

Understanding the diverse, unique needs of our student populations and developing wrap-around services that are not one-size fits all but meet the unique needs of students where they are—and doing so at scale—is a major challenge and opportunity facing the college in this planning cycle.

The college must continue to emphasize the use of data that helps the college better understand its students and the diverse challenges they face in order to inform all college decisions. However, the college must also robustly support an increased emphasis on data literacy and on how to use such data effectively at all levels of planning—from individual faculty making decisions about how to design and teach a specific course, up through course level and department level discussions about outcomes data, and service area discussions and decisions about priorities. Having data is one thing; having and using the tools to interpret and analyze data in order to arrive at impactful data informed strategies and interventions is another. Understanding how many students need to be reached to close equity gaps (very few for some populations, but much more daunting numbers with others), seeing students and not numbers, and recognizing the importance of cultural competency for all faculty, staff, and administrators in the effort to close equity gaps and improve outcomes for all students will all be essential to achieving the college's success and equity goals.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Assessment of Strategic Planning Structure and Process

Riverside City College's Educational Master Plan (EMP) 2015-2025 has as its guiding vision equitable student access, completion, and success. The 2015-2025 EMP continues to provide the college a structured format for implementing this vision and through which to engage in data analysis to measure progress toward goals and determine adjustments and next steps to ensure sustained progress in improving student access, completion, and success. It also provides a framework for aligning the various five year implementation plans that are part of strategic planning, particularly the facilities master plan, human resources plan, strategic enrollment management plan, technology plan.

The vision outlined in the Educational Master Plan is rooted in clear guiding principles that under-gird the work the college did over the course of the 2015-2020 strategic plan and shape the direction of this strategic plan:

1. Make student success a central focus and prioritize goals and strategies that help the college close the equity gap;
2. Seek to understand the root causes of student under achievement;
3. Develop instructional centered strategies that move from inside the classroom out to support student success;
4. Develop student centered enrollment management strategies;
5. Address systemic institutional barriers that impede student success by shifting to a Pathways model to facilitate students' movement through clearly defined programs of study;
6. Create an institutional culture that supports on-going engagement of students and faculty;
7. Provide adequate and relevant professional development to expand the college's capacity to address academic achievement disparities;
8. Facilitate wide-spread institutional dialogue around strategies to improve student success and equity;
9. Provide the structures and direction necessary for the college to integrate and embed student success and equity goals expressed in measurable targets into the college's strategic planning document; and
10. Emphasize ongoing assessment analysis, and recalibration of goals and strategies to refine the college's approach to enhancing student success and creating a culture of equity.

Over the life of the 2015-2020 strategic plan and in line with the direction mapped out in the EMP, the college implemented significant changes to its systems and structure, vertically and horizontally integrating college planning, operations, and budget allocation, aligning this planning work with the ongoing work of accreditation, and regularly assessing the effectiveness of the structure put in place by the 2015 plan, modifying as needed.

Over the life of the plan, the college has assessed the effectiveness of the strategic planning structure and processes through annual evaluations. These evaluations reveal that planning and resource allocation have become more inclusive and transparent. Clear and consistent communication beyond those directly involved in planning is a work in progress, but survey responses have shown a steady improvement in the satisfaction with the planning process and the participation in it. Especially important moving forward will be having tools and procedures in place to on-board new members of strategic planning councils (faculty, staff, students, and administrators) so that the work of the councils can move forward unimpeded when faced with turnover in leadership and membership. This has been especially challenging with the degree of administrative turn-over during the life of this plan, but is challenging across the board.

The strategic planning leadership councils regularly evaluate their charges, processes and committees and bring proposed modifications to EPOC/ASC, the Academic Senate, and the college president. These modifications have been made regularly since the implementation of the Strategic Planning Leadership Council structure (SPLC) and have led to a refinement of the structures and processes that guide institutional decision-making (reflected in the revisions to their strategic and operational responsibilities in the Constitution and Bylaws and the renaming of two of the leadership councils to better reflect their charges in Spring 2019).

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Streamlining structures and processes to continue to facilitate collaboration and integration and avoid duplication is ongoing work, especially as the college responds to the changes demanded by guided pathways and AB 705 among others, and the 2020-2025 plan will also include a further refinement of the Constitution and Bylaws as well as a Strategic Planning Handbook to help broaden the understanding of the planning process across all constituency groups and help with the important task of on-boarding new members.

The College's Program Review and Plan process and prioritization process have been systematically evaluated each year and have matured to better align planning and resource allocation decisions with college goals. Over the life of the 2015 plan, RCC developed and updated a number of plans to reflect the College's long-term vision as well, including the Facilities Master Plan (Fall 2018), the Strategic Enrollment Management plan (Spring 2019), the Technology Plan (Spring 2019), the Professional Development Plan (Spring 2019), and the Student Equity and Achievement Plan (the most recent revision, Fall 2019). One area where the college has struggled to continually assess and update is in the Human Resources Plan, as noted in the 2020 ISER. Assessing and updating this plan is one of the improvement plans identified in the ISER. Under development is the Five Year Guided Pathways implementation Plan to collate the work done during the college's participation in the California Guided Pathways project into a comprehensive, systematic plan for the full transition to a guided pathways college. Also still needed is a comprehensive plan for how the college plans to move forward with and coordinate dual enrollment.

While the college has made real strides in the vertical and horizontal alignment of planning from departments through divisions through vice-presidents' plans, how plans such as those listed above (Tech, Professional Development, etc) integrate with and inform the program review planning process has been a work in progress. A challenge the 2020-2025 plan has undertaken to meet is fully integrating all of the strategies, goals and targets of these individual plans. The goal is to ensure that all these plans are in alignment with the college mission, goals and objectives, to suggest refinements/ revisions to tighten that alignment where needed, and to provide in one place, a comprehensive accounting in order to better inform the planning and prioritization process.

Finally, during the life of the 2015-2020 plan, the alignment of planning and accreditation was fully realized during the preparation of the 2020 ISER. In addition to overseeing and directing strategic planning efforts, EPOC serves as the Accreditation Steering Committee. The four leadership councils' strategic responsibilities include the assumption of responsibility for one or more sections of the Accreditation Standards. Some committees under the four leadership councils were also assigned responsibilities for particular sections of the Standards as indicated by their charge. While a thorough review of the process for developing the 2020 ISER will be undertaken following the site visit in March 2020 to further refine and improve its effectiveness, this alignment did produce broad based participation in the accreditation process and ensured the tight integration of strategic planning and accreditation.

Assessment of Performance Indicators 2015-2020 Plan

What follows in the first part of this assessment is a close look at each of the college's key performance indicators for student success, and the data show that the numbers have remained relatively static. However, Fall 2019 will set a new baseline as it is the first term in which the structural and curricular changes the college has worked on over the last several years (full implementation of AB 705, caseload counseling, and new on-boarding procedures in line with Guided Pathways, engagement centers and student success teams) will be in effect. Tracking the cohort beginning in Fall 2019 will be essential to gauge the impact of changes over the course of the 2015-2020 Strategic Plan—essentially, Guided Pathways 1.0—and will highlight areas the college needs to target to improve the effectiveness of its Guided Pathways implementation and equity work. The remainder of this section assesses progress on each of the college's other goals.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

2015-2020 College Goal 1: Student Success

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

Metrics Focus on Six Progression Steps



In Spring 2019, RCC aligned the metrics the college has been consistently tracking and using with the state's Vision for Success Goals. These goals include metrics designed to help colleges track students' academic progress. In Fall 2019, RCC aligned its goals with those in the District Strategic Plan as well. RCC's progress on student success is measured through initial enrollment, at the course level, at momentum points designed to track students' progress through their first year of coursework, and through completion metrics including the awarding of degrees, certificates, successful transfer, and employment. These metrics are disaggregated by each of the equity indicators (gender, race/ethnicity, students with disabilities, low-income students, and foster youth). Beginning fall 2018, student progress metrics were added to help better understand the student experience within the Guided Pathways framework.

1.1. and 1.2 are assessed simultaneously in this section.

Course Retention and Course Completion

The College continues to focus on course retention rates and course success rates (pass rates) as measures of student success. Disaggregated by equity groups, teaching methodology, and faculty type, course retention rates and course success rates vary significantly. These data show that course retention rates have remained flat and even slightly declined and are not reaching the College's ACCJC stretch goals. The static rates suggest that a much more nuanced look at the factors that lead students to withdraw and the development of specific targeted strategies are necessary. Some of this work is being undertaken at the discipline and department level in the comprehensive program review process underway in 2019-2020. Students who have remained in a class, and are unsuccessful, are more likely to re-enroll in the immediate next semester and pass the same class.

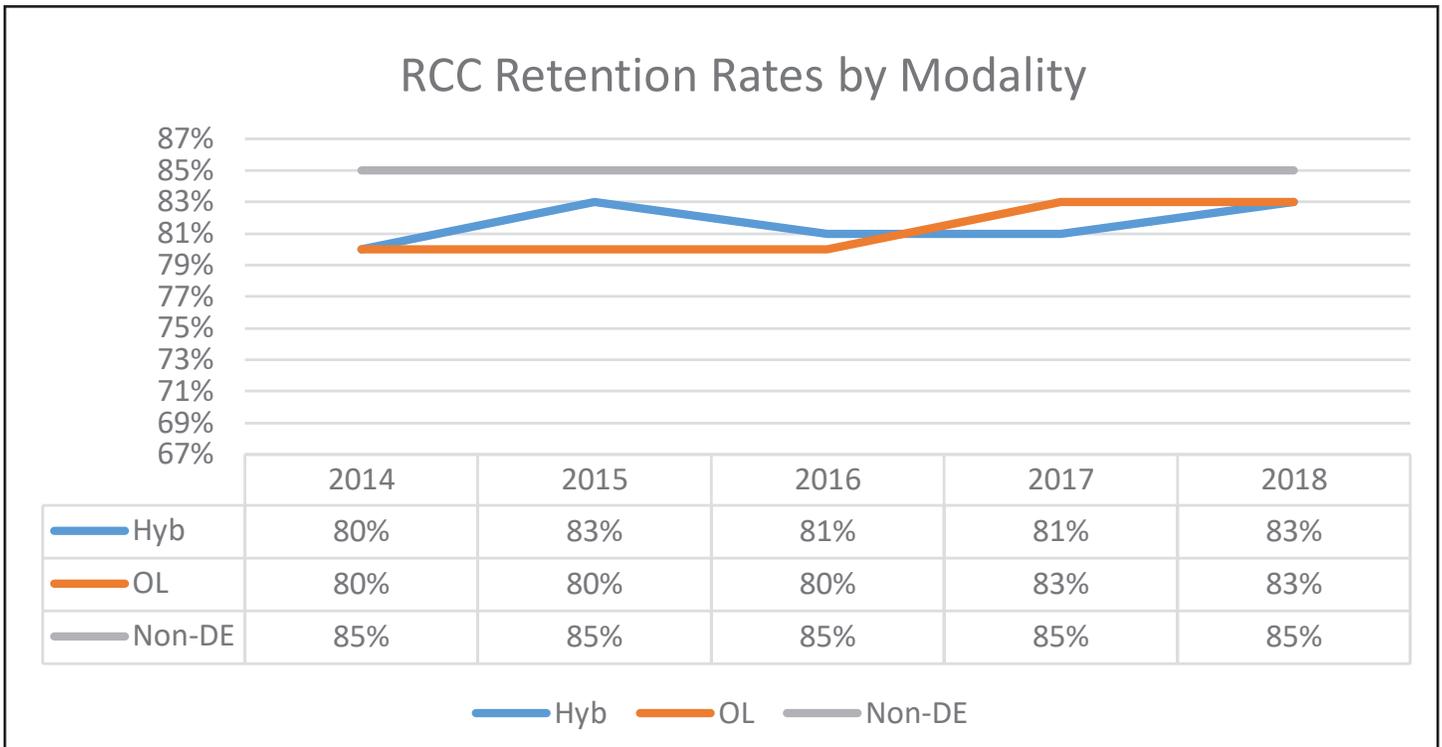
Assessment of 2015-2020 Strategic Plan and Performance Indicators

Course Retention Rate		2015-2016	2016-2017	2017-2018	2018-2019	"Stretch Goal (2021-2022)"	
Course Retention Rates	Overall	85.5%	85.1%	85.2%	83.3%	87%	
	Race / Ethnicity	Amer Indian / Alaska Native	86.7%	86.2%	88.1%	79.8%	87%
		Asian	87.6%	87.3%	87.8%	86.5%	87%
		Black / African American	83.9%	83.0%	83.9%	81.3%	87%
		Hispanic	84.6%	84.1%	84.1%	83.9%	87%
		International*	95.2%	95.5%	94.9%	92.8%	87%
		Native Hawaiian / Pacific Islander	85.9%	85.4%	90.2%	84.4%	87%
		Other / Declined	82.8%	86.6%	87.7%	55.7%	87%
		Two or More	84.4%	84.1%	85.1%	82.6%	87%
		White	87.3%	86.6%	86.8%	83.5%	87%
	Other Equity Groups	Female	85.4%	85.1%	85.1%	82.7%	87%
		Male	85.7%	85.0%	85.2%	84.5%	87%
		Other	86.1%	86.4%	87.4%	75.1%	87%
		Veteran	86.4%	86.3%	85.4%	86.6%	87%
		Not Veteran	85.5%	85.0%	85.2%	83.1%	87%
		Foster Youth	82.5%	80.2%	80.5%	78.8%	87%
		Not Foster Youth	85.6%	85.2%	85.3%	83.4%	87%
Disability		84.7%	85.7%	85.7%	84.5%	87%	
No Disability	85.6%	85.0%	85.2%	83.2%	87%		

*International are students on F-1 / J-1 Visas

Source: MIS ST, SX, and SG files for demographics and RCCD EMD

Assessment of 2015-2020 Strategic Plan and Performance Indicators



Distance Education (DE) retention data have also remained static with the gap in retention in distance education/non-distance education closing slightly. That said, looking at DE retention (and success) broken out by discipline/department and disaggregated reveal clear areas for improvement.

In light of the COVID-19 pandemic in Spring 2020, retention and success rates in the on-line/hybrid environment will need to be more clearly analyzed moving forward. This updated data may provide an opportunity for goals, targets, and resources related to the on-line environment be more clearly integrated into the current overall college priorities and strategies.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

RCC's course success rate for the last three years disaggregated by equity categories as well as by teaching methods. This table indicates that while there have been some modest gains in a handful of categories (veterans, foster youth), in others rates are static or have declined slightly and equity gaps still remain. As the college community continues working to address and decrease equity gaps, central to this endeavor will be an inquiry-based approach that facilitates on-going conversations about services changes to pedagogy that will help the college address and close these gaps. The college has hired Director of Institutional Research whose specific charge is helping facilitate this data-informed, inquiry-based approach. Having made headway on large structural changes, the college's focus must turn intensively to best practices for teaching and learning and the most high impact interventions and supports to improve student outcomes.

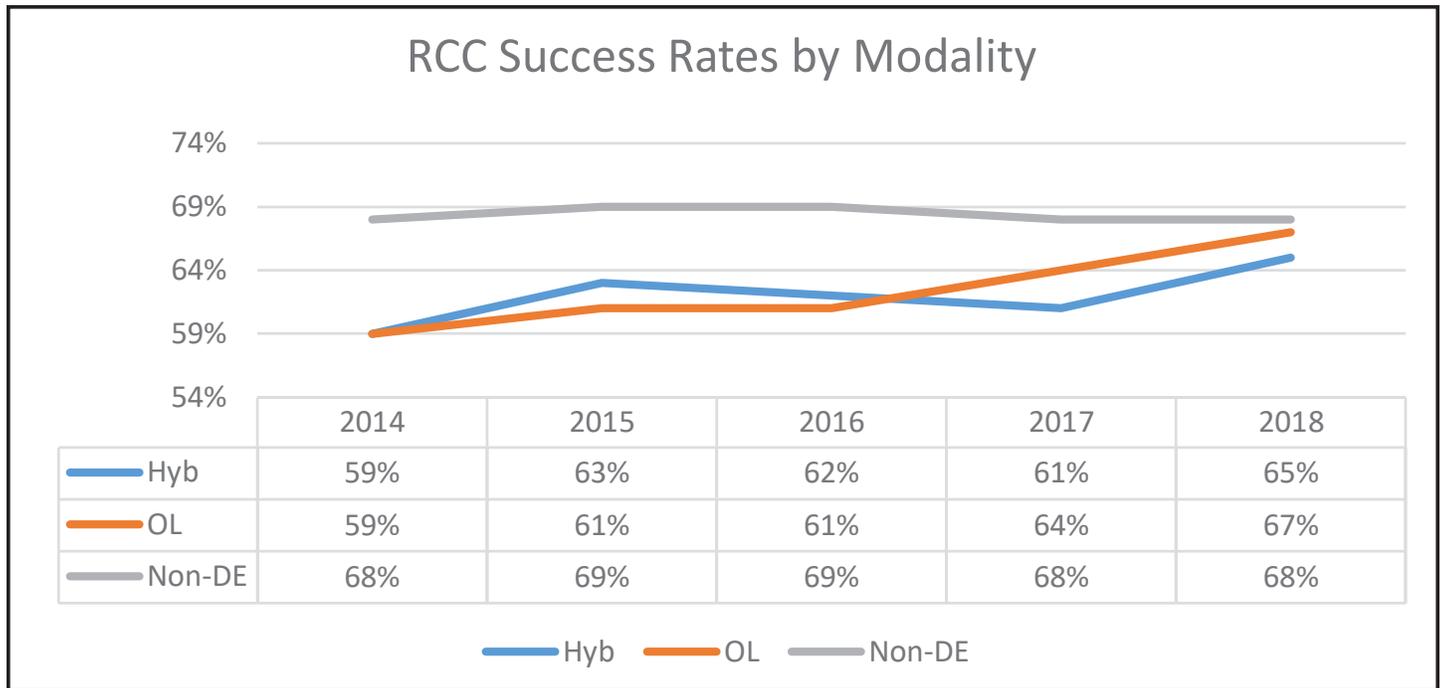
RCC Course Success Rates

Course Success Rates		2015-2016	2016-2017	2017-2018	2018-2019	"Stretch Goal (2021-2022)"	
Course Success Rates	Overall	67.2%	67.3%	66.9%	65.8%	71%	
	Race / Ethnicity	Amer Indian / Alaska Native	65.3%	64.2%	71.1%	57.1%	71%
		Asian	74.5%	75.4%	75.6%	74.5%	71%
		Black / African American	59.0%	59.6%	60.4%	58.9%	71%
		Hispanic	65.2%	65.0%	64.2%	65.1%	71%
		International*	81.3%	82.6%	82.0%	79.4%	71%
		Native Hawaiian / Pacific Islander	64.1%	63.4%	69.3%	66.4%	71%
		Other / Declined	63.0%	70.2%	69.2%	37.2%	71%
		Two or More	65.6%	67.1%	68.2%	65.8%	71%
		White	72.8%	73.1%	73.3%	70.2%	71%
	Other Equity Groups	Female	67.5%	67.8%	67.3%	65.7%	71%
		Male	66.9%	66.6%	66.4%	66.4%	71%
		Other	66.4%	67.9%	71.0%	55.3%	71%
		Veteran	68.3%	68.6%	66.8%	70.2%	71%
		Not Veteran	67.2%	67.3%	66.9%	65.6%	71%
		Foster Youth	57.3%	52.9%	54.5%	55.6%	71%
		Not Foster Youth	67.4%	67.6%	67.2%	66.0%	71%
Disability	66.7%	67.4%	67.1%	66.7%	71%		
No Disability	67.2%	67.3%	66.9%	65.7%	71%		

Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type

*International includes students on an F-1 or J-1 visa

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Success in on-line and hybrid formats has seen some modest increases while success in non-DE courses is completely static. Here too, though looking at success rates in DE courses broken out by discipline and disaggregated reveal a more nuanced picture and show where the College can better target its efforts to improve success and close equity gaps in DE courses.

Completion: Momentum Points and a Student’s First-Year Experience

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

The college has already seen increases in students completing transfer level math and English since the pilot of Multiple Measures (MMA) in 2016-2017, which assessed and placed first-time students using their high school performance data. MMA was fully implemented in fall 2017. RCC has discontinued the use of all testing for assessment and placement into English and math in response to California State Assembly Bill 705. Full implementation of AB 705 occurred in 2019 and required large-scale structural changes to English and math curriculum. RCC has focused on providing support and guidance to students who are increasingly enrolling in transfer-level English and transfer-level math during their first year. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for transfer-level English and transfer-level math. RCC appointed faculty coordinators in both English and math to assist with the assessment, evaluation, and refinement of AB 705 reforms and facilitate professional development opportunities. In fact, according to the College Campaign Statewide Progress Report on Implementation of AB 705, RCC is on the list of strong implementers, with 92% of offerings in English at the transfer level. Internal college data show that throughput—the raw number of students completing transfer-level math and English—has increased dramatically but overall

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success rates have slightly declined. The math and English departments (and ESL, which is scheduled for full AB 705 implementation in Fall 2020 and has completed a wholesale revision of its curriculum) will need to continue to study which supports work most effectively for students in order to increase success rates in the courses in addition to increasing throughput. The College has set a goal of increasing the completion of transfer-level English and transfer-level math in the first year of enrollment by 20 percent each year.

English

Fall Enrollment and Success for First-Time Entering Freshmen Includes ENG-1A and ENG-1AH								
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race/Ethnicity	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate
African American	3	66.70%	8	37.50%	56	60.70%	86	31.40%
American Indian	1	0.00%	1	100.00%	1	100.00%	5	40.00%
Asian	1	0.00%	7	71.40%	51	64.70%	74	56.80%
Hispanic	28	28.60%	101	55.40%	687	61.70%	1,054	56.90%
International	0	N/A	1	100.00%	6	50.00%	9	22.20%
Pacific Islander	0	N/A	2	50.00%	3	100.00%	5	60.00%
Two or More	0	N/A	0	N/A	0	N/A	3	66.70%
Undeclared	0	N/A	0	N/A	1	0.00%	2	100.00%
White	6	33.30%	43	81.40%	192	74.50%	253	64.80%
Total	39	30.80%	163	62.60%	997	64.30%	1,491	56.60%
Year over year increase in enrollment			318%		512%		50%	
# Passed Transfer-Level	12		102		641		844	

Transfer-level math has the same pattern of increased enrollment as well as a decline in course success rates. As with English, the math department is working to understand student success and support these students with co-curricular support courses. Providing a student survey to math students might be a way to help identify what is working and focus attention on learning gaps.

Math

Fall Enrollment and Success for First-Time Entering Freshmen - Includes MAT-5, 10, 11, 12, 12H, 25, 36, and 1A								
	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Race/Ethnicity	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate	# Enrolled	Pass Rate
African American	0	N/A	3	33.30%	33	30.30%	63	14.30%
American Indian	0	N/A	1	0.00%	2	50.00%	3	33.30%
Asian	0	N/A	11	72.70%	59	44.10%	65	36.90%
Hispanic	8	62.50%	30	46.70%	623	32.70%	678	27.10%
International	0	N/A	2	100.00%	12	50.00%	18	55.60%
Pacific Islander	0	N/A	1	0.00%	4	25.00%	4	25.00%
Two or More	0	N/A	0	N/A	1	100.00%	4	25.00%
Undeclared	0	N/A	0	N/A	1	100.00%	2	0.00%
White	5	60.00%	17	70.60%	173	45.70%	168	44.00%
Total	13	61.50%	65	56.90%	908	36.20%	1,005	30.20%
Year over year increase in enrollment			400%		1297%		11%	
# Passed Transfer-Level	8		37		329		304	

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Additionally, the College has also set a goal of increasing the number of units completed by 20 percent each year as well, encouraging students to complete 15 units each term (or in a major and intersession term combined) and 30 units each year. The table below shows the College's baseline metric year of 2016-2017 as well as 2017-2018 and 2018-2019 data to inform targets for the years covered by the 2020-2025 plan.

Student Momentum Points

Student Momentum Metric	2016-17 (Baseline)	2017-18	2018-19*	2019-20 Goal	2020-21 Goal	2021-22 Goal
Completed Transfer Level Math	6.0%	12.2%	14.6%	17.6%	21.1%	25.3%
Completed Transfer Level English	17.6%	21.6%	26.0%	31.1%	37.4%	44.8%
Completed Both in First Year	4.0%	8.2%	9.9%	11.8%	14.2%	17.0%
Completed 15 units in Fall	2.8%	3.0%	3.6%	4.4%	5.2%	6.3%
Completed 30 Units in Academic Year	4.9%	5.4%	6.5%	7.8%	9.4%	11.2%
Persistence from Fall to Spring	65.1%	62.5%	67.0%	68.0%	69.0%	70.0%

Source: State Chancellor's Office Student Success Dashboard *Projected -- final not yet available

Another way to examine the impact the changes the college is in the midst of on student momentum metrics is to look at cohorts comprised only of first time college students.

This first table looks at full-time attendance—a key component to shortening time to completion and helping students move more quickly to transfer and career. The rates here are essentially static for the College and the District.

RCCD Guided Pathways: Students Attending Full-Time Fall and Spring Terms during First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	20.7%	19.8%	20.0%	20.6%
Riverside City College	22.9%	20.2%	20.4%	22.7%
Moreno Valley College	14.0%	15.4%	16.7%	16.2%
Norco College	21.6%	22.6%	21.9%	19.4%

Source: District Strategic Planning Presentation Fall 2019

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The next table, on degree applicable units attempted, should be significantly impacted moving forward as the units in remedial math, English, and Reading so many students have been historically required to take have been virtually eliminated. Even so, the college needs to look closely at assumptions about why so many students are part-time. A certain number will always have demands of career and family that limit their ability to attend full-time, but assuming this is true of all part-time students is a mistake. The college needs to message and incentivize full-time attendance for students who are able to do so.

RCCD Guided Pathways: Average Number of Degree-Applicable Units Attempted in Year One				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	14.6	14.4	14.7	16.5
Riverside City College	15.7	15.2	15.5	17.5
Moreno Valley College	11.9	12.0	12.1	13.7
Norco College	14.4	14.7	15.0	16.4

Source: District Strategic Planning Presentation Fall 2019

The three tables below consider first year completion of Math and English. First year transfer-level math completion remains a significant challenge. And while completion of English is higher, there is much room for improvement there, too. Again, AB 705 implementation should impact these numbers, but continued work on clear messaging about the “right math” for students in each pathway, developing effective supports in addition to co-requisite support courses, and ongoing professional development should be priorities. The numbers in the table on math completion also indicate collaboration and sharing of best practices among the colleges would be helpful as Norco College’s numbers are significantly stronger than RCC’s. The numbers for completion of both transfer-level math and English in the first year are stubbornly low. It will be helpful to study not just successful completion of math, English, and both but also to look at the attempts. How many students attempted one or both in the first year? Is there work to be done on emphasizing the importance of enrolling in math and English in the first year? For those who did enroll, how many retook in an immediately subsequent term after an unsuccessful attempt? What do students themselves indicate were the barriers to successful completion? And how many attempted one but avoided the other or avoided both, despite education plans and advising emphasizing the need to complete these gateway courses?

Math

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level Math in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	8.5%	8.5%	8.0%	13.9%
Riverside City College	8.8%	7.5%	6.7%	13.5%
Moreno Valley College	3.2%	4.2%	4.9%	7.0%
Norco College	12.3%	13.8%	13.3%	21.0%

Source: District Strategic Planning Presentation Fall 2019

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English

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level English in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	16.8%	19.0%	21.9%	28.9%
Riverside City College	16.4%	15.3%	17.0%	26.0%
Moreno Valley College	14.2%	20.7%	28.5%	31.9%
Norco College	19.8%	25.4%	27.2%	33.2%

Source: District Strategic Planning Presentation Fall 2019

Both English and Math

RCCD Guided Pathways: Gateway - Successfully Complete Transfer-Level English and Math in First Year				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	4.9%	5.0%	5.3%	9.8%
Riverside City College	5.2%	3.6%	3.9%	9.4%
Moreno Valley College	1.9%	3.0%	4.0%	5.9%
Norco College	6.7%	9.7%	9.5%	14.3%

Source: District Strategic Planning Presentation Fall 2019

The data on degree applicable units earned in a first term and in the first year (the next two tables) are consistent with the numbers above on the number of units attempted. The difference between attempted units and successful completion of those units suggest important areas of emphasis over the life of this plan. The questions raised about math/English completion above are certainly important here, too. But the college must also systematically identify other “gatekeeper” courses with consistently low success rates, study the reasons for this, and develop (and then study the effectiveness of) appropriate supports for gate-keeper courses beyond math and English.

Degree Applicable Units Earned - 12+

RCCD Guided Pathways: First-Term Momentum Points, Earned 12+ Degree Applicable Units				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	11.6%	12.1%	12.3%	13.8%
Riverside City College	12.9%	12.3%	12.0%	13.9%
Moreno Valley College	7.8%	8.8%	8.7%	9.5%
Norco College	12.2%	14.4%	16.1%	17.1%

Source: District Strategic Planning Presentation Fall 2019

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Degree Applicable Units Earned - 24+

RCCD Guided Pathways: First-Year Momentum Points, Earned 24+ Degree Applicable Units				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	12.3%	12.9%	13.3%	15.9%
Riverside City College	14.6%	13.4%	13.8%	17.5%
Moreno Valley College	6.6%	8.2%	8.2%	9.9%
Norco College	11.9%	15.7%	16.4%	17.2%

Source: District Strategic Planning Presentation Fall 2019

All these data indicate that just looking at first time college student cohorts beginning in 2014, any gains in momentum point achievement (units attempted and earned; first year completion of math and/ or English and/or both) and transfer/degree or certificate completion within three years of start are extremely modest. Where the college(s) has seen big gains, these data show, are not necessarily in first-time college students so far. The pipeline, the backlog of students is slowly clearing out accounting for significant bumps in the numbers of students receiving awards and completing math and English. There are a few bright spots in these data, though, and looking at the results for all three colleges side by side suggest fruitful areas for collaboration and sharing of best practices where one college has a significantly higher success rate. The data also indicate areas that need further study in order to better understand students' course taking behavior, to develop more robust supports for math and English, to identify other gate-keeper courses and effective supports for students in these courses as well. And again, the cohort beginning Fall 2019 will be critical to understanding what impact Guided Pathways and AB 705 implementation are having on student momentum point achievement and outcomes.

Completion: Degrees and Certificates Awarded

Riverside City College continues to increase the number of Associate Degrees for Transfer (ADT) awarded. The College currently offers 27 ADT's. As part of the implementation of the Guided Pathways Framework, the College began creating program maps for each of these programs and is working closely with colleagues in the California State University system to ensure students completing ADT's have a smooth transition to the four-year institution. The numbers below are duplicated headcount (if a student is awarded more than one degree and/or certificate, they are counted multiple times).

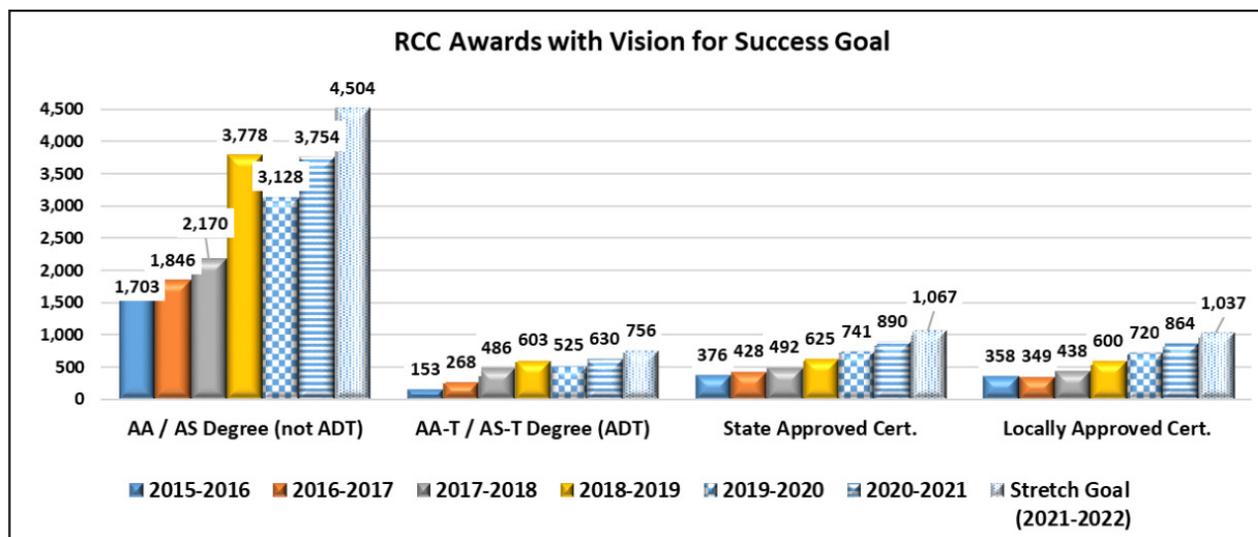
In 2017-2018, the college began automatically awarding degrees and certificates. The college initiated an automatic awarding policy after investigating student completion patterns. A team including counselors and admissions and records personnel discovered students commonly complete all of the necessary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

Assessment of 2015-2020 Strategic Plan and Performance Indicators

The tables below show not only the college's degrees and certificates awarded, but also the projected and stretch goals for degrees and certificates, and are aligned with the college's Vision for Success goals.

Degrees and Certificates Awarded	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Stretch Goal (2021-2022)
AA / AS Degree (not ADT)	1,703	1,846	2,170	3,778	3,128	3,754	4,504
AA-T / AS-T Degree (ADT)	153	268	486	603	525	630	756
State Approved Cert.	376	428	492	625	741	890	1,067
Locally Approved Cert.	358	349	438	600	720	864	1,037
Total	2,590	2,891	3,586	5,606	5,114	6,138	7,364

Source: MIS SP File



As the overall number of awards has increased, the proportion of Hispanic students who have received awards has increased, while other populations have seen a proportional decrease.

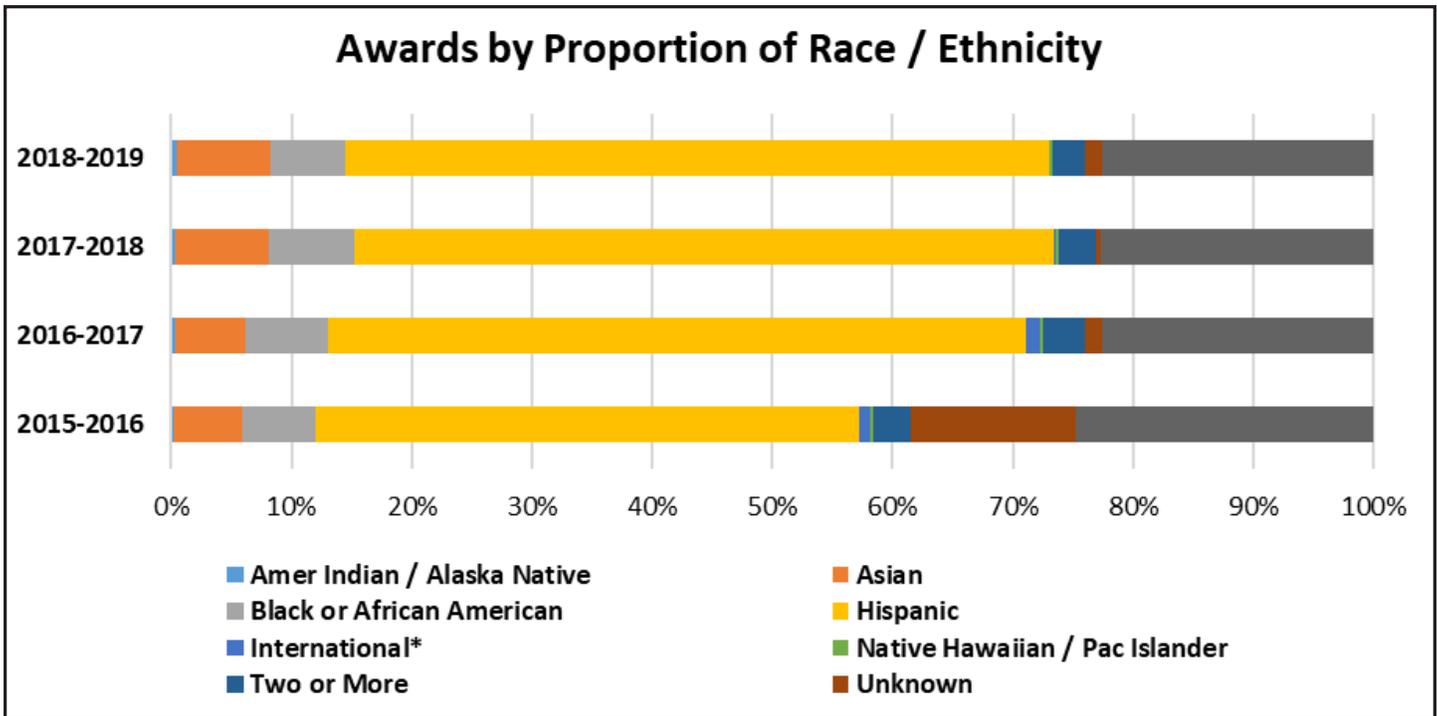
Awards by Race / Ethnicity -- UNIQUE HEADCOUNT

Race / Ethnicity	2015-2016	2016-2017	2017-2018	2018-2019
Amer Indian / Alaska Native	0.2%	0.3%	0.3%	0.4%
Asian	5.7%	5.9%	7.8%	7.9%
Black or African American	6.1%	6.8%	7.3%	6.2%
Hispanic	45.3%	58.1%	58.2%	58.5%
International*	0.9%	1.2%	0.1%	0.0%
Native Hawaiian / Pacific Islander	0.2%	0.2%	0.3%	0.3%
Two or More	3.1%	3.5%	3.2%	2.8%
Unknown	13.8%	1.5%	0.3%	1.4%
White	24.8%	22.5%	22.8%	22.5%

*F-1 or J-1 Visa

Source: MIS SP and ST Files

Assessment of 2015-2020 Strategic Plan and Performance Indicators



*International includes students on an F-1 or J-1 visa

Source: MIS SP File and ST for race / ethnicity

Overall, more women than men were awarded degrees and certificates, which is in line with the college's overall gender enrollment.

RCC Percentage of Awards By Gender

Awards by Gender - Unique Headcount	2015-2016	2016-2017	2017-2018	2018-2019
Male	489	635	760	1,011
Female	1,081	1,082	1,227	1,640
Unknown / Not Stated	239	9	13	47
% Female	59.8%	62.7%	61.4%	60.8%

Source: MIS SP File and ST for gender

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion: Transfer Volume Cohort

One of the ways the College tracks transfers is via a transfer volume metric. This metric looks at first-time freshmen who enrolled at RCC and then transferred within six months of leaving the college based on National Student Clearinghouse data. The year designates the students' last year of enrollment at RCC. The number of students in this transfer volume metric has been consistent year over year. However, the mix of transfer school types has changed slightly with an increase in both the CSU and UC system transfers.

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

1. Enrolled at RCC as a first-time freshmen;
2. Completed at least 12 units within the District; and
3. Enrolled at a four year college or university within 6 months of leaving RCC.
4. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

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

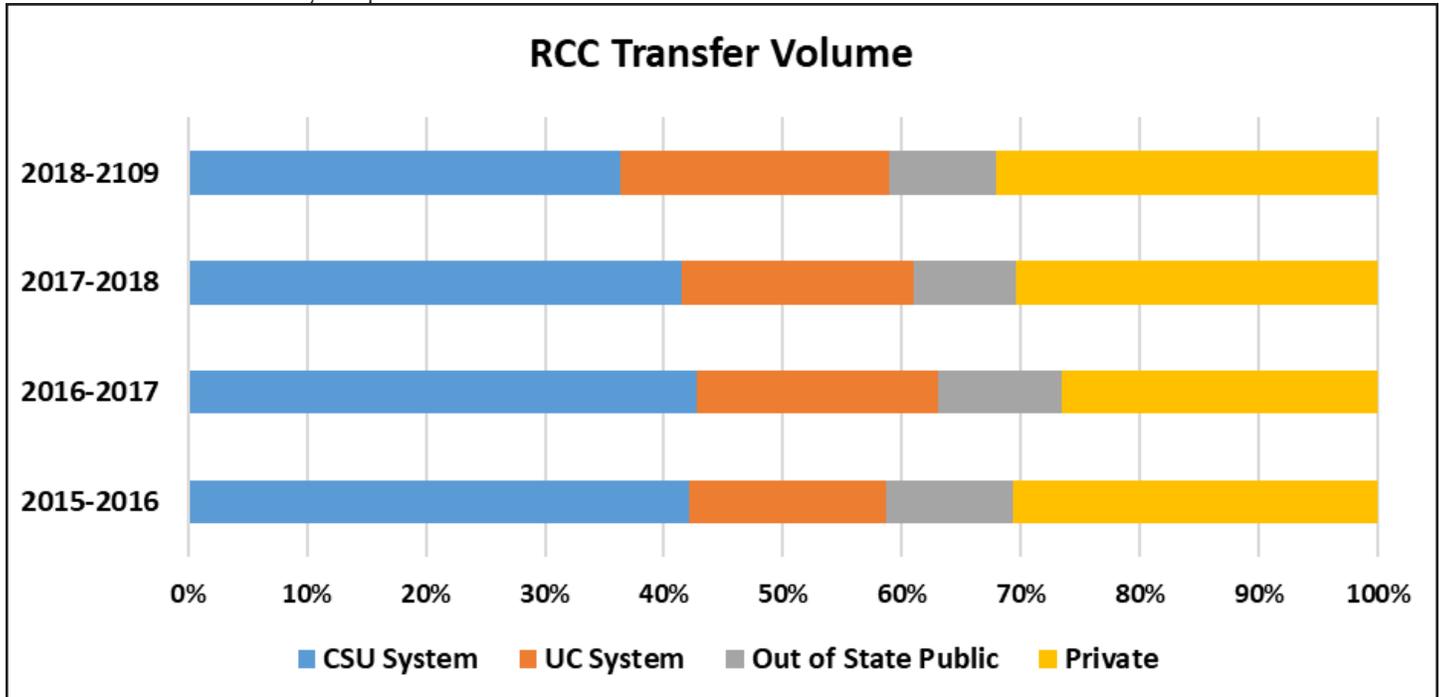
Transfer Volume Cohorts by Transfer School Type

RCC Students Last Enrolled at RCC During				
Transfer System	2015-2016	2016-2017	2017-2018	2018-2109
CSU System	653	587	649	692
UC System	257	278	304	429
Out of State Public	166	144	136	170
Private	475	364	475	610
Total	1551	1373	1564	1901

Source: National Student Clearinghouse

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Transfer Volume Cohorts by Proportion



Source: National Student Clearinghouse

The Research and Planning Group for California Community College’s (RP Group) 2017 “Through the Gate” transfer study aimed to identify strategies for increasing transfer among “high-leverage learners” in California Community Colleges (CCCs) – individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to a four-year institution. The study specifically focused on the Inland Empire and Central Valley, as students in these areas of the state have lower transfer rates, which suggests that they may face unique challenges and barriers in their transition from community college to university.

This study found that almost 300,000 students attending CCCs over a recent five-year period who demonstrated the determination and academic ability to transfer did not make it through the transfer gate. When examining this population of students, many learners who get stuck at the transfer gate—having completed a minimum of 60 units with a 2.0 GPA and fulfilling the English and math courses required for transfer – leave without a college credential. Students who are stuck at the gate are also more likely to be Latino, regardless of gender, when compared to other subgroups.

For the vast majority of students who are near the transfer gate- having earned at least 60 units with a 2.0 GPA but still need to complete key academic requirements – math appears to serve as the biggest obstacle in their path to a baccalaureate institution. Moreover, nearly half of the students who are near the gate leave our system without earning a degree or certificate.

The study continued to explore what role gender, race/ethnicity, and region play in the experience of transfer-bound students, and found that nearly 75% of the high-leverage African Americans in the cohort made it through the gate. In other words, African-American students – both females and males – overwhelmingly continue their journey toward baccalaureate completion once achieving the requirements for transfer. On the other hand, Latino male students and Native-American female students were less likely to achieve their transfer goal. However, the report also cautions that the inequities black students face in reaching at the gate/ near the gate status are deeply entrenched.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

RCC's Office of Institutional Effectiveness identified students meeting both At the Gate and Through the Gate at RCC. The Office can continue to do so each year. As a next step, the college could create on-going processes to reach out to these students to help them meet their educational goals. This personal contact could help identify barriers students are facing (e.g. credit for equivalency, enrollment in the one or two courses the student needs to complete, or encouragement and assistance in transferring to a four-year university).

When RCC selected cohorts for the RP Group Study, in December 2018, the following was discovered about those who had *exited* and were "At the Gate" and "Near the Gate":

EXITED STUDENTS

At the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
White	182	226	3	411	22.3%
Hispanic	428	546	2	976	53.0%
Native Hawaiian / Pacific Islander	1	2	0	3	0.2%
Asian	147	133	1	281	15.3%
Unknown	19	17	0	36	2.0%
Two or More	36	24	0	60	3.3%
African American	24	46	0	70	3.8%
American Indian	4	0	0	4	0.2%
Total	841	994	6	1841	100.0%

Followed by those who had exited and were Near the Gate:

Near the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
White	210	486	0	696	32.4%
Hispanic	366	621	0	987	46.0%
Native Hawaiian / Pacific Islander	1	2	0	3	0.1%
Asian	67	100	0	167	7.8%
Unknown	13	14	1	28	1.3%
Two or More	27	57	0	84	3.9%
African American	66	103	0	169	7.9%
American Indian	4	7	0	11	0.5%
Total	754	1390	1	2145	100.0%

Assessment of 2015-2020 Strategic Plan and Performance Indicators

A cohort was also examined in fall 2018 to determine the demographic of *enrolled* students who were “At the Gate” and “Near the Gate”:

ENROLLED STUDENTS (FALL 2018)

At the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
Asian	22	35	1	58	6.7%
African American	28	38	0	66	7.6%
Hispanic	186	337	2	525	60.3%
Native American	0	2	0	2	0.2%
Native Hawaiian / Pacific Islander	0	1	0	1	0.1%
Two or More	5	16	0	21	2.4%
White	74	119	1	194	22.3%
Unknown	0	3	1	4	0.5%
Total	315	551	5	871	100.0%

Near the Gate					
Race/ Ethnicity	M	F	X	Total	% of Total
Asian	51	39	1	91	11.0%
African American	10	13	1	24	2.9%
Hispanic	210	294	5	509	61.3%
Native American	1	0	0	1	0.1%
Native Hawaiian / Pacific Islander	3	2	0	5	0.6%
Two or More	11	15	0	26	3.1%
White	88	82	2	172	20.7%
Unknown	0	2	1	3	0.4%
Total	374	447	10	831	100.0%

This data indicates areas for which the college should focus its engagement strategies and targeted supports to help these students complete their educational programs.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion/Time to Completion

Understanding – and reducing – students’ time to completion is a goal of Guided Pathways. As with momentum points, looking at a snapshot of first-time ever in college cohorts beginning 2014-2015 and their three-year completion rates is revealing. The data are completely consistent with the low numbers for degree applicable units earned and indicate that much work remains to encourage more students to attend full time and to shorten the time to completion. There are some explanations for low numbers (e.g. local certificate completion and the impact on financial aid of completion) that suggest areas in which to explore policy change. The college anticipates that Guided Pathways and AB 705 implementation from the baseline of Fall 2019 forward and dual enrollment partnerships with RCC’s nine local feeder schools that allow students to complete up to 30 units before coming to RCC (a partnership just in its second year) will significantly impact these numbers, but careful monitoring is essential and the work to get more RCC students to achieve those early momentum points, which are so indicative of ultimate success and completion, is crucial.

Degrees/Certificates Earned

RCCD Guided Pathways: Outcomes AA/AS/ADT Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	5.0%	5.6%	6.2%	3.1%
Riverside City College	5.7%	4.9%	6.8%	3.6%
Moreno Valley College	2.6%	4.7%	3.9%	1.5%
Norco College	5.6%	7.6%	6.7%	3.5%

Source: District Strategic Planning Presentation Fall 2019

RCCD Guided Pathways: Outcomes Certificate 18+ Units Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.6%	0.8%	0.9%	0.8%
Riverside City College	0.9%	1.2%	1.2%	1.0%
Moreno Valley College	0.3%	0.7%	0.4%	0.9%
Norco College	0.2%	0.1%	0.6%	0.4%

Source: District Strategic Planning Presentation Fall 2019

Assessment of 2015-2020 Strategic Plan and Performance Indicators

RCCD Guided Pathways: Outcomes Certificate Less Than 18+ Units Earned within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.5%	0.7%	1.3%	1.3%
Riverside City College	0.6%	.5%	0.9%	1.8%
Moreno Valley College	0.3%	0.9%	1.9%	2.8%
Norco College	0.7%	1.0%	1.6%	1.2%

Source: District Strategic Planning Presentation Fall 2019

Transfer

RCCD Guided Pathways: Outcomes Transferred to UC within 3 years of Start				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	0.9%	1.0%	1.4%	0.2%
Riverside City College	1.2%	1.0%	1.5%	0.3%
Moreno Valley College	0.6%	0.6%	0.6%	0.2%
Norco College	0.5%	1.4%	1.7%	0.1%

Source: District Strategic Planning Presentation Fall 2019

RCCD Guided Pathways: Outcomes Transferred to In-State Private or Out-of-State within 3 Years				
	2014-2015	2015-2016	2016-2017	2017-2018
Riverside Community College District	2.7%	2.4%	2.9%	1.5%
Riverside City College	3.1%	2.4%	3.4%	1.6%
Moreno Valley College	1.5%	2.0%	1.7%	1.2%
Norco College	2.9%	2.6%	2.9%	1.3%

Source: District Strategic Planning Presentation Fall 2019

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

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Completion: Unit Accumulation

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

Unit Accumulation for RCC Associate Degree Earners by Year of Graduation

Unit Accumulation	2015-2016	2016-2017	2017-2018	2018-2019
Average by Associate Degree Earners	84	95	83	86

CTE Education Rate and Skills Builder

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

Students included in the CTE Education Rate completed more than 8 units in courses classified as CTE in a single discipline and completed a degree, certificate, and/or transferred in a 6-year period.

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

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

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

Students in Registered Nursing, Licensed Vocational Nursing, and Cosmetology must pass licensure exams in order to work in their field of study. The tables below show the current examination pass rates and job placement rates for these programs. Each program continues to show successful pass rates for students. Continue work must be done to make sure students are being placed in jobs associated with their area of study.

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Licensure Examination Rates

Program	CIP Code	Examination	Institution set standard	Pass Rate 15/16	Pass Rate 16/17	Pass Rate 17/18	Pass Rate 18/19
Registered Nursing	511601	State	85%	95.5%	96.2%	94.3%	96.7%
LVN	511613	State	85%	100.0%	95.0%	86.0%	97.0%
Cosmetology	120401	State	80%	100.0 %	100.0 %	100.0 %	100.0%

Job Placement Rates

Program	CIP Code	Institution set standard	Pass Rate 15/16	Pass Rate 16/17	Pass Rate 17/18	Pass Rate 18/19
Registered Nursing	511601	90%	98.0%	92.0%	94.0%	95.0%
LVN	511613	60%	68.0%	65.0%	65.0%	62.0%
Cosmetology	120401	80%	96.0%	89.0%	89.0%	89.0%

Source: Department-supplied data

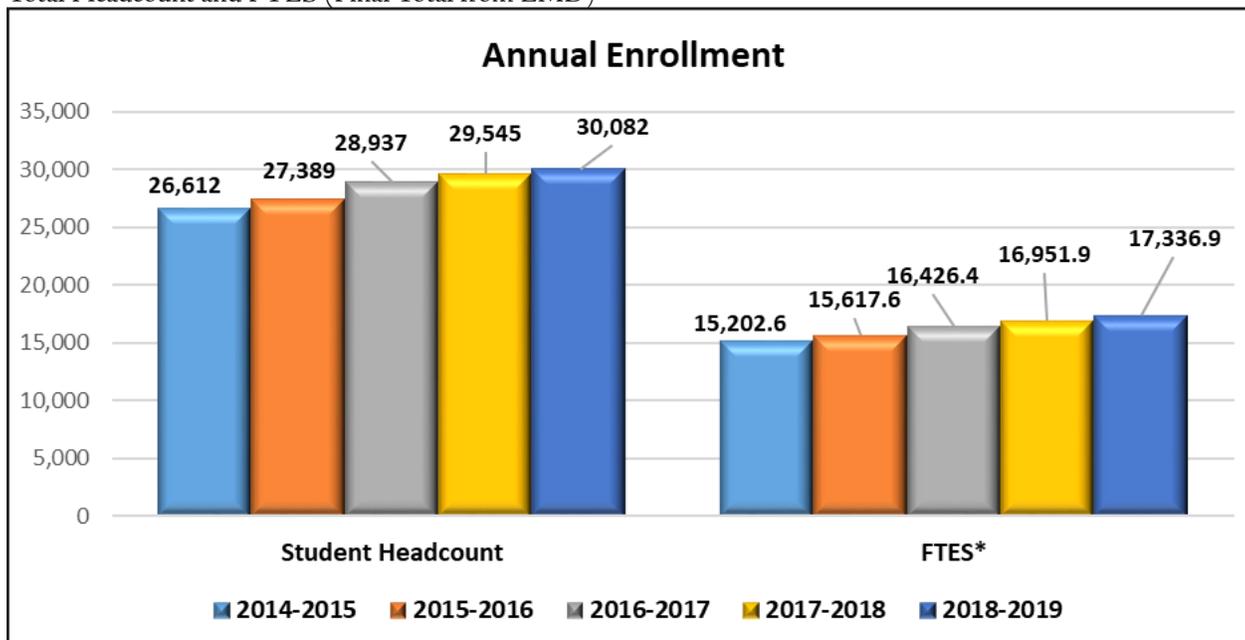
2015-2020 College Goal 2: Student Access

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

Enrollment and FTES

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

Total Headcount and FTES (Final Total from EMD)



Assessment of 2015-2020 Strategic Plan and Performance Indicators

2.1 Equitable Access to Programs/Services

Student Access is defined three different ways at RCC. One KPI is the size of overall access that the college is able to provide to students as measured by its total enrollment volume.

The second Student Access KPI is defined using the definition provided by the state's Student Equity framework. For this framework, RCC measures the percentage of students enrolled by the equity indicators compared to that group's representation in the adult population within the community served. These metrics, show that the college's student population is widely distributed among several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. The student body reflects the diversity of the demographics of our local community.

The third way that RCC defines access is ensuring existing RCC students have access to the college's programs, courses, and services. The Student Support Services and Delivery Methods table shows the different ways that student services provides access to support.

Riverside City College has an extensive offering of student support services through a multitude of different delivery methods as shown in the table below. Annual systematic planning is coordinated through the Student Access and Success Leadership Council, and regular evaluations and assessment occurs through the annual Student Exit Survey and individual department assessments and program reviews. The College identifies and assesses both Student Services learning outcomes (SSLOs) and service area outcomes (SAOs) to gauge what students know or should learn after receiving specific services or participating in particular programs. In addition, the College uses various mechanisms/tools to evaluate and assess the quality of student support services and programs that reflect the student's viewpoint including on-line surveys, focus group responses, and feedback forms.

Student Support Services and Delivery Methods

Student Support Services	Service Delivery		
	On-line	Phone	In-Person
Admissions and Records	x	x	x
Academic Counseling Services	x	x	x
Career and Transfer Center Services	x	x	x
Child Care			x
Enrollment Services	x	x	x
Outreach/Welcome Center	x	x	x
Athletic Engagement Center		x	x
CalWorks		x	x
Center for Communication Excellence (CCE)		x	x
Center for International Students and Programs	x	x	x
The Community for Academic Progress (CAP)		x	x
Disability Resources Center (DRC)	x	x	x
Extended Opportunities Programs & Services (EOPS)	x	x	x
Enrollment Services	x	x	x
Financial Aid	x	x	x
Foster & Kinship Care Education Programs	x	x	x
LaCasa		x	x
Library and Learning Resources	x	x	x
Math Learning Center (MLC)	x	x	x
Student Health and Psychological Services (SHPS)	x	x	x

Assessment of 2015-2020 Strategic Plan and Performance Indicators

Student Employment	x	x	x
Student Life/Student Senate/Associated Students of Riverside City College (ASRCC)	x	x	x
Supplemental Instruction (SI)	x	x	x
TRIO Student Support Services (SSS) Program		x	x
Tutorial Services (TS)	x	x	x
Ujima		x	x
STEM Engagement Center		x	x
LHSS Engagement Center		x	x
CTE Engagement Center		x	x
FPA Engagement Center	x	x	
Nursing Engagement Center	x	x	x
Veterans Resource Center	x	x	x

Intake/On-boarding

A crucial element to ensuring equitable access to programs and services is how the college brings students in, from outreach through application, through first day in class, and with the Guided Pathways framework in place, the college has made substantive changes to the intake and on-boarding processes.

The Welcome Center moved into the old Assessment Center in 2018-2019. The Welcome Center houses 52 stations that are used to assist students on completing any steps related to application, matriculation, or continuing persistence. Students utilize the Welcome Center when they need hands on assistance with the FAFSA/DREAM application completion, admissions application, registering for classes, completing the on-line orientation, viewing their abbreviated educational plan, and more.

In alignment with Guided Pathways and AB705, RCC changed the on-boarding process. Current applicants provide their high school GPA and English/math class information on CCCApply, and through this information, they are placed into college level English and math courses with suggested or required co-requisite courses.

After the students complete their on-line orientation an abbreviated educational plan is prepared for them through a number of different venues. A one-semester plan is often developed with the help of an Ed Advisor. Once the abbreviated ed plan is developed, students are then able to register for classes. Previously, students had to complete the following steps: apply, complete orientation, complete an assessment test, request an abbreviated educational plan, and then register. Now students simply complete an application and orientation and they are able to register, while the rest of the work is completed by RCC behind the scenes. This enables greater access to students as the process is more streamlined. In 2019-2020, the college is transitioning from the traditional abbreviated educational plans to providing students with the trailheads associated with instructional pathways. This is both a technological and a professional development transition.

Beginning in November 2018, students were able to register for two terms at once (winter and spring/ summer and fall). This enables students to better plan their lives around their classes, and also helps RCC to be more prepared to make schedule adjustments based on wait lists and class fill rates, as students are registering for the major terms earlier than ever. The two term registration process was suspended for Summer/Fall 2020 due to the COVID-19 pandemic; however, will be resumed for Winter/Spring 2021.

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

Assessment of 2015-2020 Strategic Plan and Performance Indicators

With some of these early guided pathways adjustments to on-boarding in place, the college will need to explore the following questions in order to continue to improve that process for students:

- How can the college expand summer engagement sessions to reach more students inescapably? (Perhaps different modalities, for ex: Zoom and Cranium Cafe)
- How can the college better utilize educational advisors to guide or triage students on the correct path during the on-boarding process?
- When, how and where is the college informing students about program mapping? (This needs to become more systematic, with everyone using both Trailheads and Program maps)
- How can the college expand outreach efforts and information sharing beyond high school students? (adult ed, community events, parent council night, etc.)
- How and when can the college pilot a block schedule approach for incoming new students?
- How can the college utilize and fund its career center differently to support career exploration for students?

Assessment/Placement

With the implementation of AB 705, the college has phased out the use of testing for assessment and placement, and students are being placed based on their high school course work and overall GPA. For English, if a student's placement indicates that the co-requisite course is required, the student may challenge that placement with a simple form to have the co-requisite waived. The faculty recognize that while co-requisite courses can support a class, high school GPA is not in and of itself always reflective of a student's abilities and in an effort not to perpetuate inequities already embedded in K12, the discipline, across the district, agreed to a very simple student initiated process for waiving the co-requisite requirement. Teams of faculty in both math and English have been working to provide support and guidance as students now increasingly enroll in transfer-level math and transfer-level English during their first year of college. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for ENG-1A, MAT-12, MAT-25, MAT-5 and MAT-36. ESL completely revised its curriculum in Fall 2019, fully integrating instruction in reading, speaking, and writing. This curriculum will be launched Fall 2020 as ESL moves into full implementation of AB 705.

2.2 Integrated Student Support

A specific focus of RCC's Fall 2015 Student Equity Plan was enhancing student engagement centers, partnering with instruction, counseling, and academic support to provide increased co-curricular services to students. These successful models are informing the Integrated Student Support framework in Completion Counts through Pathways. In spring 2017, this integrated support framework was piloted with a program called, RISERS. This pilot, targeting equity students, provided the opportunity to test our ability to recruit and orient students into a large-scale integrated support program including: open information sessions, student success workshops, assignment of students to a dedicated educational advisor based on educational interests, and ongoing support for the attainment of the requirements of the contract to maintain full time status. The question has been and remains how to effectively scale these efforts. Fall 2019 began the realization of the vision of the engagement centers with counselors, educational advisors, faculty and peer mentors are working together in engagement centers as Integrated Support Teams for student equity using a caseload model that clusters students along discipline, departmental and/or program lines or according to a student's participation in a campus equity program. How these teams work together, how to reach more students, which services in engagement centers are most impactful will also have to continue to be monitored, evaluated, assessed, and refined.

The college committed to institutionalizing faculty advising in the EMP and 2015 Strategic plan because creating both informal and structured opportunities for faculty and students to interact has been shown time and again to help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses. The need for this engagement is born out again in the fall 2018 SENSE data as well as in the 2017 Male Minority Focus Group Report produced for RCC by the RP Group. Faculty liaisons and the implementation of the regular

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“First Five” communications have been small and important steps in this direction, but more fully engaging more faculty in faculty advising is a work in progress that may require structural change to fully implement and any such change needs to be negotiated and will require collaboration among the three colleges.

The Integrated Academic Support office offers direct academic support for students. The office routinely conducts assessment and evaluation activities to measure the effective of the College’s academic support units. These activities are geared towards answering critical questions regarding student success and access. The information gained from these efforts needs to continue to be used to revise and modify existing practices, protocols, procedures, and modality, especially in light of the COVID-19 pandemic during spring 2020. Academic Support staff work with faculty to identify needs; and hire and train tutors and supplemental instruction leaders to support student achievement in the classroom. The most recent assessments for Academic Support Services focused on identifying the success rate of students taking advantage of academic support resources. This assessment suggested a goal of how many times students should seek academic services to increase their likelihood of academic success. This information has been crucial for student outreach to help students understand how to get the most from the College’s academic services and also needs to be communicated broadly with faculty. In addition, expanding the supplemental instruction (SI) program where it has proven to be most effective or more systematically employing embedded tutoring where this is equally or more effective (and more cost effective), especially for those courses identified as “bottlenecks” or systemic barriers to a student’s ability to move forward, is ongoing work. The college needs to continue to work to try to tease out which interventions are most impactful. Students with access to special programs or those who are motivated and self-directed take advantage of opportunities for SI or tutoring. The college needs to continue to explore ways to make such supports inescapable for more students.

The philosophy behind establishing engagement centers, of bringing services to where students are, needs continued support and even expansion. For example, instead of waiting for a facility large enough to accommodate all students enrolled in composition classes as well as any student in any class at the college who needs writing assistance, such assistance can be brought to students where they are and available on demand in engagement centers with an investment in appropriate technology and expansion of the understanding about how and where staffing of the writing center works, and even considering what these services look like in an on-line modality. Encouraging more faculty to hold office hours or conduct study sessions and workshops in engagement centers, continuing efforts, such as the “pop-up library” and more will help to firmly establish engagement centers as the central hub of support for students.

Moreover, ensuring that labs, the library, and study centers are open sufficient hours to meet the needs of all students can also offer the academic support necessary to help reduce the number of unsuccessful attempts at a course that currently congests the system and impedes students’ ability to matriculate. Making sure labs and other support services are not only open but also equipped to address the needs of each pathway is essential.

But it is also important to recognize the need to integrate non-academic services into the suite of wrap-around services more systematically, as well. Student Services offers several programs designed to assist RCC’s students with their academic goals. Many of these programs work with historically under served populations including EOPS, CARE, CalWORKs, TRiO Classic, TRiO for Veterans, TRiO for Disabled Students, the Disability Resource Center, Ujima, La Casa, Guardian Scholars, College Connection, Foster Kinship Care, Upward Bound for Jurupa HS, Upward Bound for Rubidoux HS, and RCC’s Student Activities. Such wrap around services are crucial as the Hope Center #RealCollege survey reports that of “almost 40,000 students at 57 community colleges 50% were food insecure the prior 30 days; 60% were housing insecure in the previous year; and 19% of respondents were homeless in the previous year” (CCC #RealCollege survey, p.2). In fall 2019, invitations to complete the questionnaire were sent by email to approximately 20,200 RCC students, and 2,118 students participated. The overall basic needs insecurity rates reported that 49% experienced food insecurity in the prior 30 days; 53% experienced housing insecurity in the previous year; and 18% experienced homelessness in the previous year.

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Guided Pathways - Getting on the Path

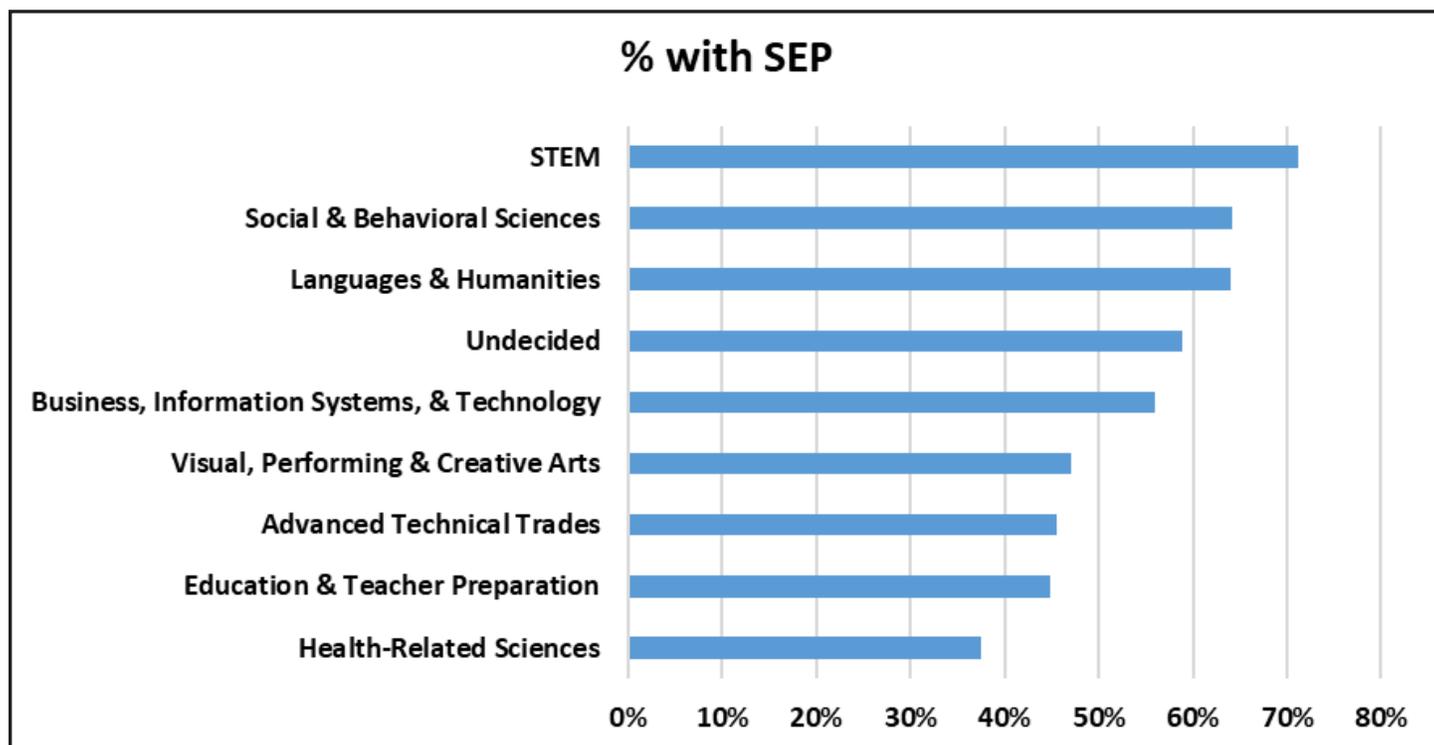
2.3 Advise students to help them plan for and progress towards their individual educational objectives.

One student support metric the college has established is that every first-time freshmen completes a Comprehensive Student Educational Plan (SEP) within their first year of enrollment and the College has made good progress here.

Fall 2019 Comprehensive SEP by Instructional Pathway

Instructional Pathway	Yes	No	Total	% with SEP
Health Related Sciences	1173	1956	3129	37.5%
Education and Teacher Preparation	419	515	934	44.9%
Advanced Technical Trades	608	727	1335	45.5%
Visual, Performing and Creative Arts	946	1060	2006	47.2%
Business, Information Systems, and Technology	1828	1441	3269	55.9%
Undecided	60	42	102	58.8%
Language and Humanities	1000	563	1563	64.0%
Social and Behavioral Sciences	2454	1370	3824	64.2%
STEM	3635	1475	5110	71.1%
Grand Total	12123	9149	21272	57.0%

Source: Preliminary Census



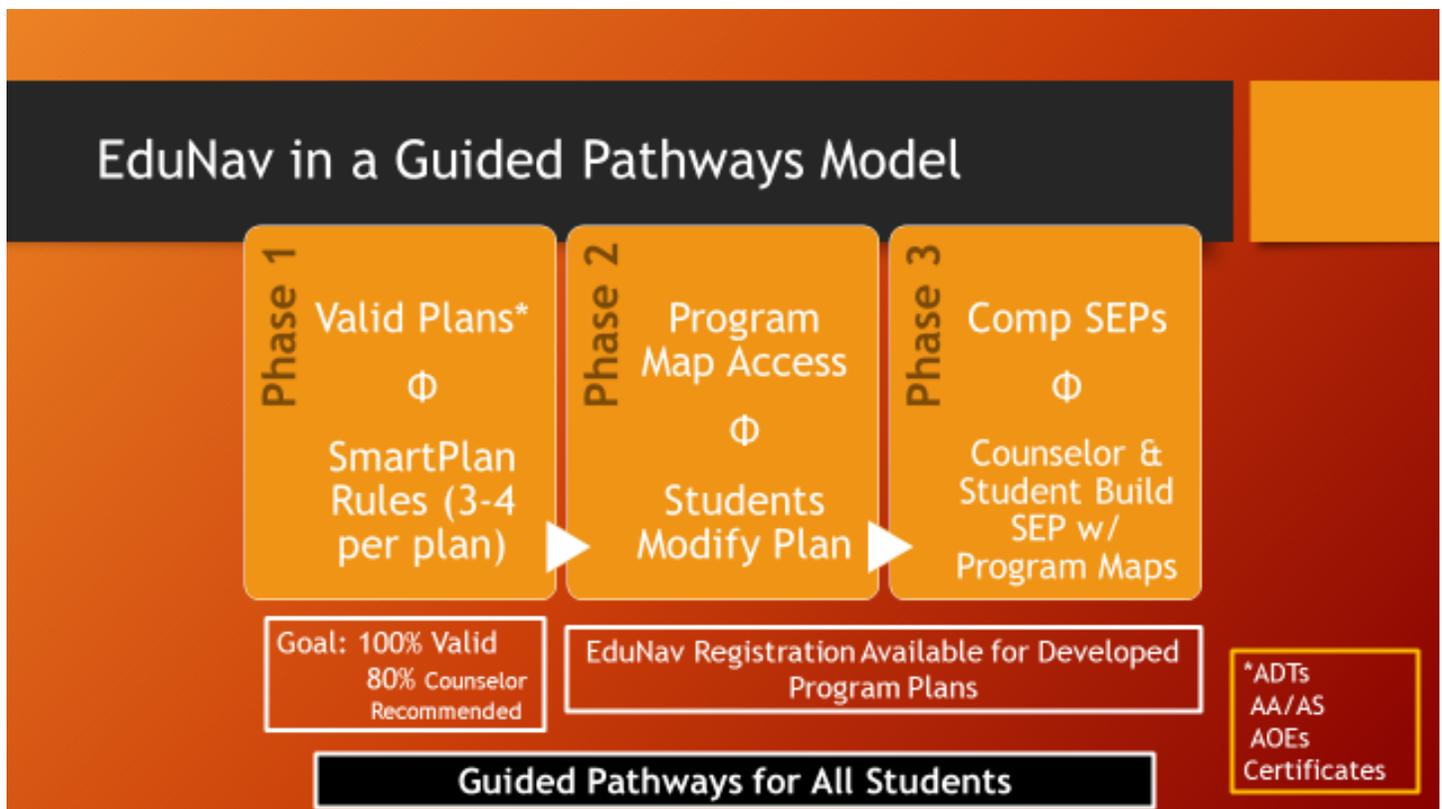
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Students absolutely need an SEP. However, they also need sustained engagement with different kinds of advising at different points in their academic journey. The counseling department developed a counseling curriculum that identifies key areas of emphasis for students in their first 15 units, at 30 units, and at 45 as they are nearing completion that can help guide what kinds of advising and services are most crucial at a given point in a student's progress. In addition to counselors, educational advisors and faculty advisors have crucial roles to play to.

EduNav, launched in 2018, will provide technological support in guiding students through their pathways when it is fully functional.

EduNav is a student-centered solution that unifies the planning, scheduling, and registration experience for students. It will also help us to better forecast course demand so that we can offer the right course options that will help our college continue to improve student completion rates. It is an important component to guided pathways at Riverside City College. An EduNav Riverside support web page is available with resources to learn more about the system.

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



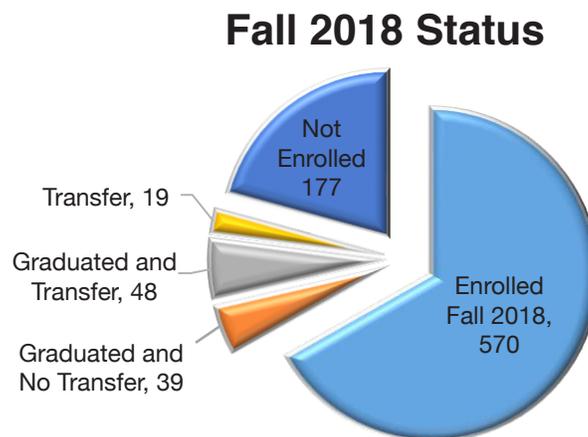
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College Promise

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

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

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



Source: Preliminary District Enrollment Files

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

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

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

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2015-2020 College Goal 3: Institutional Effectiveness

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

3.1, 3.2, & 3.3

RCC's work to improve academic quality and institutional effectiveness by integrating academic assessment into the strategic planning process has been guided by the Educational Master Plan, Strategic Plan, and Program Review and Planning Process. Plans are transparent and widely communicated. Decisions are recommended based on broad and inclusive discussions about how initiatives and their associated resources align with college priorities. Each year, the effectiveness of these processes has increased through continuous review, evaluation, and refinement. The College's work has been shaped by both internal forces and external forces, which have converged to sharpen the focus on continuous assessment and improvement. The College's participation in the California Guided Pathways Project, the work on all aspects of the College impacted by AB 705 (e.g., placement, student records, and curriculum), the implementation of strategies to support Caring Campus, and the College's robust discussions around alignment with the state chancellor's Vision for Success and the District Strategic Plan have broadened and intensified the focus on academic quality, student outcomes, and institutional effectiveness.

The College needs to continue to work to more effectively link planning and resource support with classroom-level activities, however. The implementation of AB 705 in math and English provide a model for how to proceed going forward. Moreover, improving the alignment of faculty development with Guided Pathways is helping to integrate the four pillars across the college. The College regularly engages in data-informed discussions about strategies to improve student outcomes and make decisions regarding the allocation of resources to support those strategies. But the next phase of this work requires developing the data literacy across the board in order to improve the college's capacity to effectively use and interpret data to effectively identify, assess, and modify the best strategies to improve equitable student outcomes. The college's hiring of an institutional researcher to facilitate these conversation, coach individuals and departments, and help train data coaches is a significant step in the right direction.

Institutional Effectiveness also includes ensuring processes are in place for effective resource allocation. The VP of Business Services has created databases to track and manage on-going and regular maintenance and equipment replacement needs. The VP of Business Services is also working with the VP of Planning and Development to improve how additional resources are identified and requested via the Program Review and Planning Process.

The College's Assessment Committee has created robust processes to manage on-going Student Learning Outcomes, Program Learning Outcomes, and Service Area Outcomes assessment. Additionally, the committee has created a process and assessed General Education Learning Outcomes. RCC has five outcomes – one is assessed by the committee each year. The assessment process includes gathering student work (artifacts) from each of the academic divisions, and team assessment including norming of standards and discussion of what the assessment results mean and how that can apply to individual courses and disciplines. As with other areas of the college, the great work of the Assessment Committee needs to be communicated more effectively, encouraging the lessons learned from this assessment are able to be incorporated into on-going course-level assessment activity.

In addition to including ASRCC members on leadership councils, RCC is including the Voice of the Student in reporting and planning feedback via surveys and focus groups. RCC's Survey of Entering Student Engagement (SENSE) was conducted in Fall 2018 and provided on-boarding feedback supporting Guided Pathways Pillar 1 and Pillar 2. RCC annually surveys students participating in Commencement, providing feedback for Pillar 3, particularly. With an Equity focus, RCC's students participated

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in the #RealCollege survey identifying student needs around food insecurity, housing insecurity, and homelessness and is planning a follow-up focus group in Spring 2020 led by students in the Sociology Club. A Guided Pathways Survey administered in Fall 2019 is providing feedback to faculty and administrators about the college and students' classroom experiences supporting Pillar 4. Additional student-led research is planned for Spring 2020 with the Guided Pathways survey results. All of these efforts are working to tie together data from external as well as internal sources, informing on-going operations as well as strategic planning.

Finally, stronger clarification of the connections between college-level program review, Vision for Success, Guided Pathways, and the District Strategic Plan goals are key areas of emphasis in the 2020-2025 Strategic Plan and the refinement of the College's governance process. The process has gotten better from the discipline, through department or area, through division, through VP plans. Ensuring that all the other plans—internal and external—are fully understood and integrated into the decision making process is still a work in progress. Improved alignment of these plans and each plans' data will facilitate support of decision making, allowing the College to engage more robustly in the cycle of assessment and improvement that enhance programs and courses to improve learning outcomes and student success.

College Goal 4: Resource and Learning Environment Development

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

4.1 Financial Resources

The District identified the need to make substantive changes to the BAM as the colleges and District transitioned to the new Student-Centered Funding Formula (SCFF). More importantly, the District sought to develop a model that was centered around the core principles of fairness, equity, and transparency. DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on the following core principles:

- Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups; and the model is simple, and is as easy to administer and communicate as possible.

While the new SCFF changes the process by which the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70 percent). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of "FTES as Currency" whereby each FTES generated has a value or currency that can be assigned based on a standard or "exchange rate" for each instructional program or discipline. In general, the BAM uses the "exchange rates" to allocate resources to the colleges. For example, a Nursing program exchange rate is different than a Political Science program exchange rate

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due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing methodology, and testing different methodology scenarios, culminating in the Board of Trustees adopting phase one implementation of the BAM in June 2019. DBAC agreed that phase one implementation would not result in budget modifications to the colleges in 2019-2020 to allow for the development of the “exchange rates” per discipline while the other components of the BAM are being assessed and developed. By the end of the 2019 fall term, DBAC expects to perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a factor for comprehensive college progress; 3) consider factoring-in the equity and student success components of the SCFF; 4) treat District Office costs based on agreed upon service level expectations; 5) accommodate the scaling of the Guided Pathways and; 6) ensure the alignment of resource allocation with strategic objectives.

The College’s constituent groups and strategic and academic planning bodies will continue to be included as the BAM is revised in response to the new state funding model. This ongoing effort will create a more dynamic budget allocation model requiring both RCC and RCCD to adapt to ensure student and instructional needs are met equitably district wide.

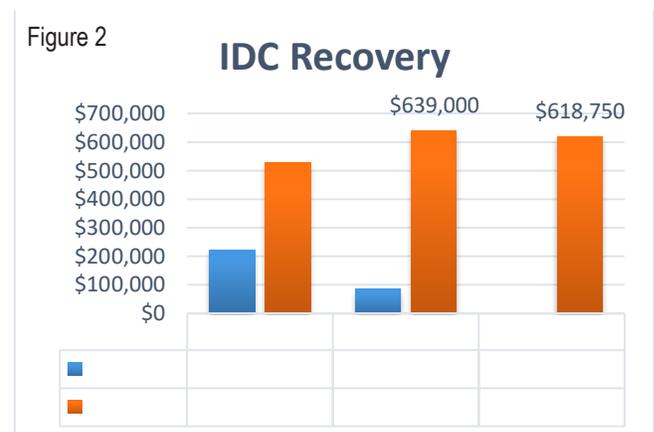
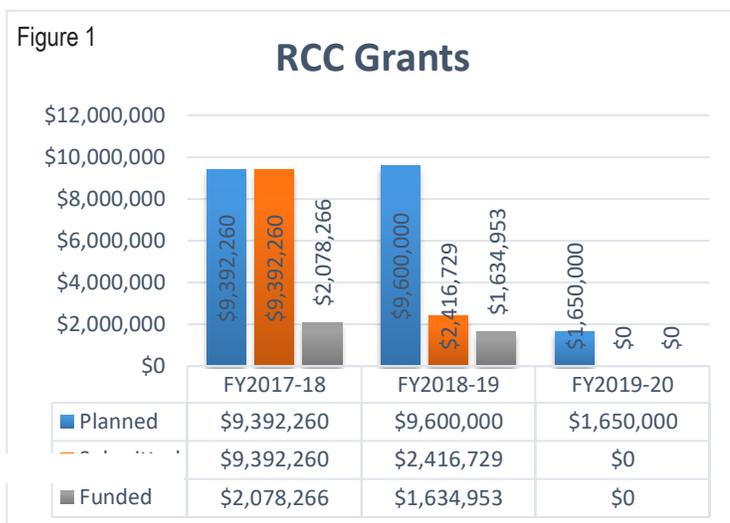
Grants and Academic Resource Development

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

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

Figure 1 and 2 displays the total dollar values of planned, submitted and funded grants from January 2018 to February 2019 as well as those grants being prepared for submission in the future.

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



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

4.2 Encouraging Environment

Beginning in AY 2018-2019, several classified staff throughout the District began participating in a new initiative with the State Chancellor's Office called the Caring Campus Initiative. The State acknowledges the important role classified professionals play on a daily basis in the success of our students. As such, RCC has collaborated with the Institute for Evidence Based Change (IEBC) to provide support for classified staff involvement in efforts to increase student success through the creation of a more caring environment.

As they continue their efforts, RCC's Caring Campus Ambassadors will introduce new ideas as they recommend purposeful actions the college can take to foster a more caring campus environment. So far, the group has:

- Participated in three coaching sessions facilitated by IEBC
- Identified five behavioral commitments to achieve for the upcoming year
- Recommended the use of standardized name tags for all college employees
- Adopted a vision, mission, and value statement
- Facilitated a Caring Campus information session and launch during Classified School Employees Week
- Coordinated monthly Guided Pathways activities for classified professionals
- Established permanent seat on Inland Empire/Desert Guided Pathways Task force (IEDGP) task force with endorsement of College President and Chancellor
- Presented letter of support to College President
- Established structural identity
- Secured administrative sponsorship
- Collaborated with Accreditation Liaison and College President to host Lunch-n-Learn activity for the benefit of Classified Staff
- Caring Campus initiative permanent fixture in New Employee On-boarding process
- Established as resource to College community
- Development of interdepartmental Referral Card to better assist students in accessing services on campus

4.3 Investment in Technology and Infrastructure

The college continues to implement and refine the processes by which program review is connected to resource allocation. In fall 2017, the division of Business Services developed databases to capture various technology, furniture, building systems, and other equipment that had an anticipated life cycle and/or replacement horizon. These databases directly feed into the Technology Plan and the Facilities Master Plan, and thus help to identify future replacement needs and prioritize funding for such replacements. As a result of the development of these databases, the College now knows that a substantive portion of its furniture, technology, building systems, and other equipment have already exceeded industry-standard life cycles. Technology planning and budget processes are also informed by submitted department and division PRaP documents which articulate technology needs which support program initiatives within each academic program and service unit across the college. Business Services is working out a plan to prioritize and budget for technology replacement sustainability. In alignment with the College's strategic planning process, ongoing capital outlay projects, including Prop 39, Scheduled Maintenance, and Measure C, align with institutional priorities and are the result of engaged deliberation with college constituents and relevant planning bodies. As well, the division of Business Services has instituted a Total Cost of Ownership (TCO) Initiative to better inform project planning and post-construction budgetary considerations. The Financial Resources Committee and the Resource Development and Administrative Services Leadership Council have used these three TCO's to refine the TCO template so that it will be more easily applied to existing and future building remodels and new construction. Of greatest priority in the Scheduled Maintenance Project List are projects related to immediate safety and ADA/

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OSHA compliance issues. The College works diligently to identify and prioritize these projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures.

Additionally, through the development of Total Cost of Ownership templates for various buildings on campus, the College has identified classified employment standards such as the number of custodians per square foot of assignable space, rising energy costs, maintenance and upkeep, mandated program demands, and expected facility and equipment life-cycles as key metrics in determining what the long-range, post-construction cost of a facility will be.

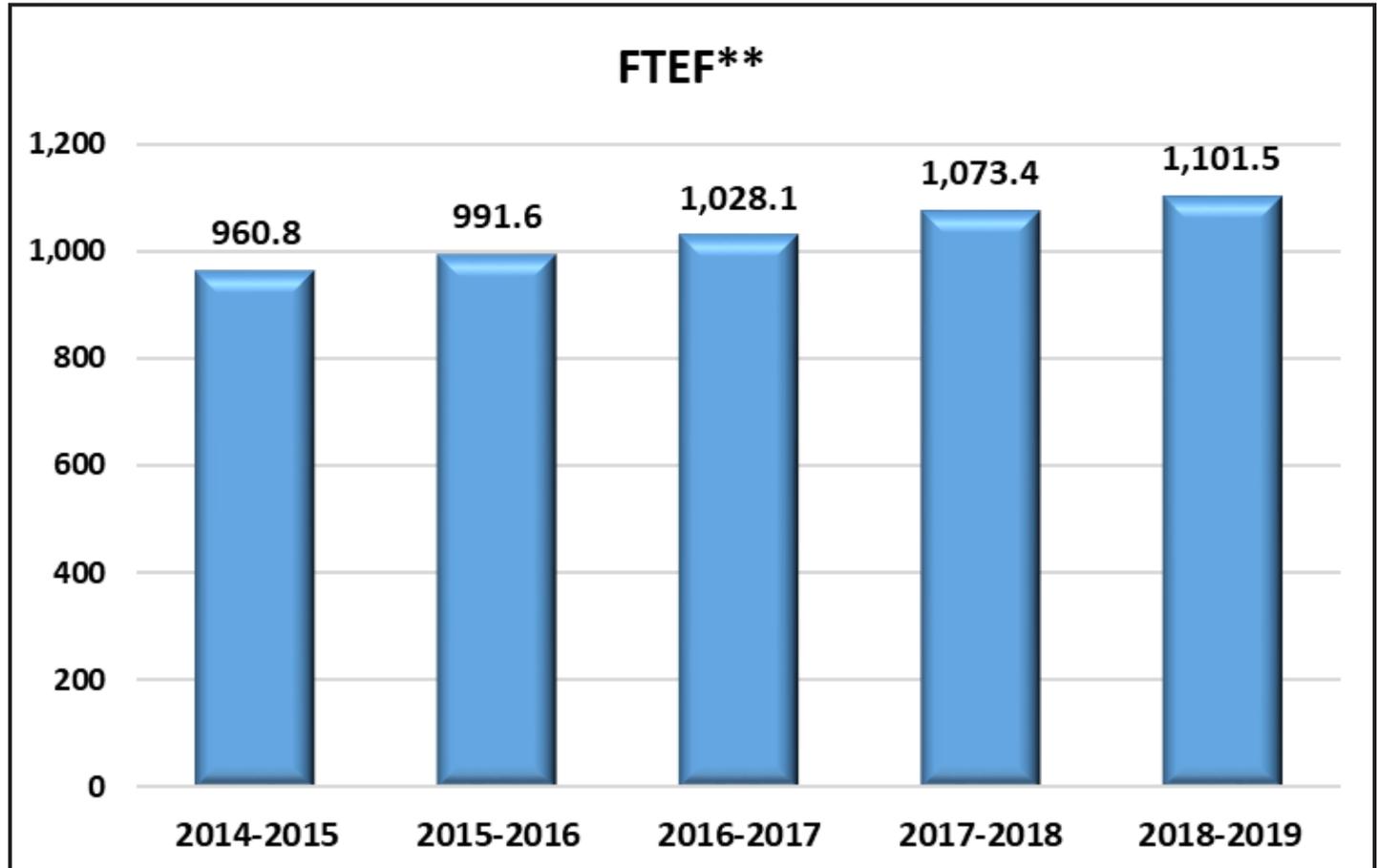
The college recognizes through its strategic planning process that occasionally there will be equipment or technology needs that require replacement or upgrade more urgently than others, which may require replacement prioritization over less strategic equipment which has reached the end of its life cycle. In a college that has a robust Applied Technology/CTE division and an impressive School of Nursing, this is to be expected, and the strategic planning process accounts for these occasional “out of cycle” costs.

In the last few years, the College has made substantive inroads in this area, making a more systematic and concerted effort to document and track technology use in five life cycle databases, which are living documents that will allow Facilities and Technology Support Services to know exactly what technology is where, what its current life cycle is, and what budgetary considerations are necessary to allow for replacement at the end of a given piece of equipment’s life cycle. As with most California community colleges, Riverside City College’s equipment life cycles, at times, end sooner than its replacement budgets allow for new/replacement technology to be purchased. That common reality is what is driving a significant portion of the College’s technology-focused decisions. The College uses its strategic planning process to identify occasional budgetary limitations that may impact its ability to satisfy all technology needs, and the process of prioritizing needs sometimes results in the postponement of technology purchases. RCC today is working actively to create a culture of sustainable equipment acquisitions and informed strategic prioritization (including technology) such that the replacement cycles outlined in the Technology Plan can be honored as closely as possible.

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4.4 Human Resources Faculty

Total FTEF



Source: CCCC Datamart

Percentage Taught by full-time faculty (Primary Sections)

Faculty Type	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FT "C" Load	1,066	1,105	1,127	1,180	1,122
PT "P" Load	1,466	1,534	1,573	1,597	1,728
"O" Overload	858	881	962	1,009	1,064
Total	3,390	3,520	3,662	3,786	3,914
% FT + Overload	56.8%	56.4%	57.0%	57.8%	55.9%

Source: EMD

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Even though the district continues to meet its state full-time faculty obligation number (FON), full-time faculty only taught 41.8% of the classes as part of their contractual load in spring 2015, and additional data is being collected (including reassign/release time data) for current semesters. Reassign/release time demand requires part-time faculty to teach the classes that full-time faculty would contractually teach but do not do so as a result of the non-teaching responsibilities.

Administration

Current data is being collected.

Classified Staff

While the TCO has helped to establish staffing standards for custodial, maintenance, and grounds staff, RCC has not yet identified or generated standards for staffing ratios that will help the College know the correct amount of classified staff need to serve and support its existing technology. This information is crucial for the College to understand how future technology acquisitions may or may not impact classified hiring decisions. RCC needs to develop staffing ratios to inform hiring of employees across the IT spectrum at the College to maintain and operate its technological infrastructure and equipment.

Professional Development

Professional development plans for all three employee categories (faculty, staff, management) were completed in spring 2019. Integrating these three plans and more fully aligning all three plans with the strategic planning process is a work in progress. Outstanding professional development work is happening in pockets (math, English, counseling, AVID) but finding ways to involve more faculty is particular and to share best practices institution wide is essential.

Currently, professional development budgets are insufficient for large-scale, effective information technology training for faculty, administrators, and staff. The College should provide additional orientations or training to assist new students in navigating the College's digital platforms, such as WebAdvisor, Canvas, MyPortal, Office 365, EduNav registration, and new on-line resources like Zoom and Cranium Cafe. For students, new division engagement centers can provide resources for students to use technology and provide training and orientation. The College has not provided the Classified Leadership and Success Committee (CLAS) with a general fund budget line with which to provide professional development training for classified staff.

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College Goal 5: Community Engagement

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

5.1 Actively Pursuing Partnerships

Unified school district partnerships

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

Most recently the college launched an ambitious Dual Enrollment collaboration under the auspices of the College and Career Access Pathway agreements allowed under AB 288. RCC is in collaboration with nine feeder high schools; two from Alford Unified School District, two from Jurupa Unified School District, and five from Riverside Unified School District. Counseling faculty from the college have been working with discipline faculty to map out the academic pathways for high school students. Launched in fall of 2018 the initial results are positive, and there is always room for improvement. Additional feedback is being gathered from the RCC faculty who are serving at the respective high school sites, department chairs, support staff, and the Unified school district partners to develop materials for faculty, the high school parents, web content, and to make needed adjustments to the collaboration. The efforts are on a three-year roll-out plan, with the beginning cohort starting in grade 10 and (1) adding a new cohort and (2) new courses to support the existing cohort each year. Current pathways include a transfer pathway with STEM and non-STEM math option and a Business Pathway. In addition, the college is excited to announce that RCC was one of only six colleges statewide to be awarded the STEM-CCAP grant. This grant will assist in developing a seamless pathway for pre-nursing students with many options for students to find success. The College looks forward to sharing more about this exciting development as plans unfold.

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

In response to the COVID-19 pandemic RCC transitioned the entire 20SPR schedule to fully on-line distance education, including courses offered through dual enrollment. The transition to on-line instruction presented significant programmatic challenges for this emerging program. Of primary concern were the challenges presented to the students, who by programmatic design are from under-served populations and may struggle most with access to appropriate technology. One of the highlights of the CCAP program is that college faculty come to the high school campus. Without appropriate student and faculty preparation, the abrupt change to on-line teaching and learning creates barriers to student access and success.