

**Resource Development and  
Administrative Services  
Leadership Council**

**Strategic Responsibilities**

1. Develop the college's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources;
2. Develop the college's Facilities Master Plan;
3. Develop the college's Human Resources Plan, including the college's Staff Professional Development Plan (faculty, classified, administrative);
4. Develop the college's Technology Plan; and
5. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan; and
6. Assume responsibility for Accreditation Standard III.

**Operational Responsibilities**

1. Review periodic revenue and expenditure reports for the college;
2. Develop Integrated Action Plans for each academic year;
3. Assess and re-calibrate each year the college's resource metrics and objectives;
4. Make recommendations on Staff Professional Development Plan;
5. Advance the implementation of college goals;
6. Assess each year the college's facilities load ratio metrics;
7. Assess each year the implementation of the college's Technology Plan;
8. Assess each year the college's Human Resources Plan;
9. Assess each year the college's Finance Plan.

**RIVERSIDE CITY COLLEGE**

***Resource Development & Administrative Services Leadership Council***

**April 18, 2019**

**12:50-1:50 p.m.**

**Nursing 183**

**AGENDA**

- |            |   |
|------------|---|
| 12:50 p.m. | Call to Order   |
| 12:55 p.m. | Approval of Agenda  |
| 1:00 p.m.  | Approval of March 21, 2019 Minutes  |
| 1:05 p.m.  | Accreditation Standard III Update   |
| 1:15 p.m.  | ACCJC Annual Report   |
| 1:25 p.m.  | RCC Strategic Planning Report Card  |
| 1:30 p.m.  | Professional Development Plans  |
| 1:35 p.m.  | Committee Reports <ul style="list-style-type: none"><li>• Technology Resources</li><li>• Financial Resources</li><li>• Human Resources</li><li>• Physical Resources</li></ul> |

RIVERSIDE CITY COLLEGE  
Resource Development & Administrative Services Leadership Council (RD&AS LC)  
March 21, 2019  
12:50-1:50 p.m.  
CAK 224

*Chair: Tucker Amidon, Faculty*

*Co-Chair: Chip West, Administrative*

*Co-Chair: Stephen Ashby, Staff*

**Voting Members Present:** Tucker Amidon, Stephen Ashby, Patricia Avila, Amber Casolari, Greta Cohen, Nathaniel Dominguez, Natalie Halsell, Bill Manges, Mehran Mohtasham, Paul O'Connell, Kimberly Reimer, Jackie Robinson, James Rocillo, Patrick Scullin, Leo Truttman, and Chip West.

**Non-Voting Members Present:** Megan Bottoms, Bill Manges

**Call to Order**

The meeting commenced at 12:54 p.m.

**Approval of the Agenda**

Leo motioned approval of the agenda. Paul seconded the motion. Motion carried with one abstention.

**Approval of the February 21, 2019 Minutes**

Amber motioned approval of the February 21, 2019 minutes. James seconded the motion. Motion carried.

**ACCJC Annual Report**

The annual report will be forwarded to this group for review. Committee members are asked to review and provide comments/feedback.

**Internal Report Card**

The goal of the internal report card is to be transparent and demonstrate where the college is performing well or where improvements can be made. Committee members are encouraged to review the report.

**Professional Development Plans**

The draft management professional development plan was reviewed, edited, and approved by the Human Resources committee on March 12, 2019. The goal is to forward all three (classified, faculty, and management) plans forward for approval by EPOC and begin the implementation of those plans. Amber noted that the management plan does not reflect a process for promoting faculty from within. Chip explained this content was once included but it was removed to maintain a focus on management professional development. The intention is as the college moves forward with the professional

development coordinator position that this individual holistically will look at the professional development needs of classified, faculty, and management to create tool cases and resources for individuals to grow. Amber commented it was not clear how the professional development coordinator position is different and complimentary to the faculty development coordinator position and should be better clarified in the plan. Additionally, a review of how the three plans flow into and reflect the goals outlined in the overarching professional development plan should be conducted.

Motion: Amber motioned to forward the management plan for a first reading to the April EPOC meeting with an understanding there will be an annual review of all of the plans. Paul seconded the motion. Motion carried.

### **Technology Plan**

The draft of the Technology Plan was presented and discussed. The plan is split into two parts which include the plan itself and the appendix. The appendix is meant to be discussed and reviewed annually at Technology Resourced Committee. The plan itself is meant to be a guiding policy.

Motion: Amber motioned approval of the Technology Plan with the understanding it will be regularly revisited. Patricia seconded the motion.. Motion carried.

### **Committee Reports**

Technology Resources – Patrick reported on having met with the newly hired consultant who is charged with developing content with a consideration for tone, remembering our audience, and suggestions on content language for the new website. Over the next few months departments will begin to be approached to work with the consultant to begin gathering content for their areas. One challenge to overcome is the need to sort through a large number of documents and determining which should be moved to an intranet environment.

Financial Resources – Amber reported the committee did not meet in March as there is too much in flux at the District and the state Chancellor's office. A new director of Business Services has been hired and will begin employment in April.

Human Resources – As previously discussed, the management plan was reviewed and forwarded.

Physical Resources – Updates were given on Prop 39 spending and the ADA project were given.

The meeting adjourned 1:50pm.

## Draft responses for ACCJC 2019 Annual Report

2. Name of individual preparing report: **Monica Green**

3. Phone number of person preparing report: **951-222-8167**

4. E-mail of person preparing report: [Monica.Green@rcc.edu](mailto:Monica.Green@rcc.edu)

5. Type of Institution: **California Community College**

6. Total unduplicated headcount enrollment

**Fall 2018: 21,247**

**Fall 2017: 20,604**

**Fall 2016: 19,443**

**Fall 2015: 18,957**

**Fall 2014: 18,259**

6a. % change (calculated)

**2016 to 2017 6%**

**2017 to 2018 3%**

6b. If your institution experienced more than a one-year increase (or decrease) of 50% or more, or 40% or more in two consecutive years, please explain:

N/A

7. Total unduplicated headcount enrollment in degree applicable credit courses for

**2017-2018: 29793**

**2016-2017: 29197**

**2015-2016: 27535**

7a. Please list any individual program which has experienced a 50% increase or decrease last year (new question for 2019)

*I'll have to calculate – I'm not sure how to address this. We have some very small programs (really sub-programs of business) that probably fit this. I'm not sure this is what the question intends to ask.*

8. Total unduplicated headcount enrollment in all types of Distance Education

**2017-2018: 15439**

**2016-2017: 14747**

**2015-2016: 13397**

8a. % change (calculated)

8b. If your institution experienced more than a one-year increase (or decrease) of 50% or more, 40% or more in two consecutive years, or 30% or more in three consecutive years, please explain:

9. Do you offer Correspondence Education? **No**

10. List the Graduation Rate per the US Education Department College Scorecard for FY 2017-2018 (new question for 2019)

**FY 2017-2018: 26%**

(Note – CCCCO Scorecard Completion Rate is 41.9% but this asks us for the nationally calculated metric which only includes gradation – not transfer – and that is what question 11 refers to)

11. If your college relies on another source for reporting success metrics, please identify the source (select one). (new question for 2019)

**CCCCO Student Success Metrics dashboard (Scorecard)**

12. What is your Institution-set standard for successful student course completion?

**FY 17/18: 66% (Same as prior years)**

12a. List your stretch goal for successful student course completion (new question for 2019):

**2017-2018: 68%**

**2016-2017: 67%**

**2015-2016: 66%**

12b. List the actual student course completion rate

**2017-2018: 67.1% (from the EMD as of March 12th, 2019)**

**2016-2017: 67.0%**

**2015-2016: 67.2%**

13. List your Institution-Set Standard (floor) for the number of certificates awarded:

**Set Standard 447**

13a. List your stretch goal (aspirational) for the number of certificates awarded:

**Set goal for 2017-2018 based on 20% increase from 2016-2017. So...it is 514 for 2017-2018.**

13b. List actual number of certificates awarded:

**2017-2018: 489**

**2016-2017: 428**

**2015-2016: 376**

14. List your Institution-Set Standard (floor) for number of degrees awarded

Institution Set Standards for Degrees

**Set Standard 1,179**

14a. List your stretch goal (aspirational) for the number of certificates awarded:

**Set goal for 2017-2018 based on 20% increase from 2016-2017. So...it is 2537 for 2017-2018.**

14b. List actual number of degrees awarded:

**2017-2018: 2656**

**2016-2017: 2114**

**2015-2016: 1856**

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

**No**

16: List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:

**Set Standard 1702**

16a. List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:

**2017-2018: 2399**

16b. List actual number of the number of students who transfer to a 4-year college/university:

**2017-2018: 2126**

**2016-2017: 1999**

**2015-2016: 2230**

17. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code - 4 digits (##. ##)	Examina tion State /national /other	Institutio n set standard (%)	Pass Rate		
				15/16	16/17	17/18 (%)
Registered Nursing	511601 and is now 51.38	state	[85]	95.5	96.2	94.3
LVN	511613 and is now 51.39	state	[85]	100.0	95.0	86.0
Cosmetology	120401	State	[ 80]	100.0	100.0	100.0

18. Job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code - 4 digits (##. ##)	Institution set standard (%)	Job Placement Rate		
			15/16	16/17	17/18 (%)
Registered Nursing	511601	90	98.0	92.0	94.0
LVN	511613	[60]	68.0	65.0	65.0
Cosmetology	120401	80	96.0	89.0	89.0

19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

**Prior to this year, the colleges used a narrowly-defined transfer volume metric to track and report transfers for the college. The metric was narrowly defined as the number of RCC students who initially enrolled as first-time freshmen and transferred immediately to a four year college or university. To be included in this metric, an RCC student must have:**

- 1. Enrolled at RCC as a first-time freshmen;**

- 2. Completed at least 12 units within the District; and**
- 3. Enrolled at a four year college or university within 6 months of leaving RCC.**
- 4. Within the District, the “home” college is assigned based on where the majority of credits were earned (RCC, MVC, or NC) even if a student self-selected another of the District’s colleges to be their “home” college.**
- 5. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.**

**Beginning in 2019, in an attempt to better align with the State Vision for Success metrics, the college revised this metric to include all students enrolled at RCC in 2017-2018, not enrolled at RCC in Fall 2018, completed at least 12 units at RCCD, and confirmed enrolled in a Four Year College or University via the National Student Clearinghouse match in 2018. This match is based on First Name, Middle Initial, Last Name, and Birthdate.**

**The college revised their reported numbers for actual transfer (16b) for 2015-2016 and 2016-2017 to match those on the Student Success dashboard.**



# Strategic Planning Report Card

## March 2019

### Overview

Riverside City College formally committed to using the Guided Pathways framework in spring 2017 with the application to the California Guided Pathways Project. This project built on work the college had already begun, restructuring itself around a pathways model. The Guided Pathways framework is informing discipline and department planning and initiatives designed to increase student success. Guided Pathways is aligned with the college's Educational Master Plan and the 2015-2020 Strategic Plan, improving student success and completion, closing equity gaps and ultimately increasing students' economic mobility. While the Guided Pathways framework is a national model, RCC's work on pathways has been evolving since as 2013. Adding another layer, the state Chancellor's Office has recently released its *Vision for Success* which establishes clear goals for improvement system-wide. During winter 2019, strategic planning leadership engaged college stakeholders in a discussion about how existing initiatives and metrics align with the *Vision* and its goals.

This Strategic Planning Report Card includes the status of Riverside City College's planning efforts and progress through 2018. The Key Performance Indicators (KPI's) included provide a baseline to gauge the college's progress in achieving its strategic goals focused on student success and completion. While this document contains select statistics, the Office of Institutional Effectiveness has produced a number of additional metrics which can be used at the department and discipline levels. These reports are available in Nuventive Improve's document repository.

The information in this report card can be used to help inform the college's Guided Pathways work, accreditation, and the upcoming strategic planning cycle. In addition to this report, the college's leadership team is planning to present an overview of the college's 2015-2020 Strategic Plan progress to groups including the Academic Senate, ASRCC, CSEA, DLC, PLT, EPOC and the other Leadership Councils, and the Equity Committee. The presentation will include not only an overview of our progress, but an opportunity to discuss next steps guided by questions including:

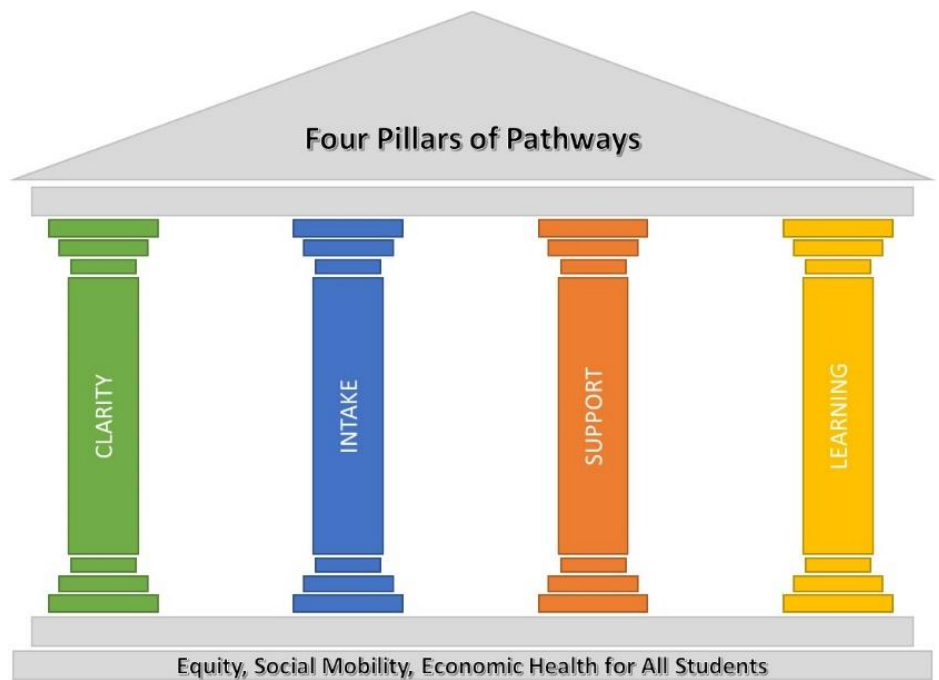
- What does the information in this report mean to you?
- What did you learn about the college?
- What questions still need to be answered?
- What are you proud of?
- Where should our priorities be for the next 1, 3, and 5 years?
- What do you need to support your work?



## Guided Pathways

One important part of sustaining the changes needed to fully implement Guided Pathways is revising the college's structure. The college is reorganizing how academic support is delivered, revising the onboarding process, and moving to a caseload model for counseling. Designing "with the end in mind" is a key aspect of Guided Pathways. Supporting this effort, the college appointed a Guided Pathways Coordinator in summer 2018. During fall 2018 term, the coordinator worked with departments to finalize program maps. The college is also improving the students' intake process including implementing two-term registration beginning in winter 2019.

As the college more completely transforms into a *Guided Pathways* institution, "clarifying the path" for students' educational goals is critical. Therefore, in spring 2018, college faculty collaborated across disciplines and created the first drafts of the college's program maps. These first drafts focused mainly on course-taking recommendations and established initial information about co-curricular milestones and career choices. In fall 2018, faculty regrouped to refine the program maps including finalizing milestones and career information. The work was divided into three phases:



### Phase 1

- Focused on completing the maps guiding students toward completion of ADTs (19 maps) and popular transfer pathways (5 maps).
- Attention in Phase 1 was focused on pathways to the California State University system.
- As part of Phase 1 in fall 2018, program maps for three of the college's most popular transfer pathways were completed, published to the college website, and utilized in a pilot of the EduNav system for 19WIN/19SPR registration.
- In addition, the information required for 15 more maps was completed by faculty and it is anticipated that the final templates for these maps will be finished and released for use by the end of March 2019, bringing the total of available program maps to 18.
- The remaining incomplete six maps, have been moved to Phase 2.

### Phase 2

- Includes the six aforementioned (CSU-transfer) maps, three ADT (for CSU-transfer) maps not yet addressed, and the completion of 21 ADT maps appropriate for UC transfer.
- Where appropriate, program maps for both CSU and UC will be combined.

- The CSU/UC transfer-focused maps for two ADTs currently in curriculum development are part of phase 2. These maps will be completed for release by the end of spring 2019; an additional 34 program maps.
- **By the end of spring 2019 Riverside City College is poised to have 52 program maps released for student use.**

### Phase 3

- The college will focus on the collection and publication of the numerous CTE program maps that are already developed and in use.
- Any remaining ADT or popular transfer pathways will be identified and program maps developed.

## Student Equity

At Riverside City College the Student Equity Committee has focused on the implementation of its 2017-2019 goals and the institutionalization of campus-wide practices of cultural proficiency and equity-mindedness.

Our recently adopted mission statement is:

*The Riverside City College Student Equity Committee strives to promote a just, fair and inclusive equity-minded college community. Through strategic planning, with the development and implementation of inclusive race-equity policies and practices and by promoting the use of learner-centered pedagogies in the classroom, the Student Equity Committee models the reflective practice of cultural proficiency for the purpose of eliminating systemic barriers and to challenge student-deficit thinking and practices. We value and support each student in the successful attainment of their academic, career and personal development goals.*

With students and the policies and practices of the institution at the center of inquiry, the seven goals of this mission are:

1. Understand student capacity and learn the root causes of inequitable student achievement outcomes.
2. Acknowledge and understand the root causes of systemic barriers to student engagement and achievement; and then dismantle them for equitable student outcomes.
3. Support institution-wide organizational and professional development programs and services in support of internal capacity building in order to reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.
4. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.
5. Facilitate ongoing engagement on the topics that result in the creation of a district-wide and college-based race equity culture. Provide opportunities that cultivate faculty-student-staff interactions which develop skills and understanding of the positive outcomes of an inclusive, culturally proficient, just and respectful environment for learning.
6. Integrate and embed student equity outcomes goals in district and college strategic planning documents.

7. Operationalize student equity goals (for closing achievement gaps) with the expectation 1) of campus-wide improved interpersonal contact with students; 2) that each strategy is targeted and intentional for a specific outcome; and 3) that there is continuous monitoring, evaluation and assessment of policies, practices, programs, strategies to ensure reduction of systemic inequities.

The RCC Student Equity Committee has focused this past year on developing its core mission for which the members of the committee can now advocate across the institution. The mission will direct the work of the committee, especially with respect to accountability for fostering an equity-minded college culture through culturally proficient policies and practices.

- The committee spent several meetings in the fall 2018 undergoing a visioning process for the work and role of the committee. Out of this came a working mission and goals. The mission statement was adopted at the Student Equity Meeting of March 8, 2019.
- January and February 2019 – Student Equity Plan Writing Task Force – meets to prepare draft working document of 2020 Student Equity Plan. The Task Force spent several weeks incorporating the work of our visioning process and the strategic data goals of the college Vision for Success into the new Student Equity Plan Template.
- In May 2018, the faculty chair of the Student Equity Committee coordinated with the Director of Student Equity at Chaffey College to convene quarterly meetings of Region IX Student Equity Coordinators. The first meeting was hosted by Chaffey College, followed subsequently by Riverside City College, Victor Valley College and College of the Desert. These meetings have been beneficial for information sharing and networking for the student equity leads throughout the region.
- January 2018, the leads of the Student Equity Committee joined the Riverside Unified School District Student Equity Task Force. This group met throughout the year to engage in discussion and as an advisory committee to RUSD for the creation and implementation of its own Student Equity Plan. The Task Force continues to meet on a quarterly basis.

In March 2017, the Student Equity Committee arranged for the RP group to facilitate focus groups of males from four target student equity groups: Latinx, African American, Pacific Islander and Native American to gather their thoughts about their experiences as male students of color at RCC. Two of the six key findings were that the college: 1) should foster social connections among students and 2) that the college should regularly capture student feedback that can be used to inform and modify processes, practices, and policies throughout the institution. The questions and challenges that arose from the students' response to focus group questions resulted in a commitment to more support for faculty and staff professional development for addressing and understanding the challenges and barriers that contribute to persistent achievement gaps among our students.

- Trainings: In 2017-18 and 2018-19, the Student Equity Committee focused primarily on providing training and conference or workshop opportunities for teams of faculty from the same department or discipline to learn together in order to more cohesively implement new strategies for addressing student equity outcomes in their departments.

- September 2017, a team of faculty, staff and administrators attended the Institute on Equity in Faculty Hiring by the University of Southern California Center for Urban Education. Faculty, working together with staff professionals from human resources, returned to campus with new language to utilize in job postings in order to attract a more diverse pool of applicants.
- September 2017: Champions for Change II – the second cohort of faculty and staff was trained in Cultural Proficiency practices.
- September 2017: Elevating Equity for Social Mobility – Attendees college president, vice president of planning and development, staff from programs for Foster youth, several life science faculty and the chair of the Student Equity Committee attended this summit put on by the Community College League of California. The summit features presentations that identify state and system-wide issues and initiatives that support social mobility by focusing on equitable outcomes.
- September-November, 2017: Black Minds Matter – the Student Equity Committee hosted the six week webinar from San Diego State University and provided handouts and facilitated discussion with campus colleagues.
- March 2018: American Association of Colleges and Universities Equity and Diversity Conference, San Diego was attended by Humanities and Behavioral Sciences Faculty, Promise Peer Mentors, and educational advisor and the LHSS Dean of Instruction. These teams came back with the goal to agendize Student Equity data in their respective department meetings; promote equity-minded pedagogy and make changes to curriculum based on strategies learned at the conference.
- April 2018: The Student Equity Committee sent a group of faculty to attend the IEPI workshop titled, Leading the Nation: Building Excellence for California’s Incarcerated and Formerly Incarcerated College Students.
- May 2018, Dean of LHSS and Dean of Counseling, Library and Academic Support attended the National Conference on Race and Ethnicity in New Orleans, LA. This pair assessed the value of the conference for college-wide participation of faculty and students. Recommendation is to support a large cohort to attend the 2019 conference which will be held in Portland.
- June 2018, a team of faculty from the library, CTE, humanities and social sciences, and the respective deans from these areas attended the USC Center for Urban Education Equity in Pedagogy Institute. One of the most significant strategies learned at this conference was that the language of the course syllabus matters and that minor tweaks to wording can have a big impact on equity outcomes. One of the attendees at this conference in turn led a workshop session on Constructing Equity in the Course Syllabus at the fall retreat for the Division of Languages, Humanities and Social Sciences. The dean of LHSS and the Student Equity Chair are planning to bring one of the speakers from this conference to do a joint training with LHSS and STEM faculty at a fall 2019 retreat.

- In October 2018, the three RCCD colleges collectively held the first of a pair of Student Equity Summits led by facilitators, Dr. Luke Wood and Dr. Frank Harris of the Community College Equity Assessment Lab at California State University, San Diego. The second is scheduled for March 15, 2019. Over 100 faculty, staff and administrators including two of the college presidents, many deans and directors of student service programs, counselors, educational advisors attended this event. Three male equity students were highlighted as they introduced each of the day's sessions.
- February 2019 - IEPI Training: A team of faculty, staff and administrators attended the Diversity in Faculty Hiring Training in Los Angeles. Much like those who attended the CUE training in September 2017, this group has made a commitment to being advocates for implementing equity-minded practices in all phases of hiring from job recruitment, to application screening to interviewing in order to create a diverse faculty and staff that will best serve our students' diverse needs and capacities in the coming decades. A delegation of this group met with the RCC President's Leadership Team in March to report on what they gained from this training.
- March 2019: An ad hoc committee of the Student Equity Plan Task force will attend the USC CUE Student Equity Plan Institute for training on how to take our drafts and finalize a Student Equity Plan in alignment with the new Student Equity Plan Template, our own college Strategic Plan and the California Community College Vision for Success.

Moving forward, the Student Equity Committee will develop strategies and activities based on best practices and relevant pedagogical tools for addressing inequities that prevent students from graduating and transferring in a timely manner, with a competitive GPA and within a reasonable range of transferrable units.

## College Goal 1: Student Success

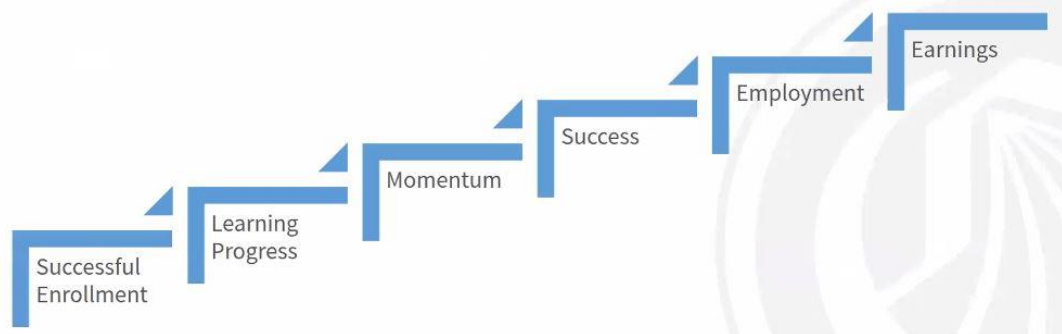
1. Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status.
2. Consistently use data to make decisions and to understand and support evolving student needs.

Work began in January 2019 to align the metrics RCC has been consistently tracking and using with the state's *Vision for Success* Goals. These goals include metrics designed to help colleges track students' academic progress.

RCC's progress on student success is measured through initial enrollment, at the course level, at momentum points designed to track students' progress through their first year of coursework, and through completion metrics including the

## Metrics Focus on Six Progression Steps

awarding of degrees, certificates, successful transfer, and employment. These metrics are disaggregated by each of the equity indicators (gender, race/ethnicity, military veterans, students with disabilities, low-income



students, and foster youth). Beginning fall 2018, student progress metrics have been added to help better understand the student experience within the Guided Pathways framework.

### Successful Course Completion

RCC's current institutional "Set Standard" for successful course completion (course success) is 66%. The college has established institutional goals of improving course success at 1% per year. The improvements developed in each discipline's Program Review and Plan (PRaP) should help improve overall student progress and success rates for the college as a whole. It is also important that each discipline reviews its disaggregated course success data to identify specific student populations needing additional attention and support.

Figure 1 shows RCC's course success rate for the last three years disaggregated by equity categories as well as by teaching methods. This table indicates that while there have been some modest gain, equity gaps still remain and success rates remain static. As the college community continues working to address and decrease equity gaps, central to this endeavor will be an inquiry-based approach that facilitates on-going conversations about services changes to pedagogy that will help the college address and close these gaps. The college's Director of Institutional Research is scheduled to be hired in spring 2019. The person filling this position will have a specific charge of helping facilitate this data-informed, inquiry-based approach.

Figure 1: Average Course Success Rates Disaggregated

		Institution Set Standard				3 Year Average	
			2017-2018	2016-2017	2015-2016		
<b>Course Completion Rate</b>	<b>Overall</b>	66%	66.9%	67.3%	67.2%	67.1%	
	<b>Race / Ethnicity</b>	Amer Indian / Alaska Native	66%	71.1%	64.2%	65.3%	66.9%
		Asian	66%	75.6%	75.4%	74.5%	75.2%
		Black / African American	66%	60.4%	59.6%	59.0%	59.7%
		Hispanic	66%	64.2%	65.0%	65.2%	64.8%
		International*	66%	82.0%	82.6%	81.3%	82.0%
		Native Hawaiian / Pac Islander	66%	69.3%	63.4%	64.1%	65.6%
		Other / Declined	66%	69.2%	70.2%	63.0%	67.5%
		Two or More	66%	68.2%	67.1%	65.6%	67.0%
	<b>Other Equity Groups</b>	White	66%	73.3%	73.1%	72.8%	73.1%
		Female	66%	67.3%	67.8%	67.5%	67.5%
		Male	66%	66.4%	66.6%	66.9%	66.6%
		Other	66%	71.0%	67.9%	66.4%	68.4%
		Veteran	66%	66.8%	68.6%	68.3%	67.9%
		Not Veteran	66%	66.9%	67.3%	67.2%	67.1%
		Foster Youth	66%	54.5%	52.9%	57.3%	54.9%
		Not Foster Youth	66%	67.2%	67.6%	67.4%	67.4%
		Disability	66%	67.1%	67.4%	66.7%	67.0%
		No Disability	66%	66.9%	67.3%	67.2%	67.2%
			Institution Set Standard				3 Year Average
<b>Teaching</b>	Face-To-Face	66%	66.8%	68.1%	67.8%	67.6%	
	Hybrid	66%	61.7%	62.0%	63.4%	62.4%	
	Online	66%	62.6%	59.4%	59.5%	60.5%	
	FT	66%	67.0%	67.8%	67.5%	67.4%	
	PT	66%	64.1%	64.9%	65.4%	64.8%	

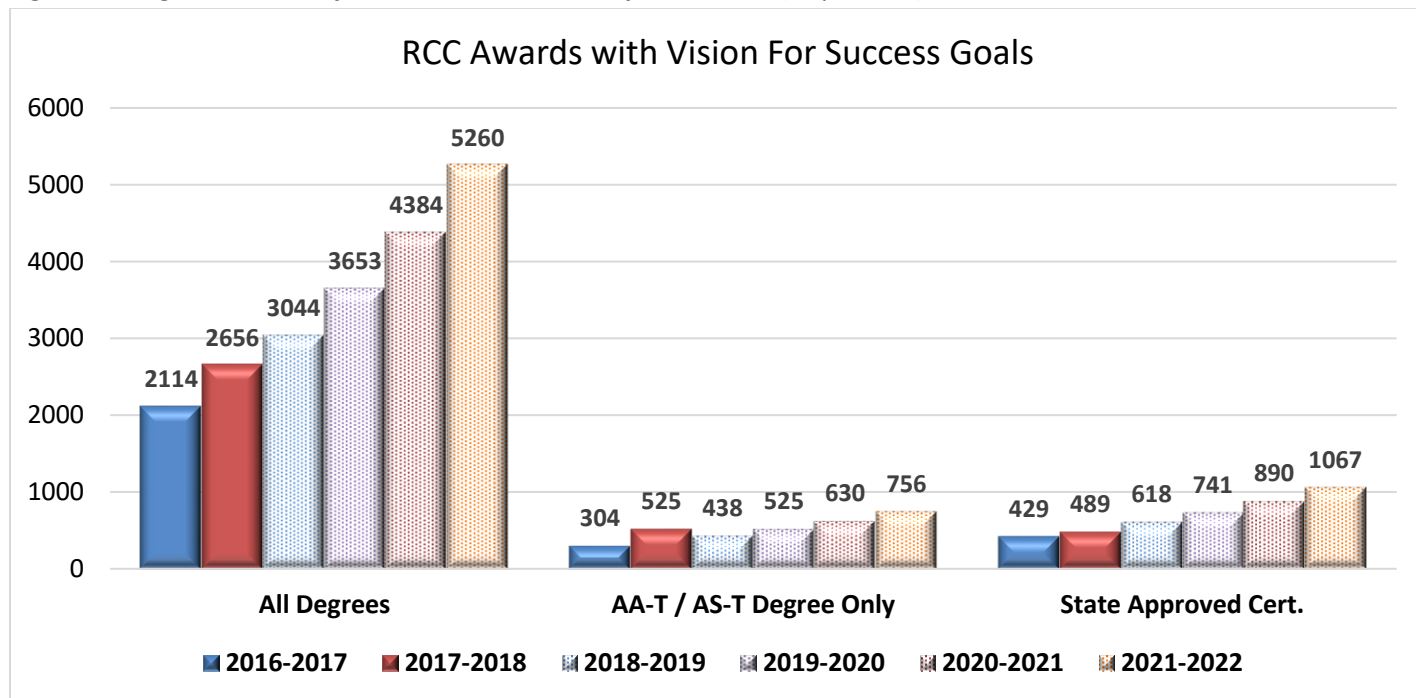
Source: MIS SX file for course success; MIS ST, SG, SD for student equity categories; EMD for Teaching Methods

### Completion: Degrees and Certificates Awarded

Figure 2 shows the total number of degrees and state-approved certificates awarded over the last 2 years and the *Vision for Success* goals for the awards. These yearly goals are a 20% year-over-year increase from the 2016-2017 baseline. The metric is a total award count – not a unique student count. It is common for students to receive multiple degrees and/or certificates. Thus, the unique count of student graduates will be less than the total degrees and certificates awarded. These goals are based on the data available from MIS at the time of this report. It is possible that these metrics might shift somewhat as the state’s metrics are finalized.

In 2017-2018, the college began automatically awarding degrees and certificates. The college initiated an automatic awarding policy after investigating student completion patterns. A team including counselors and admissions and records personnel discovered students commonly complete all of the necessary requirements for a degree or certificate but do not formally apply for the award. The need to apply was an RCC institutional policy that created a barrier to completion for students. Conferring awards automatically removes this barrier and will increase the number of students who are recognized as successfully completing a program. The college anticipates that in 2018-2019, there will be a significant increase in awards related to this automatic awarding initiative. The magnitude of the increase in awards will be temporary as the college works through the backlog of awards.

Figure 2: Degrees and Certificates Awarded and Projected Goals (Duplicated)



Source: MIS SP File

### Completion: Transfer Volume Cohort

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

1. Enrolled at RCC as a first-time freshmen;
2. Completed at least 12 units within the District; and
3. Enrolled at a four year college or university within 6 months of leaving RCC.



- Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

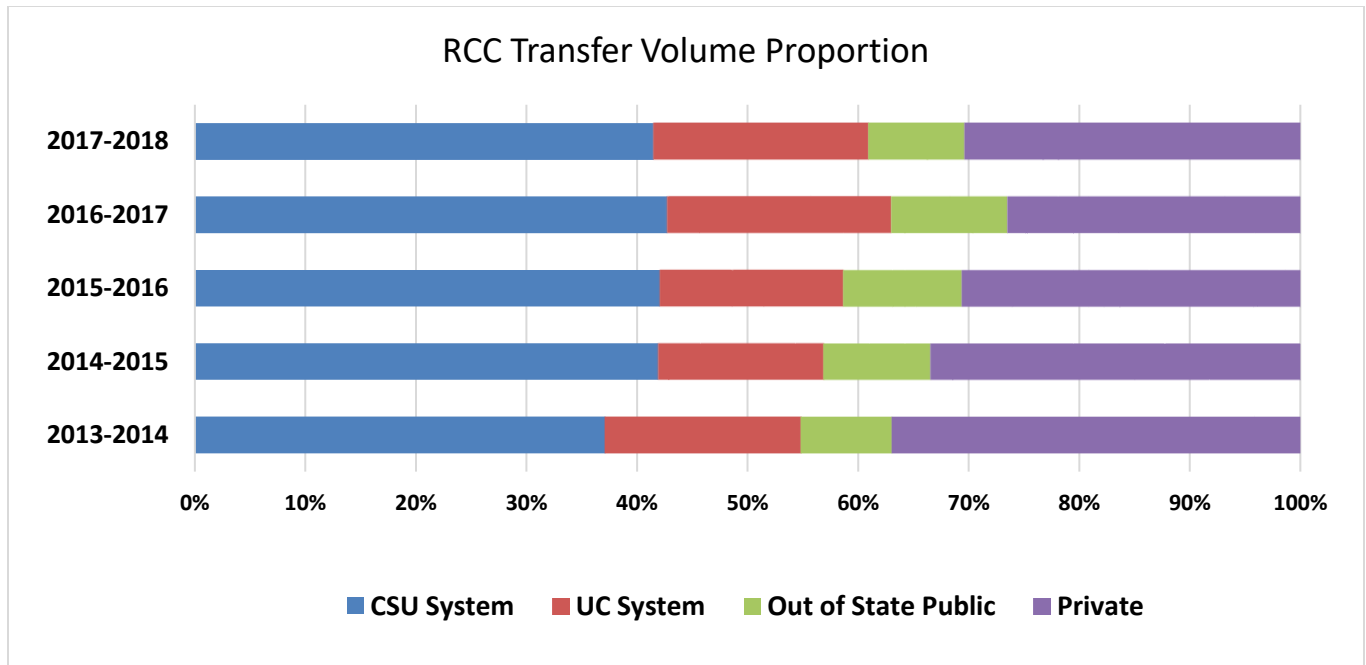
While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations are CSU San Bernardino, UC Riverside, California Baptist University, CSU Fullerton, and California Polytechnic University Pomona.

Figure 3: Transfer Volume Cohorts by Transfer School Type

Transfer System	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
CSU System	525	588	653	587	649
UC System	251	210	257	278	304
Out of State Public	116	135	166	144	136
Private	522	469	475	364	475
<b>Total</b>	<b>1414</b>	<b>1402</b>	<b>1551</b>	<b>1373</b>	<b>1564</b>

Source: National Student Clearinghouse

Figure 4: Transfer Volume Cohorts by Proportion



Source: National Student Clearinghouse

### Completion: College Scorecard Cohorts

The state's Student Success Scorecard Cohort is a long-term KPI used to track student completion over a 6-year period. Student cohorts are defined by the California Community College Chancellor's Office:

- Initially enrolled in a fall term as first-time students;

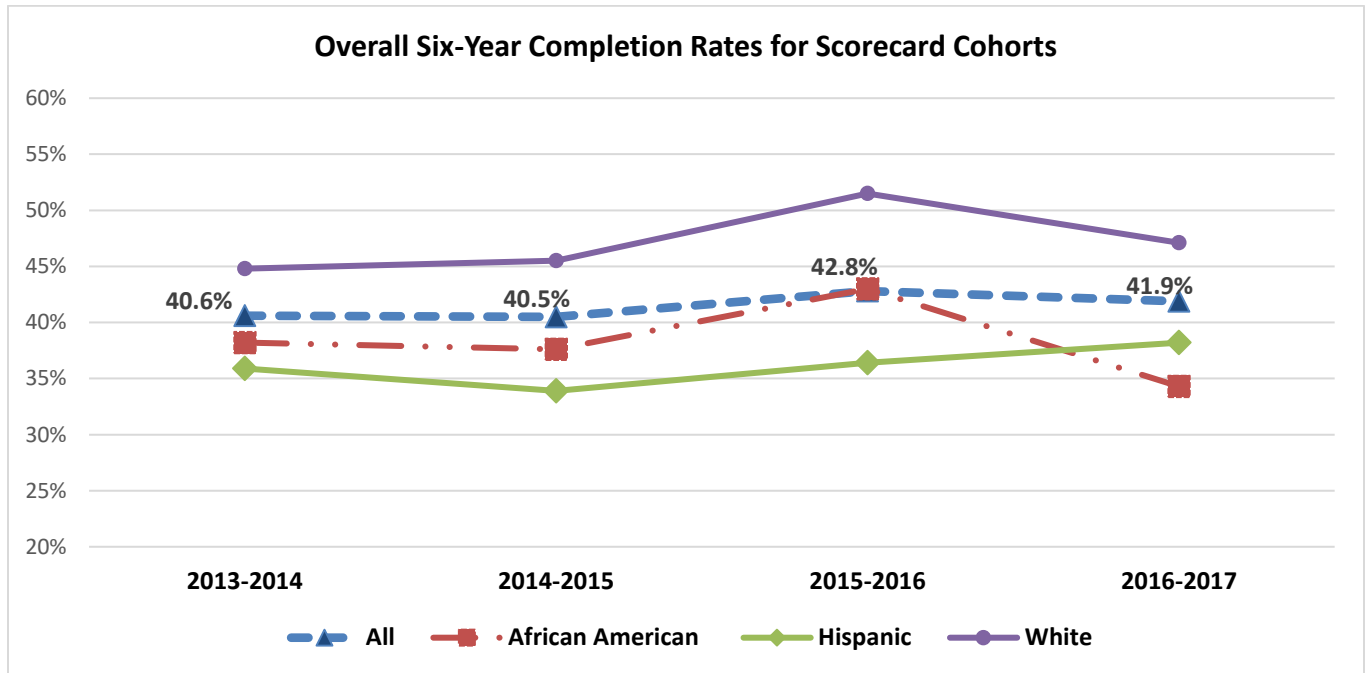
2. Earned at least 6 units in the California Community College system; and
3. Attempted at least one math or English course in the first three years of their enrollment.

Using this cohort model, completion includes one of four outcomes:

1. Earning an AA / AS
2. Earning a Chancellor’s Office approved Credit Certificate
3. Transferring to a four-year institution
4. Achieving “Transfer Prepared” status – successfully completing 60 UC/CSU transferrable units with a GPA  $\geq$  2.0

In the last several years, the Student Success Cohort 6-year completion rates have remained remarkably consistent at around 40%. As the college continues implementing Guided Pathways and AB 705, the completion rate is expected to increase while the time to completion for students will decrease.

Figure 5: Student Success Scorecard Cohort Completion Rate (6 years) by the year the cohort first enrolled at RCC



Source: Datamart Scorecard

## Completion: Time to Completion

Understanding – and reducing – students’ time to completion is a goal of Guided Pathways. Figure 7 shows the completion rates along with average and median years to completion for four cohorts for the students who have already completed. While the average does decrease, there are a significant number of students still enrolled at RCC for the last two cohorts. As these students complete their programs of study, the gap between the cohorts’ time to completion will disappear.

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

Figure 6: Unit Accumulation for RCC Associate Degree Earners by Year of Graduation

Initial Enrollment Year	% Completed	Average Years to Completion	Median Years to Completion	% Enrolled Fall 2018	# of Years from initial enrollment
2012-2013	39.7%	3.98	4	7.5%	7
2013-2014	35.3%	3.09	3	10.4%	6
2014-2015	34.9%	2.82	3	14.8%	5
2015-2016	31.4%	2.10	2	22.0%	4

Source: MIS ST file and SP file with National Student Clearinghouse

### Completion: Unit Accumulation

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

Figure 7: Unit Accumulation for RCC Associate Degree Earners by Year of Graduation

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

Source: Launchboard and MIS ST file

### CTE Education Rate and Skills Builder

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

Students included in the CTE Education Rate completed more than 8 units in courses classified as CTE in a single discipline and completed a degree, certificate, and/or transferred in a 6-year period. Figure 6 has RCC's CTE Education Rate over the last 5 years; the rate has increased 8% during this time period.

As part of the *Vision for Success*, the college has established Workforce Goals in Figure 9. It is possible that these metrics might shift somewhat as the state's metrics are finalized.

Figure 8: CTE Education Rate (6 years) by year the cohort first enrolled at RCC

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

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

## College Goal 2: Student Access

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

### Intake / Onboarding

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

In alignment with Guided Pathways and AB705, RCC changed the onboarding process. Current applicants provide their high school GPA and English/math class information on CCCApply, and through this information, they are placed into college level English and math courses with suggested corequisite courses. After the students complete their online orientation an abbreviated educational plan is prepared for them by an educational advisor. Students are then able to register for classes. Previously, students had to complete the following steps: apply, complete orientation, complete an assessment test, request an abbreviated educational plan, and then register. Now students simply complete an application and orientation and they are able to register, while the rest of the work is completed by RCC behind the scenes. This enables greater access to students as the process is more streamlined.

In November 2018, students were able to register for two terms at once (winter and spring) and in May, students will be able to register for summer and fall at the same time. This enables students to better plan their lives around their classes, and also helps RCC to be more prepared to make schedule adjustments based on waitlists and class fill rates, as students are registering for the major terms earlier than ever.

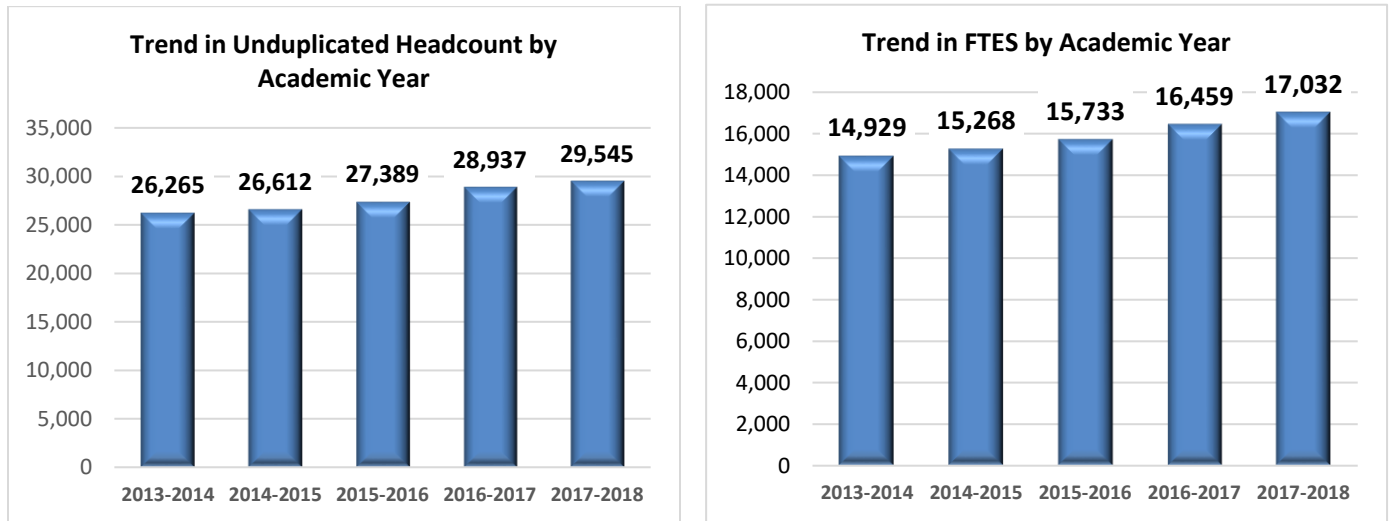
Outreach continues to provide greater access to students in our local high schools by offering all steps of the matriculation process at the high schools. This includes application workshops, orientation, financial aid completion workshops, mobile welcome centers, and because of the dual term registration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

With the implementation of AB 705, the college has phased out the use of testing for assessment and placement, and students are being placed based on their high school course work and overall GPA. A team of faculty has been working to provide support and guidance as students increasingly enroll in transfer-level math and transfer-level English during their first year of college. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for ENG-1A, MAT-12, MAT-25, MAT-5 and MAT-36.

## Enrollment, FTES, and Faculty

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

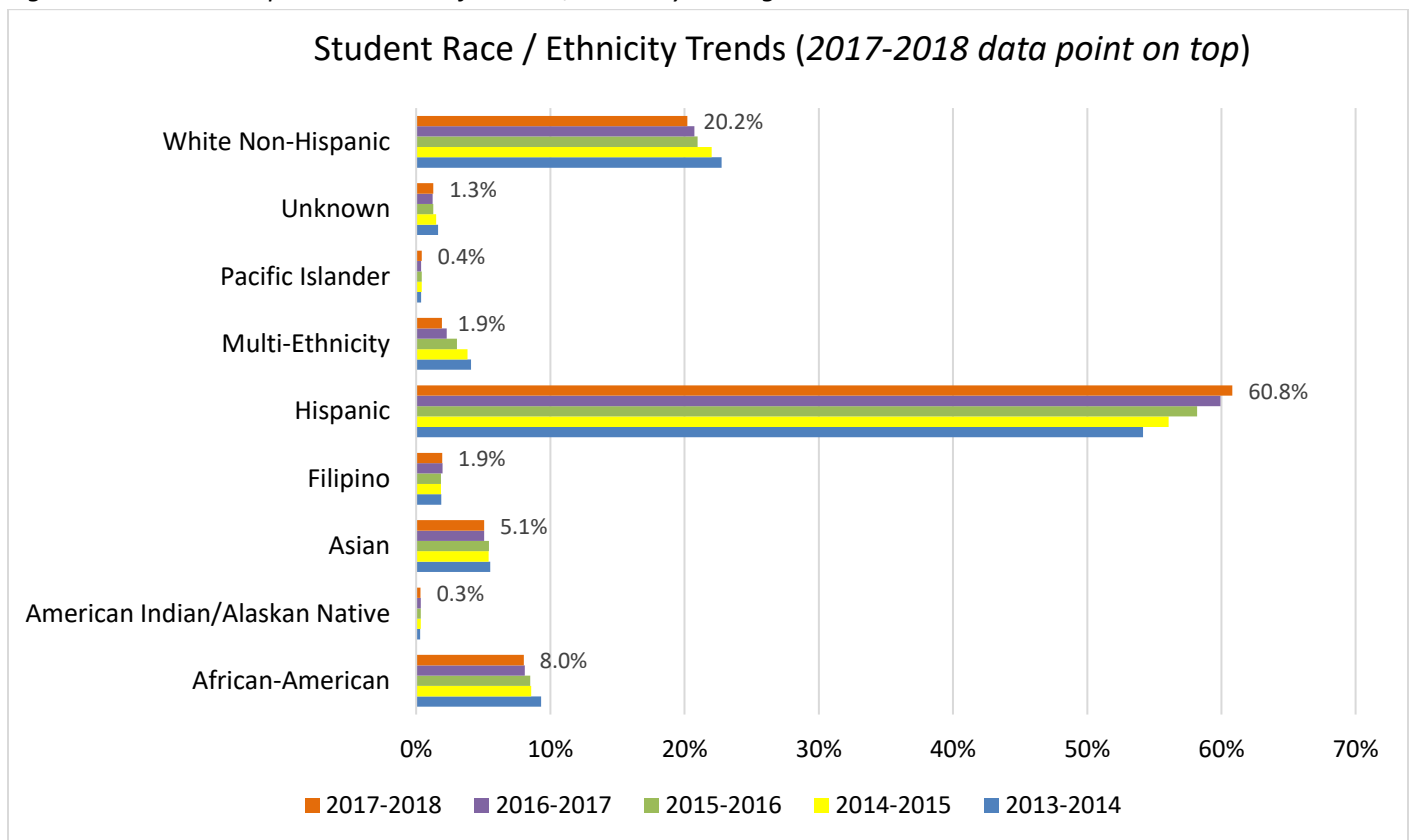
Figure 9: Total Headcount and FTES (Final Total from EMD)



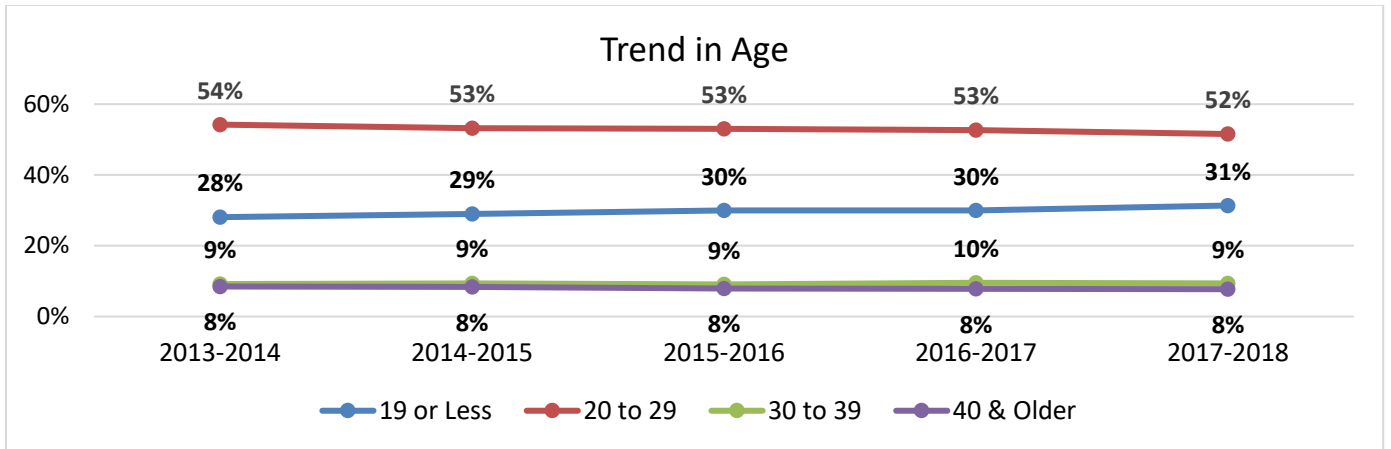
Source: CCCC Datamart and Enrollment Management Dashboard

RCC’s student demographics have changed slightly over the past few years. The trends include an increase in Hispanic students and a very slight increase in the proportion of students who are traditional college-going age (younger than 24 years old).

Figure 10: Student Population Trends for Race / Ethnicity and Age



Source: CCCC Datamart



The college's percentage of students enrolled as full-time (12 units or more during a term) has been fairly static over the past several years. As the college continues to provide increased support through programs such as the College Promise, the percentage of students enrolled in 12 units or more per semester should increase.

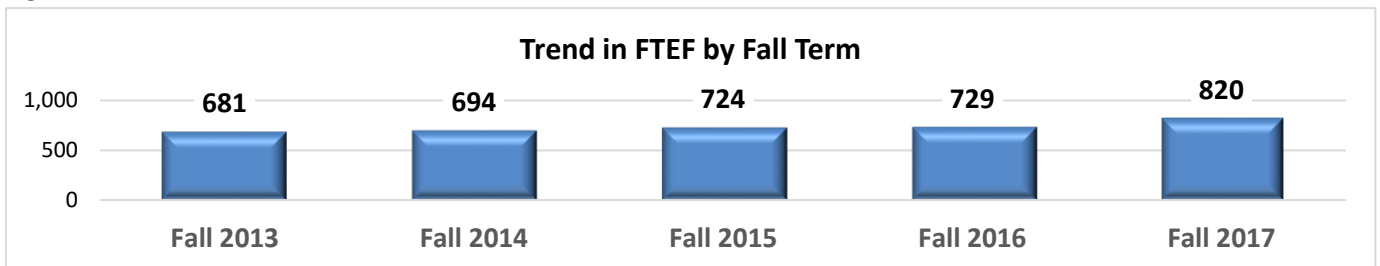
Figure 11: Student Enrollment by units

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
% Full-Time	28.2%	26.3%	28.0%	25.3%	28.6%	27.3%

Source: CCCCO Datamart

Supporting student growth, RCC's faculty have also grown over the same time period as have the percentage of sections taught by full-time faculty.

Figure 12: Total FTEF



Source: CCCCO Datamart

Figure 13: Percentage Taught by full-time faculty (Primary Sections)

Faculty Type	2014-2015	2015-2016	2016-2017	2017-2018
FT "C" Load	1,049	1,083	1,105	1,162
PT "P" Load	1,228	1,242	1,240	1,249
"O" Overload	481	499	544	582
<b>Total</b>	<b>2,758</b>	<b>2,824</b>	<b>2,889</b>	<b>2,993</b>
<b>% FT + Overload</b>	<b>55.5%</b>	<b>56.0%</b>	<b>57.1%</b>	<b>58.3%</b>

Source: EMD

## Momentum Points: A Student's First Year Experience

### Transfer-Level Completion Rate

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

Figure 14: 1<sup>st</sup> Year Momentum Points

<b>Transferrable Math and English Completion</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Transfer-Level Math	7%	9%	7%
Transfer-Level English	13%	16%	15%
Both	3%	5%	4%

Source: CalPassPlus Launchboard

With the implementation of AB 705, a larger number of students are placing and enrolling in transfer-level courses. As these students progress, the college anticipates that the transferrable math and English completion metrics will increase. The Office of Institutional Effectiveness will continue to track these metrics including enrollment in transfer-level courses as well as results disaggregated by equity categories.

The college is also tracking additional momentum points for students' first year experience including:

- Average Number of Credits Attempted in Year One
- Average Number of Degree-Applicable Credits Attempted in the Year One
- Persisted from Term 1 to Term 2
- Successfully Earned 6+ College Credits in First Term
- Successfully Earned 12+ College Credits in First Term
- Successfully Earned 15+ College Credits in First Term
- Attempted 15+ Credits in the First Term
- Successfully Earned 15+ College Credits in Year One
- Successfully Earned 24+ College Credits in Year One
- Successfully Earned 30+ College Credits in Year One
- Attempted 30+ Credits in Year One

These metrics are available on the Guided Pathways Launchboard which can be reached from the Launchboard Home Page: <https://www.calpassplus.org/Launchboard/Home.aspx>.



## Integrated Student Support

Counselors, educational advisors, faculty and peer mentors are being trained to work together as Integrated Support Teams for student equity using a caseload model that clusters students along discipline, departmental and/or program lines or according to a student’s participation in a campus equity program. When the college makes this intentional outreach its mission, then all of the administrators, faculty, and staff become responsible for students’ successful completion of their educational goals.

One student support metric the college has established is that every first-time freshmen completes a Comprehensive Student Educational Plan (SEP) within their first year of enrollment. Figure 16 shows the status of these plans.

Figure 15: Student Educational Plan for First-Time Freshmen by Start Term

Units by Start Term	Total	% Completed Comprehensive	% Completed Comp and / or Abbreviated
<b>More than 15 Units Completed</b>			
15FAL	1,610	69.8%	94.5%
16FAL	1,774	80.5%	96.6%
17FAL	1,552	74.3%	93.8%
<b>Less than 15 Units Completed</b>			
15FAL	551	37.0%	74.4%
16FAL	1,101	48.1%	84.2%
17FAL	3,072	32.6%	73.9%
<b>Not Enrolled 2017-2018</b>			
15FAL	2,267	37.3%	72.2%
16FAL	1,480	27.6%	69.0%
<b>Total</b>	<b>13,407</b>	<b>49.9%</b>	<b>81.7%</b>

Source: MIS SS Files

## Student Services

Student Services offers several programs designed to assist RCC’s students with their academic goals. Many of these programs work with historically underserved populations including EOPS, CARE, CalWORKs, TRiO Classic, TRiO for Veterans, TRiO for Disabled Students, the Disability Resource Center, Ujima, La Casa, Guardian Scholars, College Connection, Foster Kinship Care, Upward Bound for Jurupa HS, Upward Bound for Rubidoux HS, and RCC’s Student Activities.

A specific focus of RCC’s Fall 2015 Student Equity Plan was enhancing student engagement centers, partnering with instruction, counseling, and academic support to provide increased co-curricular services to students. These successful models are informing the Integrated Student Support framework in Completion Counts through Pathways. In spring 2017, this integrated support framework was piloted with a program called, RISERS. This pilot, targeting equity students, provided the opportunity to test our ability to recruit and orient students

into a large-scale integrated support program including: open information sessions, student success workshops, assignment of students to a dedicated educational advisor based on educational interests, and ongoing support for the attainment of the requirements of the contract to maintain full time status.

Students participating in student services programs have higher engagement, are more likely to persist to the next semester and achieve their academic goals. Student Services is working with college engagement centers to provide integrated academic support.

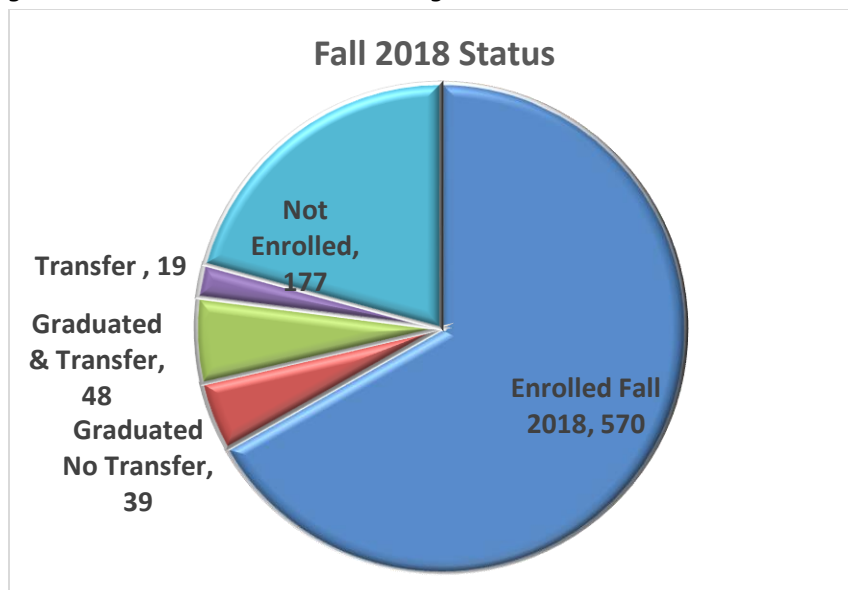
### College Promise

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

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

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

Figure 16: RCC Fall 2017 Promise Program Cohort Status



Source: Preliminary District Enrollment Files

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

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

RCC recruited and enrolled another cohort of College Promise students beginning in fall 2018. The fall 2018 cohort had 1,135 applicants. The Office of Institutional Effectiveness will continue to analyze and report on both the Fall 2017 and Fall 2018 cohorts. Additionally RCC’s STEM *en familia* grant is working with students who are part of the Promise cohorts. This grant funding will help us better understand the support and experiences which are most likely to have a positive impact on student success. In fall 2019, the College plans to recruit another 1,500 new first-time, full-time students into the College Promise.

### College Goal 3: Institutional Effectiveness

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

The college is continuously working to improve its communication within its horizontal alignment and vertical integration. As part of this effort the college’s EPOC faculty co-chair and the faculty accreditation chair are now ex-officio non-voting members of the Academic Senate and regularly provide progress reports. Additionally, each of the leadership council chairs are regularly on the agenda to provide reports to the Academic Senate.

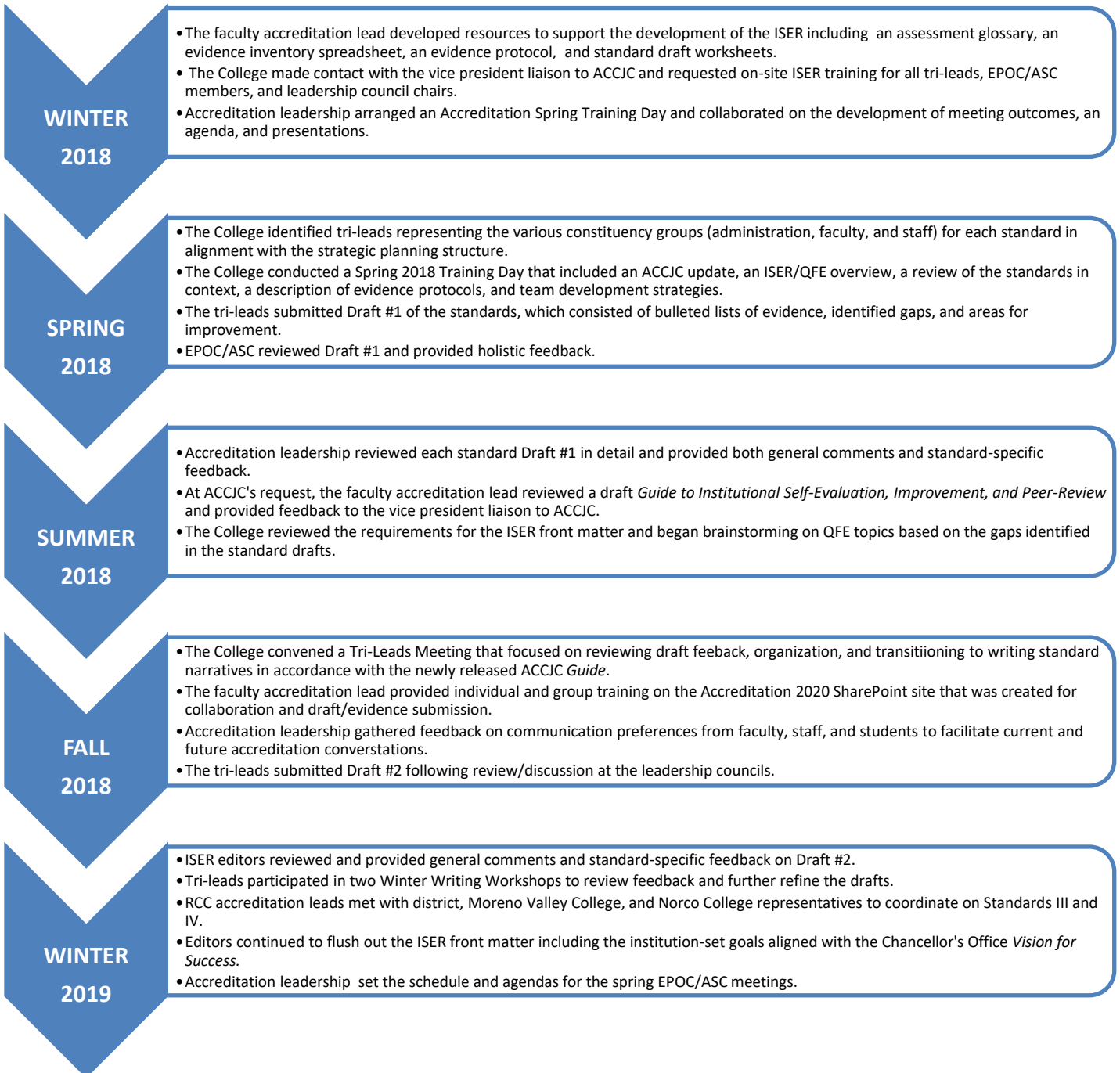
RCC’s Institutional Effectiveness Leadership Council (IE-LC) has been renamed the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ-LC) in alignment with ACCJC standards. This Council provides leadership and coordination for Program Review and Planning, Assessment, and Governance, and works with the Office of Institutional Effectiveness to inform the organization about how well students are learning and how well the college is functioning.

Also supporting an increased awareness of the college’s focus on student success through the descriptive use of language, the College’s Academic, Career, & Technical Leadership Council was renamed the Teaching and Learning Leadership Council.

In coordination with the college’s Student Access and Support Leadership Council and the Resources and Development Leadership Council, college leadership is working to improve communication and foster a culture of continuous improvement.

## Accreditation

Throughout 2018, RCC continued to engage in the process of institutional self-evaluation as prescribed by the Accrediting Commission for Community and Junior Colleges’ (ACCJC). The figure below describes the College’s accreditation activities during this time period.



## College Goal 4: Resource and Learning Environment Development

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

The college continues to implement and refine the processes by which program review is connected to resource allocation. Two five-year implementation plans--the Human Resources Staffing Plan and the Technology Plan--have been completed, approved, and implemented. Thorough assessment of these plans occurred in spring 2016. The Total Cost of Ownership (TCO) template and plan has also been completed and was implemented as the new buildings came on-line in spring 2016 and fall 2016. This TCO is an important component of the Riverside City College Facilities Master Plan approved in fall 2018. RCC's VP, Business Services, is working with the District to develop a Budget Allocation Model (BAM) using a variety of metrics in addition to the FTES model currently in place. Other efforts are being made to increase alternative resources, including rental of college facilities to outside agencies and savings from stricter control of utility and energy costs. The college's Five-Year Financial Plan will identify the specific resource development activities to augment the strategic planning initiatives as well as develop measurable targets and goals. The aim is to leverage all sources of funding to implement and to achieve the strategic planning goals and five-year implementation plans.

### Grants and Academic Resource Development

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

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

Figure 17: Grants Activity

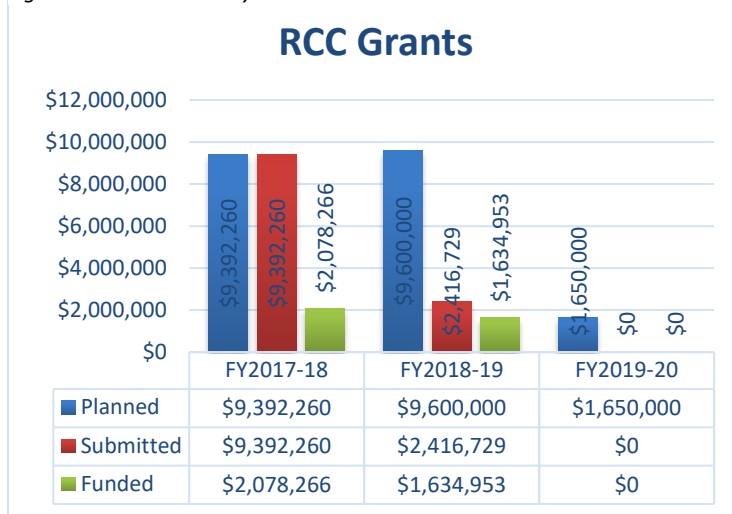


Figure 1 displays the total dollar values of planned, submitted and funded grants from January 2018 to February 2019 as well as those grants being prepared for submission in the future.

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

Figure 18: IDC Recovery

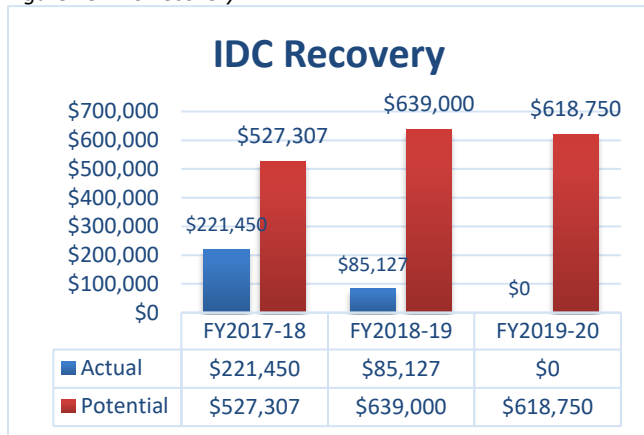


Figure 2 provides an overview of the Indirect Cost (IDC) that has been secured as a result of the grants awarded in Figure 1. The IDC is a federally negotiated rate the campus and district are allowed to charge to the grant as a percentage of the total grant request; currently at a maximum of 37.5%.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

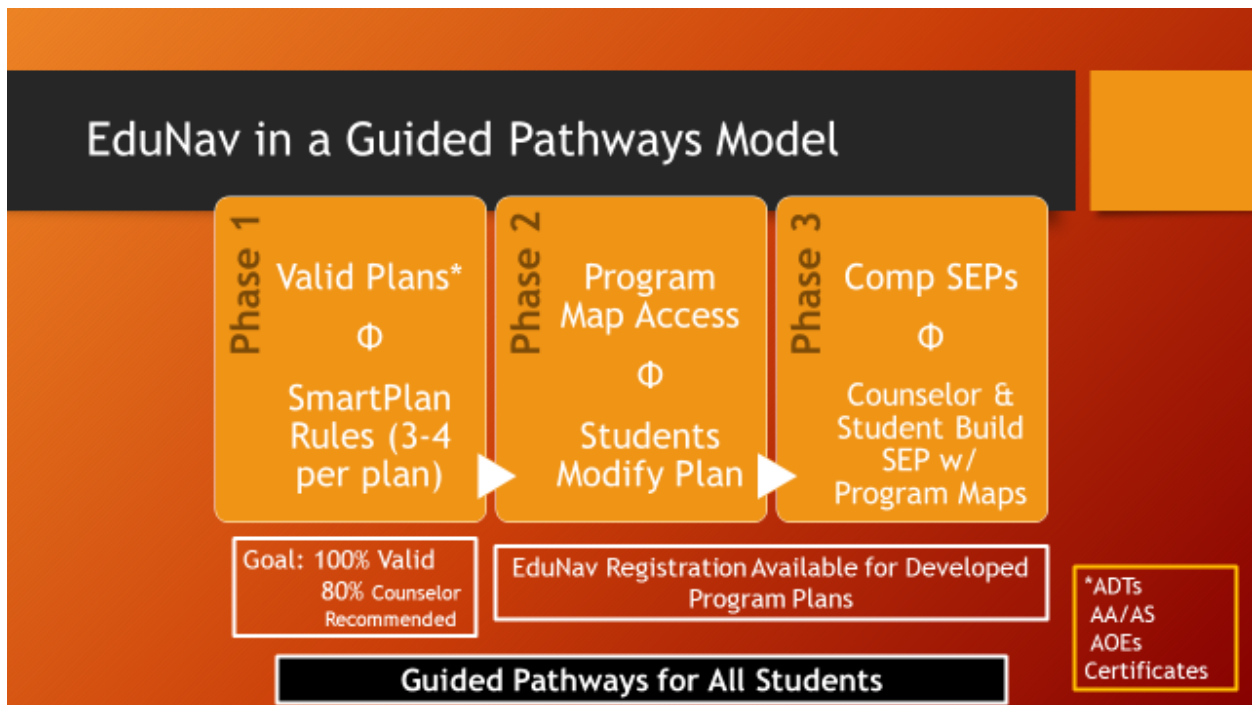
## Guided Pathways Tool

In fall 2018, Riverside City College launched EduNav, an improved planning and registration system, to approximately 3,000 students across the district. We expect to develop and test best practices with this initial group so that we can continuously improve the new system as we progress toward district-wide deployment in 2019.

EduNav is a student-centered solution that unifies the planning, scheduling, and registration experience for students. It will also help us to better forecast course demand so that we can offer the right course options that will help our college continue to improve student completion rates. It is an important component to guided

pathways at Riverside City College. An EduNav [Riverside](#) support webpage is available with resources to learn more about the system.

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



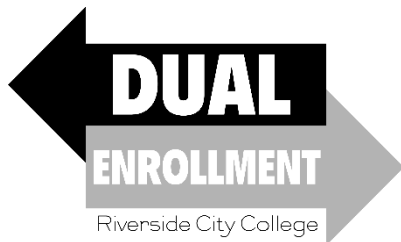
## College Goal 5: Community Engagement

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

## Unified school district partnerships

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

Most recently the college launched an ambitious **Dual Enrollment** collaboration under the auspices of the *College and Career Access Pathway* agreements allowed under AB 288. RCC is in collaboration with nine feeder



high schools; two from Alvord Unified School District, two from Jurupa Unified School District, and five from Riverside Unified School District. Counseling faculty from the college have been working with discipline faculty to map out the academic pathways for our high school students. Launched in fall of 2018 the initial results are positive, and there is always room for improvement. We are gathering feedback from our faculty on-site, our department chairs, our support staff, and our Unified school

district partners to develop materials for faculty, the high school, parents, and web content, and to make needed adjustments to the collaboration. The efforts are on a three-year roll-out plan, with the beginning cohort starting in grade 10 and (1) adding a new cohort and (2) new courses to support the existing cohort each year. Current pathways include a transfer pathway with STEM and nonSTEM math option and a Business Pathway. In addition, the college is excited to announce that we were one of only six colleges statewide to be awarded the STEM-CCAP grant. This grant will assist in developing a seamless pathway for pre-nursing students with many options for students to find success. We look forward to sharing more about this exciting development as plans unfold.

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

## Partnerships with local universities

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



The college's School of Nursing has an MOU with 2 California State Universities for a concurrent enrollment program starting fall 2019. Nursing also has a partnership with UCR School of Medicine to run the Riverside Free Clinic bi-monthly, which provides free healthcare services to community members.

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

### Partnerships with local businesses

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

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

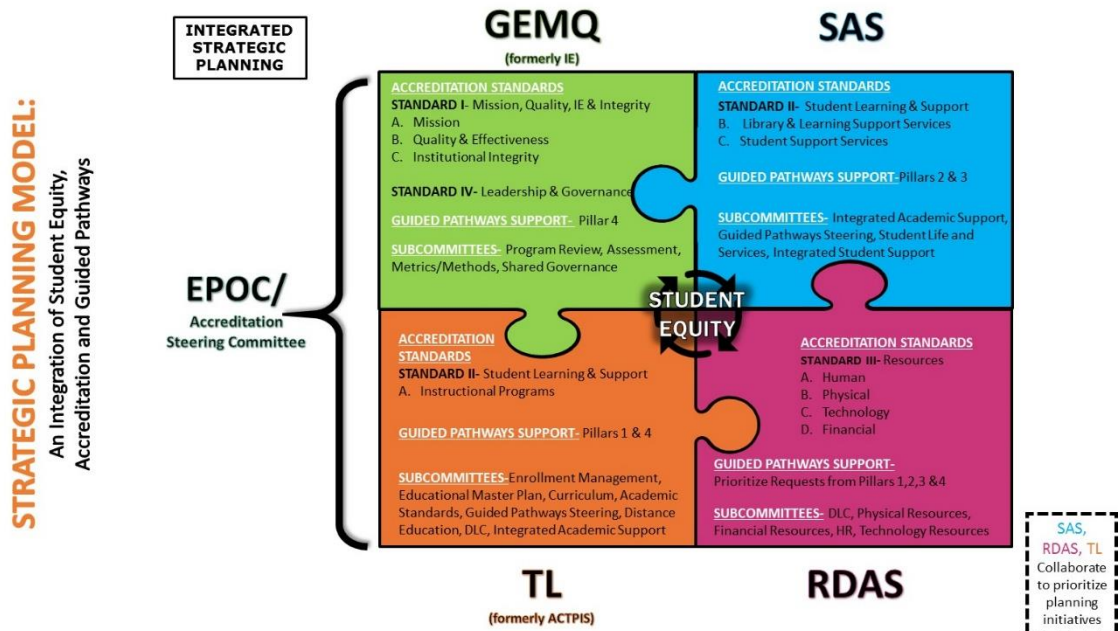
### Other community partnerships

The college continues to secure community support by providing regular updates on the development and progress of the college plans and activities at: Greater Riverside Chamber of Commerce, Hispanic Chamber, African American Chamber, Rotary Club, NAACP, Latino Network, and other key community organizations. RCC attendance and representation at these meetings help to keep the community informed and enhance support of the current and future college initiatives. A draft of the Five-year Community Engagement Plan is under development, supporting the strategic plan.

## Moving Forward

This graphic provides a visual context to all of this work.

Under the Guided Pathways framework, the Leadership Councils are working to improve the integration of planning activities,



both vertically and horizontally, to achieve strategic planning goals and expend fiscal resources with intention and intelligence. The aim of vertical integration and horizontal alignment is to direct appropriate and adequate resources to those activities the college has determined to be priorities that facilitate student success, without duplication of effort – both human and financial.

Leadership Councils (each aligned with an accreditation standard) work with divisions, departments, and disciplines, to integrate across divisional lines and to prioritize and then make a recommendation to the Educational Oversight Committee and the President on the basis of alignment with our college goals.

Looking ahead, in 2019-2020, the college will produce the next 5 year strategic plan, and a key theme will be embedding student equity work across the board in a more systematic way as well as continued refinements to the guided pathways framework we have put in place and are launching for our incoming students in fall 2019.

With some of the big structural changes in place (changes to planning and governance), the progress on Guided Pathways this year was most intensive for Pillars 1, 2, and 3, and includes having program maps and trailheads available for all students (Pillar 1), the launch of EduNav (Pillars 1 and 2), the counseling department's transformation to case-load management (Pillars 2 and 3), revamping the onboarding process and simplifying it for students (Pillar 2), the solidification of who the integrated academic support success teams will consist of and their roles (Pillar 3) , and a much clear vision for the academic engagement centers (Pillar 3). Continued integration of caseload-based counseling and advising via academic clusters and pathways will further increase students' abilities to successfully navigate to their educational goals, whether it is to transfer and/or complete an associate's degree or program certificate.

All of this will require monitoring, assessment, evaluation and refinement. This level of structural transformation is an iterative process and the college community as a whole will need a change-tolerant growth mindset as we work collaboratively to improve the experiences and outcomes for all of our students.

Fall 2019 will also see the full scale implementation of the AB 705 reforms in math and English, with ESL to follow in 2020. This is also a large scale structural transformation that will require ongoing monitoring, assessment, evaluation, refinement as well as consistent professional development support.

In 2019-2020 (and beginning in spring 2019), RCC will begin to intensify its focus on Pillar 4, ensuring learning is happening now that some of the major structural pieces are in place, and it is the work on Pillar 4 that will be crucial to improving outcomes for all of our students.

Continued work on Pillars one and three as well as the necessary work of Pillar four are the focus of the Quality Focus Essay for our ISER (accreditation). The ISER captures the work that has been done to transform our institution, the work in progress, and the work yet to be done. Completing the work on accreditation and preparing for the site visit is a culmination to the efforts outlined in this 2015-2020 Strategic Plan and will chart the path forward for the next strategic planning cycle.