**Initiative #1 - Improve student retention, completion and transfer with dedicated student engagement measures.**

Includes a CTE Engagement Center, dedicated CTE Counselors, and contextualized learning for students in Math and English that is aligned with CTE programs.  
(1.1, 1.2, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3)

**Measurable Outcomes**

1. Increase division wide completion rates by 2% every year for the next five years.  
2. Use the California Community College LaunchBoard Skills-Builder metrics (which includes Financial Aid reporting on Gainful Employment, Worker Training employment metrics as part of the Workforce Innovation and Opportunity Act, and National Success Definitions which focus on the economic value of education and making information available on the average earnings of graduates) and advisory partners to track student skill attainment, employment, and completion in CTE programs.  
3. Support innovative marketing of programs to increase Enrollment/FTES by 5% every year for the next five years.  
4. Increase Retention division wide by 1% every year for the next five years.  
5. Increase Completion division wide by 2% every year for the next five years.  
6. Develop five new CTE Pathways and modify existing pathways to align with industry and workforce needs over the next two years.  
7. Measure Equity in programs through Centers of Excellence data collection and increase equity awareness in CTE programs by hosting 2 events annually.  
8. Increase the number of students attaining CTE Transfer degrees by 5% over the next five years.  

(PLAN - 2016-2017 - #2, #3, #4, #7; 2017-2018 - #1, #2, #3, #4, #5, #6, #7; 2018-2019 - #1, #3, #4, #5, #6, #7, #8; 2019-2020 - #1, #3, #4, #5, #6, #7, #8; 2020-2021 - #1, #3, #4, #5, #6, #7, #8)

**Initiative #2 - Close the equity gaps that exist within CTE programs and increase access.**

Includes increasing support associated with Supplemental Instruction in all CTE Programs.  
(1.1, 1.2, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3)

**Measurable Outcomes**

1. Increase 10% in sections supported by Supplemental Instruction or Student Success Mentors over the next two years measured against non-SI supported sections.  
2. Increase a divisional commitment to educational equity that is reflected throughout the annual review of initiatives and in turn the revision of CTE performance goals that will reflect an increase in participation and program completion by all students.  
3. Increase Success rates by 2% every year for the next five years in classes supported by Supplemental Instruction.  
4. Support innovative marketing of programs to increase student access and equity division wide by 5% every year for the next five years.  
5. Increase Retention division wide by 1% every year for the next five years.  
6. Increase Completion division wide by 2% every year for the next five years.  
7. Develop a strong Cooperative Work Experience program that serves the needs of Advisory and Industry partners, and results in employment at a living wage.  
8. Increase Ed Advisor caseloads every year by 5% to increase access, close equity gaps, decrease time to graduation and strengthen pathways.  

(PLAN - 2016-2017 - #1,#2, #3,#4, #6, #7, #8; 2017-2018 - #1, #2, #3, #4, #5, #6, #7, #8; 2018-2019 - #1, #3, #4, #5, #6, #7, #8; 2019-2020 - #1, #2, #3, #4, #5, #6, #7, #8; 2020-2021 - #1, #2, #3, #4, #5, #6, #7, #8;
Initiative #3 - Use contextualized training and collaborative learning opportunities to meet state and college mandates/regulations, increase student access, retention, success, transfer and/or degree attainment.

Includes ACBSP Accreditation support for Business Program, Community College Bachelor’s degree development, expansion for Cosmetology in Esthetician training, Curriculum training, Professional Development for Faculty and Staff, Travel and Community Outreach opportunities. (1.1, 1.2, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3)

Measurable Outcomes

1. Develop five new CTE Pathways and modify existing pathways to align with industry and workforce needs over the next two years.
2. Obtain ACBSP Accreditation within the next three years, resulting in a positive college perception (within the State of California) of the School of Business.
3. Create a new CTE Pathway for Cosmetology students, Automotive and Business (using Labor Market data) resulting in increased FTES and Enrollment by 2% every year for the next five years.
4. Collaborate with different departments college-wide to identify new ways for program integration which will result in higher rates of program completion, measured by FTES and completion data, along with innovative district-wide program development and expansion.
5. Increase Community Outreach with K-12 and University partners by 5%, documented through participation in community events that promote RCC CTE Programs and pathways for students to complete and transfer.
6. Identify new funding mechanisms (3-4) every year for the next five years.
7. Investigate and develop CTE Bachelor’s Degree over the next two years.

(PLAN - 2016-2017 - #1,#2, #3, #4, #5, #6, #7 (Investigate possible Bachelor’s Degrees); 2017-2018 - #1, #2, #3, #4, #5, #6, #7 (develop Bachelor’s Degree); 2018-2019 - #1, #2 (full implementation), #3, #4, #5, #6, #7; 2019-2020 - #1, #3, #4, #5, #6, #7; 2020-2021 - #1, #3, #4, #5, #6)

Initiative #4 - Increase student success and completion by providing required equipment and supplies to support student learning in the classroom.

Includes new equipment and supplies that will promote program expansion in areas supported by Labor Market data and employment needs. (1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3, 5.2, 5.3)

Measurable Outcomes

1. Replace equipment and furniture in classrooms that is considered to promote student success and an equitable use of facilities.
2. Establish a comprehensive replacement plan for equipment that is obsolete and does not serve the needs of students and industry.
3. Provide equipment and supplies that meet industry needs in order to train students for employment and increase job placement by 5% over the next five years.
4. Use the California Community College LaunchBoard Skills-Builder metrics (which includes Financial Aid reporting on Gainful Employment, Worker Training employment metrics as part of the Workforce Innovation and Opportunity Act, and National Success Definitions which focus on the economic value of education and making information available on the average earnings of graduations) and advisory partners input to include skill attainment and employment and broaden the definition of student success outcomes in CTE programs.
5. Increase Success rates by 2% every year for the next five years.
6. Increase Enrollment/FTES division wide by 5% every year for the next five years.
7. Increase Retention division wide by 1% every year for the next five years.
8. Increase Completion division wide by 2% every year for the next five years.
9. Develop five new CTE Pathways and modify existing pathways to align with industry and workforce needs over the next two years.
10. Measure Equity in programs through Centers of Excellence data collection and increase equity awareness in CTE programs by hosting 2 events annually.

(PLAN - 2016-2017 - #2, #4, #5, #6, #7, #8, #9 (investigate possible pathways); 2017-2018 - #1, #3, #4, #5, #6, #7, #8, #9 (develop pathways); 2018-2019 - #1, #2, #3, #4, #5, #6, #7, #8, #9 (implementation of pathways), #10)
Initiative #5 - To improve student success, access, retention and completion by comprehensively looking at facilities to meet skill building and employment needs for students.

Includes integrating the facilities master plan with industry and safety identified needs for CTE Programs.

(1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3)

Measurable Outcomes

1. Conduct comprehensive review of facilities and classroom experiences that support the safety and equity of our students, faculty, and staff.
2. Provide facilities that meet industry needs in order to train students for employment and increase job placement by 5% over the next five years.
3. Use the California Community College LaunchBoard Skills-Builder metrics (which includes Financial Aid reporting on Gainful Employment, Worker Training employment metrics as part of the Workforce Innovation and Opportunity Act, and National Success Definitions which focus on the economic value of education and making information available on the average earnings of graduations) and advisory partners input to include skill attainment and employment and broaden the definition of student success outcomes in CTE programs.
4. Increase Success rates division wide by 2% every year for the next five years.
5. Increase Enrollment/FTES division wide by 5% every year for the next five years.
6. Increase Retention by 1% every year for the next five years.
7. Increase Completion by 2% every year for the next five years.
8. Develop five new CTE Pathways and modify existing pathways to align with industry and workforce needs over the next two years.
9. Measure Equity in programs through Centers of Excellence data collection and increase equity awareness in CTE programs by hosting two events annually.

(PLAN - 2016-2017 - #1, #3, #4, #5, #6, #7, #8 (investigate possible pathways, #9); 2017-2018 - #1, #3, #4, #5, #6, #7, #8 (develop pathways), #9; 2018-2019 - #1, #2, #3, #4, #5, #6, #7, #8 (implementation of pathways), #9)
Total amount requested: $1,387,073.00

### Initiative #1 - Improve student retention, completion and transfer with dedicated student engagement measures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated CTE Counselor</td>
<td>$57,495.00</td>
</tr>
<tr>
<td>CTE Engagement Center</td>
<td>$350,000.00</td>
</tr>
<tr>
<td>Marketing &amp; Media Specialist</td>
<td>$65,000.00</td>
</tr>
<tr>
<td>Cosmetology Enrollment Specialist</td>
<td>$81,289.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$553,784.00</strong></td>
</tr>
</tbody>
</table>

### Initiative #2 - Close the equity gaps that exist within CTE programs and increase access.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Mentors (SI)</td>
<td>$34,000.00</td>
</tr>
<tr>
<td>Student Success Mentor Coordinator</td>
<td>$81,289.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$115,289.00</strong></td>
</tr>
</tbody>
</table>

### Initiative #3 - Use contextualized training and collaborative learning opportunities to meet state and college mandates/regulations, increase student access, retention, success, transfer and/or degree attainment.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACBSP Application for Candidacy Fee</td>
<td>$10,500.00</td>
</tr>
<tr>
<td>ACBSP Mentor Fee</td>
<td>$10,500.00</td>
</tr>
<tr>
<td>ACBSP Conference Fee</td>
<td>$10,500.00</td>
</tr>
<tr>
<td>Esthetic Training &amp; Program Development</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Faculty Training and Curriculum Development</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Travel for Cosmetology</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>ACM Programming Competition Fees</td>
<td>$500.00</td>
</tr>
<tr>
<td>CAE2Y Certification Costs</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Cyberpatriot Competition</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Digital Media/FTV MAC Lab</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>Division Wide Professional development</td>
<td>$10,000.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$177,000.00</strong></td>
</tr>
</tbody>
</table>
Initiative #4 - Increase student success and completion by providing required equipment and supplies to support student learning in the classroom.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM Equipment</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>AUTO Equipment</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>COS Equipment &amp; Supplies</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>EAR Equipment</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>FTV Equipment</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>WEL Equipment &amp; Supplies</td>
<td>$50,000.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$251,000.00</strong></td>
</tr>
</tbody>
</table>

Initiative #5 - To improve student success, access, retention and completion by comprehensively looking at facilities to meet skill building and employment needs for students.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Booths</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>Welding Exhaust for fume extraction</td>
<td>$80,000.00</td>
</tr>
<tr>
<td>Early Childhood Carpet</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Early Childhood Observation Hallway Lighting</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Early Childhood Portable</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Early Childhood Replacement Doors</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Air Conditioning - Exhaust Hoods and Window Replacement</td>
<td>$25,000.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$290,000.00</strong></td>
</tr>
</tbody>
</table>
Mission Statement
The Riverside City College Counseling Department provides a supportive, student centered and holistic approach to education that seeks to maximize the potential of each individual student with integrated and comprehensive student support services. As student advocates and consultants to the college community we are committed to fostering a professional environment that stimulates learning, respects diversity and promotes the development and success of students in accordance with the student success pathways. Riverside Counseling Faculty are committed to:

- Providing counseling services in accordance with the highest ethical and professional standards in the field
- Promoting the academic, social, and emotional success of students
- Empowering students to realize their potential to affect positive change as citizens of local and world communities
- Assisting students in becoming healthy, informed, aware and committed citizen-scholars
- Sustaining a campus environment that supports the holistic development of each student

Riverside City College Counseling Mission is in direct alignment with the college’s mission. The counseling department provides integrated and comprehensive counseling services which empower and support our diverse community of learners at RCC. The counseling services provided enable students to take full advantage of their college experience while maintaining success within the student success pathways. Counseling provides integrated and comprehensive student support services to assist students in achieving their goals. All counseling faculty and staff are committed to the students we serve, and many times we serve as the voice for students. Students are our number one priority.

Need for Additional Faculty and Staff and Resources
The Pathways program at RCC has had a huge impact on counseling, specifically in increasing the collaboration between counseling faculty and instructional faculty. Counseling continues to provide resources and training as the role of faculty advisors emerges. Pathway committees have been meeting and a template of suggested courses has been developed for the ADT Pathways Fall, 2015. Additional hires and adequate space for counseling faculty to support Pathways is needed. Counseling is involved in more integrated services and collaboration across the college with academic, library, academic support, and all grants and initiatives – counseling is accessible and involved in many of the initiatives (ie...Faculty Advising, Pathways Planning Development, Grant activities, Engagement Center collaboration, training and staff development).

There is now a state mandate that all students must have an SEP by the time they complete 15 units. Counseling resources and personnel must be expanded to meet this requirement. The online student planner is necessary and there must be a dedicated IT staff member to make this happen in a timely manner. In addition, there has to be some incentive to encourage all students to come to counseling. Counseling hopes to mandate a policy that students will be blocked from registering until they get their educational plan when they have completed 15 units. Students will also be required to have access to an electronic portal that will give them access to an electronic copy of their SEP as well as other educational advising tools.

RCC Counseling department has increased and provided more thorough advising to RCC students. In 2014-2015, 7,882 students received counseling and 7,049 students completed an SEP. This number includes 2,567 first time freshmen who completed an SEP in their first year. We have made significant progress in the delivery of this SEP to our students electronically. Front counter staff is thoroughly trained and updated on a regular basis, in order to facilitate the student’s appointment with the counselor. We have begun to use alternative methods of placements for our students in English and math (in progress). There are now many workshops provided for students – with the creation of several Educational Advisor positions,
Counseling faculty and Educational Advisors are now able to work with students in groups re: their probation or dismissal status; with those who are new to RCC or returning or who have stopped out; and with students in our various campus communities (Veterans, Ujima, athletics, Puente, CAP, EOPS, La Casa, foster youth, etc.) – to provide workshops that address the various needs of these specific populations.

One of the prevalent challenges is managing/prioritizing the goals of the state and the college leadership. All students must be on a pathway and finish in 2 to 3 years. We must ensure that no “groups” are left behind. Not all students will fit into a pathway such as part-time students, working students, English language learners, etc. We must be sure our outreach, programs, services, and pathways address various equity groups. While there is a benefit to a structure or path, there will be some that don’t fit or “fall out”. Counseling must work with college administration to ensure success of all students.

Counseling Department Ranking Order of Requests to increase student success and retention and to support Pathways throughout the college:

<table>
<thead>
<tr>
<th>Ranking Order</th>
<th>Requested Resource</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Counselor</td>
<td>72</td>
</tr>
<tr>
<td>2.</td>
<td>Admin Manager</td>
<td>99</td>
</tr>
<tr>
<td>4.</td>
<td>General Counselor</td>
<td>105</td>
</tr>
<tr>
<td>4.</td>
<td>Professional Development</td>
<td>138</td>
</tr>
<tr>
<td>5.</td>
<td>Multimedia Specialist</td>
<td>143</td>
</tr>
<tr>
<td>6.</td>
<td>Puente Counselor</td>
<td>147</td>
</tr>
<tr>
<td>7.</td>
<td>Transfer Center Space/Budget</td>
<td>163</td>
</tr>
<tr>
<td>8.</td>
<td>Career Center Space/Budget</td>
<td>173</td>
</tr>
<tr>
<td>9.</td>
<td>Puente Clerical Support</td>
<td>176</td>
</tr>
<tr>
<td>10.</td>
<td>Extend Hours/Increase Adjunct hours</td>
<td>200</td>
</tr>
<tr>
<td>11.</td>
<td>Increase Foster Youth adjunct hours</td>
<td>234</td>
</tr>
</tbody>
</table>
### Initiative 1: Increase the ADT Verification Process in support of Pathways by 2% each year

**Goals:** 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.3, 4.3, 4.4, 5.1

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned Activities 2016-17: Spring 2017 Target is that 38% of ADT’s will be verified.</th>
<th>Planned Activities 2017-18: Spring 2017 Target is that 40% of ADT’s will be verified.</th>
<th>Planned Activities 2018-19: Spring 2017 Target is that 42% of ADT’s will be verified.</th>
<th>Planned Activities 2019-20: Spring 2017 Target is that 44% of ADT’s will be verified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase collaboration and coordination with counseling, articulation, and evaluations office</td>
<td>Design Postcards to send to faculty and service areas with important information about the ADT – a checklist for students pursuing an ADT. Articulation to work in conjunction with evaluators to monitor list.</td>
<td>Continue use of postcard check with students.</td>
<td>Counselors to provide Classroom presentation about the ADT and Process.</td>
<td>Evaluate the processes of ADT including workflow, student process and evaluate the application process.</td>
</tr>
<tr>
<td>Communicate process of ADT to students and faculty</td>
<td>Articulation to develop letter to faculty to explain ADT process and to encourage students to complete necessary paperwork.</td>
<td>Email blast to all students who have indicated ADT as program of study reminding them to apply to RCC and the CSU.</td>
<td>Educate campus committees about ADT Process.</td>
<td>Email Blast to students with 30 transferrable units about the ADT’s available and process.</td>
</tr>
<tr>
<td>Increase workshops offered to inform students</td>
<td>Educate students about the ADT/workshops offered through transfer center specifically about ADT. Transfer Center to provide information about ADT process at transfer workshops. Counselors to emphasize process of verifying ADT during development of SEP.</td>
<td>Transfer Center to provide information on transfer website about ADT process and general information. Increase the number of transfer workshops in September (Prior to submitting Applications).</td>
<td>Direct outreach to possible transfer applicants.</td>
<td></td>
</tr>
<tr>
<td>Advertise ADT process on web and around campus</td>
<td>Transfer Center to refine ADT workshop and be inclusive of the CSU application process and the checkbox for ADT on application. Design posters about ADT process and post in prominent places around campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESOURCES NEEDED:** Counseling Office Manager

Currently Counseling has 4 clerks and 5 educational advisors. There is a need to a visible manager who is present to oversee and ensure operational procedures are in place. With the expansion of pathways, ADT’s, SEP’s and accurate reporting – imperative to have a manager overseeing day to day operations in Counseling.
## Initiative 2: All First time freshman who have attempted at least 15 units complete a comprehensive SEP within the first year of enrollment.

**Goals:** 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.3, 4.4, 5.1

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned Activities 2016-17: Fall 16, 70% of the students will have Comprehensive Ed Plan</th>
<th>Planned Activities 2017-18: Fall 17, 75% of the students will have Comprehensive Ed Plan</th>
<th>Planned Activities 2018-19 Fall 18, 80% of the students will have Comprehensive Ed Plan</th>
<th>Planned Activities 2019-20 Fall 19, 85% of students will have Comprehensive Ed Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase collaboration and coordination with counseling, faculty advisors, educational advisors and HS</td>
<td>Increase the number of career workshops to assist undecided students toward major</td>
<td>Increase the number of Major/career development workshops offered by Career Center</td>
<td>Develop plan and timeline to block registration for those students who do not have SEP</td>
<td>Implement Online Student Planner</td>
</tr>
<tr>
<td>Increase collaboration and coordination with counseling, faculty advisors, educational advisors and HS</td>
<td>Increase the number of career workshops to assist undecided students toward major</td>
<td>Increase the number of Major/career development workshops offered by Career Center</td>
<td>Develop plan and timeline to block registration for those students who do not have SEP</td>
<td>Implement Online Student Planner</td>
</tr>
<tr>
<td>Enhance Counseling Liaisons</td>
<td>Educational advisors provide information on importance of SEP at all workshops and interactions with students.</td>
<td>Liaisons to work with faculty to encourage students to get SEP</td>
<td>Educational advisors provide information on importance of SEP at all workshops and interactions with students.</td>
<td>Educational advisors provide information on importance of SEP at all workshops and interactions with students.</td>
</tr>
<tr>
<td>Career/Transfer increased support of pathways and engagement centers</td>
<td>Group advising to CTE progs</td>
<td>Recognition Ceremony for students ½ way to meeting goal</td>
<td>Group advising to CTE progs</td>
<td>Group advising to CTE progs</td>
</tr>
<tr>
<td>Counseling participant in all Pathway Comm. (CTE, Basic Skills, Transfer)</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Educational advisors to follow up with students who do not have SEP on file</td>
<td>Recognition Ceremony for students ½ way to meeting goal</td>
<td>Continued support Math Cohorts</td>
<td>Recognition Ceremony for students ½ way to meeting goal</td>
<td>Recognition Ceremony for students ½ way to meeting goal</td>
</tr>
<tr>
<td>Group SEPs to CTE areas</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Guidance 45 to Incoming HS spring 17 collaborate with outreach</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Support of New Science of Learning Math cohorts and other classroom pres.</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Outreach to include when visiting HS and continued Coun/ Coun Breakfast</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Email blast to students who do not have SEP. Provide instructions to schedule appointment – not during summer/win</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Counselors more visible on campus…IPADS to make appts.</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
</tr>
<tr>
<td>Increased advertising of importance of SEP</td>
<td>HS focused GUI courses to prepare students and have SEP upon entering</td>
<td>Continued support Math Cohorts</td>
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</tr>
</tbody>
</table>

**Mandated SEP/Block registration.**

**Review and evaluate processed.**

**Develop study to mirror statewide study that students with SEP more likely to persist and have success in college.**
RESOURCES NEEDED:
Counseling Office Manager
Currently Counseling has 4 clerks and 5 educational advisors. There is a need to a visible manager who is present to oversee and ensure operational procedures are in place. With the expansion of pathways, ADT’s, SEP’s and accurate reporting – imperative to have a manager overseeing day to day operations in Counseling.

Two Counseling Faculty
To meet state mandate of all students having a comprehensive SEP on file and to support the Pathways we must increase counseling faculty. 2015-17 there are 15 general counselors. (2.0 reassigned time for Puente, Transfer, Career, Department Chair, and articulation) for a population of 27,000 during 15/16. Counselor to student ratio is 1 counselor to 2076 students. We need two additional general counseling faculty. Increased counseling support to pathways is needed.

Multimedia/Tech Specialist
RCC counseling is in need of a dedicated expert in technology use in order to meet all projected goals, demands of SSSP, and to enhance Pathways in order to ensure student success and goal completion. With the projected use of Online Planner there must be a dedicated IT staff member to help navigate and design the program so that it is effective tool to use with students.

Professional Development
Myers/Briggs and STRONG training for all counselors. Additional training on career decision making and exploration is needed for all counseling faculty. With the large number of undecided students at RCC it is imperative that counselors are well trained in helping students clarify career plan so that they are advised on appropriate pathway. UC/CSU Conferences as well as others to increase collaboration, engagement, and learn of best counseling practices as well as receive updates which are necessary to counseling.

Extend Counseling Operating Hours and Adjunct Budget (including adjunct hours for FY)

<p>| Initiative 3: Increase Success of Students by decreasing the number of students on Dismissal Status |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Goals: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.3, 4.4, 5.1 | Planned Activities 2016-17: Fall of 2016 6.7% of students will be on dismissal | Planned Activities 2017-18: Fall of 2017 5.7% of students will be on dismissal | Planned Activities 2018-19: Fall of 2018 4.7% of students will be on dismissal | Planned Activities 2019-20: Fall of 2020 3.7% of students will be on dismissal |
| Strategies | Planned Activities | Planned Activities | Planned Activities | Planned Activities |
| Increase Participation of Early Alert and encourage more faculty participation | Review Early Alert Deadlines and refine | Add face to face orientations along with new student workshops | Offer general success workshops and target all students and encourage them to attend success workshops – time management, study skills, Mindset, etc. | Use information gathered from focus groups and research of best practices to determine additional services for probation and dismissal students |</p>
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Continue to offer Steps to Success and validate effectiveness</th>
<th>Continue Steps to Success and follow up with Ed advisors – Ed Advisors to educate students about Pathways options at RCC</th>
<th>Collect data on the students that attend STS workshops to validate for success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gather information from current students on best strategies for moving to success from probation/dismissal</td>
<td>Focus Group of students on dismissal – continue planning with Feedback</td>
<td>Increase the summer Steps to Success to 3 days to be more detailed and inclusive</td>
</tr>
<tr>
<td></td>
<td>Establish peer to peer mentoring program</td>
<td>GRIT mentoring with entire department</td>
<td>Continue with Focus groups – what worked best for you to get off of probation and base next steps on what is most successful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with academic Support to partner and incorporate an Integrated Student Services approach</td>
<td>Research and identify best practices at other community colleges in working with dismissal student</td>
</tr>
</tbody>
</table>

**RESOURCES NEEDED:**

**Professional Development**

Guest Speaker such as Angela Duckworth to attend RCC and provide workshop for students and faculty. The idea of GRIT and encouraging students to persist is a predominant characteristic of student success. Angela has conducted extensive research on the subject and would be perfect to talk to all student groups at RCC

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**Initiative 4: Improve Success in Guidance Courses with Equity Groups of Veterans, Foster Youth, and DRC students**

**Goals:** 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3, 4.4, 5.1

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned Activities 2016-17: Spring 2017 Target is that VETS will move from 51 to 52% success rate. DRC will move from 69.1 to 70.1% success rate and FY will move from 60.3 to 61.3% success rate</th>
<th>Planned Activities 2017-18: Spring 2018 Target is that VETS will move from 52 to 53% success rate. DRC will move from 70.1 to 71.1% success rate and FY will move from 61.3 to 62.3% success rate</th>
<th>Planned Activities 2018-19: Spring 2019 Target is that VETS will move to 54% success rate. DRC will move to 72.1% success rate and FY will move to 63.3% success rate</th>
<th>Planned Activities 2019-20: Spring 2019 Target is that VETS will move to 55% success rate. DRC will move to 73.1% success rate and FY will move to 64.3% success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish baseline date and program planning with Counseling Department</td>
<td>Survey students at beginning of GUI courses to identify population (FY, VET, DRC)</td>
<td>Monitor outcomes / best practices</td>
<td>Access Interventions that have been implemented and plan for additional activities</td>
<td>Enhance interventions that were assessed in 18/19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Visibility for counter staff,</td>
</tr>
</tbody>
</table>
Provide integrated services to these populations through an integrated approach to delivery.

<table>
<thead>
<tr>
<th>Provide integrated services to these populations through an integrated approach to delivery</th>
<th>Refer students to DRC and Vets Trio programs to ensure a more Integrated Student Services approach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop GUI cohorts of GUI 45 and 48 for FY work with Guardian Scholars to promote to increase GUI participation of FY</td>
</tr>
<tr>
<td></td>
<td>Add to application/class rosters targeted populations (maybe not DRC)</td>
</tr>
<tr>
<td></td>
<td>Determine means to identify the students in our classrooms that are not receiving services? (survey)</td>
</tr>
<tr>
<td></td>
<td>Continue to offer FLEX workshops on VET, FY, DRC</td>
</tr>
<tr>
<td></td>
<td>Bring a student presenter VA/FY or at the very least discuss these programs at the beginning of every GUI class</td>
</tr>
<tr>
<td></td>
<td>Training for equity awareness with staff, student workers, faculty (Star, Kristi Woods)</td>
</tr>
<tr>
<td></td>
<td>Email from faculty to student-Ed advisor follow up</td>
</tr>
</tbody>
</table>

Focus groups from previous GUI course populations - Survey students in these categories regarding their needs for success/retention and plan additional activities based on survey.

RESOURCES NEEDED: Additional Hours for Foster Youth Counselor – The Foster youth population is one of the equity groups in most need of services to bridge the equity GAP. The current counselor is assigned 8 hours per week. It would be beneficial to the college to expand the hours to a minimum of 20 hours per week to ensure this population of students is receiving counseling services. All Foster Youth students should have a comprehensive SEP as part of the program.

Initiative 5: Increase Phase 3 Puente Students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned Activities 2016-17: Increase Phase 3 Puente students who have already completed Phase 1 and 2 participation by 10%</th>
<th>Planned Activities 2017-18: Sustain the 10% increase in Phase 3 Puente Students from 2016-2017</th>
<th>Planned Activities 2018-19 Sustain the 10% increase in Phase 3 Puente Students from 2016-2017</th>
<th>Planned Activities 2019-20 Sustain the 10% increase in Phase 3 Puente Students from 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Counseling Appointments with the Puente</td>
<td>Students return as presenters to share their personal academic journey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Counselor

Phase 3 students continue with the Puente Club
Recognize those who have been accepted and are transferring to the universities at the Puente Banquet

RESOURCES NEEDED:

Puente Counselor: There is currently one counselor assigned to Puente. There needs to be an additional counselor the three year rotation cycle.

Puente Hourly Clerical Support: There is an MOU stating that the Puente program should have clerical support. There is a need to hire part time clerical support staff to assist with Puente budget, travel, fieldtrips, correspondences with students, scheduling of appointments and meetings.

<table>
<thead>
<tr>
<th>Facilities and Planning – Projected Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong> 1.1, 2.1, 2.3, 4.3, 5.1, 5.2, 5.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned Activities 2016-17</th>
<th>Planned Activities 2017-18</th>
<th>Planned Activities 2018-19</th>
<th>Planned Activities 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Transfer center services and operations to increase the number of transfer students</td>
<td>Increase budget and dedicated transfer center dedicated space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase Career center services and operations to increase the number of students who identify pathway and complete educational plan.</td>
<td>Increase budget and dedicated Career center dedicated space</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

RESOURCES NEEDED:

Dedicated Transfer Center: To have fully operational transfer center dedicated space and to increase budget to 10,000.

Dedicated Career Center: To have a fully operational career center with dedicated space and to allocate a budget of 10,000 for career center operations.
Academic Support Initiatives - November 2016

1.) Tutorial Services

- Priority 1 - Automate Tutee Registration
  Online appointment process is already in process. Use data reports for decision making.

- Priority 2 Monthly Budget & Expenses so we can automate and improve efficiency of timesheets, balance updates, reduce input errors and predictive models.

- Priority 3 - Begin to create a Tutor Training program- Notebook of training modules to be created. Book has been ordered and received. Sample handbooks for Tutors being reviewed and organized. Establish and grow the effectiveness of “Embedded Tutors” for multiple subjects

- Priority 4 - Strengthening Marketing strategies

- Priority 5 - Improve Tutorial Services Website with tutor photos and brief bios

- Priority 6/7 - Feedback from clients and tutors

- Priority 8 – Increase student awareness of Online Tutoring available (Smarthinking)

- Ongoing Professional Development for Tutorial Services Technicians

- Tutorial Services - Sharing of Support Strategies with Tutorial Services at Moreno Valley and Norco Colleges

- Data collection plans
  1.) Number of students served (unduplicated)
  2.) Number of tutoring appointments held
  3.) Number of student and hourly tutors
  4.) Operational capacity (No. of tutored hours/No. of available hours)
  5.) Percentage of No-shows
  6.) Student survey
  7.) Tutor survey
  8.) Number of EOPS/La Casa/Trio students served (unduplicated)
  9.) Number of EOPS/La Casa/Trio tutoring appointments held
10.) Service requests (Subjects requested that tutoring did not cover)
11.) Monthly tutor timesheet data and budget expenses
12.) Success rates of students using tutorial (by subject)
13.) Success rates of tutorial study groups (by subject/by program)
14.) Success rates of embedded tutoring (by subject)

2.) Supplemental Instruction

- Identify courses within Academic Pathways and discipline areas within pathways that would benefit from SI Support; Student Equity Grant funding will allow the college to expand the SI program to transfer-level math and English classes.
- Identify and continue to support Basic Skills courses that has been having student success because of SI Support
- Manage employee time and effort and timesheets more accurately efficiently
- Integrate student equity strategies into SI employee training and SI supported faculty
- College data on unduplicated student ID’s attending SI sessions, the number of times each student attends SI sessions, and such student’s success rate compared to the students that did not attend SI sessions, but are in the exact course sections; compared to students not in the same course sections that had no access to SI, but had the same type of course.
- Have conversations with faculty chairs on embedding the need for SI Leader support in their discipline’s comprehensive review.
- Strengthening the support of the SI Program with sufficient funding to support discipline requested SI support and a full time SI Coordinator position.
- Ongoing Professional Development for SI Leaders and SI Coordinator (SI Conference planning and annual regional event)
- Supplemental Instruction (SI) Coordinator to facilitate ongoing evaluations of SI Mentors and SI Leaders

3.) Ed Advisement Support

- Continue to have student employees to support organization of JS and CAP events and help set up student/Ed Advisor appointments.
• **Jump Start (JS)**
  - 4 Weeks of English/Reading Jump Start during Summer Intersession & 4 Weeks of Math Jump Start during Winter Intersession
  - Recruitment of student enrollment of JS is now being run by the Math discipline.

• **Community for Academic Progress (CAP)**
  - Increase Learning Communities to include course pairings of transfer level/pathway courses and have Transformation Grant to fund the second Ed Advisor. We already have an office space with a desk, phone and computer.
  - CAP Faculty Liaison in place for Fall 2016 serving the Basic Skills communities. There are plans to further develop a united Faculty/Ed Advisor partnership within the learning communities that includes Faculty Training and Collaboration Time (with pay for part timers).

4.) **Math Learning Center**

- Planning for Tutorial support for Math Learning Center for all four sessions of the year, including Winter and Summer Intersessions.

- Continuing one-on-one tutoring for students in Math 65, 53 and 37 using Basic Skills funding

Data sought:

- What were the proportionality indices of gender, ethnicity, and special groups (like disabilities, veterans, etc) comparing to the all students average?
- What was the return rate after students’ first visit at MLC? (Break down by courses and semesters)
- On average, how many times students visit MLC in a semester? (Break down by courses and semesters)
- How many hours students stay at MLC? On average per visit and per semester. (Break down by courses and semesters)
- How different were the Math success rates between MLC students who participated in the MATH-Lab and Non-MLC students who did not attend the MATH-Lab?
5.) **College Readiness Workgroup**

a.) 5-Year-Plan is a living document that gets updated each year.

CRW 5 Year Plan – It is a living document. Updates are sent to ACTPIS.

From RCC Home page, 1.) Select “Strategic Planning” from the menu at the bottom right of the screen, 2.) select “College Readiness Plan Draft” from the page’s listings under “RCC Pathway Plans”  Direct link is at [http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/College%20Readiness%20Workgroup%20Plan%20Apr.8%281%29.pdf](http://www.rcc.edu/about/president/strategic-planning/Strategic%20Planning%20Document/College%20Readiness%20Workgroup%20Plan%20Apr.8%281%29.pdf)

b.) CRW Webpage

from RCC Home page, 1.) Select “Current Students” from dropdown menu at top of the screen, 2.) Select “Academic Support” from the page’s listings, 3.) Select “College Readiness Workgroup” from menu on the right side of the screen. Direct link is at [http://www.rcc.edu/AcademicSupport/studentsuccess/Progcomp/Pages/CRW.aspx](http://www.rcc.edu/AcademicSupport/studentsuccess/Progcomp/Pages/CRW.aspx)

- Website for College Readiness Workgroup has been set up to include subgroup accomplishments.

  [http://www.rcc.edu/AcademicSupport/studentsuccess/Pages/Basic-Skills-Initiative.aspx](http://www.rcc.edu/AcademicSupport/studentsuccess/Pages/Basic-Skills-Initiative.aspx)

  - **Basic Skills Initiative Funding**

    | FY 15/16 Allocation | $228,827 | FY 16/17 | $183,040 |
    |---------------------|----------|----------|-----------|
    | Adjusted initial $264,042 to current | $228,827  | C/O to FY 16/17 | $183,040 |
    | We also received $228,827 for 2016 ending in 2016 | $228,827 | New allocation | $412,676 |
    | $228,827 | New unspent amount for 2017-18. |

- **Subgroup work**

  Subgroups are describing, in a written document, the activities happening at RCC for their selected topic. A “To Do” list is being generated that will then be vetted with the RCC offices that would provide manpower to facilitated discussed and agreed upon tasks, time line is created, supplies and equipment are ordered using Basic Skills Initiative (BSI) funding once ACTPIS approves the strategies and funding suggested. Documents created will be posted on the CRW webpages.

  See workgroup listings on next page.
• Subgroup meetings are underway on a variety of topics surrounding the basic skills student needs.

<table>
<thead>
<tr>
<th>Basic Skills Transformative Grant</th>
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<tbody>
<tr>
<td>a.) Webpage – Has listing of Grant objectives an quarterly reports</td>
</tr>
<tr>
<td><a href="http://www.rcc.edu/AcademicSupport/studentsuccess/Pages/Basic_Skills_and_Student_Transformation.aspx">http://www.rcc.edu/AcademicSupport/studentsuccess/Pages/Basic_Skills_and_Student_Transformation.aspx</a></td>
</tr>
<tr>
<td>b.) Hire Administrative Assistant for Grant – Completed</td>
</tr>
<tr>
<td>c.) Hire Research Assistant</td>
</tr>
<tr>
<td>d.) Hire Ed Advisor</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS & SUPPORT (5 YEAR) PRIORITY PLAN

Counseling, Library and Academic Support

Access and Success - 2016/2017

Support Pathways – Model includes counselors, librarians, educational advisors and supplemental instructors working collaboratively on designated Pathways.

- Counselor to support Pathways expansion and to meet SEP mandate

Design Math Centered learning communities (CAP), with English as “Floater”

- Educational advisor to facilitate recruitment and placement

Extended Library operational hours: 17WIN Friday operational hours, aligned with Student Services; 17SPR evening hours extended from 7:00 p.m. to 9:00 p.m., and Saturdays 9:00 a.m. to 4:00 p.m. Supplemental Instruction, Tutoring and Counseling in the library for extended evening hours, Monday through Thursday.

- Increase adjunct counseling budget.
- After spring 2017 funding required for library adjunct hours.

Plan expansion of Middle College at Rubidoux

Use MediaSite for on-line training workshops

Finalize On-line student educational planner

Implement “Best Practices” for mandated SEP completion goals

Community Engagement - 2016/2017

Plan expansion of Middle College at Rubidoux 2016/2017, (Both Access and Community Engagement)

Annual Counselor-to-Counselor (HS counselors’ information session)

Launch annual Librarian-to-Librarian (HS/College professional collaboration)

Launching GUI 45 course as pilot for concurrently enrolled HS students throughout the district (in collaboration with the Welcome Center)

- Developing marketing materials

Resource and Learning Environment - 2016/2017

Develop a 1 unit tutoring courses for perspective tutors; courses should be transferrable.

- Cost of curriculum design
Professional growth and development opportunities (annual)

**MBTI/STRONG** training/certification for counselors

*Administrative manager* to supervise counseling classified

Equity Speaker Series for faculty, staff and students

---

**Access and Success - 2017/2018**

Plan and re-design supplemental instruction focusing on Gateway and “bottleneck” courses

Improve on Basic Skills completion rates through accelerated, expanded summer programs

- Faculty, educational advisors and counselors

Intentional career series workshops to clarify Pathway options

Expand Academic Support and Student Services for Rubidoux Annex

- Faculty and counselor

Explore Central Middle School as potential site for “Early Middle College” with Riverside Unified School District

Mentoring/leadership program for student assistants beginning with Division of Student Success and Support.

- Small cost for mentor training

Implement On-line student educational planner

- Cost undetermined at this time

---

**Institutional Effectiveness - 2017/2018**

Academic Support program-wide assessment with External evaluator

- External evaluator cost undetermined

---


Dedicated I.T. staff to support online planner, automated systems, Computer Commons and develop user-friendly Division website.

- Cost of I.T. professional

Begin teaching one-unit tutoring course for prospective tutors

“Grab and Go” food service – Library second floor
- Cost should be assigned to vendor

**Community Engagement - 2017/2018**

Coordinate pilot with Outreach as part of a college readiness program beginning with 9th grade

Activities planned for each grade and may include: College tours, Career exploration activities, Early Assessment, College level courses

Continued discussion on Central Middle School as site for “early middle college”

**Access and Success 2018/2019**

Expand summer program options; target goal 50% of all incoming remedial students

Expand Pathways and increase the ADT verification process.

- Salary for 1 counselor

**Resource and Learning Environment 2018/2019**

Dedicated Career/Transfer Center room

Redesign DL205 to create a collaborative/multi-use learning environment

- Cost undetermined at this time

**Access and Success 2019/2020**

Begin the practice of aply holds on registration for 1st time college students with 15 or more units and no comprehensive SEP

Counselor to support Pathways expansion and to bring ratio of counselors to students closer to industry standards

- Salary for 1 counselor

**Access and Success 2020/2021**

Expand summer program options; target goal 80% of all incoming remedial students

**Community Engagement 2020/2021**

Launch Central Middle School as site for “early middle college” with Riverside Unified School District
<table>
<thead>
<tr>
<th>Description</th>
<th>BASE COST</th>
<th>ADD ON</th>
<th>AMOUNT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>$95,000.00</td>
<td>$134,940.00</td>
<td>3</td>
<td>$404,820.00</td>
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<tr>
<td>Ed Advisor for Math CAP and pathways</td>
<td>$95,000.00</td>
<td>1.5</td>
<td></td>
<td>$142,500.00</td>
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<tr>
<td>MBTI/STRONG Training for Counseling Faculty during winter intersession</td>
<td>$10,750.00</td>
<td></td>
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<td>$10,750.00</td>
</tr>
<tr>
<td>Food for three day training. 600.00 x 3 days</td>
<td>$1,800.00</td>
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<tr>
<td>Multi Media Operations Specialist</td>
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<td>$95,000.00</td>
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<td>Equity Speaker Series- honorarium</td>
<td>$10,000.00</td>
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<tr>
<td>Counseling Administrative Manager</td>
<td>$81,547.00</td>
<td>$121,152.00</td>
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<td>$121,152.00</td>
</tr>
<tr>
<td>Development for 1 unit tutoring course</td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Developing market Materials</td>
<td>$10,000.00</td>
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<td>$10,000.00</td>
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<tr>
<td>External evaluator</td>
<td>$10,000.00</td>
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<td>$10,000.00</td>
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</tbody>
</table>
Riverside City College
Fine & Performing Arts
Division Plan
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DIVISION PLAN

Integrated Student Success

Fine & Performing Arts Student Success Goal

1% increase per year for Division Departments, and Disciplines
DIVISION EQUITY

Fine and Performing Arts Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>RCC</th>
<th>FPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.5%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59.1%</td>
<td>53.1%</td>
</tr>
<tr>
<td>International</td>
<td>1.7%</td>
<td>2.0%</td>
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<tr>
<td>Native American/Alaska Native</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
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<td>0.7%</td>
</tr>
<tr>
<td>Two or More</td>
<td>2.9%</td>
<td>4.9%</td>
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<td>Unreported</td>
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<tr>
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Fine and Performing Arts Student Demographics by Department

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<tr>
<th></th>
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<th>ART</th>
<th>DAN/THE</th>
<th>MUS</th>
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</thead>
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<tr>
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<td>10.2%</td>
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<td>14.4%</td>
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<tr>
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<td>5.4%</td>
<td>6.3%</td>
<td>4.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>53.1%</td>
<td>59.0%</td>
<td>49.9%</td>
<td>51.3%</td>
</tr>
<tr>
<td>International</td>
<td>2.0%</td>
<td>1.1%</td>
<td>4.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.7%</td>
<td>0.3%</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Two or More</td>
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<tr>
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<td>0.8%</td>
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<tr>
<td>White</td>
<td>22.5%</td>
<td>20.3%</td>
<td>19.1%</td>
<td>26.5%</td>
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</tbody>
</table>

Student Success and Bridging the Equity Gap

Fine and Performing Arts students demonstrate a student success average of 74.5% nearly 7% higher than the RCC average. FPA Hispanic students, over 50% of FPA students, have a success rate of 74.4% which is nearly 9% over the RCC Hispanic average and 6.6% above the overall RCC average. All other categories, with the exception of African Americans and Native Hawaiian/Pacific Islanders and International Students, demonstrate higher success rates in both categorical and RCC averages. International Students (2% of division) are approximately 4% below the average for this category but well above the RCC average. Data for Native Hawaiian/Pacific Islanders (0.7% FPA students) is volatile due to the small numbers.
DIVISION GOALS

Fusion of Arts and Technology
Fine & Performing Arts (FPA) Division Goals
Emphasize the Fusion of Arts and Technology in the FPA academic programs to promote student access and success.

New, emerging, and expanding programs that focus on the integration of arts and technology are integral to the future of all three academic departments in the Division of Fine and Performing Arts. These programs include the Fusion of Music and Technology, the Fusion of Fine Art and Technology, and the Fusion of Theatre and Technology. These programs represent exceptional education and career based learning opportunities that expand traditional arts curricula to include new and emerging jobs and employment opportunities in the growing California creative economy. Examples of employment opportunities from the training of these programs include, among others, Multimedia Artist and Animators, Set and Exhibit Designers, and Sound Engineers.

Provide Access to Educational/Artistic Excellence
FPA Division Goal
Provide Access to Educational/Artistic Excellence and Diversity to promote student access, success, and community engagement.

Student access in the Division of Fine and Performing Arts involves the integration of arts-specific and college-wide academic support and student services. This includes providing vital staffing to departments and programs that promotes front-line student engagement and access to student success. An appropriately active Art Gallery, fully integrated into the academic program, represents an important learning environment and engagement center for visual arts students. Likewise, rehearsal and practices spaces with access to high-quality accompanists are vital to applied music students.

Access to arts pathways that help guide students toward completion of their goals and the resources needed to engage, recruit, and support the programs are necessary components to increasing student success.
## FIVE-YEAR PLAN

### INITIATIVES FOR 5-YEAR PLAN

<table>
<thead>
<tr>
<th>Year</th>
<th>Initiative and Access</th>
<th>Funding</th>
<th>Position</th>
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<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td></td>
<td>Art Gallery Student Success and Access</td>
<td>$53,376-$64,992 plus benefits</td>
<td>Full-Time Art Gallery Coordinator/Curator</td>
</tr>
<tr>
<td></td>
<td>Music Technology Student Success and Access</td>
<td>$59,061-$76,881 plus benefits</td>
<td>Full-time Music Faculty Request</td>
</tr>
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<td>Student Access Initiative</td>
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<td>PT Fine and Performing Arts Program Specialist Staff Position</td>
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<td><strong>Year 2</strong></td>
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<td>Full-time Piano Accompanist</td>
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<td>Shared Computer Lab in MUS 102</td>
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<td><strong>Year 3</strong></td>
<td></td>
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<td></td>
<td>Student Access Initiative</td>
<td>$41,868</td>
<td>Full-time Program Specialist, Fine and Performing Arts</td>
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<td>Dance Pathways Initiative</td>
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<td>Full-time Dance Faculty Request</td>
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<td><strong>Year 4</strong></td>
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<td></td>
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<tr>
<td></td>
<td>Art Technology Student Success and Access</td>
<td>$59,061-$76,881 plus benefits</td>
<td>Full-time Faculty Request</td>
</tr>
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<td><strong>Year 5</strong></td>
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<td></td>
<td>Theatre Technology Student Success and Access</td>
<td>$59,061-$76,881 plus benefits</td>
<td>Full-time Theatre Faculty Request</td>
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</table>
INITIATIVES

Initiative I - Art Gallery

FPA Division Goal
Provide Access to Educational/Artistic Excellence and Diversity to promote student access, success, and community engagement.

Art Gallery Initiative
The strategy is to increase student engagement by doubling the number of exhibitions per year (4-8), increase hours of operation and access to ART students, RCC students, the campus community and the general public. The target is to provide access to all ART courses to implement use of the Art Gallery for specific academic assignments with “face to face” art. Gallery staff will coordinate with department faculty to facilitate the integration of planned exhibitions and curricular assignments and provide documentation regarding gallery utilization. Art faculty will assess reports as part of the departmental and divisional success goals.

Justification:

a. Success, Access, Learning Environment, and Community Engagement goals
b. Direct relation to Art courses and programs
c. Increased gallery activity needed for Student Engagement

Resource Requested:

Full-Time Art Gallery Coordinator Curator ($53,376-$64,992 plus benefits)
Riverside City College Goals and Art Gallery Initiative

1. Student Success

The Fine and Performing Arts Art Gallery Initiative is designed to increase student engagement, learning, and success by maximizing the impact of the Art Gallery for students engaged in Art courses, including students on pathways in Art History and Art Studio degrees, Art Certificates, and general education students. Art Gallery activity is essential to enhancing courses through student exhibitions and the presentation of additional “live” art that inspires and motivates students.

2. Student Access

The Art Gallery represents an example of an arts specific engagement center and an important part of a comprehensive, integrated academic support system for visual arts students.

3. Institutional Effectiveness

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

4. Resource and Learning Environment Development

The Fine and Performing Arts Art Gallery Initiative represents a significant component of the learning environment for visual arts students. Increasing the activity level and further integration into the academic program by investing in human resources in the form of a full-time Art Gallery Director/Curator helps to create an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.

5. Community Engagement

The Fine and Performing Arts Art Gallery Initiative represents the advancement of a partnership with the community to foster communication and collaboration that increase student success and completion. Due to the public nature of gallery exhibitions, these activities serve curricular and outreach needs of the department and institution. Increased activity made possible by the initiative also helps develop connections with an arts related industry and significantly enhances a program that enriches the lives of students, staff, and the community.
## Art Data

### Data to Support Approval, Prioritization, and Understanding of Initiatives

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Success</td>
<td>71.5%</td>
<td>70.6%</td>
<td>72.1%</td>
<td>71.7%</td>
<td>71.0%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Retention</td>
<td>85.9%</td>
<td>84.6%</td>
<td>87.2%</td>
<td>88.0%</td>
<td>87.5%</td>
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<td>Fill</td>
<td>85%</td>
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<td>85%</td>
<td>81%</td>
<td>63%</td>
<td>62%</td>
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</tbody>
</table>
# FT | 7 | 7 | 7 | 7 | 7 | 7 |
# Declared AA/ADT | | | | | 26 | 68 |
# Declared Certificate | | | | | 99 | 140 |
# Declared AOE *shared) | | | | | 263 | 357 |

#### Equity Data

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<td>African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>58.5%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>73.4%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>69.7%</td>
<td>72.2%</td>
</tr>
<tr>
<td>International</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Native American/Alaska Native</td>
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<tr>
<td>White</td>
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<td>N/A</td>
<td>N/A</td>
<td>73.7%</td>
<td>75.9%</td>
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#### Completion Data

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<tr>
<td>Fine and Applied Art Degrees</td>
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<tr>
<td>Art History Degrees</td>
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<td>Studio Art Degrees</td>
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</table>
Initiative 2- Music Technology

FPA Division Goal
Emphasize the Fusion of Arts and Technology in the FPA academic programs to promote student access and success.

Music Technology Initiative
The strategy is to increase student success in Music Technology courses, recognized as MUS courses with need for improvement in this area, with a target of 5% increase per year for 5 years for MUS 8A Music Technology I and 3% per year for 5 years for MUS 8B Music Technology II. The new facility in the Coil School for the Arts and the New FT Faculty request in this initiative represents the physical and human resources needed to accomplish this task. Music Department faculty, as part of the on-going departmental and divisional student success goals will monitor progress.

Justifications:

a. Success, Access, Learning Environment, and Community Engagement goals
b. Courses identified for success strategies
c. MUS FTE growth and increase efficiency and increase in declared majors
d. New Lab in Coil School for the Arts building
e. Connections with Industry

Resource Requested:

Full-time Music Faculty Request (59,061-76,881 plus benefits)
Riverside City College Goals Music Technology Initiative

1. Student Success

The Fine and Performing Arts Music Technology Initiative supports and increases student engagement, learning and success by supporting our comprehensive music curriculum as well as a clear pathway for achieving our certificate in Music Technology. The targets for this initiative are directly related to increasing student success in specific music technology courses and developed from data used to understand and support evolving student needs.

2. Student Access

The Fine and Performing Arts Music Technology Initiative helps insure that all students have access to high quality and technology based music programs.

3. Institutional Effectiveness

The Fine and Performing Arts Music Technology Initiative has developed targets based on assessment and evidence-based communication to improve student success and completion.

4. Resource and Learning Environment Development

The Fine and Performing Arts Music Technology Initiative help to further develop the learning environment of the new music technology lab in the new Coil School of the Arts building through the investment of new human resources in the form of a specialized full-time faculty member in music technology.

5. Community Engagement

The Fine and Performing Arts Music Technology Initiative provides further opportunities for the college and Music Department to work with the music and entertainment industry by providing a faculty member to lead the effort in providing the technological component of the music curriculum to enhance the skills of our music students.
### Music Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>68.5%</td>
<td>69.9%</td>
<td>70.3%</td>
<td>69.4%</td>
<td>72.8%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Retention</td>
<td>80.5%</td>
<td>79.7%</td>
<td>81.2%</td>
<td>83.9%</td>
<td>87.7%</td>
<td>88.9%</td>
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<tr>
<td>FTES</td>
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<tr>
<td># Declared AA/ADT</td>
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</tr>
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</table>

### Equity Data

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<tbody>
<tr>
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<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>75.3%</td>
<td>77.9%</td>
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Initiative 3 – Fine and Performing Arts Access and Support

FPA Division Goal
Provide Access to Educational/Artistic Excellence and Diversity to promote student access, success, and community engagement.

Fine and Performing Arts Access Initiative
The strategy is to provide the staff support needed to programs, courses, and activities of the Division of Fine and Performing Arts to provide for the increased number of students enrolled in FPA courses and the increase in reported declared majors in FPA degree programs and certificates. Since 2012 the division has increased enrollment by over 25%. More importantly, the reported number of FPA declared majors has increased by nearly 60% to over 1040. In order to provide access to these programs additional .5 FTE staffing is needed in year 1 with an expected need of an additional full-time staff 1.0 FTE in year three. The immediate need is also due to the opening of the new Coil building downtown and relocating staff to the new facility.

Justifications:

a. Success, Access, Effectiveness, Resource and Learning Environment Development, and Community Engagement goals
b. Direct relation to FPA growth and expansion to Coil

Resources Requested:

Part-Time Fine and Performing Arts Program Specialist, Classified Position ($21,000)
Riverside City College Goals and FPA Student Access Initiative

1. Student Success

The Fine and Performing Arts Student Access Initiative is designed to provide additional staffing to support the comprehensive arts curriculum and pathways due to projected growth and new downtown facility. This position, which provides assistance and technical support to visual and performing arts events, programs, and projects directly related to student recruitment, engagement, and success in studio, performance, exhibition, and production-based learning experiences.

2. Student Access

The Fine and Performing Arts Student Access Initiative is designed to provide support for access through website and social media maintenance providing current and future information regarding arts pathways and to integrate student services, as well as student engagement opportunities.

3. Institutional Effectiveness

The Fine and Performing Arts Student Access Initiative represents an effort to expand organizational capacity for the division of Fine and Performing Arts by developing a full-time staff position through the implementation of a PT position that transitions into a full-time position as benchmarks and targets are achieved in the area of community engagement and program expansion.

4. Resource and Learning Environment Development

The Fine and Performing Arts Student Access Initiative represents an investment in the College’s human resources to support faculty, staff, and students and arts related pathways and activities. The increasing number of community engagement events and related curricular and extracurricular activities due to divisional and departmental growth and establishment of the Coil School for the Arts requires additional classified staff support.

5. Community Engagement

The Fine and Performing Arts Student Access Initiative provides support for an increasing number of programs and services that enrich the community and the students directly involved in community engagement activities as part of their academic programs.
Initiative 4 - ART and Theatre Technology Initiative

FPA Division Goal
Emphasize the Fusion of Arts and Technology in the FPA academic programs to promote student access and success.

The strategy is to create a shared computer lab space, as part of the secondary effects project, to provide students access to technology related to Animation and Theatre Design. The current space for Animation requires computers removed from a closet and set up for each class in an ART design and printmaking studio. There is no space currently assigned to the teaching of THE design courses. Establishing this facility and outfitting it with appropriate Apple computers will create a target of 2-3% increase in enrollment and retention in these courses. Furthermore, this lab will be designed to facilitate the shared use to include interdivisional use by FTV and PHO courses. Full-time Faculty request is in year 4 to be based on increased enrollment due to new lab space.

Justifications:

a. Success, Access, Learning Environment, and Community Engagement goals
b. New lab part of secondary effects
c. Improved interdepartmental, interdivisional collaboration, connections with Industry
d. Increase in declared majors
e. Establish the MUS-101 computer lab as a shared animation, technical theatre and FTV lab.

Resources Requested:

Twenty-five, 27-inch iMac with Retina SK display
3.2 GHZ Processor, 1 TB Storage, AMC Radeon R9 M390 with 2GB video memory
QTY 25 @ $1,999.00 plus $169.00 for AppleCare -Total: $54,200.
Riverside City College Goals and Art/Theatre Technology Initiative

1. Student Success

The Fine and Performing Arts Art/Theatre Technology Initiative helps to strengthen student engagement, learning, and success by supporting and enhancing the Art and Dance/Theatre Department curriculum and degree and certificate pathways. The development of an appropriate computer lab helping to enhance the fusion of arts and technology plays an important role in offering a comprehensive and forward looking arts curriculum.

2. Student Access

The Fine and Performing Arts Art/Theatre Technology Initiative helps to provide a variety of arts students’ access to technology that is currently inadequate or unavailable. The targets of the initiative directly relate to increased access and enrollment in arts degree programs and certificates.

3. Institutional Effectiveness.

The Fine and Performing Arts Art/Theatre Technology Initiative promotes efficiency by creating a new computer laboratory to be shared interdepartmentally and with CTE courses in FTV.

4. Resource and Learning Environment Development

The Fine and Performing Arts Art/Theatre Technology Initiative represents an investment in technology to support students, faculty and staff. The establishment of shared space also contributes to the creation of a learning environment fueled by interdisciplinary perspective and collaboration, in which students, faculty, and staff find satisfaction in their work and feel supported and valued.

5. Community Engagement

The Fine and Performing Arts Art/Theatre Technology Initiative helps to foster communication and collaboration that increase student success and completion at all levels. The emphasis of the fusion of arts and technology also helps ensure that the college’s art educational programs provide the necessary skills that lead to employment opportunities.
### Art Data

#### Data to Support Approval, Prioritization, and Understanding of Initiatives

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#### Equity Data

| African American | N/A | N/A | N/A | 58.5% | 61.0% |
| Asian | N/A | N/A | N/A | 73.4% | 80.3% |
| Hispanic | N/A | N/A | N/A | 69.7% | 72.2% |
| International | N/A | N/A | N/A | 83.6% | 73.1% |
| Native American/Alaska Native | N/A | N/A | N/A | 81.8% | 71.4% |
| Native Hawaiian/Pacific Islander | N/A | N/A | N/A | 93.8% | 50.0% |
| Two or More | N/A | N/A | N/A | 75.3% | 70.2% |
| Unknown | N/A | N/A | N/A | 80.4% | 80.0% |
| White | N/A | N/A | N/A | 73.7% | 75.9% |

#### Completion Data

| Fine and Applied Art Degrees | N/A | 230 | 206 | 222 | 215 | 253 |
| Art History Degrees | 0 | 0 | 0 | 0 | 0 | 3 |
| Studio Art Degrees | 0 | 0 | 0 | 0 | 0 | 3 |
| Art Certificates |  |  |  |  |  |  |
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Initiative 5 - Applied Music

FPA Division Goal
Provide Access to Educational/Artistic Excellence and Diversity to promote student access, success, and community engagement.

Applied Music Initiative
The strategy is to provide an ever increasing number of students with the use of a staff accompanist to facilitate student success in applied music (lessons and ensembles). This is a crucial component to the academic achievement of the music major and the related student learning outcomes. THE RCC Music department currently has 1.5 FTE in staff piano accompanist that support the applied program. Since 2012, the music department has experienced approximately 23% increase in student enrollment. The reported number of declared majors in music degrees and certificates has increased from 203 to 375 over the past year. Furthermore, a full-time staff accompanist represents the quality and flexibility to serve the diversity of our music students and ensembles.

Justification:

a. Success, Access, Learning Environment, and Community Engagement goals
b. MUS FTE growth and increase efficiency and increase in declared majors
c. Current Staffing support for applied insufficient for student needs
d. Resources requested – Full-time Piano Accompanist Staff Position

Resources Requested:

Full-Time Piano Accompanist ($55,536-$67,584 plus benefits)
Riverside City College Goals and Applied Music Initiative

1. Student Success

The Fine and Performing Arts Applied Music Access and Success Initiative increases student engagement, learning, and success by supporting the music degree and certificate pathways and curriculum. Applied music study represents an important component of a comprehensive music curriculum and vital to student success and transfer-ready status.

2. Student Access

The Fine and Performing Arts Applied Music Access and Success Initiative provides access to high quality and vital music accompanists in a growing program with increasingly limited resources in this area.

3. Institutional Effectiveness

The Fine and Performing Arts Applied Music Access and Success Initiative supports an important aspect of music education assessment in the area of applied music studies. Piano accompaniment is required for recital and jury requirements which facilitates department level evaluation and assessment of student learning and program learning outcomes.

4. Resource and Learning Environment Development

The Fine and Performing Arts Applied Music Access and Success Initiative represents an important investment in human resources to support students, faculty, and staff.

5. Community Engagement

The Fine and Performing Arts Applied Music Access and Success Initiative by providing high quality piano accompaniment to students and ensembles in recitals, concerts, and other performances that play an important role in both student and community engagement and provides outreach that enriches the community.
### Music Data

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#### Completion Data

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</table>
Initiative 6 - Dance Pathways

FPA Division Goal
Provide Access to Educational/Artistic Excellence and Diversity to promote student access, success, and community engagement.

Dance Pathways Initiative

The strategy is for the Department of Dance/Theatre to develop a series of certificates that help guide students through the dance curriculum and Fine and Applied Arts area of emphasis Associate degree based on their individual needs and academic goals. This will culminate in the development of several degree pathways to address the following:

Justification:

- A certificate designed to prepare students for transfer to a variety of four-year institutions, most of which require an audition as well as lower division dance courses eligible for admission;
- A certificate for those students whose primary goal is to own and operate a dance studio;
- A certificate to prepare dance students who wish to pursue an emphasis in dance medicine and dance therapy; and
- A certificate for dance production.

Year one of the initiative will involve the development of the above dance certificates. Year two will be devoted to implementing the certificates. Year three would require an additional full-time faculty position to provide students with high-quality instruction, especially in the area of Modern/Contemporary dance, which is a required genre for most transfer programs.

Resource Requested:

Full-Time Dance Faculty Request ($59,061-$76,881 plus benefits)
Riverside City College Goals Dance Pathways Initiative

1. Student Success

The Fine and Performing Arts Dance Pathways Initiative creates a flexible curriculum with clear Pathways for achieving certificates, degrees, and transfer-ready status based on an understanding of evolving student needs.

2. Student Access

The Fine and Performing Arts Dance Pathways Initiative helps students plan for and progress toward their individual educational goals.

3. Institutional Effectiveness

The Fine and Performing Arts Dance Pathways Initiative is a result of conversations that promote access and efficiency based on research and assessment to enhance understanding of student learning.

4. Resource and Learning Environment Development

The Fine and Performing Arts Dance Pathways Initiative represents an investment in human resource in the form of an additional Dance Faculty based on the development of future pathways and the replacement faculty position not filled after retirement.

5. Community Engagement

The Fine and Performing Arts Dance Pathways Initiative involves the development of a program with active community engagement component with partnerships with academic organizations and community enrichment.
### Dance/Theatre Data

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### Completion Data

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<td>230</td>
<td>206</td>
<td>222</td>
<td>215</td>
<td>253</td>
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## ECONOMIC INDUSTRY DATA

**Los Angeles Region (Los Angeles and Orange County)**

### CREATIVE ECONOMY INDUSTRY SNAPSHOTS

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<thead>
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<th>Economic Contribution</th>
<th>Art Galleries</th>
<th>Communication Arts</th>
<th>Digital Media</th>
<th>Entertainment</th>
<th>Product and Industrial Design</th>
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<td>2,721</td>
<td>287</td>
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### Total (Direct, Indirect, and Induced) Contribution

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<th>Art Galleries</th>
<th>Communication Arts</th>
<th>Digital Media</th>
<th>Entertainment</th>
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### Job Increase % 2013-2018

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<tr>
<td>Job Increase % 2013-2018</td>
<td>4.50%</td>
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### Not including

- Architecture & Interior Design
- Fashion
- Furniture & Decorative Design
- Publishing and Printing
- Toys
When the RCC Honors Program started in 2005, it had only 52 students. Today, it currently has 456 students. The growth of the program has resulted in the need for a dedicated educational advisor and a new, larger engagement center.

Key Data:

- From 2014-15 through 2015-16, the Honors Program served an estimated 28-30 FTES per academic term spread over twelve to thirteen sections, for an annual total of 55.68-60.32 FTES over twenty-four to twenty-six sections. The program is planning to offer 15 courses per term in the 2017-18 academic year, which would increase our FTES to 30-34 per term, or 60-68 per year.
- 53% of Honors students are women, and 46% are men. One percent of students have declined to state their gender.
- The student population of the Honors Program is quite diverse. Hispanic students account for 42.8%, White students 26.6%, Asian students 12.5%, students identifying as two or more ethnicities 4.6%, and African American students at 3.3%. A further 9.4% declined to identify their ethnicity.
- RCC Honors students come from educationally diverse homes, with nearly a third of the students’ parents having no college education, and only about half having any college degree (associates to graduate level).
- Over 80% of our students come from economically disadvantaged backgrounds.
- As an interdisciplinary academic program, Honors courses have an average retention rate over the last five years of 82% and a success rate of 75%, the latter well above the college average.
- Over 40 unique Honors courses in 19 disciplines.

As part of the RCC Honors Program's continued development, reflecting a sustained growth trend into a robust program at RCC, the program absolutely needs an educational advisor to serve our 400+ students and aide in recruitment, tracking, and clerical duties, allowing the faculty coordinators to focus on academic offerings, faculty-student engagement activities, instruction, partnerships with other institutions, and so on. By helping our students and the program function with even greater efficiency and effectiveness, the Honors Program educational advisor will improve the recruitment, retention, completion, and transfer of our students. Having an educational advisor housed in our current Honors Study Center and the future Honors Engagement Center would be an effective use of college resources and would directly and positively impact student success, retention, completion, and transfer.

Since our inception, our program has struggled with the role of academic advising. Our Counseling Department has bent over backwards to provide us with a designated counselor, but with the significant shortage of full-time counselors at RCC, we have not been able to get re-assign time for our honors counselor. The current structure has not been able to give Counseling the FTE necessary to attend UCLA TAP and HTCC meetings regularly, participate in the Honors Advisory Council fully, and act as a full-time advisor to our students. We have experimented with dedicated office hours for honors students for drop-in questions but have not been able to maintain that service. The Honors Program needs a more full-time solution, similar to what the Puente Program or the Athletics Department has.
The Honors Program Educational Advisor would:

✓ provide program completion and transfer advising;
✓ aid in recruiting, enrolling, and tracking students;
✓ oversee and operate the Engagement Center where faculty, students, and staff can interact;
✓ help students work on Student Educational Plans;
✓ research majors and alternate majors as part of the transfer advising process;
✓ take students to visit colleges;
✓ maintain our Transfer Awareness blog (currently maintained by students);
✓ provide counseling and encouragement in the Honors Engagement Center;
✓ maintain clear records for our transferring students.

Projected Cost: $66,819 (plus fringe benefits)

Disciplines/Departments sharing Cost of Resource: Any of the 19 disciplines with one or more honors courses, including Art, Anthropology, Biology, Communication Studies, English, Film Studies, Geography, History, Humanities, Math, Philosophy, Political Science, Psychology, Sociology, among others.

A New Honors Engagement Center:

The current Honors Study Center in QD 207 (which used to be a small faculty lounge) has only four computers, one seminar style table, and two loveseats, as well as some seating out on the patio. As such, this space does not provide sufficient resources for over four hundred students to gather, study, and grow.

A significantly larger space on campus will improve student recruitment, retention, completion, and transfer. Likewise, the Honors Engagement Center will provide opportunities for greater faculty-student engagement (as Honors faculty would be encouraged to hold some office hours each week in the center) and educational advising (since the Engagement would be staffed by the Honors educational advisor).

Should the Honors Program gain an educational advisor prior to the physical resources necessary to house our new Engagement Center, an educational advisor could work in the current Study Center because that space has so much traffic and student participation. Of course, this classified staff position would be an excellent use of our college resources and would increase student persistence, retention, and success in the Honors Program.
The Languages, Humanities, and Social Sciences Division Plan

Riverside City College
Riverside Community College District

Fall 2016
Division Mission Statement

Based on a learner-centered philosophy, the Division of Languages, Humanities and Social Sciences develops critical thinking, reading, writing, and communication skills; cultivates literacy across the curriculum and at every level of competence; fosters critical engagement with cultural, political, economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity. To promote student equity, access and success, the Division of Languages, Humanities and Social Sciences integrates with student support services and co-curricular activities.

The Division of Languages, Humanities and Social Sciences empowers students as they work towards individual achievement, certificate and transfer goals, and lifelong learning.

Division Goals

The Languages, Humanities, and Social Sciences Division Plan outlines the coordinated initiatives which its various departments and disciplines are working to implement. Each of these initiatives align with the college’s Strategic Planning Goals and Objectives. The LHSS Division Plan centers on enhancing and promoting the shared missions, goals, values, and objectives of the disciplines and departments that comprise it. It is designed to assist the departments within the division to better link their own planning documents to the overarching goals of the college—most importantly, the alignment and integration with the Riverside City College Student Success Pathways Initiative and with the college’s Student Equity Plan. The initiatives have specific, measurable targets and are supported by the resource requests outlined within this document. All initiatives of the division prioritize increases in student retention, persistence, and success.

One of the key programmatic commonalities of each of the departments within the LHSS Division is its Associate Degree for Transfer (ADT). Each of these ADTs becomes a Pathway to Transfer for students planning to transfer to a California State University, and the institutional planning target of the college is to move 30% of its students into clearly defined Pathways. The initiatives and requests in the LHSS Division Plan are linked directly or indirectly to that target, as well as the college’s overall goal of improving student retention, persistence, and success by at least 1% per year over the next five years. Therefore, this plan highlights multiple initiatives (coupled to resource requests) from the Division’s various Program Review and Plan documents to move each of its departments and disciplines toward the ultimate goal of increasing success in each of the traditional measures of student success—that is, increased retention and success rates within each course; increased persistence between semesters; increases in certificate and degree awards; and an increase in transfer rates. As part of that mission, the Division is committed to increasing the completion of basic skills courses within one academic year, a goal which is, in part, the purview of the English & Media Studies Department but lies within the interests of all disciplines and departments across the college.

Division-Wide Resource Priorities – Ranked

1. World Languages Placement Test – p.10
2. Center for Communication Excellence Secured Funding – p.4
3. World Languages Lab Staffing Increase – p.10
4. Behavioral Sciences Lab Request – p.10
5. Collaborative Classrooms – p.3
6. Embedded Tutors – p.4
7. Conversion of English & Media Studies Clerk Typist position to Division Clerk Typist position – p.9

Division-Wide Faculty Hiring Requests – Ranked

1. Humanities/Philosophy – p.5
2. Communication Studies – p.6
3. English – p.7
4. History – p.8
Brief Rationale for Division-Wide Resource Priorities

Student Success
One of Riverside City College’s five Strategic Planning Goals on which the Division is focused is Student Success, which requires the college to “increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status; [and] consistently use data to make decisions and to understand and support evolving student needs.”

Student Success Initiatives:
✓ Collaborative Classrooms
  • Re-configure some division classrooms to encourage collaboration during class sessions (i.e. tables for groups rather than desks, outlets for devices, sitting areas large enough for adult learners)
✓ Fixed Funds for Tutoring
  • Fixed funding for tutors in the Center for Communication Excellence (CCE), which has relied on “soft money” for the last several years.
  • Embedded/in-class tutoring (also known as ET and ICT) for more of our division courses

Student Access
One of the Riverside City College’s five Strategic Planning Goals on which the Division is focused is Student Access, which requires the college to “ensure that all students have equitable access to the college’s programs, courses, and services; enhance integrated academic support; and counsel and advise students to help them plan for and progress toward their individual educational objectives.”

Student Access Initiatives:
✓ Increase faculty-student engagement across the division
✓ Serve its ADT and basic skills students, to meet existing needs, to meet growth expectations and to be able to strive toward functional faculty advising, the Division requires new full-time faculty hires.

Both of the above initiatives require additional full-time faculty hires. The four positions requested by the LHSS Division for the 2017-18 academic year are listed below, in order of ranking. Additional rationale and data in support of these four requests are found later in this document:

✓ Humanities/Philosophy – A joint hire will serve the department best to ensure that students pursuing a Humanities/Philosophy pathway are able to interact with faculty in a meaningful way.
✓ Communication Studies – With 300+ ADT students and only 5 FT faculty, COM is spread thin. Additionally, COM’s FT:PT ratio is currently 26.5:73.5%
✓ English – The college focus on shortening remediation time and the focus on faculty advising has the English faculty spread thin, with a FT:PT ratio of 34:66%.
✓ History – Having lost positions during the recession, History remains insufficiently staffed. To serve students as they follow pathways, more full-time faculty are needed.

Division-Wide Resource Priorities

Collaborative Classrooms
The Division wants to reconfigure at least two of its classrooms to encourage collaboration during class sessions (i.e. tables for groups rather than desks, outlets for devices, sitting areas large enough for adult learners).

Collaboration is widely known to increase learning, yet the physical environment of many classrooms does not allow for effective collaboration. Funding to replace the traditional desks with alternative collaborative spaces will create safer, more comfortable places for students to learn. Quad 228 and 218 are two large classrooms that could be dedicated to collaborative learning initially.
Projected Costs:

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<th>Collaborative Classroom Resources</th>
<th>Cost per room</th>
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<tr>
<td>Hardware upgrades to classroom system and collaboration hardware</td>
<td>$77,489.00</td>
</tr>
<tr>
<td>Mounting hardware for displays and AV components</td>
<td>$7,699.00</td>
</tr>
<tr>
<td>Collaboration desks w/AV rack and Display mount</td>
<td>$38,850.00*</td>
</tr>
<tr>
<td>Laptop Cart option</td>
<td>$3,000.00*</td>
</tr>
<tr>
<td>Clicker option</td>
<td>$13,000.00*</td>
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<tr>
<td>Plain tables &amp; Chairs</td>
<td>$30,000.00</td>
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<tr>
<td>Chairs for Collaboration desks</td>
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<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$175,288.00</strong></td>
</tr>
</tbody>
</table>

Fixed Funding for the Center for Communication Excellence (CCE)

The CCE, though widely supported and proven successful, has been funded on soft money with the exception of a budget line supporting less than ~25% of the tutoring needs. There has been no promise of soft money this year and so the CCE needs fixed funding for student tutors and supplies to continue to serve the RCC student population in reaching success.

The CCE aligns with the goals of the college as outlined in the Riverside City College Educational Master plan (page 5). The Center for Communication Excellence “facilitates student engagement, learning and success (Goal: Student Success)” and is a form of “integrated academic support (Goal: Student Access)”. However, without funding for student tutors and supplies, the CCE will not be able to continue to meet these goals, a move that would be counterproductive to the student access objective which aims to “ensure that all students have equitable access to the college’s programs, courses & services (Goal: Student Access).” As the college strives to “…use data to make decisions and to understand and support solving student needs (Goal: Student Success),” it is important to note that Dr. Koh’s research from October 2016 indicates that COM students who visited the CCE in the 2015 – 2016 academic year were ~17% more successful than COM students who did not visit the CCE. It is clear that the CCE is helping to move the needle of success for the college.

Further, the CCE is becoming more popular among students. During the 2015 – 2016 academic year, 505 students visited the CCE. While that is a substantial number, already, as of October 20, 2016, 354 students have already visited the CCE for tutoring. As we project forward, this means the CCE will serve at least 300 more students during the 2016-2017 academic year than it did in the 2015-2016 academic year. For the CCE to continue to support student success and access, it must have a fixed budget to replace the ‘soft’ money used for the last ~6 years.

- The CCE is open Monday-Thursday from 9-4 during the two primary terms. This amounts to 28 hours per week for the 16 weeks of the term with an average of 3 tutors on duty per hour.
- The average pay now for a student tutor is $11.00 per hour (28 hours per week x 16 weeks x 3 tutors per hour x $11 per hour = $14784). This means that the cost for the two primary terms is $29,568.00.
- In the summer and winter terms it would be ideal to be open Monday-Thursday for 4 hours each day with 2 student tutors on duty per hour (16 hours per week x 6 weeks x 2 student tutors per hour x $11.00=2112). This would amount to $4,224.00 for both summer and winter.
- Total cost for the academic year comes to $33,792.00.
- As we predict growth to the discipline and growth to the CCE usage of approximately 20% this figure would rise to around $40,000 annually.
- With only ~$4000 in the current budget for student tutors, the CCE is in serious danger if a budget augmentation does not happen.

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Embedded or In-Class Tutoring in Division Courses

RCC’s 2014-2015 SSSP Plan calls for “integrated and targeted support” for students. The type of support the College is referring to is that which “shift[s] the paradigm in how we develop and implement support programs. As of now, we build programs from the ‘outside the classroom model’, by addressing student issues outside of the classroom effecting student academic outcomes. We are now looking to develop programs from ‘inside the classroom out.’” In-class tutoring (ICT), also known as embedded tutoring (ET) or on-location tutoring, fits the new paradigm the College is seeking because embedded tutoring is “writing support offered directly to students during class”

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1 Student Equity funds can be used for starred items
It is important to note that embedded tutors will be placed not only in English courses (at both the basic skills and transfer levels) but also in content-area classes across the college, which will support student learning by taking writing help directly to the content-area classroom.

Having tutors embedded in courses can be just as effective as Supplemental Instruction (SI), and in some cases for a substantially lower cost. Currently, there are only three embedded tutors at the college. Additional funding for embedded tutors can aid students in meeting their academic goals, including improving retention, persistence, and success in transfer-level content-area courses at Riverside City College. We would expect success and retention rates to increase by at least 1% per year over the next five years for students in courses with embedded tutors compared to a similar student population in courses without embedded tutors.

Such a practice is a proven, high-impact process that represents a proactive approach to student success because it is “intrusive student support integrated with instruction” (RP Group Student Success conference program).

In-class tutoring is similar to supplemental instruction (SI) in that both focus on collaboration between peers. However, ITC is different from SI in several ways. First, the SI leader often attends every class modeling good student behavior like note-taking. Also, the SI leader facilitates out-of-class study sessions using lessons and activities that the SI leader has prepared ahead of time.

In-class tutors do not attend each class. They only attend sessions at the instructors’ request, such as for providing in-class condensed tutoring sessions or for facilitating peer review of essay drafts. Additionally, the in-class tutor works on instructor-driven activities; the in-class tutor does not create lesson plans on his/her own. In short, the in-class tutor works under the direct supervision of the classroom instructor assisting students in the classroom individually or in small groups as they work with their writing.

The in-class tutors here at RCC would be current or former WRC tutors, so they would be well-trained in tutoring theory and practice. RCC WRC tutors all have passed English 1A, and many come recommended by a faculty member. They have attended a sixteen-week writing tutor training course that is certified by the College Reading and Learning Association (CRLA) “for internationally accepted standard of skills and training for tutors” (“About”). And, they have all interned for twenty-seven hours inside the tutoring room, working hands-on in one-on-one tutoring sessions. Following this training, all potential in-class tutors worked as paid tutors in the WRC through the office of Student Employment. In other words, they are all trained and have been vetted through the WRC and Student Employment. They would make excellent in-class tutors.

The target population is students at the pre-college level in English who may also be enrolled in transfer-level content-area coursework. The intended outcome is improved grades in the students’ classes and increased use of the Writing and Reading Center’s peer tutoring. Such tutoring could reduce the need for additional remediation by providing extra scaffolding in the classroom in the form of a peer tutor. Likewise, it would fulfill one of the goals of SSSP by providing support services for basic skills students and could help students connect to support services, get a feel for the types of services offered in the WRC and possibly motivate them to access these services outside of the classroom. Lastly, ICT supports RCC’s strategic planning goals of student success and student access. For example, embedded tutoring would increase the success of students; studies of in-class tutoring suggest “that students who work with” in-class tutors “earn higher scores than students who do not work” with them (Titus et al. 3). ICT support would be offered in the classroom, providing access to a tutor for all students in that classroom, and would be integrated with instruction in the classroom.

Humanities/Philosophy
Faculty Hiring Request

The Department of History, Philosophy, Humanities and Ethnic Studies is requesting two positions: one combined position in Humanities/Philosophy and one position in History. The Humanities/Philosophy position request is provided first.

Our departmental mission aligns with the mission of the Languages, Humanities and Social Sciences Division, especially where the LHSS mission states that it: “fosters critical engagement with cultural, political, economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity.” With course caps of 49, the courses offered in our department are among the “bread and butter courses” for the general education mission of the College. We offer classes to students throughout the college who seek to meet two particular graduation requirements: the American Political Institutions requirement, which can be met with Humanities 16,
History 6, 7, 14, 15, 19 and 31; and the critical thinking requirement is met by Philosophy 11. Our department both ideologically and practically, then, supports the mission of the college as well as students declaring majors in our disciplines.

The Philosophy discipline is currently having trouble meeting the demand for the breadth of course offerings for the Philosophy ADT due to a lack of faculty with the specializations required. The department once had three full-time philosophy instructors but has been making do with only two for at least a decade. As well, the number of declared Philosophy Majors (ADT) has increased from five in 2015 to eleven in 2016 with a consequent growth from four in 2015 to fourteen in 2016 for the Philosophy IGETC pattern for transfer to UC. At that rate of increase, there will likely be 50 or more students that would like to major in Philosophy in the upcoming years, yet we may not be able to offer all the courses they need for these transfer pathways, such as Philosophy of Religion and Social and Political Philosophy as well as additional sections of ethics and logic.

In addition, based on the education and training of the current philosophy faculty and current lack of any full-time faculty in Humanities (due to recent retirement), there is no one with the expertise to develop courses in Eastern and other non-western philosophies or in arts and ideas outside of Western traditions for the Humanities offerings. This reveals a lack of depth in such courses that would facilitate meeting the General Education Student Learning Outcome for Global Citizenship. Currently, the preponderance of our offerings in Philosophy and Humanities are centered on the art and thought of western societies even as the student population shifts to a decided majority of Latino students and a growing number of students of Asian heritage as well. Yet, very few students in these two demographics have declared majors in either of these disciplines.

Finally, with a combination of department chair and student equity committee release time, faculty participating in study abroad, the department in the past few years has had to increasingly rely on part-time faculty to staff courses in History, Philosophy and Humanities; most of our current part-time faculty teach the maximum number of courses allowed by the contract.

### Humanities/Philosophy Data

<table>
<thead>
<tr>
<th>Declared ADT/IGETC</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy CSU</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Philosophy UC</td>
<td>4</td>
<td>14</td>
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### Enrollment Data

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>% of courses taught by FT Faculty</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>FTES</td>
<td>281</td>
<td>293</td>
</tr>
<tr>
<td>Retention Rates</td>
<td>77.6%</td>
<td>79%</td>
</tr>
<tr>
<td>Success Rates</td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td># of Sections and Average Enrollment</td>
<td>74 sections, 37.2 students (72% are HUM 10, PHI 10 and 11)</td>
<td>81 sections, 35.2 students (72% are HUM 10, PHI 10 and 11)</td>
</tr>
</tbody>
</table>

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### Communication Studies Faculty Hiring Request

The Communication Studies Department is requesting one new faculty position.

COM is a fast-growing field and with 300+ ADT students in Fall 2016, and the 5 COM FT faculty are spread thin. If we were to get to a place of full faculty advising, that would mean each FT faculty member would need to advise 60 students. Additional full-time faculty are required to meet student needs. With a FT:PT ratio of 26.5:73.5, COM is not even close to the recommended 75:25 ratio. Further, to focus attention on student success and retention initiatives which include pathways involvement, increased COM FTES, more faculty-student contact, etc. more full-time faculty are required.

Nearly every student in every pathway at RCC will need to come through a COM class. COM is one of the golden four; every student in a CSU Pathway needs a COM class. COM 1, 6, 9 are the ONLY courses that meet the Oral Communication requirement for CSU GE (Area A1) & for IGETC (1c). COM 2 or 3 meet the critical thinking requirement for CSU GE (Area A3). All transferable COM courses are options in various other CSU GE categories. Every NURSING
student needs to complete COM 1 or 9 and COM courses are included in several other certificate patterns including Investigative Assistant, Education Paraprofessional & Retail Management.

Communication Studies once had 6 FT faculty. Though the state is recovering from the recession, COM has not yet fully recovered in terms of FT faculty hires. Additionally, COM is facing serious staffing challenges with PT faculty. With a few exceptions, our existing PT faculty either have a full 0.6 FTE or have all the work they can handle teaching at other schools. In the last 2 years, the following has occurred with our PT faculty:

- One faculty member has died
- One who taught at .6 has had a baby and can now only teach a .2
- One veteran and one new hire have resigned
- One has gone to MVC as FT
- Two have gone elsewhere as a 1 year temps

To avoid cancelling classes, FT faculty have taken on more overload than desired. Further, as we try to hire PT faculty, we find that the pool of about 40 applicants will often have only a few that even meet minimum qualifications:

- Mid Fall 2014: 38 in pool, 9 were eligible, 7 were invited, 4 were hired;
- Late fall 2014: only 2 new applications, 2 were invited, 1 was hired;
- Spring 2015: 2 new applications, 1 invited, 1 was hired;
- Spring 2016: 44 in pool, 10 were eligible, 8 were invited, 2 were hired
- Fall 2016:36 in pool, 8 were eligible and invited, only 2 accepted interviews
- We have been contacted by Santiago Canyon, Norco, MVC, Mt. San Jacinto and others asking for assistance to find COM faculty for their classes because this staffing situation is happening throughout Southern California in COM.

The COM discipline is in a growth mode. The August 2016 C-Brief, a publication of the National Communication Association, reported on the latest data from Georgetown University’s Center on Education and the Workforce which shows that COM ranks 6th in undergraduate majors. COM is ramping up efforts at RCC to outreach to students. COM faculty are connecting with students through joint faculty-student meetings where we discuss transfer and career options in COM as well as communication skills. COM participates in college-wide events to advertise our discipline (i.e. Welcome Day). Through the Center for Communication Excellence, tutors and faculty advertise

COM opportunities to students (i.e., specialty classes, events). Associate faculty are encouraged to participate in our common assessments, events, department meetings, tournaments, etc. and many/most of them do. Without a doubt, their involvement and investment is good for the students, though quantifying that may be a challenge. Further, COM faculty are developing relationship with faculty and graduate students at CSU San Bernardino and CSU Fullerton, believing that open channels of communication amongst faculty will benefit our students.

Additionally, COM 1, 6 and 9 are the only courses to meet the oral communication requirement for CSU transfer. As the college improves on getting students onto a Transfer Pathway, a natural result of increased numbers of students with SEPs, and considering that ~75% of our transfer student go to CSU’s, COM will see an increase in demand. In our program review, COM set a goal of growing the # of students following a COM ADT path by 1% and improving student retention and/or success by 1%.

### Communication Studies Data

<table>
<thead>
<tr>
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<td>% of courses taught by FT Faculty</td>
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<td>FTES</td>
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<tr>
<td>Retention Rates</td>
<td>85%</td>
<td>85%</td>
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<tr>
<td>Success Rates</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>Fill Rates</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>454.63</td>
<td>451.00</td>
</tr>
</tbody>
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### English Discipline Faculty Hiring Request

The English & Media Studies Department is requesting one new English faculty position.

As a discipline with 21 full time faculty (still well below our historical peak prior to the Recession) and over 60 associate faculty, the English discipline serves every student on campus, across a range of pathways, majors, and academic/professional goals—from unprepared and underprepared students to transfer students and those seeking professional certifications. We have a great number of initiatives underway to “move the needle” of success and to help students select
and persist along college pathways: basic skills and English major faculty advising programs, CAP Learning Communities, JumpStart interventions, Acceleration, Honors, Puente, and other efforts to reduce remediation and increase transfer and completion. Through these initiatives and others, we are reducing the number of semesters it takes for students to be “college ready”; we are increasing our students’ success; and we are also aiming to increase the diversity of students enrolled in and served by our specialty courses in the department and to improve the equity of our ADT program overall through several of the above initiatives, such as the Roots to Routes CAP Learning Community, faculty advising, participation in the Puente Program, and faculty-student engagement in the Ujima H.O.M.E.Room.

The English discipline must have additional full-time faculty to increase student persistence, retention, and success. Our efforts to improve faculty-student engagement through “open office hours” in the Transfer Engagement Center and faculty advising efforts for its English majors and its basic skills students will require an immense time commitment that can only be asked of full-time faculty. By addressing persistence and retention through engagement and career/academic advising, the English discipline can address the substantial equity gap that exists for our African American and Hispanic students who disproportionately occupy our basic skills English courses. And if the college’s planned growth targets are met, the discipline will have a significantly larger amount of FTES to teach at the same time as our engagement efforts will be increasing substantially.

In addition, the English discipline has a lead role in serving the Pathways Initiative’s 1+2+2 model, especially in that first year of remediation to get the college population to transfer level coursework in English by fall of the second year. It is worth noting here that the Pathways Initiative has a projected goal of annually serving approximately 30% of the college’s students in the next several years. This is a massive undertaking with incredible possibilities to improve RCC’s student completion rates (graduation, transfer, and certification). But coupling so much of the college’s and the discipline’s FTES to this initiative will place even greater demands on full-time faculty.

### English Discipline Data

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>% of courses taught by FT Faculty</td>
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<td>30.8%</td>
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<td>FTES</td>
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<td>Retention Rates</td>
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<td>84%</td>
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<tr>
<td>Success Rates</td>
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</tr>
<tr>
<td>Fill Rates</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>523.00</td>
<td>514.04</td>
</tr>
<tr>
<td>Waitlisted Students</td>
<td>1,962</td>
<td>1,954</td>
</tr>
</tbody>
</table>

### History Discipline Faculty Hiring Request

The history discipline is faring slightly better than the humanities and philosophy discipline in terms of the ratio of full-time to part-time faculty. Nevertheless, the number of history faculty is still down from a high of six full-time tenured faculty members prior to 2008 to the present five.

With a growth in history majors and increased interest in ethnic studies and American studies fields, the history faculty needs to continue to grow to include faculty colleagues with a broader range of core specializations in order to meet increased student demand. UC requires that transfer history majors complete coursework in two regional outside fields (outside of US history). Up until this year, we offered only one outside field, which is Latin America. With our new hires this year we will be able to expand to offer surveys of East Asian and Asian American history. We

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2 If the college plans to grow 2.5% per year (as stated in the Educational Master Plan), the English discipline, which already serves over 4500 students each semester, will be asked to serve over 500 new students in five years. In FTES terms, we are being asked to grow 40-60 FTES per year for the next five years. By 2020, we will serve an additional 250 FTES.

3 Our success rates over the last five years have inched up slowly. In the 2010-11 year, our success rate was 63%; in the 2011-12 year, our success was 61%. Since then, through college-wide initiatives, we have moved up to 66% in the last academic year.

4 The 90% fill rate is an average for the academic year, though we are substantially higher than that in fall and spring semesters and somewhat lower in winter and summer. The intersession enrollment dips stem from the push by the administration to expand greatly our course offerings in those terms, particularly the doubling of our sections of English 50 from Summer ’14 to Summer ’16. But even then, while our fill rates were lower, our success rates in English 50 in Summer ’15 and ’16 were substantially higher than previous summers.
still need to add faculty with expertise in European or African history as examples of possible outside fields in order to assist students in our program who desire to transfer to the UC system.

### History Discipline Data

<table>
<thead>
<tr>
<th>Declared ADT/IGETC</th>
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<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>29</td>
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</tr>
<tr>
<td>History CSU</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>History UC</td>
<td>1</td>
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</table>

#### Enrollment Data

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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</tr>
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<td>Success Rates</td>
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</tr>
<tr>
<td>Fill Rates</td>
<td></td>
<td></td>
</tr>
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<td># of Sections and Average Enrollment</td>
<td>93 sections, 41.5 students (72% are HIS 6 and 7)</td>
<td>93 sections, 41.6 students (72% are HIS 6 and 7)</td>
</tr>
</tbody>
</table>

#### Division Clerk Typist

**Classified Staff Hiring Request**

The College must hire a clerk typist for the Languages, Humanities, and Social Sciences Division in order to facilitate the efficient and effective work of two dozen disciplines, including more than 65 full-time faculty and over 120 part-time faculty.

The English & Media Studies Department had a clerk in the past, with that individual being promoted eventually to an IDS or ISS position. The last clerk typist was promoted to become the IDS for the Economics, Geography, and Political Science Department in 2010, and the position has been frozen ever since yet has remained attached to the LHSS division dean’s budget. This occurred during the economic downturn when hiring freezes were every across the college. The faculty were disappointed at the decision but understood it, given the degree of classified staff layoffs that were occurring. However, making do without a clerk typist is not the same as not needing a clerk typist. Again, the position was not taken from the division’s budget as a result of the strategic planning process (Unit Plans, CIPR, and/or Program Review and Plan assessment); it was merely frozen and has yet to be released as a position we can fly and fill.

For the last eighteen months, some departments in the division have made use of a part-time student worker to fill in some of the clerical duties for the IDS, but that has proven inefficient and ineffective because the student worker does not have FERPA clearance and has a limited employment window. For example, the student worker cannot pull up student records, does not have legal access to Colleague or Datatel programs, and cannot help process faculty evaluations or any other such sensitive documents/records beyond the most basic of tasks. We have checked to see if there is a lower level of privacy restriction within which our student worker could operate to make her more useful to the departments, but there is not. For the duration of the student worker’s employment, the IDS has had to assist the student worker in the performance of her duties, which is inefficient and defeats the purpose of having an employee who can free up time for the IDS to perform other, more complex and sensitive duties. Furthermore, student workers have a limited work window both in hours per week and semesters of availability. As a result, the IDS at the end of this term will have to hire a new student worker and take time to train that individual in the performance of his or her quite limited range of duties.

This request, in essence, supports every initiative in the Languages, Humanities, and Social Sciences Division this individual will improve the institutional effectiveness of the two IDS’s who collectively serve a third quarter of RCC’s student population every term. The clerk typist will assist the IDS’s in the daily operations of the departments, including assisting students and faculty, ordering office supplies, answering phones; checking records for completeness and accuracy; sorting, alphabetizing, and filing records and reports according to department standards; greeting visitors, scheduling appointments, answering routine questions, and reserving rooms; and more.

**Year of Request:** 2016 - 2017  
**Resource Category:** Human Resources - Classified Staffing  
**Projected Cost:** $38,196 (plus fringe benefits)  
**Disciplines / Departments sharing Cost of Resource:** All disciplines in Language, Humanities, and Social Sciences Division.
Discipline-Specific Resource Priorities

Student Access & Success:

✓ Accurate placement in World Languages courses
  o The current assessment tool for World Languages is antiquated and ineffective, so an updated assessment mechanism is needed.

✓ Improve student success and transfer in the Behavioral Sciences Department
  o The Behavior Sciences Shared Lab Space is needed to give students the hands-on experience required to be proficient in the respective fields of study, to be successful transfer students, and to be competitive in the work force and in graduate school admission.

✓ Improved Student Access and Success in the World Languages Lab
  o Funding to convert the World Languages learning center assistant from a part-time to a full-time position.

Updated Assessment Test in World Languages

The current assessment tool for World Languages is antiquated & ineffective. Students are not placed correctly into classes, and the tool is so old it exists on yellowed paper. This needs to be modernized to reflect today’s cultural references. This will increase student success because they will have a better chance to perform better on the assessment allowing for them to begin the language course sequence at a proper level. Currently some students place too low and are then bored in their classes which results in lower retention rates & thus lower success rates.

World Languages, in particular the Spanish discipline, had hoped to acquire an up-to-date assessment tool to determine appropriate placement for course level, but this has not been realized. Instructors continue to assess students individually for placement, which is time consuming and delays enrollment.

Behavioral Sciences Shared Lab Space

The Department of Behavioral Sciences is in need of shared space for a laboratory. Each discipline has offerings requiring laboratory space such as ANT 1, ANT1L (which we have not been able to offer due to lack of lab facilities), ANT 10, SOC 50, PSY 50 and ADJ 12, 13 and 14. Each of these classes requires students to work together on projects, as well as make use of certain large and immobile equipment. Such space and equipment is necessary for student success. With a dedicated lab room, with tables instead of desks, students would be able to work with the materials (such as computers, fossil evidence, crime scene evidence, and so forth) in a practical manner, thus aiding each student's understanding of the materials.

There are currently over 2000 declared majors in the Behavioral Sciences disciplines. An identified space for Behavioral Science classes with a lab component would allow for more sections of those classes to be offered, ensuring that students could complete the requirements of the ADT in a timely manner.

Each of the classes above transfers to both CSU and UC. To be a successful transfer student, to be competitive in the work force and in graduate school admission, a lab space is needed to give students the hands-on experience required to be proficient in the respective fields of study.

The current arrangement is utilizing Quad 229 for the Psychology methods research class. The room has several computer stations, but lacks dedicated work space for student collaboration. The Sociology research methods has no designated classroom nor lab space. Anthropology stores equipment in small lockers housed in Quad 201 and in faculty offices. Administration of Justice has been allocated Quad 16 for equipment and instruction. However, the space is not well ventilated and lacks any space for student collaboration.

Reconfiguring and designating Quad 127 as a shared lab space for all four disciplines would improve our ability to meet COR and ADT requirements. Thirty five computer stations are required to accommodate the course caps. A large work table is needed for students to be able to collaborate on projects and assignments. Secured and locked cabinets to secure Anthropology and Administration of Justice supplies and equipment are imperative.

World Languages Learning Center Assistant converted to a full-time position

The current part-time World Languages Lab LCA position has not been able to serve the center effectively for a long time resulting in faculty and students not getting the help they require. With proper support, students will be able to better access center materials, tools, etc. improving their success.

Despite having documented over the course of several CIPRs that World Languages is in dire need of a fulltime Learning Center Assistant, there has yet to be acknowledgement of this much needed resource. On June 29, 2016, the Vice Chancellor of H.R. & Employee
Relations stated in a memorandum that “the amount of work has consistently increased,” which is sufficient evidence that the position needs to become a FT position. It is important to note that in this same memorandum, the Vice Chancellor also mentioned that “the duties performed in the position have not significantly changed” despite substantial evidence to the contrary. As justification for denial of the request for reclassification, it was mentioned that the decision to deny the request was based on consultation with the LCA’s supervisor. The supervisor protested that no such consultation had ever taken place.

However, World Languages is in desperate need of a fulltime Learning Center Assistant. Its part-time LCA strives as best as she can to stretch twenty hours per week to meet the needs of students that regularly attend the lab during a seventy-five hour week. The LCA often volunteers her time to fulfill the constant requests for assistance from students and the lab instructors. When an instructor is on duty, due to the increase lack of sufficient space, the lab can become a very hectic place filled with demanding students. The situation is chaotic at best, as it can be with only a single instructor and tens of students. It is imperative that our budget be augmented to include the ability to convert this position to a 40-hour position. Plus, it would be much more economical to have a fulltime LCA instead of doubling up on instructors as has been suggested to remedy the frenzied environment that the lab can become at times.
RCC SCHOOL OF NURSING
PRIORITY OF NEEDS

Sandy Baker, Dean
Tammy Vant Hul, ADN Dept. Chair
Gina Harold, VN Dept. Chair
Program Outcomes

- Program Outcome 1: NCLEX-RN pass rates will be at or above the national mean.
  - 2016: 92% (National average 82.7)

- Program Outcome 2: Program completion rate will be at or above 85%.
  - 2016: 94%

- Program Outcome 3: Graduates, alumni, and employers will indicate satisfaction with the RCC AND program as evidenced by a mean rating of 3.5 or above on a 5-point Likert scale
  - 2016: Graduates-4.69; Alumni-4.80; Employers 4.44

- Program Outcome 4: 90% of graduates will be placed in a nursing position within 1 year of graduation.
  - 2016 (Mid-Year Statistic): 90%
Priority #1: Simulation Lab Accreditation

• Society for Simulation in Healthcare (SSH) Accreditation for the RCC SON Simulation Labs and Virtual Hospital would accrue value to RCC and the local healthcare community
Benefits

- Improves healthcare education
- Provides a competitive edge in the community
- Provides an intensive process for review of practices
- Fosters a connection between education and practice
- Validates the excellence of our simulation programs
- Garners local support and resources
- Strengthens confidence in the quality of education and services
- Allows for the integration of contextualized, developmental education and soft skills to ensure student success and career readiness
Strategies/Actions

1. Two F/T faculty will test to become Certified Healthcare Simulation Educators (CHSE)
2. Certified faculty to hold train-the-trainer sessions for all full- and part-time faculty
3. Obtain INACSL membership
4. Develop simulation curriculum and activities
5. Develop SSH accreditation report
6. Participate in SSH site visit
7. Maintain SSH accreditation
8. Offer simulation development opportunities for community clinical agency partners and other RCCD healthcare programs
# Mapping of Goals

Riverside City College Planning Goals

<table>
<thead>
<tr>
<th>Actions/ Strategies</th>
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<tr>
<td>2 F/T faculty become CHSE</td>
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<td>INACSL membership</td>
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<tr>
<td>Offer simulation development opportunities for community clinical agency partners</td>
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</tbody>
</table>
Resources Requested

- CHSE exams $395/exam x 2 $ 790
- Faculty salaries $1280/yr x 5 yrs $6,400 (Train-the-Trainer)
- INACSL membership $1400 lifetime $1,400
- Application fee $100 $ 100
- Site visit $5,975 $5,975
- SSH accreditation $255/yr x 4 yrs $1,020

Total Resource Request $15,685
Priority #2: Sustainability-
SON Projected Equipment Needs

The Nursing Learning Lab and Virtual Hospital
- Available to our students 40 hrs/week
- Regularly used by over 500 pre-nursing and nursing students (720 FTES/year)
- Students have required competency-based learning activities that can only be accomplished on equipment that is current and representative of that which is found in clinical agency settings
- Due to the appropriation of grant funding toward faculty salaries, simulators and equipment have not updated to the most current technologies
- RCC SON is known for its clinically competent graduates by community employers, which is seen in our graduate’s 98% job placement rate
Strategies/Actions

1. Assess resources needed
2. Purchase/replace needed resources
3. Increase lab course enrollment FTES
4. Continue to demonstrate excellence in program outcome indicators
5. Continue to develop and market courses with community partners
# Mapping of Goals

## Riverside City College Planning Goals

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</tbody>
</table>
Resources Requested

- Equipment 2016-2018 $253,300 $253,300
- Equipment 2018-2019 $613,840 $613,840
- Equipment 2019-2020 $236,000 $236,000
- Equipment 2020-2021 $22,000 $22,000

Total Resource Request 2016-2020 $1,125,140
Priority #3: Enhanced Student Access and Support Services

• Student Outcome Specialist (SOS)
  • Implemented in 2004
  • Reassigned time has varied from 0.5-1.0 FTEF depending on available grant funds
  • SOS meets with over 600 students a year
  • Holds student success workshops
  • Provides faculty development of teaching and learning strategies
• Since this role has been instituted, program completion rates have improved from 87% to 93.75%.
Priority #3: Enhanced Student Access and Support Services

- **Nursing Educational Advisor (NEA)**
  - Implemented in 2010.
  - 30-40 hrs/week based on available grant funds
  - Meets with over 2400 pre-nursing and nursing students/year
  - Holds pre-nursing information workshops twice a month on all three campuses
  - Performs outreach activities at community schools and clinical agencies.

**Single most effective person in the provision of accurate SON information.**
Strategies/Actions

1. Request general funding resources of 0.5 FTEF reassigned time for SOS duties
2. Maintain and expand current SOS activities
3. Request general funding for F/T NEA
4. Maintain and expand current NEA activities
## Mapping of Goals

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<tr>
<td>Maintain and expand current SOS activities</td>
<td>X</td>
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<tr>
<td>Request general funding resources of 0.5 FTEF for NEA</td>
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<td>X</td>
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<tr>
<td>Maintain and expand current NEA activities</td>
<td>X</td>
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</tbody>
</table>
Resources Requested

- SOS 0.5 FTEF $53,183 $53,183
- F/T NEA $63,684 $63,684

Total Resource Request $116,867/year
Priority #4: Establish a CNA Program at RCC

- Since the closure of the CNA program at MVC, pre-nursing students have been forced to seek certification at private and/or for-profit institutions which can cost thousands of dollars.
- CNA is a prerequisite to the VN program.
- It is the second most needed health occupation behind registered nursing and is expected to rise 19% by 2020.
- CNA program would include a pathway model that is stackable and nested within degree and transfer structure to promote students’ continuing educational and career pathway advancement.
- Provides a career pathway between local “feeder” high schools and the RCC nursing programs, allowing for a fast-track bridge and/or concurrent enrollment for high schools students to advance to a career in nursing.
Strategies/Actions

- Hire a FT faculty member/program director
- Modify existing approved CNA curriculum
- Apply for program approval through the state
- Admit students in 2018
- Develop a fast-track bridge program and concurrent pathway for high school students
- Expand NEA activities that contribute to student access and transfer pathways
- Maintain program approval
- Develop new and enhance existing community partnerships to meet the employment and advancement needs of local health care agencies
- Develop new courses that allow current and new CNAs to specialize their practice
# Mapping of Goals

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<tr>
<td>Hire a FT faculty member/program director</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Modify existing curriculum</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Apply for state approval</td>
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<td>X</td>
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<tr>
<td>Admit students in 2018</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Develop a high school fast-track bridge</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Expand NEA activities</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Develop new partnerships</td>
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</tbody>
</table>
### Resources Requested

- **Faculty member/program director**: $100,000
- **Student stipends (15 fast-track students/summer)**: $9,000
- **Tutoring for fast-track students**: $840
- **Yearly advertising costs**: $500
- **Develop specialty courses**: $500

**Total Resource Request**: $110,840/yr

**Unknown Costs**: Fees for initial and continuing state approval
Priority #5: NLN Center of Excellence Designation

- Designed for schools that have achieved and demonstrate excellence
- Acknowledgement of outstanding innovations, commitment, and sustainability of excellence
- No California school has earned this designation
- Demonstrates excellence to potential donors and funding organizations
Strategies/Actions

• Submit a letter of intent Fall 2019
• Write and submit a self-study report Winter 2020
• Participate in the site visit by NLN COE consultant Spring 2020
• Revise and submit final self-study based on consultant’s suggestions in Spring 2020
• Announce our COE designation in Summer 2020
• Faculty attend the NLN Education Summit Fall 2020 to accept the award
## Mapping of Goals

### Riverside City College Planning Goals

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<tbody>
<tr>
<td>Submit letter of intent to the NLN</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Write self-study report</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Participate in NLN site visit</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Revise and submit final draft of self-study report</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Report COE designation to community</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Faculty attend NLN Summit</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
## Resources Requested

- **Application fee**: $250
- **Site visit and travel**: $3,000
- **Submit final draft**: $2,000
- **Faculty attend NLN Summit**: $5,500

**Total Resource Request 2019-2020**: $10,750
RCC School of Nursing (SON) Priorities

I. Simulation Lab Accreditation

Society for Simulation in Healthcare (SSH) Accreditation for the RCC SON Simulation Labs and Virtual Hospital would accrue value to RCC and the local healthcare community. Accreditation of the SON simulation labs would improve healthcare education through the identification of best practices and recognition of practice (student success); provide a competitive edge in the community, program offerings, and grant funding to increase student access; provide a customized, intensive process of review grounded in the unique mission, values, and goals of RCC (institutional effectiveness); foster a feedback loop between education and practice by participating in a continuous process of improvement (institutional effectiveness); provide validation of the RCC SON simulation program (resource and learning environment); garner local support, resources, and commitment (resource and learning environment and community engagement); and strengthen organizational, community, and learner confidence in the quality of education and services (community engagement).

Simulation allows for the integration of contextualized, developmental education and soft skills to ensure student success and career readiness.

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<th>Strategies/Activities</th>
<th>Targets/Milestones</th>
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<th>Obstacles/Solutions</th>
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<tr>
<td>Two F/T faculty will test to become Certified Healthcare Simulation Educators (CHSE) Rationale: Programs must have certified faculty to become accredited</td>
<td>Faculty to receive CHSE certification by Spring 2017</td>
<td>Student Success: Enhance integrated academic support Resources and Learning Environment Development: Invest in human resources to support faculty, staff and students</td>
<td>$395/exam, total of $790</td>
<td>Dr. Angie Fawson, Professor Amy Vermillion, Assoc. Professor</td>
<td>If faculty do not pass the CHSE exam, they would have to re-test</td>
</tr>
<tr>
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<tr>
<td>Certified faculty will hold train-the-trainer sessions for RCC FT and PT faculty members</td>
<td>Minimum of 6 FT and PT faculty will be trained annually beginning in Winter 2017.</td>
<td>Resources and Learning Environment Development: Invest in human resources to support faculty, staff and students</td>
<td>Faculty salaries: $80/hour X 4 hours = $320, conducted twice a year = $640, for 2 FT faculty members = $1280/year x 5 years = $6400</td>
<td>Dr. Angie Fawson, Professor, Amy Vermillion, Assoc. Professor</td>
<td>None anticipated. All faculty who attend will be offered either CEUs or Flex time.</td>
</tr>
<tr>
<td>Obtain International Nursing Association for Clinical Simulation (INACSL) Membership</td>
<td>Membership obtained and maintained by Spring 2017</td>
<td>Student Success: Consistently use data to make decisions and to understand and support evolving student needs</td>
<td>$1400 for lifetime membership (INACSL)</td>
<td>Dr. Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
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</tbody>
</table>
| Develop simulation curriculum and learning activities that integrate contextualized developmental education and soft skills to ensure students success and career readiness | **Spring 2017:** Develop simulations for NRN 12, 21 and NVN 62  
**Fall 2017:** Develop simulations for NRN 11, 22 and NVN 52, 60  
**By Spring 2021:** Develop a total of 5 simulations for each required nursing course. | Student Success: Increase student engagement, learning and success  
Student Access: Ensure all students have equitable access to the college’s programs, courses, services  
Resource and Learning Environment Development: Invest | Song Brown Grant will provide faculty with up to 16 hours per week in the first year for these activities | Dr. Angie Fawson, Professor, Amy Vermillion, Assoc. Professor | Limited college resources/Supplement with external funds as available |
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<tr>
<td>Develop SSH accreditation self-study report with supporting documentation, while continuing to develop and evaluate simulation curriculum and learning activities</td>
<td>Report is completed and submitted by Fall 2017.</td>
<td>Institutional Effectiveness: Integrate research, assessment and program review to enhance undemanding of student learning</td>
<td>Song Brown Grant will provide faculty with up to 16 hours per week for these activities</td>
<td>Dr. Angie Fawson, Professor</td>
<td>If report is not completed by Fall 2017, work would be extended into Spring 2018</td>
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<td>Self-Study Application Review Fee: $100</td>
<td>Amy Vermillion, Assoc. Professor</td>
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<td>Dr. Sandy Baker, Dean</td>
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<td>Dr. Tammy Vanthul, Assoc. Professor</td>
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<td>Dept. Chair-RN</td>
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<td>Gina Harold, Assoc. Professor, Dept. Chair-VN</td>
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<tr>
<td>Participate in SSH site visit</td>
<td>Site visit conducted no later than Spring 2018 SSH accreditation achieved by Spring 2018</td>
<td>Institutional Effectiveness: Integrate research, assessment and program review to enhance undemanding of student learning; encourage efficiency, expand organization capacity, and inform</td>
<td>$5,975 total cost for site visit</td>
<td>Dr. Angie Fawson, Professor</td>
<td>If accreditation is not achieved, faculty will benefit from the evaluator’s feedback and re-submit a self-study report in Fall 2018</td>
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<td>Amy Vermillion, Assoc. Professor</td>
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<td>Dr. Sandy Baker, Dean</td>
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<tr>
<td>Maintain SSH accreditation.</td>
<td>Accreditation is maintained</td>
<td>Student Success: Consistently use data to make decisions and to understand and support evolving student needs; enhance integrated academic support: increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer ready status</td>
<td>$255/year x 4 years = $1,020</td>
<td>Dr. Sandy Baker</td>
<td>None anticipated</td>
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</table>

Conversations that promotes access and efficiency
<table>
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<tr>
<td>Offer simulation development opportunities for community clinical agency partners and other RCCD healthcare programs, as applicable</td>
<td>Programs offered by Spring 2018</td>
<td>Community Engagement: Offer programs and services that enrich the community</td>
<td>None needed</td>
<td>Trained simulation faculty</td>
<td>If no interest is expressed, then continue to seek out community engagement opportunities</td>
</tr>
</tbody>
</table>

**Resource Request: Initiative #1**

- CHSE exams: $395/exam x 2 = $790
- Faculty salaries for Train-the-Trainer Sessions: $1280/yr x 5 yrs = $6,400
- NACSL membership: $1400 lifetime = $1,400
- Application fee: $100 = $100
- Site visit: $5,975 = $5,975
- SSH accreditation: $255/yr x 4 yrs = $1,020

**Total Resource Request** $15,685
## II. Sustainability - School of Nursing Projected Equipment Needs

- Due to updates and projected obsolescence of equipment, as well as the anticipated national accreditation of the simulation labs, the SON anticipates multiple equipment replacement needs over the next 5 years. The Nursing Learning Lab and Virtual Hospital, which are available to our students 40 hours per week, are regularly used by 500 pre-nursing and nursing students (720 FTES/year). Students enrolled in the nursing programs have required competency-based learning activities that can only be accomplished on equipment that is current and representative of that which is found in clinical agency settings and simulates real-life clinical experiences. However, due to the continued appropriation of grant funds toward faculty salaries, simulators and other equipment have not been updated to the most current technologies available. The RCC SON is known for its clinically competent graduates by community employers, which is seen in our graduate’s 97% job placement rate. For detailed information about the individual equipment items, please see the attached RCC School of Nursing Resource Needs: 2016-2021. This document is also available as an attachment on the TracDat Program Review website.

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<tbody>
<tr>
<td>Assess resources needed due to updates and obsolescence in high use labs</td>
<td>Develop a resource needs list based on a needs assessment- <em>Completed in Spring 2016</em></td>
<td>Student Access: Ensure that all students have equitable access to the college’s programs, courses, and services</td>
<td>Departmental resource needs assessment</td>
<td>Sandy Baker, Dean</td>
<td>None. Needs assessment conducted and a list of needed resources was developed</td>
</tr>
<tr>
<td>Purchase/replace needed resources as per the RCC SON Resource Needs document-Attached</td>
<td>Equipment is purchased as per defined timeline over the next 5 years</td>
<td>Resource and Learning Environment Development: Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff</td>
<td>2016-2018 Nursing Anne (9) with extended warranty ($103,500) Nursing Kelly (9) with extended warranty ($103,500) Nursing Kid (1) with extended warranty ($9,300)</td>
<td>Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
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<tr>
<td>Strategies/Activities</td>
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<td>College Goals</td>
<td>Resources Needed</td>
<td>Responsible Party</td>
<td>Obstacles/Solutions</td>
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| Increase lab course enrollment FTES and overall program efficiency rates | Increase FTES by 2% per year.  
*Fall 2016: 286.4*  
**Goals**  
*Fall 2017: 292*  
*Fall 2018: 297*  
*Fall 2019: 303*  
*Fall 2020: 309*  
*Fall 2021: 315* | Student Access: Ensure that all students have equitable access to the college’s programs, courses, and services | IV/phlebotomy haptic devices (2) with extended warranty ($18,500)  
Total over 2-year period: $253,300  
*For additional anticipated resource needs from 2016-2021, see attached RCC SON Resource Needs document* | Noted above | Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |
| Continue to demonstrate program completion, NCLEX pass, employer satisfaction and job placement rates that meet or exceed benchmarks set by nursing faculty | Maintain: Program completion rates ≥ 85%  
*2016: 94%*  
NCLEX pass rates ≥ national average  
*2016: 92% (RN) and 100% (VN)* | Student Success: Consistently use data to make decisions and to understand and support evolving student needs  
Institutional Effectiveness: Integrate research, assessment, and Annual surveys conducted through Office of Institutional Research | | Sandy Baker, Dean | None anticipated |
<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Outcomes/Milestones</th>
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<th>Resources Needed</th>
<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
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</thead>
</table>
| Employer satisfaction rates $\geq 3.5$ on a 5-point Likert scale  
*2016: 4.44* | Job placement rates $\geq 90\%$ within 1 year of graduation  
*2016: 90\% (Mid-year report)* | program review to enhance understanding of student learning | None | Nursing Faculty | Limited college resources/Supplement with external funds as available |
<p>| Continue to develop and market courses and learning activities with community partners that will enhance collaboration and meet community healthcare needs that could generate college revenue | Develop a minimum of one course per year through 2021 | Community Engagement: Actively pursue partnerships with the community’s academic organizations to foster communication and collaboration that increase student success and completion at all levels; work with local business and CTE advisory groups to ensure that the college’s educational programs provide the necessary skills that lead to employment opportunities; offer programs and | | | |</p>
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<th>Strategies/Activities</th>
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<th>Resources Needed</th>
<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
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<td>services that enrich the community</td>
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**Resource Request: Initiative #2**

- Equipment 2016-2018: $253,300, $253,300
- Equipment 2018-2019: $613,840, $613,840
- Equipment 2019-2020: $236,000, $236,000
- Equipment 2020-2021: $22,000, $22,000

**Total Resource Request 2016-2021**: $1,125,140
III. Enhanced Nursing Student Access and Support Services

The SON has had a faculty member serving in the role of Student Outcome Specialist (SOS) since 2004. The amount of reassigned time dedicated to this position has varied from 0.5-1.0 FTEF depending on available grant funding. This position has become integral to the achievement of the SON goals and outcomes. Since this role has been instituted, program completion rates have improved from 87% to 94%. Total cost 0.5 FTEF reassigned time = $53,183/year. The SOS works diligently to meet the unique needs of a variety of diverse students to ensure that they successful complete their respective nursing program. Further, the SON has had a Nursing Educational Advisor (NEA) since 2010. The amount of time dedicated to this position has varied between 30-40 hours/week based on available grant funds. The NEA personally meets with over 2400 pre-nursing and nursing students/year; holds pre-nursing information workshops twice a month on all three campuses; and performs outreach activities at community schools and clinical agencies. SON survey results identify the Nursing Educational Advisor as the single most effective person in the provision of accurate SON information. Total cost for a full-time Nursing Educational Advisor is $63,684/year.

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<tr>
<th>Strategies/Activities</th>
<th>Outcomes/Milestones</th>
<th>College Goals</th>
<th>Resources Needed</th>
<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request general funding resources of 0.5 FTEF reassigned time for SOS duties</td>
<td>0.5 FTEF reassigned time for SOS duties using the general fund obtained effective Fall 2017</td>
<td>Student Access: Ensure all students have equitable access to the college’s programs, courses, and services; enhance integrated academic support Resource and Learning Environment Development: Invest in the College’s human resources to support faculty, staff, and students</td>
<td>$53,183/year</td>
<td>Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
</tr>
<tr>
<td>Strategies/Activities</td>
<td>Outcomes/Milestones</td>
<td>College Goals</td>
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| Maintain and expand current SOS activities that directly contribute to student success such as pre-enrollment workshops, study success workshops across the curriculum; establish individualized success plans with emphasis on meeting the unique needs of ESL and DRC students; mentoring and coaching; act as liaison between faculty and students; mentor faculty on teaching and learning strategies | Increase # of students assisted by SOS by 5% per year.  
*Fall 2016: 607 students assisted*  
**Goals**  
*Fall 2017: 637 students assisted*  
*Fall 2018: 671 students assisted*  
*Fall 2019: 706 students assisted*  
*Fall 2020: 743 students assisted*  
*Fall 2021: 782 students assisted*  
Maintain program completion rates ≥ 85%  
2013: 89.93%  
2014: 87.0%  
2015: 93.75%  
2016: 94% | Student Success: Consistently use data to make decisions and to understand and support evolving students’ needs  
Student Access: Ensure all students have equitable access to the college’s programs, courses, and services; enhance integrated academic support | Noted above | Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |
<p>| Request general funding resources for F/T NEA | Using the general fund, hire a F/T NEA effective Fall 2017 | Student Access: Ensure all students have equitable access to the college’s programs, courses, and services; enhance | $63,684/year | Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |</p>
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<thead>
<tr>
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<th>Resources Needed</th>
<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
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</table>
| Maintain and expand current NEA activities that contribute to student access to both the nursing programs and to BSN transfer pathways | Increase # of students seen by NEA by 2% per year.  
**Fall 2016:** 2,450 students  
**Goals**  
**Fall 2017:** 3,000 students  
**Fall 2018:** 3,061 students  
**Fall 2019:** 3,124 students  
**Fall 2020:** 3,188 students  
**Fall 2021:** 3,253 students  
Maintain number of pre-nursing workshops offered 2X/month | integrated academic support  
Resource and Learning Environment Development: Invest in the College’s human resources to support faculty, staff, and students | Student Success: Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degree, and transfer-ready status; consistently use data to make decisions and to understand and support evolving student needs | Noted above | Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |
<table>
<thead>
<tr>
<th>Strategies/Activities</th>
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<th>Obstacles/Solutions</th>
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<tbody>
<tr>
<td>Increase # of college career outreach events targeting underrepresented minority populations by 1 event/year</td>
<td></td>
<td>plan for and progress toward their individual educational objectives</td>
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<td>Community Engagement: Offer programs and services that enrich the community</td>
</tr>
<tr>
<td><strong>Fall 2016:</strong> 5/year <strong>Fall 2017:</strong> 6/year <strong>Fall 2018:</strong> 7/year <strong>Fall 2019:</strong> 8/year <strong>Fall 2020:</strong> 9/year <strong>Fall 2021:</strong> 10/year</td>
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<tr>
<td>Increase % of RN graduates that transfer into BSN programs by 1%</td>
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<td><strong>2016:</strong> 33.8%</td>
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<td><strong>Goals</strong></td>
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<td><strong>2017:</strong> 34%</td>
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<td><strong>2018:</strong> 34.3%</td>
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<td><strong>2019:</strong> 34.6%</td>
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<td><strong>2020:</strong> 34.9%</td>
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<td><strong>2021:</strong> 35.2%</td>
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**Resource Request: Initiative #3**

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<thead>
<tr>
<th>Resource Request</th>
<th>FTEF</th>
<th>$53,183</th>
<th>$53,183</th>
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<tbody>
<tr>
<td>SOS 0.5 FTEF</td>
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<tr>
<td>F/T NEA</td>
<td></td>
<td>$63,684</td>
<td>$63,684</td>
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<tr>
<td><strong>Total Resource Request</strong></td>
<td></td>
<td></td>
<td>$116,867/year</td>
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13
IV. Establish a Certified Nursing Assistant (CNA) Program Housed in the RCC SON

The RCC SON has a long-term history of serving our community and meeting regional health care needs. Previously, Moreno Valley College had a successful CNA program which provided a career-ladder pathway to our registered and vocational nursing programs. Since the closure of that program, prospective RCC nursing students must earn their CNA through costly private and/or for-profit institutions. As our vocational nursing program requires a CNA certificate as a program pre-requisite, the absence of a local community college CNA program has deeply affected the access to and enrollment in our vocational nursing program, and has disproportionally impacted the diversity of our student nursing population. According to the Centers for Excellence for Labor Market Research (Sept., 2016), in the Inland Empire/Desert Region, CNAs are the second most in-demand health care occupations, with registered nurses being first. According to this report, the number of available CNA jobs is expected to rise 19% by 2020 (from 10,019 openings to 11,950 openings). A CNA program offering at RCC would include a pathway model that is “stackable” and nested within degree and transfer structure to promote students’ continuing educational and career advancement. The program would also provide a career pathway between local “feeder” high schools and the RCC nursing programs, allowing for a fast-track bridge and/or concurrent enrollment for high school students to advance from CNA-to-VN-to-RN.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Outcomes/Milestones</th>
<th>College Goals</th>
<th>Resources Needed</th>
<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
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<tbody>
<tr>
<td>Hire a qualified FT faculty member/Program Director</td>
<td>Advertise the position in Spring 2017 to begin in Fall 2017</td>
<td>Student Access: Ensure all students have equitable access to the college’s programs, courses, and services; enhance integrated academic support Resource and Learning Environment Development: Invest in the College’s human resources to</td>
<td>$100,000/ year</td>
<td>Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
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<tr>
<td>Strategies/Activities</td>
<td>Outcomes/Milestones</td>
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<td>Obstacles/Solutions</td>
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<tr>
<td>Modify existing approved CNA curriculum from MVC and apply for approval from the State of California</td>
<td>Curriculum developed and application to the state to be submitted in Spring 2017</td>
<td>Student Success: Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degree, and transfer-ready status</td>
<td>We are in the process of investigating the initial application fee (if any)</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Limited college resources/Supplement with external funds as available</td>
</tr>
<tr>
<td>Admit students in the program in 2018</td>
<td>Increase admission by 1 clinical group (15 students) each year based on clinical space availability</td>
<td>Student Success: Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving</td>
<td>None anticipated</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Limited college resources/Supplement with external funds as available</td>
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**Goals**
- **2018**: 30 students
- **2019**: 60 students
- **2020**: 60-90 students
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<th>Strategies/Activities</th>
<th>Outcomes/Milestones</th>
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<th>Obstacles/Solutions</th>
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<tr>
<td><strong>2021</strong>: 60-90 students</td>
<td>certificates, degree, and transfer-ready status</td>
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<td><strong>2021</strong>: 60-90 students</td>
<td>Student Access: Ensure all students have equitable access to the college’s programs, courses, and services; enhance integrated academic support</td>
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<tr>
<td>Develop a fast-track bridge and/or concurrent enrollment pathway for high school students to advance from CNA-to-VN-to-RN</td>
<td>Admit an initial cohort of 15 high school students to a Summer CNA Bridge program. Increase the number of high school students that are admitted to the summer program by 1 clinical group/year as clinical space is available.</td>
<td>Student Success: Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degree, and transfer-ready status</td>
<td>$600 stipend/student for books and uniform</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Recruiting qualified and/or interested high school students</td>
</tr>
<tr>
<td>Develop a fast-track bridge and/or concurrent enrollment pathway for high school students to advance from CNA-to-VN-to-RN</td>
<td>$600 stipend/student for books and uniform</td>
<td>Tutoring: Faculty salary of $70/hours x 2 hours for 6 weeks = $840</td>
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<td>Strategies/Activities</td>
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| Expand NEA activities that contribute to student access to career and transfer pathways in nursing such as:  
  - K-12 outreach  
  - Pre-enrollment support services  
  - Arrange BSN career fairs  
  - BSN transfer advising | Increase # of students seen by NEA by 2% per year.  
  **Fall 2016:** 2,450 students  
  **Goals**  
  **Fall 2017:** 3,000 students  
  **Fall 2018:** 3,061 students  
  **Fall 2019:** 3,124 students  
  **Fall 2020:** 3,188 students  
  **Fall 2021:** 3,253 students  
  Maintain number of pre-nursing workshops offered 2X/month  
  Increase # of college career outreach events targeting underrepresented minority populations by 1 event/year  
  **Fall 2016:** 5/year  
  **Goals**  
  **Fall 2017:** 6/year  
  **Fall 2018:** 7/year | Student Success: Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degree, and transfer-ready status; consistently use data to make decisions and to understand and support evolving student needs | Noted above | Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |
<table>
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<th>Obstacles/Solutions</th>
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<tbody>
<tr>
<td><strong>Maintain continuous program approval through the State of California</strong></td>
<td>Program outcome indicators are monitored and evaluated. Continuous program approval is maintained</td>
<td>Institutional Effectiveness: Integrate research, assessment, and program review to enhance understanding of student learning</td>
<td>Unsure of the continuing fees needed for program approval</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Limited college resources/Supplement with external funds as available</td>
</tr>
<tr>
<td><strong>Develop new, while maintaining existing, community partnerships that will enhance collaboration and meet community healthcare needs that could generate college revenue</strong></td>
<td>Develop at least 1 new community partnership each year through 2021</td>
<td>Community Engagement: Actively pursue partnerships with the community’s academic organizations to foster communication and collaboration that increase student success and completion at all levels; work with local business and CTE advisory groups to ensure that the college’s educational programs provide the necessary skills that lead to employment opportunities; offer</td>
<td>$500 yearly advertising costs</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Limited college resources/Supplement with external funds as available</td>
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<tr>
<td>Strategies/Activities</td>
<td>Outcomes/Milestones</td>
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<td>Obstacles/Solutions</td>
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<tr>
<td>Develop new courses that allow current and new CNAs to specialize their practice (Home Health Care Aids)</td>
<td>First new course to be developed and implemented by 2020</td>
<td>Community Engagement: Actively pursue partnerships with the community’s academic organizations to foster communication and collaboration that increase student success and completion at all levels; work with local business and CTE advisory groups to ensure that the college’s educational programs provide the necessary skills that lead to employment opportunities; offer programs and services that enrich the community</td>
<td>$500/year advertising</td>
<td>Sandy Baker, Dean Program Director</td>
<td>Limited college resources/Supplement with external funds as available</td>
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</table>
**Resource Request: Initiative #4**

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<thead>
<tr>
<th>Item</th>
<th>Amount/Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>Faculty member/program director</td>
<td>$100,000/yr</td>
<td>$100,000</td>
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<tr>
<td>Student stipends (15 fast-track students/summer)</td>
<td>$9,000/yr</td>
<td>$9,000</td>
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<tr>
<td>Tutoring for fast-track students</td>
<td>$840</td>
<td>$840</td>
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<tr>
<td>Yearly advertising costs</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td>Develop specialty courses</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td><strong>Total Resource Request</strong></td>
<td><strong>$110,840</strong></td>
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**Unknown Expenses: Fees for initial and continuing state approval**
V. Achieve the National League for Nursing (NLN) Center of Excellence (COE) in Nursing Education Designation

The NLN COE in Nursing Education designation is designed for schools of nursing and health care organizations that have achieved and demonstrate excellence. Through public recognition and distinction, the program acknowledges the outstanding innovations, commitment, and sustainability of excellence these organizations convey. This designation has yet to be achieved by a California school of nursing and would validate to the national health care community, as well as potential donors and other funding organizations, the level of excellence displayed within the RCC SON programs.

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<th>Obstacles/Solutions</th>
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<tbody>
<tr>
<td>Submit a letter of intent to the NLN</td>
<td>Letter to be submitted in Fall 2019</td>
<td>Student Success: Consistently use data to make decisions and to understand and support evolving student needs</td>
<td>$250 application fee</td>
<td>Dr. Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
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<td></td>
<td>Institutional Effectiveness: Integrate research, assessment, and program review to enhance understanding of student learning</td>
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<td>Resource and Learning Environment Development: Encourage an environment in which students, faculty, and staff find satisfaction in</td>
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<td>Strategies/Activities</td>
<td>Outcomes/Milestones</td>
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</table>
| Write and submit the required self-study report | Self-study report will be submitted in Winter 2020 | Student Success: Consistently use data to make decisions and to understand and support evolving student needs  
Institutional Effectiveness: Integrate research, assessment, and program review to enhance understanding of student learning  
Resource and Learning Environment Development: Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued | None anticipated | Dr. Sandy Baker, Dean  
Nursing Faculty | None anticipated |
<table>
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<tr>
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<th>Responsible Party</th>
<th>Obstacles/Solutions</th>
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</thead>
</table>
| Site visit by the COE consultant | Site visit Spring 2020 | Student Success: Consistently use data to make decisions and to understand and support evolving student needs  
Institutional Effectiveness: Integrate research, assessment, and program review to enhance understanding of student learning  
Resource and Learning Environment Development: Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued | $3,000 | Dr. Sandy Baker, Dean | Limited college resources/Supplement with external funds as available |
| Faculty will review and revise the self-study report based on COE consultant recommendations | Revised self-study report will be submitted by May 2020 | Student Success: Consistently use data to make decisions and to understand and support evolving student needs | $2,000 | Dr. Sandy Baker, Dean  
Nursing Faculty | Limited college resources/Supplement with external funds as available |
<table>
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<tr>
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<th>Obstacles/Solutions</th>
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<tbody>
<tr>
<td>Institutional Effectiveness: Integrate research, assessment, and program review to enhance understanding of student learning</td>
<td>RCC SON achieves NLN COE designation in 2020</td>
<td>Institutional Effectiveness: Facilitate accountability, transparency, and evidence-based communication to improve student success and completion</td>
<td>None anticipated</td>
<td>Dr. Sandy Baker, Dean</td>
<td>None anticipated. If designation is not achieved, faculty will benefit from the evaluator’s feedback and re-submit a self-study report in Fall 2021</td>
</tr>
<tr>
<td>Strategies/Activities</td>
<td>Outcomes/Milestones</td>
<td>College Goals</td>
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</tr>
<tr>
<td>Faculty attend the NLN Education Summit to be recognized as a COE designated school of nursing</td>
<td>RCC SON achieves NLN COE designation in 2020</td>
<td>Resource and Learning Environment Development: Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued</td>
<td>$5,500</td>
<td>Dr. Sandy Baker, Dean</td>
<td>Limited college resources/Supplement with external funds as available</td>
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</tbody>
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**Resource Request: Initiative #5**

<table>
<thead>
<tr>
<th>Resource Request</th>
<th>2019-2020</th>
<th>$10,750</th>
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<tbody>
<tr>
<td>Application fee</td>
<td>$ 250</td>
<td>$ 250</td>
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<tr>
<td>Site visit and travel</td>
<td>$3,000</td>
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<tr>
<td>Submit final draft</td>
<td>$2,000</td>
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<td>Faculty attend NLN Summit</td>
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<tr>
<td>Item Requested</td>
<td>Resource Category</td>
<td>Rationale</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Nursing Anne (simulator, software, Sim Pad) with Extended Warranty</td>
<td>Obsolescence</td>
<td>Updated technology; high use item</td>
</tr>
<tr>
<td>Nursing Kelly (simulator, software, Sim Pad) with Extended Warranty</td>
<td>Obsolescence</td>
<td>Updated technology; high use item</td>
</tr>
<tr>
<td>Nursing Kid (simulator, software, Sim Pad) with Extended Warranty</td>
<td>Obsolescence</td>
<td>Updated technology; high use item</td>
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<tr>
<td>IV/Phlebotomy Haptic Devices with Extended Warranty</td>
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<td>Updated technology; high use item</td>
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<td>2017/2018 Academic Year Total Cost Request</td>
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<tr>
<td>Vital Sign Machines &amp; Stands</td>
<td>Equipment Replacement</td>
<td>Updated technology; high use item</td>
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<tr>
<td>Hospital beds with 3-Year Warranty</td>
<td>Equipment Replacement</td>
<td>High use item</td>
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<tr>
<td>IV Smart Pumps</td>
<td>Equipment Replacement</td>
<td>Updated technology; high use item</td>
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<tr>
<td>Enteral Feeding Pumps</td>
<td>Equipment Replacement</td>
<td>Updated technology; high use item</td>
</tr>
<tr>
<td>Desktop Computers (faculty, staff, classrooms, workstations on wheels, computer lab)</td>
<td>Equipment Replacement</td>
<td>Updated technology; high use item</td>
</tr>
<tr>
<td>Laptop Computers (student testing and instruction)</td>
<td>Equipment Replacement</td>
<td>Update technology that will be supported; high use item</td>
</tr>
<tr>
<td>Sim Man 3G (high fidelity simulator) (simulator, software, instructor PCs, monitor); Preventative Maintenance and Extended Warranty</td>
<td>Obsolescence</td>
<td>Updated technology; high use item</td>
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STEM & Kinesiology Division
Integrated Plan and Priorities

November 15, 2016
## Student Access

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Chemistry</td>
<td>495.66</td>
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<tr>
<td>Kinesiology</td>
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<td>Physical Science</td>
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<td><strong>Total</strong></td>
<td><strong>4536.29</strong></td>
<td><strong>4714.28</strong></td>
<td><strong>4832.14</strong></td>
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</table>
Instructional Budget for chemistry courses has not kept up with FTES growth or inflation since 2010

From 2010 to 2015 Instructional Budget has not increased, not even for inflation!

Chemistry: FTES vs Instructional Budget Growth

FTES increased by 60%

FTES numbers for 2016 are projected based on Fall 16 enrollment
STEM & Kinesiology Initiatives

1) Increase access and student completion of Pathways
   a. Pre-college to college
   b. Two-year degrees
   c. Certificates
   d. Transfer

2) Maintain the quality of our programs and elevate to a level of national standards

3) Increase student success through development and expansion of engagement centers
Achievement of Initiatives 1 & 2

• In order of priority
1) Increase instructional supply/equipment budget based on current cost per FTES
   • Purchase equipment necessary for modern teaching laboratories
   • Additional funds for growth
2) Redesign 2nd & 4th floor of MTSC
   • Laboratory expansion (Biology and Chemistry)
   • Only possibility for growth of chemistry department is additional lab space on 4th floor
   • Physical science will vacate 2nd floor and move to a more efficient space
   • Redesign will incorporate correction of miscellaneous building deficiencies
     • Lack of potable water sink and proper break room on 4th floor (Please see addendum)
     • Misplacement of overhead projectors and screens
     • Faulty faucets - women’s faculty restroom on 4th floor has needed to be repaired 3 separate times already - hot water ran for 48 hours before being shut off in one instance
3) Hire additional FT Tenure Track Faculty
   • Chemistry, Math, and Kinesiology have immediate need
4) Hire additional classified staff
   • Lab technician 1.0 for Biology
   • Lab technician 1.0 for Chemistry
Achievement of Initiatives 1 & 2

• Hiring priority order (FT tenure-track faculty)
  1) 1 Chemistry (2017-18)
  2) 1 Math (2017-18)
  3) 1 Kinesiology (2017-18)
  4) 1 Chemistry (growth)
  5) 1 Math (2018-19)
  6) 1 Geology/Oceanography (2018-19)
  7) 1 Biology (2018-19)
Achievement of Initiative 3

- Increase success of students in all Pathways
  - STEM Center Operating Budget
  - Math Learning Center
  - Athletic and Kinesiology engagement center
  - Increase number of students completing ADT in Mathematics to 11 for 2016-17 (19 by 2020)
    - 30% Educational Advisor
Access

• Chemistry
  • Student access to Chemistry courses is predicted to have future negative growth unless budget issues are rectified
  • The chemistry department has been operating at a deficit for at least the past 5 years
  • To maintain courses offered, surplus supplies have been consumed, new equipment has not been purchased (some equipment exists from the 1960’s) and emergency funds have been provided by the STEM Dean
  • Immediate needs to sustain present level of FTES (0% growth)
    1) Increase standard operating budget from $18,000 to $60,000 for the 2017-2018 academic year
      • Increase budget by $1000 for each additional section
      • Increase budget 3-5% each year to accommodate for inflation
Student Access

- Justification:
  - Chemistry currently offers an average of 80 sections per academic year
  - Current FTES generated = 550 (est. for 2016-2017)
  - Approximately 30-33 sections during regular 16-week semesters
  - Approximately 6-8 sections during 6-week semesters
  - Each section offered costs approximately $800-1500
  - Total cost $60,000 annually
  - Budget includes, but is not limited to
    - Chemicals used in laboratories
    - Glassware replacements (wear and tear and breakage)
    - New equipment
    - Equipment maintenance and service contracts
  - Budget for 2015-2016 was $57,000
    - $18,000 + emergency funds provided by STEM Dean
  - Norco college chemistry department operates on a $20,000/year budget and accommodates 1/3 of the students that RCC does
2) Two full-time tenure track instructors

- One FT tenure track position is necessary for the chemistry department to operate at 0% growth.
- Without a FT tenure track position offered in 2016-2017, chemistry will be forced into negative growth, which will decrease student access to chemistry courses.
- Second FT tenure track position is necessary to grow at the projected 2.5% growth and accommodate any future new programs such as Honors or Chem. Tech.
- Chemistry instructors MUST be placed in offices on the 4th floor of MTSC to facilitate full student access and to provide adequate collegial support.
3) Laboratory space

- Chemistry is currently operating all laboratories at 80-100% capacity
  - 100% capacity is likely in all labs with the addition of new FT faculty, budget increase, and partnership with ADJ
- Additional laboratory space is necessary for any future growth
  - Must be located on 4th floor of MTSC
    » Stockroom access necessary
  - Each additional laboratory will generate approximately 80 FTES per year (each additional laboratory provides approx. 15% growth potential for chemistry)
  - CHE 1A (General Chemistry I) is severely impacted by space limitations
    » Long wait lists
    » Gateway class to subsequent chemistry courses
    » Requirement for many STEM majors
    » Requirement for all pre-medical, pre-dental, pre-veterinary etc. students
  - CHE 12B (Organic Chemistry II) is only offered once per year
    » Students must wait an entire year to take this course if registration cannot be confirmed or if repetition is necessary
  - Dedicated space is necessary for development of an honors and/or Chem. Tech. programs
Students Access and Success

• Math
  – By August 2017, recover 3rd floor of MLK
    » Supports high demand for pre-college pathway and accelerated courses
    » Classroom can accommodate 24 sections per year (fall and spring)
    » Will generate 120 FTES ($600,000 for RCC)
    » Learning center close proximity to classroom
  – By August 2018, Learning center enhancement
    » Restore hours of operation of math lab by a minimum of 5 hours per week starting August 2017 and ending August 2021.
      • Salary for increase Ass’t ISS from 20hrs to 30hr/wk costing about $12,500/yr
      • Tutor pay to increase $20,000 to cover an additional 20hrs/wk for each week of the academic year
    » Reclaim MLK311 for use as office space.
    » Increase math course success rate by 2%/yr to achieve a 58% rate by June 2022.
    » Conduct student exit survey each session to measure the satisfaction level of services provided by MLC. Initial satisfaction level will be 70% with a goal of increase yearly of 2%.
Student Access

– Kinesiology
  • Increase access to Exercise, Sport, and Wellness certificate program courses
    » Will generate 30 FTES
  – Sand Volleyball Facility $350,000
    » Will accommodate additional sections
    » RCC Sand Volleyball program currently has no place to practice or play games
    » Facility needs to be installed on campus for positive growth to occur
  • New pathway programs
    – Nutrition & dietetics
  • Resources needed: Full time overloads, associate faculty hires, $500/year increase in supply budget, sand volleyball court, Huntley Gym classroom renovation (flooring, lighting, and technology etc.)
Student Access

- Life Science
  - Increase Department’s FTES by 18%
    - Bio 1 increase by 50%
    - 135 FTES per year
    - Bio 11 increase by 25%
    - 9 FTES per year
  - Resources needed:
    - Laboratory technician support
      - Addition of 1 FT employee
    - Non-consumables
      - $16,300 start-up cost – retrofit of existing lab into Bio 1 lab
      - Lab Consumables for FTES increase – Budget augmentation of $15000 per year
  - Establishment of Greenhouse/Classroom Research Facility
    - $355,000 – construction costs with automated systems
      - Estimate by L. Purper (06/2016)
    - $7,500 per year maintenance and service contracts
    - Return facility to original site – optimal light exposure
Student Access

- Physical Science
  - Current projected growth of 0%
  - Physics
    - Inefficiency due to poor room capacity ratio
      - 34 lecture/24 lab
      - Recent enforcement of state restriction on the format of offering lecture/lab combination courses
      - No independent course code allowed for labs that are a part of a lecture/lab combo
      - Currently, capping courses at 24 to accommodate this state regulation severely decreases efficiency
  - Resolution
    - Move physical science program to a facility with an appropriate lecture to lab space ratio
      - E.g. 48 lecture/24 lab

- Astronomy/Planetarium
  - Planetarium is grossly outdated and no longer attracts the public and K-12 students
    - Past usage included 10 presentations per week to elementary students and a significant exposure to the reality of college for K-12 students
    - Currently seating is restrictive and questionably ADA compliant
    - Restroom access is governed by writing lab hours of operation and is often not available when planetarium is in use for college classes and public/private presentations.
    - Currently, two elementary schools cannot attend simultaneously due to low capacity (50 people)
  - Resolution
    - New planetarium with larger capacity and modern equipment
    - $1.5 million

- Geology & Oceanography
  - Additional physical space required for additional sections
    - Increase of X FTES
  - Additional faculty and resources needed to increase section offerings
Student Success

• Chemistry

  1) Obtain necessary **standard** chemistry specific teaching equipment
     • Nuclear Magnetic Resonance Machine ($40,000)
       • American Chemical Society (ACS) says, “Students pursuing chemistry careers should have access to **standard chemistry instrumentation**, such as FTIR, **FT-NMR**, mass spectrometers etc.” – p. 11, ACS guidelines for Chemistry in Two-Year College Programs
     • Gas chromatograph **supplies**
       • Gas tanks, carrier gas supply, gas line etc.
       • **Machine has already been donated by Drug Enforcement Agency (DEA)** – currently housed in MTSC 435
       • $40,000 machine, but no supplies to use it
       • $4000 to get machine up and running
       • American Chemical Society (ACS) says, “Standard items such as...**gas chromatographs**...are highly recommended for programs serving students pursuing careers in science or health.” – p. 11, ACS guidelines for Chemistry in Two-Year College Programs
Student Success

2) Increase part time lab tech II position (75%) to full time (100%)
   
   • Justification:
     
     • According to the American Chemical Society, "**One full-time laboratory technician for every four full-time or full-time-equivalent chemistry faculty members is recommended.** Part-time and student help are not adequate substitutes for full-time laboratory technicians" - p. 9 ACS Guidelines for Chemistry in Two-Year College Programs
     
     • Chemistry currently has 8 FT faculty members as well as 7-9 PT faculty members
     
     • Any growth will need to be supported by additional lab tech hours
       – Laboratory set up
       – Laboratory clean up
       – New lab development
       – Students need access chemical stockroom personnel for additional chemicals and equipment during lab classes
3) Obtain necessary general teaching equipment

- Class set of tablets or laptops
  - Current laptops do not have blue-tooth capability therefore do not work with new digital thermometers. Situation will only get worse as new equipment is purchased.
- Power cords are beginning to die
- Hardware is having trouble keeping up with software updates
- Computers not modern enough to accommodate some online learning tools

- Laboratory teaching equipment
  - Star Boards (or tablets with wireless teaching capabilities)
    - Star Board software is currently installed on laboratory PC’s, but there are no Star Boards that would allow for utilization of software
    - **One must teach with her/his back facing the students**
    - Using the mouse (instead of a stylus) to write on slides is tedious and hard for students to read
  - Portable lecterns necessary with Star Boards
  - **Please see pictures on following slide**
Wheels on bottom will allow roll away when space is needed.
Student Success

• Obtain necessary general teaching equipment continued...
  • Lecture teaching equipment
    • Chemistry lecture rooms are awkwardly wide so that students on either side of the boards/projector screen have a hard time seeing the lesson
    • Student success will increase when all students can easily see the information presented
      • Please see pictures on next slide
  • MTSC 437 and 438 need to be outfitted with two projector screens, one on each side of the board
    • Boards then available for instructors to write upon
    • Maximum lesson efficiency and ease of visualization of lesson for students
      • Please see pictures on next slide
Students in these seats cannot see the presentation very well.

Projector screen blocks the board and needs to be relocated to both sides of board.
Student Success

• Math
  – Increase the number of students moving from pre-college to college-level
    • 2 Tenure-track math faculty member to lead department efforts to increase success rate of pre-college math students
      – 1st year 2% increase from previous year
      – Next 4 years will have a combined 8% increase
    • Increase SI support so all pre-college classes receive this service.
      – 1st year 2% increase from previous year
      – Next 4 years will have a combined 8% increase
Student Success Math cont’d.

• Increase access to accelerated courses (Math 37) one section per year
  – Recover third floor MLK classroom space which allow easier access to Math Lab
  – 30% Educational Advisor (Will also serve ADT students)
    » Projected cost: $21,945
  – Workshops, training, and project coordination
    » Projected cost: $4500/year
  – 2016/17 2 courses offered and add one section per year until 2020

— Combination courses and Fast-track courses

• Create a set of courses that will support students to complete 4 levels of pre-college math during the fall and spring semesters.
  – Math 65 is a combination course helping 4 & 3-level below students finish two math classes in one semester. Presently 10 sections are offered each major semester.
  – Create Math 52/35 course that will accelerate a 2 & 1-level below college student starting August 2017. Offer an additional 2 sections per major semester until 8 sections are reached
  – Recruit students into these courses and provide support
Student Success Math cont’d.

–New Science of Learning Project for Math 35
  • Workshops, assessment, and project coordination
    – Projected cost: $30,000
–High School Partnership – Math 35 Program
  • Partner with additional schools (Sherman Indian High School, Riverside California School for the Deaf)
  • Train additional high school teachers
  • RCC student ambassadors to K-12
    – $2500 per year
  • Continued reassigned time for liaison
    – $20,000 per year
  • Two day professional development event
    – $5000 per year
Student Success

STEM Center

Currently:
• There is no operating budget for the campus STEM Center
• In Fall 2016, there are 4,523 declared STEM majors
  (representing 24% of all declared majors at RCC)

Action:

Establish a yearly operating budget of $888,300 which includes:
  STEM Program Director (50%)
  Dedicated STEM Counselors and Educational Advisors
  STEM Ambassadors/STEM Mentors for tutoring and K-12 outreach
  Honoraria for Speakers and Funds for Student Activities and Engagement
(see addendum for budget details)

Impact:
• Dedicated STEM Counselors and Ed Advisors will facilitate Pathway participation by STEM majors for both 2 year and 3 year plans.
• STEM Ambassadors/Mentors will be able to work with local K-12 students to mentor/tutor and recruit under-represented groups into RCC’s STEM Programs through outreach activities with our local feeder high schools.
• Student Engagement in Project Based Learning activities will increase both student success and outreach with K-12 and four-year transfer institutions.
Resource & Learning Environment Development, Access & Success

• To improve the learning environment and increase access and success in STEM, the following are needed:
  – Additional white boards in rooms
  – Rooms with computer technology for students
  – Wireless projector connectivity
  – Ongoing replacement of total classroom furniture
  – Cutter pool renovation and upgrade
Addendum

- The 4th floor of MTSC does not have a suitable break room for the 10 permanent employees and 7-10 part time employees that work in the chemistry department.
- A sink (with cabinet), full size refrigerator, table and chairs, as well as a comfortable couch are required to bring the 4th floor of MTSC in line with modern standards regarding break rooms.
- Cost estimate: $16,000
  — L. Purper, 07/2016

Substandard Chemistry Break Room

Break rooms on 1st and 3rd floors of MTSC Fully equipped
Student Success

1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status.

1.2 Consistently use data to make decisions and to understand and support evolving student needs.

Assessment Center

2016-17 Improve the wording on the testing website to be welcoming and more inclusive of all students (success)

2016-17 Collaborate with Outreach to reach students in the local area high schools and provide access to the assessment test and RCC (Success, Access)

2017-18 Work cross-divisionally to support early outreach to student equity programs (access)

2017-18 Develop a comprehensive training manual for student employees and encourage student involvement in school activities (Success, Resource and Learning Environment Development)

2017-18 Ongoing student training for student employees (Success, Resource and Learning Environment Development)

Athletics Department

2016-17 Athletics Ed Advisors will provide Orientation for 100% of the student athletes (access, success)

2016-17 At least 90% of the student athletes will be on an educational plans. (Success)

2016-17 Provide one-on-one counseling to 100% of freshmen student athletes about academic and student support services available to them. (access, success)

2017-18 Ninety percent (90%) of student athletes will retain NCAA/NAIA eligibility throughout their matriculation at RCC. (success)

2017-18 Eighty-five percent (85%) of Student Athletes will have a 2.0 GPA or higher. (success)

2017-18 The Athletics Department will develop a “life skills” program designed to provide information about student support programs to all current student athletes (i.e., money management, time management, and establishing healthy relationships). (access, success)

2017-18 The Life Skills program will provide monthly progress reports for 100% of the student athlete population. (success, institutional effectiveness)
2018-19 Ninety percent (90%) of student athletes will retain NCAA/NAIA eligibility throughout their matriculation at RCC. (success)

2018-19 Ninety percent (90%) of Student Athletes will have a 2.0 GPA or higher (success)

**Cal Works:**

2016-17 Promote and Recruit with the goal of increase the Cal WORKs student population by 2%. (Access & success)

2017-18 Promote and Recruit with the goal of Increase the Cal WORKs student population by an additional 5%. (Access & success)

2017-18 Ensure that 100% students follow their SEP and expect for 20% of the Cal WORKs students will earn a certificate or degree. (Success)

2018-19 Ensure that 100% students follow their SEP and expect for 20% of the Cal WORKs students will earn a certificate or degree. (Success)

2018-19 Promote and Recruit with the goal of Increase the Cal WORKs student population by an additional 5%. (Access & success)

2019-20 Promote and Recruit with the goal of Increase the Cal WORKs student population by an additional 5%. (Access & success)

**Dean of Student Services:**

2016-17 Work with the Equity to support and maintain a Latino Engagement Center. (access & success)

2016-17 Hire 4 Peer mentors, 2 Latino Key note speakers, Latino Movie Nights with academic and or inspirational messages and offer at least two Latino Success conferences for students. To be hosted every semesters. (Access & success)

2016-17 La Casa Host a Community day that coincides with Dia De Los Muertos. Target date is Fall 2016 (Success & community engagement)

2016-17 Work with IT to create an on-line application. Target date is Spring 2017. (Access)

2016-17 Ensure 100% of La Casa program students sign a contract, have a six semester Ed Plan and graduate in 3 years or less. (Success)

2016-17 Host the first La Casa Graduation for the Latino students who signed a contract and are graduating. (Success)

2016-17 The Dean of Student Services will attend at least two equity conference pertaining to African American and Latino equity gaps so that she can better support and plan the African American and Latino Engagement Centers. (Success)

2016-17 Work with IT to create an on-line application. Target date is Spring 2017. (Access)

2016-17 Establish Math office hours in La Casa. At least two professors in Spring and Fall. (Access, & success)
2017-18 The Dean of Student Services will attend at least two equity conference pertaining to African American and Latino equity gaps so that she can better support and plan the African American and Latino Engagement Centers. (Success)

2017-18 Host a Welcome Day the Saturday before the first day of fall Classes. (Access & success)

2017-18 Ensure 100% La Casa program students sign a contract, have a six semester Ed Plan and graduate in 3 years or less. (Success)

2018-19 Ensure 100% La Casa program students sign a contract, have a six semester Ed Plan and graduate in 3 years or less. (Success)

2019-20 Ensure 100% La Casa program students sign a contract, have a six semester Ed Plan and graduate in 3 years or less. (Success)

**DRC:**

2016-17 Increase transfer rates of students with disability to at least 1.0 disproportionate impact targeting counseling. (Success)

2016-17 Apply for a renewal of the Workability III grant with a stronger focus on job/internship placement. (Access & success)

2016-17 Begin to provide tutoring services to increase student completion rates in basic skills, English and Math with a target goal of 5% success rate in each area. (Success)

2017-18 Review tutoring data (completion, success rates); increase success rates by an additional 5%. (Success)

2017-18 Assuming the renewal of the Workability, at least 20 students will be placed in internships/vocational experience. (Access and success)

2018-19 Review tutoring data (completion, success rates); increase success rates by an additional 5%. (Success)

2018-19 Assuming the renewal of the Workability, at least 20 additional students will be placed in internships/vocational experience. (Access & success)

2019-20 Review tutoring data (completion, success rates); increase success rates by an additional 5%. (Success)

2019-20 Assuming the renewal of the Workability, at least 20 additional students will be placed in internships/vocational experience. (Access & success)
EOPS:

2016-17  EOPS will provide a robust student services program that will retain 70% of the students. (Success)

2016-17  Begin a policy where all undecided EOPS students will be required to take a career assessment. (Success)

2016-17  EOPS probation students will receive targeted interventions and services. 50% of those students who receive the services will increase their GPA. (Success)

2016-17  EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by 25%. (Access & success)

2016-17  Serve an unduplicated EOPS count of 647. (Access & success)

2017-18  EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%

2017-18  Serve an unduplicated EOPS count of 750. (Access & success)

2017-18  Offer tutorial services with the goal that 65% of the students who attend tutoring will increase their GPA. (Success)

2017-18  EOPS probation students will receive targeted interventions and services. 50% of those students who receive the services will increase their GPA. (Success)

2018-19  Offer tutorial services with the goal that 65% of the students who attend tutoring will increase their GPA. (Success)

2018-19  EOPS probation students will receive targeted interventions and services. 50% of those students who receive the services will increase their GPA. (Success)

2018-19  One hundred percent (100%) of undecided EOPS students will be required to take a career assessment. (Success)

2018-19  In collaboration with other academic and support services program EOPS will establish a Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

2018-19  EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%

2018-19  Serve and unduplicated EOPS count of 938 (access & success)

2019-20  EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%. (Access & success)

2019-20  Serve an unduplicated EOSP count of 1,175 (access & success)

2019-20  Establish the Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

2018-19  EOPS probation students will receive targeted interventions and services. 50% of those students who receive the services will increase their GPA. (Success)
2019-20 Continue the Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

2019-20 Continue the Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

2020-21 Continue the Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

2020-21 Continue the Peer mentoring/tutoring program. At least 65% of those students who attend the peer tutoring will increase their GPA. (Success)

Financial Aid
2016-17 Increase by 10% the delinquency management communications sent to students in the loan repayment process. (Success)

2016-17 Eight percent (80%) of students who appeal for ineligible Satisfactory Academic Progress (SAP) statuses will complete the GetSAP training module online. (Success)

2016-17 80% of students who appealed their ineligible SAP statuses will score 80% or higher in the GetSAP online training module. (Success)

2016-17 Increase Student Employment Counseling by 5% over the 2015/16 baseline. (Success)

2016-17 Increase by 5% the number of students applying for financial aid. (Access, Success)

2016-17 Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2016-17 Host at least twenty-five (25) on-campus outreach activities/events for RCC students (Access, Success)

2016-17 Increase the number of students reached thru outreach activities by 3% (baseline data from 2015-16 shows 1978 students participated) (Access, Success)

2016-17 Facilitate/host at least twenty (20) on-campus financial aid related presentations for RCC students (Access, Success)

2016-17 Increase the number of RCC students attending on-campus financial aid related presentations by 3% (baseline data from 2015-16 when 918 students participated) (Access, Success)

2017-18 Host at least thirty (30) on-campus outreach activities/events for RCC students (Access, Success)

2017-18 Increase the number of students reached thru outreach activities by 3% (baseline data from 2016-17) (Access, Success)

2017-18 Facilitate/host at least twenty (25) on-campus financial aid related presentations for RCC students (Access, Success)

2017-18 Increase the number of RCC students attending on-campus financial aid related presentations by 3% (baseline data from 2016-17) (Access, Success)
2017-18 Increase by 15% the delinquency management communications sent to students in the loan repayment process. (Success)

2017-18 Increase by 10% the number of students applying for financial aid. (Access, Success)

2017-18 Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2017-18 85% of students who appeal for ineligible Satisfactory Academic Progress (SAP) statuses will complete the GetSAP training module online (Success)

2017-18 85% of students who appeal for ineligible SAP statuses will score 80% or higher in the GetSAP training module online (Success)

2018-19 90% of students who appeal for ineligible Satisfactory Academic Progress (SAP) statuses will complete the GetSAP training module online (Success)

2018-19 90% of students who appeal for ineligible SAP statuses will score 80% or higher in the GetSAP training module online (Success)

2018-19 Increase by 10% the number of students applying for financial aid. (Access, Success)

2018-19 Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2018-19 Increase by 10% the delinquency management communications sent to students in the loan repayment process. (Success)

2018-19 Host at least thirty-five (35) on-campus outreach activities/events for RCC students (Access, Success)

2018-19 Increase the number of students reached thru outreach activities by 5% (baseline data from 2017-18) (Access, Success)

2018-19 Facilitate/host at least thirty (30) on-campus financial aid related presentations for RCC students (Access, Success)

2018-19 Increase the number of RCC students attending on-campus financial aid related presentations by 5% (baseline data from 2017-18) (Access, Success)

2019-20 90% of students who appeal for ineligible Satisfactory Academic Progress (SAP) statuses will complete the GetSAP training module online (Success)

2019-20 90% of students who appeal for ineligible SAP statuses will score 80% or higher in the GetSAP training module online (Success)

Resources Needed (estimates):

1 PPT Customer Service Clerk – Financial Aid ($28-30K)
Move 2 PPT Customer Service Clerk (19.5 hrs.) to FT (40 hr.) permanently ($78,540)
**Foster Services:**

2016-17  
Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five RCC students interested in a CTE certificate program will be recruited. (Access & success)

2016-17  
Move into the former Financial Aid Building to establish a Guardian Scholars Engagement Center that will create an inclusive learning environment. The move in date is for Spring 2017. (Access & success)

2016-17  
Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by 20%. (access & success)

2017-18  
Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by an additional 20%. (Access & success)

2017-18  
Establish a Guardian Scholars Engagement Center that will create an inclusive learning environment. Host a grand opening to the Engagement Center in Spring 2017. (Access, success & community engagement)

2017-18  
Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (ten total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

2018-19  
Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (15 total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

2018-19  
Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by additional 20%. (Access & success)

2019-20  
Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by additional 20%. (Access & success)

2019-20  
Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (20 total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

**Gateway**

2016-17  
Collaborate with Outreach Center to educate Gateway students about the many services offered on campus. (Access, Success)

2016-17  
Work with Ed Advisors to make sure that one-hundred percent (100%) of seniors have completed an Education Plan. (Success)
2016-18  To increase student engagement and positive relationship metrics on annual student survey by 10% (Based on the 2015-16 Baseline student engagement metric 3.92 (on 5 point scale) and the 2015-16 Baseline positive relationships metric 3.91 (on 5 point scale). (Success)

2017-18  To increase student engagement and positive relationship metrics on annual student survey by 3% over the 2016-17 baseline. (Success)

2018-19  To increase student engagement and positive relationship metrics on annual student survey by 3% over the 2017-18 baseline. (Success)

2019-20  To increase student engagement and positive relationship metrics on annual student survey by 2% over the 2018-19 baseline. (Success)

2020-21  To increase student engagement and positive relationship metrics on annual student survey by 2% over the 2019-20 baseline. (Success)

International Programs

2016-17  Collaborate with Outreach Center to educate international students about the many services offered on campus. (access, success)

2016-17  Increase the international student population by 2% from the 2015/16 baseline of 212 students (access, success)

2016-17  Work with Outreach Center, Counseling, and Ed Advisors to make sure that seventy percent (70%) of international students are on Pathway Contracts. (Success)

2016-17  Collaborate with Testing Center to ensure that 100% of international students complete required testing/assessment (Access, Success)

2016-17  Host at least four (4) student support programs/activities for international students. (Access, success)

2016-17  Work collaboratively with Health Services to establish ongoing student engagement and programming that supports international student needs (Success)

2017-18  Work collaboratively with Health Services to establish ongoing student engagement and programming that supports international student needs (Success)

2017-18  Host at least five (5) programs/activities for international students. (Access, success)

2017-18  Increase the international student population by 3% from the 2016/17 baseline (access, success)

2017/18-21  Collaborate with Outreach Center to educate international students about the many services offered on campus. (access, success)

2017-18  Work with Outreach Center, Counseling, and Ed Advisors to make sure that seventy percent (80%) of international students are on Pathway Contracts. (Success)
Collaborate with Testing Center to ensure that 100% of international students complete required testing/assessments (Access, Success)

Increase the international student population by 5% from the 2017/18 baseline (access, success)

Work with Outreach Center, Counseling, and Ed Advisors to make sure that eighty-five percent (85%) of international students are on Pathway Contracts. (Success)

Host at least six (6) programs/activities for international students. (Access, success)

Host at least seven (7) programs/activities for international students. (Access, success)

**Outreach and Welcome Center**

Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

Pilot SMART Saturday program in early spring to provide access to RCC for special populations (Access, Success)

Resources Needed (estimates):
Full Time Outreach Specialist (Cost$$$

Increase the number of students attending on campus outreach and engagement events such as:
- TIGER Program (Guidance 45 Spring) - New pilot program target 90 students (Success, Access)
- SMART Saturdays- New pilot program target 100 students (Success, Access)
- Route to RCC- From 108 students in 2016 to 200 students for 2017 (Access)

Resources Needed:
- Funding for more student ambassadors $72,000.00
- Funding for collateral and incentives$2,000.00

Plan and coordinate Route to RCC. Increase attendance from 108 students in 2016 to 200 students in 2017 (Access, Success)

Pilot a 1 day Smart Saturday in early spring for target special programs such as adult returning students, adult ed students, La Casa, Ujima, or Completion Counts through Pathways Initiative (Access, Success)

Support at all levels the Counselor to Counselor event planned by the RCC Counseling Staff. (Access)

Work with RCC Counseling staff to develop a Guidance 45 class. The course will support students through the OAC process and completion counts pathways contract signing. Target 90 students (Success)
2016-17 Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

2016-17 Conduct a student retreat in January to increase leadership development of student employees (Student Success)

2016-17 Collaborate with counseling to ensure student ambassadors have student ed plan in place and meet with a transfer representative (student success)

2017-18 Plan and coordinate Route to RCC increase attendance from 200 students in 2017 by 15% (Access, Success)

2017-18 Give the success of Smart Saturdays in 16-17 then increase size and scope by 15% of previous year (Access)

2017-18 Provide local area high schools with application workshops, and assessment testing and increase presence in schools with annual increase (Success, access)

2017-18 Work with Counseling to bring a Guidance 45 class to fruition. The course will support students through the OAC process and completion counts pathways contract signing. Target 90 students (Success)

2017-18 Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

**Student Health and Psychological Services**

2016-17 Collaborate with RCC School of Nursing students to offer four (4) flu shot clinics during flu season (Success).

2016-17 Collaborate with Gateway College and Career Academy (GCCA), University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer 1 mental health educational workshop (Success).

2016-17 The Student Health and Psychological Services department will coordinate and implement five (5) flu shot clinics during flu season. (Access, Success)

2016-17 The Student Health and Psychological Services department will coordinate and implement five mental health workshops every week during the fall and winter semester. (Access, Success)

2016-17 The Student Health and Psychological Services department will coordinate and implement Medical family planning education 1 time/month for all students who qualify and enroll in the “Family PACT program. (Access, Success)

2016-17 Create and provide five to six health and wellness workshops to RCC students (nutrition, exercise, coping, meditation, deep-breathing, motivation, and anxiety) per semester (Success).

2017-18 Create and provide six to eight health and wellness workshops to RCC students (nutrition, exercise, coping, meditation, deep-breathing, motivation, and anxiety) per semester (Success).
2017-18 Collaborate with RCC School of Nursing students to offer five (5) flu shot clinics during flu season (Success).

2017-18 The Student Health and Psychological Services department will coordinate and implement six (6) flu shot clinics during flu season. (Access, Success)

2017/18-20 Collaborate with GCCA, ASRCC-Active Minds Club, ASRCC-Gender, Sexuality, and Awareness Club, University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer two (2) mental health workshops each year (Success).

2018-19 Collaborate with RCC SON students to offer six (6) flu shot clinics during flu season (Success).

2018-19 Create and provide six to eight health and wellness workshops to RCC students (nutrition, exercise, coping, meditation, deep-breathing, motivation, and anxiety) per semester (Success).

2019-20 Create and provide eight to ten health and wellness workshops (nutrition, exercise, coping, meditation, deep-breathing, motivation, and anxiety) per semester (Success).

2019-20 Collaborate with RCC SON students to offer seven (7) flu shot clinics during flu season (Success).

TRIO:

2016-17 Create and begin implementation of new comprehensive SEP which articulates semester-based planning and courses required. Begin new SEP implementation with all new Spring 2017TRIO students will have a new SEP completed with math and English completion emphasis. (Success)

2016-17 Create a strong recruiting and referral process that will account for half of the new recruits. Recruit 120 Veterans & 100 Disability for TRIO SSS. (Access)

2017-18 Continue implementing the new SEP for all TRIO students new and continuing and include an emphasis of math and English completion. 100% of all newly recruited students will have a new SEP. (success)

2017-18 Create targeted interventions and support to assist Transfer Pathways program participants. TRIO will increase the number of program participants completing transfer pathways in two years by 10%.( success)

2018-19 Create targeted interventions and support to assist preparatory pathways and 1 year CTE pathway students moving to transfer track or completion of CTE programs. Increase number of program participants completing preparatory coursework and /or certificates by 10%. (Success)

2019-2020 Examine all 17-18 transfer and CTE cohort and map time out to graduation. Evaluate if interventions and services increased transfer 2 year completion by 10% over initial baseline. (Success)

2019-2020 Go over program cap in DSS and VSSS programs by 10%. Implement cross over services and tracking by TRIO, DRC and VRC. Recruit 105 DSSS students and 126 VSSS student. (Success)
**Upward Bound Grant:**

2016-17 Provide the required and federally grant mandated services to ensure that 80% of student participants: have at least a 2.5 GPA, achieve proficient level on state assessments in reading/language arts and math. (success, access and community engagement)

2016-17 With the support of Upward Bound 85% of the students will persist in the following academic year and will complete a rigorous class schedule. (Success, access and community engagement)

2016-17 Seventy-five percent (75%) of all Upward Bound graduates will attend a postsecondary education the semester following their graduation. (Success, access and community engagement)

2016-17 Recruit 20 student from Rubidoux and Jurupa Valley into the Upward Bound Program. (Access & success)

2016-17 Apply for an Upward Bound renewal grant by November 18th, 2016. (Access & success)

2017-18 Apply for a STEM Upward Bound grant this is projected to be submitted in February 2017. (Access & success)

2018-19 Close out the grant for Upward Bound by September.

2018-19 If funded continue with the current Upward Bound grant. (Access, success & community engagement)

2018-19 If funded establish the new Upward Bound grant at Patriot High school. (Access, success & community engagement)

**Veterans Resource Center**

2016-17 Decrease the veteran’s certification processing time. In 15-16 the process took 3 -4 weeks. In 16-17, the goal is to decrease processing time to 2 weeks. (success)

2016-17 Complete the VRC renovation to provide a comfortable welcoming space for veteran students. (Access, Success, Resource and Learning Environment Development)

2016-17 Develop communication plan to engage the student veteran’s population and inform them of the certification process and of their services. (success, community engagement)

2016-17 Work collaboratively with Trio program to increase engagement with veteran students which includes all veterans those receiving benefits and those not.) (success, engagement)

2016-17 Re-engage and host the first meeting for the Veteran Engagement Advisory Committee before May 2017 (success, community engagement)

2016-17 Work collaboratively with Health Services to establish ongoing student engagement and programming that supports veteran student needs. (Success)

2017-18 Fully integrate the part-time grant funded Veteran Services Specialist into the staffing structure to assist with decreasing the VA certification processing time and improve customer service. (success)
2017-18 Increase the veteran student population by 10% from the current 340 students receiving benefits (success)

2017-18 Actively collaborate with local veteran community groups to improve access to resources for veteran students (success, community engagement)

2017-18 Work collaboratively with Health Services to provide emotional support programs for veteran students (success, community engagement)

2017-18 Meet at least quarterly with the Veteran Engagement Advisory Board to develop and implement student engagement activities (success, community engagement)

2017-18 Develop a comprehensive training manual for student employees and encourage student involvement in school activities. (Success, Resource and Learning Environment Development)

2017-18 Provide a training for VA work study students that includes written descriptions of professional and programmatic expectations (student success)

2017-18 Plan, coordinate and execute a campus-wide Graduation Recognition Ceremony for Veteran students (success, community engagement)

2017-18 Re-engage the campus to support the ceremony through committee programming and support (success, community engagement)

2017-18 Plan, coordinate and execute campus-wide programming focused on veteran student awareness, and veteran student engagement. These plans will surround Veteran’s Day 2017 (success, community engagement)

2018-19 Continue to host a campus-wide annual Graduation Recognition Ceremony for Veteran students with 15% student participation growth annually (success, engagement)

2018-19 Conduct a VA Work-study retreat to increase leadership development of student employees (student success)

2019-20 Increase the veteran student population by 5% from the 2018/19 baseline (access, success)

2020-21 Increase the veteran student population by 10% from the 2019/20 baseline (access, success)

Resources Needed (estimates):
Hire Veteran’s Services Specialist Cost $78,020.00

Vice President for Student Services

2016-17 Hold one-on-one meetings with at least 4 student groups/organizations (access, success)

2016-17 Oversee all Annual Special Campus-wide Events/Activities hosted by Student Services (Access, success, community engagement)

2016-17 Attend at least five (5) Professional Developments Conferences (Student Success)
2016-17 Participate in at least four (4) Webinar Workshops/Training Sessions (Student Success)
2017-18 Host a Town Hall meeting with students (access, success)
2017-18 Hold one-on-one meetings with at least 7 student groups/organizations (access, success)
2017-18 Host two (2) Town Hall meeting with students (access, success)
2018-19 Host two (2) Town Hall meeting with students (access, success)
2019-20 Host three (3) Town Hall meeting with students (access, success)
2020-21 Host three (3) Town Hall meeting with students (access, success)

Student Access

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

Admissions and Records

2016-17 Update website to reflect streamlined steps to college (Access, Institutional Effectiveness)
2016-17 Update communication plan with new students upon entry and graduation (Access, Institutional effectiveness)
2016-17 Launch credentials / transcripts plus, a self-service environment that allows current students and alumni access to their digital transcripts (Access, Institutional Effectiveness)
2016-17 Increase the number served at the Kane Admissions and Records front counter (increase from approximately 20,000 transactions to 26,000 increase of 30% (access)
2016-21 Work collaboratively with the outreach to support efforts in the local schools. Examples include providing staffing for special campus tours, data for directed outreach efforts and mass emails to support communication plans. (access, community engagement)

Resources Needed (estimates):
2 Part-Time Admissions and Records Operations Assistant $37,260.00

2016-17 Increase number of student graduates participating in both degree and certificate commencement ceremonies by 5% 2015 participation was 910 graduates (Access, institutional effectiveness)
2017-18 Annual increase of commencement participation by 5% (Access, community engagement)
Assessment Center

2016-17  Improve the wording on the testing website to be welcoming and more inclusive of all students (success)

2016-17  Collaborate with Outreach to reach students in the local area high schools and provide access to the assessment test and RCC (Success, Access)

2016-17  Collaborate with Outreach to provide testing to local high schools increasing equitable access to RCC (Access, community engagement)

2017-18  Continue to collaborate with Outreach to provide testing to local high schools increasing equitable access to RCC. Increase participation 5% annually (Access, community engagement)

2017-18  Work cross-divisionally to support early outreach to student equity programs (access)

Athletics Department

2016-17  Athletics Ed Advisors will provide Orientation for 100% of the student athletes (access, success)

2016-17  Provide one-on-one counseling to 100% of freshmen student athletes about academic and student support services available to them. (access, success)

2016-19  One hundred percent (100%) of the Sports Programs will engage in Reach Out/Recruiting opportunities which targets: CCCAA District Recruiting Model: 25 in District High Schools, 116 recruiting area High schools and include:

- Personal visits to local High Schools/18 sports offerings
- Conduct on campus summer sport camps
- Conduct on campus sport clinics for local High School coaches/students
- Conduct on campus sport competitions for area high school teams
- Provide on campus recruiting visits for prospective student athletes and parents.

2017-18  The Athletics Department will develop a “life skills” program designed to provide information about student support programs to all current student athletes (i.e., money management, time management, and establishing healthy relationships). (access, success)

Cal Works:

2016-17  Promote and Recruit with the goal of increase the Cal WORKs student population by 2%. (Access & success)

2017-18  Promote and Recruit with the goal of increase the Cal WORKs student population by an additional 5%. (Access & success)

2018-19  Promote and Recruit with the goal of increase the Cal WORKs student population by an additional 5%. (Access & success)

2019-20  Promote and Recruit with the goal of increase the Cal WORKs student population by an additional 5%. (Access & success)

Dean of Student Services:
2016-17 Work with the Equity to support and maintain a Latino Engagement Center. (access & success)
2016-17 Hire 4 Peer mentors, 2 Latino Key note speakers, Latino Movie Nights with academic and or inspirational messages and offer at least two Latino Success conferences for students. To be hosted every semesters. (Access & success)
2016-17 La Casa Host a Community day that coincides with Dia De Los Muertos. Target date is Fall 2016 (Success & community engagement)
2016-17 Work with IT to create an on-line application. Target date is Spring 2017. (Access)
2016-17 Host the first La Casa Graduation for the Latino students who signed a contract and are graduating. (Success)
2016-17 Host a Community Event for La Casa student’s parents to promote and inform on student success. (Access, success & community engagement)
2016-17 Work with IT to create an on-line application. Target date is Spring 2017. (Access)
2016-17 Establish Math office hours in La Casa. At least two professors in Spring and Fall. (Access, & success)
2017-18 Partner with community Latino program to promote and support La Casa events and students. (Access, success & community engagement)
2017-18 Host a Welcome Day the Saturday before the first day of fall Classes. (Access & success)

**DRC:**

2016-17 Apply for a renewal of the Workability III grant with a stronger focus on job/internship placement. (Access & success)
2016-17 Begin to provide tutoring services to increase student completion rates in basic skills, English and Math with a target goal of 5% success rate in each area. (Success)
2017-18 Assuming the renewal of the Workability, at least 20 students will be placed in internships/vocational experience. (Access and success)
2018-19 Assuming the renewal of the Workability, at least 20 additional students will be placed in internships/vocational experience. (Access & success)
2019-20 Assuming the renewal of the Workability, at least 20 additional students will be placed in internships/vocational experience. (Access & success)

**EOPS:**

2016-17 EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by 25%. (Access & success)
2016-17 Serve an unduplicated EOPS count of 647. (Access & success)
2017-18 EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%
2017-18 Serve an unduplicated EOPS count of 750. (Access & success)

2018-19 EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%

2018-19 Serve and unduplicated EOPS count of 938 (access & success)

2019-20 EOPS will reach out to Equity Gap BOG eligible students with the goal to recruit this specific population by an additional 25%. (Access & success)

2019-20 Serve an unduplicated EOSP count of 1,175 (access & success)

**Foster Services:**

2016-17 Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by 20%. (access & success)

2016-17 Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five RCC students interested in a CTE certificate program will be recruited. (Access & success)

2016-17 Move into the former Financial Aid Building to establish a Guardian Scholars Engagement Center that will create an inclusive learning environment. The move in date is for Spring 2017. (Access & success)

2017-18 Establish a Guardian Scholars Engagement Center that will create an inclusive learning environment. Host a grand opening to the Engagement Center in Spring 2017. (Access, success & community engagement)

2017-18 Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (ten total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

2017-18 Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by an additional 20%. (Access & success)

2018-19 Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by additional 20%. (Access & success)

2018-19 Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (15 total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

2019-20 Implement new CTE/Certificates programs objectives set forth by the California Wellness Grant. Five additional (20 total) RCC students interested in a CTE certificate program will be recruited. (Access & success)

2019-20 Increase outreach, access and awareness for Foster Youth students to RCC by attending annual College Bound Welcome Day. The target is to increase Guardian Scholars by additional 20%. (Access & success)
**Financial Aid**

2016-17  
Provide increased service support (19.5 hours/week) to student employees and supervisors by hiring a PPT Customer Service Clerk. (Access)

2016-17  
Increase by 5% the number of students applying for financial aid. (Access, Success)

2016-17  
Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2016-17  
Host at least twenty-five (25) on-campus outreach activities/events for RCC students (Access, Success)

2016-17  
Increase the number of students reached thru outreach activities by 3% (baseline data from 2015-16 shows 1978 students participated) (Access, Success)

2016-17  
Facilitate/host at least twenty (20) on-campus financial aid related presentations for RCC students (Access, Success)

2016-17  
Increase the number of RCC students attending on-campus financial aid related presentations by 3% (baseline data from 2015-16 when 918 students participated) (Access, Success)

2016-17  
Host at least twenty (20) Financial Aid Presentations and/or Application Workshops to local area high schools (access, community engagement)

2017-18  
Host at least twenty (23) Financial Aid Presentations and/or Application Workshops to local area high schools (access, community engagement)

2017-18  
Host at least thirty (30) on-campus outreach activities/events for RCC students (Access, Success)

2017-18  
Increase the number of students reached thru outreach activities by 3% (baseline data from 2016-17) (Access, Success)

2017-18  
Facilitate/host at least twenty (25) on-campus financial aid related presentations for RCC students (Access, Success)

2017-18  
Increase the number of RCC students attending on-campus financial aid related presentations by 3% (baseline data from 2016-17) (Access, Success)

2017-18  
Increase by 10% the number of students applying for financial aid. (Access, Success)

2017-18  
Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2018-19  
Increase by 10% the number of students applying for financial aid. (Access, Success)

2018-19  
Increase by 5% the number of students receiving the Pell Grant. (Access, Success)

2018-19  
Increase by 10% the delinquency management communications sent to students in the loan repayment process. (Success)

2018-19  
Increase the number of students reached thru outreach activities by 5% (baseline data from 2017-18) (Access, Success)
2018-19  Facilitate/host at least thirty (30) on-campus financial aid related presentations for RCC students (Access, Success)

2018-19  Increase the number of RCC students attending on-campus financial aid related presentations by 5% (baseline data from 2017-18) (Access, Success)

2018-19  Host at least twenty (25) Financial Aid Presentations and/or Application Workshops to local area high schools. (access, community engagement)

2019-20  Host at least twenty (30) Financial Aid Presentations and/or Application Workshops to local area high schools. (access, community engagement)

**Resources Needed (estimates):**

1 PPT Customer Service Clerk – Financial Aid ($28-30K)

Move 2 PPT Customer Service Clerk (19.5 hrs.) to FT (40 hr.) permanently  ($78,540)

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**Gateway**

2016-17  Collaborate with Outreach Center to educate Gateway students about the many services offered on campus. (Access, Success)

2016-17  Work with Ed Advisors to make sure that one-hundred percent (100%) of seniors have completed an Education Plan. (Success)

2016-17  Fifteen percent (15%) increase in students served from 15-16 baseline of 160 students (target - 184 students)

2017-18  Ten percent (10%) increase in students served from 16-17 baseline (target - 202 students)

2018-19  Five percent (5%) increase in students served from 17-18 baseline of 160 students (target – 212 students)

2019-20  Five percent (5%) increase in students served from 18-19 baseline (target - 222 students)

2020-21  Five percent (5%) increase in students served from 19-20 baseline (target - 233 students)

**Resources Needed:**

Gateway needs to hire a .5 FTE Outreach/Recruitment Specialist
### International Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity Description</th>
<th>Access, Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Collaborate with Outreach Center to educate international students about the many services offered on campus.</td>
<td>(access, success)</td>
</tr>
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<td>Increase the international student population by 2% from the 2015/16 baseline of 212 students</td>
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<td>2016-17</td>
<td>Work with Outreach Center, Counseling, and Ed Advisors to make sure that seventy percent (70%) of international students are on Pathway Contracts.</td>
<td>(Success)</td>
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<td>2016-17</td>
<td>Collaborate with Testing Center to ensure that 100% of international students complete required testing/assessment.</td>
<td>(Access, Success)</td>
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<tr>
<td>2016-17</td>
<td>Host at least four (4) programs/activities for international students.</td>
<td>(Access, success)</td>
</tr>
<tr>
<td>2016-17</td>
<td>Contract with Agents to recruit up to 25 international students to RCC.</td>
<td>(student access)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Host at least five (5) programs/activities for international students.</td>
<td>(Access, success)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Increase the international student population by 3% from the 2016/17 baseline</td>
<td>(access, success)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Contract with Agents to recruit up to 35 international students to RCC.</td>
<td>(student access)</td>
</tr>
<tr>
<td>2018-19</td>
<td>Contract with Agents to recruit up to 50 international students to RCC.</td>
<td>(student access)</td>
</tr>
<tr>
<td>2017/18-21</td>
<td>Collaborate with Outreach Center to educate international students about the many services offered on campus.</td>
<td>(access, success)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Work with Outreach Center, Counseling, and Ed Advisors to make sure that seventy percent (80%) of international students are on Pathway Contracts.</td>
<td>(Success)</td>
</tr>
<tr>
<td>2017/18-21</td>
<td>Collaborate with Testing Center to ensure that 100% of international students complete required testing/assessments</td>
<td>(Access, Success)</td>
</tr>
<tr>
<td>2018-19</td>
<td>Increase the international student population by 5% from the 2017/18 baseline</td>
<td>(access, success)</td>
</tr>
<tr>
<td>2018-19</td>
<td>Work with Outreach Center, Counseling, and Ed Advisors to make sure that eighty-five percent (85%) of international students are on Pathway Contracts.</td>
<td>(Success)</td>
</tr>
<tr>
<td>2018-19</td>
<td>Host at least six (6) programs/activities for international students.</td>
<td>(Access, success)</td>
</tr>
<tr>
<td>2019-20</td>
<td>Host at least seven (7) programs/activities for international students.</td>
<td>(Access, success)</td>
</tr>
<tr>
<td>2019-20</td>
<td>Contract with Agents to recruit up to 60 international students to RCC.</td>
<td>(student access)</td>
</tr>
<tr>
<td>2020-21</td>
<td>Contract with Agents to recruit up to 75 international students to RCC.</td>
<td>(student access)</td>
</tr>
</tbody>
</table>
Outreach and Welcome Center

2016-17 Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

2016-17 Through the welcome center and information booth we will increase the number of students served by the center. During 2015-2016 the Welcome Center served 10,000 in 2016-2017 we will increase this number by 25% (Access, Institutional Effectiveness)

2016-17 Pilot SMART Saturday program in early spring to provide access to RCC for special populations (Access, Success)

2016-17 Increase the number of students attending on campus outreach and engagement events such as:
- TIGER Program (Guidance 45 Spring) - New pilot program target 90 students (Success, Access)
- SMART Saturdays- New pilot program target 100 students (Success, Access)
- Route to RCC- From 108 students in 2016 to 200 students for 2017 (Access)

Resources Needed:
- Funding for more student ambassadors $72,000.00
- Funding for collateral and incentives $2,000.00

2016-17 Conduct a student retreat in January to increase leadership development of student employees (Student Success)

2016-17 Collaborate with counseling to ensure student ambassadors have student ed plan in place and meet with a transfer representative (student success)

2017-18 Through the welcome center and information booth we will increase the number of students served by 15% from 16-17 (Access, Institutional Effectiveness)

2018-19 Through the welcome center and information booth we will increase the number of students served by 15% from 17-18 (Access, Institutional Effectiveness)

Resources Needed (estimates):
- Full Time Outreach Specialist (Cost $$$)

Outreach and Welcome Center

2016-17 Plan and coordinate Route to RCC. Increase attendance from 108 students in 2016 to 200 students in 2017 (Access, Success)

2016-17 Pilot a 1 day Smart Saturday in early spring for target special programs such as adult returning students, adult ed students, La Casa, Ujima, or Completion Counts through Pathways Initiative (Access, Success)

2016-17 Support at all levels the Counselor to Counselor event planned by the RCC Counseling Staff. (Access)

2016-17 Assess level of support and develop ways to enrich event experience (Institutional effectiveness)
2016-17 Provide streamlined process for the intake of the Completion Counts Pathways contract program that is assessed annually. (Efficiency, Effectiveness, Access)

2016-17 Provide local area high schools with application workshops, and assessment testing increase student reach in field by 15% from 2,007 served in 2015-2016 (access)

2016-17 Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

2016-17 Pilot Smart Saturday program in early spring to provide equitable access to RCC. (access, success)

2017-18 Plan and coordinate Route to RCC increase attendance from 200 students in 2017 by 15% (Access, Success)

2017-18 Give the success of Smart Saturdays in 16-17 then increase size and scope by 15% of previous year (Access)

2017-18 Provide local area high schools with application workshops, and assessment testing and increase presence in schools with annual increase (access, success)

2017-18 Work with Counseling to bring a Guidance 45 class to fruition. The course will support students through the OAC process and completion counts pathways contract signing. Target 90 students (Success)

2017-18 Collaborate with Testing Center to provide testing to local high schools increasing access to the campus and education (Access, Success)

Resources Needed:
See Initiative 1.2 total increase in budget by $72,000

Student Activities:

2016-17 Student Activities has been given the Heritage Room in the Bradshaw Student Center in order to develop a Student Union. The goal of developing this space will be to allow all students to have a gathering place for studying, engagement, and building a sense of community within the college. It will help foster a greater student life atmosphere and support overall student activity goals. We will track usage of this space by monitoring the number of students, staff and faculty who utilize the space. ASRCC has agreed to provide funding for this initiative. (Access & community engagement)

2016-17 Have ongoing discussions during ASRCC meetings and retreats about the usage of the space to ensure we are maximizing its support of our students. (Access & community engagement)

2017-18 During the summer of 2017 student government will move into the Heritage room. (Access & community engagement)

2017-18 Improve the customer experience by improving the student activities work space. The goal of this space is to be an engaging office where students and other community members feel welcome and supported. Repairs and maintenance would help support this goal. Needed repairs includes: new paint, updated carpet, refurbishment/replacement of doors, patched holes in walls (Access)
**Student Health and Psychological Services**

2016-17 Collaborate with RCC School of Nursing students to offer four (4) flu shot clinics during flu season (Success).

2016-17 Collaborate with Gateway College and Career Academy (GCCA), University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer 1 mental health educational workshop (Success).

2016-17 The Student Health and Psychological Services department will coordinate and implement five (5) flu shot clinics during flu season. (Access, Success)

2016-17 The Student Health and Psychological Services department will coordinate and implement five mental health workshops every week during the fall and winter semester. (Access, Success)

2016-17 The Student Health and Psychological Services department will coordinate and implement Medi-Cal family planning education 1 time/month for all students who qualify and enroll in the “Family PACT program. (Access, Success)

2016-17 The Student Health and Psychological Services department will coordinate physician clinical activity two hours/week. (Access)

2017-18 The Student Health and Psychological Services department will coordinate and implement six (6) flu shot clinics during flu season. (Access, Success)

2017-18 Collaborate with RCC School of Nursing students to offer five (5) flu shot clinics during flu season (Success).

2017/18-20 Collaborate with GCCA, ASRCC-Active Minds Club, ASRCC-Gender, Sexuality, and Awareness Club, University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer two (2) mental health workshops each year (Success).

2018-19 Collaborate with RCC SON students to offer six (6) flu shot clinics during flu season (Success).

2019-20 Collaborate with RCC SON students to offer seven (7) flu shot clinics during flu season (Success).

**TRIO:**
2016-17 Create a strong recruiting and referral process that will account for half of the new recruits. Recruit 120 Veterans & 100 Disability for TRIO SSS. (Access)

**Upward Bound Grant:**

2016-17 Provide the required and federally grant mandated services to ensure that 80% of student participants: have at least a 2.5 GPA, achieve proficient level on state assessments in reading/language arts and math. (success, access and community engagement)

2016-17 With the support of Upward Bound 85% of the students will persist in the following academic year and will complete a rigorous class schedule. . (Success, access and community engagement)

2016-17 Seventy-five percent (75%) of all Upward Bound graduates will attend a postsecondary education the semester following their graduation. (Success, access and community engagement)

2016-17 Recruit 20 student from Rubidoux and Jurupa Valley into the Upward Bound Program. (Access & success)

2016-17 Apply for an Upward Bound renewal grant by November 18th, 2016. (Access & success)

2017-18 Apply for a STEM Upward Bound grant this is projected to be submitted in February 2017. (Access & success)

2018-19 Close out the grant for Upward Bound by September.

2018-19 If funded continue with the current Upward Bound grant. (Access, success & community engagement)

2018-19 If funded establish the new Upward Bound grant at Patriot High school. (Access, success & community engagement)

**Veterans Resource Center**

2016-17 Complete the VRC renovation to provide a comfortable welcoming space for veteran students. (Access, Success, Resource and Learning Environment Development)

2019-20 Increase the veteran student population by 5% from the 2018/19 baseline (access, success)

2020-21 Increase the veteran student population by 10% from the 2019/20 baseline (access, success)

*Resources Needed (estimates)*
Hire Veteran’s Services Specialist Cost $78,020.00

**Vice President for Student Services**

2016-17 Increase the direct service hours offered to students in the C.A. Kane Building  (1-5 p.m. on Fridays) (Access)

2016-17 Hold one-on-one meetings with at least 4 student groups/organizations (access, success)

2016-17 Meet with ASRCC Student Leadership at least once a semester (Access)

2016-17 Meet with Student Trustee at least once a month (Access)
2016-17 Meet with SDCC once a month (Access)

2016/17-21 Oversee all Annual Special Campus-wide Events/Activities hosted by Student Services (Access, success, community engagement)

2016-17 Meet with Board of Trustees of the Gateway College and Career Academy

2016-17 Meet with Administrative Leadership at the Rubioudix Early College High School

2017-18 Meet with Board of Trustees of the Gateway College and Career Academy at least twice a year

2017-18 Meet with Administrative Leadership at the Rubioudix Early College High School at least twice a year

2017-18 Meet with Administrative Leadership at three (3) area High Schools

2017-18 Meet with ASRCC Student Leadership at least once a semester (Access)

2017-18 Explore feasibility of providing extended service hours beyond those offered on Tuesdays (8 a.m. – 6 p.m.) (Access)

2017-18 Host a Town Hall meeting with students (access, success)

2017-18 Hold one-on-one meetings with at least 7 student groups/organizations (access, success)

2017-18 Host two (2) Town Hall meeting with students (access, success)

2018-19 Host two (2) Town Hall meeting with students (access, success)

2018-19 Meet with ASRCC Student Leadership at least once a semester (Access)

2018-19 Accompany Outreach staff to at least three (3) early student engagement events

2019-20 Accompany Outreach staff to at least five (5) early student engagement events

2019-20 Meet with ASRCC Student Leadership at least once a semester (Access)

2019-20 Host three (3) Town Hall meeting with students (access, success)

2020-21 Host three (3) Town Hall meeting with students (access, success)
Institutional Effectiveness

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

**Admissions and Records**

2016-17 Update website to reflect streamlined steps to college (Access, Institutional Effectiveness)

2016-17 Update communication plan with new students upon entry and graduation (Access, Institutional effectiveness)

2016-17 Launch credentials / transcripts plus, a self-service environment that allows current students and alumni access to their digital transcripts (Access, Institutional Effectiveness)

2016-17 Increase the number served at the Kane Admissions and Records front counter (increase from approximately 20,000 transactions to 26,000 increase of 30% (access)

2016-17 Comprehensively review wait times and processes to improve student experience with admissions and records (effectiveness)

2016-17 Provide monthly meetings aimed to maintain professional development of A&R staff (learning and development)

2016-17 Comprehensively review wait times and processes to improve student experience with admissions and records (effectiveness)

2016-17 Provide monthly meetings aimed to maintain professional development of A&R staff staff (resource and learning environment development)

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (learning and development)

2017-18 Launch quality assurance program for admissions and records to identify student satisfaction with admissions process (Institutional Effectiveness)

*Resources Needed (estimates):*
*2 Part-Time Admissions and Records Operations Assistant $37,260.00*
**Assessment Center**

2016-17  Comprehensively review the processes to improve the student experience with Assessment Center (Institutional effectiveness)

2016-17  Provide routine meetings aimed at professional development of all Assessment Center Staff (resource and learning environment development)

2016-17  Improve website presence and communication of class placement for test takers (Institutional effectiveness)

2016-17  Comprehensively review the processes to improve the student experience with Assessment Center (institutional effectiveness)

2016-17  Provide routine meetings aimed at professional development of all Assessment Center Staff (resource and learning environment development)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

**Athletics Department**

2016-2021 Each sport offering should qualify for state playoffs/postseason opportunities at least every 3 years.

2016-2021 Each sport offering should fund raise at least the amount they are provided by the ASRCC of their total budget.

2016-2021 The department will raise a minimum of $50,000 per year to help support the 18 sport offerings.

2016 – 2021 The department will conduct 2 major community events to help promote engagement.

2016-17 The Athletics Department will address gender equity by building a 3 year plan to increase opportunities for the underrepresented student athletes.

2017-18 The Life Skills program will provide monthly progress reports for 100% of the student athlete population. (success, institutional effectiveness)

2020-21 Add 10-20 female student athletes to our cohort at the end of the 3-year plan (2020-21).
## Dean of Student Services:

<table>
<thead>
<tr>
<th>Year</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Work with department leads to ensure that TRAC DAT reporting process is complete. (Access, success &amp; institutional effectiveness)</td>
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<tr>
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<td>Ensure that all Equity program within the Division of Dean of Student Services meet their state and federal deadlines.</td>
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<td>Hire an adjunct counselor to begin mapping out student pathway and project graduations. To be completed every Spring. (Access, success &amp; effectiveness)</td>
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<td>Ensure that all Equity program within the Division of Dean of Student Services meet their state and federal deadlines.</td>
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<tr>
<td>2016-17</td>
<td>Hire an adjunct counselor to begin mapping out La Casa student pathway and project graduations. To be completed every spring. (Access, success &amp; effectiveness)</td>
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</table>

## Financial Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Decrease by five percent (5%) per year the number of address entry errors caused by students and staff</td>
</tr>
<tr>
<td>2016-17</td>
<td>Automate processes in the Financial Aid data system to decrease/limit the paperwork needed from students.</td>
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<tr>
<td>2016-17</td>
<td>Evaluate/research the feasibility of increasing the number of financial aid disbursements offered to students.</td>
</tr>
<tr>
<td>2016-17</td>
<td>Financial Aid will be conduct a service survey at the end of fall term to evaluate customer service and disbursement processes (Institutional effectiveness)</td>
</tr>
<tr>
<td>2016-17</td>
<td>Financial Aid will evaluate effectiveness by analyzing (annual numbers, survey results) and implementing new plans to meet the outcomes of the research (change to message in communications, change to ease of use of the website, new outreach methods)</td>
</tr>
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<td>2017-18</td>
<td>Financial Aid will be conduct a service survey at the end of fall term to evaluate customer service and disbursement processes</td>
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<td>Financial Aid will evaluate effectiveness by analyzing (annual numbers, survey results) and implementing new plans to meet the outcomes of the research (change to message in communications, change to ease of use of the website, new outreach methods)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Increase by five percent (5%) the number of students awarded financial aid up front.</td>
</tr>
</tbody>
</table>
2017-18    Add two (2) supplemental financial aid disbursements each primary term

2018-19    Evaluate/research the feasibility of increasing the number of financial aid disbursements offered to students.

**International Programs**

2016-17    Comprehensively review the processes to improve the student experience with Assessment Center (Institutional effectiveness)

2016-17    Provide routine meetings aimed at professional development of all Veterans Resource Staff (resource and learning environment development)

2017-18    Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

**Outreach and Welcome Center**

2016-17    Develop communication plan for various segments of prospective students (transfer students, concurrent enrollment) (effectiveness)

2016-17    Involve student opinion in formation of communication i.e. create a social media work group that includes students. (institutional effectiveness)

2016-17    Work collaboratively with IT to identify online activity as well as other online resources to measure effectiveness of social media efforts. (institutional effectiveness)

2016-17    Through the welcome center and information booth we will increase the number of students served by the center. During 2015-2016 the Welcome Center served 10,000 in 2016-2017 we will increase this number by 25% (Access, Institutional Effectiveness)

2016-17    Pilot SMART Saturday program in early spring to provide access to RCC for special populations

2016-17    Provide streamlined process for the intake of the Completion Counts Pathways contract program that is assessed annually. (Efficiency, Effectiveness, Access)

2016-17    Comprehensively review wait times and processes to improve student experience with Welcome Center (effectiveness)

2016-17    Provide routine meetings aimed at professional development of all Outreach Staff (resource and learning environment development)

2016-17    Comprehensively review wait times and processes to improve student experience with Welcome Center (Institutional effectiveness)

2016-17    Provide routine meetings aimed at professional development of all Outreach Staff (resource and learning environment development)

2016-17    Create online request for campus tours and high school presentations
2016-17 Annually support all student support services with staffing or use of the welcome center for workshops such as financial aid workshops etc.

2016-17 Seek out collaborations with departments across campus

2016-17 Develop Outreach Consortium to help direct RCC Outreach efforts in the community

2016-17 Establish rich online presence in social media and RCC web pages

2017-18 Improve online experience for prospective students

2017-18 Assess outreach efforts and allow research to inform practice of future efforts.

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18 Ongoing: Assess the local area students to maintain freshness of communication. (institutional effectiveness)

2017-18 Through the welcome center and information booth we will increase the number of students served by 15% from 16-17 (Access, Institutional Effectiveness)

2018-19 Through the welcome center and information booth we will increase the number of students served by 15% from 17-18 (Access, Institutional Effectiveness)

**Resources Needed (estimates):**

*Full Time Outreach Specialist (Cost $$$)*

**Student Health and Psychological Services**

2016-17 The Director of Student Health and Psychological Services will work to create collaborations between departments (Athletic Department, Veterans Resource Center, Disability Resource Center, Upward Bound and Outreach, Foster and Kinship Care, and Gateway College and Career Academy) aimed at keeping student physically and mentally healthy and thereby increasing student success and completion of education.

2017-18 Decrease waiting times in the clinic by 15%.

**TRIO:**

2016-17 Complete an internal audit of student files and services in collaboration with VRC and DRC. The goal is to demonstrate an 80% retention rate or higher in all three TRIO programs. (Access, success & effectives)
2017-18  Review 100% of the program participants to establish a baseline for all pathways tracts. (Access, success & effectiveness)

**Veterans Resource Center**

2016-17  Decrease the veteran’s certification processing time. In 15-16 the process took 3 -4 weeks. In 16-17, the goal is to decrease processing time to 2 weeks. (success, institutional effectiveness)

2016-17  Conduct SWOT Analysis on the current program and provide recommendations for change no later than May 2017. With recommendations to be implemented during the 2017-18 fiscal year.

2016-17  Improve website presence and communication of certification progress as well as status (institutional effectiveness)

2016-17  Provide routine meetings aimed at professional development of all Veterans Resource Staff (resource and learning environment development)

2016-17  Comprehensively review wait times and processes to improve student experience with Veterans Resource Center (effectiveness)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (learning and development)

2017-18  Develop digital tracking system that allows multiple users to identify where students are in the certification process (Effectiveness)

2017-18  Develop comprehensive plan for veteran student engagement that includes annual activities such as participation in veteran day community activities or operation gratitude. (Institutional effectiveness)

**Vice President for Student Services**

2016-17  Participate in intentional discussion on the health and general welfare of the campus community

  - BIRT
  - CERT
  - Judicial Affairs

2016-17  Conduct Productivity analysis/Data analysis of Student Services areas

2016-17  Participate in intentional discussion on the health and general welfare of the campus community
2016-17  Analyze and assess the strategic planning targets by department/area at the end of each fiscal year

2017-18  Review Strategic Plan and modify adjust based on Divisional and College goals

2017-18  Conduct Productivity analysis/Data analysis of Student Services areas

2017-18  Host a Divisional Retreat for Student Services faculty/staff members

2018-19  Review Strategic Plan and modify adjust based on Divisional and College goals

2018-19  Review Strategic Plan and modify adjust based on Divisional and College goals

2018-19  Conduct Productivity analysis/Data analysis of Student Services areas

2016/17-21  Provide Written and Face-to-Face Evaluation of all direct reports

2016/17-21  Have bi-weekly meetings with all Student Services Direct Reports

2016/17-21  Have bi-weekly meetings with heads of all Student Services Departments/Areas

2016/17-21  Have at least one Divisional Meetings each Fall and Spring Semester

2016/17-21  Have bi-weekly One-on-One Meetings with Direct Reports

2016/17-21  Participate in Monthly District Committee Meetings

2016/17-21  Participate in Weekly PLT Meetings

2016/17-21  Participate in Monthly One-on-One Meetings with the President

2016/17-21  Present information on Student Services during weekly PLT Meetings (Institutional Effectiveness)

2016/17-21  Present information on Student Services during monthly SASLC Meetings (Institutional Effectiveness)

2016/17-21  Present information on Student Services during EPOC/Joint Council Meetings (Institutional Effectiveness)

2016/17-21  Participate in Multi-directional communication/Transparency (Institutional Effectiveness)

2016/17-21  Annually support efforts from equitable programs to recruitment of student populations.

2019-20  Review Strategic Plan and modify adjust based on Divisional and College goals
Resource and Learning Environment Development

1. Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
2. Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and values.
3. Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.

Admissions and Records
2016-17  Top priority is to hire a Dean of Enrollment Services that is experienced to support the unit.
2016-17  Hire 2 part-time Operations Assistant staff to support the front counter needs.
2016-17  Attendance at the CACCRAO conference is required annually for 4 people
2017-18  Annual attendance at CACCRAO is requested
2017-18  CSU and UC Counselor Conferences
2016-17  Provide monthly meetings aimed to maintain professional development of A&R staff (resource and learning environment development)
2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

Resources Needed:
Cost for 2 part-time Operations Assistant $37,260

Athletics Department
2016-17  Hire full time Sports Information Director: $95,000
2016-17  Hire 2 full time ED Advisors: $55,000/$55,000
2016-17  Hire administrative Assistant: $45,000
2016-17  100% of our coaching staff will be required to pass CCCAA compliance exam at a minimum score of 80%.
2016-17  Each head coach will participate in concussion protocol training
2016-17  Each head coach will participate in a professional development conference for their prospective sport.
2016-17  Each head coach will participate in concussion protocol training.
2016-17  The Athletic Director will participate in at least two professional development conference/workshops.
**Assessment Center**

2016-17  Provide routine meetings aimed at professional development of all Assessment Center Staff (resource and learning environment development)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18  Smarter Balance Assessment Conference

2017-18  Develop a comprehensive training manual for student employees and encourage student involvement in school activities (Success, Resource and Learning Environment Development)

2017-18  Ongoing student training for student employees (Success, Resource and Learning Environment Development)

**Cal Works:**

2016-17  Hire a full time Cal Works Specialist. (access & success)

**Dean of Student Services**

2016-17  Hire a faculty to assist with coordination of Ujima and La Casa for Spring 2017. (Success, access & community engagement)

2016-17  The Dean of Student Services will attend at least two equity conference pertaining to African American and Latino equity gaps so that she can better support and plan the African American and Latino Engagement Centers. (Success)

2016-17  Work with department leads to ensure that TRAC DAT reporting process is complete. (Access, success & institutional effectiveness)

2016-17  Ensure that all Equity program within the Division of Dean of Student Services meat their state and federal deadlines.

2016-17  Hire an adjunct counselor to begin mapping out student pathway and project graduations. To be completed every Spring. (Access, success & effectiveness)

2017-18  Analyze data and survey students on La Casa services, activities and support. (Access, success & effectiveness)

2017-18  The Dean of Student Services will attend at least two equity conference pertaining to African American and Latino equity gaps so that she can better support and plan the African American and Latino Engagement Centers. (Success)
2017-18 Through Equity funds hire a counselor coordinator to coordinate La Casa and Ujima. Hire in Fall 2017 if Equity funds are allocated. If more staffing is not hired for La Casa then the program will be capped at 500 students. (Success, access, & community)

2016-17 Through Equity funds hire an evening Ed Advisor to assist with evening La Casa activities and Puente. Hire by Spring 2017 if Equity funds are allocated. (Success & access)

**EOPS:**

2017-18 With a projected 25% increase, adjunct hours must increase. EOPS will need to add adjunct and/or overload by 1250 hours to meet the needs of student and to stay title 5 compliant. (Success)

2018-19 With a projected 25% increase in EOPS, adjunct hours must increase. EOPS will need to add adjunct and/or overload by 1525 hours to meet the needs of student and to stay title 5 compliant. (Success)

2019-20 With a projected 25% increase in EOPS, adjunct hours must increase. EOPS will need to add adjunct and/or overload by 1873 hours to meet the needs of student and to stay title 5 compliant. (Success)

**Financial Aid**

2016-17 Hire one (1) PPT Customer Service Clerk – Student Employment (Access)

2016-17 Each member of the Financial Aid staff will obtain at least two (2) professional development training opportunities (in person, via conference call and/or online webinars).

2017-18 Move 2 PPT Customer Service Clerk (19.5 hrs.) to FT (40 hr.) (Access)

2017-18 Each member of the Financial Aid staff will obtain at least two (2) professional development training opportunities (in person, via conference call and/or online webinars).

2018-19 Each member of the Financial Aid staff will obtain at least three (3) professional development training opportunities (in person, via conference call and/or online webinars).

2019-20 Each member of the Financial Aid staff will obtain at least three (3) professional development training opportunities (in person, via conference call and/or online webinars).

**International Programs**

2016-17 Sport Information Director or SID/AD ($75 – 90K)

2016-17 Agent Fees - recruitment of International Students ($25k)

2016-17 Director will participate in at least three (3) professional development opportunities.

2016-17 International Program staff will each participate in at least one (1) professional development opportunities.
2016-17 Provide routine meetings aimed at professional development of all Veterans Resource Staff (resource and learning environment development)

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18 Director will participate in at least three (4) professional development opportunities (including webinars)

2017-18 International Program staff will each participate in at least two (2) professional development opportunities (including webinars)

2018-19 Director will participate in at least four (4) professional development opportunities (including webinars)

2018-19 International Program staff will each participate in at least two (2) professional development opportunities (including webinars)

**Outreach and Welcome Center**

2016-17 Develop, propose and push for the creation of Hire Outreach Marketing Specialist, Hire Student Activities Clerk

2016-17 Attendance of WACAC (Western Association of Admissions Counselors)

2016-17 College Board Conference

2016-17 Provide routine meetings aimed at professional development of all Outreach Staff (resource and learning environment development)

2017-18 Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18 Develop an Outreach Conference for RCC

2017-18 On going attendance of College Board Conference

2017-18 Attend NASPA

2017-18 Attend HACU and assist in taking RCC students to the conference

2017-18 Attend CSU and UC Counselor Conferences

2018-19 Continue Outreach Conference for RCC Annually

2018-19 Create Outreach Conference for RCCD

**Resources Needed (estimates):**

16-17: $2,000 for travel
17-18: $3,500 for staff
**Student Activities:**

2016-17 To meet the needs of the Bradshaw building a Student Life Administrator and Full time support needs to be hired. If funded, the goal is to advertise the job and hire the required staff by Summer 2017. (Community engagement)

2017-18 Since the opening of the Kane building Student Activities has been left with only one PT clerical and one FT faculty member to run the day to day operations of the office. In addition to student government and student life, the Bradshaw building will host the Ujima engagement center, Honors Engagement Center and a Student Union yet the building has no Manager or full time staff to address the needs of the students and the building. Student Activities need a FT classified staff and a FT Administrator. We have had this in our plan since 2006. The presence of a full time staff will allow the office to remain open for 40 hours per week. This will increase communication with students, clubs and organizations, ASRCC, faculty advisors, vendors, petitioners, engagement centers and other community members. (Community engagement)

Once this position has been hired, we will track the contact hours this individual has with the aforementioned groups.

**Resources Needed:**
- Hire a FT Student Activities Clerk
- Hire a FT Dean of Student Life

**Student Health and Psychological Services**

2016-17 Advertise position and interview for one part-time college nurse.

2016-17 The Director of Student Health and Psychological Services will oversee and collaborate with internal and external vendors to provide monthly staff training/professional development activity.

2016-17 The Director of Student Health and Psychological Services will continue to co-chair the Behavioral Intervention Resources Team (BIRT), coordinate monthly meetings and oversee active BIRT cases.

2016-17 Each member of the Student Health and Psychological Services staff will obtain at least two (2) professional development training opportunities (in person, via conference call and/or online webinars).

2016-17 The Director of Student Health and Psychological Services will submit a grant proposal to the Department of Health and Human Services Substance Abuse and Mental Health Services Administration-Garrett Lee Smith (GLS) Campus Suicide Prevention Grant to obtain additional funding. (Resource and Learning Environment Development)

2017/18-21 Submit two grant proposal to obtain funding for health services (Resource and Learning Environment Development)
2017-18  Hire one part-time college nurse.

2017-18  Each member of the Student Health and Psychological Services staff will obtain at least two (2) professional development training opportunities (in person, via conference call and/or online webinars).

2018-19  Each member of the Student Health and Psychological Services staff will obtain at least three (3) professional development training opportunities (in person, via conference call and/or online webinars).

2019-20  Each member of the Student Health and Psychological Services staff will obtain at least three (3) professional development training opportunities (in person, via conference call and/or online webinars).

**Upward Bound**

2017-18  Apply for a STEM Upward Bound grant this is projected to be submitted in February 2017. (Access, success & community)

2018-19  Close out the grant for Upward Bound by September. (resource and learning environment development)

2018-19  If funded continue with the current Upward Bound grant. (Access, success & community)

2018-19  If funded establish the new Upward Bound grant at Patriot High school. (Access, success & community engagement)

**Veterans Resource Center**

2016-17  To further support the growing veteran population, a staffing model that supports this growth is recommended. The following staffing is requested: Veteran Coordinator, 2 Veteran Services Specialist, 1 part-time grant funded Veteran Services Specialist (effectiveness)

2016-17  Provide routine meetings aimed at professional development of all Veterans Resource Staff (resource and learning environment development)

2017-18  Develop comprehensive training and on-boarding plan for new and incumbent staff (resource and learning environment development)

2017-18  Develop a comprehensive training manual for student employees and encourage student involvement in school activities. (Success, Resource and Learning Environment Development)

2017-18  WAVES Conference

*Resources Needed (estimates)*
**Vice President for Student Services**

2016-17  Participate in the Great California Shake Out

2016-17  Attend at least four (4) CERT Meetings

2016-17  Attend at least four (4) BIRT Meetings

2017/18 - 21  Plan and participate in at least two annual safety drills

2016-17  Division will submit (write or co-write) four (4) proposals/grants (Resource and Learning Environment Development)

2017/18-19  Division will submit (write or co-write) five (5) proposals/grants (Resource and Learning Environment Development)

2017-18  Attend at least seven (7) Professional Developments Conferences (Student Success)

2017-18  Present/Speak at one (1) Professional Conference/Workshop (Student Success)

2017-18  Participate in at least four (2) Webinar Workshops/Training Sessions (Student Success)

2018-19  Present/Speak at one (2) Professional Conference/Workshop (Student Success)

2018-19  Attend at least seven (8) Professional Developments Conferences (Student Success)

2018-19  Participate in at least four (2) Webinar Workshops/Training Sessions (Student Success)

2019-20  Present/Speak at one (3) Professional Conference/Workshop (Student Success)

2019-20  Attend at least seven (8) Professional Developments Conferences (Student Success)

2019-20  Participate in at least four (2) Webinar Workshops/Training Sessions (Student Success)

2019-20  Division will submit (write or co-write) six (6) proposals/grants (Resource and Learning Environment Development)

2020-21  Division will submit (write or co-write) seven (7) proposals/grants. (Resource and Learning Environment Development)

2016/17-21  Participate in the Recruiting/Hiring efforts of the Division
Community Engagement

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

Admissions and Records
2016-17 On-going support of outreach efforts in the community by providing data on enrollment trends, student demographics and application numbers. (Community engagement)
2016-21 Work collaboratively with the outreach to support efforts in the local schools. Examples include providing staffing for special campus tours, data for directed outreach efforts and mass emails to support communication plans. (access, community engagement)

Assessment Center
2016-17 Collaborate with Outreach to provide testing to local high schools increasing equitable access to RCC (Access, community engagement)
2016-17 Establish collaborative relationships local high schools to provide testing services in the school. (Community engagement, Access)
2017-18 Continue work with community and complete a needs assessment to ensure the partnership is thriving. (Community engagement)
2017-18 Continue to collaborate with Outreach to provide testing to local high schools increasing equitable access to RCC. Increase participation 5% annually (Access, community engagement)

Athletics Department
2016-21 Each sport offering will conduct at least “2 civic” opportunities that their student athletes will be given participation opportunities. (Community engagement)
2017-18 Increase Tiger Backers membership to 150 members (Resource and Learning Environment Development)
2018-19 Increase Tiger Backers membership to 175 members (Resource and Learning Environment Development)
2019-20 Increase Tiger Backers membership to 200 members (Community engagement, Resource and Learning Environment Development)
2016-19  Create sponsorship program designed to increase opportunities ($50,000-$100,000 per year) (Resource and Learning Environment Development)

**Dean of Student Services:**

- **2016-17**  Host a Community Event for La Casa student’s parents to promote and inform on student success. (Access, success & community engagement)
- **2017-18**  Partner with community Latino program to promote and support La Casa events and students. (Access, success & community engagement)
- **2016-17**  Host a Community day that coincides with Dia De Los Muertos. Target date is Fall 2016 (community engagement)
- **2016-17**  Host a Latino Parent Day for La Casa student. (Community engagement)
- **2016-17**  Host a Community Event for La Casa student’s parents to promote and inform on student success. (community engagement)
- **2017-18**  Partner with community Latino program to promote and support La Casa events and students. (community engagement)

**Financial Aid**

- **2016-17**  Host at least twenty (20) Financial Aid Presentations and/or Application Workshops to local area high schools (access, community engagement)
- **2016-18**  Financial Aid Director will participation in the California Community College Student Financial Aid Administrators Association.
- **2016-17**  Financial Aid staff members will collectively participate in at least five (5) statewide workgroups.
- **2017-18**  Financial Aid staff members will collectively participate in at least six (6) statewide workgroups.
- **2017-18**  Host at least twenty (23) Financial Aid Presentations and/or Application Workshops to local area high schools (access, community engagement)
- **2018-19**  Host at least twenty (25) Financial Aid Presentations and/or Application Workshops to local area high schools. (access, community engagement)
- **2019-20**  Host at least twenty (30) Financial Aid Presentations and/or Application Workshops to local area high schools. (access, community engagement)

**Foster Services:**

- **2017-18**  Establish a Guardian Scholars Engagement Center that will create an inclusive learning environment. Host a grand opening to the Engagement Center in Spring 2017. (Access, success & community engagement)

**International Programs**
2016-17 Establish working relationships with City of Riverside (Community engagement)

2016-17 Establish collaborative relationships with international high schools within California. (Community engagement)

2016-17 Work with RCC Community to effectively meet the needs of the international student community. (Community engagement)

2017-18 Actively seek out organizations with an international focus to establish collaborative relationships. (Community engagement)

**Outreach and Welcome Center**

2016-17 Establish working relationships with City of Riverside (Community engagement)

2016-17 Establish collaborative relationships local high schools (Community engagement, Access)

2016-17 Work with RCC Community to effectively meet the needs of the local community (Community engagement, Access, institutional effectiveness)

2016-17 Enrich relationship with community partners such as Adult Education, and students in the probation system (Community engagement)

2017-18 Continue work with community and complete a needs assessment to ensure the partnership is thriving. (Community engagement, institutional effectiveness)

**Student Activities:**

2016-17 Student Activities has been given the Heritage Room in the Bradshaw Student Center in order to develop a Student Union. The goal of developing this space will be to allow all students to have a gathering place for studying, engagement, and building a sense of community within the college. It will help foster a greater student life atmosphere and support overall student activity goals. We will track usage of this space by monitoring the number of students, staff and faculty who utilize the space. ASRCC has agreed to provide funding for this initiative. (Access & community engagement)

2016-17 Have ongoing discussions during ASRCC meetings and retreats about the usage of the space to ensure we are maximizing its support of our students. (Access & community engagement)

2017-18 During the summer of 2017 student government will move into the Heritage room. (Access & community engagement)

**Resources Needed:**

Student Activities – 1 FT Classified Staff/Office Manager

**Student Health and Psychological Services**

2016-17 The Director of Student Health and Psychological Services will establish and/or maintain community collaborations with at least three (3) health-related entities. (Community engagement)
2016-17 Collaborate with Gateway College and Career Academy (GCCA), University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer 1 mental health educational workshop (Community engagement).

2016-17 Collaborate with 8 community vendors to offer 2 health fairs/year (Success, Community engagement).

2017-18 The Director of Student Health and Psychological Services will establish and/or maintain community collaborations with at least three (4) health-related entities. (Community engagement)

2017-18 Collaborate with 9 community vendors to offer 2 health fairs/year (Success, Community engagement)

2017/18-21 Collaborate with GCCA, ASRCC-Active Minds Club, ASRCC-Gender, Sexuality, and Awareness Club, University of Riverside, Riverside County-Mental Health, Lifestyle Medicine Solution, and California Baptist University Trainees to create and offer two (2) mental health workshops (Community engagement, Success).

2018/19 -20 The Director of Student Health and Psychological Services will establish and/or maintain community collaborations with at least three (5) health-related entities. (Community engagement)

2018-19 Collaborate with 10 community vendors to offer 2 health fairs/year (Success, Community engagement)

2019-20 Collaborate with 12 community vendors to offer 2 health fairs/year (Success, Community engagement)

2020-21 The Director of Student Health and Psychological Services will establish and/or maintain community collaborations with at least three (6) health-related entities. (Community engagement)

**Upward Bound Grant:**

2016-17 Provide the required and federally grant mandated services to ensure that 80% of student participants: have at least a 2.5 GPA, achieve proficient level on state assessments in reading/language arts and math. (success, access and community engagement)

2016-17 With the support of Upward Bound 85% of the students will persist in the following academic year and will complete a rigorous class schedule. (Success, access and community engagement)

2016-17 Seventy-five percent (75%) of all Upward Bound graduates will attend a postsecondary education the semester following their graduation. (Success, access and community engagement)

**Veterans Resource Center**

2016-17 Provide veteran specific student engagement programming during Welcome day, Route to RCC and Smart Saturdays (community engagement)
2016-17 Develop communication plan to engage the student veteran’s population and inform them of the certification process and of their services. (success, community engagement)

2016-17 Work collaboratively with Trio program to increase engagement with veteran students which includes all veterans those receiving benefits and those not.) (success, community engagement)

2016-17 Re-engage and host the first meeting for the Veteran Engagement Advisory Committee before May 2017 (success, community engagement)

2016-17 Develop a flourishing working relationship with the local VA office and various VA community organizations (Community engagement)

2017-18 Actively seek out organizations with a veteran focus to establish collaborative relationships (Community engagement)

2017-18 Continue work with community and complete a needs assessment to ensure the partnership is thriving (Community engagement, institutional effectiveness)

2017-18 Actively collaborate with local veteran community groups to improve access to resources for veteran students (success, community engagement)

2017-18 Work collaboratively with Health Services to provide emotional support programs for veteran students (success, community engagement)

2017-18 Meet at least quarterly with the Veteran Engagement Advisory Board to develop and implement student engagement activities (success, community engagement)

Resources Needed (estimates):
See Initiative 1.1 Hire Veteran’s Services Specialist Cost $$$

2016-17 Increase number of student graduates participating in both degree and certificate commencement ceremonies by 5% 2015 participation was 910 graduates (Access, institutional effectiveness)

2017-18 Annual increase of commencement participation by 5% (Access, community engagement)

2017-18 Plan, coordinate and execute a campus-wide Graduation Recognition Ceremony for Veteran students (success, community engagement)

2017-18 Re-engage the campus to support the ceremony through committee programming and support (success, community engagement)

2017-18 Plan, coordinate and execute campus-wide programming focused on veteran student awareness, and veteran student engagement. These plans will surround Veteran’s Day 2017 (success, community engagement)

2018-19 Continue to host a campus -wide annual Graduation Recognition Ceremony for Veteran students with 15% student participation growth annually (success, engagement)

Resources Needed (estimates):
See Initiative 1.1 Hire Veteran’s Services Specialist Cost $$$
<table>
<thead>
<tr>
<th>Year</th>
<th>Task</th>
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<tbody>
<tr>
<td>2016-17</td>
<td>Join the RCC Tiger Backers</td>
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<tr>
<td>2016-17</td>
<td>Attend the RCC Athletics Hall of Fame Banquet</td>
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<td>Join/participate in at least three (3) community organizations</td>
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<tr>
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<td>Attend at least three (2) Regional CSSO meetings/activities</td>
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<td>Meet with Board of Trustees of the Gateway College and Career Academy</td>
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<tr>
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<td>Meet with Administrative Leadership at the Rubioudix Early College High School</td>
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<td>2017-18</td>
<td>Meet with Board of Trustees of the Gateway College and Career Academy at least twice a year</td>
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<tr>
<td>2017-18</td>
<td>Meet with Administrative Leadership at three (3) area High Schools</td>
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<td>2017-21</td>
<td>Maintain membership in the RCC Tiger Backers</td>
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<tr>
<td>2017-18</td>
<td>Be one of the financial sponsors of the RCC Athletics Hall of Fame Banquet</td>
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<td>Join/participate in at least four (4) community organizations</td>
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<td>2018-19</td>
<td>Increase personal financial sponsorship of the RCC Athletics Hall of Fame Banquet</td>
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<td>2018-19</td>
<td>Join/participate in at least eight (8) community events</td>
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<td>2018-19</td>
<td>Accompany Outreach staff to at least three (3) early student engagement events</td>
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<tr>
<td>2019-20</td>
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