Another component in great demand is that of a Faculty Co-Coordinator of learning communities at 0.2 reassign time per academic term (0.4 for the academic year), with a stipend for winter and summer sessions, on the same scale as the current faculty development coordinator compensation package. A faculty member will communicate effectively with peers to advocate for current and additional learning communities, as well as provide key insight into the faculty perspective on teaching in cohorts, which will improve the administration and growth of learning communities across the college. Data produced in multiple studies show that learning communities/cohorts improve student success, but the administration of learning communities at RCC for the last few years has struggled to maintain, let alone grow, learning communities.

Year of Request: 2016 – 2017

Projected Cost : 0.4

department or discipline across the college.

Resource Category: Human Resources - Faculty Staffing

Disciplines / Departments sharing Cost of Resource: Any interested

Supplemental Instruction

The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult basic skills, gateway, and transferrable courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. BSI funding supports SI Leaders attending and supporting Basic Skills students in Basic Skills sections.

Funding for SI has been impacted due to the budget crisis, but it has also been impacted by the lack of dedicated funds. Funding is contingent upon approval each semester, and this has led to delayed pay for students employed as SI Leaders and a general inability to plan effectively. Due to the sustained success of the SI model, in spite of difficulties, the CRW advises that the college dedicate a stable budget to Supplemental Instruction that would allow for, among other things, the moving of the SI Coordinator to full-time status when the Title V grant expires in September 2016, the hiring of an Assistant Coordinator, and the hiring of two full-time clerical support staff to help the SI Coordinator maintain and grow the program in an efficient manner.

Activity:

Timeline:

Writing and Reading Center (WRC)

The English discipline is in earnest need of fiscal support of the WRC Initiative for Embedded Tutoring in English Classes. It is a promising, proven, high-impact process that represents a proactive approach to student success because it provides intrusive student support integrated with course instruction. The target population is students taking classes in the “red box”: Those in preparatory classes English 60A, English 60B, English 80, and English 50, as well as ESL 53, 54, and 55, and Reading 81, 82, 83, and 90. The intended outcome is improved grades in the students’ classes and increased use of the WRC’s peer tutoring services.

The activity as listed in the department program review information: Pilot embedded tutoring (ET) in three English classes and an increase to six after the pilot. The timeline is as follows:

Year 1

- Research embedded tutoring
- Secure funding for pilot
- Develop tutor training module, train tutors

- Pilot in English/ESL classes
- Collect data on effectiveness

Year 2

- Study data
- Institutionalize embedded tutoring
- Expand into additional English/ESL classes
- Advertise to content-area instructors, CAP
- Continue data collection
- Increase the number of trained tutors

Year 3-5

- Continue expanding into content-area courses
- Continue data collection

Initiative/Project Status: In Progress
2018, 2018-2019, 2019–2020

Date Started: 08/31/2015

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

Target: Implement embedded tutoring to improve student retention, persistence, and success in pre-transfer courses in English, ESL, and Reading.

Math Learning Center (MLC)

Math cannot provide adequate support to the numbers of Basic Skills students who would benefit from intervention. Equally compelling is the need for a full-time Instructional Support Specialist from 75% to 100% to oversee the various aspects of the MLC. Further, the number of peer tutors and open lab hours are insufficient to meeting the considerable demand for these services, which are critical for getting Basic Skills students to college level. The Math Discipline is also looking into a peer tutoring training course along the lines of that offered by English in the WRC. At present, the MLC lacks the space and funding that could allow it to aid in the success of a great number of those now enrolled in RCC math classes.

There is a compelling need for greater space allocation to the MLC.

Basic Skills Engagement Center

A dedicated space, including new desks, computers, office furniture, etc., where the earlier-mentioned faculty advising could take place and where Basic Skills students across the disciplines could bring their questions and concerns would significantly augment our ability to get students on the right path and retain them through the transition to college-level work.

Year of Request: 2018–2019

Projected Cost : \$10000
Reading, and ESL.

Resource Category: Capital Outlay (Physical Resources)

Disciplines / Departments sharing Cost of Resource: Math, English,

English as a Second Language (ESL)

According to the Student Equity Report data (2014-15), international students make up 42% of the ESL Program student population. While our international student population continues to expand (approximately 18% growth from spring 2011-12 to 2014-15), our enrollment of local-area residents continues to decline.

This is especially troubling considering the general population and trends reported in the RCC External Scan Summary, which states, "Over the past three decades, the number of foreign-born County residents has substantially increased from 14.9% in 1990 to 22.4% today (Soriano, 2012). Of this foreign-born population, 57% are not U.S. citizens. A related characteristic of the population is that a large number of County residents (39.5%) report that a language other than English is spoken at home."

In the ESL Program, local-area Hispanic students represent 31.1% of student population. Riverside county population is comprised of 47% Hispanic residents. Comparing these two facts indicates that the RCC ESL Program is under-representative of local-area Hispanic students, which is contradictory to the mission of Riverside College as a Title V Hispanic-serving

Institution. This combined with the severely contracted adult education offered in Riverside creates limited opportunities for the growing population of residents who speak a language other than English at home and must acquire English in order to be successful in the community and continue economic growth of the county.

Basic Skills Advising Program

As noted in the SSSP Plan, "Research demonstrates that faculty and student interaction has a positive correlation with increasing transfer and completion rates, as well as grade point average. The faculty advisor program will provide a formalized structure to foster faculty and student engagement." This initiative/project requires a large scale effort on the part of lead faculty in English, Math, Reading, and ESL to design and implement the basic skills faculty advising program. This advising will also require more administrative work outside of the classroom. As with all of our basic skills initiatives/projects, this resource request will directly address multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students described here--"first-time," "at-risk"—test into basic skills courses and need the college's academic support, and the discipline needs special projects funding to create a basic skills advising program to provide that support.

Year of Request: 2016 – 2017

Staffing

Projected Cost : \$4000 (to be allocated how?)

Resource Category: Human Resources - Faculty

Disciplines / Departments sharing Cost of Resource: Math, English, Reading, and ESL.

VII. Closing Equity Gaps

While the issue is referenced multiple times above, it is important to acknowledge that the lack of success amongst Hispanic and African American students at RCC is a critical concern. Despite attempts to ameliorate the success disparity tied to race/ethnicity, the data has been discouraging over the past several years, especially for Basic Skills students. One place to look for ways of substantively reducing equity gaps is RCC athletic programs. Persistence rates are significantly higher for student athletes than non-athletes; moreover, athletes are 2-3 times more likely to receive a degree and/or transfer than students not involved in a sport. When we take into consideration that RCC athletics is dominated by Hispanic and African American males, we must acknowledge the keys to their success. The data show that student athletes come to RCC only slightly better prepared than the general population. Therefore, the impressive success rates involving ethnic minority athletes are significantly, if not primarily, tied to their experiences at RCC. The critical difference is the engagement and support enjoyed by those playing a sport at the college.

Success Factors

- Student athletes receive priority registration and early counseling
- Student athletes meet with their faculty coaches at least five times a week.
- Coaches monitor student athletes' academic progress including monthly grade checks. Some athletic teams require mandatory study halls.
- Academic problems are quickly identified and student athletes are referred to tutoring and other assistance. (cite ACCT ppt.)

In brief, student athletes' success correlates directly with the level of interaction they get with college faculty, staff, and resources. As suggested throughout the foregoing document, the woeful rates of success among Basic Skills students can be reversed through a variety of sustained modes of intervention and support. Some existing programs serving Basic Skills students contain these elements, but there remains an acute and fundamental need for the growth and expansion of existing programs and services with a concomitant commitment to implementing new models and scaling up those that prove successful.

Activity:

Timeline:

Equity Gaps in Basic Skills English Courses

In the English Discipline, unprepared and underprepared students have a profile that is distinct from transfer students. Over 90% of unprepared students are nonwhite, with 71.6% of them being Hispanic, compared to the college population's figure of 54.2%. This is obviously out of proportion and of significant concern.

Further, the African American student population trends downward in each subsequent course from English 60A to 1A. While making up only 9.3% of RCC's student population, African

American students constitute 10.1% of the English 60A student population, but only 7.8% of 60B students are African American. In English 50, only 6.5% are African American, and in 1A, only 5.6%. (Please note that these are not pass rates, only enrollment rates. The pass rates are much lower, especially for African American students.) On top of that, at every step of the way, we have exit points that result in declining enrollment, retention, and success rates. In sum, African American students are more likely to need three levels of composition instruction before they can enroll in English 1A, they are less likely to enroll in a subsequent term than RCC's overall student population, and they are less likely to complete a college level course in English.

Activity:
Timeline:

Multi-lingual Educational Advisor

As an Hispanic Serving Institution, RCC needs a multi-lingual educational advisor who will help coordinate our unprepared and underprepared students through the Basic Skills Engagement Center to make sure they will have the support, guidance, and information they need to stay on track to complete their remediation coursework in a timely manner. Creating the position will help reduce the severe equity/proportionality gap in our basic skills students, particularly for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities. The educational advisor will directly impact the multiple equity gaps identified in the Student Equity Plan and the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students describe here--"first-time," "at-risk"--test into our basic skills courses and need the college's academic support, and the educational advisor will provide some of that support. As well, this position fits within the Student Equity Plan's call for "instructional support services that do not generate FTES."

Year of Request: 2019 – 2020
Projected Cost : \$66819
Reading, Math, and ESL.

Resource Category: Human Resources - Classified Staffing
Disciplines / Departments sharing Cost of Resource: English,

Funding for Part-Time Faculty Training and FLEX Training for Full-Time faculty

This initiative requires a large scale effort on the part of faculty to implement, assess, and revise the Basic Skills Faculty Advising Program. In order to meet the needs of our basic skills students—especially to reduce the substantial equity/proportionality gaps that exist for our African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Hispanic and Foster Youth students, as well as Students with Disabilities—our part-time faculty must have substantial and sustained training in faculty advising for unprepared and underprepared students. Additionally, this resource request will directly address the SSSP Plan's call to "[p]rovide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students," "[p]rovide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units," and "[p]rovide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation." The majority of students described here—"first-time," "at-risk"—test into our basic skills courses and need the college's academic support, and the discipline needs the staffing resources to train faculty to provide that support.

Year of Request: 2017 – 2018
Projected Cost : \$12000
Reading, and ESL.

Resource Category: Human Resources - Faculty Staffing
Disciplines / Departments sharing Cost of Resource: Math, English,

Look at how access is being defined at the college (enrollment volume/equity/internal)

See College Goals 4 & 5

VIII. Transitioning to College Coursework

The tracking of Basic Skills Pathway students to gather data on success and completion of academic goals (certificate / degree / transfer) will aid in identifying and further supporting the programs, initiatives, and strategies that prove to be the best practices for moving the greatest number of students to college readiness in the shortest span of time.

Activity:
Timeline:

ESL Students in Transfer Level Courses

ESL students who matriculate from the ESL program into English are generally successful. However, successful students often fail to enroll in English 50, or those successful in English 50 do not enroll in English 1A. To increase success, the discipline is considering offering support courses designed to help non-native speakers enrolled in English 50 and 1A with reading/vocabulary and/or editing using a co-requisite model.

Activity:

Timeline:

ESL would also like to have early identification of goals and contextualize teaching by providing ESL instruction linked with CTE courses as a more direct “pathway” for students, but one that begins the first semester of instruction.

Activity:

Timeline:

References

Bailey, T.R.; Smith Jagers, S.; and Jenkins, D. (2015). *Redesigning America’s Community Colleges: A Clearer Path to Student Success*. Harvard University Press.

Dadgar, M.; Collins, L.; and Schaefer, K. (2015, March). *Placed for Success. How California Community Colleges can improve accuracy of placement in English and math courses, reduce remediation rates, and improve student success*. Career Ladders Project.

Transformation Grant Quarterly Activity Report #3 April 6, 2017 (prepared by Dr. Thatcher Carter)

I. Summary of activities conducted during the quarter (Limited to 8000 characters)

- a. For Objective #1 (to adopt multiple measures in RCC student assessment and placement), the Transformation Grant team analyzed data from the MMAP pilot and had the departments vote to continue the pilot for another year. RCC had a substantial increase in the number of students placed into college level courses (English went from 17.8% to 31.4% and Math went from 5% to 14.3%). However, student success for MMAP students in their college level classes was 10% lower than their Non-MMAP counterparts. RCC will continue to track these students to see if they complete their college-level requirements in a timely manner and if the equity gap is addressed by these placements.
- b. For Objective #2 (to integrate student support services to increase the number of successful students in college-level gateway classes), the RCC English Department designed and ran a norming session for full-time and part-time faculty, targeting those who teach English 1A, Freshman Composition. The planning team pulled 5-6 artifacts from participating English 1A classes and created a norming packet to be used with the faculty. They also created a rubric that could be used across all college-level assignments. With the rubric and the norming packet, the English Department was able to work with over 30 English professors to “norm” the grading process. The goals were to 1. establish shared vocabulary and basis for evaluation, 2. empower faculty to hold expectations, and 3. to develop “what next” strategies for continued faculty development, student support, and instructional equity.

Through the Transformation Grant, RCC now has five embedded tutors working on campus. One is in English 80, two in English 1B, one in Math 12, and two are working at the athletes’ study table. The Math Learning Center will also be placing tutors in our engagement centers, including La Casa, Ujima, and the Athletics Study Center. In addition, the math tutors are holding open sessions for entry-level college courses in the Math Learning Center.

RCC is also placing embedded tutors in the local high schools (RCC trained tutors, onsite in high school classrooms); all three school districts requested this specialized support. As of this writing, there are five English tutors identified, trained, and ready to support between 5-10 sections of Expository Reading and Writing Course (ERWC) this semester (Spring 2017) onsite at feeder high schools. For Math, RCC has already placed one embedded tutor in three local high schools, and a second math tutor will start this Spring.

To support this work, RCC is sending one faculty member, the faculty lead of the RCC Writing and Reading Center, to the [Association of Colleges for Tutoring & Learning Assistance](#) (ACTLA) Conference this Spring.

- c. For Objective #3 (to expand English and Math acceleration), the Transformation Grant team analyzed data from the continuing pilot of English 80 (6-unit accelerated class based on 3CSN model). RCC found that students who placed 2 and 3 levels below college level were able to enroll in English 80, pass the course, and move into college level English and pass that class as well. In fact, English 80 students passed English 1A at a higher rate than non-ENG-80 students.

% Passed College-Level English by Accuplacer Placement (2014-2015 and 2015-2016 first-time students)

# Terms to pass College Level English	Not English 80 Student				English 80 Student			Total
	College Level	Under-prepared	Unprepared	No English Score	Under-prepared	Unprepared	No English Score	
1 Term	569	44	20	213	0	0	0	846
2 Terms	298	567	120	140	1	12	0	1,138
3 Terms	69	180	166	58	1	29	2	505
4 Terms	24	59	89	22	0	6	0	200
5 Terms	7	25	47	6	0	3	0	88
Attempted / No Pass	198	125	74	48	0	20	0	465
Not Pass	570	1,961	3,886	684	2	147	9	7,259
Total	1,735	2,961	4,402	1,171	4	217	11	10,501
% Passed or Attempted	67.1%	33.8%	11.7%	41.6%	50.0%	32.3%	18.2%	30.9%

These highlighted cells show that the % of students who pass college-level English based on placement level is higher for ENG-80 than for non-ENG-80 students.

Unprepared students are those who would have been placed in English 60A or 60B, and underprepared students would have been placed in English 50. The yellow highlights above show that the success rate in English 1A among English 80 students is, so far, almost three times that of the non-English 80 students who tested at the same placement level.

The data also shows that English 80 at RCC has a much higher % of African-American students, meaning English 80 is addressing the equity gap even as it's moving students more quickly into college-level courses. And they are moving more quickly; looking at first-time students from 2012 through 2016, only 17% of the students who placed into 2 and 3 levels below college level were able to pass college-level English at any time in a 4-year timeframe, while 32.3% of the English 80 students have already passed college level English in a 2-year timeframe. These are encouraging statistics.

To aid acceleration efforts, the RCC English Department has identified eight additional faculty members to attend the 3CSN training. The list includes full-time faculty in Reading, ESL, and English, as well as some part-time faculty members. The department has completed its application for inclusion in the training.

The RCC Math Department has started an in-house training session for Math 37. Seven faculty members have been identified, and training will start in May. In addition, the Math Department has committed to offering two sections of Math 37 this summer.

Acceleration also means helping high school students come to college prepared for English and Math classes, and RCC continues its commitment to helping feeder school districts prepare students for college. The English and Math departments provide services which support best practices at partner

high schools. These include professional development and norming support for ERWC with our high school partners at Riverside Unified School District and Alvord Unified School District

- d. For Objective #4 (to create co-requisite models for entry level transfer classes), the Transformation Grant team has identified four faculty members to work on the curriculum over the summer. Their first meeting will be this Spring.
- e. To support the overall grant objectives, RCC has approved and launched hiring searches for two grant-funded positions: a 100% Educational Advisor and a 50% Grant Analyst.

II. Reasons for lack of progress towards attainment of program improvements (Limited to 8000 characters)

- a. In Objective #1 for the MMAP pilot, the college encountered some delays in the Spring of 2016 which caused all of our MMAP placements to be made in August. This possibly affected the data about student success because the college had a sampling only of students who came to RCC very late in the registration process.
- b. In Objective #2, RCC has been unable to fully implement its plans for tutoring because of a lack of space. The Math Learning Center does not have room for additional, targeted tutoring sessions. Holding these sessions in classrooms is not possible because the tutors have to be supervised. Therefore, RCC has decided to embed the tutors in existing engagement centers that already have the space and the supervision.
- c. In Objective #3, RCC was unable to put together a team for the Math Department for the 3CSN training. In fact, the math faculty were unable to finish the training from the last session. There is still a lack of support for Math 37. While they have agreed to offer Math 37, there is still cause for worry about whether this accelerated math course will work at RCC.
- d. Also in Objective #3, the RCC Math 12 (Statistics) course does not allow Math 37 as a prerequisite. This is a significant barrier to students who want to enroll in Math 12 and creates an exit point that is only remedied through a 4-step bureaucratic process. The Math Department continues to explore this problem.

III. Reasons for expenditures falling below guideline (Limited to 8000 characters)

Expenditures fell within the guidelines.

IV. Provide an explanation for major budget changes. (Limited to 8000 characters)

- a. When writing the Transformation Grant, RCC did not have a Dean of Student Success, and the writers determined this new hire would take over the day-to-day administration of the grant. However, when the position was filled, it was found that the dean position had too many other duties to also run the Transformation Grant. To aid the day-to-day progress of the grant objectives, we have identified two faculty leads (one English faculty and one Math faculty) to monitor and shepherd the grant for the next three years. To pay for their .2 release time, we have reduced the Grant Analyst to a 50% position and eliminated the Clerk position.

IEPI Metrics

Institutional Effectiveness Partnership Initiative (IEPI)

Metrics

IEPI Metrics		RCC's 2015-2016	2015-2016 GOAL Met?	1 Year Target (set Spring 2017)	6 Year Target (set Spring 2017)	Benchmark Methodology
Metric	Definition					
College-Level Metrics						
Completion Rate (Scorecard)	Percentage of degree, certificate, and / or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2014-2015 who completed a degree, certificate, or transfer-related outcomes.					
- College-Prepared	Student's lowest course attempted in Math and / or English was college level.	64.4%	Yes (Goal was 64.0%)	65.0%	70.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- Unprepared for College	Student's lowest course attempted in Math and / or English was pre-collegiate level.	35.0%	No (Goal was 37.0%)	37.0%	42.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- Overall	Student attempted any level of math and or English in first three years.	40.1%	No (Goal was 41.0%)	41.0%	46.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
Remedial Rate (Scorecard)	Percentage of credit students tracked for six years through 2014-2015 who started first time in 2009-2010 below transfer level in English, mathematics, and / or ESL and completed a college-level course in the same discipline.					

- Math	See above	28.6%	Yes (Goal was 28.0%)	30.0%	35.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- English	See above	40.7%	No (Goal was 41.0%)	42.0%	47.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- ESL	See above	23.8%	Yes (Goal was 20.0%)	25.0%	30.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
Transfer-Level Completion Rate years 1 & 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course					
- Math year 1	See above	6.4%	N/A (New Goal)	7.0%	12.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- Math year 2		13.0%	N/A (New Goal)	14.0%	19.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- English year 1		20.6%	N/A (New Goal)	22.0%	27.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
- English year 2		31.2%	N/A (New Goal)	32.0%	37.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
Career Technical Education Rate (Scorecard)	Percentage of students traced for six years through 2014-2015 who started first time in 2009-2010 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred.	50.6%	Yes (Goal was 50.0%)	52.0%	57.0%	1% higher than 2015-2016 and 5% higher than 2015-2016

Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2015-2016.	68.7%	Yes (Goal was 68.0%)	70.0%	75.0%	1% higher than 2015-2016 and 5% higher than 2015-2016
Completion of degrees (Datamart)	Number of associate degrees completed in 2015-2016.	1188	N/A (New Goal)	1179 (Set Standard)		
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2015-2016.	438	N/A (New Goal)	447 (Set Standard)		
Number of low-unit certificates	Number of non-Chancellor's Office-approved certificates completed in 2015-2016 (18 or fewer units)	358	N/A (New Goal)			
Number of CDCP awards	Number of Career Development-College Preparation awards completed in 2015-2016		N/A (New Goal)			
Number of students who transfer to a 4-year institution (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2015-2016.	1711	N/A (New Goal)	1702 (Set Standard)		
CTE Skills Builder	The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate (the metric calls for 2013-2014 but we do not yet have that data available)	24.60%	N/A (New Goal)	26.0%	31.0%	
Accreditation Status	Lastest ACCJC Action	Accreditation Reaffirmed	Yes			
Full-Time Equivalent Students	Annual number of full-time equivalent students.					
District-Level Metrics						
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures.					

Audit Findings--Audit Opinion Financial Statement	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement.		
Audit Findings -- State Compliance Audit Findings -- Federal Award / Compliance			
District Participation rate	Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district's colleges		

Narrative Summaries of ACTPIS work 2015-2016 and 2014-2015

Pathways Workgroups 2015-16: Action Plans **Basic Skills Pathway Workgroup (Student Success Committee):** Develop college remediation strategies/ plan (red box). Fold in work/ input of Alternatives to Placement workgroup, former Pathways Workgroup, Faculty Advising/ Engagement workgroup, and continue to coordinate with SAS for integrated academic support pieces; institutionalize faculty advising; evaluate CCSSE results. **Transfer Pathways Workgroup:** Folded in work/ input of former Pathways Workgroup, Faculty Advising/ Engagement workgroup, and continued to coordinate with SAS for integrated academic support pieces. Develop a concrete charge for this group based on Ed Master Plan and Strategic Plan objectives. Work still needs to be done to take the draft pathways done for the transfer areas, with disciplines reviewing/ fine tuning these. Implementing faculty advising more broadly is still a work in progress. Institutionalize faculty advising; evaluate CCSSE results. Continue to coordinate with SAS/ Equity/ Student Success to develop integrated academic support. **CTE Pathways Workgroup:** Develop a concrete charge for this group based on Ed Master Plan and Strategic Plan objectives. Institutionalize faculty advising; evaluate CCSSE results. Continue to Coordinate with SAS/ Equity/ Student Success to develop integrated academic support

Summary of Work Done: **College Readiness:** Spring 2016: Transformation grant application completed/ grant awarded April 2016—ongoing work now to implement grant. The completed draft was sent to SPEC (May meeting) for feedback—the work on specific initiatives, etc, will be on going and then the plan will move into a cycle of monitor, assess, evaluate. Fully integrating material from program reviews of the affected disciplines as well as the work on the Transformation grant will be ongoing.

Transfer Pathways: Spring 2016: A draft has been completed and went to SPEC (May meeting) for feedback—the work on specific initiatives, etc, will be on going and then the plan will move into a cycle of monitor, assess, evaluate. Further work to get plans from divisions (pulled together and integrated from the program reviews of individual disciplines within each division) will help shape the specific initiatives in this document as well as the targets, e.g. on increasing the number of ADTs awarded, etc. SPEC reviewed / discussed drafts of the pathways implementation plans at the May 5th meeting. Good progress has been made—what still need to be added are specific initiatives (instead of description) targets, which need to come from individual disciplines and then prioritized by each division. This plan will offer an overview of what comes from the divisions. An action plan has been generated for an open faculty advising presentation and training on Jan 22—this was not scheduled/ done—conflicts with coordinating with counseling for the presentation—more concerted work on faculty development/ training needs to begin in fall 2016. SPEC reviewed / discussed drafts of the pathways implementation plans at the May 5th meeting. Good progress has been made—what still need to be added are targets, which need to come from individual disciplines.

CTE Pathways: Spring 2016: A draft has been completed and went to SPEC (May meeting) or feedback—the work on specific initiatives, etc, will be on going and then the plan will move into a cycle of monitor, assess, evaluate. Further work to get plans from this division (pulled together and integrated from the program reviews of individual disciplines within each division) will help shape the specific initiatives in this document as well as the targets. SPEC reviewed / discussed drafts of the pathways implementation plans at the May 5th meeting.

Good progress has been made—what still need to be added are specific initiatives (instead of description) targets, which need to come from individual disciplines and then prioritized by the division. This plan will offer an overview of what comes from the division.

Educational Master Plan Workgroup: Action Plan 2015-16: Revise the draft based on feedback; move it through the approval process (ACTPIS, SPEC, Senate)

Summary of Work Done: Educational Master Plan went to and was approved by the Board of Trustees at their March meeting—so next year the committee will need to meet to evaluate, monitor, assess—do this once the implementation plans are all drafted/ in place—next spring 2017, giving the committee the fall to work with program review prioritization and completion of pathways, enrollment management and community engagement implementation plans.

Enrollment Management Workgroup: Action Plan 2015-16: Assess enrollment statistics and develop/ implement the enrollment management plan, including creating a Master Schedule for the college this academic year. Work for 2015-16: Develop more specific action plans for creating the master schedule and other aspects of implementing the enrollment management plan.

Summary of Work Done: Completed schedule—a first pass is underway using the scheduling guidelines. Next phases of the master schedule—putting in specifics on courses, balance in terms of modality, and extending the master schedule to a two year schedule will move forward next year. This next phase should be completed Fall 2016. The Enrollment Management implementation plan is in draft form and is scheduled to be completed by June 30.

Library Support Advisory: 2015-16: Develop strategies for library to support the three pathways Work for this year: This workgroup in addition to work it has already begun should take up a discussion of how library can support the three pathways (and coordinate this with other groups talking about integrated academic support).

Update: This group will be folded into Integrated Academic Support

Standards and Targets—this was handled primarily by IE-LC: 2014-15 Action Plan: Review achievement of initial targets and revise targets, along with goals and strategies, for the RCC Strategic Plan 2014-2019. **Summary of Work Done:** Targets have been set at 1% a year as an institution—this came out of the February Flex day and ongoing conversations. Disciplines will need to establish their own targets as part of program review. **2015-16 Action Plan: Assess student success and completion data with IE-LC: Work for this year:** As program reviews come from divisions, ACTPIS we will need to review plans for meeting targets, assess progress, and offer feedback as needed. This review, monitor, assess function is a task we'll share with IE to look at program reviews and college wide data to see how we are collectively doing in meeting KPIs. This can help frame our conversations about ranking initiatives

Update: No work done this year by ACTPIS—now that program reviews are done, some planning for how to proceed in this area needs to be done.

Program Review 2015-16: Prioritize new academic /pathways/ student success initiatives for 2016-2020 from program reviews. **Work to do this year:** ACTPIS will receive program reviews once they have gone through the discipline then department then division reviews. From these division documents where divisions will have discussed/ prioritized, ACTPIS will evaluate in light of priorities outlined in the Ed Master Plan/ college initiatives. We will need to have a robust conversation about the criteria by which ACTPIS will prioritize

Update/ Summary of Work Done: Hiring--Meeting end of Fall 2015 term—joint recommendation forwarded to Dr. Isaac. A stop gap process to allocate the 8 new positions for this AY. 10 more will be allocated next fall, going through the divisional prioritization process and coming out of program review. However, of those 10, 2 should go to Chemistry and Music respectively—please see the recommendation that came from the joint work of the two Leadership Councils in December 2015. **Review of initiatives, etc:** An outline of the role of ACTPIS and its process for working with program review documents has been drafted and will go to the May ACTPIS meeting; a joint meeting of council faculty co-chairs to coordinate/ collaborate on this process occurred on May 3rd. ACTPIS reviewed and accepted the document at the May 16th meeting.

GE/Assessment Workgroup: 2015-16: There was discussion at SPEC on Sept. 3 about moving this work group under IE—no action plan for ACTPIS related to this work group at the moment

Staff Development Committee/ RDAS-LC and ACTPIS-LC joint committee: 2015-2016 this committee was not convened/ did not begin work as the finalization of the new committee structure wasn't yet fully in place till late spring. However, as more work is done on implementation plans, it is becoming increasingly clear how vital bringing staff development fully into the strategic planning process and integrating their efforts with the requests/ initiatives coming from program reviews and pathways implementation plans is. This needs to be a priority next AY, especially with the large number of new faculty being hired. The initiatives for for faculty development can be collated from program reviews, pathways implementations plans, SSSP and Equity plans, other. Recommendations from this group, which can meet ad hoc / as needed in the fall, can then go to the full LCs (ACTPIS and RDAS)

AB 86 Oversight Committee/ SAS-LC and ACTPIS-LC joint committee: TBD—hasn't been formed yet but is envisioned as part of the new integrated planning structure

Summary of ACTPIS Work 2014-15 and Plans for 2015-16

Pathways Workgroup: 2014-15 Action Plan: Implement the Pathways Initiative; Train faculty advisors to Support Pathways Initiative. **Summary of work done:** This group expanded Jump Start over the summer, discussed and reviewed some specific pathways documents. Work was done on faculty advising through Title V and an English pilot. Pathways as a direction in which the college is moving as a whole, is now well in place. **2015-16:** This will now become three workgroups, one for each pathway. **Action Plans 2015-16: Basic Skills Pathway Workgroup (Student Success Committee):** Develop college remediation strategies/ plan (red box). Fold in work/ input of Alternatives to Placement workgroup, former Pathways Workgroup, Faculty Advising/ Engagement workgroup, and continue to coordinate with SAS for integrated academic support pieces; institutionalize faculty advising; evaluate CCSSE results. **Transfer Pathways Workgroup:** Fold in work/ input of former Pathways Workgroup, Faculty Advising/ Engagement workgroup, and continue to coordinate with SAS for integrated academic support pieces. Develop a concrete charge for this group based on Ed Master Plan and Strategic Plan objectives. Work still needs to be done to take the draft pathways done for the transfer areas, with disciplines reviewing/ fine tuning these. Implementing faculty advising more broadly is still a work in progress. Institutionalize faculty advising; evaluate CCSSE results. Continue to coordinate with SAS/ Equity/ Student Success to develop integrated academic support. **CTE Pathways Workgroup:** Develop a concrete charge for this group based on Ed Master Plan and Strategic Plan objectives. Institutionalize faculty advising; evaluate CCSSE results. Continue to Coordinate with SAS/ Equity/ Student Success to develop integrated academic support

Educational Master Plan Workgroup: Action Plan 2014-15: Revise Educational Master Plan based on ongoing analyses from self-evaluation. **Summary of Work done:** A complete draft of the Ed Master Plan is available on the Strategic Planning website and will go to ACTPIS for a second reading Oct. 15. **Action Plan 2015-16:** Revise the draft based on feedback; move it through the approval process (ACTPIS, SPEC, Senate)

Enrollment Management Workgroup: Action Plan 2014-15: create an enrollment management document with vision/ principles as part of Ed Master Plan. **Summary of work done:** The group completed drafting the document which is now embedded in the Ed Master Plan. **Action Plan 2015-16:** Assess enrollment statistics and develop/ implement the enrollment management plan, including creating a Master Schedule for the college this academic year. **Work for 2015-16:** Develop more specific action plans for creating the master schedule and other aspects of implementing the enrollment management plan.

Student-Faculty Interaction & Faculty Advisors Workgroup: 2014-15: Focus on student-faculty interaction; Faculty Advisors. **Summary of work done:** This group completed work on seeing through a final document outlining roles for faculty advisors in consultation with counseling as well as adding some questions to the CCSSE distributed this past spring. **2015-16:** this work will be embedded in each pathways workgroup

Integrated Academic Support Workgroup: 2014-15: Coordinate efforts with SAS. **Summary of work done:** -15: The main efforts were a joint ACTPIS/SAS council meeting and two retreats in January that brought together the constituent groups: academic and student services to discuss integration. **2015-16:** Continue to work jointly with SAS to assess and improve the Student Success Plan and Student Equity Plan. **Work for this year:** Discuss how best to coordinate our continued collaboration with SAS in these areas though this should happen in the pathways workgroups.

Library Support Advisory: 2014-15: Allocate from the college budget (as part of the BAM) funds to support library materials, human resources, and equipment on an ongoing basis. **Summary of work done:** Steve Brewster updated the action plan and the group has now been re-instated as a permanent advisory group. **2015-16:** Develop strategies for library to support the three pathways **Work for this year:** This workgroup in addition to work it has already begun should take up a discussion of how library can support the three pathways (and coordinate this with other groups talking about integrated academic support).

Standards and Targets—this was handled primarily by IE-LC: 2014-15 Action Plan: Review achievement of initial targets and revise targets, along with goals and strategies, for the RCC Strategic Plan 2014-2019. **Summary of Work Done:** Targets have been set at 1% a year as an institution—this came out of the February Flex day and ongoing conversations. Disciplines will need to establish their own targets as part of program review. **2015-16 Action Plan: Assess student success and completion data with IE-LC: Work for this year:** As program reviews come from divisions, ACTPIS we will need to review plans for meeting targets, assess progress, and offer feedback as needed. This review, monitor, assess function is a task we'll share with IE to look at program reviews and college wide data to see how we are collectively doing in meeting KPIs. This can help frame our conversations about ranking initiatives

Program Review: 2014-15: offer feedback on the revision to program review produced by the IE-LC. IE-LC took the lead on this one. **Summary of work done:** IE-LC produced a draft; ACTPIS was one of the groups that provided feedback. The revised draft is posted. The new process getting all disciplines and other areas of the college on the same cycle of program review. Training has been offered. **2015-16:** Prioritize new academic /pathways/ student success initiatives for 2016-2020 from program reviews. **Work to do this year:**ACTPIS will receive program reviews once they have gone through the discipline then department then division reviews. From these division documents where divisions will have discussed/ prioritized, ACTPIS will evaluate in light of priorities outlined in the Ed Master Plan/ college initiatives. We will need to have a robust conversation about the criteria by which ACTPIS will prioritize

GE/Assessment Workgroup: 2014-15: Explore additional means for assessing student learning in General Education component of degree programs. Hayley, as chair of the Assessment Committee, has taken the lead on all the assessment efforts along with Marc Sanchez. **2015-16:** There was discussion at SPEC on Sept. 3 about moving this work group under IE—no action plan for ACTPIS related to this work group at the moment