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Student Success; Student Access and Support

The college indicates in the EMP to improve student success, RCC will:

Prioritize resource allocation on the basis of support for student completion, success, and equity strategies, especially those that focus first on supporting classroom instruction and then move out to the services necessary to support these efforts

- Integrate and coordinate student support services among student services and academic personnel
- Foster student engagement through academic, professional development, facilities, and technology investments that create structures and spaces for engagement
- Set and continuously reassess measurable targets for improving student success, with particular emphasis on closing equity gaps—including setting success targets for time for remediation, retention, persistence, completion, graduation rate and time, employment in order to foster dialogue, assessment and re-evaluation of strategies designed to reach these targets at the discipline and department level while maintaining high standards
- Make Institutional Research a cornerstone to ensure all decisions are data-based and driven and encourage effectiveness and efficiency through an ongoing cycle of institution wide analysis-planning-implementation-assessment-revision

And will measure success in three ways:

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

In terms of Access and Support, the EMP indicates that the college will:

- Create structures, including priority registration, correct sequencing and frequency of offerings, access to counseling, time of day when courses are offered, integrated support, appropriate levels of access to library and lab facilities that correspond to the times when students are taking classes and that allow equitable access to programs and services offered by the college for all students, including part-time as well as full-time students
- Continue work on alignment between Adult Ed and RCC and K12 and RCC so that students are informed about and able to move smoothly into the college’s programs
- Prepare the college to be structurally responsive to demographic, labor market, and budgetary environments through the strategic planning process, careful analysis of data, and alignment with other college plans
- Increase the college readiness of RCC students by working in partnership with feeder high schools through early college programs and through continued exploration of alternatives to placement and of methods for shortening the time for remediation
Better assist students in having an informed plan or path so irrespective their educational goal, they are able to finish in a timely manner and reach those objectives. This is going to require much more upstream work to create structures to help students identify what their goal is much sooner in the process.

Reduce the amount of time students spend at RCC to achieve their goal and help them matriculate through more efficiently and successfully by providing students with clear and concrete educational Pathways according to their degree of preparation and career interests. The aim is to reduce students’ time in developmental education (maximum period of 1 year); and reduce students’ time to degree completion or transfer (2 years for college prepared students).

Provide targeted and integrated support services throughout a student’s time at RCC.

Update on Progress 2016-2017

Pathways

For the last three years, RCC has worked to re-organize itself—in terms of administration, integration of student support services, planning processes, degree patterns through ADTs, the expansion of engagement centers, and curriculum re-design (e.g. acceleration in both math and English) around the idea of guided pathways in an effort to improve student success, completion, and equity. What RCC’s guided pathways looks like is now taking final shape. The college has seen a dramatic increase in the numbers of students with a declared major and a completed comprehensive SEP (student education plan) over the last two years. Many more of our students now have a clear map to completing their educational goals here at RCC. This is pathways at work in the broadest sense.

A second component of pathways for students who are able to attend college full-time expands on the college’s earlier Completion Counts program—students sign a contract that in addition to providing them with a clear map towards completing their goals, gives them priority registration and more intensive hands-on follow up on the part of educational advisors in addition to other supportive co-curricular requirements. This team-based approach to integrated academic support—including counselors, librarians, educational advisors, faculty advisors, and peer mentors—is central to RCC’s guided pathways work.

Yet for many of our students, a significant barrier to completing their educational goals is financial and RCC is preparing to launch the third component of pathways with an inaugural cohort in Fall 2017: RCC College Promise. This will bring RCC on board with a growing state-wide, nation-wide effort to make college more affordable for more students (see https://edsource.org/2016/promises-to-cover-college-tuition-reaching-more-students-in-california/569069 for an article on promise programs in California Community College). RCC’s Promise offers financial support to initially up to 1000 eligible students (resident, full-time, RCC as their home college, college-ready in Math and English) to complete their pathways contracts. Just as with pathways contracts, students will need to maintain eligibility; for promise students, this includes maintaining a 2.5 GPA, maintaining full-time status, and participating in integrated academic support and advising. The support covers tuition for those without BOG waivers, fees, and books.
This year the college had in place Educational Advisors for each major pathway (CTE, Nursing, STEM, LHSS) a step towards reorganizing student support services around pathways. The position of Dean of Student Success and Support, including counseling, library, and academic support services, is facilitating this integration.

Finally, RCC was selected to be among the twenty community colleges participating in the Californian Guided Pathways Project for the next three years. This opportunity will allow the college to learn best practices, share RCC’s experiences, and work with peers on the full implementation of pathways.

Thus, activities/Strategies in 2016-2017 have focused intensively on fleshing out and preparing for a full launch of Completion Counts through Pathways:

- The college now has 22 active ADTs with 2 more pending
- Educational Advisors have been assigned to work with students (pathways students specifically) in each division
- The integration of library and counseling under a Dean of Academic Success has allowed for increased access to counseling by having counselors available in the library
- Spring 2017, a small cohort of promise students--RCC RISERS – was launched. This is a student equity program for continuing equity students with a declared major; students were provided with books, fees and tuition (where needed) and integrated academic support
- The college made steady progress in increasing the number of students with comprehensive SEPs (the chart with detailing the increases is in the update to enrollment management below)
- In addition, the number of RCC students on a pathways contract specifically as well as those with a declared area of study have also improved

**What Is Next**

Continual refinement of the purpose and operationalization of Completion Counts through Pathways will be a primary focus. Participation in the California Guided Pathways Project will support these efforts. RCC was selected to be among twenty California community colleges to participate in the California Guided Pathways project. The first of six institutes (over the next three years) is Leadership for Transformational Change: Implementing Pathways at Scale. The Institute will be held September 17-19, 2017

- Continual refinement of discipline CORs and major requirements/ADTs
- Provide professional development opportunities for faculty for reaching equity parity based on disciplinary needs and also provide professional development for staff and management. This will be addressed through the professional development plans being written by each group.
- Faculty advising needs leadership in implementation and the faculty advising liaisons should be able to provide this impetus
- Support needed from deans to help disciplines work with majors
  - Create a culture of majors in disciplines outside of STEM, CTE and Nursing

The groundwork has been laid during 2016-2017 to implement the Promise.

- Implementation of The Promise—1000 RCC Students on full-time contracts beginning Fall 2017
**Getting Students on a Path**

RCC’s reorganization has 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 that will reach their educational goal, whether transfer or CTE. This includes bringing these services directly to students in engagement centers dedicated to each pathway and to special populations. This effort has already yielded results. With the support of SSSP and this reorganization, the number of first time freshmen who have completed an SEP within their first year of enrollment increased from 59.9% in 2013/14 to an anticipated 70% for 2016/17.

- The college offered Information Sessions/Orientations for: RCC RISRS, continuing students pursuing an interest in The Promise at RCC, student equity program orientations for La Casa and Ujima, CAP and Honors program orientations; RCC Welcome Day, the second annual Route to RCC, CTE Senior Day (1000 high school seniors come to RCC to learn about CTE Programs). For 2017-2018, these efforts will continue and be refined.
- Educational advisors were in place in each division this academic year; two in already established Engagement Centers for Transfer Pathways and STEM
- Faculty mentors conducting office hours in Engagement Centers: Veterans, HOME Room, La Casa, Transfer Engagement Center and STEM Center
- English has established a strong faculty advising program; Communication Studies is holding a series of workshops orientating students to taking COM Studies on line

**Reducing the time for Remediation**

In 2016-17 new pilots and expansion of existing pilots, supported by the Transformation Grant, have formed the core of efforts and have formed the basis of the effort to reduce time for remediation.

- Piloting Multiple Measures Assessment Placement for English, Math, and Reading
- Acceleration courses: ENG 80, REA 90
- Math for non-majors: Math 37
- Basic Skills Transformation Grant
- Supplemental Instruction leaders assigned to Basic Skills courses
- Math 35 New Science of Learning Project

| Summary of findings from data collected for the NSL ([New Science of Learning](#)) project (Spring 2014-Fall 2016): |
| Preparedness (prerequisite skills) is a huge factor in student success. Preparedness was measured by a passing score on the first of six exams, which is primarily Math 52 material. The exam was given after 3 weeks of review on that material. |
| Results regarding preparedness: |
| · About 10% of those students who are unprepared for the course end up passing the course. |
| · Students who place into Math 35 are less prepared than those who take Math 52 (as a group). |
Students who took Math 52 in the prior semester are the most prepared group consistently (the college will gather statistics and review these at the Basic Skills Summit).

There was a steep decline in preparedness for those who placed into Math 52 the course in Spring 2017. (These are new data, so we will see if it is a trend or not by continuing to compare them). There was a drop from 65% in Spring to 2016 to 53% in Fall 2016 to about 38% in Spring 2017 of those who placed in being prepared for the course. Those students coming from Math 52 have not changed significantly in preparedness for the past two semesters, lingering around 60%, but there has been a drop since Spring 2016 from 78% to 60%.

Students who do their assignments regularly (at an 80% level or higher) have a significantly better success rate than the overall success rate.

Results regarding sufficient practice:

- The group of prepared students who did their assignments regularly (at 80% or higher) had around 90% success rate for both Spring 2016 and Fall 2016.
- The group of unprepared students who did this had a success rate of 47% in Fall 2016 which is up from 0% in Spring 2016.
- No matter what we do, we see that students decline significantly in their homework habits and performance throughout the semester.
- It is an exhausting struggle for the instructors to try to keep their students doing the assignments throughout the semester. It is also very difficult to get many to even begin this habit. There does seem to be a payoff, but it is very hard work.

Success results:

- Students in the NSL courses succeed at close to the same rate (just slightly higher) than those in non-NSL courses.
- Students in the NSL courses succeed at a 10% overall higher rate in the next math course if taken within the next semester or intersession (see Table 9 in IE’s report for a breakdown by course).

Overall, these project data have shown that students need three things to be successful:

1. Prerequisite skills (this appears to be a wildcard and greatly influences the success rate of a class)
2. A good work ethic (willingness to spend 1 to 2 hour per day outside of class on math)
3. Time (available to spend 1 to 2 hours per day outside of class on math)

English 80 Acceleration

1. What have we done?

In March 2015, the English discipline at Riverside City College approved a two-year pilot of English 80. We have completed three semesters during which we offered 14 sections of English 80, and we are currently in our fourth semester with six sections. All instructors teaching the course in the first two years have attended the California Acceleration Project training.
After the first semester, we realized the students would benefit from connecting to this new smaller English 80 community within the broader college community. We now offer early in the semester a meet-and-greet event so that students from all English 80 sections can meet and get to know other students as well as other English 80 professors. We encourage them to seek out friendly faces in the Writing and Reading Center and to form study and support networks with students not just in their English 80, but perhaps in other English 80 sections with whom they connect. Additionally, at the end of the semester we host an 80-to-1A event featuring several 1A instructors so that students can ask questions about 1A and hopefully alleviate some fears about moving forward to the transfer level class. The best part of this specific event has been having former English 80 students who have passed 1A provide advice and encouragement. We have observed anecdotally that these events appear to be having an effect on students’ retention in the class and overall commitment to the six-unit endeavor (even among those who had to drop).

The acceleration group meets twice a month in order to discuss pedagogy, affective domain support strategies, and other acceleration-specific issues.

2. What is on our plate now?

We are planning to create a workshop series and training manual (sample prompts, activities, affective domain support strategies, reading lists, etc.) for those instructors who want to teach English 80 but who will not have the benefit of attending the statewide CAP training conferences. We will be using funds from the Transformation Grant to pay part-time faculty to attend our training workshops on the shift in pedagogy that is at the root of the acceleration model.

We have gathered preliminary data, completion and success rates of the English 80 students, and will evaluate again at the true end of the two-year pilot (and probably somewhat regularly as part of program review to determine enrollment needs and program quality); we will use these data both to illustrate what is working in acceleration and to determine how many classes to offer. We looked for patterns inside overall faster progress to English 1A, such as if English 80 is helping address our equity gap among African American students moving to 1A and will continue to gather this more specific and narrow data as well.

We need to attain district-wide approval for our intervention option that allows students who have improved but are not quite ready for 1A to have their work evaluated to see if they can move into English 50, thus keeping their progress moving forward and saving them time and units.

3. What data are we collecting?

From Fall 2015 through Fall 2016, we had 151 students who would have enrolled in 60A or 60B take English 80 and pass (so we helped 151 students – actually more—but 151 who were specifically going to be 60AB students get to 1A readiness):
We also noted from the data that English 80 has a higher percentage of African American students enrolled compared to the college overall, suggesting that just by offering and marketing the class, we can address equity needs, or the “if you build it, they will come” model.

The most important piece of data for the discipline is, of course, not just how well the students achieve in English 80, but how they do when they go on to transfer level English (English 1A). The data below show that students who take English 80 as their pathway to English 1A are passing at a greater rate than those who follow the traditional multi-semester pathway:

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

**Revised version 3/23/17**

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, more than twice that of the non-English 80 students who are on the multi-semester pathway.

A careful look at the different groups of students above indicates that it is the combination of the English 80 class and the accelerated pathway that is producing this success in 1A at more than double the rate the traditional pathway.

<table>
<thead>
<tr>
<th># Terms to pass College Level English</th>
<th>Not English 80 Student</th>
<th>English 80 Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Term</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>2 Terms</td>
<td>120</td>
<td>12</td>
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<td>3 Terms</td>
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<td>6</td>
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<td>5 Terms</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>Attempted / No Pass</td>
<td>74</td>
<td>20</td>
</tr>
<tr>
<td>Not Attempted / No Pass</td>
<td>3886</td>
<td>147</td>
</tr>
<tr>
<td>Total</td>
<td>4402</td>
<td>217</td>
</tr>
</tbody>
</table>

% Passed Eng 1A of all identified as 60A/60B  
10.0 23.0

% Passed or Attempted Eng 1A of all identified as 60A/60B  
11.7 32.3

% Passed Eng 1A of all identified as 60A/60B (only students who actually attempted 1A)  
85.7 71.4

% identified as 60A/60B who never even attempted 1A  
88.3 67.7

For example, in the comparison of non-English 80 and English 80 unprepared students (traditional 60A and 60B) who actually attempted 1A and passed, the traditional pathway students pass at a rate of 85.7% while the English 80 students pass at a rate of 71.4, but more than 88% of students on the traditional pathway never even make it to an attempt of English 1A (as opposed to 67.7% of the 80 students – which may be too high given the short amount of time the students in 80 have had to take a 1A since this covers only two semesters). What this shows is that the highly improved rate of 23% over 10% success in 1A is
not just the class itself, but the elimination of the cracks in the pipeline from finishing remediation in one semester. The 71.4% rate is still above the college set standard of 66% and we hope that with a bigger data set in the future and greater campus awareness and education about the nature of the class, this pass rate among 1A attempting students only will go even higher. This also suggests the importance of our intervention for students who don’t pass 80; we are doubly damning them if they cannot take English 80 again for personal schedule reasons and we don’t give them an opportunity to skip the 60 courses and go directly to English 50. This intervention needs to be codified across the district.

Overall, shortening the pipeline and time needed to get to English 1A is one of the goals that English 80 helps us to meet. This data also suggest that we may make progress among the 70.4% of underprepared students (English 50) who never get to or pass 1A by implementing a 1A with support co-requisite course.

Even when we compare 1A success rates with the English 80 data so far and a longer set of under- and unprepared students (five years), the English 80 group is still more successful.

| % Passed College-Level English by Accuplacer Placement (2012-2013 through 2015-2016 first-time students)** |
| Term includes Summer + Fall or Winter + Spring so a student could possibly increase by 2 levels in 1 term |
| # Terms to pass College Level English | College Level | Underprepared | Unprepared | No English Score |
| 1 | 1041 | 84 | 39 | 322 |
| 2 | 553 | 1025 | 224 | 216 |
| 3 | 152 | 365 | 298 | 138 |
| 4 | 80 | 174 | 243 | 93 |
| 5 | 32 | 107 | 160 | 43 |
| 6 | 19 | 51 | 59 | 10 |
| 7 | 5 | 16 | 26 | 6 |
| 8 | 2 | 13 | 9 | 0 |
| Attempted / No Pass | 371 | 253 | 202 | 78 |
| Not Attempted / No Pass | 815 | 3017 | 6112 | 1009 |
| Grand Total | 3,070 | 5,105 | 7,372 | 1,915 |

We also saw data showing that in general, English 80 students are moving on to transfer level English courses:

<p>| Table below shows the most recent English class all former English 80 students (success or not) enrolled in (through Fall 2016) |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>ENG-30</th>
<th>ENG-1B</th>
<th>ENG-1A</th>
<th>ENG-1AH</th>
<th>ENG-50</th>
<th>ENG-60A</th>
<th>ENG-80</th>
<th>Total</th>
<th>% Enrolled in College Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>2</td>
<td>9</td>
<td>24</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>23</td>
<td>62</td>
<td>56.5%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>0</td>
<td>1</td>
<td>63</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>111</td>
<td>182</td>
<td>35.7%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>10</td>
<td>87</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>322</td>
<td>432</td>
<td></td>
</tr>
</tbody>
</table>

*Do not yet have enrollment for Fall 2016 English 80 Cohort

Finally, the data on closing the equity gap for African American and Latino students who are ready for English 1A are extremely positive. (We don’t have enough of a data set yet for completion of English 1A disaggregated by race and ethnicity.)

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4. Is anything not getting done? What have we changed? What have we added?

In order to be even more student friendly, we need to offer a section or two in the afternoon, possibly in the M W Th format since Friday afternoon classes are not highly desired.

We created an English 80 to English 50 intervention for English 80 students who do not pass but who have demonstrated they do not need English 80 again; we need to formalize this with district approval.

The basic skills committee has an accelerated 60A/B course, English 70, that is currently moving through curriculum and may be a third pathway besides the traditional 60A-60B-50 or 80; this would create a 70-50 model.

5. What do we need to continue to improve our efforts with acceleration?

We need funding in order to train adjunct instructors and for student events; we will also eventually need department and administrative support for making the time to have training events that part-time and full-time faculty can attend.

We need the discipline and department and other college structures to address need for English 80 to determine how many sections it is appropriate to scale up to in immediate future semesters, but we also need to think about what further advertising and education on campus, in the class schedule and catalogs, and among counselors and the assessment center is needed in order to better inform students about the class who would benefit from it.

We need to get started on the curriculum work to create and test various co-requisite support models for a 1A course that could serve students who might traditionally be in the English 50 category – removing this one level of remediation may show better rates of overall completion and success at the college level as they English 80 vs. the two and three semester model of remediation have.

Moving forward, those students in danger of dropping English 80 may also be referred to the Writing & Reading Center’s existing clinic courses, English 885 & Reading 887. These courses are...
free of charge and provide struggling students with one-on-one instruction to address a student's individual weaknesses in the areas of composition and reading comprehension.

Math 37

RCC has had 300 students enroll in MAT-37 through Fall 2016 (and 406 students including those enrolling at Moreno Valley). RCC students’ success rate (pass rate) is 68.3%. Importantly, 82.6% of students who have enrolled in MAT-37 have subsequently enrolled in another math course. For those who enrolled in MAT-12, 74.3% passed. One-hundred thirty-one (131) of these MAT-37 students have transferred to a 4-year college or university including 41 to CSU-SB and 12 to UCR. Nine (9) students have already received subsequent 4-year degrees from these schools. The course is continuing in Fall 2018 and student success metrics will continue to be tracked and reported.

Basic Skills Math

In examining state-comparative basic skills math outcomes, RCC has identified a downward trend in math completion. While MAT-35 is not considered a basic skills course, the Office of Institutional Effectiveness has included this course in its analysis because of the important role this course has in creating transfer-ready students. Of particular concern is that of RCC students who enroll in MAT-35 at least once, 21% enroll two times and 8% enroll 3 times (29% enroll more than once). This metric is very high and when disaggregated by race/ethnicity, 11% of African American students enroll 3 times. Closely examining these math data disaggregated by math course as well as student type will be a particular focus for the Office of Institutional Effectiveness in 2017-2018 as part of the college-wide goal of students reaching college-level readiness in one year.

What is next college wide

- A college-wide basic skills summit has been scheduled for Fall 2017 (Sept. 22nd) to provide a forum for discussion and analysis of IEPI data as well as data coming from the pilot MMAP groups and acceleration courses in English, Math, and Reading. The summit will offer an opportunity for the disciplines teaching basic skills as well as counselors, ed advisors, and other academic support personnel to collaborate on this assessment and mapping out a strategy moving forward
- Assess and refine RCC’s MMAP processes and move towards full implementation, especially in light of AB 705 (http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705 )
- Continue to expand the number of sections offered for the accelerated basic skills courses
  - Monitor, evaluate and assess the outcomes

Program Analysis

In partnership with several academic disciplines, Student Services, and the Equity Committee, the Office of Institutional Effectiveness has provided data and analysis to inform Program Review and Planning (PRaP) discussions. This analysis has included particular reports for Athletics, Puente, CAP, La Casa, UJIMA / Home Room, Tutorial Services and several discipline-specific reports examining student progress through individual discipline curricula (Economics, English, Reading). This is allowing data-
informed discussions about what is working with programs and services and what might need to be evaluated and revised.

**Career Technical Education**

**Strong Workforce**

In January, 2017, the Career and Technical Education division was awarded $1.67 million in Strong Workforce dollars to increase the quantity and quality of the Career and Technical Education programs. The metrics associated with these dollars provide an opportunity for Career and Technical Education to receive additional funding based on performance. The Chancellor’s Office has indicated the following metrics will be assessed for future funding:

- Increased enrollment by between 2% - 5%
- Increased completions in each program (identifying new ways to encourage students to apply for Certificates – and working collaboratively with Financial Aid and Admissions and Records)
- Increased job placement (measured through Employment Development Department data)
- Increase quarterly earnings at a livable wage (measured with 2nd and 4th quarter earnings through Employment Development Department, Workforce Investment Board and Employment Development Agency data).

**Strategies for Student Success in CTE**

The Career and Technical Education programs have developed the following engagement strategies to ensure that the Strong Workforce metrics, increased access is gained and college targets are met:

- Business and Computer Information Systems have developed and are implementing in fall 2017 the following:
  - Stackable mini-certificates that lead to employment and quicker completion.
  - A cohort model for both the Business Administration and Computer Information Systems ADT that includes a Success Seminar (non-credit component) and a student success mentor (a faculty advisor). The cohort model provides guaranteed seats and guaranteed time to completion for those students who are prepared for both college level English and Math, and desire a degree and transfer opportunity in Business Administration or Computer Information Systems.
  - Cyber Security and CIS Programming Boot camps offered to students during the summer and winter sessions to provide increased connectivity and partnerships with our University and Industry partners.
- Applied Technology has implemented the following strategies:
  - Surveys in all classes in each program to identify student need of courses and scheduling strategies that best serve student need. This strategy will be used to increase enrollment and efficiency.
  - Film/Television has begun to investigate opening the lab to provide additional opportunities for students to gain experience. Opening the lab also provides additional opportunities for community outreach and possible funding streams that will continue to support this program. Fostering relationships with our community also provides internship opportunities for our students.
Culinary has developed a new calendar for the courses within the program. The courses, in the past, were run in a fashion that covered two fiscal years. This was problematic as FTES were not captured in the year for which they should have been. The faculty have worked tirelessly to rework the calendar so that all courses are held within one fiscal year. Additionally, new non-credit courses and community education courses are being developed to provide additional opportunities for those students interested in apprenticeship, internship and for community members interested in increasing their culinary knowledge.

What is next?

- All CTE programs
  - A new “Designed for Success” form has been developed and will be distributed during classroom visits beginning in the fall 2017 semester. This form provides students the opportunity to be approved into specific program, identifies different support mechanisms based on their individual needs, and provides students assistance in job placement. The classroom visits will include the Dean, the Employment Placement Coordinator and the Educational Advisor. All introductory classes in each program will be visited and data collected. The results of these forms, will help CTE meet the metrics associated with Strong Workforce.
  - Outreach strategies – Each program has been tasked with facilitating tours and conversations with our K-12 partners. In addition to tours, the division will continue to host the Non-Traditional Employment for Women conference in the fall, that serves over 250 junior female high school students from multiple high schools, to draw attention to those fields that are primarily held by men. Additionally, the Career and Technical division will host the “We are CTE at RCC – Senior Day” event that is held during the spring for all high school seniors. The event in May, 2017 was attended by over 900 high school seniors and served over 21 different high schools.
  - Updated Website design – The CTE division website will be updated during the summer, 2017 in order to capture the requirements set forth through requirements and initiatives. Included in the website design will be closed captioned videos describing each of the different 15 CTE programs, gainful employment data, and programmatic updates and clear and concise career and transfer pathways.
  - Engagement – The CTE Engagement Center is slated for implementation in the fall 2017 semester. Engagement strategies also include innovative ways to connect with students to help them with enrollment and completion. The entire division has committed to the need to provide one-on-one support to students who apply to RCC and wish to complete a CTE program (whether it be for a small local certificate, or a transfer degree). The one-on-one service is provided by all levels of the CTE division, from the Dean to the faculty to the clerical staff. It is a division-wide commitment to student success.

Integrated Academic Support

Focused Engagement Centers for the STEM and LHSS pathway 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. Even without a dedicated engagement center space yet, CTE and Fine/Performing Arts have also, under the leadership of the Ed Advisors for these pathways, offered a range of supportive services for students. Integrated student support –
including faculty advisors, educational advisors, counselors and librarians, and co-curricular support 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. As data are collected on the impact on student engagement and success in the engagement centers for special populations, the college should explore the possibility of additional engagement centers for other at-risk populations.

- Educational Advisors were hired to work in general counseling, assigned to each division and to Student Equity programs
- Teams of counselors and librarians are being developed to be assigned to work with division educational advisors
- New Dean and new Division: Counseling, Library and Academic Support
- Engagement Centers
- An Integrated Academic Support plan is in development, to offer a comprehensive vision for library, counseling, tutoring (traditional and embedded), SI, engagement centers, and programs such as CAP and Jumpstart. This will help ensure efficient use of resources as well as a clear, integrated vision and plan for each of these areas.

### STEM ENGAGEMENT CENTER DATA

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1 year contract</strong> – 313</td>
<td>196 to be removed end of Spring</td>
<td></td>
</tr>
<tr>
<td><strong>2 year contract</strong> – 405</td>
<td>72 to be removed end of Spring</td>
<td></td>
</tr>
<tr>
<td>RISERS – 34</td>
<td>7 may be removed end of Spring</td>
<td></td>
</tr>
</tbody>
</table>

Total current number of STEM Pathways Students in **752**

### STEM CENTER EVENTS

Counselor appointments – (semester by semester plans & SEP’s) (twice per week)

1 SI Sessions (Fridays)

Ice cream social “meet STEM faculty” (FALL)

STEM Club meetings (Thursday college hour, sometimes meet at different location)

Bio Club meetings (College hour, sometimes meet at different location)

Tutoring sessions every day

RISERS orientation Spring

Pathway application sessions Spring every day for 2 weeks

Pathway contract signing sessions As needed per program needs, summer and fall

---

2016-2017 Annual Update to the Educational Master Plan 2015-2025

16
Dept. of Homeland Security Cybersecurity webinar (Spring)

UCR MacReU Summer research Program speakers (Spring)

Bio group study sessions As needed

Internship information is given electronically to STEM students but applications are also available in center

*New this Fall 2017

Scholarship application workshop (FALL, Winter) deadline is in January

Calculate your GPA workshop (FALL)

LHSS ENGAGEMENT CENTER DATA

<table>
<thead>
<tr>
<th>Contract Type</th>
<th>Pathways Students</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year contract</td>
<td>232</td>
<td>168 to be removed end of Spring</td>
</tr>
<tr>
<td>2 year contract</td>
<td>180</td>
<td>19 to be removed end of Spring</td>
</tr>
</tbody>
</table>

Risers – 37

Total number of Pathways Students in LHSS 448

LHSS Engagement Center Events

**FALL 2016**

Fall registration open house – July 2016

Embedded Counselor appointments - 6

English Faculty Advising hours - 13 hrs.

SI Sessions consistent in Fall only – 32

Guidance Presentations - 6

Engagement Center Grand opening / Open House 10/20

Economics Dept. Engagement Event 10/25

University Representative (transfer Center) 11/15

Sociology Dept. Documentary Viewing 10/26 & 11/8

English 80 Library presentation 11/22

Finals Survival Event 12/1

**SPRING 2017**

Spring Registration Open house – Jan 2017

LHSS Risers orientation 2/3

ASRCC Club meetings - 9

Documentary Viewing 2/28 & 4/25

Sociology Department Engagement Activity 3/2

Common Application Workshop (transfer Center) – 3/8

UCR student Panel 4/26

Guidance class presentations – 5

2016-2017 Annual Update to the Educational Master Plan 2015-2025
Embedded Counselor appointments – 10

<table>
<thead>
<tr>
<th>Engagement Events Total</th>
<th>Counseling appointments Total</th>
<th>Faculty Advising Events Total</th>
<th>SI Sessions total</th>
<th>Total # of Events /Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>16 dates</td>
<td>13 hours</td>
<td>32 in fall only</td>
<td>87</td>
</tr>
</tbody>
</table>

CTE

CTE has a total of 189 students on a contract

(84 = 1 year; 100 = 2 year; 5 RISERS on 2-year contracts) with students who are abiding by the rules and terms of the contract to date.

Unfortunately, the CTE Dept. does not currently have an Engagement Center, but CTE has hosted 2 very successful events during the 2017 spring term. The last event had over 900 local high school seniors in attendance. The CTE Dept. plans to have an Engagement Center up and running by the beginning of the 2017 fall semester, where CTE can offer more workshops and activities for the CTE students.

Fine and Performing Arts

84 students; 64 out of the 84 that are continuing to Fall 2017:

19- Are not continuing (enrollment, timed out, etc…)

23-Continuing to Fall 2017 on a 2 year contract

41- Continuing to Fall 2017 on a 1 year contract

Fall 2016 Activities/Events/Services (Fine and Performing Arts does not yet have an engagement center)

Fine and Performing Arts students are divided around campus: Landis, Art Department, Huntly Gym, and at Coil School for the Arts in Downtown Riverside.

(Fall and Spring: Advising Appointments throughout the semester)

Fall

- 1 Event: Welcome Day: Fine and Performing Arts Presentation
- 4 Meetings: Attended Departments Meeting
- Every Tuesday and Wednesday: Counseling Support: Developed appointment schedule for Maria Maness Tuesdays and Wednesday at Stover Music Hall office 107.
- Ran reports for SEP and majors: Effort to identify students who should be on a pathway and are not in Theater, Music, Art and Dance.

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- **4 days-Counseling**: Set up an information table outside of Landis Auditorium for Fine and Performing Arts.
- **5 presentations**: Classroom presentation for the Theater, Art, Music, and Dance courses.
- **1 day event**: Attended Dance Major Meeting to discuss uniqueness of the Dance program and meet the students: With Maria and Department Chair
- **1 day event**: Attended Music Major Orientation to discuss the advising services
- **1 meeting**: Music Meeting to discuss the Music Major: Ellen Brown-Drinkwater and Kevin Mayse developed a Music Student Educational Plan for Counselor Maria to use
- **3 presentations**: Guidance 45 classroom presentation to discuss Pathways and Fine and Performing Arts
- **Communicated with CSULB and CSUF (Feeder universities)**: To understand the additional requirements for transfer for Music, Theater, Art, Dance

**Spring**

- **1 Session: Time Management and Scheduling Workshop**: Maria and I hosted at Coil School for the Arts
- **Counseling**: Appointments Tuesday at Coil School for the Arts
- **Counseling**: Available M-W-Th-F in CAK with Maria
- **RISERS Orientation**
- **1 Art Presentation**: Poly High School: AP Art Studio course- With Jeff Soto and Will Kim to discuss Pathways and our Art Department at RCC
- **6 Theater Presentation**: Poly, Ramona, Patriot, Norte Vista, Norte Dame, North: Coordinated the dates, times, locations and am presenting with Jodi Julian and Ashlee Espinosa and the Spring 2017 Theater 37 class at the high schools for RCC, Pathways, Theater. **Check out the video of their performance at Ramona HS**: IMG_8040.MOV
- **Music Meeting**: Kevin Mayse, Charlie Richard, James Rocillo to discuss Music student needs and potential workshops for upcoming term
- Met with **Savannah College of Art and Design** Representative to talk about transfer opportunities for our Fine and Performing Arts students. Planning a presentation next Fall.
- Working with **Music students** to identify a student panel workshop for new incoming Music students in the Pathway and Promise program for Fall
- **Gateway to College**: Presentation for Pathways

**Analysis**

- The workload for Ed Advisors in each division, based on just the number of students in each division, is not equal. Some assessment of the volume of students/ case load of Ed Advisors for each division is necessary, especially with the implementation of the RCC Promise program
- Too many meetings, creeping course scheduling during College Hour contributing to fewer faculty able to be involved in student activities
- The Office of Institutional Effectiveness invited the RP Group to host several focus group sessions in March 2017. The focus groups asked male, minority students to provide input about what programs and services were working well to provide academic as well as co-curricular support. The report will be completed and distributed by the end of May, 2017. This qualitative, student-provided feedback will help inform college-wide as well as program and discipline-level initiatives in 2017-2018.

2016-2017 Annual Update to the Educational Master Plan 2015-2025

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What is next

- Continue to support the engagement centers; find space for engagement centers for CTE and Fine and Performing Arts. The Strong Workforce Grant will help support establishing the CTE engagement center once a space is identified.
- The Integrated Academic Support plan, which is in development, will address the appropriate level of support (budget and staffing) to ensure that engagement centers can effectively be true hubs of engagement and integrated support. This will mean institutionalizing support for existing centers and ensuring appropriate support is available for any new centers.
- Encourage more faculty to utilize engagement centers for office hours, study sessions, workshops, etc. Having faculty advising leads will help ensure the programming in engagement centers is robust and more faculty are aware of and encouraged to use these spaces.

Collaboration with High School and Adult Education Partners

- Counselor to Counselor (RCC to feeder high schools) was held on March 17, 2017. 36 High School counselors from 16 local area schools as well as 10 RCC administrators and 16 RCC faculty participated, ensuring ongoing and open lines of communication between RCC and local area high schools.
- The college began preliminary work to implement CCAP agreements with local high schools, offering RCC courses directly at the high schools taught by high school faculty who meet RCC minimum qualifications and will become associate faculty for RCC in addition to their high school position. The Chancellor’s Office has put together a dual enrollment toolkit with resources that can help the college as it further develops dual enrollment partnerships. [http://extranet.cccco.edu/divisions/academicaffairs/dualenrollment.aspx](http://extranet.cccco.edu/divisions/academicaffairs/dualenrollment.aspx)

Support for Feeder Schools RUSD AUSD JUSD 2016-17

- The college has made a commitment to helping feeder school districts prepare students for college, funded institutionally and through the Transformation Grant. The English department provides services which support best practices at partner high schools. These include:
  - 2016-17 Professional development and norming support for ERWC with our high school partners at Riverside Unified School District and Alvord Unified School District
  - Aug. 10 and 11 – Summer institute with Scott Stevens, Director of Writing at U of R, and Geoff Cohen from first year experience at UCR
  - Oct. 7 – norming day, including RCC English professors to assist.
  - Dec. 2 – norming in the morning; professional development in the afternoon, including presentations and q and a with several RCC English professors and head librarian Jacqueline Lesch
  - March 3 – norming in the morning; professional development in the afternoon, including presentations, classroom visit, q and a with RCC English professors
  - May 5 – norming day, including RCC English professors to assist.

Other support 2016-17
Embedded tutoring at the high schools (by RCC trained tutors, onsite in ERWC classrooms) is in the pilot phase; all three school districts requested this specialized support for their ERWC courses, with the transformation grant providing the funds. As of this writing, approximately 10 tutors have been identified, trained, screened (at the school district level), and four are in place at two sites in RUSD this semester (Spring 2017) onsite at feeder high schools. **This program will need institutional support if it is to continue beyond the term of the Transformation Grant.**

**Proposed/planned intervention for summer 2017**

- The high school liaison in English has made plans for proactive, repeated notification of students who qualify for Eng 1A through RCC’s MOU with feeder districts.
- High school teachers will distribute targeted materials twice between the end of third quarter and the end of the school year. That will dovetail with a follow-up at RCC to identify members of that cohort who have or plan to register at the college.
- In order to achieve the goal of increasing the number and percentage of students who enroll in Eng 1A in their first semester, the liaison also plans at or near RCC registration to assist those in outreach and counseling to identify those same students and proactively inform them of their placement, including that, technically, the student’s placement qualification is only valid for their first year.
- Gateway is a charter high-school located on RCC’s campus. This program is providing a learning laboratory for dual-enrollment partnerships with high school programs. As RCC continues discussion and design of dual enrollment, leveraging Gateway’s experiences will be valuable.

**Adult Education Outreach**

The Adult Education Block Grant (AEBG) asks the college to coordinate efforts with adult education to matriculate students from their institution to ours. RCC has several projects to that end.

RCC is hosting a College Day for adult school ESL students on May 23, 2017. There will be a day and evening session in which students will have a tour of the college, receive instructions about how to apply to the college and get financial aid information tailored to their needs, learn what certificate options exist at the college, and interact with ESL instructors and current ESL students who will help them understand what to expect from their college experience. Riverside Adult Education has indicated that we should expect around 200 students. The intention is to repeat this event yearly if not twice yearly and include Riverside Adult Education in other out-reach projects.

In order to bridge the gap that currently exists between RAS and RCC, Carla Reible and Miguel Reid are drafting a proposal for a summer/winter College Connections class. This four-week mini-course, much like Jump Start, will focus on the content students need to enter ESL 53, RCC’s lowest-level course. Instruction will include listening/speaking, reading/vocabulary, and writing/grammar instruction. In addition to academic content, the course will help students understand the college culture, instructor expectations, and technology that students will need to use to be successful (Blackboard, MyEnglishLab, TurnItIn…). In the last few days of the program, students will complete the OAC (orientation, assessment, and counseling) requirement and be registered for classes (like Summer Roar).

Once the logistics of the ESL bridge course are finalized, expansion of the courses to adult education GED students (English & math) and CTE students should be phased into the college’s offerings.
However, challenges with implementation such as tracking students participating in grant services, coordinating efforts with the ABEG consortium and adult schools, and providing services to students who are not enrolled at RCC must first be worked out, so we are aiming for implementation in summer 2018.

The grant has provided Riverside City College with annual support to maintain a .5 FTE Educational Advisor to support the outreach efforts to local-area adults, and that position has been approved.

Meetings with the ABEG consortium are continuing. At this point, the contact people for Riverside College are Dr. Susan Mills and Carla Reible. The district-level coordination is being led by Esteben Soriano, a consultant for the district, and Richard Keeler. The district-level director’s position has been flown and is expected to be filled this summer.

**Professional Development**

The EMP emphasizes the importance of high-quality professional development to support the college goals of student access, success, and a high quality learning environment.

**Strategies Implemented in 2016-2017**

- The college was able to use Student Equity, Basic Skills funding to support faculty development in attending: 3CSN Habits of Mind, RCOE Excellence through Equity, RCOE Reality Pedagogy workshop, M2C3 Teaching Men of Color webinar, Cultural Proficiency training, community of practice for Growth Mindset and Stereotype Threat, Tutoring Skills workshops
- The RCC Equity Committee implemented a process for providing Student Equity mini-grants for discipline-specific faculty development in best practices for targeted interventions for student success
- The overall professional development plan has been written, has been approved by RDAS, and was approved by EPOC on May 11, 2017.

**For 2017-2018**

- Now, the individual groups—faculty, staff, administrative—will produce the specific implementation plans for each area
- Continue to support faculty development; encourage research in best practices, conduct focus groups, bring trained facilitators; train trainers, share expertise and align all professional development activities with college goals and planning

**Targeted Online Education**

The EMP calls for a close consideration of online education—those courses / programs to which it is most suited and the right mix/ number of such courses.

This analysis has not yet taken place in a systematic way. This will be taken up next year, with enrollment management as well as individual disciplines/ divisions doing a thorough review.

**Culture of Ongoing Assessment**

The Educational Master Plan’s success depends on a comprehensive assessment framework. A culture of ongoing assessment means that the college (1) evaluates the effectiveness of outputs, outcome, and
impact and develops instruments to support this evaluation; (2) assesses the efficiency and effectiveness of its processes; and (3) monitors and tracks progress, allowing rapid modifications and recalibrations to properly balance funding and costs.

**Equity**

RCC is a leader among community colleges in its work on cultural proficiency. RCC has taken theory on student equity approaches and implemented them into practice through its trainings for faculty, staff, and administration and its “train the trainer” approach. RCC will continue to train its student support teams to develop the institutional capacity to produce and then maintain the systemic changes that narrow and close access and education gaps, reduce and eliminate disproportionate student outcomes, and increase engagement and wellbeing for every student.

- The college monitors equity outcomes through Student Equity visual, which is updated annually (http://rcc.edu/about/StudentEquity/Pages/Student-Equity.aspx)

### Fall 2016

<table>
<thead>
<tr>
<th>SUCCESS INDICATORS</th>
<th>PROPORTIONALITY INDEX BY GROUP</th>
<th>African-American</th>
<th>Hispanic</th>
<th>American Indian or Alaska Native</th>
<th>Pacific Islander</th>
<th>African-American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>DPS</th>
<th>Veterans</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion</td>
<td>Success in credit enrollment</td>
<td>0.85 0.97 0.98 0.92</td>
<td>0.87 0.81 0.98 0.96 0.91 1.13 0.81 0.97 0.95 1.00</td>
<td>Female Male Female Male Female Male Female Male</td>
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<tr>
<td></td>
<td>Success in basic skills enrollment</td>
<td>0.81 1.00 0.61 0.83 0.89 0.64 1.05 0.92 0.35 1.11 0.00 1.35 0.82 1.14 0.56</td>
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<td></td>
<td>Success in CTE enrollment</td>
<td>0.84 0.98 1.13 0.82 0.91 0.75 1.00 0.96 1.05 1.26 0.81 0.83 1.00 1.03 0.82</td>
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<td></td>
<td>Success in transferable enrollment</td>
<td>0.87 0.97 1.07 0.91 0.89 0.85 0.97 0.96 1.02 1.18 0.81 0.95 0.98 0.97 0.88</td>
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<td></td>
<td>ScoreCard-30-units Completion</td>
<td>0.91 0.97 0.26 0.49 0.98 0.84 0.96 0.98 0.00 0.52 0.55 0.31 1.07 1.04 0.95</td>
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<td>ScoreCard-Persistence Completion</td>
<td>0.95 1.00 0.21 0.86 0.86 0.96 0.91 1.00 1.01 0.00 0.45 0.87 0.82 1.07 0.91 1.10</td>
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<tr>
<td>ESL/Basic Skills Completion</td>
<td>ScoreCard-ESL</td>
<td>0.67 0.91</td>
<td>0.00</td>
<td>2.00 2.00 0.00 0.96 0.85</td>
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<td>ScoreCard-Basic Skills English</td>
<td>0.74 0.95 0.28 0.45 0.84 0.62 0.98 0.92 0.50 0.00 0.90 0.00 0.91 1.20 0.47</td>
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<tr>
<td></td>
<td>ScoreCard-Basic Skills Math</td>
<td>0.68 0.93 0.73 0.40 0.76 0.54 0.97 0.87 0.73 0.73 0.52 0.00 0.75 0.00 1.34 0.49</td>
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<tr>
<td>Degree and Certificate Completion</td>
<td>ScoreCard-Completion (SPAR)</td>
<td>0.92 0.85 0.49 0.13 1.07 0.75 0.87 0.82 0.81 0.00 0.00 0.00 0.48 0.90 0.99 0.47</td>
<td></td>
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<tr>
<td></td>
<td>ScoreCard-CTE Rate</td>
<td>0.97 0.96 1.16 0.69 0.92 0.52 1.05 0.89 1.48 0.62 1.13 0.00 1.12 1.08 0.57</td>
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<tr>
<td></td>
<td>ScoreCard-Transfer</td>
<td>0.97 0.81 0.56 0.18 1.11 0.79 0.86 0.75 1.12 0.00 0.00 0.00 0.67 0.78 0.87 0.56</td>
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</tbody>
</table>

**Key:**
- 0.9 and above
- 0.8 - 0.9
- 0.79 and below

- In addition to college-wide discussions, course success data are available to the individual course-level disaggregated by student equity categories. These data are informing Program Review and Planning discussions and encouraging targeted interventions for different populations.
IEPI

The college has prepared its third IEPI report, which helps track progress in key student success areas.

IEPI Student Success Metrics
### College-Level Metrics

<table>
<thead>
<tr>
<th>Metric Definition</th>
<th>2015-2016 GOAL Met?</th>
<th>1 Year Target</th>
<th>6 Year Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Rate (Scorecard)</strong></td>
<td>Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2010-2011 tracked for six years through 2015-2016 who completed a degree, certificate, or transfer-related outcomes.</td>
<td><strong>Yes (Goal was 64.0%)</strong></td>
<td>65.0%</td>
</tr>
<tr>
<td>- College-Prepared</td>
<td>Student's lowest course attempted in Math and/or English was college level.</td>
<td><strong>Yes (Goal was 64.0%)</strong></td>
<td>65.0%</td>
</tr>
<tr>
<td>- Unprepared for College</td>
<td>Student's lowest course attempted in Math and/or English was pre-collegiate level.</td>
<td><strong>Yes (Goal was 37.0%)</strong></td>
<td>39.0%</td>
</tr>
<tr>
<td>- Overall</td>
<td>Student attempted any level of math and/or English in first three years.</td>
<td><strong>Yes (Goal was 41.0%)</strong></td>
<td>44.0%</td>
</tr>
<tr>
<td><strong>Remedial Rate (Scorecard)</strong></td>
<td>Percentage of credit students tracked for six years through 2015-2016 who started first time in 2010-2011 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.</td>
<td><strong>No (Goal was 28.0%)</strong></td>
<td>29.0%</td>
</tr>
<tr>
<td>- Math</td>
<td>See above</td>
<td><strong>No (Goal was 41.0%)</strong></td>
<td>42.0%</td>
</tr>
<tr>
<td>- English</td>
<td>See above</td>
<td><strong>No (Goal was 28.0%)</strong></td>
<td>29.0%</td>
</tr>
<tr>
<td>- ESL</td>
<td>See above</td>
<td><strong>Yes (Goal was 20.0%)</strong></td>
<td>31.0%</td>
</tr>
<tr>
<td><strong>Transfer-Level Completion Rate years 1 &amp; 2</strong></td>
<td>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. Note that the methodology for this has been estimated based on initial definitions from the State.</td>
<td><strong>N/A (New Goal)</strong></td>
<td>7.0%</td>
</tr>
<tr>
<td>- Math year 1</td>
<td>See above</td>
<td><strong>N/A (New Goal)</strong></td>
<td>14.0%</td>
</tr>
<tr>
<td>- Math year 2</td>
<td>See above</td>
<td><strong>N/A (New Goal)</strong></td>
<td>22.0%</td>
</tr>
<tr>
<td>- English year 1</td>
<td>See above</td>
<td><strong>N/A (New Goal)</strong></td>
<td>32.0%</td>
</tr>
<tr>
<td>- English year 2</td>
<td>See above</td>
<td><strong>Yes (Goal was 50.0%)</strong></td>
<td>55.0%</td>
</tr>
<tr>
<td><strong>Career Technical Education Rate (Scorecard)</strong></td>
<td>Percentage of students traced for six years through 2015-2016 who started first time in 2010-2011 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred.</td>
<td><strong>Yes (Goal was 50.0%)</strong></td>
<td>55.0%</td>
</tr>
<tr>
<td>- Successful course completion (Datamart)</td>
<td>Percentage of students who earn a grade of &quot;C&quot; or better or &quot;credit&quot; in Fall 2016.</td>
<td><strong>No (Goal was 68.0%)</strong></td>
<td>68.0%</td>
</tr>
<tr>
<td>- Completion of degrees (Datamart)</td>
<td>Number of associate degrees completed in 2015-2016.</td>
<td><strong>N/A (New Goal)</strong></td>
<td>1885</td>
</tr>
<tr>
<td>- Completion of certificates (Datamart)</td>
<td>Number of Chancellors Office approved certificates completed in 2015-2016.</td>
<td><strong>N/A (New Goal)</strong></td>
<td>447 (Set Standard)</td>
</tr>
<tr>
<td>- Number of low-unit certificates</td>
<td>Number of non-Chancellors Office approved certificates completed in 2015-2016 (18 or fewer units).</td>
<td><strong>N/A (New Goal)</strong></td>
<td>500</td>
</tr>
<tr>
<td>- Number of CDCP awards</td>
<td>Number of Career Development-College Preparation awards completed in 2015-2016</td>
<td><strong>N/A (New Goal)</strong></td>
<td>500</td>
</tr>
<tr>
<td>- Number of students who transfer to a 4-year institution (Datamart)</td>
<td>Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2015-2016.</td>
<td><strong>N/A (New Goal)</strong></td>
<td>1702 (Set Standard)</td>
</tr>
<tr>
<td><strong>CTE Skills Builder</strong></td>
<td>The median percentage change in wages for students who completed higher level CTE coursework in 2012-2016 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)</td>
<td><strong>N/A (New Goal)</strong></td>
<td>26.0%</td>
</tr>
</tbody>
</table>
Riverside City College

The college met some targets very well, others marginally, others not at all. This suggests that many of the most recent, aggressive efforts, especially in the area of remediation, over the last two years are not fully reflected yet in the data which look at six-year cohorts. The college will need to continue to monitor and assess the impact of the range of efforts underway to ensure RCC makes progress in moving the needle forward on completion and success. In addition, there are several new areas that establish new targets for upcoming years. For the purposes of beginning to track success in these areas, this report states what the performance was this year and establishes a tentative target moving forward—the 1% increase/improvement that is the across the board target for each year in the six year period. To address continuing challenges of the basic skills component, the college will hold a Basic Skills/College Readiness Summit on Sept. 22nd 2017 to bring together English, Math, ESL, and Reading faculty along with counselors and administrators to assess the outcomes of pilots so far, analyze the IEPI data, and make any necessary adjustments to the College Readiness 5-year plan in light of the work done at the summit and the analysis of pilot efforts. The activities associated with the Transformation Grant, along with acceleration and placement pilots, are all part of the efforts underway that will be assessed so that RCC is ready to scale up successful pilots.

Timeline: The innovations the college has begun as pilots or as small-scale implementations have provided proof of concept and the college is ready for scaling up implementation for each activity.

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>RP Group Focus Group Research</th>
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<tbody>
<tr>
<td>Cultural Proficiency: Second Cohort Training</td>
<td></td>
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<tr>
<td>Collaborate with USC Rossier School of Education Center for Urban Education</td>
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<tr>
<td>Pilot EduNav student planning software</td>
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<tr>
<td>Formalize integrated support Pathways Teams for Outreach to High Schools and for college’s Engagement Centers</td>
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<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Plan for Community College Equity Institute at RCC</th>
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<tbody>
<tr>
<td>Cultural Proficiency: Third Cohort Training</td>
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<tr>
<td>Expand high school course offerings through dual enrollment</td>
<td></td>
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<tr>
<td>Fully launch Pathways model with 1000 students</td>
<td></td>
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<tr>
<td>Scale up MMAP implementation</td>
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<tr>
<th>Spring 2018</th>
<th>Create collaborative learning spaces</th>
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<tbody>
<tr>
<td>Fully implement student planning tool</td>
<td></td>
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<tr>
<td>Further expansion of high school offerings</td>
<td></td>
</tr>
<tr>
<td>Assess and enhance Pathways Team support model</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Introduce another 1000 students into the Pathways model</th>
</tr>
</thead>
</table>

| Fall 2019               | Introduce another 1000 students into the Pathways model |
Enrollment Management

The data in terms of placement, course distribution, FTES by course classification, mode of delivery, retention and success have been updated in the enrollment management plan (this version is posted separately on the Strategic Planning website: http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/Enrollment%20Management%205%20year%20Plan%20wlm%20Oct%2031%2016.pdf).

The structure of the enrollment management committee was adjusted this year. Included are all deans, the VP of Academic Affairs, department chairs ensuring representation from across divisions, and instructional department specialists (IDS). The new Dean of Admissions and Records, once on board, will also be a vital member of the committee.

Most of the 2016-2017 AY year has focused on meeting FTES targets (and the structural issues with the method by which the District allocates FTES among the colleges) and discussions about best practices for positive attendance classes as well as beginning an investigation of how the college can more efficiently use space to maximize FTES.

**The key recommendations in the enrollment management plan were**

1. **Implementation of a master schedule**

   The college has moved to doing year-out scheduling rather than scheduling semester-by-semester, and major areas, for example STEM, have done a thorough analysis of their offerings to eliminate any structural barriers (e.g. class overlaps in courses students need) that may lengthen the time it takes students to complete coursework. Honors and English have also done this kind of analysis and adjusted scheduling and offerings.

   As FTES are added, often this is simply rolled over from year to year, so the point of the master schedule is to make sure the college has appropriate capacity in the most high demand areas so that there aren’t institution-created barriers to students being able to complete due to access issues. Moreover, consideration needs to be given to generating sufficient FTES not just to meet targets, but to ensure that higher cost programs are offset (not all FTES costs the same—for example, FTES in a lab science class “costs more” than that in a standard social sciences lecture class) and supported by appropriate FTES in those areas that can generate it at lower cost while still preserving the integrity of programs and the ability of students to complete their goals.

   Next year the goal is to complete a fully integrated master schedule for the whole college.

2. **Put courses in all disciplines on a two year rotation to support the 1+2 +2 pathways structure and provide students with predictability and access**

   Disciplines, particularly those with ADTs, have completed the process of evaluating their offerings and ensuring that over a two year span, a full-time student would have the opportunity to take all courses needed to complete a program of study. These rotations need to be regularly evaluated so as to be responsive both to any changes in degree patterns (e.g. ADT patterns for individual disciplines are reviewed every 5 years, sometimes resulting in changes to the course offerings) and in student demand.

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A process for ensuring this review takes place is something that the enrollment management committee should take up next year. In addition, strategies for clearly communicating the degree / certificate patterns for students and outreach / marketing to get students into them should be taken up by enrollment management next year.

3. Adjust how wait lists are used

This discussion is currently on hiatus. It isn’t clear that reliable data about student demand can be gleaned from the waitlists and any changes to how wait lists function is a district-wide issue.

4. Identify which courses, discipline by discipline, clearly signal a student is on a particular pathway to help more accurately identify students’ paths/ majors than just “declaring” a pathway on an application

Part of the vision of pathways is moving towards a system in which disciplines can really take responsibility for their majors and students pursuing a degree/ certificate in their field. However, precisely capturing just who those students all are is challenging.

Disciplines are getting lists of students who have identified as a student seeking a degree/ certificate/ and or transfer in their areas. A challenge has been that this information is still not always fully accurate (for example, many students who list English as their major are seeking to study the language but not necessarily pursue a degree in literature/ creative writing).

There has not yet been a systematic attempt to have disciplines identify those courses or course taking patterns that would help fine-tune identifying majors, but the assignment of Ed Advisors to each pathway is a good step as is the significant increase in the number of students completing comprehensive SEPs. Next year, the deans, the enrollment management committee, and the DLC should take up moving forward with identifying these courses/ course-taking patterns. The addition of faculty advising liaisons will also help in terms of identifying and reaching out to students about opportunities and resources available to students on a particular path of study.

5. Implement a more robust system of orienting and advising so students can make informed decisions and related to this, increase the number of students completing a comprehensive SEP

The Welcome Day (in August) and Route to RCC (in April) events are an important step in helping students begin their course work at the college much more informed about their options in terms of a path of study and resources available to them. Robust outreach efforts at the local high schools, liaison work between faculty in Math and English at RCC with their counterparts at local high schools and between RCC counselors and local high school counselors is helping more students become better informed about their options here at RCC.

The college has also shifted from an AO (assessment / orientation ) model to an OA (orientation and then assessment) model, helping students to have a much more complete understanding of the significance of assessment prior to taking any placement tests.

The concentrated effort to dramatically increase the number of students with a completed SEP has yielded significant results. (see table).

6. Implement faculty advising as a key component of pathways and helping students more effectively navigate their coursework

Throughout this AY, faculty advising has continued to be hit or miss, with some individual faculty or disciplines doing consistent advising but with no overall systematic college-wide approach. To address
this, as this concern came out in the spring strategic planning retreat breakout group on transfer, a proposal to create three faculty advising liaisons (one for CTE/Nursing, one for STEM/Kinesiology, one for LHSS/FPA) to spearhead a more systematic implementation. This proposal is nearly through the strategic planning process (will go to EPOC in May) and has the support of the president. Moreover, the college has invested in a training to help academic deans, department chairs, counselors, education advisors, and faculty develop tools and strategies for implementing faculty advising college-wide.

7. More thorough analysis/discussion of retention and success in hybrid/online courses at the discipline, department, and division level both to address retention/success questions and to make sure the college is offering the right mix/balance of online/online/hybrid/face-to-face courses.

This is still to be done as well as a thorough study of all distance offerings to ensure that the right mix of offerings is available to meet student need. This is also crucial, because of the differential funding for online and face-to-face classes.

Institutional Effectiveness

Institutional Effectiveness has a close, supportive relationship with Strategic Planning. The functions of Institutional Effectiveness focus on what is currently occurring, and this feedback informs future-focused planning. The Educational Master Plan identified key strategies for the college: encouraging efficiency, expanding organizational capacity, informing conversations that promote access and efficiency; integrating research, assessment, and program review to enhance understanding of student learning; and facilitating accountability, transparency, and evidence-based communication to improve student success and completion. This visual frames the way that RCC’s Office of Planning and Development is approaching Institutional Effectiveness and Strategic Planning.

Efficiency

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Efficiency focuses on streamlining processes and eliminating redundancies along with continued monitoring, evaluation, and assessment of processes. During 2014-2015, the college revised the structure and processes for program review and planning, vertically integrated and horizontally aligned the planning process, and streamlined the decision-making process by aligning the committee and council structure. During the spring semester of 2016, college academic disciplines and student support and services utilized the revised program review process to develop program reviews and five-year plans. From June to September 2016, division deans worked with their department on integrating the discipline/department plans into a division plan. The Academic & Career/Technical Programs and Instructional Support, the Resource Development and Administrative Support, and the Student Access and Support Leadership Councils reviewed and prioritized division initiatives and associated resource requests by the end of fall 2016. The Institutional Effectiveness Leadership Council participated in all sessions to assess the process. In addition, the college held a retreat in October 2016 to assess progress on strategic planning measures and targets, the work of the Leadership Councils and workgroups, and the strategic planning process.

Subsequently, the Program Review Workgroup reviewed the assessments from the retreat and made recommendations for improving the second round of the program review and planning process. These included a TracDat template for the division level plans, improved definitions of terminology (e.g., what is considered an initiative), and better ways to capture sustainability and one-time emergency funding requests to streamline and increase transparency in the resource allocation prioritization process. To further vertical integration, during the second round of program review, vice presidents will integrate the division plans into area plans.

In addition, strategic planning councils will be performing self-assessments at the end of spring 2017 to evaluate their work on action plans and to inform planning for the 2017-18 academic year. During the fall 2017 FLEX days, the Educational Planning & Oversight Council will review and revise its Constitution and By-laws, including council charges, to facilitate the horizontal alignment of the committee and council work.

Effectiveness

Effectiveness addresses the degree to which the institution achieves its set goals. To achieve the college’s goals as set forth in its Educational Master Plan and Strategic Plan, the college has developed implementation plans for each “highway” – college readiness, transfer, and CTE – of its pathways initiative, for enrollment management, and for all resource areas. A draft of a Community Engagement Plan and an Integrated Academic Support Plan will be available by the end of spring 2017.

The Office of Institutional Effectiveness has developed several data sets and reports to help frame discussions about the college’s progress and effectiveness. During its spring 2017 strategic planning retreat, college constituents reviewed data and recommended evidence-based strategies to further college goals for college readiness, transfer, and CTE. Several course-based and student-based data sets are available to disciplines, departments, divisions, and areas which are helping these units inform their discussions about the individual discipline progress – as well as overall college progress – towards the strategic planning goals. Importantly, each of these conversations is not only informed by overall student metrics, but the course-level metrics can be disaggregated by course offering method (Face-to-Face,
Hybrid, Online), time of day offered, and faculty type. Student-level metrics can be disaggregated by each of the equity categories.

During 2016-17, the college has developed major initiatives, including the College Promise Program, Dual Enrollment, and the integration of equity, basic skills, and student success and support allocation, to further its goals. After initial review of basic skills data and IEPI metrics, the college is planning a basic skills summit for fall 2017.

Accountability

In order to achieve its goals, the college must have a clear delegation of responsibility. To further strategic planning, institutional effectiveness, integrated student support, and resource development, the college created an Office of the Vice President, Planning and Development. In order to better integrate academic support services, the college created a division of Student Success and Support with a direct link to the planning area. The Office of Institutional Effectiveness integrates research, assessment, and program review to improve student learning. The Office of Grants utilizes data and evidence-based approaches in its facilitation/development of grant proposals that support student access, success, equity, and completion. Hence, the organizational structure below allows for a synergy among research, assessment, program review, planning, integrated support, and grant development. Through continuous monitoring, evaluation, and assessment, the college reports on and refreshes its plans on a regular cycle.
Transparency

The three colleges and district are reviewing and refining the Function Map as roles and relationships continue to evolve. The Educational Planning & Oversight Council developed a Statement of Principles for the functioning of the colleges and district. The leadership councils are providing an analysis and developing descriptions for the relationships between the district and colleges in their respective areas. A district-wide taskforce is integrating the work of the four entities to develop a function map that is transparent and guides the working relationships among the entities.

The college is utilizing joint council groups (e.g., IELC/RDAS workgroup to better align program review and planning with budget). In its first round of the revised program review process, the college utilized the joint work of all the councils to produce the prioritized initiatives and associated resources. Through joint council work and regular reporting from committees to councils, the college is improving its information flow with continued focus on its goals.

The monthly strategic planning newsletter informs the college of the work of EPOC and the councils, retreat outcomes, progress on college initiatives and goals, and status of program review and plans.

A gap which has been identified but not yet addressed is the structure of RCC’s website. It is important for transparency that RCC have a clear and functioning website – both to meet internal constituents’ needs as well as to help students and potential students, high school counselors, and parents research and identify pathways, programs, and outstanding aspects of our college. While the IE-LC and Program Review Committee have identified this need, no office has been identified as the office, Council, or committee which should have primary responsibility for addressing this gap. The IE-LC is recommending in 2016-2017 that action is taken to improve RCC’s website and correspondingly, our organization’s transparency.

Another gap identified in the Strategic Planning process which was identified by the Program Review Committee is that while some disciplines and departments are very effective at having good conversations and communicating regarding the progress towards college goals, other departments could benefit from “best practice” examples. The Program Review Committee recommended that the college implement a topic-of-the-month. Each month, every council, committee, department, and workgroup meeting would include a brief agenda item discussing the topic. The intended outcome is that best practices will be shared across the organization and faculty, administrators, and staff at all levels could see models of effective, informed discussions. The topics identified and shared so far are:

- November / December 2016: Integrating Cultural Proficiency activities into the curriculum.
- February 2017: How disciplines responded to the course retention and success prompts in the Program Review and Plan narrative and what, if any, plans were made to improve these metrics (Wendy will know the Fall metrics by then so those can be shared as well)
- March 2017: How Departments worked with Deans to prioritize initiatives (template presentation and resources as part of this discussion topic)
- April/May 2017: Best practices and ideas for partnering with co-curricular support (any student support models including CAP, Tutoring Services, Health / Psychological Services, EOPS, TRIO, CalWorks, etc. Include a list, contacts, etc.)
- September 2017: Course Scheduling and Enrollment Management
Resource Development

The Educational Master Plan identified key strategies for the college: pursuing grant opportunities, increasing the number of international students, rental of college facilities, and green energy initiatives.

RCC has committed a budget to hire a Dean of grants along with support staff and recruitment is ongoing. While that continues, the college’s activities in grant writing have increased dramatically. RCC’s fundraising activities have also grown significantly through the Invest in Excellence campaign, the Arts Gala, and the athletic golf tournament. The position of Facilities Use Coordinator, who will manage the facilities rental program, is also being flown.

Moving forward into next year, with respect to green energy as part of the facilities master planning and sustainability planning process RCC will be considering the feasibility of using the huge surface areas that we have at the campus for generating solar energy and the possibility of systematically replacing the water-consuming vegetation that beautifies the college’s grounds with beautiful drought-resistant desert vegetation in order to save on utilities. The goal is through all these measures to generate 15% of RCC’s total budget.

The plan also envisioned a thorough integration of planning to drive the allocation of resources

The college completed its first full round of program review for all disciplines and departments in Spring 2016. Fall 2016, the college, for the first time, integrated all those plans into division plans and the leadership councils worked together to prioritize initiatives and allocate resources on the basis of that integrated planning. During the fall, the Strategic Planning Leadership Councils worked with divisions, departments, and disciplines, met several times jointly, and then made a recommendation to the Educational Oversight Committee and the President on the basis of alignment with the college goals.

The President’s response was received (and posted) February 2nd and is available on the Strategic Planning Website under Resource Allocation: http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx

The Program Review Committee has worked to assess and improve the process. These adjustments were presented at the March 2017 Strategic Planning retreat.

As the college moves forward into the second year of this fully integrated planning, a second round of program review—updating and assessing year one of the five year plans at the discipline/department level—has been completed (these were due March 30). Divisions will have integrated plans completed by
May 2017 and the VPs will integrate all of these into area plans by Fall 2017 so that the councils can again prioritize.

Finally, the plan outlined a vision for improving and maintaining a vibrant learning environment, in particular looking at four areas: human resources, physical environment, IT/AV, and professional development.

**Human Resources**

Since the finalization of the EMP, the college has written and put in place a Human Resources Five Year Implementation Plan. (link: ) The plan needs to be reviewed and refreshed.

The college has hired 22 new full-time faculty between the 2014/15 and 2016/17 academic years and is working to replace the faculty and staff who took advantage of the golden handshake. Many departments/service areas were left significantly understaffed in the wake of the retirements.

Vacant or interim administrative positions are slowly being filled. There is now a permanent VP of Academic Affairs; the creation of the Planning and Development office has come to fruition with the hiring of a VP Planning and Development and the planned hire of a Director of Grants. There are still two interim academic dean positions—LHSS and STEM. A new dean of Admissions and Records has been hired as has the Director of Facilities. Still to be filled is the VP of Business Services.

Moving forward, the college is working to develop much more robust succession planning and this will be part of the HR plan refresh/update.

**Physical Environment**

The Educational Master Plan offers a very brief vision for physical environment, with the understanding that a full-fledged Master Facilities Plan would be developed. The EMP states

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

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

Since the writing of the EMP, the college has opened two additional engagement centers—La Casa and the LHSS transfer engagement center. The office of Planning and Development is producing an
integrated academic support plan (draft will be complete summer 2017) that will include the planning for
the CTE engagement center as well and outline the services offered to students in engagement centers as
well as the support/ resources necessary to make them fully functional.

Physical Resources Committee is currently working to optimize space utilization (classroom, lab, and
office)

- Working on development and timeline for the facilities master plan -major work will begin this summer
  with anticipated completion in spring 218

- Working on review and approval of secondary effects throughout campus
  
  - Part of the facilities master plan will include developing clusters/corridors. This will place
    similar areas of study and necessary labs within close proximity of each other.
  - Working on IPP/FPP to convert old Math and Science building into Business Education
    building -if this request is approved by the state, anticipated move in date is 2024
  
- Optimizing current space utilization is critical if this plan is to be approved

IT/AV

The EMP states that says “maintenance and regular update of technology resources is essential to
maintaining a vibrant and competitive learning environment.”

RCC has a technology plan that currently only deals with pretty much computer related technology

- Through an assessment of the plan, the planning groups have recognized the need to add
  technology other than computers
- Currently data are being gathered by the Technology Resources Committee regarding
  technology other than computers
- TRC will have a list compiled by Fall 17
- Ultimately, this information should live in a more comprehensive TCO and/or Technology
  plan integrated with/ linked to the TCO so that life cycle/replacement happens automatically.
  The revised technology plan should be open and transparent and clearly articulates when
  technology, whatever it may be, will be replaced in a classroom, lab, meeting room, or office.
  With such plans in place, the prioritization process is able to more narrowly focus on new or
  expanded initiatives.

Professional Development

The Professional Development Implementation Plan has been drafted and gone to RDAS-LC and was
approved by EPOC on May 11, 2017. Individual constituent groups (faculty, staff, and management) are
now working on developing the specific plans for each of their areas in line with the principles and
guidelines established in this plan and informed by the needs/ requests that filter up from divisions/ areas
through program review. (link to the plan: ).

As future grants are written, a professional development component will be included in each.
Community Engagement

Partnerships

RCC continues to actively pursue and maintain partnerships within the community in order to continue to foster relationships and increase collaboration to increase academic achievement at all levels. Additionally, RCC works with local businesses and organizations to align educational programs to employment opportunities and provides programs and services to enrich the community.

Educational Partnerships

In addition to the existing partnerships with local K-12 partners, the Early College pilot program discussions, and the targets with the Completion Counts program, Riverside City College has actively pursued Dual Enrollment (AB288 – Dual Enrollment Toolkit http://extranet.cccco.edu/divisions/academicaffairs/dualenrollment.aspx) offerings with our local school districts to provide intentional college and career pathway programs. The college is currently developing CCAP agreements with Jurupa Unified and Riverside Unified in order to provide high school students the opportunity to earn college credit while still in high school. The college courses would be offered at the respective high schools, taught by instructors who have been approved through the established minimum qualifications protocols through the Chancellor’s Office, during the high school day. The college would continue to offer concurrent enrollment sections at numerous high schools, in addition to the Dual Enrollment courses, in order to provide a comprehensive offering of college courses. The CCAP agreements are slated for approval during the 2017-2018 year, and courses offered beginning in the fall 2017 semester.

Industry and Business Partnerships

A knowledgeable workforce is critical for a progressive global economy. RCC is cognizant of the multiple state and federal initiatives that are focused on the need to train a skilled workforce. In January, 2017, RCC was awarded $1.67 million dollars in Strong Workforce dollars associated with building a strong workforce and a comprehensive Career and Technical Education program. One of the goals of the Strong Workforce initiative include identifying new and innovative ways to train the workforce. The best way to do this is through effective partnerships with industry. The industry guides the needs of our training plans. Each Career and Technical Education program is required to host advisory meetings with partners throughout the year, and through these advisory meetings, potential curriculum changes are discussed. The curriculum changes are then made by faculty members, and once approved through existing protocols, are offered in order to provide students a competitive advantage in the market.

Community Outreach

RCC continues to serve the community in many ways, other than providing arts and athletic events attended by many community members. The athletic venues at RCC have served as a central location for city-wide events, as well. The Landis Auditorium continues to serve the community through a plethora of engaging artistic events, while the faculty and staff also serve by participating in the Night of Arts and Innovation with the City of Riverside. RCC actively participates in Chamber of Commerce, Workforce Investment Board, and additional partnerships to reinforce our commitment to providing our community the best possible service. Additionally, community education courses and senior citizen courses are continually offered to provide meet the needs of the community. During the 2017-2018 year, the

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Community Education program will undergo a comprehensive program review so that all offerings continue to serve our community in an exemplary fashion. The RCC Community Garden makes healthy, sustainable food available to our community through education and practice. It supports students and community members interested in sustainable gardening methods and ultimately will contribute to an effective and accessible local food system.