



Strategic Enrollment Management Plan 2018-2020

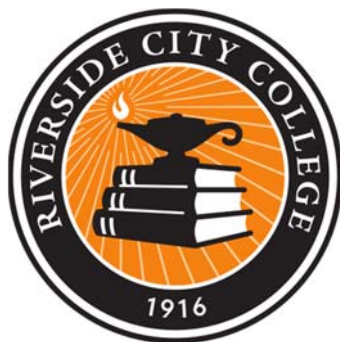


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Introduction

The purpose of the Riverside City College 2018-2020 Strategic Enrollment Management Plan (SEMP) is to create a responsive, flexible, educationally focused, financially sound, and research-based approach to enrollment management which recognizes the multiple missions of the college; supports student access, equity, and success; and maintains close alignment with the college's 2015-2025 Educational Master Plan and its focus on Guided Pathways. Included in this planning must be an implicit understanding that RCC students are diverse and have widely varied academic needs and goals, and that the college's programs and services must continually adapt to meet the changing needs of those students. If the college's enrollment operations follow the principles and strategies presented in this plan, then it will be able to attract, recruit, enroll, support, retain, and serve a sufficient number of students both to meet enrollment targets and to help students complete their educational goals.

As with any college plan, this is a living document that outlines goals, expectations, and strategies to assist disciplines, departments, division deans, and students in the enrollment management process while allowing for creative and flexible approaches that can be customized to each academic unit's unique students and curriculum. Approaches should focus on efficiency, quality, access, inclusiveness, and completion throughout students' enrollment. From awareness of and entry into the college, progress through their academic coursework, to completion of a degree, major prep, and/or certificate, a student's enrollment experience depends upon the college's ability to develop consistent, sustainable processes for providing educational and support services to students.

Now that the California Community

College Chancellor's Office (CCCCO) is moving towards a results-based funding model that will gradually roll out over the next few academic years, the college cannot delay its implementation of strategic enrollment management campus-wide, and all constituent groups and bodies on campus must coordinate their efforts to take advantage of economies of scale, ensure best practices, and serve their students effectively. This will require the college to balance the following:

- The college's curricular offerings across all disciplines
- Program Review and Plan initiatives at the discipline, department, and division levels
- Certificate, transfer, and degree requirements
- Implicit needs of students which they might not be aware of (e.g., time management skills, notetaking, etc.) and explicit student needs that they are aware of (reliable transportation, money for books or parking or ...)
- Accreditation and institutional effectiveness metrics

Striking such a balance among these multiple factors will ensure timely access to the courses RCC students need, which will result in a better experience for those students and thus improved student completion. Concomitant with a student-centered enrollment management focus will most certainly be a consistent, reliable revenue stream for the college.

As part of the college's enrollment management, it would be most efficient and effective to glean best practices from colleges and state institutions to avoid mistakes, and this plan has leaned heavily on the enrollment management efforts of other California community colleges comparable to RCC, as well as the CCCCCO. One such organization is the CCCCCO's Institutional Effectiveness division, specifically the

Institutional Effectiveness Partnership Initiative (IEPI), which has as its stated goal the advancement of “effective practices” to reduce accreditation issues, improve student success in demonstrable ways, increase the fiscal viability of California community colleges, and maintain compliance with state and federal guidelines. Some of those effective practices are directly linked to enrollment management, with the IEPI collecting innovative ideas from and then disseminating them to community colleges across the state to encourage community colleges to “set aspirational goals” and work hard to meet them. The IEPI offers the following recommendations for strategic enrollment management¹:

- Establish comprehensive student enrollment goals aligned with the college’s mission and strategic plan.
- Promote student success by improving access, engagement, persistence, and completion.
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into financial planning, budgeting, and allocation processes.
- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- Implement strategies that lead to equitable access and outcomes.
- Create a data-rich environment to inform decisions and evaluate strategies.
- Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals.
- Increase collaboration among

departments across the campus to support the enrollment program.

In the following pages, the plan summarizes recent enrollment history and then specifies core principles which should guide enrollment management processes and decision making. In the latter pages, the document provides specific guidelines, procedures, and goals that can help the college’s various academic units maximize student access, efficiency, equity, and success.

As stated earlier, key to this plan is the firm belief that enrollment management is a shared responsibility; as such, the coordination of efforts among and between disciplines, departments, division deans, and the President’s Leadership Team (PLT) is crucial in managing enrollment and implementing the many vital initiatives prioritized in division Program Review and Plan documents. As with all plans across the college, the enrollment management plan and its processes include “a future-oriented vision”² (i.e., stating not only what the college *is* doing but also what the college *ought* to be doing) and will be annually monitored, evaluated, and assessed, with minor adjustments and updates occurring on an annual basis and larger updates occurring every three years. It must also not lose sight of the important place sustained fiscal viability has in enrollment management so that the college can ensure its long-term ability to serve the needs of the community.

¹ Taken from IEPI’s “A Roadmap for Enrollment Management Planning” by Cathy Hasson, PhD,

Spring 2018.
² *ibid.*

Enrollment Management Committee Membership

Administrative Co-chair: Dr. Carol Farrar
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Enrollment History

The college in fall 2015, after carefully researching the factors that have contributed to static student success rates and declining transfer rates, resolved to introduce a cohort and block scheduling approach in launching the student success Pathways Initiatives. The cohort system allowed for students with similar levels of academic preparation and academic interests to be grouped together, which allowed for better faculty/student and student/student interactions. A cohort model also allowed for a better and more detailed tracking of the different types of interventions the college initiates and their impact on student success. The block scheduling system allowed for a clear and more concrete definition of the pathway for each cohort.

As a means of further implementing the Pathways Initiative, RCC began participating in the College Promise program³ in Fall 2017, which offers select students⁴ (ideally, 3000 per year) a variety of benefits, including free tuition and fees, a voucher for up to \$300 in book support per semester (fall and spring), priority registration for up to 15 units per semester (fall and spring), available counselors to assist their educational path, access to educational advisors who are dedicated to student success, faculty advising, peer mentors to support with the transition from high school to college, and access to academic support services. To take advantage of the Promise, students must sign up for and stay on a specific pathway and

meet the requirements of their pathways contract.

In order to qualify for the Promise, which started in 2017, students were required to be recent high school graduates from Riverside, Alvord, Jurupa Unified School districts, or a private/charter school within these areas; submit a completed FAFSA or Dream Act application, as well as a RCC Admissions application which lists RCC as their home campus; be eligible either by being a California resident or by having AB 540/Dream Act status; complete the Online Orientation and the RCC assessment test (no longer used due to AB 705); be eligible to enroll in English 1A or higher and College Level Math by Fall 2018⁵; create their online First Semester Ed Plan; and commit to attending college full time (12-15 units for each fall and spring for a total of 30 units each year) and be determined to finish in 2 years or be college ready in one year.

Both the Pathways Initiative and the College Promise contain many core elements that are also featured in the California Guided Pathways project, of which RCC is a participant. The Pathways Initiative utilized block scheduling⁶, which identifies and sequences courses to help students complete their identified educational goals. In the first few years of the life of the Pathways Initiative, academic disciplines developed specific sequences within individual areas. Under the College Promise and Guided Pathways banners, block scheduling is a core component that influenced the creation of transfer, basic skills, and CTE pathways

³ The College Promise Program was created when Governor Brown signed AB 1741, which established the California College Promise Innovation Grant Program.

⁴ Essentially, students were eligible if they were from one of the college's three "feeder" districts (Alvord, Jurupa, Riverside), enrolled full-time (12 units including primary + winter), maintained a set GPA, and attended a certain number of workshops.

⁵ A Basic Skills Promise was available in the 2017-18 for students below college level in math and/or English.

⁶ Providing students with a pre-selected list of courses (sometimes including specific course sections) which allow for an efficient class schedule that will help students complete core general education courses in a timely manner.

which outline a two-year sequence of narrowed course options to improve student decision-making, course-offering efficiency, and student through-put.

The implementation of this model is an integral part of the college's strategic enrollment management plan. However, it is not enough to shift the college systemically to a Guided Pathways model of enrollment. With the advent of AB 705, the impending changes to the California community college funding formula⁷, and the dramatic reduction of basic skills coursework in math and English, the college must communicate and market Guided Pathways to the community and to the college's feeder schools as a cost-effective and time-effective option that will improve student retention, persistence, and success. This marketing needs to include not only outreach to potential students and the community but also in-reach to existing students.

The Guided Pathways addresses the needs of "on plan" and "off plan" students (students who have selected a pathway plan or students who have not yet selected one) in the General Education and CTE areas whose goals are to complete an associate degree program and/or to transfer to a university by offering clear program maps that economize student choices and promote efficient completion. The program maps divide a student's academic experience into four discreet fifteen-unit segments and identify clear milestones that help students achieve their goals. Though the system favors full-time enrollment, even for part-time students the Guided Pathways model offers more clearly defined course options that will help these students better navigate through their programs of study efficiently. That being said, the college's goal is ultimately to increase the number of full-time

students by incentivizing full-time enrollment for part-time students, getting them to their academic and career goals much sooner than their current pace allows. Of course, a significant portion of the college's student population will always be part-time due to individual student needs and wants, but the college administration believes that many students could be encouraged to take more units per term and perhaps move to full-time status if they could see the value of committing more of their time/resources when supported by the college's guarantee of a less congested system that will allow them to complete their educational goals more quickly.

Following the approval of AB 288, which "expands dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness,"⁸ the college is developing its dual enrollment offerings with local school districts (in math and other G.E. coursework) so that students in high school can graduate with college credit, the college can capture additional FTES offsite, and students who perhaps had not considered college will do so (ideally at RCC) and be able to move through their general education and major prep coursework in two years, with minimal bottlenecks.

As always, all enrollment management strategies and their overall impacts on access, equity, and success for all student populations, as well as the quality and academic integrity of programs and services, will need to be assessed as part of the

⁷ The new funding formula will include first year completion of transfer-level math and English as a metric, as well as degrees and certificates awarded,

and transfer rates.

⁸ Taken from the CCCC's AB 288 Guidelines from March 2016.

college's larger strategic planning goals.

Enrollment Management Principles

In alignment with the Educational Master Plan, the college's strategic enrollment management decisions will be guided by the following principles:

1. Decision making should be focused on student access, student equity, student success, and institutional efficiency, as well as the quality and academic integrity of programs and services.
2. The college must facilitate students' successful completion of their chosen pathways by aligning course offerings in schedules that demonstrate efficient use of space and exhibit a student-centered distribution of courses by time and modality.
3. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
4. Strategic enrollment management will be responsive—rather than reactive—to periods of both contraction and growth. Planned growth can allow for planned cuts; and a systematic, coherent, student-centered mechanism for balancing the multiple missions of the college during times of contraction is essential.
5. Any expansion of offerings to facilitate access, equity, and success—for example, offering sections on weekends and expanding evening offerings—requires the college to offer students access to full college support services at those times, keeping the focus not on course access alone but on the support necessary to facilitate student equity and success.
6. The plan supports front-loading the dissemination of information about academic programs and support services available to students during recruitment/outreach and the enrollment process so that current and prospective students are able to make informed decisions.
7. The college must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratios for each discipline.
8. The college is committed to using good qualitative and quantitative data to inform discussions and decisions and to improve efficiency.
9. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
10. The plan must comply with the external demands of accreditation standards and state-mandated metrics while also remaining consistent with RCCD collective bargaining agreements.

SWOT Analysis

This SWOT analysis of factors that are influencing the college's enrollment in general and enrollment management in particular was developed by the Strategic Enrollment Management Plan workgroup and is based on information currently available from the Office of the Vice President of Academic Affairs, the Office of the Vice President of Business Services, the Office of Institutional Effectiveness, the California Community College Chancellor's Office, RCC and RCCD strategic planning and accreditation documents, and other relevant external resources. This analysis and the strategies and operations that result from it will be evaluated and assessed annually by the college's responsible administrators and teams and modified as needed based on established goals and outcomes.

Strengths

- Exceptional students, faculty, staff, and administrators
- Institutional history and 100-year reputation
- Name recognition in and connection to the community
- Local/regional partnerships
- Successful and well-respected Arts and Athletics programs
- Diverse, engaged, and dynamic student population in degree, transfer, and CTE programs
- The variety of majors, degrees, and certificates offered
- CTE programs
- The college environment itself, including the campus architecture, extracurricular student activities on campus, and the like which encourage students to engage with the RCC community outside the classroom

- Centralized location in the county
- Affordability (with the Promise, etc.)
- Outreach efforts, such as Tiger Roar outreach
- Growing international student population, which provides additional funding on campus
- Strong and growing Riverside Community College District Foundation

Weaknesses

- Inefficient scheduling and registration processes
- Difficulty in adding course sections in high demand areas to meet student demand due to faculty and facility limitations
- International student funding uncertainty
- Inadequate enrollment management tools and technological infrastructure to support them
- Information Technology, such as stressed/maxed hardware (servers, etc.), compatibility and communication between multiple software products, the college website, etc.
- District Human Resources, including the inefficient processing of employee applications, communication with college faculty and administrators, delayed job postings, etc.
- Parking, physical access to all RCC educational facilities
- Current physical infrastructure to support planned growth
- The hiring process for administrators, staff, and faculty
- Classroom space/room utilization (MTSC labs, Quad classrooms, etc.)
- Size, breadth of the college and what all its people are doing, inefficiencies

- of scale
- Program confusion (Pathways, Promise, Guided Pathways, etc.)
- Student confusion when encountering the overall Orientation and Counseling process

Opportunities

- Regional growth and local population density (primarily adult learners)
- Strong community need for RCC's programs and services
- Diversity of the regional community
- Improving technological infrastructure through development of the EduNav student portal, weekend college, and student support services (to help with the advent of AB 288 and AB 705)
- Local universities, colleges, and industry/workforce partnerships
- Strong feeder districts, supportive of the college
- Significant investment is being made to improve RCC facilities
- Increased development of Guided Pathways to the CSU and UC systems
- Improved (coordinated) marketing and outreach efforts
- Supportive community, bond measures, etc.

Threats

- Reputation about class availability and student parking
- A falling regional high school feeder population
- The region's remarkably low college-going rate
- Facility uncertainty
- Reputation of our hiring processes

- Other colleges have earlier registration dates⁹
- Private colleges with better marketing and matriculation support
- For-profit colleges may make a resurgence in the given political climate
- The economy, as always
- Students may go somewhere else if RCC can't provide them the courses they need
- Better scholarship opportunities at universities

⁹ The college is beginning to address this issue through two-term enrollment, but may need to take

additional steps towards annual registration.

Demographics and Equity Overview

The college enrolls students from a large geographic area. For the purpose of the Strategic Enrollment Management Plan, the County of Riverside has been defined as Riverside Community College District’s service area. Riverside County—and the City of Riverside—is a very diverse area racially and ethnically as well as socio-economically. In general terms, according to the June 2018 RCCD Environmental Scan, the region served by the Riverside Community College District is expected to grow substantially in the coming decades, offering a wealth of potential students to the district.

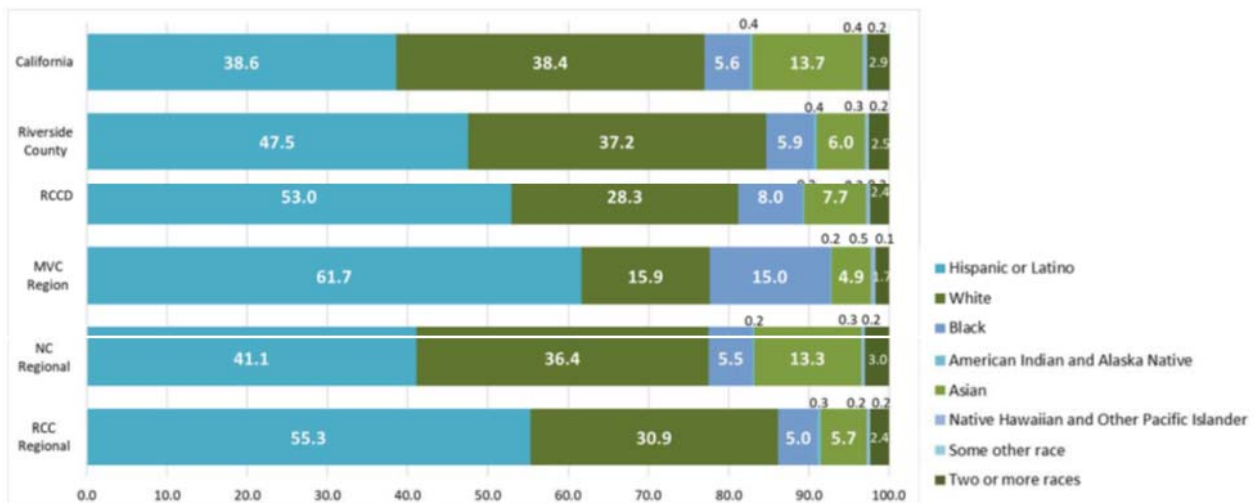
Data on student access indicate the ethnic/racial and special population groups that often lack proportionate representation in higher education institutions are well represented in the college’s service area. In the table below, taken from that same Environmental Scan, one can note the ethnic breakdown in the county, the district, and its three colleges.

As one can see in the chart below, Riverside City College’s student body reflects the diversity of the local community and therefore the college is confident that enrollment access is not a significant

concern. However, the college must continue to collect data and to research proven methods for outreach to Foster Youth, veterans, and college-age males in its service area. Furthermore, the college must continue to track the general student population’s enrollment and successful completion of certificate, degree, and transfer programs.

As noted in the college’s Educational Master Plan and the Student Equity Plan, addressing student equity gaps must be a core concern of every initiative and plan across the college, and thus all the enrollment management principles and strategies detailed in this plan aim at raising the general level of success as well as reducing the equity gaps between the most successful groups and the college’s African-American, Hispanic, Native American, and Foster Youth students, all of whom have had substantially lower rates of success. Revising and streamlining college enrollment processes and implementing new enrollment strategies will help reduce the obstacles that have been identified as being particularly insurmountable for the most underserved students and will provide a more supportive and conducive learning environment for all students.

RCC is fully committed to establishing an effective, campus-wide culture of outreach that will allow it to surround



students in targeted equity groups with the academic, instructional, self-affirming, and direct support they may need in order to stay engaged in campus life, successfully enroll in courses, earn degrees/certificates, and even transfer to colleges and universities in a timely manner. Counselors, educational advisors, faculty, and peer equity advocates must undergo training to work together as Equity Teams using a caseload management system which divides students along discipline, departmental, and/or program lines or according to a student's participation in a campus equity program. This is especially critical given that the college's faculty do not match the community demographics or the demographics of the student population. Thus faculty and staff must work hard to build trust and supportive advocacy and mentor-driven relationships between faculty, counselors, and students. When college faculty, staff, and administrators collectively make this intentional outreach their mission, they are all responsible for students' successful completion of their educational goals. This plan will hopefully articulate how strategic enrollment management itself can play a vital role in the college's effort to serve the community and close equity gaps.

Curriculum, Scheduling, and the Academic Calendar

The college has a comprehensive and flexible curricular foundation with which to serve its diverse students and their ever-changing needs, and it works continually to serve the best educational interests of its students. The curriculum at RCC is quite broad in its scope, covering everything from vocational training to associate degree and transfer coursework in its five academic divisions: Languages, Humanities, and Social Sciences; STEM and Kinesiology;

Fine and Performing Arts; Career and Technical Education; and the School of Nursing. In the District, the college offers a great variety of programs, each of which brings its own enrollment challenges and opportunities.

However, there are several obstacles to an efficient delivery of the college's curriculum to maximize student enrollment and FTES generation, including specialized programs with enrollment or facilities limitations, the college's current method of scheduling classes, the reluctance of part-time students to enroll full-time, and the academic calendar itself (e.g., holidays, term start and end dates, etc.). The college's curricula must be offered in such a manner that it meets or exceeds its FTES targets, provides all necessary coursework for both part-time and full-time students to complete their educational goals, and yet maintains fiscal viability, especially as it relates to facilities usage and faculty salary costs in the delivery of that curriculum.

Responsive Scheduling

A strong curricular foundation is not enough for the college to remain a viable educational institution and achieve its strategic goals. The college must improve the delivery of its curriculum through responsive scheduling. Responsive scheduling involves close monitoring of enrollment trends for given full or intersession term and then adjusting the course offerings of said term to maximize enrollment, to fulfill program needs, and to meet student demand. The concept of dynamic pricing in the air travel industry offers a viable analogy to better understand responsive scheduling. In short, the prices for airline tickets fluctuate constantly based on demand, availability, and the proximity of the traveler to his or her travel date. So too must the college's scheduling adjust constantly to meet the college's best

estimation of student demand, which can be discerned through analysis of data gathered from waitlist fill numbers, the rate at which courses fill, known program and/or transfer requirements, prior term enrollment and completion figures, student demand surveys, and the like. Understandably, this analysis—conducted by the Office of Institutional Effectiveness (OIE)—is predictive in nature and thus cannot be expected to be exacting in its accuracy; the OIE will simply provide department chairs and division deans with more precise data analysis to help them make more informed decisions closer to the start of academic terms.

Such responsive scheduling will need to include some adjustments that fall under the subcategory of “last minute demand,” which will require faculty and facilities to be able to adapt to changes in course offerings quite proximal to the start of term. Within just a few weeks of the term’s first day of instruction, department chairs are used to canceling low-enrolled and/or slow-filling sections and adding a few new ones based on waitlist demand. However, using the English discipline from the fall 2018 term as an example, a larger than usual number of English 50 sections were cancelled and an equal or greater number of 1A sections were added. This required the department chair and IDS to revise teaching assignments of full- and part-time faculty quickly, those faculty to prepare new syllabi and order new textbooks close to the term’s advent, the bookstore to expedite the processing of those textbook orders and returns, and students enrolled in the cancelled classes to find new sections that will serve their needs. Though this places intense pressure on the enrollment service and support infrastructure across the college, if done correctly, more students will get the classes they need, facilities will be able provide the necessary support to house and service the new

courses, full- and part-time faculty will have full classes to teach, and the college will be able to maximize its FTES generation.

Despite the fact that responsive scheduling is and will remain vital to the college’s academic and fiscal health, there are barriers and/or downsides to this approach. First, early printing of class schedules and catalogs may reduce the college’s ability to be flexible and responsive in its offerings. Students will likely feel frustration that advertised courses remain active long enough for some—but not enough—students to enroll in it, only to have it cancelled quite close to the start of the term. Of course, those few students who are harmed by cancellations due to responsive scheduling will be outnumbered by the many students who will be served by the creation of new course sections to alleviate waitlists and meet widespread student need. Another potential drawback to responsive scheduling is the demand placed upon Facilities to provide the infrastructure to serve those course sections. If a high demand course requires specialized facilities and/or equipment, that limitation may hinder the college’s ability to add additional sections of that course. Another potential hindrance is inaccurate or incomplete local/regional data, which can make predictive scheduling a real challenge and thus place too much demand on responsive scheduling. While the data issues are typically the result of inadequate statewide or national databases and/or the unwillingness of institutions to share data with RCC and not the fault of the college’s Office of Institutional Effectiveness, department chairs are concerned that the inability to access the information they require harms their ability to make the best academic decisions for their students. All of these factors can and will affect strategic enrollment management. The most effective policies and procedures outlined in the

operational section of this plan must take into account the variety of factors that influence course offerings.

Multi-Term Enrollment Scheduling

The college administration has discussed a desire to produce an annual schedule of classes for the last few years so that students will have the ability not only to plan precisely their course load for the academic year (beginning with the summer intersession and ending with the spring full term for most students) but also to enroll in those courses. The college has taken a powerful step towards that ultimate end goal by producing a single Schedule of Classes document and one enrollment window for the winter intersession and the spring semester 2019. It will do the same for the summer intersession and the fall semester 2019. The belief is that this will improve persistence rates by eliminating a common “exit point”—that moment when a student is enrolled in a given term and not enrolled in the next one and thus not necessarily committed to continue his or her education. Ideally, a student will begin a full academic term (fall or spring) already enrolled in courses for the following full term (spring or fall), not just the intersession, of which many students do not take advantage. He or she will thus have even more of an impetus to advance in his or her academic career and complete established educational goals.

Currently, there are challenges to year-round scheduling. First and foremost, the college’s informational technology does not facilitate easy generation of class schedules well in advance of the term. While department chairs are free to create schedules (which courses in which rooms assigned to which instructors), if each of those sections does not have an assigned

five-digit course code, then not one further step can be taken in Colleague: faculty cannot be attached to that course for teaching assignment approval and payroll processing, students cannot enroll in the course, rooms cannot be assigned, textbooks cannot be ordered and made available to students in the bookstore, and so on. Obviously then, if the course codes are generated a year in advance (the entire academic year’s course codes provided to chairs in late fall of the previous academic year), a great deal of enrollment stability and predictability will follow. This is vital to the college’s efforts to improve student completion, close equity gaps, maximize efficiency, and meet or exceed FTES targets every year. As well, year-round scheduling will identify any challenges to that list of goals and provide substantial time to address them.

In addition, on the surface, year-round scheduling may seem antithetical to responsive and “last minute demand” scheduling discussed earlier, but they in fact work in concert with one another and the former will almost certainly reduce the need (or at least extent) of the latter. If year-round scheduling comes to fruition, it will provide incredibly useful predictive data for department chairs and division deans and also significantly more lead time to make changes in the upcoming term’s course offerings. Responsive scheduling will always be a necessary part of the college’s enrollment management strategy, but chairs and deans will have the luxury of time, which is absolutely vital to effective enrollment management.

Delivery Modes

The Course Delivery Decision Model¹⁰ developed by researchers at Middle

¹⁰ “How Should I Offer This Course? The Course Delivery Decision Model (CDDM),” by Brinthaup, Clayton, Draude, and Calahan, published in

MERLOT Journal of Online Learning and Teaching, June 2014.

Tennessee State University offers micro- and macro-level decision making trees to decide which delivery mode is best for a given student population to achieve learning outcomes of a given course. Modes discussed in their research vary from web-enhanced to hybrid to asynchronous and synchronous online instruction, and even accelerated. The writers make the following assertion about the primary of student learning in delivery mode decisions: “These assumptions include that the learning outcomes should be considered individually rather than simultaneously, that the domains of a course (i.e., content, activities, and assessment and feedback) should be considered separately rather than together, that delivery mode decisions made for individual learning outcomes should not influence the decisions for other outcomes, and that there are only three major delivery options [face to face, hybrid, and fully online].” The researchers note that too often decisions about delivery mode in higher education prioritize financial considerations over pedagogical concerns (i.e., optimized learning outcomes), though this is not typically the case at Riverside City College. In fact, due to differential funding and success/retention rates based on delivery mode (which means a fully online section of a course produces less FTES and thus less funding than a brick-and-mortar course, even if enrollment numbers are the same), the college is currently incentivized to emphasize face-to-face instruction. If the college wishes to expand its online offerings due to pedagogical and physical resource concerns, it will likely want to advocate at the state level to eliminate differential funding based on delivery mode. In the end, the balance between fiscal and pedagogical outcomes is delicate as both considerations are vital for the health of the college. Thus, the balance requires clear guidelines, which will be outlined in the operational section of

this plan.

College Catalog Updates

Currently, course proposals which finish the curriculum approval process early in the fall term will be added to the catalog in the following year. To improve and clarify its stated curricular offerings, the college has evaluated how and when the college catalog is updated and made some changes, as outlined in the “Curriculum Review, Catalog, and Addendum Timelines” memo from the Vice Chancellor of Educational Services and Strategic Planning for RCCD. Now that the district (and thus, the college) has committed to multi-term enrollment scheduling, the lag between curriculum approval and formal catalog updates will be reduced. This will ensure that when students enroll well in advance of an academic term, any course which they select will indeed be active, approved, and articulated with transfer institutions such as the California State University and University of California systems.

The negotiated academic calendar influences student enrollment and FTES generation. According to “Alternative Calendars: Recommendations and a Progress Report” by the Academic Senate for California Community Colleges, the college’s compressed calendar, which allowed for the creation of a winter intersession, offers several advantages and disadvantages. Among the advantages, the later start in both fall and spring may foster increased enrollment; a majority of students prefer the reduced number of weeks in major terms; the fall semester starts at least one week later than a full, 18-week term would and ends prior to Christmas, which is not always the case; the larger gap between fall and spring terms allows for an additional intersession; through both intersessions and both full terms, a student can complete three semesters’ work [36+ units] in one academic year; for full- and part-time faculty, two

intersessions allow for additional opportunities for extra pay; there is a longer break between the primary terms; and no instruction time is lost due to lengthened class meetings.

But there are certainly disadvantages to calendar compression. Among those disadvantages, it offers only one a single summer session rather than two; it increases the required weekly student contact hours of courses and thus faculty; not all students favor extended class meetings, nor are those meetings going to be the best learning mode for some students; it compromises classroom scheduling due to longer meeting times¹¹; some special programs and activities [such as Nursing, vocational programs, Athletics, etc.) may require modified, off-grid schedules beyond or because of the shortened semester.

While it is highly unlikely that the college will move away from its 16-6-16-6 compressed calendar format due to lack of interest, greater awareness of the dynamic effects of compression will allow all constituents—especially counselors, department chairs, and division deans—to mitigate the disadvantages and to exploit the advantages.

Information Technology¹²

Information technology directly influences the college's enrollment management, from schedule creation to marketing and recruitment to enrollment and progress. As such, administrators, faculty, and staff must be mindful of the various IT mechanisms the college uses to attract, enroll, and track students, as well as the role IT can play in

¹¹ This may be offset by additional courses offered in the additional intersession. An analysis by the Office of Institutional Effectiveness will be necessarily to make a final determination.

improving the college's enrollment efficiency and efficacy.

Enrollment Management Dashboard

The EMD is a live, continuously updated database in Excel format to which faculty and staff can request to have an access link installed on their office computers. It contains extensive data down to the section level for all academic terms and for all academic disciplines in the district, allowing for excellent comparative analysis. It is worth noting that the EMD is informational only, so users do not have the ability to modify any data contained within.

The EMD is a vital source of information for tracking enrollment trends, fill rates, efficiency ratios, full-time and part-time load, retention, success, and so on. But with such extensive data available at the ready, training is a must for the Enrollment Management Dashboard to be of use to those who have access. Familiarity with Excel, pivot tables, exporting processes, and the like are crucial to maximize what the EMD has to offer. Such training is rare, however, and must be corrected through targeted professional development activities.

CurriQunet META

The college uses the online curriculum management system CurriQunet META to develop, review, and approve academic courses and programs. Faculty are able to construct new course outlines of record (CORs), provide opportunities for discipline and department faculty to review those CORs, and record and track the curriculum approval process. It also contains a searchable database to provide to current, historical, and draft course outlines of record (CORs). META is a considerable

¹² Once the college and district adopt a new Enterprise Resource Planning software system in the near future, many elements of this section will need to be revisited.

improvement from the original CurriQunet, giving faculty a more intuitive, user-friendly interface, as well as greater access to more information about individual CORs and programs across the college, current and archival.

That being said, familiarity with META cannot remain the sole purview of department curriculum representatives. The college needs to encourage—if not require—more widespread training of all faculty in the navigation and use of CurriQunet META, especially department chairs. This will help ensure greater feedback (and tracking of feedback) by discipline and department faculty during the course approval processes, which will promote more effective course creation and revision and thus a more efficient and precise curriculum.

25Live

CollegeNET's 25Live software helps IDS staff construct the academic schedule by assigning sections to rooms and searching for available rooms which may be able to host unhoused sections. It likewise provides information about room capacity limitations, which should help the college determine if its academic courses are using facilities as efficiently as possible. Currently, however, 25Live is not an ideal online software package for IDS use. At times, it does not properly communicate with Colleague, certain tasks have to be completed one at a time (which is inefficient), and it can be glitchy. Another issue is that the college uses multiple software programs, 25live and Colleague, to manage rooms. In nursing, for example, all of rooms are entered into 25live, not Colleague, which it makes it very difficult for IDS's outside of Nursing to schedule rooms here without waiting until the Nursing staff manually enter all of its classes into R25. Clearly, this is not efficient. The college would benefit greatly by having on one program that works across

campus. On top of that, IDS's have not had formal training in the use of the software platform, relying solely on other, more seasoned IDS's to walk them through usage. One IDS, with over ten years of experience in the position, has yet to receive any substantive formal training in the program's use. If the college wants to maximize IDS efficiency in scheduling and reducing scheduling errors/conflicts, more formal training would of all IDS's would certainly be a meaningful step in that direction.

WebAdvisor and MyPortal

Ellucian's WebAdvisor (and its sister program Colleague) have been the primary user interface for faculty and students since the college switch to online record keeping in about 2005. In that time, it has served the basic information technology needs of faculty and students, but the software has proven limited, if not fully problematic, in its ability to meet the needs of the college and the District. As an example, students can search for classes, add or drop as needed, make changes to their personal information, and the like. Faculty can access basic student information, make use of authorization codes, drop students, approve teaching assignments, adjust office hours, and so on. But that's about it. Those are basic services, but the college needs its student and faculty to have more nuanced access to enrollment information to improve their retention, success, and persistence.

Addressing a few of these limitations, the District has launched MyPortal, the new innovative web service which gives students, faculty, and staff access to college services, such as registration, grade reports, financial aid status, distance education courses, and student emails, as well an avenue to communicate with instructors. Faculty, especially Counselors, and educational advisors will eventually also be able to see what programs students are

involved in, view their schedules in a user-friendly grid format, and more. (In fact, students and faculty will both be able to see their schedules in a calendar grid format.) Faculty may be able to use MyPortal's Gradebook and Attendance features. Students may also be able track their own attendance, as long as faculty input attendance data in a timely manner.

In the end, WebAdvisor and MyPortal must be integrated with or subsumed by EduNav's Student Academic Planning Software, discussed below, to improve enrollment management,

Assist.org

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is a computerized student-transfer information system that can be accessed via the internet. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is contains course articulation information for colleges and universities throughout California, which helps it provide the most accurate and up-to-date information available about student transfer between the University of California System, the California State University System, and California Community College. While it provides students and faculty with a great deal of articulation data, the site does not fulfill the role of academic counselor at the college; instead, it is designed to assist students and counselors to work in tandem to create a student education plan that will allow the student to transfer from a public California community college to a public California university. Sadly, it is currently not integrated with WebAdvisor or Colleague, which hinders its ability to improve enrollment efficiencies for students and faculty.

Assist.org is being updated to Assist NexGen to be available to public in May

2019 with new reporting options, a new approved look, and greater user efficiency. Assist has been difficult to navigate, and the new site should improve transfer efficiency. At this time, most recent articulation and new courses are NOT available to the public until the Next Gen rollout.

SARS GRID

Many programs on campus utilize the SARS GRID online appointment system, which provides students the opportunity to manage their own appointments and counseling staff to make, reschedule, and cancel appointments. This system is utilized in counseling for booking appointments and maintaining student contact records that are uploaded for MIS reporting. There are additional features that would help with efficiency associated with SARS, including the ability to register and track drop-in unscheduled visits. Counseling is looking into the texting feature.

EduNav

The District initiated a three month pilot phase with EduNav in July 2017 to test the potential of EduNav's Student Academic Planning Software to meet the District's needs, determining at the end of that pilot that EduNav met the district's expectations and was appropriate for the three colleges going forward. In brief, EduNav is an algorithm-based system that the District hopes will update its current student information systems, which have not changed in a very long time and are completely disconnected from the matriculation requirements information and are therefore quite inefficient. In other words, WebAdvisor and Colleague do not coordinate with Assist.org and thus do not optimize or streamline a student's path to completion and/or transfer. EduNav has begun working with District IT to install the virtual appliance and has worked hard over

many months to integrate EduNav with the District's student information system and degree audit data.

The District adopted multiple software solution options from EduNav. First is SmartPlan, which assists students in choosing the right career or degree and then calculates the optimal pathway to these goals, automatically recommending courses for each term leading to on-time completion. Students have the opportunity within SmartPlan to input their goals, target credits, schedule constraints, and personal preferences. SmartPlan likewise can distinguish between part-time and full-time students. In sum, there is a great deal of flexibility based on student priorities and scheduling restrictions. This information and the generated student education plan then integrate with EduNav Registration, which automatically selects course sections with available seats so that time to graduation and/or transfer is minimized while also providing a convenient, student-centered schedule.

For department chairs and division deans, EduNav offers Optimize, "which aggregates and analyzes all the student plans to optimize the institutional class schedule, assuring courses have enough capacity and eliminating excess where it is not needed."¹³ As the student proceeds through his or her educational career, EduNav Degree Audit "will allow students, advisors, and administrators to compare a transcript against the degree and/or certificate requirements plus an editor that allows institutions to create and modify the degree requirements and policies in the service." In other words, students and the college will be much more precisely aware of which students are on track to graduate and/or transfer and what courses are needed to reach his or her education goal, as well as adjust those requirements as needed (for

example, customized tracking of a student's progress in completing the Honors Program's five seminars requirement at a set minimum GPA). Lastly, EduNav Completion Analysis "tests every student against the requirements of every degree offered by an institution, providing for each student a list of degrees where the student has already met the requirements plus the next three degrees the student is closest to completing." Students and Counseling, using Completion Analysis, will be able to provide students will more information about degrees they have earned or can earn with only a few additional courses. This will promote graduation and even more degrees award to the college's students, giving them great transfer and employment prospects with, ideally, minimal additional work or time commitment.

In its early phase, of course, EduNav will surely have issues, but the software provider and the district administration is encouraging faculty, chairs, deans, and students to trust the algorithms in order for EduNav to have the best chance of success. EduNav roll out will be a long and ongoing process. And while it shows great promise, there is no clear sense of if or when EduNav's capabilities will come online. In addition, there are some concerns regarding how EduNav will work for students with alternative educational goals and different notions of success beyond graduation or transfer.

Distance Education

To serve the college, the District's Distance Education division provides educational technology to the college, faculty, and students to support the delivery of online-based courses and services; professional development and training for faculty; and Canvas management, production and

¹³ "EduNav Master Service Agreement for Riverside

Community College District," 16 January 2018.

problem solving. In its first inception as OpenCampus, the District's online instruction platform was Blackboard. But that course management system was fully phased out in December 2018 and replaced with Canvas, which has a wider range of tools to offer instructors.

Just to list a few upgrades that Canvas will be providing distance education instructors, the Canvas learning management system (LMS) makes it easier for faculty to upload and share videos, release course content to students based on individual performance, grade student work within the LMS without having to resort to outside digital providers such as Turnitin.com, and assess and measure student learning (and link those measured outcomes to accreditation). Clearly, this new LMS will greatly improve the delivery of instruction in the online environment, and one can comfortably assume that this will improve student retention and success in web-enhanced, hybrid, and online courses, the latter of which has statistically struggled with such student metrics.

An intuitive, engaging, and comprehensive online learning environment is integral to the college's mission of providing access to quality education and helping students achieving their educational goals. Historically, a variety of national and regional studies have shown that university students in online courses have higher success rates than students in their brick-and-mortar counterparts. However, the opposite is true for community college students. In nine separate studies performed by Columbia University, researchers found that community college students are substantially more likely to withdraw or fail in online-only classes; and even more importantly, they are significantly less likely to earn associates degrees or transfer to four-

year institutions. According to the *New York Times*, community college students lack confidence and competence to succeed in the online environment as they are unprepared or underprepared to learn, have difficulty managing their time, and have yet to establish competency in fundamental skills courses like math and English. That is certainly the case at Riverside City College.

But online, hybrid, and web-enhanced instruction are here to stay and offer the college some incentives to improve student success and retention rates. First and foremost, in an institution that has minimal immediate opportunities¹⁴ to house additional classes in brick-and-mortar classrooms, online instruction offers the college the ability to add new sections of courses without having to find a room for it. Even if online instruction were to expand by a mere 3% of the college's annual FTES allocation, that would be roughly 450 additional FTES. This fact cannot be ignored. That being said, the college cannot generate FTES at the expense of student success and pedagogical integrity, and differential funding (as discussed earlier) disincentivizes the college from growing its online offerings if equal or greater brick-and-mortar growth is still viable. Likewise, the college must have uniform course caps for online, hybrid, and brick-and-mortar classes. With all of this in mind, any efforts to expand instruction—online or face-to-face—must balance student success, faculty workload equity, and the fiscal impact of mode of delivery. If the retention and success rates of online students improve substantively, then the college will reap the fiscal rewards it needs. If not, then online instruction does the college's students a disservice and must be evaluated and revised to improve its outcomes.

for some years.

¹⁴ Such opportunities are coming, as noted the Facilities Master Plan, but they will not be arriving

The College Website

The current website for the college runs off of Microsoft's SharePoint platform, which is primarily a document management system that integrates with Microsoft Office but is being used less than effectively as a website design interface. While it is an adaptable program that can facilitate internet design, it does not have an intuitive or user-friendly interface. Likewise, most departments and programs across the college have appointed faculty or staff to handle designing and updating their individual subsites on the rcc.edu main site. (As an example, a junior faculty member in the English & Media Studies Department is responsible for the design and content of the department site. Another example would be the Honors Program, whose site is managed by one of the program co-coordinators.) This is untenable given the prominent role online engagement plays in the college's student population. Simply put, the website is suboptimal in its design and too often is a hindrance to students' and parents' information gathering. The website, instead, should be a valuable source of knowledge for current and future students and their families, and a key part of the marketing/outreach efforts of the college as whole and programs and services in particular. If it is not functioning in those capacities, the reputation of the college as an institution of higher learning is damaged; this will almost certainly result in lost enrollment opportunities. And when the margin for error in achieving FTES targets is razor thin, lost opportunities may end up costing us invaluable FTES.

The college has selected the firm iFactory to design its new website so that it can function as engagement tool for a wide range of prospective students, their parents, the community, and potential donors; explain the programs and pathways offered for each constituency in a way that makes

sense to them; focus more on marketing the organization (i.e., telling RCC's story, showcasing the college's outcomes, highlighting the entry points of educational paths that ultimately lead to success); empower internal stakeholders to take ownership of content and to value the website as a useful communication tool; and create an exciting, compelling, and unified site experience that balances professionalism with authenticity and has the ability to scale up. As well, the college approved a webmaster position that is expected to be filled in the coming months.

The new website is expected to launch by December 2019.

Outreach and Marketing Strategies

Riverside City College Outreach is committed to serving, educating, and developing the college's community. Outreach staff empower students to achieve their academic and occupational goals by guiding them through the college process. RCC Outreach staff provides a number of services to prospective students, high school counselors, career technicians, teachers, and other school personnel. Outreach offers presentations to local schools and community-based organizations, participate in career and college fairs, and schedule campus tours to increase familiarity with the college. Students who need support in submitting a college application, accessing and using their Web Advisor or email accounts, and course registration please visit RCC Outreach in the Welcome Center located in the Kane Building or contact its staff by calling 951-222-8574 or emailing them at outreach@rcc.edu.

Improving "success" in terms of the number of degrees and certificates delivered, transfer rates, and skill building that allows for better income and increased job

opportunities is central; however, the college also emphasizes the students' qualitative experience throughout their entire career at RCC, from the moment they encounter RCC's outreach teams to the time they prepare to transfer or apply for a job.

In the area of Career and Technical Education (CTE), RCC has a myriad of outreach programs with the unified school districts. For example, in fall 2015, RCC offered a welding course at Nueva Vista High School in JUSD. This course provided a pathway for students into RCC's welding program. RCC's Automotive Technology program likewise is working with the Corona-Norco Unified School District (CNUSD) to provide a pathway from high school into the automotive associate degree program. RCC's Automotive Technology program is also partnering with other community college districts and the Riverside Transit Authority to establish an alternative fuels and green initiatives regional program. The college, as a result of CCAP (AB 288), will be expanding its dual enrollment efforts, utilizing the CTE programs' experience and history in offering dual enrollment to inform those efforts.

CTE wants to create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education. It would be beneficial for those implementing CTE outreach to make sure all available materials are fully up-to-date and provide consistent branding of all outreach efforts going forward.

The outreach efforts of the Music and Communication Studies disciplines can function as an example of how most academic disciplines conduct outreach: it is mostly internally conducted. For example, the Music Department hosts a number of events on campus for high school and junior

high school students, including a two-day Concert Band festival for up to 3,000 students; two choir festivals for up to 1000 students; two Marching Band competitions for up to 5,000 students; a two-day Jazz festival; honor ensembles; and more. In addition, the music faculty personally visit over thirty high school each year. In a similar fashion, Communication Studies performs the bulk of its own outreach. As examples, the discipline advertises academic support to its students (i.e., the Center for Communication Excellence), upcoming events of interest to its students (i.e., major specific workshops, its intramural tournament, etc.) and course offerings via mass emails to declared Communication Studies majors and via individual faculty in classrooms. Likewise, all part-time and full-time faculty are emailed multiple times each term and are asked to share upcoming, relevant information with students. In addition, tutors from the Center for Communication Excellence visit classrooms to advertise the academic support. Communication Studies representatives have participated in Welcome Day and other recruitment events hosted by the college. Faculty have created an Associate Degree for Transfer which all faculty are abreast of and asked to include in their syllabi. Newly created program maps and brochures are distributed to students, and Communication Studies is one of three disciplines piloting the use of program map within the EduNav system. STEM/Life Sciences disciplines, which perform similar outreach as those listed for Com Studies, adds one further component: they engage in partnerships with regional universities and STEM-related industries to foster undergraduate research experiences (internships, visits, student research activities, and the like).

Outreach continues to be fundamental for college enrollment growth. Currently, Riverside City College participates in and

facilitates a number of partnerships with local area high schools. Specifically, Outreach specialists schedule parent nights at each high school within Riverside Unified School District (RUSD) to review the RCC application and orientation processes as well as to provide an overview of available services for incoming students. As the college step up its implementation of college courses within its partner high schools, the need to provide outreach is increasing. In that regard, CTE anticipates working closely with the Outreach Specialists to provide information about CTE programs and walk students through the enrollment steps. The college anticipates that the newly hired CTE Educational Advisor will also work closely with the Outreach staff to promote degrees and certificates in various occupational programs. Moreover, the Outreach office plans on utilizing this position to provide in-reach services to current RCC students in hopes of recruiting students into CTE programs.

In addition to the aforementioned activities, Outreach facilitates the RCC student ambassador programs presently centered mostly in the Welcome Center. However, the student ambassador program has undergone dramatic reduction in staffing, which has harmed its ability to serve the college's incoming students. To better serve all college programs—including but not limited to CTE—the college must expand its student ambassadors program and keep it focused solely on the pre-enrollment services at the high schools, outreach, and tours at RCC.

The college also needs greater awareness of the individual outreach efforts across the campus like those listed above, and to take advantage of economies of scale, the college needs to centralize as much of the outreach as possible to avoid redundancy or oversaturation and create a master outreach calendar of recruitment efforts. Programs

which perform—or should perform—greater outreach efforts across region need to understand better how funding for/of programs is connected to outreach efforts and convey that understanding to constituent groups.

As well, the college must offer greater consistency—and a consistent level of professionalism—across these various efforts. Branding matters, as does outreach efficiency/inefficiency. If the college expects to grow its population of adult learners (identified earlier as the primary target going forward due to declining regional high school enrollments), then new forms of outreach to such learners will be absolutely vital to the college's success. And to maximize enrollment of regional high school students, the college must target high school juniors more than just seniors in spring.

The Scheduling Grid and Guidelines

The grid on the following page was developed with an eye towards room efficiency, but it also has the potential to create conflicts with overlapping classes. The college needs to balance utilization with a student friendly schedule and explore under what conditions it needs to prioritize one over the other. At times, the college's prioritization may be unfriendly to a few students but may be friendly to the general population. There might be unique situations—like in Athletics, CTE, Honors, and Fine and Performing Arts—for scheduling off-the-grid classes to help students accomplish their goals, maximize facilities utilization, and minimize harm. In order to regulate such off-the-grid scheduling, the plan provides well defined guidelines which indicate when exceptions to the schedule grid are viable and justified.

Catalog Hour	54	54	72	72	90	90	90	108	108	108	use with only other blocks	18	36
Lecture Units	3	3	4	4	5	5	5	6	6	6		1	2
Lab Units	1	1	NA	NA	NA	NA	NA	2	2	2		NA	NA
Target WSCH	3.4	3.4	4.6	4.5	5.6	5.6	5.7	6.9	6.8	6.8	1	1.3	2.3
Days/Week	2/Week	1/Week	2/Week	1/Week	4/Week	2/Week	3/Week	3/Week	4/Week	2 Day/Wk	1/Week	1/Week	1/Week
Actual Minutes/Day	85	170	115	225	70	140	95	115	85	170	50	65	115
Minutes (including break time)	85	190	125	255	70	150	95	125	85	190	50	65	125
Any Contact Hour beyond 50 minutes is a fraction of 50 minutes. Break time of 10 minutes is included in the multi-hour class and may not be accumulated at the end of the class.	Day	Day	Day	Day	Day	Day	Day	Day	Day	Day	Day	Day	Day
	8:00-9:25	8:00-11:10	8:00-10:05	8:10-12:25	8:00-9:10	8:00-10:30	8:00-9:35	8:00-10:05	8:00-9:25	8:00-11:10	8:00-8:50	8:00-9:05	8:00-10:05
	9:35-11:00	11:20-2:30	10:15-12:20	12:35-4:50	9:20-10:30	10:40-1:10	9:45-11:20	10:15-12:20	9:35-11:00	11:20-2:30	9:00-9:50	9:15-10:20	10:15-12:20
	11:10-12:35	2:40-5:50	12:30-2:35		10:40-11:50	1:20-3:50	11:30-1:05	12:30-2:35	11:10-12:35	2:40-5:50	10:00-10:50	10:30-11:40	12:30-2:35
	12:45-2:10		2:45-4:50		12:00-1:10	Alt TU/TH 12:50-1:50 College Hour	1:15-2:50	2:45-4:50	12:45-2:10		11-11:50	11:50-12:55	2:45-4:50
	2:20-3:45	Alt	Alt TU/TH 12:50-1:50 College Hour		1:20-2:30		3:00-4:35		2:20-3:45	Alt	12-12:50	1:05-2:10	Alt TU/TH 12:50-1:50
	3:55-5:20	9:00-12:10	College Hour		2:40-3:50	Alt TU/TH 2:00-3:10		Alt 2:00-4:05	Alt TU/TH 12:50-1:50 College Hour	9:00-12:10	2:00-2:50	3:35-4:40	College Hour
	Alt TU/TH 12:50-1:50 College Hour		2:00-4:05		4:00-5:10		2:00-4:30				3:00-3:50	12:50-1:50 College Hour	2:00-4:05
	2:00-3:25				3:20-4:30				2:00-3:25		4:00-4:50		2:00-3:05
	3:35-5:00				4:40-5:50				3:35-5:00				3:15-4:20
Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening
6:00-7:25	6:00-9:10	5:00-7:05		6:00-7:10	6:00-8:30	5:20-6:55	5:00-7:05	6:00-7:25	6:00-9:10	6:00-6:50	5:45-6:50	5:00-7:05	
7:35-9:00	Alt 6:30-9:40	7:15-9:20	4:30-8:45	7:20-8:30	Alt 6:30-9:00 pm	7:05-8:40	7:15-9:20	7:35-9:00	Alt 6:30-9:40	7:00-7:50	7:00-8:05	7:15-9:20	
Alt 6:30-7:55		Alt		8:40-9:50		Alt 6:00-7:35	Alt	Alt 6:30-7:55		8:00-8:50	8:05-9:10	Alt	
Alt 8:05-9:30		6:00-8:05				7:45-9:20	6:00-8:05	8:00-9:25		9:00-9:50		6:00-8:05	
Alternate blocks for college hour are highlighted in red.			Each College may elect a different College hour					College Hr: Tu/TH 12:50-1:50					

Ultimately, scheduling which deviates from the established grid must be vetted and approved by division deans.

Guided Pathways

The implementation of the Guided Pathways system is an integral part of the college's strategic enrollment management plan. The impending changes to and challenges of the California community college state funding formula¹⁵, as well as the post-AB 705 educational environment which expands transfer level and co-requisite support courses while eliminating required placements into and therefore significantly reducing pre-transfer English and math courses, require the college to remain flexible and open to the opportunities and challenges posed by the Guided Pathways system in the wake of these exciting but complex changes that are happening concurrently.

To that end, this plan cannot over-

emphasize the importance of thinking about the enrollment process and the college's course offerings from the perspective of student need rather than primarily from the perspective of faculty preference. Putting all course offerings in academic disciplines on a set two-year rotation gives students, department chairs, counselors, and educational advisors a clear understanding of which core courses are most essential to students' moving through their various Guided Pathways and to better configure the sequence and frequency of offerings of electives—which are integral to the richness, breadth, and depth of RCC's mission. This effort will help the college create a more coherent and student-centered enrollment management plan that will likewise improve program completion and transfer.

To facilitate the goals of access and completion, the college will create a balanced master schedule that meets the needs of associate degree, transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan. Such a schedule

¹⁵ The new funding formula will include first year completion of transfer-level math and English as a

metric, as well as degrees and certificates awarded, and transfer rates.

needs to be built through the strategically coordinated effort of disciplines, departments, and divisions, and it needs to remain flexible to adjust to changing demands. Departments will engage in ongoing analysis and conversation about the calibration of course offerings to ensure that essential classes are offered frequently enough and in sufficient numbers and will place elective offerings on a regular rotation that ensures accessibility to students so they can complete Pathways in a two year time-frame.

Currently, students' indication of a specific major or area of emphasis (AoE) on applications doesn't always match course enrollment behavior. Thus, meaningfully identifying which Pathways RCC's students are on (or even are most likely to be on) is difficult given the college's current, limited system. As a result, determining what enrollment decisions clearly signal a student's choice of one pathway or another is quite problematic. But once EduNav is fully operational, all program maps are uploaded into its system, and every active student is on a pathway, then the divisions, departments, and disciplines will have significantly more premise data with which to facilitate conversations about percentages of FTES allocated to each of the Pathways and thus make course scheduling decisions.

Shared Governance

While the administration has the right of assignment in the creation of the schedule of classes, including the determination of which classes will be offered, how many, when, and in which mode of delivery, enrollment management must be performed in close consultation with department chairs, as per the contract and department operations. Likewise, department chairs will produce the draft schedule of classes for

their department and disciplines in consultation with discipline faculty. Priority should be given, as always, to demonstrated student need, efficiency, equity, and program considerations rather than faculty preference.

Room Utilization

Room utilization is a significant challenge facing the college. At present, the college is saddled with rooms of varying capacities that too frequently do not match course caps (i.e., a Quad classroom can hold 42 but houses a course section of perhaps 37). Likewise, labs in the MTSC building are not sufficient to meet the enrollment targets for the physical sciences disciplines, causing a loss of potential FTES. Furthermore, room utilization software (25Live and/or Resource25) is inadequate and, at times, a direct hindrance to the efficiency and scheduling demands of the college.

With the large number of FTES lost due to room utilization inefficiencies and the limitations of the college's physical facilities to serve its students effectively, the college must create a Room Utilization Workgroup that reports both to RD&AS and TLLC leadership councils. This workgroup should have members from all employment categories that interact with room utilization software and scheduling in general, such as IDS staff, department chair representatives, and division deans (several of whom should perhaps be RD&AS or TLLC voting members).

Responsiveness to the Community and the Job Market

As the college plans course offerings, certificates, and programs for the next several years, how RCC plans to meet

increased demand for STEM-related careers should inform conversations about course offerings, certificates, and programs. According to the June 2018 RCCD Environmental Scan, “National and statewide unemployment rates have been on the decline since 2010. Over the last few years, California unemployment has been higher than the national average[;] however, both rates are approaching pre-recession levels in 2016. While good news for the residents of California, low unemployment rates have been associated with a decrease in demand for access to community college education. [...] The top middle-skill occupations requiring some college or higher degree across the RCCD service area are (1) Registered Nurse, (2) Teacher Assistants, and (3) Bookkeeping, Accounting, and Auditing Clerks. The colleges may find opportunities for to provide education/training in these areas.” The college will need to track closely employment trends in its service region and work with local industries to provide the training and education needed to fill middle-skill and above occupations. It is important to note here that RCC must envision itself as a partner with local industries but it must also maintain sufficient offerings in all content areas to fulfill its mission.

According to the Educational Master Plan, “As the initial list of UC Pathways indicates, the STEM areas are in high demand. As part of implementing Pathways, RCC will gradually adjust the balance of current offerings in the STEM and Social Sciences/Humanities areas to increase STEM offerings as demand and the level of math preparation increases. Such a shift will need to be done carefully by considering both fiscal and facilities limitations, the demand on the part of students, and the need for a vibrant and thriving liberal arts education with robust offerings in the humanities and social sciences. Such

modifications to the current balance of offerings will be carefully monitored, assessed, and recalibrated to ensure the most effective balance of offerings to meet student needs and job market demands. [...]”

The current master plan also notes that “Large numbers of students at community colleges major in health sciences, health technologies, engineering technologies, and other technologies. Although the National Science Foundation considers these fields to be ‘STEM-related’ rather than STEM, and does not include STEM-related degrees in the STEM data, majors in these fields require a substantial load of STEM courses in the biological sciences, engineering, mathematics/statistics, and/or computer sciences. Health Sciences/Technologies is the most prominent area among the STEM-related areas and the growth in the number of degrees earned in Health Sciences/Technologies has far outpaced the growth in the number of STEM degrees awarded in the last decade.” With the School of Nursing at RCC, the college is well-positioned to help meet the health sciences employment needs of the region.

Lastly, again from the master plan, “Math is essential preparation for STEM fields,” which requires then a reduction in remedial instruction (which is currently in process due to AB 705 implementation) and improved completion of required math courses which “will open access to STEM areas for more students.” In response to AB 705's culling of remedial coursework, math faculty at RCC worked quickly to modify their curricula and course offerings to place students in appropriate college-level courses that will be offered beginning in fall 2019 based on the students' chosen pathway and that will provide them with the support they need to succeed. This will have a direct impact on the college's ability to produce graduates and transfer students in STEM and

STEM-related fields that offer strong career/employment prospects.

In sum, RCC currently works to ensure it offers programs that will provide solid employment/career paths for its program degree and certificate recipients, but it must remain vigilante and flexible to adapt its offerings based on ever-changing regional demands and opportunities.

Assessing Demand for Courses

The college will create and evaluate mechanisms for assessing student demand for courses and for determining where the demand is legitimate because of “bottlenecks” and where the demand may be less about the need to offer more sections of given courses and more about the need to offer better instructional support for existing courses¹⁶ that have consistently low retention and success rates. To do so, the Office of Institutional Effectiveness must engage in predictive analysis of collected data to assist disciplines and departments in making these distinctions and decisions. Mapping courses based on which are high demand/high capacity, high demand/low capacity, low demand/high capacity, and low demand/low capacity can also offer a useful tool for assessing demand for courses. All such conversations also need to be informed by the need to offer all courses required to complete all the college’s pathways frequently enough (and in sufficient numbers) for students to complete their program of study in two years.

Moreover, when assessing student demand for sections, waitlist data are problematic. The problem with the waitlist as a reliable data point is that students are able to put themselves on waitlists for up to

18 units in the major terms and 9 units in the intersessions, and waitlists are capped at the same of number of student seats available in the class, so for many students being on a waitlist can create an unrealistic expectation about their ability to actually get into a class. Reducing the number of waitlists students can be on and the number of slots available on each waitlist will help generate more meaningful data from waitlists to get a clearer picture of these highest demand courses. To better capture what the highest demand courses/ bottleneck courses are, the college can also explore looking at how quickly sections/ waitlists fill.

Based on the current Ed Master Plan, which is in need of an AB 705 update, college constituents must understand that even with changes in FTES targets year to year, the overall distribution of courses among CTE, Basic Skills, and Transfer remained largely consistently. But with AB 705 now in place, which all but eliminates Basic Skills coursework, the college will have to adjust its distributions among Transfer and CTE pathways. The master plan suggests, “As the college further implements Pathways, the vision is to shift more FTES to STEM areas (as warranted by student interest and math readiness) to accommodate projected job growth. [...] And all of this must be balance with maintaining robust offerings in the liberal arts where the highest student demand is.” Of course, in both English and math, “readiness” is undergoing a radical transformation and may not immediately equate to success in college-level course work. Once math curricula and effective support mechanisms have stabilized and produced success rates in line with the math discipline’s targets, a shift in some FTES to STEM areas will be justified and necessary.

¹⁶ Note: this will look at courses in the aggregate, not at courses individually. In other words, the college must ask, “What are English 1A success rates?” and

not “What was the success rate of English 1A, section 92886?”

Facilities

Facilities also have an impact on enrollment management and the overall allocation of FTES. The total assignable square footage (ASF) currently available is approximately half a million SF, which is more than 3 times the ASF at each of the other colleges in the district. The addition of new facilities, such as the Coil School of the Arts, the Culinary Academy, and the Student Services/ Administration building, has improved facilities usage, but the college continues to have load ratio—space utilization efficiency—problems that impact enrollment management.

To illustrate, some current courses in the LHSS division have enrollment caps of 35 but are typically housed in classrooms with caps of 42 or more (since other Quad classrooms are under the cap of 35). Even if these courses over-enroll by ten percent, there are still at least 3, if not 4, unused seats in that classroom for each course, possibly more. As a result, that room is underutilized by nearly ten percent, which is inefficient and represents an opportunity cost of FTES. The college suffers from the opposite of this scenario, as well, which is also an opportunity cost. In the MTSC building, the labs were constructed to house fewer students than the previous Life and Physical Sciences buildings, which has reduced FTES generation and hurt the overall efficiency of the STEM courses in those labs.

As the college engages in overhauling nearly sixty percent of the campus's physical infrastructure and classroom space¹⁷ over the next fifteen years, it is critical to plan for how resources (including FTES) will be allocated as new facilities come online, and the college's strategic planning bodies need

to think carefully about how these facilities will be populated (given planned growth) and by which programs.

Guidelines, Policies, and Procedures

Concurrent with planning for the strategic implementation of the Pathways model, the Strategic Enrollment Management Plan also recommends operational guidelines, policies, and procedures for enrollment management. For divisions, departments, and disciplines, the following guidelines offer overarching parameters for developing a schedule of offerings to best support student access and success. These guidelines are meant to facilitate collaborative discussions between and among discipline faculty, department chairs, division deans, and the Vice President of Academic Affairs (VPAA).

1. If courses offered at a particular time of day or in a particular mode of delivery reveal consistently low fill ratios, retention and/or success patterns, departments chairs and deans—in consultation with discipline faculty and the VPAA, respectively—should engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. Such conversations should focus on course level data, not data for an individual faculty member's course (for example, for English 1A as a whole rather than for a particular section of English 1A or online sections of Sociology 1 as a whole rather than individual sections of the

¹⁷ Based on the 2018 FMP approved by the Board of

Trustees in Nov. 2018 and now awaiting funding.

- course).
2. When adding sections (or cutting), data about how courses fit into completion of Pathways should be a major consideration: CTE pathways/degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
 3. In order to facilitate maximum student access, disciplines, departments, and the college as a whole must consider mode of delivery and time of day when adding sections so that offerings are balanced and appropriate pedagogically.
 4. When considering which courses to offer in the online mode, articulation and access must inform the decision.
 5. Using data on FTES while remaining sensitive to differences in accounting methods (WSCH, DSCH, positive attendance) will drive the conversations about growth and contraction when necessary.
 6. Shadowing can be used as a strategy for making sure any added sections will be filled.
 7. Sections that have fill ratios below 70% are eligible to be cut unless they are courses that are essential to completing a degree or certificate pathway, are tied to existing industry partnerships, or are impacted by facilities constraints. Exceptions might also be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding or courses which serve

significant numbers of international students. Consultation with department chairs and faculty who would be able to explain the nuances and circumstances that warrant an exception is essential. Another consideration might be that there is no more space for prime time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.

8. To minimize adverse impact on students, decisions to cut courses will be made a week before the start of term if possible and feasible but will always be completed no later than the first day of the course.

Schedule Construction Guidelines¹⁸

- Do not schedule census classes for less than 50 minutes, so scheduled durations of; for example, 30 minutes or 35 minutes are not acceptable.
- Do not schedule census classes where sessions times are not a multiple of 5; for example, session times of 52, 53, or 61 minutes or the like are all not acceptable.
- Do not schedule DSCH classes for less than 5 days in a given term.
- Do not schedule weekly or Independent census weekly classes in summer or winter term.
- DSCH cannot have different contact hours on different meeting days.
- Do not schedule DSCH or Daily census classes on a holiday.
- All Labs that are not TBA must follow the scheduling grid for census classes.
- All Labs associated with the Weekly census classes that are not TBA must be scheduled as per the grid.

¹⁸ Courtesy of Raj Bajaj, District Dean of Educational

- All TBA labs associated with WSCH must have regular weekly hours recorded for 16 weeks. If at census the college has zero hours for the student, it needs to zero out hours for the labs for apportionment.
- All TBA labs associated with DSCH must have regular “Daily” hours recorded for the number of sessions. If at census the college has zero hours for the student, the college needs to zero out hours for the labs for apportionment.
- The class must be approved as “Distance Education” through the curriculum process and must have at least one meeting online that completely replaces face to face instruction to have the option of using “Alternate accounting Methods” for “Weekly” and “Daily”
- Classes where the instructional cost is funded by a third party must be non-state apportioned unless an ISA overrules.
- Use exception reports on a regular basis instead of waiting until the end of the term.

Recommendations for Handling Growth and Contraction

The same essential principles govern growth and contraction decisions across the college. Through the procedures and guidelines listed below, department chairs, division deans, and the VPAA will determine where growth and contraction are warranted, to what degree, and for how long. As they learn more, their decision-making process will become more refined and effective, improving FTES, promoting program stability, and improving student success and throughput.

- The college will distribute courses based on identified student needs/access rather than relying on

roll-over, thus facilitating the transition to the Guided Pathways model. Division deans working closely with department chairs will create this master schedule for each division, also taking into consideration how courses in related disciplines need to be integrated so that students can navigate through course sequences and pre-requisites. This involves a major paradigm shift, but to truly facilitate student access to and successful navigation through the various Guided Pathways options, the emphasis must first be on what needs to be offered, how (in what mode), when (time of day, number of days per week), and how often (every term, every fall, every two years, ...). The rollover simply does not accomplish this. As a result, the college must distribute FTES according to need, which will inevitably lead to a reduction in FTES to some divisions and the allocation of additional FTES to others.

- Each discipline and/or department must establish and maintain a clear two-year rotation of courses which will be needed to complete all Guided Pathways, degree, and certificate patterns in all disciplines so that students can anticipate when courses will be offered and plan accordingly to navigate their chosen pathways. Most disciplines have begun this effort; however, division deans and the VPAA must affirm the rotations and work to ensure they are publicized to students and sustained. These locked rotations should help to frame conversations during the program review process.
- The college must refine its waitlist process, data collection, and

analysis, with the assistance of the Office of Institutional Effectiveness. Given that students can add themselves to various course waitlists for up to 18 units in major terms and 9 units in intersessions, even if they are only interested in adding one 3-unit course, waitlist data is not terribly meaningful or informative. Therefore, the college should investigate the potential effects of reducing the total number of units for which students can register *and* waitlist, and restricting the number of students per waitlist. However it can, the college must capture more meaningful demand data and help ensure that students are making clear progress on their Pathways. This will likewise help the college encourage students to have realistic expectations about which courses they can get into and encourage them to consider non-prime time offerings that are often slower to fill. But the college must take into consideration the reality that some students register much later than the bulk of the student population—especially now that the registration process covers two terms at a time—and thus waitlists are their only potential access point for many of the classes they will need. Perhaps a sliding scale of total units a student could register and waitlist for would make the waitlist data more useful.

- Through data collected by or found in the Enrollment Management Dashboard (EMD), Colleague, and EduNav systems, provide division deans and department chairs with real-time enrollment and efficiency data to inform enrollment management implementation.
- The college, particularly Counseling and Student Services, must make use of EduNav and its ability to determine which Guided Pathways students have chosen and which courses are required for them to complete their pathways. To do so, Counseling will need to increase the number of students completing a full SEP; and with the semi-automation of this process via EduNav, this information will inform future conversations about how to allocate FTES among the Guided Pathways based on indicated student need.
- Admissions & Records must continue to revise and expand its system of orienting and advising students before they enroll in classes. Students need to be able to make informed decisions and be more aware of the support services available to them.
- Faculty advising will play a key role in enrollment management in so far as faculty advisors, as subject-matter experts, will help the students choose a Guided Pathway and navigate their time at the college efficiently.
- Through the process of program review, division deans and department chairs must engage in frank discussions about the reasons for poor retention and success in online and hybrid courses, strategies to improve retention and success in these courses, and the right balance of online/hybrid and face-to-face courses, particularly in areas where demand for a general education course is particularly high and the college may be artificially restricting access to the course through an imbalance in face-to-face and online. This, too, may lead to contraction of some courses in online or hybrid

delivery modes and perhaps the expansion of others.

- The college will continue to work towards annual enrollment, exploring the challenges and opportunities of doing so based on what it learns from its current two-term enrollment procedure.

Initial Marketing, Outreach, and Recruitment

RCC must market itself to the greater community, identify potential growth populations, and encourage prospective students to complete the application process in a timely manner so that they can select a pathway and develop educational and career plans. To that end, the college must do the following:

- Identify and communicate with prospective students, including regional high school students and adult learners in the community, through targeted marketing efforts to keep them informed of registration dates (and any changes to the enrollment calendar), educational opportunities which can address their unique needs, and program offerings.
- In support of such outreach efforts, provide sufficient financial, human, and physical resources to every academic division for instructional program marketing.
- Coordinate through the offices of the VP of Business Services and/or Student Services the efforts of relevant college personnel and/or an outside firm to prepare a comprehensive strategic marketing plan.
- Either through an outside firm or through a group effort (akin to the B-Team that produced the 2018 Environmental Scan), conduct market research focused on communities served by RCC. Likewise, the college should contract with a marketing firm or hire a marketing manager to oversee marketing efforts across the college,



especially individual instructional pathways in connection with Guided Pathways efforts.

- Expand intentional marketing towards and develop community trust in prospective students from disproportionately impacted groups, such as the college’s recruitment efforts at Sherman Indian High School, its work with the Guardian Scholars program, and the like.
- Encourage the CTE Division to expand partnerships with community organizations to increase job skills of community members, participate in regional marketing efforts associated with Strong Workforce, and use Strong Workforce and Adult Education funds (such as Riverside Ready) to support outreach and recruitment for its programs and promote skills builder opportunities.
 - Develop digital and print media materials, an effective college website, marketing videos for online distribution, digital and outdoor advertisements, radio and television commercials, and other promotional items.
- Ensure its general digital presence—including the college website and EduNav and MyPortal, among others—remains effective tools for recruiting and enrolling prospective students.
- Once the college website is fully operational, invest in software to identify prospective students and improve recruitment efforts.
- In support of all outreach and recruitment efforts, invest in management and staff necessary to coordinate all outreach activities and to onboard all prospective students.
- Produce a Master Outreach Calendar

- to ensure all outreach efforts are tracked, redundancies are reduced, and opportunities are maximized.
- Engage in and expand partnerships with Riverside, Alvord, and Jurupa Unified School Districts and Guided Pathways School Districts, informing students eligible for college programs, as well as their parents, about opportunities available to them at RCC, providing relevant college and career dual enrollment courses, engage in early and continued college support and outreach, and offer the full Orientation and Counseling process (i.e., orientation, assessment, counseling, abbreviated student education plan development, mobile welcome center, application workshops) to the college's feeder high schools and to local adult schools.
 - Maintain and expand partnerships with RUSD, JUSD, and AUSD and CSUSB through Riverside City College's Promise Program and the ERWC agreements, providing any and all requested tours for elementary school students, working with Central Middle School to promote a college-going culture and refine that coordination effort to scale it up to other regional middle schools.
 - Revise and expand Tiger Roar days (i.e., half-day event specifically for incoming high school graduates in fall that includes campus tour, assessment, orientation, counseling, abbreviated student education plan development), ensuring regular sharing of information and program updates between RCC and RUSD, JUSD, AUSD, and CSUSB counselors, as well as transfer center coordinators, including greater sharing of data.
 - Continue the CA State and RCC Enrollment Services partnership to increase financial aid awareness among high school counselors
 - Increase and continue collaboration with industry partners, employers, and community agencies to develop and strengthen educational and workplace opportunities, including internships and work experience opportunities for the college's CTE students.

Onboarding: “The First 15”

RCC must improve the onboarding process both in person (on campus and elsewhere) and online for students so that they can enroll in initial coursework appropriate to their level of readiness and their intended goals and complete their first 15 units. To that end, the college must do the following:

Orientation, Counseling, and Enrollment

- Help students complete the application process through the RCC website and CCC apply, participate in Welcome Events such as Tiger Roar and Welcome Day, complete their FAFSA or DREAM applications, and understand how to fulfill FAFSA requirements and documentation.
- Communicate with students at multiple points in the onboarding process through emails which indicate the application has been submitted; which provide them with Student IDs, email addresses, and instructions on how to access the email; and which teach them how to access MyPortal (including how to update their personal profiles and/or educational goal, check holds and Registration dates, log into email, sign up for text messaging from the college, and so on).
- Identify admitted students who are most likely to matriculate at RCC and then perform concerted outreach to ensure they enroll and attend the first day of class.
- Instruct students on completing Orientation and Counseling processes: accessing the online orientation through MyPortal, completing the placement survey (if

Enter the Path



Help Students Choose and
Enter Their Pathway

applicable), reviewing their Trailhead “first 15” courses, and completing first semester Student Educational Plans (SEP) that will assist in selecting coursework via the automated process initiated through the Counseling Department. When appropriate, educational advisors can create abbreviated educational plans and send them to students, as well.

- Establish a sense of community with newly admitted applicants through effective communication, academic, and social engagement.
- Walk students through registration, help them enroll in Trailhead™ courses, and provide them with RCC ID cards, all in preparation to attend the first day of class.

Marketing and Communication

- Implement a first-15 campaign to encourage students to enroll in the correct math and/or English courses in the first fifteen units, as well as relevant general education courses suggested by their intended pathway or area of emphasis. (Such suggestions should be found on program maps.) Educate and inform full- and part-time students about the potential benefits of taking fifteen units in fall/winter and fifteen in spring/summer.
- Promote the college’s support services such as the divisional student engagement centers, tutoring, and supplemental instruction, particularly to students from disproportionately impacted groups.
- Support and expand the college’s Welcome Center with necessary financial, human, and physical resources to greet, welcome, and assist students as they begin their

educational paths at the college and market these centers to the community.

- Promote the college's ability to serve first-generation students and students from disproportionately impacted groups through the Welcome Center.
- Focus on transforming prospective students from applicants to enrollees through targeted communication and nudges at each step of the onboarding process (application, orientation, assessment, student educational planning).
- Provide students with an efficient enrollment experience through Tiger Roar and other such Welcome events, where they can complete all matriculation requirements and receive registration assistance in a single visit, either to their campus or RCC's.
- Once staffing levels allow for it, provide transcript evaluations for prospective students with transcripts from other post-secondary institutions to assist in educational planning.

Programs and Curricula

- Create and/or update program maps and integrate those maps into EduNav.
- Support faculty in meaningful assessment of courses, programs, scheduling decisions, and delivery methods in an effort to strengthen enrollment through appropriate modifications that meet the diverse needs of students.
- Develop and implement comprehensive retention strategies that include targeted follow-up and support and facilitates a sense of belonging on campus and within programs of study.

- Invest in and learn from specialty programs—such as Ujima and Honors and Athletics—to determine what program characteristics most directly improve student success and reduce equity gaps for disproportionately impacted groups.
- Explore alternative scheduling options which may improve enrollment management and student access and success.
- Expand and frontload career counseling and education to provide students with a clearer end target for their educational efforts.
- Improve retention and success in online and hybrid course offerings and programs to provide students with the option to complete degrees and certificates fully online.
- Promote and provide multiple instructional delivery modes that meet the needs of both traditional and non-traditional students including distance education innovations that promote student success.
- Continue to evaluate, strengthen, and—if warranted—expand online course and program offerings.
- Adopt a more systematic and rigorous approach to offering online classes through participation in the Online Educational Initiative (OEI) program through the California Community College Chancellor's Office.
- Utilize strategies and techniques developed by the OEI to increase success for online students and eliminate student equity gaps.

Promoting Student Retention and Progress: “The Next 30”

RCC must improve student retention and success both in person (on campus and elsewhere) and online for students as they work to earn their next 30 units. To that end, the college must do the following:

Pedagogy, Programs, and Support

- Support faculty and staff innovation to address student equity gaps.
- Utilize equity-minded, pedagogical innovation and practices in service areas.
- Provide focused professional development opportunities for faculty to evaluate and share instructional best practices for ensuring student success and retention.
- Provide faculty with regional employment trends information as it relates to high-demand labor market skills to assist faculty in the development and revision of courses and programs of study to improve employment prospects of continuing and completing students.
- Improve coordination between discipline faculty and academic support services to improve retention and success.

Stay on the Path



Help Students Stay on Their Path

Marketing and Communication

- Encourage students through direct communication to stay on track to achieve their educational and career goals, through email blasts, text messages, and phone bank calls as they complete milestones (“first-15,” completion of math and English requirements, etc.).

- Consolidate and/or align all targeted instructional program marketing/outreach efforts to current students, especially those who have not selected a pathway, by developing a college-wide student outreach plan that ensures communication is relevant, timely, and customized.
- Celebrate student successes through positive communication/outreach to improve student retention, perhaps through the Early Alert notification system.
- Improve branding of programs through professional quality brochures for academic programs and departments
- Promote meeting with a counselor to develop or update the student’s comprehensive Student Education Plan (SEP).
 - Encourage direct, one-on-one outreach to “stop out” students to identify their reasons for discontinuing and to encourage their return to RCC.
 - Expand and support internal marketing/outreach efforts within the five academic divisions to assist students with identifying courses, programs and career pathways based on their implicitly or explicitly identified interests.
- Increase student awareness of student supports available to them on campus, especially for students from disproportionately impacted groups.

Scheduling

- Ensure the two-rotation schedules for all disciplines, departments, and programs (such as Honors) are followed and that student-centered scheduling ensures students’ progress and completion.

- Review, analyze, update, and disseminate standardized guidelines, benchmark and efficiency reports to division deans and department chairs to inform future course scheduling.
- Assist department chairs in actively monitoring and, if warranted, modifying their schedules and two-year rotations to meet student needs.
- Hold scheduling summits for coordination of classes in similar areas during each intersession
- Utilize data from EduNav and completed Student Education Plans (SEPs) to inform course offerings.
- Track course cancellations and waitlist data.
- Ensure winter and summer intersessions offer sufficient courses and sections to meet student demand informed by SEPs and EduNav enrollment management data.
- Increase student awareness of EduNav to predict student demand and inform schedule development.
- Create enrollment benchmark targets (e.g., fill rates, room utilization, waitlists, etc.) and track the college's ability to meet or exceed such targets.
- Identify and monitor FTES trends based on room utilization, by part-time vs. full-time and average seats per term to focus on improving FTES generation; and help establish/revise division and department FTES allocations budgets to achieve the college's overall FTES target while ensuring student throughput.
- Place classes in appropriately sized rooms to improve classroom efficiency and to optimize large classrooms and labs.
- Reallocate classroom space to ensure that departments are assigned close to course outline caps and are

sufficiently equipped to deliver effective instruction.

Student Needs

- Expand and improve intervention strategies which target at-risk students.
- Improve the college's ability to communicate to students who did not persist term-to-term and encourage re-enrollment by allocating sufficient technology and human sources to Support Services and Admissions & Records.
- Increase substantially faculty use of the Early Alert notification system to provide positive and constructive feedback to students to keep them on or get them back on track.
- Develop and pilot academic intervention teams to work with students experiencing challenges with course completion and success.
- Increase online support services for both traditional and online students.
- Expand effective online tutoring services for students through Support Services, STEM labs, and the Writing and Reading Center.
- Develop and utilize equity-minded strategies for reaching out to students from disproportionately impacted groups to encourage re-enrollment and prevent stop out.
- Ensure program maps provide effective guidance for students during their "next 30" units so that they move efficiently towards completion.
- Bring students in to Counseling to update/revise/verify their abbreviated and/or comprehensive student educational plan.
- Provide students with opportunities to engage with representatives via transfer fairs or by appointment, or

visit regional university campuses prior to the typical UC and CSU fall application windows.

- Foster a culture of transfer through celebratory events for transfer students late in the spring term (after most admission decisions have been made).
- Invest in physical, human, and/or technology resources which will help students enroll, continue, and succeed on their chosen pathways.
- Encourage students and faculty to create and/or engage with campus clubs and organizations to increase student involvement in the institution and engender a sense of community.
- Develop learning activities through the Career Center which provide opportunities for students to engage with local industries and/or acquire meaningful work experience.
- Collect and analyze data on students who discontinue enrollment to improve retention rates, with close attention paid to students in disproportionately impacted groups.
- Improve students' financial aid literacy and wellness through workshop offerings in the Financial Aid Office and the Wellness Center.
- Use secure and user-friendly e-forms across the college.
- Clarify for students the appeals process for the loss of California College Promise Grant (formerly known as Board of Governors) to ensure students have the opportunity to appeal declared ineligibility.
- Evaluate priority registration to ensure the college is supporting completion and inclusion of other student groups (e.g., students with high unit count close to completion)

Support for Online Learners

- Provide technological and academic support as needed for students new to online classes.
- Provide online access for students to the same services on-campus students receive.

Student Wellness

- Refine and expand student support services to address their social and emotional issues (e.g., mental health, homelessness, food insecurity, domestic violence, soft skills) to improve student wellness and thus their success in achieving their educational and career goals.
- Increase information sessions focusing on improving self-esteem, achieving positive health, managing stressors effectively, and the like.
- Provide workshops, tools, and clear guidelines for faculty and staff on how to identify and respond to students in crisis or distress—experiencing food insecurity or homelessness, mental health issues, and/or other social/emotional issues—and how to connect these students to available resources on campus and in the community.
- Ensure the Wellness Center has sufficient human, physical, financial, and technology resources to support student wellness.
- Continue to educate college faculty and staff on how to serve students with special needs effectively, such as veterans, DRC, and first-generation students.

Completion: “The Final 15”

RCC must improve student completion as students work to earn their remaining 15+ units required for transfer or their associate degree or certificate. To that end, the college must do the following:

Marketing and Communication

- Identify students who have completed 45 or more units toward their certificates, degrees, or transfer requirements and ensure offered courses will meet their completion needs.
- Target customized and encouraging communication to students to inform them of graduation requirements and commencement-related events.
- Ensure students intending to transfer of the application filing periods and other important transfer deadlines.

Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

Moving towards Completion

- Support students with graduation checks and confirmation of graduation requirements.
- Celebrate and advertise students earning degrees and certificates.
- Provide well-planned and organized transfer and commencement-related events each spring for completing students (including successful transfer students not earning degrees).
- Through workshops and the Transfer Center, assist students with CSU and UC admissions and financial aid applications.
- Increase drop-in transfer application opportunities in the Transfer Center through extended hours, including some weekends.

- Increase the number of CSU, UC, and Common Application workshops hosted by both RCC faculty and staff and representatives from regional universities.
- Offer more UC Personal Insight and Common Application personal essay writing and revision workshops to assist students as they complete their applications.
- Educate students through online videos and workshops on the benefits and requirements of UC Transfer Admissions Guarantee (TAG).
- Assist students in filing admissions appeals to colleges and universities through workshops, groups, and one-on-one sessions in the Transfer Center, as well as through phone calls and letters.

Post-Graduation Employment

- Host and evaluate job fairs that provide graduating students with post-graduation employment opportunities in their fields of study.
- Develop courses to provide students with opportunities to connect with the Career Center and post-graduation opportunities as they work toward completion.
- Provide and increase awareness of Career Center services for students in search of post-graduation employment (CV/resume production, interview skills, the Career Closet, etc.).

Alumni Tracking and Engagement

- Develop and administer an annual exit survey to send to recent graduates and transfer to better understand the experiences of successful students and to find ways the college can improve the success

rates of current students.

- Develop tracking mechanisms and databases to maintain open communication with and tracking of alumni (both graduates and transfers) to provide them with opportunities to remain connected to the college, perhaps with the RCCD Foundation's assistance.
- Foster opportunities for alumni to participate in alumni, transfer, and career panels; public speaker events; mentorship programs; and the like.
- Expand opportunities for recent graduates and transfers to meet with students in similar disciplines and participate in academic program advisory committees.
- Encourage students who are about to complete certificates to continue or re-enroll to earn higher-level stackable credentials and/or degrees.

Appendix A: Assessment and Evaluation of Enrollment Management and the SEMP Itself

In order to assess the college's enrollment management (beyond merely hitting FTES targets or filling classes at a 95% rate), the college must do the following:

- Establish key performance indicators for enrollment management through the Office of Institutional Effectiveness, and evaluate the college's success in reaching those KPIs.
- Through the Program Review and Plan process, work to identify enrollment management-related KPIs (likely connected to student learning and/or service unit outcomes) for instructional and support units across the college and assess their ability to improve student learning and/or student support services for all students, with particular attention paid to students disproportionately impacted groups.
- Revise and expand student satisfaction surveys and process measures for all students (continuing students, graduates, transfers, stop outs, etc.).

During its annual review of the SEMP itself in spring of each academic year, the Enrollment Management Committee (or an ad hoc workgroup) will complete the following tasks:

- Review and align/realign the plan with the college's strategic goals and the Educational Master Plan.
- Review prioritized initiatives from division Program Review and Plan (PRaP) documents and consider potential revisions to division,

department, and discipline goals.

- Evaluate enrollment management targets by division and their related financial impacts, if any.
- Consider new developments and changes at the state level that may affect enrollment management at RCC.
- Archive (and remove) completed or outdated components of the Strategic Enrollment Management Plan.
- Amend the plan with revised drafts for goals and projections to be submitted to various committees (the relevant leadership councils, EPOC, DLC, the Academic Senate) for review and input.
- Submit the final draft of the revised plan to TLLC and then EPOC for review and adoption.
- Facilitate the adoption of the working plan for the next year by the end of the spring term.

Annual updates and revisions to the plan will allow the college to regularly provide small but meaningful adjustments to the enrollment management efforts of the college, but such updates and revisions should not include major programmatic shifts from year to year. Any larger changes should happen, if necessary, when the plan is evaluated and overhauled every three years, not annually.

Appendix B: Professional Development

To improve the college's enrollment management efforts and outcomes, the Enrollment Management Committee should work with the professional development coordinator, the faculty development committee, CLAS, and the administrative professional development body (MLA). It can do so in a variety of ways, including but not limited to the following:

- Organize an enrollment management retreat¹⁹ for deans, relevant administrators, department chairs, and any other interested faculty and staff. This event should focus in part on the new funding model, schedule construction, general enrollment tracking and management, FTES targets, and data analysis.
- Provide sufficient opportunities to department chairs for professional development training in course scheduling, two-year rotations, and data analysis (such as use of the EMD) to improve their understanding of and skills in enrollment management, and to improve program efficiency.
- Develop small “just in time” enrollment management remediation strategies and provide online access to improve enrollment management planning and implementation.
- Provide discipline faculty with assistance in interpreting regional labor market information as it relates to their academic discipline.
- Offer professional development activities centered on student retention and persistence.
- Improve existing partnerships between individual academic units

and student support services, and develop new partnerships where needed.

- Require all faculty and staff to attend professional development activities which improve equity-mindedness and are tailored to their specific instructional or service unit.
- Expand professional development opportunities focused on enrollment management strategies for faculty teaching online and hybrid courses, and provide recommendations for all faculty on how they can use the Canvas platform in web-enhanced courses to improve student retention, equity, and success (and thus enrollment).
- Provide time and funding for faculty-driven teaching and learning initiatives and opportunities that will facilitate the continued development of best educational practices to maximize student success, eliminate equity gaps, and enrich the learning environment.

¹⁹ i.e., hella long Friday meeting.

Appendix C: Glossary of Terms

Census: A reporting snapshot in time that represents approximately the 20% point of a course. For full- semester classes, the census date is Monday of the fourth week for colleges on traditional calendars and Monday of the third week for colleges on compressed calendars.

Class Hour (Contact Hour, Student Contact Hour): The basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can only be one “class hour” in each “clock hour,” except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment.

Daily Census: The attendance reporting type for course sections that meet on a regular basis for at least five days, but meet for less than a full semester (course sections that meet for fewer than five days default to the Positive Attendance method of attendance accounting). The daily census method is used for most intersession course sections and for short-term course offerings within a regular semester. Since Daily Census attendance accounting is based on Daily Student Contact Hours and the number of class meeting times, holidays are excluded from the calculation.

Daily Contact Hours (DCH): The class meeting time per day. Calculation of contact hours is based on a 50-minute hour, a concept assuming that each 60-minute clock hour consists of 50 minutes of instruction and 10 minutes of passing (between classes) or break time (within multi-hour classes). Therefore, 50 minutes of instruction equals 1.0 contact hour. When classes extend

beyond the hour by a fractional amount, each five-minute increment equals .1 contact hour. In such multi-hour classes, no break time is allowed in the last complete (clock) hour. Instead, this 10 minute break time is added to the fractional extension of the hour so that the point of five minutes after the hour represents .3 contact hours (i.e., 50 serves as the divisor in calculating contact hours for the fractional extension of the hour; e.g., 65 minutes = 1.3 contact hours).

Daily Student Contact Hours (DSCH): Daily contact hours multiplied by the number of students enrolled in the class.

Enrollment/Headcount: The number of students in the class.

Efficiency: The most commonly used efficiency/productivity measure is Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF). Since the numbers used in this calculation are related to in-classroom time, WSCH per FTEF is a measure of class size, and an average class size of 35 is generally accepted as an adequate goal.

Efficiency Target for 16 Week Classes: 595 for calendars with a term length multiplier of 16.4

Fill Rate: The ratio between the number of seats taken and the number of seats available.

Full-Time Equivalent Faculty (FTEF): FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors as appropriate) and dividing by the average full-time faculty load (generally 15). This is calculated by dividing the WSCH

number by the FTEF number.

Full-Time Equivalent Students (FTES):

FTES is a measure equivalent to one student enrolled in fifteen hours per week for two 17.5 week semesters (this is the classic calculation, but RCC's compressed calendar requires adjustments, as noted below). FTES represents both an enrollment measure and funding "currency" and understanding its calculation is absolutely essential to effective enrollment management.

Positive Attendance: The attendance reporting type based upon actual student attendance for the course section, as reported through class rosters, either paper or electronic. This is the method used for all noncredit courses and for irregularly scheduled credit courses (including open entry/open exit classes).

Term Length Multiplier (TLM): The number of weeks of instruction in a regular fall or spring semester. It is inclusive of all days of instruction, final exam days, and approved flexible calendars. The standard term length multiplier (for colleges on traditional calendars) is 17.5. For compressed calendars, term length multipliers range from 16 to 17. RCC's TLM is 16.4.

Weekly Census: The attendance reporting type for course sections that are regularly scheduled for a full fall or spring semester. This is the most efficient, productive attendance accounting method because it assumes that all classes meet for the full meeting time of each week of the semester, regardless of where holidays may fall.

Weekly Contact Hours (WCH): Daily contact hours multiplied by the number of meeting days per week.

Weekly Student Contact Hours

(WSCH): Weekly student contact hours multiplied by the number of students.