

**Resource Development and
Administrative Services
Leadership Council**

Strategic Responsibilities

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

Operational Responsibilities

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

RIVERSIDE CITY COLLEGE

Resource Development & Administrative Services Leadership Council

March 21, 2019

12:50-1:50 p.m.

DL 409

AGENDA

- | | |
|------------|---|
| 12:50 p.m. | Call to Order |
| 12:55 p.m. | Approval of Agenda |
| 1:00 p.m. | Approval of February 21, 2019 Minutes |
| 1:05 p.m. | ACCJC Annual Report |
| 1:15 p.m. | Internal Report Card |
| 1:25 p.m. | Professional Development Plans |
| 1:30 p.m. | Technology Plan (Approval) |
| 1:35 p.m. | Committee Reports <ul style="list-style-type: none">• Technology Resources• Financial Resources• Human Resources• Physical Resources |

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

Chair: Tucker Amidon, Faculty

Co-Chair: Chip West, Administrative

Co-Chair: Stephen Ashby, Staff

Voting Members Present: Tucker Amidon, Stephen Ashby, Amber Casolari, Natalie Halsell, Jennifer Lawson, Mehran Mohtasham, Paul O’Connell, James Rocillio, Ward Schinke, Patrick Scullin, and Leo Truttmann.

Non-Voting Members Present: Megan Bottoms, Bill Manges, Martin Morozowsky , and Kathleen Sell

Call to Order

The meeting commenced at 12:51 p.m. without quorum.

Approval of the November 29, 2018 Minutes

Quorum was achieved later in the meeting. Paul motioned approval of the minutes. Mehran seconded. Motion carried with one abstention.

Accreditation Spring Timeline and Draft Review

The accreditation timeline was reviewed. For Standard III, which this council bears responsibility for reviewing, there is a little additional time to complete the draft. The work will need to be completed by May for submission to EPOC.

The Technology section and the Facilities section are largely completed. A portion of the Financial section requires consultation and consideration of District policies. The Human Resources section is all Board policy which has been noted in the document but now requires narrative writing to be added. Once writing has been completed, evidence documentation needs to take place.

Vision for Success Goal Alignment

The Aligning Strategic Goals with Vision for Success 2021 – 2022 draft metrics developed at the January 10, 2019 retreat was reviewed. The five goals were identified as key performance and their corresponding metrics, along with goal setting rationale and implementation strategies/action plans were discussed. A question was raised regarding how the interventions noted throughout the document will work towards achieving the set goals.

Human Resources Professional Development Plans

The management plan still needs to be forwarded through the Human Resources Committee which has not yet met. Once it has been forwarded all three plans, classified, faculty, and management will be approved through this body and forwarded to EPOC for final adoption. The status of the classified professional development coordinator position approved in the fall was discussed. Human Resources is still reviewing the job description. Once CSEA receives and approves it, the recruitment process can begin.

Committee Reports

Technology Resources – Patrick shared there has been work towards addressing Standard III within the Technology Plan. A final draft of the document should be ready to be voted upon at the March RD&AS meeting.

There was a presentation from iFactory, the website redesign consultant, presented to the project working group on February 19. One of the biggest challenges will be in creating a forward facing website which focuses on student and potential student content rather than one with the large amounts of internal facing information.

The Digital Library Auditorium project will begin taking place over the summer and will provide a much needed update to the technology used in the space.

Financial Resources – Amber shared the group has not yet met, however, recruitment of the Director of Business Services position is underway.

Human Resources – As mentioned previously, the primary focus of this group has been in completing the professional development plans.

Physical Resources – The proposal for the removable campus bollard installation was discussed. A question of how long on average it will take for each bollard to be removed in the event of an emergency requiring service vehicles to enter the campus was raised. Mehran indicated on average it will take between two to five minutes to remove them.

Paul O'Connell **motioned** for the proposal to be forwarded to CTA and CSEA. Amber **seconded** the motion. **Motion carried.**

The meeting adjourned 1:50pm.



Strategic Planning Report Card

March 2019

Overview

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

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

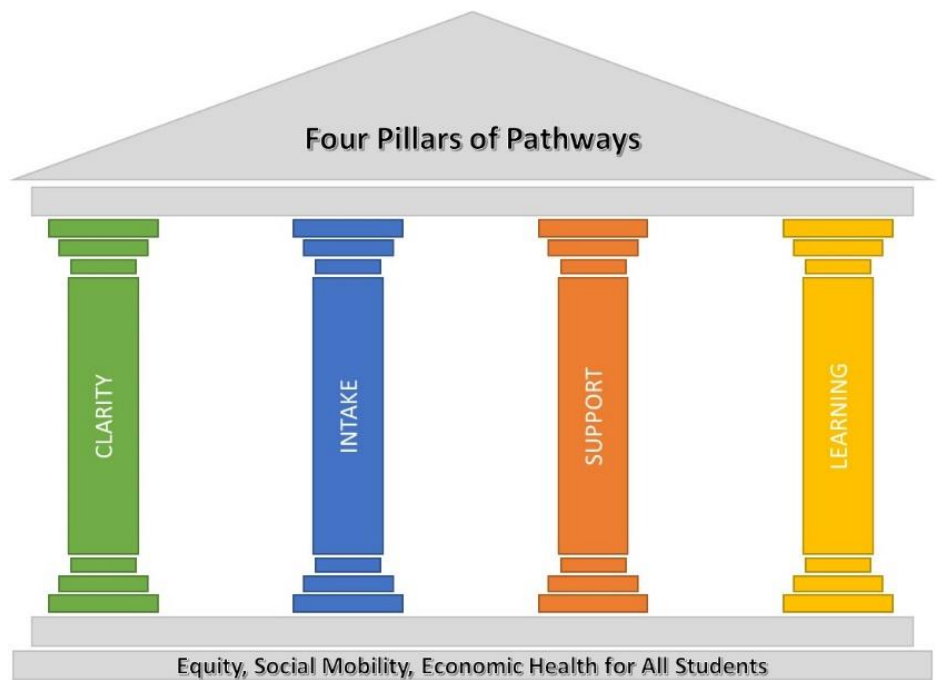
The information in this report card can be used to help inform the college's Guided Pathways work, accreditation, and the upcoming strategic planning cycle. In addition to this report, the college's leadership team is planning to present an overview of the college's 2015-2020 Strategic Plan progress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

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

Guided Pathways

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

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



Phase 1

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

Phase 2

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

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

Phase 3

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

Student Equity

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

Our recently adopted mission statement is:

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

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

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

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

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

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

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

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

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

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

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

College Goal 1: Student Success

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

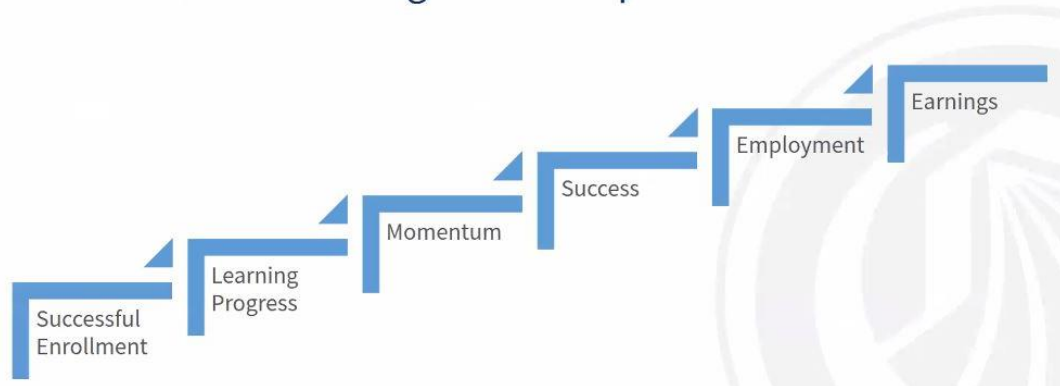
Work began in January 2019 to align the metrics RCC has been consistently tracking and using with the state's *Vision for Success* Goals. These goals include metrics designed to help colleges track students' academic progress.

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

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

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

Metrics Focus on Six Progression Steps



Successful Course Completion

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

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

Figure 1: Average Course Success Rates Disaggregated

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

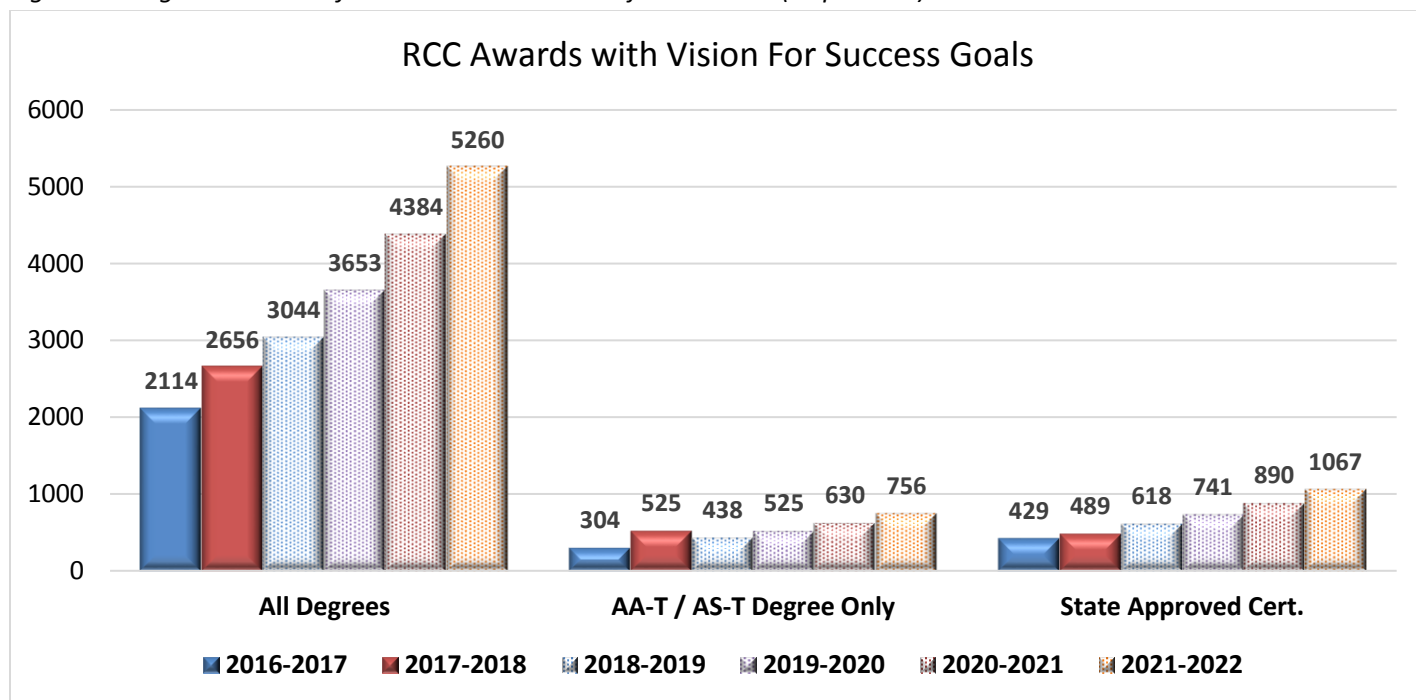
Source: MIS SX file for course success; MIS ST, SG, SD for student equity categories; EMD for Teaching Methods

Completion: Degrees and Certificates Awarded

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

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

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



Source: MIS SP File

Completion: Transfer Volume Cohort

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

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

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

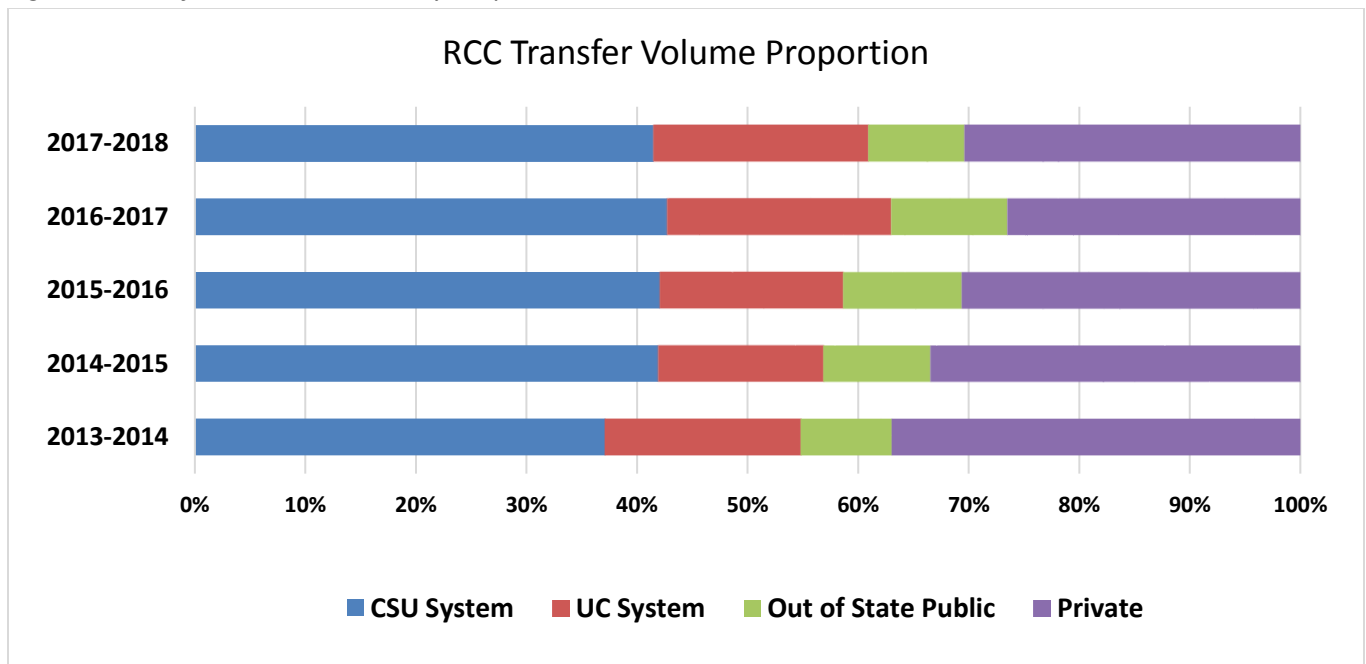
While most students transfer to the CSU system, RCC students also enroll in private universities at a high rate. Students' top five transfer destinations are CSU San Bernardino, UC Riverside, California Baptist University, CSU Fullerton, and California Polytechnic University Pomona.

Figure 3: Transfer Volume Cohorts by Transfer School Type

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

Source: National Student Clearinghouse

Figure 4: Transfer Volume Cohorts by Proportion



Source: National Student Clearinghouse

Completion: College Scorecard Cohorts

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

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

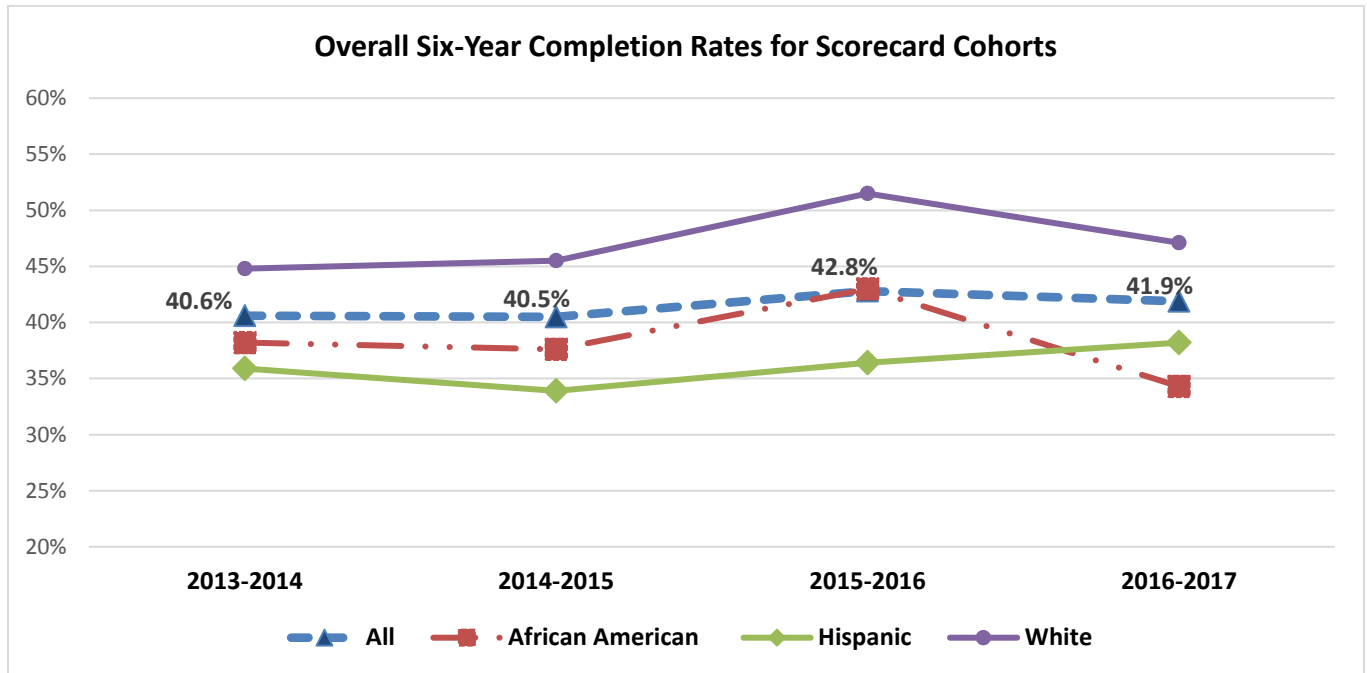
2. Earned at least 6 units in the California Community College system; and
3. Attempted at least one math or English course in the first three years of their enrollment.

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

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

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

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



Source: Datamart Scorecard

Completion: Time to Completion

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

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

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

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

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

Completion: Unit Accumulation

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

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

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

Source: Launchboard and MIS ST file

CTE Education Rate and Skills Builder

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

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

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

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

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

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

College Goal 2: Student Access

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

Intake / Onboarding

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

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

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

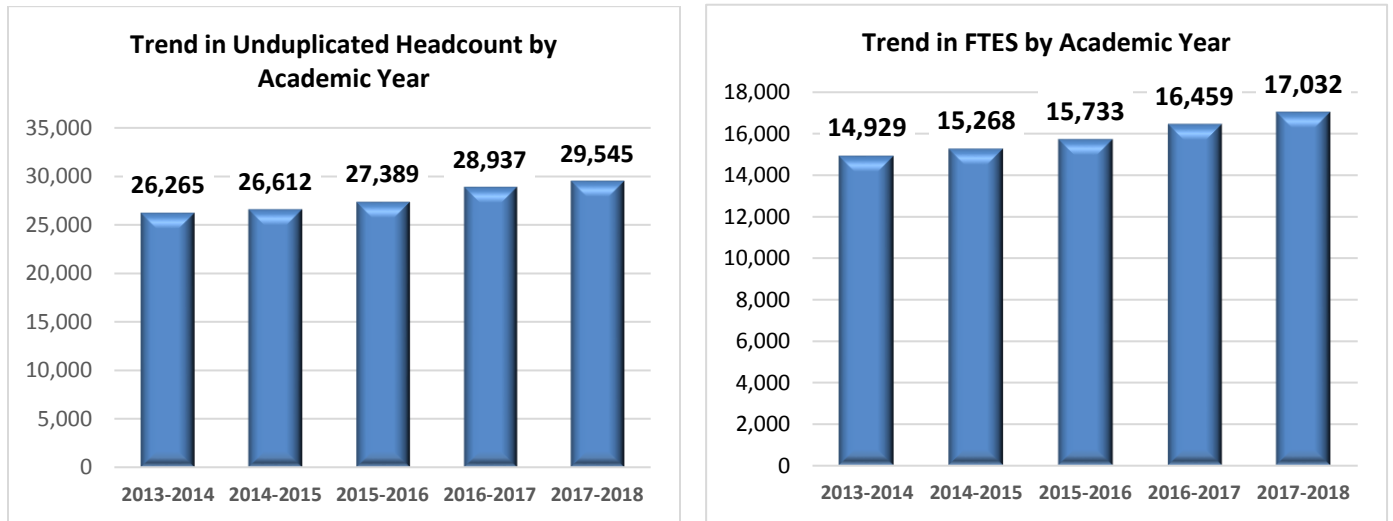
Outreach continues to provide greater access to students in our local high schools by offering all steps of the matriculation process at the high schools. This includes application workshops, orientation, financial aid completion workshops, mobile welcome centers, and because of the dual term registration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

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

Enrollment, FTES, and Faculty

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

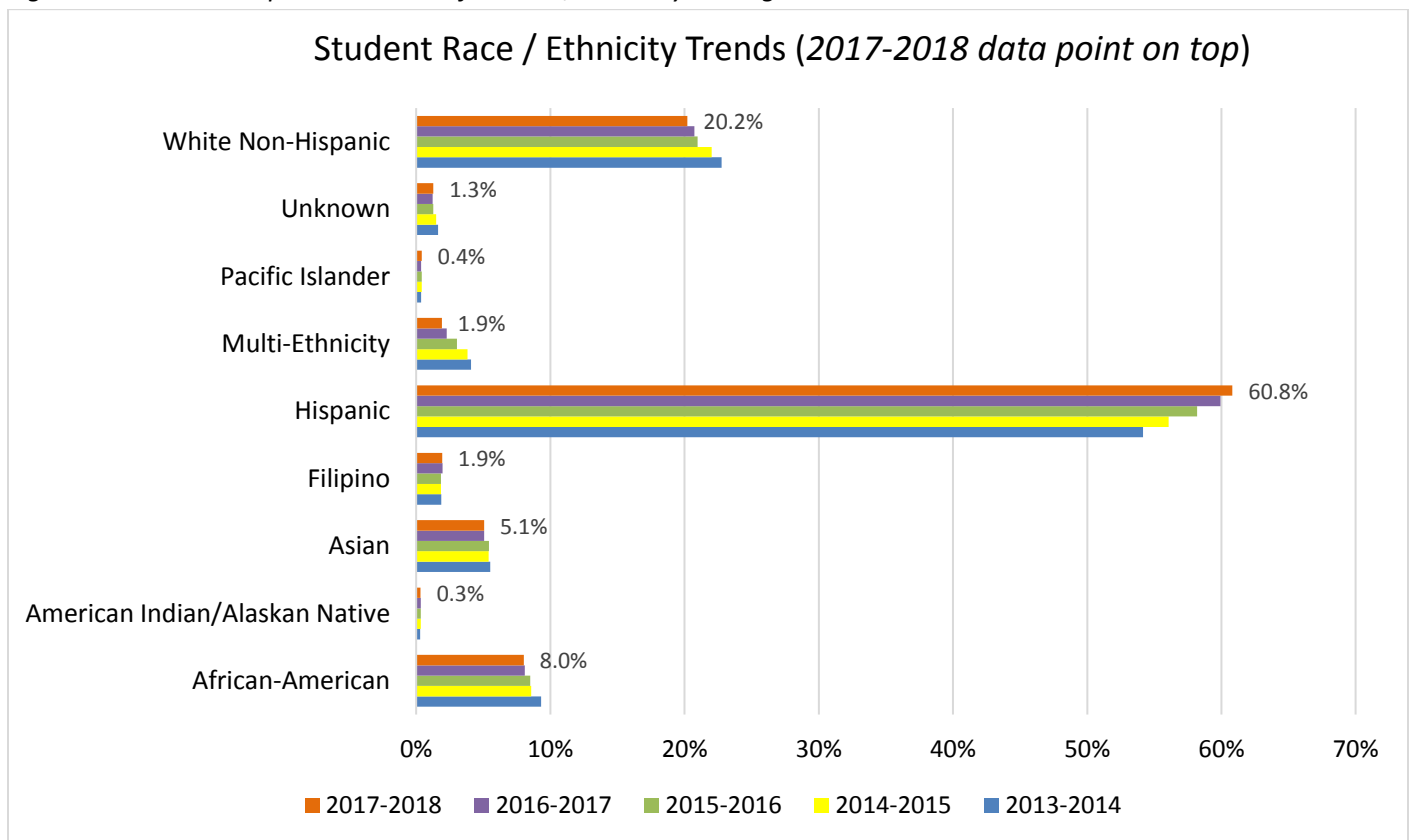
Figure 9: Total Headcount and FTES (Final Total from EMD)



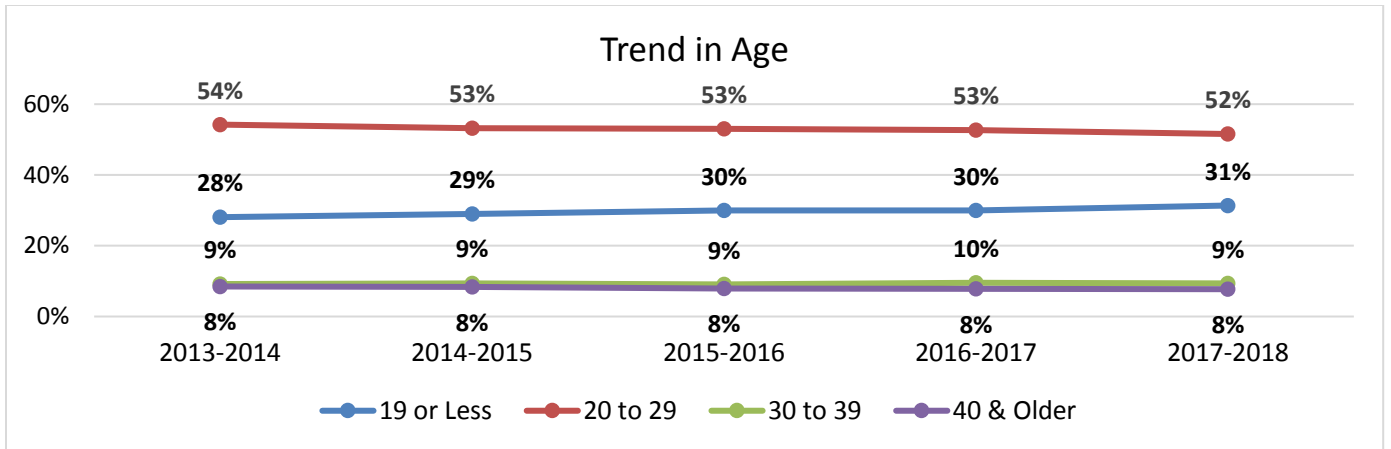
Source: CCCC Datamart and Enrollment Management Dashboard

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

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



Source: CCCC Datamart



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

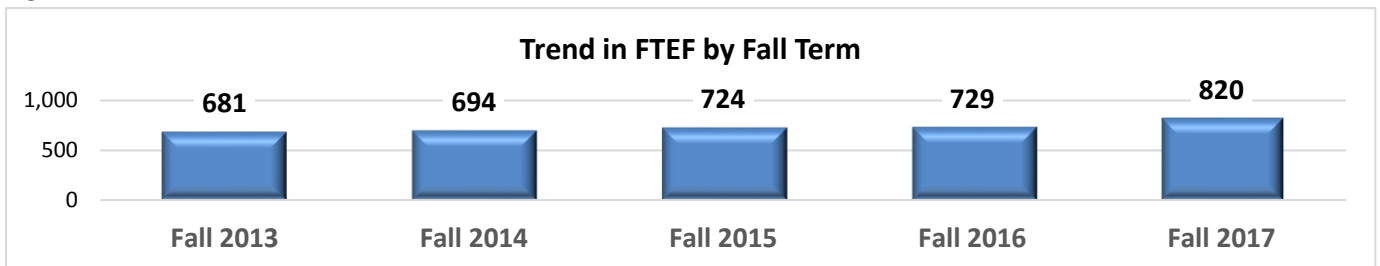
Figure 11: Student Enrollment by units

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

Source: CCCCO Datamart

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

Figure 12: Total FTEF



Source: CCCCO Datamart

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

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

Source: EMD

Momentum Points: A Student's First Year Experience

Transfer-Level Completion Rate

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

Figure 14: 1st Year Momentum Points

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

Source: CalPassPlus Launchboard

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

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

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

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

Integrated Student Support

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

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

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

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

Source: MIS SS Files

Student Services

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

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

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

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

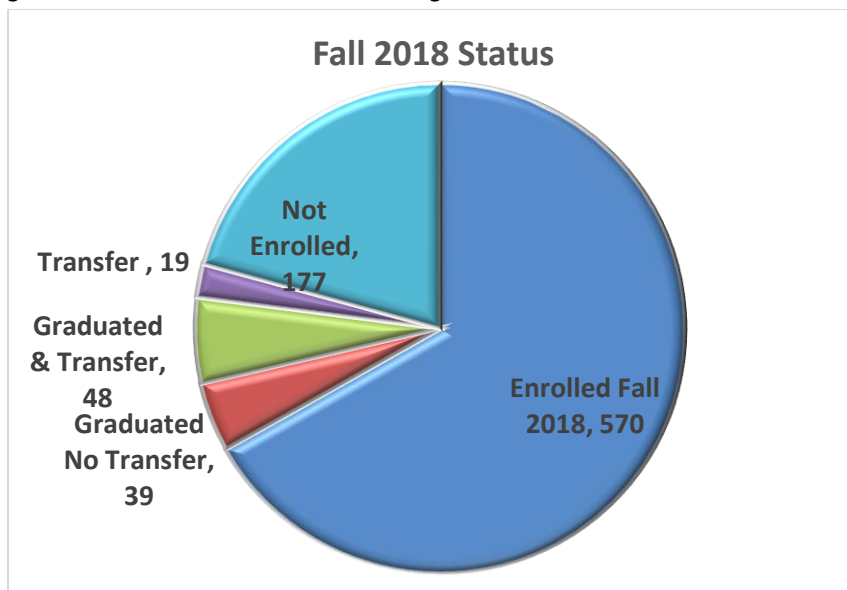
College Promise

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

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

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

Figure 16: RCC Fall 2017 Promise Program Cohort Status



Source: Preliminary District Enrollment Files

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

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

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

College Goal 3: Institutional Effectiveness

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

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

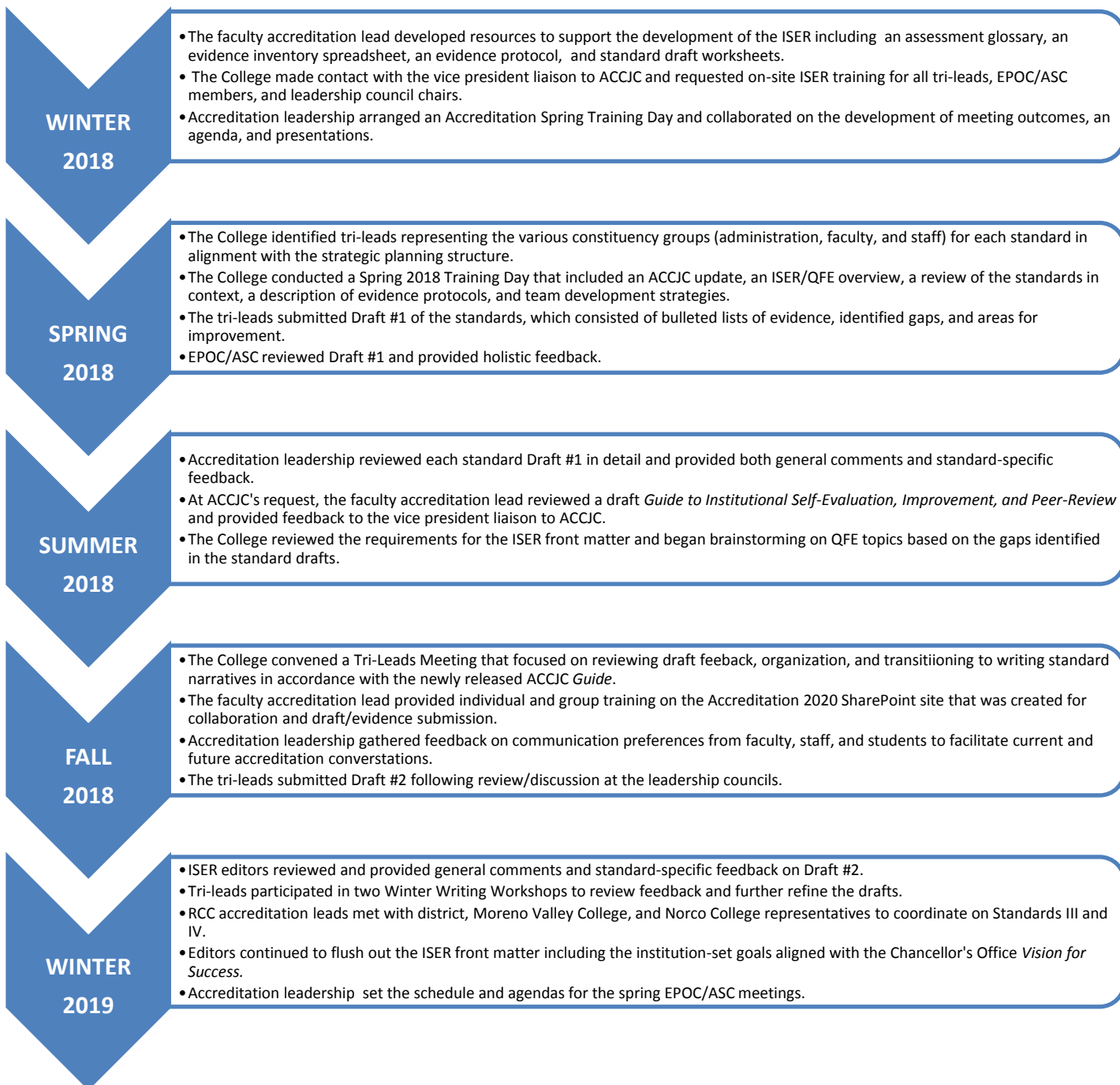
RCC’s Institutional Effectiveness Leadership Council (IE-LC) has been renamed the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ-LC) in alignment with ACCJC standards. This Council provides leadership and coordination for Program Review and Planning, Assessment, and Governance,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

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

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

Accreditation

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



College Goal 4: Resource and Learning Environment Development

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

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

Grants and Academic Resource Development

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

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

Figure 17: Grants Activity

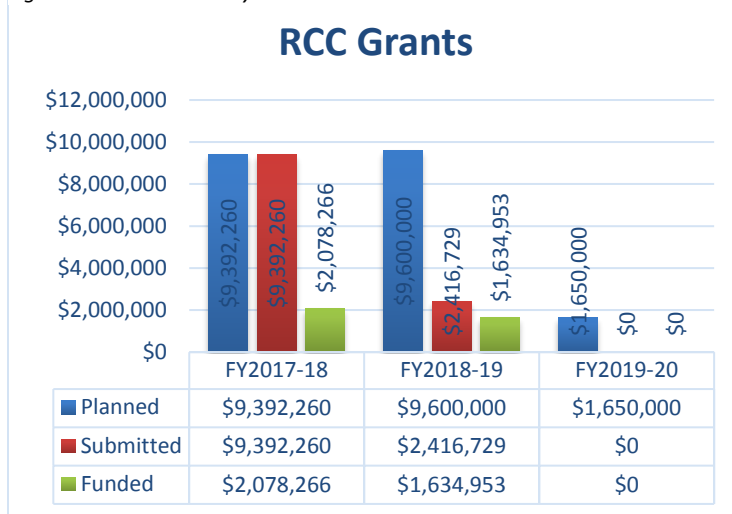


Figure 1 displays the total dollar values of planned, submitted and funded grants from January 2018 to February 2019 as well as those grants being prepared for submission in the future.

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

Figure 18: IDC Recovery

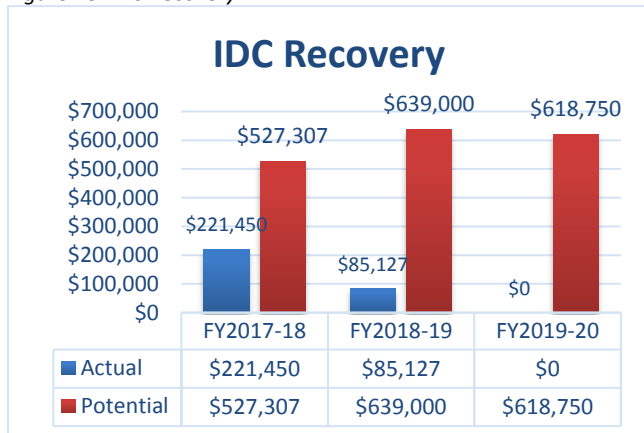


Figure 2 provides an overview of the Indirect Cost (IDC) that has been secured as a result of the grants awarded in Figure 1. The IDC is a federally negotiated rate the campus and district are allowed to charge to the grant as a percentage of the total grant request; currently at a maximum of 37.5%.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

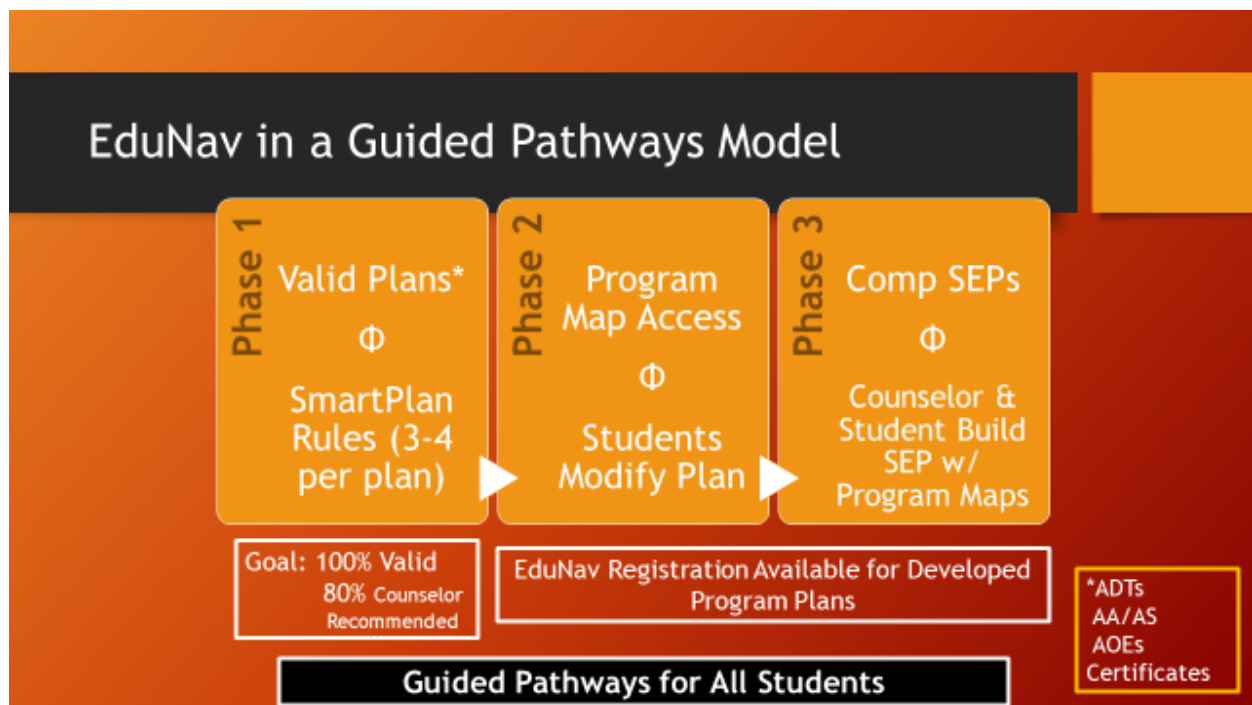
Guided Pathways Tool

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

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

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

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



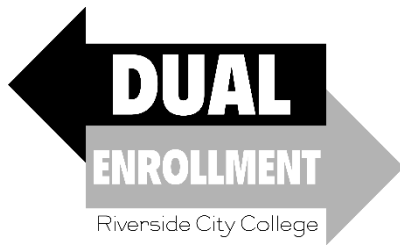
College Goal 5: Community Engagement

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

Unified school district partnerships

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

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



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

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

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

Partnerships with local universities

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

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

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

Partnerships with local businesses

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

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

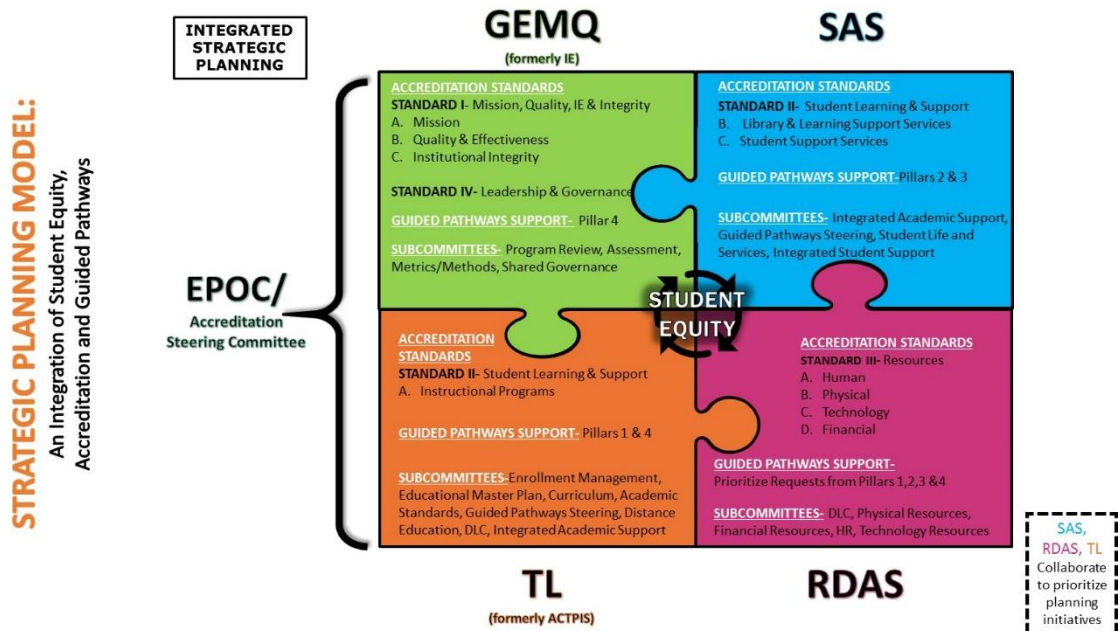
Other community partnerships

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

Moving Forward

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

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



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

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

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

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

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

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

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

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

Riverside City College

**Academic/Classified Management
Professional Development Plan**

March 2019

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I. Introduction

Riverside City College is committed to a comprehensive Professional Development Program that provides opportunities to promote individual progress of all administrators, staff and faculty members. In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators and educators improve their professional knowledge, competence, skill, and effectiveness for the benefit of faculty, staff and students. Professional development generally refers to a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university.

Well-crafted and delivered continuing professional development is vital as it delivers benefits to the individual, their profession and the public. It ensures that managers' capabilities keep pace with the current standards of others in educational administration and that the knowledge and skills managers need to deliver professional service to faculty, students and the community is maintained and developed. Professional development ensures that administrators stay relevant and up to date about changing trends and directions in education. It helps managers to continue to make meaningful contributions to the college; increases effectiveness in the workplace; and assists employees to advance in their careers and move into new positions to lead, manage, influence, coach and mentor others. Focused professional development opens administrators up to new possibilities, new knowledge and new skill areas and provides them with a greater appreciation of the implications and impacts of their work. It can lead to increased personal and public confidence in individuals.

Professional development is an ongoing process and continues throughout a professional's career. Riverside City Colleges recognizes the special skills, indisputable value and talents of management professionals and is committed to developing, improving and enhancing their skills, job satisfaction, and effectiveness as administrators.

II. RCC Mission Statement

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

III. Riverside City College 2015-2020 Strategic Goals

- Student Success
- Student Access
- Institutional Effectiveness
- Resource and Learning
- Community Engagement

IV. Academic/Classified Management Professional Development Plan

a. Management Mission Statement

The Mission of the Academic/Classified Management Professional Development Plan is to promote employee engagement and recognition, professional growth, upward mobility, and leadership development of its Academic and Classified Management Professionals in an effort to support the college's strategic goals while encouraging intellectual curiosity and lifelong learning.

b. Management Vision Statement

Promote excellence in leadership in all RCC Academic/Classified Managers that benefits students, faculty, staff and managers.

c. Management Value Statement

- Improve productivity in the workplace through employee engagement
- Maintain employee skills for new and emerging technology
- Support Academic/Classified Management professional development that promotes employee retention
- Provide individualized, specific, ongoing and relevant activities (professional development, employee recognition, and professional growth)
- Offer opportunities for advancement in the workplace
- Embrace the value of all college employees

d. Overarching Professional Development Principles

- Provide programs and activities that support the priorities established in RCC's Educational Master and Strategic Plans
- Ensure professional development programs, activities, and services are accessible to allow for maximum participation of employees.

- Utilize expertise already available within the RCC community to deliver professional development offerings.
- Include organized programs and activities as well as individualized offerings for independent learning.
- Develop professional development offerings through research and needs-based assessment.
- Monitor, assess, and evaluate all professional development offerings
- Foster mentoring
- Promote succession planning by encouraging the creation of individual professional development plans for all employees.
- Establish and maintain a General Fund budget line item dedicated to professional development, which can and should be supplemented with grant funding.
- Develop a five-year plan which aligns with the Professional Development Principles and addresses the operational execution of professional development activities for managers

V. Strategic Planning Integration

The Academic/Classified Management Professional Development Plan identifies programs and activities to support management professionals in the achievement of RCC's strategic planning goals. The Action Plan outlined in it contains goals and activities identified by key managers as a starting point for needed professional development areas. These goals and activities will be modified and updated as additional information is obtained via manager surveys and through needs identified via the program review and planning (PRaP) process. This strategic planning process will in turn facilitate integration of those needs into the professional development plans of the impacted constituent management group.



Programs and activities will be assessed on an annual basis with feedback looping back to managers for incorporation in the next iteration of the program review and planning process. This will be accomplished while adhering to the professional development principles as outlined in the college's overarching Professional Development Plan.

VI. Professional Development Topics for Managers

a. **Career/Personal Development** designed to provide tools to improve the quality of work and life. Topics may include but are not limited to:

- Communication skills
- Culture of student success
- Excellence in service
- Stress management
- Time management
- Innovation
- Conflict resolution and problem solving
- Cultural proficiency
- Retirement/financial education and planning

- Technology advancement
 - Microsoft 365, Adobe, et al
 - Canvas
- b. **Leadership Development** designed to provide leaders and emerging leaders with opportunities to learn, grow and change in order to develop knowledge, skills, and tools to function effectively within the organization. Topics may include but are not limited to:
- Department chair and dean training
 - Supervisory skills
 - Goal setting
 - Measuring unit effectiveness
 - Planning and running effective meetings
 - Effective presentations
 - Training for new administrators
 - Civility and ethics in the workplace
 - Team building
 - Emotional intelligence
 - Grant writing and management
 - Budget management
- c. **Organizational Development** designed to enhance organization-wide effectiveness, viability, and skills to fulfill the mission of the college, including but not limited to:
- New employee orientations and development
 - Succession planning for future positions
 - FERPA and Confidential Information Training (CIT)
 - EEOC and Diversity
 - Preventing sexual harassment
 - Community Emergency Response Team (CERT)
 - RCC Cares (replaced BIRT)
 - Understanding policies and procedures
 - Mentoring

VII. Gap Analysis

Current Status: RCC belongs to an HR Consortium (Southern 30) of approximately 30 regional colleges which determines a significant number of member workshops that are offered annually at colleges. These workshops primarily focus on legal content offerings. Additionally,

there is a volunteer Management Leadership Association (MLA), comprised of manager officers and representatives from all three colleges in RCCD. MLA provides quarterly meetings that contain workshops on such areas as emotional intelligence, union updates, and leadership topics. Manager attendance at these workshops, however, is generally low. MLA also provides an orientation Handbook to all new managers. There is no formal committee at RCC, or a paid coordinator/employee, that is responsible for ensuring routine and relevant management professional development, orientation, or mentoring occurs. This lack of available professional development has contributed to a high turnover in management personnel due to a lack of supportive resources and appropriate onboarding for new managers.

Future Status: In order to be efficient, effective, and responsive in providing professional development, RCC must take much greater ownership of what professional development activities are offered for its administrators and managers. The college should not have the majority of professional development activities determined by an off-campus organization that is unfamiliar with the specific needs of RCC's employees. Development of its own Administrative Professional Development Subcommittee (APDS), similar to the CLAS committee for classified employees and the Faculty Development Committee for faculty members, as well as employment of a central Professional Development Coordinator position, would help to ensure relevant and needed offerings are made available to RCC managers.

VIII. Professional Development Action Plan

Year 1: 2018-2019

1. New Professional Development Coordinator Position
 - Position approved through strategic planning.
 - Funding identified for new position
 - Job Description Created/approved with CSEA
 - Recruitment/hire of new Professional Development Coordinator in Spring 2019
2. Newly Revamped Recognition Program
 - New Professional Development Coordinator to assist in coordinating and implementing a newly revamped 2018-2019 recognition program for (Classified, Faculty, & Management) in consultation/collaboration with represented groups.
3. Professional Development Assessment:
 - New Professional Development Coordinator to facilitate a survey in collaboration with the Management Leadership Association (MLA) Academic/Classified Management Professional Development needs/recommendations for a new professional development programs for launch in 2019-2020.
 - Explore development of RCC Administrative Professional Development Subcommittee

Goals:

- Successful creation of new position and recruitment of highly motivated and qualified candidate to fulfill this new role.
- Content Area Development
- Improve participation by 10% over 2017-2018 Recognition Event.

Budget Needed:

- \$135,000 – TCP College Professional Development Coordinator
- \$5,000 – Operating Budget

Year 2: 2019-2020

1. Develop New RCC Onboarding/Orientation Program
 - Professional Development Coordinator to assist in creating and coordinating new RCC Orientation Program for Classified, Management & Faculty in consultation with Human Resources to include RCC history, structure, strategic planning/organizational information, resources, upcoming workshops and professional development opportunities, etc.
 - Workshops to be held monthly/extended invitations to all newly hired faculty, classified and academic/classified management staff.
2. New Professional Development Series:
 - Professional Development Coordinator to implement a new Professional Development Management workshop series for Fall 2019 (kick off at Fall FLEX) consisting of 2 professional development workshops a month (September, October & November)
 - Professional Development Coordinator to implement a new Professional Development Management workshop series for Spring 2020 (kick off at Spring FLEX) consisting of 2 professional development workshops a month (February, March & April)
 - Professional Development Coordinator will market workshops, resources and other personal and professional development series/events from other groups at RCC including, but not limited to: safety, technology, business, CSEA, CTA, MLA, etc.
3. Develop New Resource/Skill Guides By Position
 - Professional Development Coordinator to create a Resource/Skills tool kit by position for classified/academic management positions at Riverside City College. Tool kits would include job descriptions, skills required for the position, resources (workshops/handouts/website) to improve necessary skills needed for the position, positions with similar classifications/skill sets within the district, and other resources designed to help faculty, classified and academic/classified management be successful in their roles.

4. Professional Development Website:
 - Professional Development Coordinator, in conjunction with new web design team, create new Professional Development website for Academic/Classified Management workshops and resources.
5. Recognition/Ongoing Staff Appreciation Event Coordination:
 - Professional Development Coordinator to plan new “Management thank you” day in on “Bosses Day” in collaboration with MLA.

Goals:

- Develop new orientation program for all new hires at RCC.
- Create new professional development opportunities; improve marketing of existing opportunities.
- Content Area Development by Positions (Academic/Classified Managers)
- Expand staff appreciation events. Establish baseline metrics for future assessment.
- Use data to drive program development (i.e., surveys).

Budget Needed:

- \$10,000 – new Professional Development Workshop Series
- \$3,000 – new Onboarding/Orientation Program
- \$2,000 – Expansion of staff appreciation events.

Year 3: 2020-2021

1. Develop new Management Mentor program
 - Professional Development Coordinator to develop new mentor program which pairs current/senior managers with incoming/new managers hired for the college.
 - Program would include set meeting schedule, topics of discussion and opportunities for feedback/mentor in fostering a positive relationship with newly hired managers at RCC.
2. Assessment of Managers
 - Overall college assessment of Management positions over the past decade including both a review of existing/established data (number of managers, years in position, reasons for leaving RCC, etc.) as well as survey of existing managers of working conditions/experiences at the college. Use information to inform future planning, resources and professional development programs.
3. Develop new 5-year Academic/Classified Management Plan.

Goals:

- Develop mentor program for all new classified/academic management hires at RCC.
- Create new professional development opportunities; improve marketing of existing opportunities.

- Content Area Development by Positions (Academic/Classified Management)
- Explore management appreciation events.
- Use data to drive program development.

Budget Needed:

- \$2,000 – new Management Mentor Program

IX. References

2016 Industry Training Report

2017 – 2018 California State Budget

California Schools Employees Association Collective Bargaining Agreement Professional Growth Article XXIX

Danville Community College 2017 – 2018 Professional Development Plan

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Riverside City College

**Academic/Classified Management
Professional Development Plan**

March 2019

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I. Introduction

Riverside City College is committed to a comprehensive Professional Development Program that provides opportunities to promote individual progress of all administrators, staff and faculty members. In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators and educators improve their professional knowledge, competence, skill, and effectiveness for the benefit of faculty, staff and students. Professional development generally refers to a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university.

Well-crafted and delivered continuing professional development is vital as it delivers benefits to the individual, their profession and the public. It ensures that managers' capabilities keep pace with the current standards of others in educational administration and that the knowledge and skills managers need to deliver professional service to faculty, students and the community is maintained and developed. Professional development ensures that administrators stay relevant and up to date about changing trends and directions in education. It helps managers to continue to make meaningful contributions to the college; increases effectiveness in the workplace; and assists employees to advance in their careers and move into new positions to lead, manage, influence, coach and mentor others. Focused professional development opens administrators up to new possibilities, new knowledge and new skill areas and provides them with a greater appreciation of the implications and impacts of their work. It can lead to increased personal and public confidence in individuals.

Professional development is an ongoing process and continues throughout a professional's career. Riverside City Colleges recognizes the special skills, indisputable value and talents of management professionals and is committed to developing, improving and enhancing their skills, job satisfaction, and effectiveness as administrators.

II. RCC Mission Statement

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

III. Riverside City College 2015-2020 Strategic Goals

- Student Success
- Student Access
- Institutional Effectiveness
- Resource and Learning
- Community Engagement

IV. Academic/Classified Management Professional Development Plan

a. Management Mission Statement

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- Develop professional development offerings through research and needs-based assessment.
- Monitor, assess, and evaluate all professional development offerings
- Foster mentoring
- Promote succession planning by encouraging the creation of individual professional development plans for all employees.
- Establish and maintain a General Fund budget line item dedicated to professional development, which can and should be supplemented with grant funding.
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 - Explore development of RCC Administrative Professional Development Subcommittee

Goals:

- Successful creation of new position and recruitment of highly motivated and qualified candidate to fulfill this new role.
- Content Area Development
- Improve participation by 10% over 2017-2018 Recognition Event.

Budget Needed:

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2. New Professional Development Series:
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5. Recognition/Ongoing Staff Appreciation Event Coordination:
 - Professional Development Coordinator to plan new “Management thank you” day in on “Bosses Day” in collaboration with MLA.

Goals:

- Develop new orientation program for all new hires at RCC.
- Create new professional development opportunities; improve marketing of existing opportunities.
- Content Area Development by Positions (Academic/Classified Managers)
- Expand staff appreciation events. Establish baseline metrics for future assessment.
- Use data to drive program development (i.e., surveys).

Budget Needed:

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Year 3: 2020-2021

1. Develop new Management Mentor program
 - Professional Development Coordinator to develop new mentor program which pairs current/senior managers with incoming/new managers hired for the college.
 - Program would include set meeting schedule, topics of discussion and opportunities for feedback/mentor in fostering a positive relationship with newly hired managers at RCC.
2. Assessment of Managers
 - Overall college assessment of Management positions over the past decade including both a review of existing/established data (number of managers, years in position, reasons for leaving RCC, etc.) as well as survey of existing managers of working conditions/experiences at the college. Use information to inform future planning, resources and professional development programs.
3. Develop new 5 year Academic/Classified Management Plan.

Goals:

- Develop mentor program for all new classified/academic management hires at RCC.
- Create new professional development opportunities; improve marketing of existing opportunities.

- Content Area Development by Positions (Academic/Classified Management)
- Explore management appreciation events.
- Use data to drive program development.

Budget Needed:

- \$2,000 – new Management Mentor Program

IX. References

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September/October 2017 RCC Strategic Planning Newsletter

Riverside City College

**A Five-Year Strategic Professional Development Plan
for
Classified Professionals**

**Prepared by
Classified Leadership and Success**

November 2017

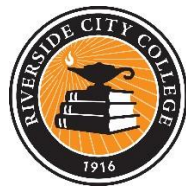


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I. Executive Summary

When the California Community College system budget cuts occurred, Riverside City College (RCC) employees were impacted either by layoff or by being displaced from their departments as a result of seniority bumping rights. Since then, an atmosphere of low morale, high stress, and increased anxiety has settled over the campus community. Furthermore, retirements associated with the latest golden handshake have resulted in a loss of institutional knowledge impacting program continuity and efficiency, ultimately hurting students. In response, the college has acknowledged the need for succession planning, mentoring, and leadership development for the current classified professionals to continue the work of accomplishing institutional goals.

Riverside City College recognizes the special skills, indisputable value, and unique talents of its classified professionals and is committed to developing, maintaining, and enhancing employee skills. In an effort towards achieving organizational goals and objectives, the classified professional development program will build institutional capacity while creating a path of upward mobility and promoting leadership development through learning opportunities. In the spring of 2017, the Human Resources Committee generated an overarching professional development plan and identified Classified Leadership and Success (CLAS) as the subcommittee responsible for the “implementation of professional development for classified staff in alignment with the Professional Development Principles” with an added charge to “establish and maintain an annual classified staff professional development calendar.” This document outlines a five-year strategic plan that will recommend programs, staffing, funding, and other resources necessary to accomplish the development of classified professionals of the college.

Riverside City College Mission Statement

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Riverside City College 2015 - 2020 Strategic Goals

- Student Success
- Student Access
- Institutional Effectiveness
- Resource and Learning Environment Development
- Community Engagement

II. Overview

Classified Leadership and Success (CLAS)

The Classified Leadership and Success committee is a standing subcommittee of the Human Resources Committee operating under the direction of the Resource Development and Administrative Services Leadership Council. The primary charge of this subcommittee is to contribute expertise in the development of the Human Resources and Professional Development Plans from the perspective of the classified professionals of Riverside City College, administer the college's classified employee recognition programs, and encourage employee engagement in an effort to promote enthusiasm and positive action towards the achievement of the college's strategic goals.

CLAS Mission Statement

The mission of the Classified Leadership and Success subcommittee is to promote employee engagement and recognition, professional growth, upward mobility, and leadership development of its classified professionals in an effort to support the college's strategic goals while encouraging intellectual curiosity and lifelong learning.

CLAS Vision

To create a dynamic workforce of classified professionals at Riverside City College.

CLAS Value Statement

The Classified Leadership and Success subcommittee at Riverside City College will:

- Improve productivity in the workplace through employee engagement
- Maintain employee skills for new and emerging technology
- Support classified professional development and promote employee retention
- Provide individualized, specific, ongoing and appropriate activities (professional development, employee recognition, and professional growth)
- Offer opportunities for advancement in the workplace
- Embrace the value of all college employees

Working Assumptions

CLAS has adopted several working assumptions regarding the professional development needs of Riverside City College classified professionals:

1. While the specific needs of classified professionals are being addressed through this plan, there are varying types of employee groups to be served. The planning of the professional

development program must be attentive to the similarities and differences of the needs of each group.

2. Professional development activities, programs, and services need to be inclusive and accessible. All suggestions, ideas, and recommendations are valued and considered vital towards the development of a dynamic and relevant program. There is an assumption of full support from administrators and frontline supervisors for employees who are interested in participating in the program.
3. All activities, programs, and services need to be regularly evaluated to ensure the goals of the professional development plan are being met. Additionally, CLAS must meet regularly to analyze collected data from evaluations and help determine future training options. Opportunities should be sought that are well supported by existing college resources while identifying outside funding sources.
4. Recommendations contained within this plan may require additional negotiation and collaboration with the California Schools Employees Association Chapter 535.

Accomplishing Institutional Goals

RCC is currently one of 20 community colleges in the state participating in the California Guided Pathways Project. The project aims to increase certificate and degree completion by restructuring how students are guided in the process of enrollment through degree or certificate completion. This project is more than a new initiative it is re-envisioning of a college-wide approach to providing integrated academic support modeled around four pillars: Clarity, Intake, Support, and Learning. This model will become the framework through which the college's strategic planning goals will be accomplished.

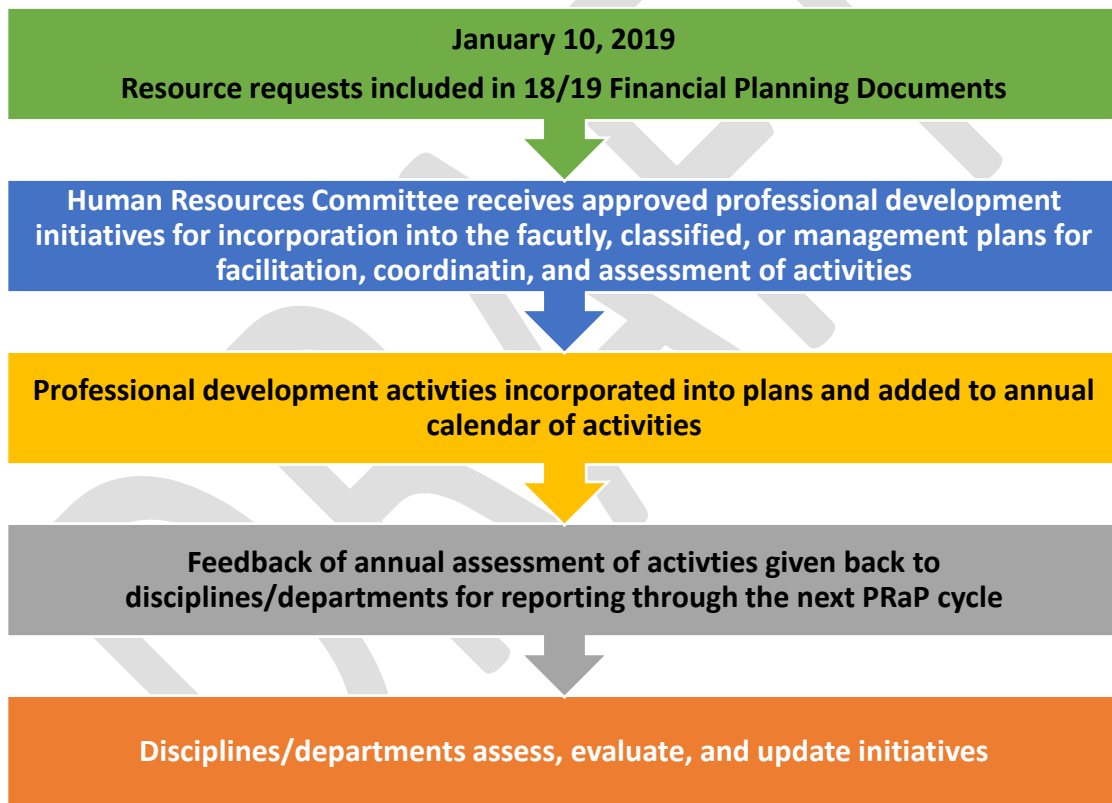
In a report by the American Association of Community Colleges, Mt. San Jacinto College was noted for its efforts to “engage everyone at the college (including classified staff) in thinking about barriers to student success and how to eliminate them.” While many faculty and administrators have been involved in the conversations surrounding Guided Pathways, many frontline staff members are not aware of how their roles are an integral part of these projects. The ability to successfully change the college's culture will require an investment of each employee's time, creativity, dedication, and energy.

This plan focuses on building upon employee's existing strengths, fostering opportunities for leadership development, and strengthening employee engagement and dedication towards helping the college meet these new initiatives. Additionally, as the college continues to build momentum towards full integration of the pathways model special attention to and commitment for strategic and specific professional development for all college constituents is necessary to achieve this redesign.

Strategic Planning Integration

The Classified Professional Development Plan identifies programs and activities to support classified professionals in the achievement of RCC's strategic planning goals. It was developed in response to a request received by the Classified Leadership and Success committee from the Human Resources Committee in early 2017. The goals outlined in this document were identified as a starting point following a SWOT analysis conducted by members of CLAS.

Professional development goals and activities will be updated and modified in response to the needs identified through the program review and planning (PRaP) process. The strategic planning process will in turn facilitate integration of those needs into the professional development plans of the impacted constituent group (classified, faculty, or management).



Programs and activities will be assessed on an annual basis with feedback looping back to disciplines for incorporation of the next iteration of the program review and planning process. This will be accomplished while adhering to the professional development principles as outlined in the college's overarching Professional Development Plan and will be in line with the current contract between Chapter 535 of the California School Employees Association (CSEA) and Riverside Community College District (RCCD).

III. Current Climate

SWOT Analysis

During the 2017 summer, members of CLAS conducted a SWOT analysis of Riverside City College's readiness for and ability to implement a Classified Professional Development program (Appendix I). The analysis revealed the following insights:

Strengths – RCC's diverse workforce and in-house professionals are competent in developing new programs and services. Employees demonstrate dedication to RCC through long-term service to the college.

Weaknesses – There is evidence of low morale and employee engagement as reflected by the few staff development surveys received. Additionally, the acclimation period for new employees is lengthy due to a lack of supportive resources and a new employee onboarding process.

Opportunities: There is an opportunity for collaboration among faculty and staff across departments for information/skill sharing which can lead to improved communication, strengthened relationships, and increased engagement.

Threats: If morale and employee engagement is not addressed, RCC students can be negatively affected with a potential loss in the success of programs such as the College Promise and Guided Pathways. Additionally, there could be a loss of skilled workers and potential leaders if opportunities for growth and upward mobility are not developed.

This analysis demonstrates there is an opportunity to collaborate with in-house programs and personnel to provide training on specific topics. For example, the District currently provides ALLY training, Student Equity facilitates Cultural Proficiency Training, and Communication Studies faculty as well as other discipline faculty are supportive in providing subject matter training and expertise when requested. The most notable opportunity for professional development resides within the college's shared governance process. Committee participation provides classified staff with an opportunity to develop communication, leadership, project management, and organizational skills which are all transferrable and can be used to address department specific needs.

Employee Needs Assessment Results

The president's office conducted a survey of employee professional development needs in the spring of 2017. Classified employees as well as managers were asked a series of questions regarding the interest in, type of, and support for professional development for classified staff. After review and analysis of both the staff and management survey results several key parallels are noted to exist between the stated needs of classified staff and those identified by management.

First, it worthy to note that out of the 271 classified staff members at Riverside City College only 28 completed the survey. This represents only 10% of staff participation and can be perceived as an indication of low engagement. Interestingly, employee engagement was ranked highly between both classified and management survey responders requesting employee engagement as a component of leadership development. Employees who are not engaged will not seek professional development opportunities. Beginning in February 2017, the college began administering an Employee Recognition Program (ERP) that has been well received and will contribute towards improving morale among classified employees. Additional components of the ERP will be introduced including the Employee of the Year Award and the Tiger-Rific Thank You program. It will be interesting to see how these morale building programs and other engagement opportunities improves employee interest in professional development opportunities.

Demographic Information

The majority of classified participants (76.57%) indicated they have been employed with the college for more than five years. This demonstrates senior classified members' desire to continue to improve their knowledge and skill set and are motivated to do so through professional development opportunities. The departments that participated in the classified survey included: Academic Support, Admissions & Records, Auxiliary Business Services, Career and Technical Education, Counseling, Disability Resource Center, Languages, Humanities, and Social Sciences, Library, Nursing, Student Financial Services, Student Services, and Technology Support Services. Unfortunately, no responses were received from areas such as Academic Affairs, Business Services, Fine and Performing Arts, Food Services, Maintenance & Operations, or STEM/Kinesiology. Additional surveys will need to be distributed with a concerted effort to encourage participation from these vastly different employee groups in order to better define specialized needs for these areas.

Leadership/Management Skill Development

In terms of leadership and management development activities for classified staff, both groups demonstrated an interest in several associated topics. For example, the top management development topics among classified staff included Leadership (73.91%), Recognizing and Resolving Workplace Conflict (65.22%), Strategic Focus (43.48%), and Assessment/Evaluation (34.78%). Among managers the top categories included Leadership (72.73%), Recognizing and Resolving Workplace Conflict (72.73%), and Coaching for Improvement (68.18%). It appears classified employees desire to understand a manager's role as much as managers desire classified employees to understand this perspective. Adaptive, influential, and situational leadership skill development was rated highest by both groups.

Preferred Days/Times

In terms of identifying what day of the week/time of day would be most desirable for participation in professional development opportunities, there are strong similarities between staff and management responses. For example, while 46.43% of classified participants indicated

a one day retreat would be desirable, 54.55% of managers also approved of an all-day event. It is interesting to note when comparing a preferred time of day for activities to take place, 37.71% of classified staff indicated a preference for activities scheduled during a traditional lunch hour (12:00pm – 2:00pm) only 27.27% of managers selected this time of day. In fact, this timeframe received the lowest score among managers. It can be theorized classified staff are assuming they will receive greater support from managers if an activity is scheduled during a time when their lunch can be taken for the activity. Both groups agreed Friday was the most desirable day of the week to participate in activities with Wednesday being the next day preferred.

Technical Skills

The desire to improve general technical skills received the highest ranking from both classified employees and managers. The top two technical skills identified by both parties as being most desirable to receive additional training were spreadsheets and database management. As the college has begun utilizing data to drive initiatives, strategies, and programs, this is not an unusual result to observe.

Summary

Upon completion of the survey analysis five key areas of professional development were identified that will be instrumental in cultivating employee engagement, addressing professional development needs, and improving overall employee morale. Those five areas are:

- Health & Wellness
- Job Specific Skills
- Leadership Development
- Management
- Technical Skills

There is a unanimous desire from both classified professionals and managers to make professional development for classified employees a more intricate part of RCC workplace culture. This can be achieved by encouraging staff to participate in activities that will either improve current job skills or by encouraging participation in quarterly workshops, online webinars, and campus student equity and cultural diversity events.

This type of large scale participation of classified staff in offered activities will only be supported if managers support through actions the unanimous affirmative answer given to the first management survey question of “Do you support professional development opportunities for the classified staff under your supervision?” Ensuring across the board buy-in and demonstrated support from management will play a very important part towards encouraging and assisting employees with an ambition and desire moving from having job to developing a career. This type of management support will result in improved employee engagement so that staff at RCC will feel valued and part of an institution that is not only dedicated to serving its students and the community but also the employees that help make RCC the institution it is today.

IV. Classified Professional Development Goals

The following goals were developed with an emphasis on accomplishing institutional goals and in support of the Guided Pathways framework; adherence to the professional development principles set forth in the college's overarching professional development plan; and providing personal and career growth opportunities as identified through the employee needs assessments. The recommended actions were developed with an intent to harness existing resources as a method for developing a five-year strategic plan that is realistic to implement.

Goal #1:

To identify and provide accessible resources, learning opportunities, and upward mobility for classified staff.

Program Learning Outcomes:

- Increase awareness of, interest in, and participation in professional development opportunities

Actions:

- Produce annual calendar of activities
- Update and enhance webpage
- Develop marketing plan for offered activities
- Produce bi-annual newsletter
- Explore development of employee tuition assistance program
- Coordinate Professional Development Day during CSEW week

Measures/Targets:

- Increase # of activities offered annually to a minimum of one activity per month
- Achieve a 10% increase in classified participation rate per activity

Addresses:

- Content Area Development
- Institutional Effectiveness
- Student Success
- Resource and Learning Environment Development

Timeframe: Year 1 - 5

Goal #2:

To allocate appropriate financial, physical, and human resources for successful execution and assessment of programmed activities.

Program Learning Outcomes:

- Provide clerical support, administrative leadership, and primary point of contact for classified professional development program
- Ability to plan activities based upon systematic assessment of activities
- Identify gaps between what is offered and what is needed
- Incentivize employee towards completion of educational goals

Actions:

- Assess and evaluate prior year program offerings
- Modify activities offered in response to assessment data
- Identify availability of local community resources for potential partnerships (RCOE, County Office of Education, Public Health Office)
- Identify Classified Staff Development Coordinator
- Find program space and develop operational budget

Measures/Targets:

- Able to successfully execute events
- Resources were utilized efficiently

Addresses:

- Institutional Effectiveness
- Community Engagement
- Resource and Learning Environment Development

Timeframe: Year 2 - 5

Goal #3:

To facilitate leadership development for individuals in an effort to address the need for succession planning, to protect continuity, and to avoid extended vacancies in key positions.

Program Learning Outcomes:

- Identify individuals interested in growth and leadership opportunities
- Increase classified professional knowledge of strategic planning goals and processes of the college
- Develop leadership skills in areas of communication, planning, problem solving, emotional intelligence, cultural proficiency, and employee management

Actions:

- Develop mentor program (manager to employee, employee to employee)
- Generate and distribute classified specific strategic planning surveys
- Develop Strategic Planning committee onboarding workshop (Strategic Planning 101)
- Increase committee participation of classified through integration of council/committee participation as eligible activity of CSEA negotiated Professional Growth Program

Measures/Targets:

- Develop, launch, and achieve a 5% participation rate in mentor program
- Increase classified attendance at strategic planning council meetings/subcommittees/workgroups

Addresses:

- Institutional Effectiveness
- Leadership Development

Timeframe: Year 3 - 5

Goal #4:

To develop, enhance, and nurture a positive organizational culture among all college constituents by promoting collaboration and knowledge-sharing among employee groups.

Program Learning Outcomes:

- Foster collegiality among employee groups
- Realize campus wide understanding of how to be a culturally proficient organization
- Contribute towards student success by removing interpersonal barriers

Actions:

- Generate and distribute campus culture/employee engagement survey
- Develop RCC Classified Resource Guide
- Create onboarding/orientation process for new RCC employees
- Provide two student equity trainings per Fall and Spring semesters

Measures/Targets:

- Attain 25% participation of classified employees in cultural proficiency training annually
- Achieve 45% completion of climate surveys by classified employee

Addresses:

- Institutional Effectiveness
- Organizational Development
- Student Success

Timeframe: Year 2 - 5

Goal #5:

To foster a healthy workplace environment by cultivating the physical, emotional, and mental wellbeing of employees in an effort to increase employee engagement and contribute towards student success.

Program Learning Outcomes:

- Increase employee retention
- Improve productivity and engagement

Actions:

- Develop healthy living/workplace program
- Identify community resources availability for facilitation of programed activities

Measures/Targets:

- Achieve a 5% reduction in employee absenteeism
- Achieve a 15% participation rate in offered activities

Addresses:

- Institutional Effectiveness
- Career/Personal Development

Timeframe: Year 1 - 5

V. Recommendations

The following program and resource recommendations have been developed and identified in an effort to achieve the stated five year strategic goals.

Recommended Programs

Annual Workshops (Goal #1) – An annual calendar has been created to ensure each month a workshop will be coordinated on one of the five areas of interest (Health & Wellness/Job Specific/Leadership/Management/Technical Skills) in rotating order (Appendix II). Post-activity surveys will be completed after each training and will be assessed at the end of each academic year.

Employee Tuition Assistance Program (Goal #1) – Classified employees seeking upward mobility often times are prevented from taking advantage of promotional opportunities because they do not meet a specified educational requirement. While some employees have held positions with the District for many years and possess the required experience to meet minimum qualifications, they may not have had an opportunity to complete their educational goals. In an effort to facilitate the achievement of these goals, it is recommended to explore development of an employee tuition assistance program. RCC employees are already able to receive priority registration; however, any courses that are taken must be taken on personal time or after work hours. One option might be to provide employees with a tuition scholarship and release time to attend courses. Other options may include undergraduate and graduate degree tuition assistance funded through donations or scholarships which could be funneled through the RCCD Foundation.

Healthy Workplace (Goal #5) – Organizations that foster a healthy workplace culture benefit from reduced absenteeism, improved employee morale, and increased productivity. A healthy workplace program should be developed with a focus on occupational safety and health, as well as the personal health and wellness of employees. Activities can include workshops on nutrition, stress management, and simple office movement exercises. Classified employees are currently able to enroll in the District’s Health and Welfare program which allows employees an additional 30 minutes of college time to be added to their scheduled lunch time, for a maximum of three (3) times per week for exercise. Promotion of this opportunity while urging management support is certainly encouraged.

Mentor Program (Goals #1 & #3) – RCC employees have expressed an interest in leadership and management development and can benefit from the experience of the college’s management team. A mentor program will facilitate leadership and management development, knowledge transfer (for when employees retire), boost retention, and improve customer service. Establishing a mentor program is certainly a more cost effective alternative compared to formal training programs developed by an outside agency. Our supervisors, managers, and administrators come with years of RCC specific experience that is an invaluable resource readily available. Not only will a mentor program positively impact employee engagement it also provides managers an opportunity to grow as leaders.

New RCC Employee Onboarding Program (Goal #4) – When an employee begins work at Riverside City College, often times they are unaware of the college’s rich history, the organizational structure, or the types and locations of on-campus resources available. Starting a new job can be stressful and overwhelming, and how the employee first engages with the college community can either contribute towards or reduce the level of stress associated with adjusting to his or her role within the department and organization. Establishing a new employee onboarding program designed specifically for assimilating employees to RCC will shorten the learning curve and provide an opportunity for peer mentorship. The creation of a Classified Resource Guidebook along with quarterly orientations will further assist classified professionals in adapting to life at RCC. This program will differ from the District new employee orientation by focusing on topics such as strategic planning at RCC, event planning, and catering requests.

Strategic Planning 101 (Goals #1, #3, & #4) – One of the greatest opportunities classified professionals have for professional development exists within the college’s shared governance and strategic planning processes. Participation of classified staff in strategic planning councils and committees provides staff with an opportunity to engage in the shared governance processes of the college, learn how to run and participate in a college committee, develop and enhance interpersonal communication skills, develop project management skills, and broaden their understanding of how the college is working towards the achievement of strategic goals.

Currently, classified representatives are appointed by CSEA to serve based upon expressed interest and willingness to serve. Once appointed to serve on a committee however, classified staff are often times not provided with information regarding any ongoing assignments or projects being undertaken by the council/committees they have been appointed to. Classified participants are also at times unclear as to how their role as a classified representative is valuable to the work being done by the committee. Additionally staff often shy away from committee work for fear of being viewed as there only to provide clerical support. Finally, there is no reporting back requirement or mechanism to hold employees accountable for attending the meetings. By providing an overview of the strategic planning process, facilitating an onboarding process, and creating a system by which employees are required to report back on the actions or of the committee RCC can harness committee participation as a mechanism for professional development. An opportunity also exists to integrate committee participation as part of the method by which professional growth achievement steps can be earned in accordance with Article XXIX of the collective bargaining agreement between RCCD and CSEA Chapter 535.

Funding

For 2017/2018, the California State Budget included an increase of \$183.6 million to “support increased community college operating expenses in areas such as employee benefits, facilities, *professional development*, converting faculty from part-time to full-time, and other general expenses.” At RCCD, those funds were allocated for areas other than professional development, leaving no definitive method by which to fund a professional development program.

The college president has informally earmarked \$10,000 annually which primarily funds the Employee Recognition program expenses and the Professional Development Funding Request program on a case-by-case basis. The Classified Leadership and Success committee is now ready to begin communicating the availability of funding for professional development activities however not having an exact operating budget will prevent aggressive marketing attempts.

In anticipation of increased offerings of activities and workshops, development of new programs, and marketing of existing programs, the following operational budget is recommended:

Object	Description	Amount
2119	Classified Full-Time Salary*	\$11,508 - \$13,795
3xxx	Fixed Costs	2,660 - 3,188
4555	Printing - brochures, handbooks, flyers, etc.	1,500
4590	Office Supplies	1,000
5220	Travel - line item for awarding of professional development funding requests	7,000
5890	Other Services - facilitators, speakers, etc.	2,000
	Total Requested	\$25,668 - \$28,483

*This cost is based upon a .20 estimation of salary and benefits for a classified position not yet within the CSEA bargaining unit.

Upon completion of year one activity and program assessments, a request for budget augmentation may be necessary to support the growing needs of what is hoped to become a successful program.

Physical Space

This plan identifies a calendar of events that will address various topics on a monthly basis. The need for workshop space will also increase. Currently, workshops are scheduled around availability of both classroom and conference room space. While this method is satisfactory at the moment, a consistent space for workshops to be held along with computer lab space for online trainings will be needed. Additionally, there is no existing space for the Classified Leadership and Success documents, files, and supplies to be housed. These items are stored among the various committee members. A centralized location to house these items is needed.

Staffing

The coordination of activities is currently being undertaken by CLAS committee members and performed either during normal working hours or on a voluntary basis after hours. The implantation of this five year strategic plan will require the devotion of one individual designated to act as lead coordinator.

Ideally, a full-time classified professional development coordinator is needed to coordinate the specialized activities, trainings, and workshops to address the personal and professional development needs unique to classified employees. This individual would also be responsible for developing, updating, and implementing the Professional Development Plan, establishing goals and objectives to align with institutional goals, collaborating with various individuals, departments and outside organizations, and year-end program assessment (Appendix III).

Until assessment data can be gathered and analyzed that supports a full-time coordinator, the needs of the program can be met with a .20 reassigned classified coordinator which will alleviate some of the emerging needs as the work of implementing the five year strategic plan begins. Additionally, it is recommended a .475 Administrative Assistant I be provided for clerical support and duties, including webpage development and maintenance, creation of flyers and other documents, and database management.

VI. Professional Development Funding Request Process

Classified Leadership and Success (CLAS) began administering the Professional Development Funding Request process during the 16/17 academic year. This program allows classified staff members to seek full or partial funding for professional development workshops, trainings, or conferences. The program is funded on a case-by-case basis through the President's office and a total of \$3,735.22 has been awarded to staff members. The current objective for this process is to secure permanent funding within a program budget and begin marketing availability of funds to classified employees.

Funding will awarded based upon:

- Availability of funds
- Workshops, courses, and projects that support the college's strategic goals and objectives

Requests for Professional Development funds will only be considered after applicants have first requested funding through the Riverside Community College District Professional Development Program. The form may be obtained through the Human Resources and Employee Relations page of the employee intranet site (intranet.rccd.net). For more information about the District program, please contact Rosa Espinoza-Leal in the Human Resources/Employee Relations department.

Request Process

After receiving a decision from the RCCD Professional Development Committee, classified employees will complete the RCC Request for Classified Professional Development Funds form. Staff must obtain approval from their immediate supervisor. Upon completion please send the application materials to the CLAS committee chair (see the webpage for current chair contact information).

All forms should be submitted one month prior to the event to provide time for the approval process to be completed. If approval is not obtained prior to the event, the classified employee will not receive reimbursement.

For funding approval, at least three members of the CLAS committee must review and approve completed application forms. Requests will be evaluated utilizing the professional development rubric and will be approved based upon how well the conference, training, or workshop will

improve the employee's ability to further the college's goals by addressing content area, instructional, career/personal, leadership, and organizational development (Appendix IV). The requests supporting all five goals or the request with the largest number of goals being met will receive approval. Approval notices and/or requests for additional information are sent via email to the applicant by the CLAS committee chair. Employees will be asked to submit a post-activity attendance report to the committee.

Appeal Process

Employees who wish to appeal the committee's decision must submit an appeal form no later than seven business days upon receipt of the committee decision. Any appeal request received by the CLAS Committee after the seven business days will be automatically denied. The amount requested on the appeal form cannot exceed the original amount requested. Appeals should include any additional information, which may have been missing on the original request and outlines how the activity will meet the college's strategic goals. Applicants can refer to CLAS Professional Development Rubric for further clarification.

In the event that the CLAS Committee requests additional information from the appeal applicant, requested information must be received within three business days from CLAS Committee request being sent. Failure to reply by the appeal applicant within given timeframe will result in application being automatically denied. Only one appeal will be considered per activity, and the final decision will stand. The appeal applicant will be notified of the CLAS Committee's decision within three business days after the application has been received.

VII. Annual Program Assessment

The annual assessment of the professional development program will be comprised of various components. Upon formal approval of the professional development plan, a campus climate/employee engagement survey should be administered. This will establish a baseline on employee engagement prior to the execution of strategies contained within this plan. At the end of year five, the survey should be administered once again in order to review how effectively the plan addressed the need to improve employee engagement and morale.

Throughout the year, a formative assessment process will be followed. A standardized survey will be administered to participants upon completion of each activity, training, or workshop attended. These surveys will collect demographic participant data such as name, job title, and department and will also request feedback about the presenter, the presentation itself, and the workshop in general (Appendix V). The surveys will be collected at the end of the academic year and will provide valuable input on how well the activities were attended and overall effectiveness of the offerings to address professional development needs.

In addition to the formative assessments, a summative assessment will be conducted at the end of each academic year. This assessment will provide an overview of the annual activities and will gather information from attendees to determine the types of activities attended, webinars or other electronic resources accessed, length of time spent by employees on professional development activities as well as information on the results of the new employee orientation and the mentor program. The office of Institutional Effectiveness' will be consulted for assistance in developing the climate/engagement survey as well as the summative assessment to ensure questions are created to provide the best results and most useful data possible.

Assessment results for activities identified and prioritized as a result of the college's strategic planning process will be shared with applicable disciplines/departments for reporting on the success and/or shortfalls of the professional development activities. These assessments will also guide any stop-gap responses found to be necessary and will assist in planning of subsequent year activities.

VIII. References

2016 Industry Training Report

2017 – 2018 California State Budget

California Schools Employees Association Collective Bargaining Agreement Professional Growth Article XXIX

Danville Community College 2017 – 2018 Professional Development Plan

Fresno City College Professional Development Plan 2014 - 2017

Implementing Guided Pathways: Early Insights from the AACC Pathways Colleges April 2017 Report

McHenry County College Professional Development Strategic Plan | 2015–2018

Mt. San Antonio College Professional Development Plan 2016 - 2018

Redesigning America's Community Colleges: A Clearer Path to Student Success, Thomas R. Bailey), Shanna Smith Jaggars, and Davis Jenkins

Riverside City College Strategic Plan 2015- 2020

Riverside City College Professional Development Plan, May 9, 2017

San Diego Mesa College Campus Employee Development Strategic Plan 2015 - 2016

September/October 2017 RCC Strategic Planning Newsletter

IX. Appendix I – SWOT Analysis

ANALYSIS OBJECTIVES	
<p>To conduct an analysis of Riverside City College’s readiness for and ability to implement a Classified Professional Development plan.</p>	
INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> ➤ Faculty and staff available as resources for instruction/training ➤ Diverse workforce ➤ Competent at new program creation ➤ Strong set of support services for students ➤ New employees = new ideas ➤ Employees demonstrate dedication to RCC through long-term service to the college. 	<ul style="list-style-type: none"> ➤ Low engagement/participation <ul style="list-style-type: none"> • absenteeism • low productivity • low morale ➤ Low support perceived by classified from managers ➤ Acclimation period for new employees is lengthy due to lack of supportive resources (mentors, orientation/training)
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
<ul style="list-style-type: none"> ➤ Collaboration between faculty, classified, and administrators for information/skill sharing ➤ Improve communication among departments/programs ➤ Building relationships ➤ Improve morale, increase engagement, and improve retention 	<ul style="list-style-type: none"> ➤ Loss of skilled workforce to other organizations ➤ Lower productivity as a result of low morale/engagement ➤ Deficient in skills and knowledge needed by employees to maintain current in field (ex: IT) ➤ Loss of students to other schools
EVALUATION OF OBJECTIVES	
<p>The analysis resulted in key observations. First, the college has an opportunity to harness the creativity and dedication of its strongest asset – the employees whom have chosen to devote themselves to the institution. Investment in addressing low morale and low engagement will result in improvement of services to students, enhanced leadership and communication skills of the classified professionals, and increased retention and productivity.</p>	

Appendix II – Classified Professional Development Annual Calendar

July

- Technical Skills Workshops (Excel, Galaxy, Ellucian, etc.)
- RCC New Employee Onboarding Workshop

August

- Leadership Workshops (Conflict Management, Listening for Success, Emotional Intelligence, Diversity, Strategic Planning 101)

September

- Job Specific Workshops (IDS, Ed Advisors, Facilities, Financial Aid, IT etc. training topics)

October

- Employee Engagement Activities (Team Building, ALLY, Crucial Conversations, Listening for Success)
- RCC New Employee Onboarding Workshop

November

- Health & Wellness Activity (Office Workout, Stress Reduction Techniques, Healthy Eating, etc.)

December

- Management Workshops (Understanding Employment Contracts, Conflict Resolution, Project Management)

January

- Technical Skills Workshops (Excel, Galaxy, Ellucian, etc.)
- RCC New Employee Onboarding Workshop

February

- Leadership Workshops (Conflict Management, Listening for Success, Emotional Intelligence, Diversity, Strategic Planning 101)

March

- Job Specific Workshops (IDS, Ed Advisors, Facilities, Financial Aid, IT etc. training topics)

Professional Development Annual Calendar continued

April

- Employee Engagement Activities (Team Building, ALLY, Crucial Conversations, Listening for Success)
- RCC New Employee Onboarding Workshop

May

- Health & Wellness Activity (Office Workout, Stress Reduction Techniques, Healthy Eating, etc.)
- CSEW Professional Development Day or Weeklong Activities

June

- Management Workshops (Understanding Employment Contracts, Conflict Resolution, Project Management)
- RCC New Employee Onboarding Workshop

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CLASSIFIED POSITION DESCRIPTION

JOB TITLE: Classified Professional Development Coordinator

BASIC FUNCTION: Under the general supervision of the Vice President of Planning and Development, develops, implements, manages, and evaluates professional development programs, events, and activities for various classified professionals.

PROVIDES WORK OR LEAD DIRECTION TO: Classified, Short-Term employee(s) and/or Work Study student(s).

REPRESENTATIVE DUTIES:

1. In coordination with the Classified Leadership and Success Committee, develop, update, and implement the Professional Development Plan, establish goals and objectives to align with institutional goals; facilitate and develop related programs throughout the year.
2. Plan and coordinate professional development activities including the design and production of promotional materials and web pages, event logistics, serving as master of ceremonies at general sessions, oversight of budget, contract services and speakers, tracking classified attendance, and conducting post-event assessment.
3. Plan and coordinate orientation programs for new staff; oversees the maintenance of a database containing records of professional development initiatives.
4. Monitor State Professional Development budget; gather and compile data for the Chancellor's Office Expenditure Report; evaluate proposals and advise staff on related State and District policies.
5. Collaborate with various college departments and constituent groups to address institutional and departmental training needs; design and conduct related annual needs assessment; prepare flyers, announcements and assessments tools for individual workshops.
6. Develop and monitor budgets; ensures compliance with related district policies, maintains memberships and liaison relationships with state and national professional development organizations.
7. Serves as a resource to teachers, administrators, and other staff to identify and access professional literature, training materials, and training opportunities.
8. Informs and advises employees about the division's tuition reimbursement program and other professional development benefits.
9. Participates in District-provided in-service training programs.
10. Maintains a friendly, supportive atmosphere for students, staff, faculty, and the public.
11. Performs other duties, related to the position, as assigned.

EDUCATION: Possession of a bachelor's degree in education, human resources development, or a related field required. Master's degree in organizational management or related field is preferred.

EXPERIENCE: Minimum of three years of closely related experience with the coordination and planning of events; participation in and understanding of the strategic planning processes of the college; experience in developing and monitoring budgets for activities and events.

LICENSES/CERTIFICATIONS: None.

KNOWLEDGE OF: Principles of professional development and training trends in community college programs; adult education principles and theory; public speaking and presentation techniques; office methods and practices including filing, proofreading, formatting, report writing and basic bookkeeping and fiscal management, proper English usage, spelling vocabulary, and grammar; meeting facilitation; event coordination; marketing principles, practices and techniques; current office technology, including webpage maintenance, operation of personal computer software programs including word processing and spreadsheet tools, and standard office equipment.

ABILITY TO: Coordinate the activities of a comprehensive professional development program; perform difficult, complex and detailed planning, reporting and communicating with multiple constituency groups, senior management, and outside entities; work under pressure to meet deadlines; analyze situations accurately and take appropriate action; identify problems and recommend solutions; compose correspondence and reports; communicate effectively; follow and give oral and written directions; act as a lead worker to other Classified staff in the area; supervise student assistants and short-term employees; interact with faculty, staff and the public in a helpful, courteous and friendly manner; perform public speaking in front of small and large audiences; develop and maintain processes and procedures; work independently with a minimum of supervision; interpret, apply and initiate District policies and procedures; maintain cooperative working relationship.

OTHER: Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, staff and the community.

CONTACTS: Community members, co-workers, students and other college departmental administrators, faculty, and staff.

PHYSICAL EFFORT: None.

WORKING CONDITIONS: Normal office environment.

Appendix IV – Post Activity Survey

Classified Leadership and Success Post-Workshop Questionnaire

We invite you to provide feedback on the workshop you attended in order to assist us in maintaining and improving the quality and relevance of the material presented. We value your honest opinions.

*Please state the extent to which you agree or disagree with the following statements.
(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree)*

PLEASE TELL US ABOUT YOURSELF

Name:	
Department:	
Title:	
Date/Time/Title of Workshop:	

ABOUT THE PRESENTER

(choose one per question)

Question 1.	SA	A	N	D	SD
	1	2	3	4	5
A. The presenter communicated the information clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The presenter made the subject matter compelling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The presenter was able to answer questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ABOUT THE PRESENTATION *(choose one per question)*

Question 2.	SA				SD
	1	2	3	4	5
A. The workshop was relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The workshop was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The workshop met my purpose in attending.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. The workshop motivated me to take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I want to tell others about what was presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. The handouts/supporting material were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. I have the confidence to use the knowledge gained from the workshop in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ABOUT THE WORKSHOP IN GENERAL *(choose one per question)*

Question 3.	SA				SD
	1	2	3	4	5
A. The venue was conveniently located.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The duration of the workshop was right for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The workshop was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. The time of day impacted my decision to attend this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. The day of the week impacted my decision to attend the workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 4. What was the best aspect of the workshop?

Question 5. What aspect of the workshop needs improvement?

Appendix V - Professional Development Funding Request Rubric

CLAS Professional Development Rubric				
Student Success	Student Access	Institutional Effectiveness	Resource & Learning Environment Development	Community Engagement
<ul style="list-style-type: none"> • Increase student engagement, learning, and success by demonstrating a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status • Demonstrates consistent use of data to make decisions and to understand and support evolving student needs 	<ul style="list-style-type: none"> • Ensure that all students have equitable access to the college's programs, courses, and services • Enhance integrated academic support • Counsel and advise students to help them plan for and progress toward their individual educational objectives 	<ul style="list-style-type: none"> • Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency • Integrate research, assessment, and program review to enhance understanding of student learning • Facilitate accountability, transparency, and evidence-based communication to improve student success and completion 	<ul style="list-style-type: none"> • Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events • Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued • Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff 	<ul style="list-style-type: none"> • Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels • Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities • Offer programs and services that enrich the community
<input type="checkbox"/> Content Area Development <input type="checkbox"/> Instructional Development <input type="checkbox"/> Career/personal Development <input type="checkbox"/> Leadership Development <input type="checkbox"/> Organizational Development	<input type="checkbox"/> Content Area Development <input type="checkbox"/> Instructional Development <input type="checkbox"/> Career/personal Development <input type="checkbox"/> Leadership Development <input type="checkbox"/> Organizational Development	<input type="checkbox"/> Content Area Development <input type="checkbox"/> Instructional Development <input type="checkbox"/> Career/personal Development <input type="checkbox"/> Leadership Development <input type="checkbox"/> Organizational Development	<input type="checkbox"/> Content Area Development <input type="checkbox"/> Instructional Development <input type="checkbox"/> Career/personal Development <input type="checkbox"/> Leadership Development <input type="checkbox"/> Organizational Development	<input type="checkbox"/> Content Area Development <input type="checkbox"/> Instructional Development <input type="checkbox"/> Career/personal Development <input type="checkbox"/> Leadership Development <input type="checkbox"/> Organizational Development



Faculty Development Five Year Plan 2018-2023

Laura Greathouse and Tonya Huff

I. Introduction to Riverside City College

Riverside City College Mission Statement

Riverside City College (RCC) provides a high-quality affordable education to a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. Based on a learner-centered philosophy, the college fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness. To help students achieve their goals, the college offers comprehensive learning and student support services, student activities, and community programs. Riverside City College empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Riverside City College Goals

1. Student Success
2. Student Access
3. Institutional Effectiveness
4. Resource and Learning Environment Development
5. Community Engagement

Riverside City College Values

Student Centeredness:

To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

Learning Environment:

To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.

Teaching Excellence:

To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

Tradition:

To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

II. Overview of Faculty Development at Riverside City College

The RCC Faculty Development Committee Mission Statement

The Faculty Development Committee (FDC) of Riverside City College seeks to encourage the professional development of faculty through collegially supported learning opportunities that share the vision and values of RCC.

Section 1. Committee Representation

The Committee shall consist of seven voting members - one faculty member representing each of the academic divisions listed below plus one member representing Associate Faculty. The Faculty Development Coordinator will be chosen from among the division representatives. The representatives will be chosen by each division through nomination and vote. The Associate Faculty member shall be chosen at the first meeting of the academic year by the committee members in attendance from those faculty who express interest in serving by September 1 of that academic year. Non-voting members may also participate on the committee, working toward the goal of full-participation by all members.

Academic Divisions (One representative from each):

Career and Technical Education

Fine and Performing Arts

Languages, Humanities, and Social Sciences

Library, Counseling, and Academic Support

Math, Science and Kinesiology

School of Nursing

Section 2. Committee Executive Positions

A. Faculty Development Coordinator

The Faculty Development Coordinator shall be a full-time faculty member who is currently a member of the FDC. The FDC will forward a qualified candidate for the position of coordinator to the Riverside City College Academic Senate for confirmation. The Senate shall forward the candidate to the Riverside City College President for final approval. The Coordinator's duties shall be determined by the job description found in Appendix I The Coordinator's primary duties shall be to facilitate professional development activities, manage the FDC budget, oversee the Glenn Hunt Center for Teaching Excellence, serve as administrative liaison, and co-chair the FDC meetings.

The term of the position shall be two consecutive academic years (July 1-June 30). The Coordinator shall have the option to seek reappointment for one additional 2-year term. A faculty member may hold the position again after sitting out at least one 2-year term.

In the event that the Faculty Development Coordinator cannot fulfill the duties of the position, the faculty development committee shall choose a qualified candidate to act as an interim Faculty Development Coordinator for the remainder of the term.

B. Faculty Co-Chair

One voting member of the committee shall act as the Faculty Co-Chair and shall be charged with collaborating with the coordinator to create the agenda, overseeing the faculty development website, managing travel requests, reporting to the Riverside Academic Senate on committee events and issues, and assisting the coordinator with duties as needed. The Faculty Co-Chair shall be elected by the Committee during the first meeting of the academic year and shall serve a one-year term.

C. Secretary

One member of the Committee shall act as the committee's Secretary and shall be charged with keeping accurate records, recording minutes, and posting minutes to the faculty development website. The Secretary shall be elected by the committee during the first meeting of the academic year and shall serve a one-year term.

Section 3: Voting Members

Voting members shall attend all scheduled meetings of the FDC and shall serve as liaisons to the divisions/areas/faculty groups they have been elected/nominated to serve. Any voting committee member who misses two meetings without cause may be reported to the division Dean for replacement. The membership shall also participate in active discussions (both at meetings and via email) and provide feedback on all agenda items. The membership may add items to the agenda by alerting the faculty development coordinator one week in advance of the next scheduled meeting.

Section 4. Distribution of Funds

The procedure for the distribution of all funds shall be determined by discussion and committee vote, contingent upon the budget and consistent with the goals of the FDC.

Section 5. Meeting Dates and Times

The FDC meets on the first Tuesday of every month (September-December and March-June) from 2:00-3:30 p.m. in The Glenn Hunt Center for Teaching Excellence. There is also a retreat held during the winter intersession at a mutually agreed upon time and date.

III. Glen Hunt Center for Teaching Excellence

The Glenn Hunt Center for Teaching Excellence is the center of faculty professional development at RCC. The center's physical space is located on the fourth floor of the Digital Library. It is open to all full- and part-time faculty members and staff during the library's open hours. Faculty and staff may gain access to the area through a keypad and code, thus tracking utilization of the area.

The Center houses a small computer lab with ten computer stations for faculty to work on projects, class work and collaborative activities, as well as online class trainings. Additionally, a small conference room is available for department, faculty, or staff meetings. The Faculty Development Committee also meets in this location. The outer area offers desks and chairs, five additional computers, and materials necessary for completion of teaching duties such as scantron machines (2), scantron materials, scratchers, and a

selection of books / texts on teaching practices. Many of these items require constant repair, replacement, and/or updating.

In addition to this space for faculty, Flex activities take place in various campus locations spread out to encourage participation by all faculty.

IV. Scheduling, Promotion, and Assessment of Flex Events

Scheduling and Promotion

Faculty Professional Development activities are scheduled at times that are most convenient to the demanding schedules of faculty. Needs assessment surveys and workshop evaluations are used to determine optimal scheduling and maximal participation. While timing does vary, the annual Flex Days allow us to reach the broader group of faculty and complete certain college-wide goals.

All employees are informed of and invited to campus-based workshops. Promotion for professional development workshops is primarily handled via email and flyers placed in the Glen Hunt Center.

Assessment

Several mechanisms are necessary in order to evaluate the faculty development programming. First, evaluation forms are provided to all Flex event attendees to be filled out at the conclusion of the event. Attendees can give feedback about the value of the event's content, organization and clarity of the presentation, and can give suggestions for future events.

Second, a survey is sent to all full- and part-time faculty members every two years. This survey gauges the timing, topic and response for the offerings of Flex workshops as well as requesting the survey taker describe times and topics they would like to see. The results of the 2015 evaluation is attached in the appendix. The most important detail gleaned from the survey is the issue of timing of events. Most indicate that on Tuesdays and Thursdays, during the "college hour", 12:50-1:50, most faculty would be available to attend a Flex workshop. The second most popular time is Friday mornings. Most faculty obligations on Fridays are late morning, or early afternoon, therefore there is a window of time for faculty to participate. This survey also highlights the difficulty, with so many meetings on campus, in addition to teaching and departmental duties, in getting a large number of people to participate in flex. We believe a solution to this is digitizing the events and uploading them to the webpage for faculty to view when they have time. This would create a library of information for faculty to view, on their own time, while meeting the intent of flex workshops.

Finally, an annual professional development summary report focuses on the following:

- Attendance, participation and completion of all training venues: face to face and online options (Distance Education)
- A review of the goals of the coming year's programming
- Descriptions and summaries of the evaluations of each of the events conducted during the year
- A budget analysis that includes the amounts spent for each of the FD activities during the current year as well as qualitative analysis that includes cost of activity, number of attendees and the evaluation results.

V. Constituency to be Served

This plan assumes that all full-time and associate faculty members should have opportunities to access professional development services. The goal of professional development for faculty is to improve teaching through the acquisition and enhancement of classroom skills, teaching techniques, and content-specific knowledge, and the expansion of interests related to academic pursuits. Flex events are provided to enable full-time faculty members to complete their contractual 24 hours of professional development. Also, as associate faculty teach nearly 50% of the classes at RCC, they are important stakeholders in professional development. Therefore we have been working at including more information that is tailored to associate faculty by using polling and surveys. The goal is to create a more substantial set of professional development programs for our associate faculty, thus bringing more parity in the classroom.

VI. Fiscal Resources

Current Budget

The Faculty Development Committee oversees a current budget of \$4,800.00. This budget contributes to the maintenance and operation of the Glenn Hunt Center for Teaching Excellence located on the fourth floor of the Digital Library. Additionally, these funds contribute to the Flex days in Fall and Spring, as well as supporting speakers, faculty resource needs, and events on campus.

Proposed Budget

The Faculty Development Committee seeks additional funding to fulfill our mission of professional development for faculty in the spirit of research, student engagement, and collegiality. The additional funding will be geared for faculty travel to conferences, upgrades to the current system with digitizing most presentations for access, honorariums to bring in 2 speakers per year, and maintenance of the existing center.

Travel

In the past, faculty members were allotted \$200.00 each for travel expenses, kept in a pool by departments. In that situation, individual faculty members had access to that money to use for travel. Or, if they were not planning a conference they could donate the money to a member of their department to assist in paying for that person's travel. With this spirit in mind, the Faculty Development Committee requests that \$50,000.00 be granted to the committee for travel funding for full- and part-time faculty members. (Note: In maintenance of past protocol, this amount accounts for approximately \$200 per full-time faculty member employed at RCC. However, the funds would be divided among both full-and part-time faculty.) This line of funding would allow greater travel for more faculty thereby increasing their subject matter skills sets, allowing for learning of new teaching techniques, and helping them to maintain currency in their discipline. The committee also proposes that faculty who receive such funding will report the information gained through the travel at department meetings, committee meetings or a Flex event for the entire college.

Flex Events and Instructional Supplies

We request \$5,000.00 to be used for Fall and Spring Flex events, new faculty orientation workshops, open house events at the Glen Hunt Center, and recognition of the Glenn Hunt Outstanding Faculty

Service Award winner. Additionally, these funds will be used to support the purchase of books and supplies for Communities of Scholars and other faculty-led development opportunities. Lastly, these funds will be used for instructional materials such as pens, paper, ink for printers, and scantron and scratcher forms.

Website / Video Development

To work toward Goal #1 (see below), we request an additional \$5,000.00 to be spent on website updates, recording and archiving of Flex events, and the development of an opportunity for Flex to be completed via the internet. The money would help support our mission of faculty development by making all Flex events accessible to all of the campus community.

Speaker Fees

Our final request is for outside speaker fees. Faculty Development would like \$10,000.00 to pay for outside speakers on the subjects of teaching, assessment, accreditation, and current events. These funds would be split over the academic year, with one speaker in the fall and one in the spring. By bringing in outside speakers, we hope to motivate the faculty with new ideas, teaching techniques and more.

Faculty Development Coordinator and Administrative Assistant Release Time

Currently, the Faculty Development Coordinator position is compensated with 0.2 release time (the equivalent of 7 hours per week). After keeping track of actual hours worked by the FD Coordinator over the past year, we have determined that this is not an adequate amount of time to properly accomplish all that is required. The current coordinator has spent, on average, 12-15 hours per week in order to fulfill the duties of the position. Therefore, we are proposing that the position be compensated with 0.4 release time in the future.

In the past, a 0.475 Administrative Assistant position has been allocated to Faculty Development. This person helped to maintain the day-to-day operations of the Glenn Hunt Center, process Flex hours, gather and verify evidence for those Flex hours, prepare travel authorizations, process associate faculty payments for flex and assessment, schedule rooms, create fliers, maintain the Glenn Hunt Center, among other duties. Recently the amount of time allocated for the FD Administrative Assistant has been dramatically reduced. This is creating even more work for the FD Coordinator (for which they are not being compensated). Hence, we are requesting that the prior 0.475 position be restored.

Summary of Requested Budget

Object	Description	Amount
	Travel	\$50,000
	Flex Events and Instructional Supplies	\$5,000
	Videography / Online Archiving of Flex Events	\$5,000
	Outside Speaker Fees	\$10,000
	0.4 Release Time for FD Coordinator	67035.00 (based on Faculty Schedule H-22-could be lower depending on the coordinator's tenure and degree at RCC)
	0.475 Administrative Assistant Position	20,046 per year
	Total Requested	

VII. Professional Development Goals

The Faculty Development Committee at RCC has been actively working on programs that will enhance student success through the work of the faculty. To that end, we have designed a five-year plan based on a series of five goals. Our five goals work with the strategic plan of the college, as well as the Guided Pathways. Below, we have listed each of our goals, and with each there is justification as well as the appropriate information to demonstrate that these goals reflect the greater goals of Riverside City College.

Goal #1:

To identify and provide accessible resources and learning opportunities for full- and part-time faculty (Strategic Plan, Guided Pathways)

Program Learning Outcomes:

- Increase awareness of, interest in, and participation in professional development opportunities
- Increase access to professional development activities by making them available via the internet

Actions:

- Produce annual calendar of activities-advance planning of events with tie-in to strategic planning and Pathways
- Update and enhance webpage-provide clarity for faculty and staff
- Develop marketing plan for offered activities-increase attendance at events
- Coordinate Fall and Spring Flex days for faculty, staff and administration (administration has set times to provide instruction, and can make suggestions for additional events, to highlight the strategic plan, as well as Guided Pathways)
- Video archive all Flex events
- Develop efficient system for online completion of Flex (with archived events)

Measures / Targets:

- Increase # of activities offered annually to two activities per month
- Achieve a 10% increase in faculty participation rate per activity

Strategic Goal Alignment:

- Content Area Development
- Institutional Effectiveness
- Student Success
- Resource and Learning Environment Development

Timeframe: Years 1 - 5

Goal #2:

To allocate appropriate financial, physical, and human resources for successful execution and assessment of Flex activities

Program Learning Outcomes:

- Provide support, administrative leadership, and primary point of contact for Faculty Development
- Gain the ability to better plan future activities based upon systematic assessment of current activities
- Identify gaps between what is offered and what is needed
- Bring new teaching techniques and subject matter expertise to the RCC campus by increasing attendance by faculty at conferences, symposia, and workshops

Actions:

- Assess and evaluate prior year program offerings through the use of surveys
- Modify activities offered in response to assessment data
- Identify availability of local community resources for potential partnerships (UCR, RCOE, County Office of Education, Public Health Office)
- Develop operational budget
- Facilitate and streamline the travel request process for faculty

Measures / Targets:

- Successful execution of Flex events
- Surveys completed by at least 75% of program attendees
- Majority of appropriate travel requests fulfilled

Strategic Goal Alignment:

- Institutional Effectiveness
- Community Engagement
- Resource and Learning Environment Development

Timeframe: Years 1 - 5

Goal #3:

To facilitate career and leadership development for individuals in an effort to address the need for new faculty training, to enable succession planning, to protect continuity, and to avoid extended vacancies in key positions.

Program Learning Outcomes:

- Identify individuals interested in growth and leadership opportunities
- Increase faculty professional knowledge of strategic planning goals and processes of the college
- Develop leadership skills in areas of communication, planning, problem solving, emotional intelligence, cultural proficiency, and employee management

Actions:

- Develop mentor program for all untenured faculty
- Continue to improve and refine the year-long training program for first-year faculty to learn about the college, district and the policies that impact faculty teaching and work
- Plan and implement biannual meetings for second-year faculty to ensure that these faculty members feel supported and fully understand their duties and obligations to the college
- Generate and distribute faculty-specific strategic planning surveys
- Develop a series of events on committee participation, organization and formation
- Increase committee participation of faculty through integration of council/committee participation
- Develop training activities and mentoring opportunities specific to those faculty who are interested in future Department Chair or administrative positions

Measures / Targets

- Develop, launch, and achieve a 10% participation rate (by tenured faculty) in mentor program
- Increase faculty attendance at strategic planning council meetings / subcommittees / workgroups

Strategic Goal Alignment:

- Institutional Effectiveness
- Leadership Development

Timeframe: Years 3 - 5

Goal #4:

To develop, enhance, and nurture a positive organizational culture among all college constituents by promoting collaboration and knowledge-sharing among employee groups as directed by California Education Code

Program Learning Outcomes:

- Foster collegiality and collaboration among employee groups
- Realize campus-wide understanding of how to be a culturally proficient organization
- Contribute towards student success by removing interpersonal barriers

Actions:

- With the classified staff committee, generate and distribute campus culture/employee engagement surveys
- Include organizational cultural proficiency training in first-year faculty workshops
- Engage with the administration professional development committee and the classified staff development committee for a minimum of 2 events per term

Measures/Targets:

- Achieve 45% completion of culture/engagement surveys by faculty
- One division per semester specifically targeted for engagement with administration and classified staff

Strategic Goal Alignment:

- Institutional Effectiveness
- Organizational Development
- Student Success

Timeframe: Years 2 - 5

Goal #5:

To support implementation of the California Guided Pathways framework at RCC and contribute toward an institution-wide approach to student success

Program Learning Outcomes:

- Increase awareness and knowledge of the California Guided Pathways model among all faculty until it is seen as the framework for all further endeavors.
- Provide resources for faculty to participate in implementation of the four pillars of the Guided Pathways model with particular emphasis on “Support” and “Learning”
- Continued improvement and refinement of the California Guided Pathways structure at RCC

Actions:

- Include information about RCC’s progress toward implementation of the California Guided Pathways model at Spring and Fall Flex events
- Work with coordinators to generate activities and outreach, as well as reporting back to the greater college community with information on Pathways.
- Once implementation has progressed sufficiently, plan 3 Flex events specific to the “Support” and “Learning” pillars during both Fall and Spring semesters
- Provide trainings to familiarize faculty with actions that are taken to build the “Clarity” and “Intake” pillars, so that these become second nature for faculty and staff.
- Include questions on the FDC biennial survey specific to Guided Pathways implementation

Measures/Targets:

- Increased understanding of the California Guided Pathways model among faculty
- Completion of biennial survey by at least 30% of faculty members

Strategic Goal Alignment:

- Institutional Effectiveness
- Organizational Development
- Student Success
- Student Access

Timeframe: Years 1 - 5

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VIII. Recommendations

The following program and resource recommendations have been developed and identified in an effort to achieve the five-year strategic goals.

New Faculty Trainings (Goals #1 and #3)

In the Fall of 2017 and continuing through 18-19, “Third Fridays” (a year-long training for new faculty) was developed to track and assist new faculty in their navigation through the college and district systems. This is in addition to the full-day training that occurs before the Fall semester begins. This extended program is designed to assist new faculty in all aspects of their professional career at Riverside City College. The program is a pilot program and assessment of all aspects of it will be done at the end of the Spring term. Assessment results will be used to improve and refine the program for next year.

In the Fall of 2019, new faculty training will be supplemented with one meeting per semester for second-year faculty. Since the first year is a bit overwhelming, these meetings are meant to help remind new faculty members of college structure, policies, and procedures and to provide an opportunity for questions to be answered and problems to be solved. The goal of these meetings is to ensure that new faculty are taking as smooth a path as possible through the tenure process.

The Faculty Development Committee will continue to have specialized meetings for untenured faculty, by their year of hire, until they receive tenure. The committee believes that all untenured faculty could make use of these sessions to reinvigorate their teaching and campus service, as well as fill in any gaps in knowledge they may have pertaining to policies and practices for the college and district.

Along with the training of new faculty, the committee will also create and maintain a mentor program that pairs one untenured faculty member with a tenured faculty member who can assist them in the navigation of the college. The recommendation is that the faculty mentor will be from outside of the untenured faculty member’s discipline / department, allowing a freedom of discussion on various topics. New faculty are also encouraged to communicate with their department colleagues in addition to their mentor.

The mentoring program will be extended to include a professional training system whereby tenured faculty will be mentored by a department chair or an administrator to help the faculty member understand the department chair/administrative position and duties. We hope that this training system will generate many faculty members who will be able to fill administrative positions within the college and district when necessary.

Flex Events and Calendar of Events (Goal #1)

Flex Days are days selected to accommodate the State’s program for continuing education. Each Fall, there are three Flex days held during the week before classes begin. One of those days is highlighted as “College Day” during which the administration presents the State of the College Address and highlights the upcoming year’s initiatives. The remainder of the time, 6 hours per day, is spent in sessions that highlight teaching innovations, grading tips, understanding the student population, and improving faculty professionalism. The spring is marked by one day of Flex activities. The morning is reserved for the State of the College Address and the afternoon spent in professional development events.

The continuing education of faculty is through various sessions on a variety of topics throughout the year, highlighting teaching, research, development of curricula, and other topics. Of particular note are the monthly “TigerTalks” lectures which are meant to have broad appeal and provide information about new and innovative research or activities on and around our campus and community.

The goal for the committee is to create a standing arrangement of Flex activities one year in advance, so that faculty may plan accordingly. Currently, Flex events are planned and implemented by (a) self-selection (faculty member contacts committee with a topic to present), (b) travel application and reporting out for faculty who have received funding for travel to conferences or workshops, (c) request by faculty for information on a topic. This final pattern, requests, highlight areas that may not be as visible in many programs, initiatives or activities, and therefore are treated with a greater sense of need, as it highlights an area where the information is not present.

The committee would like to institute a year-round calendar with distinct topics slated for different times. Presenters may be specifically engaged to work on particular topics or the committee will initiate a search for individuals to present on said topics. This calendar would be flexible, given the circumstances of presentations, but the topics would be stable. Additional topics may be offered in addition to those scheduled.

Survey of Flex Activities (Goal #2)

The Faculty Development Committee sends out an electronic survey every two years to all stakeholders to assess the effectiveness of the Flex offerings. This survey is extensive provides a great deal of feedback on faculty interests in topics, times, dates and styles of presentation (see most recent questions and results in Appendix 2). The survey is voluntary, however participation rates are typically fairly high. The survey is currently under review and will be sent out to stakeholders in the Spring term of 2019. In addition to the biennial survey, assessments are done after each flex event. The committee hopes to make the assessments electronic, thus reducing cost and increasing the speed at which such assessments can be utilized for future events.

Engagement with Administrative and Staff Professional Development Committees (Goal #4)

As directed by Educational Code of the State of California, all three professional development committees will work together for engagement activities and to utilize the experience and skill sets of all three professional groups. To this end, Faculty Development and Staff Professional Development (CLAS) have begun working together to produce joint events that will bring the two groups together. The first of these events was a Halloween Costume Contest for faculty, staff, and students. This event was well attended, with 25+ participants. The resulting engagement between faculty and staff has encouraged the design of additional events where these groups would be able to benefit from the skill sets of the others. This engagement will be reflected in an ongoing series of events for both FDC and CLAS. We hope to engage the administrative professional development in future events.

California Guided Pathways (Goal #5)

Faculty Development is actively engaged with the California Guided Pathways state wide initiative. To that end, the Faculty Development Committee is working to create a series of Flex workshops dedicated

to educating the faculty and staff on the California Guided Pathways, and helping to develop clear and concise documents to assist faculty engaged in advising our students on the path that they should take, as well as educating students about potential career paths with this degree. We are working with the coordinator for planning and assessment.

Digitizing Flex Events for Faculty (Goal 1, 2 and #4)

Analysis through various meetings, Flex events and surveys have indicated that many faculty are either engaged with class or committee work, or are travelling to another campus, as is the case with many of our associate faculty. While the importance of flex events is not lost on these individuals, the means to access this information is not currently available. We propose that by recording the events in real time and digitally uploading them to the Faculty Development Website, more faculty will gain access to important and useful information to assist their teaching, committee service and service to their students.

By creating a digital database of events, more faculty will make use of these events to enhance the classroom experience, to educate themselves on changes in policy, to educate themselves on the various programs available for our students and many more.

This will also help to alleviate stress between full-time faculty and associate faculty. As associate faculty, access to many events on campus is limited due to travel concerns / drive time to the next location. By digitizing the events, we believe that access will be enhanced, and also should demonstrate the equality we strive for among associate faculty and full-time faculty.

Appendix I

Job Description: RCC Faculty Development Coordinator

1. Facilitate implementation of faculty development activities and ensure their broad publication
 - a. Coordinate and facilitate Fall & Spring Flex Days, New Faculty Orientation and Associate Faculty Orientation
 - b. Coordinate any other Faculty Development Events (i.e. Discovery Lecture, Flex Fridays, Communities of Scholars, Distance Education Academy)
 - c. Assist Administrators, Faculty, Staff with the planning and advertisement of individual Flex events.
2. Work in conjunction with the new position for 18-19, Professional Development and Training Coordinator, on Flex Scheduling, as well as events for two or more Professional Development organizations.
3. Oversee Flex schedule and activities, contribute to the preparation of the required Flex documentation for the state
4. Coordinate Campus New Faculty Orientation programs and provide mentoring as desired to new faculty
5. Monitor the faculty development budget in coordination with the appropriate administrator
6. Serve on the Faculty Development Committee and as liaison with other college and district committees as needed to facilitate faculty development
7. Attend state and national conferences related to faculty development and give presentations promoting successful college programs
8. Work in collaboration with the Grant Office to maintain a knowledge of grant funding for faculty development projects, and seek such funding
9. Communicate with faculty and appropriate campus constituencies regarding budget, constituency decisions, state policies, etc.
10. Maintain regular liaison with the Academic Senate and other important committees
11. Survey faculty and disciplines to ensure faculty development needs are being met (to the degree resources permit), and serve as liaison between faculty and administration as needed to meet those needs
12. Work in collaboration with the Office of Academic Affairs to maintain the Faculty Guidebook
13. Be familiar with legal issues and accreditation issues related to Faculty Development
14. Engage in regular assessment of faculty development activities as required by accreditors and to ensure the continued improvement of programs and services
15. Oversee the Glenn Hunt Center for Teaching Excellence including its staff and supplies, track patrons, and ensure that adequate resources are provided and maintained for faculty in the Center
16. Collaborate with the Office of Academic Affairs to oversee www.flextrack.org and ensure that all flex hours are tracked, recorded and reported to Human Resources

Appendix II

FDC/Faculty Needs Assessment Survey - Spring 2015

Q1 Are you a Full-Time or Part-Time Faculty?

Answer Choices Responses

Full-Time 57.01% 61

Part-Time 42.99% 46

Q2 In total, how many years have you taught at RCC?

Answer Choices Responses

Less than one year 3.74% 4

1-5 years 11.21% 12

6-11 years 29.91% 32

12-17 years 32.71% 35

18 years or more 22.43% 24

Q3 In which field do you primarily teach (discipline)?

A good one: 1

Administration of Justice: 1

American Sign Language: 1

Art: 1

Automotive Technology: 2

Business: 4

Chemistry: 1

CIS: 5

Communication Studies: 7

Community Education: 1

Cosmotology: 1

Culinary Arts: 1

Early Childhood Education: 3

Economics: 1

Engineering: 1

English: 22

Film Studies: 1

Guidance Counseling: 10

Health Science: 1

History: 3

Humanities: 1

Information Technology: 1

Kinesiology: 4

Library: 5

Mathematics: 9

Microbiology: 1

Music: 2

Nursing: 7

Psychology: 1

Reading: 2

Sociology: 3

STEM: 1

World Languages: 1

Q4 Are there other fields in which you teach? If yes, please list them.

Answer Choices Responses

Yes **14.02%** 15

No **85.98%** 92

1 However, I have FSA's in other areas, completing another one in Business management, political science and

4/30/2014 10:57 AM

2 His 4/30/2014 10:54 AM

3 Biology, Health, Environmental Science, Anatomy and Physiology 4/29/2014 3:38 PM

4 History 4/29/2014 9:57 AM

5 philosophy 4/29/2014 9:16 AM

6 English 4/29/2014 8:31 AM

7 Anatomy and Physiology, Human Reproduction and Sexual Behavior 4/25/2014 2:39 PM

8 But hold teaching credentials or MA degrees in Educational Admin., Public Admin., and Behavioral Sci.

4/22/2014 12:11 PM

9 EDU 4/22/2014 10:00 AM

10 English, Business English, Special Programs 4/14/2014 1:30 PM

11 management and CIS 4/9/2014 8:16 AM

12 Used to teach PoliSci, but unlikely to again 4/8/2014 3:37 PM

13 Humanities 4/8/2014 12:44 PM

14 Engineering 4/8/2014 11:54 AM

15 Film Studies 4/8/2014 10:52 AM

16 business, history 4/8/2014 10:38 AM

17 Counseling 4/8/2014 9:48 AM

Q5 Have you attended an event sponsored by Faculty Development held in the 2013-2014 academic year?

Answer Choices Responses

Yes **50.94%** 54

No **40.57%** 43

Unsure **8.49%** 9

Q6 If your answer was "No" for the previous question, why did you not attend? (check all that apply)

Answer Choices Responses

Time/schedule conflict **86.05%** 37

Not interested in the event topic **11.63%** 5

No compensation provided to attend **13.95%** 6

Already met FLEX requirements/not needed **18.60%** 8

Other (please specify)

1 There are usually other priorities. I could make it work, but usually come up with the "I'm too busy" excuse.

4/30/2014 9:59 AM

2 Up until just recently I lived relatively far away from RCC; and so I would try to avoid the commute down whenever I could

4/29/2014 12:30 PM

3 Our department always schedules mandatory meetings during flex days/times and our department does not honor college hour.

4/29/2014 9:18 AM

4 Commute to campus 4/25/2014 3:30 PM

5 Not applicable 4/22/2014 12:11 PM

6 Nusing always has it own meeting 4/10/2014 7:44 AM

7 I have other assignments at other institutions so the trying to fit in any other thing is always a challenge. But if I could afford it, I'd certainly love to participate. Thanks to Amber, do read Faculty Focus and such when time permits.

Q7 When would you be most likely to attend a faculty development workshop? (check all that apply)

Answer Choices Responses

Monday-Thursday morning (9:00 a.m.-12:00 p.m.) **15.53%** 16
Monday-Thursday afternoon (2:00 p.m.-4:00 p.m.) **21.36%** 22
College Hour Tuesday (12:50 p.m.-1:50 p.m.) **34.95%** 36
College Hour Thursday (12:50 p.m.-1:50 p.m.) **33.98%** 35
Monday-Thursday evening (4:00 p.m.-6:00 p.m.) **29.13%** 30
Friday morning (9:00 a.m.-12:00 p.m.) **34.95%** 36
Friday afternoon (12:00 p.m.-4:00 p.m.) **25.24%** 26

Q8 What is your preferred medium for Teaching and Learning workshops? (please rank order)

1 2 3 Total Average Ranking

In Person/Face-to-Face **80.00%** 84
11.43% 12
8.57% 9

Video Tutorials **11.43%** 12
59.05% 62
29.52% 31

Webinar **8.57%** 9
29.52% 31
61.90% 65

Q9 What is your preferred medium for Technology Training workshops? (please rank order)

1 2 3 Total Average Ranking

In Person/Face-to-Face **76.70%** 79
11.65% 12
11.65% 12

Video Tutorial **5.53%** 16
63.11% 65
21.36% 22

Webinar **7.84%** 8
25.49% 26
66.67% 68

FDC/Faculty Needs Assessment

12 / 39

Q10 What is your preferred medium for workshops to assist your Work-Life?

(please rank order)

1 2 3 Total Average Ranking

In Person/Face-to-Face **69.31%** 70

20.79% 21

9.90% 10

Video Tutorial **18.81%** 19

56.44% 57

24.75% 25

Webinar **11.88%** 12

22.77% 23

65.35% 66

Q11 What is your preferred medium for workshops related to Student Issues?

(please rank order)

1 2 3 Total Average Ranking

In Person/Face-to-Face **76.70%** 79

13.59% 14

9.71% 10

Video Tutorial **14.56%** 15

64.08% 66

21.36% 22

Webinar **8.74%** 9

22.33% 23

68.93% 71

Q12 About which of the following Teaching and Learning issues would you like more information? (check all that apply)

Answer Choices Responses

Improving Student's Writing Skills **21.70%** 23

Improving Student's Reading Skills **23.58%** 25

Improving Student's Study Skills **45.28%** 48

Bloom's Revised Taxonomy **22.64%** 24

Service Learning/Volunteerism **22.64%** 24

Student's Learning Styles **13.21%** 14

Active Learning Strategies (i.e. team-based, problem-based, or project-based learning; interactive lecture) **39.62%** 42

Collaborative Learning **57.55%** 61

How to provide effective feedback in student grading **36.79%** 39

Classroom Management **32.08%** 34

Writing a Student-Centered Syllabus **15.09%** 16

Learning Communities **33.02%** 35

Adult/Non-Traditional Student Learning **16.04%** 17

Effective use of technology

Other (please specify) **61.32%** 65

1 I saw something in the CHE about completely rethinking syllabi and I think that might be a fun workshop.

4/30/2014 9:26 AM

2 Share with other English instructors & norm score papers 4/29/2014 9:46 AM

3 Student vs teacher responsibilities 4/29/2014 9:00 AM

4 affective domain 4/25/2014 3:30 PM

5 Specific and detailed methods of doing SLO and PLO assessment 4/22/2014 2:41 PM

6 "Plug-ins" devices for using own laptop in class 4/14/2014 1:30 PM

7 The Common CORE Standards 4/9/2014 1:56 PM

8 diversity of thought compared to political correctness or indoctrination 4/8/2014 2:50 PM

Q13 About which of the following topics related to Technology in the Classroom would you like more information? (check all that apply)

Answer Choices Responses

Use of social media in the classroom (Facebook, Twitter, Instagram) **41.18%** 42

Beginning Power Point (constructing slides, embedding pictures, simple animations) **7.84%** 8

Advanced Power Point (voice overs, embedding videos, advanced animations) **42.16%** 43

Excel (gradebook, data collection, graphing) **34.31%** 35

Outlook (email sorting/organizing, archiving email) **17.65%** 18

Word (mail merge, labels, converting a document to PDF) **10.78%** 11

Youtube and other video sites **26.47%** 27

Web 2.0 (wikis, blogs) **17.65%** 18

Student surveying or Polling software; Clickers **22.55%** 23

Basic lecture capture (Jing, Screencast-o-matic) **33.33%** 34

Advanced lecture capture (Camtasia, Mediasite) **24.51%** 25

Use of tablets and smart phones in the classroom **37.25%** 38

Teaching apps **46.08%** 47

Other (please specify) Date

1 I'm interested in learning more about any of the new technology related tools and/or methods that may help me to engage my students better. Specifically I'm interested in how feasible it would be for me to implement these things, and whether it would be distracting if I tried new things in order to experiment with how effective certain technology related tools/methods are.

4/29/2014 12:30 PM

2 Share hybrid tips with other instructors 4/29/2014 9:46 AM

3 Ideas for great online classes 4/22/2014 10:00 AM

4 story telling from life events 4/8/2014 2:50 PM

5 my own website 4/8/2014 9:58 AM

Q14 About which of the following topics related to Assessment would you like more information? (check all that apply)

Answer Choices Responses

RCC assessment guidelines (frequency, submission) **27.84%** 27

How to create effective student learning outcomes **30.93%** 30

Basic classroom assessment techniques **34.02%** 33

New or interesting assessment techniques **77.32%** 75

Other (please specify) Date

1 Interested in strategies for reducing the time I spend grading a certain assessment without significantly sacrificing the effectiveness of that assessment

4/29/2014 12:30 PM

2 Show us how to do this: Specific and detailed methods of doing SLO and PLO assessment 4/22/2014 2:41 PM

3 Formative Assessment using "Clickers" 4/9/2014 1:56 PM

4 I do not believe our assessment tool is valid 4/8/2014 2:50 PM

Q15 About which of the following Curriculum-related issues would you like more information? (check all that apply)

Answer Choices Responses

What is CurricuNet **24.32%** 18

How to use CurricuNet **43.24%** 32

Updating courses in CurricuNet **25.68%** 19
The review process (timelines and stages) **31.08%** 23
Matriculation of new courses **29.73%** 22
Transfer Model Curriculum (TMC) **47.30%** 35
Other (please specify) Date
1 Requirements for courses-what does an instructor "Have to" do 4/29/2014 9:00 AM
2 C-ID Review Process 4/9/2014 1:56 PM
3 moving guidance 48 from a 2 unit course to 3 units 4/8/2014 2:50 PM

Q16 About which of the following topics related to Students would you like more information? (check all that apply)

Answer Choices Responses

Student application process **30.30%** 20
Student graduation process **34.85%** 23
Student demographics **74.24%** 49

Other (please specify) Date

1 REQUIREMENT FOR COURSES 4/30/2014 12:54 PM
2 Resources for homeless students 4/30/2014 10:13 AM
3 Student responsibilities in a course 4/29/2014 9:00 AM
4 Basic Skills student demographics 4/25/2014 3:30 PM
5 none 4/10/2014 7:44 AM
6 Clubs 4/9/2014 1:56 PM
7 why do some students achieve and others don't? honest discussion 4/8/2014 2:50 PM
8 Navigating through this generation of students - apathy, low attention span, lack of discipline 4/8/2014 1:12 PM
9 student assessment 4/8/2014 10:22 AM

Q17 About which of the following topics related to Student-Diversity would you like to more information? (check all that apply)

Answer Choices Responses

Disabilities **53.95%** 41
Gender and Sexuality **28.95%** 22
Veterans **50.00%** 38
Socioeconomic status **48.68%** 37
Cultural differences within ethnic groups **53.95%** 41

Other (please specify) Date

1 Demographics 4/29/2014 9:00 AM
2 none 4/10/2014 7:44 AM
3 generations 4/9/2014 11:21 AM
4 PTSD training 4/8/2014 8:16 PM
5 how about what unites us and not what divides us 4/8/2014 2:50 PM
6 international 4/8/2014 9:48 AM

Q18 About which of the following Student Support Services at RCC would you like to more information? (check all that apply)

Answer Choices Responses

Counseling **41.57%** 37
Financial Aid **30.34%** 27
Disabled Resource Center (DRC) **30.34%** 27
Veteran Affairs Center **23.60%** 21
Puente **10.11%** 9
Outreach **15.73%** 14
Workforce Preparation **15.73%** 14

EOPS **21.35%** 19
 Gateway **16.85%** 15
 Pathways to Excellence **28.09%** 25
 Honors **19.10%** 17
 CAP Program **13.48%** 12
 Health Services Office **13.48%** 12
 Student Homelessness **39.33%** 35
 Parking/Transportation **8.99%** 8
 Associated Students of RCC (ASRCC) **4.49%** 4
 (Advising) Student Clubs **6.74%** 6
 Writing Center **14.61%** 13
 Center for Communication Excellence **11.24%** 10
 Tutorial Services **28.09%** 25
 Math Learning Center **15.73%** 14
 STEM Center **16.85%** 15
 Supplemental Instruction (SI) **13.48%** 12
 H.O.M.E. Room **13.48%** 12
 Ujima Project **11.24%** 10
 International Students **11.24%** 10
 Study Abroad **6.74%** 6
 Athletics **4.49%** 4
 Library Resources **35.96%** 32
Other (please specify) Date

1 I don't even know what a lot of those programs are, so I guess most of them 4/29/2014 9:57 AM
 2 single family homes and abuse (physical,emotional,drugs,sexual etc 4/8/2014 2:50 PM

Q19 which of the following topics related to Faculty would you like more information? (check all that apply)

Answer Choices Responses

Grant writing **37.93%** 33
 Writing recommendation letters for students/peers **32.18%** 28
 Community events **24.14%** 21
 Conference attendance in my field: How to complete travel requests **33.33%** 29
 Conference attendance in my field: How to apply for monies to travel **48.28%** 42
 Scholarship of Teaching and Learning (publishing, presenting educational research) **34.48%** 30
Other (please specify) Date

1 If someone actually knows the current, proper steps on travel, I would LOVE to hear about that. What a mystery this has been.

Q20 About which of the following topics related Faculty Work-Life would you like to know more information? (check all that apply)

Answer Choices Responses

The Glenn Hunt Center for Teaching Excellence (access and resources) **23.46%** 19
 WebAdvisor **13.58%** 11
 RCC e-mail lists **13.58%** 11
 Strategic Planning committees (structure and function) **25.93%** 21
 Academic Senate committees **23.46%** 19
 Conflict Resolution with students (Behavioral Intervention Resource Team: BIRT) **32.10%** 26
 Current issues facing community colleges **56.79%** 46
 Faculty Association **20.99%** 17
 Academic Senate **14.81%** 12
 Equal Employment Opportunity **8.64%** 7
 Department Chair Training **22.22%** 18
 Emergency Procedures **24.69%** 20

Emergency Preparedness **23.46%** 19
Emergency Notification System **11.11%** 9
Other (please specify) Date
1 DataTel 4/22/2014 9:19 AM
2 none 4/10/2014 7:44 AM
3 team building from coaches that doesn't just focus on winning 4/8/2014 2:50 PM

Q21 About which of the following topics related to Personal Development would you like more information? (check all that apply)

Answer Choices Responses

Nutrition **26.14%** 23
Exercise **31.82%** 28
Stress Reduction **48.86%** 43
Employee Book Club **15.91%** 14
Personal Finance **12.50%** 11
Work/Life Balance **22.73%** 20
Time Management **21.59%** 19
Services for Faculty at the RCC Health Center **32.95%** 29
Retirement Planning (CalSTRS) **46.59%** 41
Retirement Planning (CalPERS) **11.36%** 10
Retirement Planning (403b) **19.32%** 17
Retirement Planning (trusts/estates) **14.77%** 13
Health Insurance Options **20.45%** 18
Vision Service Plan (VSP) **21.59%** 19
AFLAC Dependent Care Reimbursement **3.41%** 3
AFLAC Medical Care Reimbursement **6.82%** 6
Other (please specify) Date
1 Would like a teacher activity center. Ping Pong? 4/22/2014 9:53 AM
2 none 4/10/2014 7:44 AM
3 Gym Access 4/8/2014 9:26 PM
4 Retirement planning from other faculty not the "officials" 4/8/2014 1:12 PM
5 yoga classes 4/8/2014 9:58 AM

Q22 About which of the following topics related to the Learning Management System (Blackboard) would you like more information? (check all that apply)

Answer Choices Responses

Getting started/creating a class **40.58%** 28
Quizzes, exams, surveys **40.58%** 28
Assignments **30.43%** 21
Rubrics **40.58%** 28
Constructing effective discussion boards **52.17%** 36
Scoring discussion boards **34.78%** 24
Grade keeping **36.23%** 25
Email within Blackboard **17.39%** 12
Creating groups **27.54%** 19
ADA Compliance **24.64%** 17
Tracking student progress **33.33%** 23
Other (please specify) Date
1 Benefits of Blackboard over other learning management systems or websites (edmodo, blogs, wikis) 4/30/2014 9:59 AM
2 Have trouble uploading exams 4/22/2014 9:53 AM
3 I have never utilized Blackboard 4/22/2014 9:19 AM
4 what is the level of "cheating" in online courses 4/8/2014 2:50 PM

5 I do not use BB. I use Bedford's Compclass course website. 4/8/2014 10:52 AM

6 None 4/8/2014 9:50 AM

Q23 About which of the following topics related to Distance Education would you like more information? (check all that apply)

Answer Choices Responses

Differences between face-to-face/hybrid/online courses **20.83%** 15

How to create instructor "presence" in an online course **52.78%** 38

How to create a "community" among students in an online course **45.83%** 33

First week tips **40.28%** 29

Creating clear/effective deadlines **20.83%** 15

Effective communication in an online course **41.67%** 30

Alternatives to lecture **58.33%** 42

Other (please specify) Date

1 what is the level of faculty response to content ?'s 4/8/2014 2:50 PM

2 how to effectively teach a hybrid course 4/8/2014 10:22 AM

Q24 The Faculty Development Committee and the DLLRC sponsor the "Discovery Lecture Series" annually. The "Discover Lecture Series" highlights current issues and topics of interest. Please suggest topics for the annual "Discovery Lecture Series":

Answered: 24 Skipped: 83

Responses Date

1 Panel presentations by various groups of students in panel presentations - athletes, veterans, international students, respective student interest groups/clubs, and also students in respective disciplines/areas of study, etc.

4/30/2014 11:16 AM

2 A lecture that covers a local or state election issue would be great in October. 4/30/2014 10:54 AM

3 How to motivate students 4/30/2014 9:49 AM

4 I think a lot of our colleagues in the English Department, such as Jo Scott Coe and Christine Sandoval have been publishing their own work. I'd love to hear them read/speak about their experiences.

4/30/2014 9:26 AM

5 I'm interested in lectures concerned with discoveries related to fractals, quantum mechanics, timespace, light, black holes, holograms, and other math/science related discoveries. I'm also interested in discoveries related to how we think and/or how the brain works (i.e. psychology, neuroscience, education research, etc.)

4/29/2014 12:30 PM

6 topics related to history, culture, and health. 4/29/2014 10:32 AM

7 Changing paradigms in Education 4/29/2014 9:46 AM

8 The second career working student 4/29/2014 9:18 AM

9 reigniting your passion; how to plan a sabbatical 4/29/2014 9:16 AM

10 Student Responsibilities 4/29/2014 9:00 AM

11 Pedagogy 4/29/2014 8:31 AM

12 Student Success Initiative Pathways Initiative 4/29/2014 8:31 AM

13 affective domain 4/25/2014 3:30 PM

14 Art or Music 4/22/2014 4:15 PM

15 Green technology & sustainability Data and privacy 4/22/2014 10:05 AM

16 Tape them and let us watch them online! 4/22/2014 8:47 AM

- 17 Sorry. I usually have no time to attend. 4/14/2014 1:30 PM
- 18 DREAM Act Cultural Diversity Latino Issues 4/11/2014 3:39 PM
- 19 Art 4/9/2014 1:56 PM
- 20 campus resources 4/9/2014 8:16 AM
- 21 Culture and Gender Leadership Skills Bullying 4/8/2014 8:16 PM
- 22 Cloud learning. 4/8/2014 3:41 PM
- 23 Educating the Y generation 4/8/2014 1:12 PM
- 24 Should the emphasis be on "Community" or "College?" 4/8/2014 10:38 AM

Q25 Please list topics you feel should be covered in a new Full-Time faculty orientation.

Answered: 29 Skipped: 78

Responses Date

- 1 Disabled Students 4/30/2014 11:37 AM
- 2 But I'm sure these already are: institutional service requirements, committee structure (continues to be quite confusing) and opportunities for participating 4/30/2014 11:16 AM
- 3 Mentoring with tenured staff to create a smooth transition and clarification of all expectations in teaching students. Review of technology used within the department. 4/30/2014 10:24 AM
- 4 The structure of the college / departments and who is responsible for what. 4/30/2014 9:59 AM
- 5 N/A 4/29/2014 12:30 PM
- 6 Organizational skills 4/29/2014 10:44 AM
- 7 Tour of the campus. 4/29/2014 10:42 AM
- 8 deciphering job descriptions and accessing support services 4/29/2014 9:18 AM
- 9 School policies and academic services to instructors 4/29/2014 9:00 AM
- 10 Pedagogy 4/29/2014 8:31 AM
- 11 Overview of student services Ongoing assessment of SLO's FAQ's about RCC - helpful information Who to Go To - List of resources 4/29/2014 8:31 AM
- 12 N/A 4/25/2014 3:30 PM
- 13 Curriculum development, course development, classroom management and survival skills. 4/22/2014 4:15 PM
- 14 explain DataTel, CurricCunet, and the 'lingo' that is used by faculty in reference to various committees 4/22/2014 9:19 AM
- 15 Who to contact to ensure FLEX, pay, etc. is done right. 4/22/2014 8:47 AM
- 16 What new FTF? 4/14/2014 1:30 PM
- 17 Adherence to CORs Teaching to SLOs Book/resource selection 4/11/2014 3:39 PM
- 18 Committee work 4/9/2014 1:56 PM
- 19 campus resources 4/9/2014 8:16 AM
- 20 Classroom Management Creating a Syllabus/class schedule Intro to Web Advisor Microsoft Office 4/8/2014 2:59 PM
- 21 1) The college runs on email 2) Find a system for organizing email before your box gets full and you are locked out. 3. Our committee structure and use of acronyms is crazy. - Don't expect to learn it all quickly. 4/8/2014 1:12 PM
- 22 Web Advisor Classroom Management Attendance Policies 4/8/2014 12:11 PM
- 23 Professional responsibility Obligation that goes beyond teaching 4/8/2014 11:54 AM
- 24 Library Resources such as orientation and databases 4/8/2014 11:38 AM
- 25 classroom management/discipline--the faculty members role. A video about disaster preparedness that each instructor should show their classes at the beginning of the term. 4/8/2014 10:44 AM
- 26 Why are we here? -or- What's the point of teaching? 4/8/2014 10:38 AM
- 27 Obligations of FT vs. PT faculty members; CORs inside one's discipline; student-faculty boundaries/considerations when employing social media 4/8/2014 9:59 AM
- 28 Early Alert, Census, Enrollment management, Adding students, how/why to drop students 4/8/2014 9:50 AM
- 29 WebAdvisor use 4/8/2014 9:44 AM

Q26 Please list topics you feel should be included in a Part-Time (Associate Faculty) orientation.

Answered: 41 Skipped: 66

Responses Date

- 1 Disabled Students 4/30/2014 11:37 AM
- 2 Support and services to part-time faculty - and this more for those full time and presenting these orientations toward realizing how much needs to be done, improved in this regard - and here's hoping, committing to make this happen accordingly.
4/30/2014 11:16 AM
- 3 Access to blackboard. Ability to post to students for clinical expectations and emails. 4/30/2014 10:24 AM
- 4 Classroom management Understanding CORs Preparing for Evaluation Working with Community College Students
4/30/2014 10:13 AM
- 5 The structure of the college / departments and who is responsible for what. 4/30/2014 9:59 AM
- 6 How to engage students How to motivate students 4/30/2014 9:49 AM
- 7 Setting up courses, creating websites, writing syllabus, location of important places, where to go for common problems,
4/30/2014 8:34 AM
- 8 .Strategies for effective teaching. 4/29/2014 3:19 PM
- 9 Structure of RCC--who/where/what 4/29/2014 2:19 PM
- 10 What resources are available (i.e. library, technology/software, getting copies, etc.) 4/29/2014 12:30 PM
- 11 we should know more about how students are counseled, requirements in our areas, how students can access reading and writing help, how to obtain an SI or Tutor
4/29/2014 9:57 AM
- 12 Go over the handbook 4/29/2014 9:46 AM
- 13 student grading and accessing support services available 4/29/2014 9:18 AM
- 14 Instructor rights & Student Rights 4/29/2014 9:00 AM
- 15 Pedagogy 4/29/2014 8:31 AM
- 16 Overview of student services Ongoing assessment of SLO's 4/29/2014 8:31 AM
- 17 How to have a presence on campus 4/25/2014 3:30 PM
- 18 Aligning syllabi and assignments with RCC's requirements, not all colleges. 4/23/2014 8:05 PM
- 19 The Survival Guide 4/23/2014 5:19 PM
- 20 Course development, support services,survival skills. 4/22/2014 4:15 PM
- 21 Brochure on where to go for help, resource availability and accessibility. For example, the media center. Where is it, what time are they open, and how can they be of service.
4/22/2014 9:53 AM
- 22 ? 4/22/2014 8:47 AM
- 23 Alternative Careers 4/14/2014 1:30 PM
- 24 Adherence to CORs Teaching to SLOs Book/resource selection 4/11/2014 3:39 PM
- 25 Rooms to work and conduct office hours. 4/9/2014 1:56 PM
- 26 campus resources 4/9/2014 8:16 AM
- 27 Nuts and bolts of teaching here. Keys (where do we get them), SLO, grading, syllabus (effectiveness)
4/8/2014 5:49 PM
- 28 How to get a full-time position. 4/8/2014 3:41 PM
- 29 Microsoft Office Classroom management 4/8/2014 2:59 PM
- 30 1) RCC runs on email. Please check daily. 2) Understanding the contract. 4/8/2014 1:12 PM
- 31 Web Advisor Classroom Management Attendance Policies 4/8/2014 12:11 PM
- 32 Library Resources such as orientation and databases 4/8/2014 11:38 AM
- 33 Effective classroom management, Conflict resolution training SLO Assessments 4/8/2014 11:36 AM
- 34 Census reports 4/8/2014 11:15 AM
- 35 Sticking to Course outlines & scoring essays 4/8/2014 10:44 AM
- 36 Adjunct unionization. 4/8/2014 10:38 AM
- 37 Emergency procedures 4/8/2014 10:24 AM
- 38 What services are available for evening instructors Early Alert (not sure if covered already)
Overview of state of college
4/8/2014 10:22 AM
- 39 Obligations of FT vs. PT faculty members; CORs inside one's discipline; student-faculty boundaries/considerations when employing social media; resources available for on-campus use;

role of faculty advisors

4/8/2014 9:59 AM

40 Early Alert, Census, Enrollment management, Adding students, how/why to drop students 4/8/2014 9:50 AM

41 WebAdvisor use 4/8/2014 9:44 AM

DRAFT

Appendix III: Travel Request Application

**Riverside City College
Faculty Development Travel Request Application**

Faculty Name/Title: _____

Name of Event/Activity: _____

**Date(s) of
Event/Activity:** _____

Please check one: Attendee _____ Presenter/Panelist _____

Nine Criteria of Professional Growth

Please underline/circle that apply to the event/activity

1. Improvement of teaching
2. Maintenance of current academic & technical knowledge or skills
3. In-service training for vocational education and employment preparation programs
4. Re-training to meet changing institutional needs
5. Inter-segmental exchange programs (shared activities among UC, CSU, K-12 and other CCC)
6. Development of innovations
7. Computer and technological proficiency programs
8. Courses and training implementing affirmative action and upward mobility programs
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges including, but not necessarily limited to, programs designed to develop self-esteem.

Professional Growth Description

In approximately one-to-two paragraphs, please provide a description of how this activity/event will:

- Enhance your effectiveness as an instructor
- Update your instructional methods
- Be disseminated to the campus for other faculty (i.e. Flex Workshop)

Appendix IV: Needs Assessment

The Professional Development Team at RCC wants to provide the best opportunities for you as we all work together to ensure excellence in teaching and student success. We value the expertise you bring to RCC and your opinions regarding how professional development opportunities can be tailored to meet your needs. Please consider taking approximately fifteen minutes of your time to complete this survey.

The survey results will be tabulated and analyzed by the Office of Institutional Research and shared with the Professional Development Team. Future training opportunities will be planned in response to your input.

First, please tell us a little information about yourself:

1. How long have you been Employed at RCC?
 - a. This is my first year
 - b. 2-4 years
 - c. 5-8 years
 - d. More than 8 years

2. In which division(s) do you currently teach?
 - a. Language/humanities/social sciences
 - b. STEM
 - c. CTE
 - d. School of Nursing
 - e. School of the Arts
 - f. Counseling/Library

3. Have you participated in the February and/or August FLEX Workshops?
 - a. Yes
 - b. No

4. In general, how important are professional training activities to you?
 - a. Very important
 - b. Important
 - c. Somewhat important
 - d. Not important

5. Please indicate your level of INTEREST in learning about the following topics:

	Very Important	Important	Somewhat Important	Not Important
New faculty orientation				
FERPA				

Instructional support/Student Retention				
Syllabus development				
Engaging the online learner				
Classroom management				
Innovative teaching styles				
Teaching to different learning styles				
Assessing student learning				
Adult vs. traditional learners				
Content/discipline area development				
Curriculum development				
Peer mentoring/coaching/advisement				
Learning Management System (Black Board)				
Outlook				
Word				
Excel				
Adobe				

TracDat				
Service excellence				
Team building				
Effective communication				
Conflict Management				
Health & wellness/Stress Management				
Safety & security/BIRT/CERT training				
Leadership development/Dept Chair training				
Civility & Ethics in the Work Place				
Emotional intelligence				
Accreditation/compliance				
SLO/PLO assessment				
Time management				
Retirement financial/Educational planning				

6. What other topics would you like to see included in our professional development offerings?
7. Which format would you most prefer for training? (Please check all that apply)
- a. Attend an in-person class, workshop, seminar, or conference at RCC
 - b. Attend an off-site in person class, workshop, seminar or conference
 - c. Online modules to suit my schedule

- d. Watch a presentation online, DVD (speaker presenting)
 - e. Participate in a webinar (phone or online)
 - f. Participate in a teleconference
 - g. Self-study with practice (articles, books, manuals, etc.)
 - h. One-on-one instruction with an expert/mentor
 - i. Training accessed using mobile devices
 - j. Tips by email
 - k. Informal “brown bag” lunches
 - l. Other, please specify
8. What time of day is the most convenient for you to attend a face-to-face training session?
- a. Morning
 - b. Afternoon
 - c. Evening
 - d. Other, please explain
9. What day of the week is most convenient for you to attend a face-to-face training session? (Please check all that apply)
- a. Monday
 - b. Tuesday
 - c. Wednesday
 - d. Thursday
 - e. Friday
 - f. Saturday
 - g. Sunday
10. What times during the year are best for you to attend a face-to-face training session? (Please check all that apply)
- a. Beginning of the semester
 - b. Middle of the semester
 - c. End of the semester
 - d. During intersessions
11. What training length do you prefer?
- a. 1 hour
 - b. 3 hours
 - c. Half day
 - d. Full day
12. Which of the following would most likely encourage you to attend a professional development workshop?
- a. Certificate of completion to personnel file, Dean, or Department Chair
 - b. Recognition in Department or Division
 - c. Satisfies requirements for individual or departmental GOALS
 - d. FLEX Credit

13. How familiar are you with the current offerings provided by the RCC Professional Development Team?

- a. Very familiar
- b. Somewhat familiar
- c. Not familiar at all

14. How would you like to be informed about training opportunities? (Please check all that apply)

- a. Emails from Professional Development
- b. Co-workers or friends
- c. Supervisor
- d. Professional publications
- e. Mailings or brochures
- f. Other

15. Have you participated in any type of training opportunity through RCC Professional Development within the last two years?

- a. Yes
- b. No

16. Have you participated in any type of training/educational opportunities outside RCC within the last two years?

- a. Yes
- b. No

17. If yes, what were your reasons for pursuing these training/educational opportunities in the last two years? (Please check all that apply)

- a. Obtain credit toward a degree or certificate
- b. Work towards possible job advancement
- c. Fulfills requirements for individual or departmental goals
- d. Department Chair/Dean suggested it
- e. Colleague suggested it
- f. Gain or refresh skills in current job
- g. Personal growth or interest
- h. Other, please specify

18. What would be your reasons for pursuing training/educational opportunities in the future? (Please check all that apply)

- a. Obtain credit toward a degree or certificate
- b. Work towards possible step advancement
- c. Current job requirements
- d. Fulfills requirements for individual or departmental GOALS
- e. Department Chair/Dean suggested it
- f. Colleague suggested it
- g. Gain or refresh skills in current job
- h. Personal growth or interest

i. Other, please specify

19. Please rate the importance of each of these training purposes with “1” being high and “5” low:

- a. Becoming a better instructor
- b. Increasing student success
- c. Feeling connected at RCC
- d. Understanding student needs
- e. Learning a new skill or perspective
- f. Staying current in my job responsibilities
- g. Supporting college-wide initiatives
- h. Expanding my knowledge
- i. Expanding my curriculum base

20. Please share the possible reasons for NOT PARTICIPATING in training opportunities through RCC Professional Development:

21. What other comments do you have for us?

22. If you would be interested in helping the Professional Development Team at RCC in one of the following ways, please provide your name below so we can communicate via your RCC email:

____ I would like to participate on a HRC

____ I would like to offer my resources and expertise as a presenter for Professional Development

____ I would be willing to serve as a mentor for other Faculty at RCC

Name: _____

Thank you for taking the time to give us your feedback.
Look for upcoming changes in our training opportunities!

Appendix V: Faculty Guidebook

The Faculty Guidebook is an online tool that allows faculty, both full and associate, to access the information necessary to teach on campus. The Guidebook can be printed, and is printed and bound for new faculty entering RCC. It can be found online in the following location:

<http://www.rcc.edu/facultydev/Documents/RCC%20Faculty%20Guide%20Book.pdf>

Appendix VI: Faculty Development Agendas and Minutes from meetings

The Faculty Development Committee is in line with the transparency of all meetings, and thus all meeting agendas and minutes are posted on the Faculty Development Website, at

<http://www.rcc.edu/facultydev/Pages/cte.aspx>

Appendix VII: Fall Flex Days Sample

FALL FLEX AGENDA 2017 Wednesday, August 23rd, 2017

Workshops		
9:00 am - 10:00am		
ADT: QUAD 101	Blackboard: DL 206	Foster Youth : Quad 103
Associate's Degree for Transfer (ADT): Do you have students who are pursuing this degree path? Do you want to learn more about it as an option for your students? This workshop will explain the benefits and the "fine print" of the ADT.	Learn how to get the most out of the Grade Center, including weighted totals and more! Presented by: Vincent Alonzo	Gain a better understanding of this community of students and how we as faculty can be of assistance in this group's academic success. Presented by: Maria Maness
10:15am-11:15am		
Grants Meeting: Quad 101	Canvas Update: Quad 102	Campus Safety #1: Classroom Evacuation: Quad 103
11:15am-1:00pm Lunch on Your Own		
1:00pm-2:00pm		

TRACDAT Updates: DL 206	Poverty and Homelessness in the Classroom: Quad 102	Efficient Paper Grading: Quad 103
2:00pm-3:00pm		
DRC Primer: QUAD 101	Fieldtrips: Quad 102	25 Live: DL 205
EPOC RETREAT		
8:00am-12:00pm		
Location: Hall of Fame		
**For RCC's Distance Education Academy: Intro to Canvas see specific schedule provided by the D.E. Committee		

FALL FLEX AGENDA 2017 Thursday, August 24th, 2017 Breakfast Pastries, Coffee, and Tea!		
8:00am-8:30am		
Location: Cafeteria		
Breakfast provided by School's First Credit Union.		

Welcoming Announcements

8:30 am - 9:15am

**WELCOME TO THE 2017-
2018 ACADEMIC YEAR**

**WELCOME NEW
FACULTY & GLENN HUNT
AWARD PRESENTATION**

**WELCOME FROM
ACADEMIC SENATE &
RCCDFA**

Cultural Proficiency

9:15am-10:15am

Presented by: Wendy McEwen, Marc Sanchez, and Kristi Woods

CA Guided Pathways

10:15am-12:15pm

Presented by: Carol Farrar, Wendy McEwen, Susan Mills, and Kathleen Sell

12:15pm-1:15pm Lunch at the Cafeteria Provided by Academic Affairs

Breakout Division Meetings

1:15pm-3:00pm

Division	Location	Presenter
Languages, Humanities, and Social Sciences	Cafeteria	Kristi Woods
Fine & Performing Arts	Cafeteria	Carol Farrar
Math, Science, & Kinesiology	MTSC 146	Arun Goyal
Career & Technical Education	Heritage	Kristine DiMemmo
Library, Counseling, & Academic Support	Cafeteria	Allison Douglas-Chicoye
Nursing**	NUR 154	Sandy Baker
** To be held 12:00pm-4:30pm		

FALL FLEX AGENDA 2017 Friday, August 25th, 2017

Workshops

9:00am-11:15am

New Science of Learning: Math Faculty Training: MTSC 111	
9:00 am - 10:00am	
Coping with Passive Aggressive Behaviors: Quad 102	Social Media for Your Classroom: DL 205
10:15am-11:15am	
Campus Safety #2: Active Shooter: Quad 102	Curriculum Institute: Next Steps: Quad 103
Lunch provided for those who attend the RCCDFA Updates	
12:00pm-1:00pm	
Location: AD 122	
1:00pm-2:00pm	
WRC Open House: MLK 119	Flip or Flop: Quad 101
2:00pm-3:00pm	
Mediasite: Streaming from Your Desktop: Quad 102	Library Services: DL 205

Appendix VIII: New Faculty Orientation sample

RCC New Faculty Orientation

Tuesday, August 22, 2017

8:30 a.m.-6:00 p.m./Bradshaw-Hall of Fame

8:15-8:30 a.m.	Welcome Check in: Coffee/Danishes	
8:30-9:30 a.m.	Campus Tour	
9:30-10:30 a.m.	Who are you serving? Wendy McEwen/Dean Institutional Effectiveness	
10:30-12:30 p.m.	Nuts & Bolts of Being a New Faculty List Serves & Communication (handout) Course Outlines of Record (15) Web Advisor/Parking Permits (30) Textbook Ordering/Copy Center/Mailboxes (15) Faculty Resources (Flip Book/Faculty Guide) Technology Training/Access (handout) Flex Requirements (30)	
12:30-1:30 p.m.	LUNCH	
1:30-2:30 p.m.	Classroom Management/BIRT Process Cecilia Alvarado/Vice President Student Services	
2:30-3:30 p.m.	Understanding Student Pathways & Faculty Advising Dr. Wolde-ab Isaac/President RCC Kathleen Sell/Associate Professor-English	
3:30-3:45 p.m.	COFFEE/TEA BREAK	
	<u>BREAK OUT SESSIONS</u>	
	Associate Faculty	Full-Time Faculty
3:45-4:45 p.m.	Improvement of Instruction Process Laura Greathouse	Tenure Process for Full-Time Faculty Carol Farrar Vice President of Academic Affairs

Riverside City College Technology Plan

2019-2020

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1. Introduction:

The Riverside City College Technology Plan has been established in support of the college vision “to maintain its status as a premier learning institution nationally recognized for excellence in education, innovation and service.” Accordingly, in support of this vision and the college mission, the RCC Technology Plan outlines goals and objectives, technology standards, and prioritization guidelines that inform the college strategic planning process.

The RCC Technology Plan is maintained and updated by the Technology Resource Committee (TRC). The TRC is an advisory committee that reports to the Resource Development and Administrative Services (RDAS) Leadership Council. The TRC includes a faculty chair, staff co-chair and voting membership including faculty, staff, management and student government representatives in accordance with board policy and RCC operating procedures.

Technology is integral to the success of the college mission and should be held to a high standard at RCC. To accomplish this the Technology Plan is reviewed by the TRC annually and updated regularly to meet the demands of educational excellence, innovation and service.

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2. College Strategic Planning Goals:

1. Student Success

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

2. Student Access

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

3. Institutional Effectiveness

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

4. Resource and Learning Environment Development

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

5. Community Engagement

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

3. Objectives:

In alignment with the Educational Master Plan and the college's strategic planning goals, the Technology Plan focuses on ensuring the college achieves the following objectives in serving students, faculty, staff, and administrators:

- Provide global access to information
- Meet educational and training needs
- Foster innovation, communication, and collaboration
- Improve the effectiveness of students' and employees' respective tasks
- Provide adequate funding for the maintenance of existing technology and for the purchase of emerging technologies

To fulfill the above objectives, the college must do the following:

A. Provide Global Access to Information

1. Ensure the college website and online portals for students, faculty, and staff provide easy access to information and college support services.
2. Implement systems and technology to streamline student-related processes aligned with admission, retention, progress, completion, and equity goals.
3. Use online technology to increase access to learning opportunities that foster student and faculty success on and off campus.
4. Maintain and update a comprehensive mass notification system for emergencies and mass communication.
5. Maintain and upgrade cloud-based services that function as an extension of the college's infrastructure to ensure service stability in case of outage.
6. Use social media to foster a sense of community on and off campus.
7. Provide security awareness training for all students, staff and faculty to ensure safe use of all technology resources.
8. Ensure that college provided technology resources are accessible to people with disabilities according to Section 508 of the Rehab Act of 1973 (RCCD Board Policy AP 6365)

B. Meet Educational and Training Needs

1. Maintain and upgrade systems and technology regularly to improve student access, success, and equity.
2. Implement systems and technology for the deployment of student success and support programs.
3. Provide comprehensive professional development opportunities for faculty and support staff to train in emerging and newly adopted technology.
4. Provide access to conferences and workshops related to innovation for faculty and staff development.
5. Maintain and update network infrastructure, campus internet, and wi-fi access technology regularly in a manner that improves student access, success, and equity.

C. Foster Innovation, Communication and Collaboration

1. Provide easy access to one-stop help desk for all technology and college support services.
2. Use technology to encourage timely communication and collaboration between faculty,

staff, and departments.

3. Regularly collect data and gather feedback from students, faculty, and staff in order to assess college technology and support services.

D. Improve the Effectiveness of Students' and Employees' Respective Tasks

1. Provide comprehensive access for faculty and staff to software applications and technology which improve learning and supports college functions.
2. Implement procedures to promote best practices in information security for students, faculty, and staff.
3. Implement procedures for electronic records management that are secure and improve efficiency.
4. Provide comprehensive access to a Learning Management Systems (LMS) for all full-time and associate faculty
5. Administer a technology replacement plan for departments, offices, and classrooms.

E. Provide Adequate Funding Including Grants, for the Maintenance of Existing Technology and the Purchase of Emerging Technologies

1. Ensure the college budgets for the replacement, repair, and upgrade of department, office, and classroom technology equipment through a Total Cost of Ownership (TCO) analysis.
2. Implement an inventory system and auditing procedure that regularly evaluates the value and status of campus technology and equipment.
3. Coordinate the college budget with grant funding that supports the purchase, repair, and upgrade of department and classroom technology equipment.
4. Manage the technology replacement plan and prioritization procedure.
5. Ensure adequate funding for staff positions support campus technology services.
6. Ensure all grant-funded and/or grant-related technology purchases include a TCO analysis, including licensing, hardware, software, and systems management.
7. Ensure all grant-funded technology purchases are specifically designated and are not automatically covered by the replacement plan.

4. Technology Standards

The college is responsible for maintaining minimum standards of technology and equipment that support the educational master plan, adhere to accreditation guidelines, and meet the needs of students, faculty, staff, and administration in the following key areas:

- Classrooms
- Labs
- Large meeting rooms and auditoriums
- Study spaces
- Conference rooms
- Offices
- Individual computers and devices
- Instructional technology and equipment
- Service Areas (Printing, A&R, etc.)
- Network and Servers
- Communication Systems
- Safety and Information Security
- Backups and Disaster Recovery

The specific minimum standards for technology and equipment deployed to these areas of the college is contained in the Appendix of the Technology Plan. These standards should be reviewed annually by TSS staff and updated and revised when necessary. To align with the college educational master plan, these updates should be made in consultation with the TRC and under the direction of the RDAS leadership council.

A. Classrooms

Each classroom must contain:

- A telephone for emergency contact
- An instructor computer station with network and internet access capable of multi-media playback
- Audiovisual projection equipment
- Access to discipline specific teaching and training technology, software, and equipment

B. Labs

Each lab must contain:

- A telephone for emergency contact
- An instructor computer station with network and internet access capable of multi-media playback
- Audiovisual projection equipment
- A sufficient number of computers with network and internet access to meet student demand

- Access to discipline-specific teaching and training technology, software, and equipment in sufficient quantities that meet student demand
- Discipline-specific technology should meet industry standards for performance, safety and information security
- Access to printing as needed
- A lab aide and computer workstation as needed

C. Large Meeting Rooms and Auditoriums

Each large meeting room and auditorium must contain:

- A telephone for emergency contact
- Highspeed wireless and network access
- Multimedia, computer and device connectivity for HD projection and sound
- Video capture and streaming equipment support
- Commercial grade audiovisual projection equipment

D. Study Spaces

Each study space must contain:

- A telephone for emergency contact
- A sufficient number of computers with network and internet access to meet student demand
- Access to standard software in sufficient quantities that meet student demand
- Access to printing as needed
- A lab aide and computer workstation as needed

E. Conference Rooms

Each conference room must contain:

- A telephone for emergency contact
- A computer station with network and internet access capable of multi-media playback
- Audiovisual display equipment

F. Faculty and Staff Offices

Each faculty and staff office must contain:

- A Voice Over IP telephone with voicemail
- A desktop or laptop computer with office software that includes network and internet access.
- Office computer and software technology that conforms to the needs of the discipline in alignment with course content and supporting department job functions
- Convenient access to printing, duplicating, scanning, and faxing

G. Individual Computers and Devices

Each faculty and staff member should have access to standard technology provided by the college. Any advanced technology must be approved by the area dean or manager.

- Full-time faculty and staff are limited to one computer, laptop, or supported device if not otherwise provided in an individual office
- Part-time faculty, staff, or student employees should be provided shared access to a computer with a unique individual login

H. Advanced Technology and Equipment

Advanced technology such as department or discipline specific devices and equipment that exceed the minimum standards of the technology plan should conform to the following criteria:

- Dean and manager approval is required to purchase or replace advanced technology and equipment
- Technology and equipment should conform to the needs of the discipline and align with industry required course content
- New and emerging technology and equipment should enhance department job functions and improve accuracy and efficiency
- Adopted technology and equipment should meet industry standards for performance, safety and information security
- Technology or equipment not supported by college services should be maintained by qualified vendors and is the responsibility of department or discipline to finance, purchase, and replace

I. Services Areas

Service area technology must conform to the minimum standards for computers and equipment, be evaluated and renewed according to the replacement plan, and is supported by college staff according to the following guidelines:

- Dean and manager approval is required to purchase or replace advanced technology and equipment
- Technology and equipment should meet industry standards for performance, safety, information security and conform to the needs of the service area
- New and emerging technology and equipment should enhance department job functions and improve accuracy and efficiency
- Advanced technology or equipment not supported by college services should be maintained by qualified vendors and is the responsibility of the college to finance, purchase, and replace

J. Network and Wireless Access

The college should have a robust and reliable network infrastructure that connects all users throughout all campus buildings. The district must provide adequate hardware and personnel support to maintain the network on a regular basis.

- Provide secure enterprise speed connectivity to all wired connections campus wide.
- Provide comprehensive secure wireless access for all students, employees and authorized guests throughout all college locations.

K. Servers, Backups, and Disaster Recovery

The college, supported by the district, should provide secure and centralized network storage, backup and recovery services to meet the needs of the college departments.

- TSS will work with the district to develop a data archiving and retrieval process for emergency backup and recovery service for network storage.
- TSS will work with the district to develop a disaster recovery plan to restore access to critical information resources in case of a catastrophic outage.

L. Communication Systems

The college, supported by the district, should provide a reliable and secure communication system throughout the college. This includes:

- Department and office phones with voicemail
- Classroom, lab and service area phones
- Emergency phones with 911 access
- Emergency mass notification system
- Video conferencing

M. Safety and Security

The college should coordinate with the district to ensure the safety of faculty, staff and students by maintaining and upgrading building security equipment, alarm systems, and emergency communications technology. In addition, the district must provide a secure network that includes a security plan, policies, procedures, security technology and end user security awareness training to help mitigate outages and attacks and protect data confidentiality, integrity and availability.

- Security equipment, emergency communication systems and alarms must be tested, evaluated and repaired regularly
- College faculty and support staff should serve on district technology and security committees to increase communication and address local needs
- District and local support services should implement network management tools to monitor and control all critical network resources and develop an incident response team and procedures for network outages and attacks.

N. Website

The college has selected the firm iFactory to design its new website so that it can function as an 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, and it will be hiring a new website content consultant to work with departments and service units across the college to refine their site content prior to website launch, which is scheduled for December 2019.

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5. Replacement Plan

To fulfill the Technology Plan and support the RCC mission statement, the college should repair and replace classroom, lab, study space, office, conference room and department computers, technology and equipment regularly. The strategic planning process should provide an annual budget and create a prioritization plan that addresses campus needs equitably. The replacement plan is meant to service and maintain but not increase existing department inventory without prior approval. (See APPENDIX for specific technology standards.)

A. Computers and Devices

Current computer and device replacement/life-cycle guidelines are as follows:

- Software: Renew and update annually
- Devices: Replace within 3 years
- Computers: Replace within 5 years
- Advanced Computers: Update, repair or replace within 7 years
- Refurbish and redeploy computers when possible to less demanding locations

B. Network and Audiovisual Equipment

Current network and audiovisual replacement/life-cycle guidelines are as follows:

- Audiovisual and multimedia: Update, repair, or replace within 10 years
- Network devices: Update, repair, or replace within 10 years
- Wiring and physical infrastructure: Update, repair, or replace within 15 years

C. Technology and Equipment

Current technology and equipment replacement/life-cycle guidelines are as follows:

- Non-computer technology: Update, repair or replace within 10 years
- Equipment: Evaluate, repair or replace within 15 years
- Refurbish, repair and redeploy valuable equipment when possible

6. Technology Support Services

The Technology Support Services (TSS) department is a support division of the Office of Business Services at Riverside City College. RCC Technology Support Services provides instructional media support and information technology end-user support to Riverside City College and Riverside Community College District Offices. There are two distinct support service departments within TSS: Information Technology (IT) and Instructional Media (IM). The roles and duties are defined below.

A. Information Technology

The RCC TSS Information Technology (IT) department is responsible for the planning, acquisition, installation, management, and decommission of end-user IT hardware and software technologies along all stages of the technology lifecycle at Riverside City College and Riverside Community College District Offices. Hardware and software technologies supported by RCC TSS IT include, but are not limited to the following:

- Computers, workstations, servers, laptops, tablets, monitors, printers, scanners, digitizers, I/O devices, peripherals
- Windows OS, macOS, Unix/Linux distros
- MS-Office applications
- Adobe CC applications
- Administrative, department, and discipline applications
- Persistence protection services
- Image and deployment management
- Mobile device management

B. Instructional Media

The RCC TSS Instructional Media (IM) department is specifically assigned to classroom technology support, meeting rooms, and conference rooms which utilize the use of Instructional Media technology. Classroom technology support includes projectors, document cameras, classroom sound systems, control panels, video and audio playback, and classroom lecture capture. Conference rooms include video conferencing systems, audio, and computer presentation technology. In addition, IM supports the District Office and all VIP events which occur off campus. Rubidoux Annex also receives full support from both IT and IM. In sum, IM is responsible for the following:

- Design support for new building projects
- Redesign and renovation of existing spaces according to the replacement plan
- Design of new classroom technology needed for new academic programs
- Setup of sound systems and video systems, including video recording for all College events requesting this service, including VIP events
- Training for popular desktop programs, trainings are held in our Convergence Center

- Installation of all media systems which have be designed and quoted by our department. IM will coordinate the installation of electrical power with facilities and network requirements with the District.
- In-house repairs for all media equipment, including cable fabrication and repair.
- Full video production services in studio or in the field
- Programming services on RCC's Educational Broadcast Channel KRCC aired on Charter and ATT U-Verse.

C. Staffing and Budget Standards

To ensure the college Technology Support Services and Instructional Media departments can sufficiently support and manage the technology deployed across the campus, the college must provide adequate funding and staffing guidelines.

- Establish and maintain a clear and reasonable device-to-technician support technician staffing ratio based on industry standard metrics
- Provide adequate funding for technology resource tools (equipment, hardware, software, etc.) used by support technicians to deploy, manage and repair technology on campus.

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7. Planning and Assessment

To ensure continuous quality improvement in the use of technology by the college, this plan offers two assessment targets. The first focuses on the plan's development, approval, and implementation, the assessment of which will ensure that the plan's content remains relevant and up-to-date and will refine as well as the process of adopting strategic and operational plans across the college. The second assessment target is the college's prioritization, acquisition, and usage of technology, which will ensure that the college adheres to defined processes when making technology-related decisions, that technology resource purchases are fiscally responsible, and that technology resources help all constituents fulfill the college's mission and strategic goals.

A. Assessment and Evaluation of the Technology Plan Itself

During the Technology Resources Committee's annual review of the Technology Plan itself in spring of each academic year, the TRC 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 technology-related targets by division and their related financial impacts, if any.
- Consider new developments and changes at the state level that may affect technology requirements at RCC.
- Archive (and remove) completed or outdated components of the Technology Plan.
- Submit the final draft of the revised plan to RD&AS and then to EPOC for review and approval.
- Facilitate the approval of the revised 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 college's prioritization, acquisition, and usage of technology, but such updates and revisions should not include major strategic shifts from year to year. Any larger changes should happen, if necessary, when the plan is evaluated and overhauled every three years, not annually.

B. Assessment and Evaluation of Technology Across the College

In order to assess the college's technology prioritization, acquisition, and usage, the college must do the following:

- Establish key performance indicators for technology prioritization, acquisition, and usage 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 technology-related KPIs (likely connected to student learning and/or service unit outcomes) for instructional and support/service units across the college and assess their ability to improve student learning, provide student support services for all students (with particular attention paid to students disproportionately impacted groups), and provide support to the college's administrators,

faculty, and staff.

- Revise and expand technology satisfaction surveys and process measures for all college constituents.

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8. District Responsibilities

The Riverside Community College District (RCCD) provides hardware, software, network, security and related technical support to the colleges within the district. The RCCD also maintains the District Strategic Technology Plan (DSTP) and coordinates and communicates with the colleges through various technology committees. The district also provides financial support through various funding sources to accomplish district wide initiatives such as the upgrade, replacement and maintenance of communications technology, network infrastructure hardware, and security systems.

A. Information Technology Strategy Council (ITSC)

The ITSC provides a collaborative forum that advises and informs the Chancellor's Executive Cabinet and the District Strategic Planning Committee in setting priorities and making strategic decisions involving the provision of information services and technology to advance the institutional goals of the district and its three colleges. Council members include technology representatives from each college.

B. Hardware and Network Infrastructure

The district monitors, maintains, upgrades and provides the necessary hardware and technical support to provide a stable and reliable network infrastructure. These responsibilities include the following:

- District internet connection
- Maintain Local Area Network (LAN) cabling, routing and switching infrastructure at enterprise speeds
- Secure Wide Area Network (WAN) / Wireless coverage campus wide
- Network file servers that support campus departments and services
- Remote access private VPN access
- Technology tracking system technology-based hardware and software
- Provide district internal funding, resource grants and bond initiatives

C. Software Enterprise Applications

The district provides user access and enterprise applications that support critical college and district functions including the following:

- User groups and network credentials including email and Office 365 accounts for students, faculty and staff
- Enterprise Resource Planning (ERP) system including Colleague/WebAdvisor
- Financial and accounting software applications such as Galaxy
- Website access and district-wide single sign-on portals for shared applications
- Mobile technologies that expand user access and facilitate communication
- Academic software including state approved applications such as Canvas, Microsoft 365 and Adobe Systems

D. Security and Disaster Recovery

The district provides the necessary security and disaster recovery support for critical college and district functions including the following:

- Emergency mass notification system
- Ensure that network and storage systems meet necessary security standards

- Establish best practices and uphold industry data security standards that protect critical data
- Provide a stable and redundant network and communications infrastructure for operational continuity in case of emergency or disaster
- Maintain safety, information security, emergency preparedness and incident response plans that coordinate resources and support between the colleges and the district

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9. Action Plan

In an effort to successfully implement the RCC Technology Plan and to advise the strategic planning process each academic year the TRC will write a brief summary proposal of critical action items that should be addressed by the administration, strategic councils and the district.

2018-2019 Action Plan Proposal

1. Complete and adopt revisions to the RCC Technology Plan
Assigned Task: TRC & RDAS
2. Computer technology inventory and audit
Assigned Task: Business Services & TSS
3. Provide a dedicated budget to fund annual replacement plan
Assigned Task: RDAS, Financial Resources Committee, & Business Services
4. Improve Helpdesk, website, portals and online tools
Assigned Task: District, TSS, & Business Services
5. Review annual computer replacement plan and create a rubric for prioritization decisions.
Assigned Task: TRC, TSS & Business Services

10. Appendices

A. Computer Hardware and Software Standards

RCC's computer hardware standards are meant to provide a baseline for which new computers are purchased. This baseline takes into consideration price, performance, purpose, and a useful lifespan of 5 years. Wherever possible only enterprise-grade equipment with a lower TCO (total cost of ownership) will be purchased over consumer-grade equipment. Existing RCC computers may not meet these standards. Computers that do not meet these standards will be assigned a replacement once the computer is 5 years old. Due to the fact that computers are used for varying types of jobs and tasks throughout the College, three different standards have been created. The standards are "Power User Computer", "Advanced User Computer", and "Engineering Workstation."

• Power User Computer

The specification for a "Power User Computer" balances price and performance. A "Power User Computer" will efficiently run most software applications and adequately fulfill the computing needs for most users throughout the College over the expected lifetime of the computer, which is 5 years.

Typical usage:

- Email
- Large Microsoft Office Documents
- Web development and design
- Application programming
- Medium graphics, photo, and video editing
- Access to Colleague WebUI
- Multiple Galaxy windows (Windows computers only)
- Single virtual machine
- Remote Access
- Multitasking

Example Power User Computers:

PC Desktop \$1474

- Dell Optiplex 7050 Small Form Factor
- Intel i5 i5-7500 (QC/6MB/4T/3.4 GHz/65W)
- Intel Integrated Graphics
- 16 GB
- 256 GB SSD Drive Sata
- 21" Monitor
- Speaker Bar

PC Laptop \$1392

- Dell Latitude 5580

- Intel® Core™ i5-7440HQ (Quad Core, 2.8GHz up to 3.8GHz, 6M Cache, 35W vPro)
- Intel® HD Graphics
- 16GB DDR4 Memory
- 256GB SSD Drive SATA
- 15" Non-Touch HD (1366 x 768) LCD

Mac Desktop \$1874

- 21.5-inch iMac with Retina 4K display
- 3.0GHz quad-core Intel Core i5
- Radeon Pro 555 with 2GB

- 16 GB Memory
- 256 GB Flash Storage

Mac Laptop \$1839

- 12-inch MacBook

- 1.3GHz Intel Dual-Core Core i5
- Intel HD Graphics 615
- 16 GB Memory
- 256 GB SSD Drive

- **Advanced User Computer**

The specification for an “Advanced User Computer” prioritizes performance over price. An “Advanced User Computer” has a faster enterprise level CPU and SSD drive than a “Power User Computer”, and includes an add-on video card. An “Advanced User Computer” will handle most CPU and graphics intensive applications. Few College computer users will need an “Advanced User Computer”, unique job duties will determine if an “Advanced User Computer” is required.

Typical usage:

- Gigantic Microsoft Office Documents
- Heavy Graphics, photo, and video editing
- Multiple virtual machines
- Large CAD Modeling
- Medium 3D CAD Modeling

Example Advanced User Computers:

PC Desktop \$1968

- Dell Optiplex 7050 Small Form Factor
- Intel® Core™ i7-7700 (QC/8MB/8T/3.6 GHz/65W)
- AMD Radeon™ R7 450, 4GB GHz/65W
- 32 GB Memory
- 256 GB SSD Drive PCIe
- 21" Monitor
- Speaker Bar

- 16GB DDR4 Memory
- 256GB SSD Drive PCIe
- 15" Touch FHD (1920 x 1080) LCD

Mac Desktop \$2549

- 27-inch iMac with Retina 5K display
- 4.2GHz Quad-core Intel Core i7, Turbo Boost up to 4.5GHz
- Radeon Pro 575 with 4GB
- 16 GB Memory
- 512 GB Flash Storage

PC Laptop \$2035

- Dell Latitude 5580
- Intel® Core™ i7-7820HQ (Quad Core, 2.9GHz up to 3.9GHz, 8M Cache, 35W vPro)
- NVIDIA® GeForce 940MX 1020MHz 64 Bit for for i7-7820HV

Mac Laptop \$2269

- 13-inch MacBook Pro
- 2.5GHz Dual-core Intel Core i7
- Intel Iris Plus Graphics 640
- 16 GB Memory
- 256 GB SSD Drive

- **Engineering Workstation**

The specification for an “Engineering Workstation” prioritizes performance of a specific task with no consideration towards cost. An “Engineering Workstation” has a workstation class CPU, faster and more memory, a faster and larger SSD drive, and a faster add-on video card with more memory, when compared to an “Advanced User Computer”. An “Engineering Workstation” is design to run highly intensive CPU and/or graphic tasks. Practically no college computer user will solely need an “Engineering workstation”; rather it would be used as a shared task specific computer.

Typical usage:

- Gigantic CAD Modeling
- Gigantic 3D CAD Modeling
- Large HD video rendering
- Extremely complex computations

Example Engineering Workstations:

High End PC Desktop \$6885

- Precision 7920 Tower
- Intel Xeon Gold 5118 2.3GHz, 3.2GHz Turbo, 12C, 10.4GT/s 2UPI, 16M Cache, HT (105W)
- Dual NVIDIA® Quadro®P1000, 4GB
- 48GB Memory
- 512 GB SSD Drive PCIe
- Dell UltraSharp 34 Curved Ultrawide Monitor
- 256GB SSD Drive PCIe
- 15.6" UltraSharp™ UHD IGZO(3840x2160) LCD

High End Mac Desktop \$6297

- Mac Pro
- 3.0GHz 8-Core Intel Xeon E5 with 25MB L3 cache, Turbo Boost up to 3.9GHz
- Dual AMD FirePro D700 with 6GB
- 32 GB Memory
- 512 GB Flash Storage
- 27" LG UltraFine 5K Display

High End PC Laptop \$3338

- Precision 7520
- Intel Core i7-7920HQ (Quad Core 3.10 GHz, 4.10GHz Turbo, 8MB 45W,)
- NVIDIA Quadro M2200 w/4GB GDDR5
- 32GB Memory

High End Mac Laptop \$2715

- 13-inch MacBook Pro
- 3.5GHz Dual-core Intel Core i7
- Intel Iris Plus Graphics 650
- 16 GB Memory
- 512 GB SSD Drive

- **Computer Software Standards**

RCC’s computer software standards are meant to provide a universal baseline for the software that is deployed with new computers. There are many departments within the College, each with unique academic and administrative software requirements. Those unique software requirements are not listed within the College standard.

Standard PC Software

Operating System: Two latest supported versions of Microsoft Windows
Software

- Microsoft Office
- Chrome
- Edge
- Sophos Antivirus
- Adobe Acrobat Reader
- VLC Media Player

Standard Mac Software

Operating System: Two latest supported versions of macOS
Software

- Microsoft Office
- Safari
- Chrome
- Sophos Antivirus
- Adobe Acrobat Reader

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B. Mobile Device Standards

RCC's mobile device standard will provide a baseline for the purchasing and support related to mobile devices that utilize RCC's infrastructure, once a Mobile Device Management systems is implemented.

RCC considers mobile devices to be smart phones, tablets, or other types of highly mobile devices. Laptops are specifically excluded from the scope due to significant differences in security control options. There are two general types of mobile device categories that will impact the applicability of the Standard – College owned and BYOD (Bring Your Own Device) personal devices.

Users include any person using a mobile device that will connect to and make use of the College's network infrastructure. This includes, but is not limited to, employees, faculty members, students, contractors, consultants, and approved guests.

Users of BYOD devices are responsible for the acquisition and administration of the devices they utilize.

Users of College owned devices are responsible for the acquisition and administration of the devices that they utilize.

The College's IT department is currently testing a system to manage Apple IOS devices for College owned mobile devices. Once the technology is procured and implemented, the college will standardize on a single mobile device platform. At that time the Colleges IT department will take on the administration role over the College's mobile devices.

C. Instructional Technology Standards

RCC's instructional technology standards are meant to provide a baseline for the design and purchase of technology in academic spaces. This baseline takes in to consideration price, functionality, purpose, and a useful lifespan of 10 years. Existing labs and classrooms may not meet these standards.

Labs and classrooms that do not meet these standards will be marked for replacement once the equipment is 10 years old. Due to the fact that labs and classrooms are used for varying types of instruction throughout the college, three different standards have been created. The standards are "Essential", "Advanced", and "Innovative".

• Essential Lab or Classroom

The specification for an "Essential" lab or classroom balances price and functionality. "Essential" labs and classrooms all have similar characteristics, which can be described as a basic lecture style learning area. "Essential" labs and classroom have no equipment, furnishings, or configuration that are particular to teaching any one discipline. An "Essential" lab or classroom configuration will efficiently facilitate instruction for most subject areas and meet the computing and AV needs for most instructors over the expected lifetime of the equipment.

Minimum standard:

- LCD Projector and Mounted Screen
- Common Display Input Ports
- Instructor Computer with Network Connection
- Mounted Speakers

Example configuration:

- Mounted Matte White Dalite Screen with screen sized appropriately for room size
- Ceiling mounted LCD projector with XGA resolution or higher and min. 3500 lumens; ceiling mount brand will be Chief
- Chief Drop ceiling mount
- 4 JBL Control 26 Ceiling speakers mounted in the tiles throughout the room (Quantity may need to be adjusted based on room size)
- Instructor computer
- Single duplex outlet at the LCD projector ceiling location. Mounted in drop ceiling plate
- Ethernet network line with RJ45 connector at projector location

- **Advanced Lab or Classroom**

The specification for an “Advanced” lab or classroom prioritizes specialization of instruction over price. An “Advanced” lab or classroom builds on the equipment in the Essential Lab or Classroom provides and additional multimedia options for the instructor. Few labs or classrooms will need an “Advanced” configuration. Unique instructional requirements will determine if an “Advanced” lab or classroom configuration is required.

Minimum standard:

- HD LCD Projector and Mounted Screen
- HDMI and Common Display Input Ports
- Advanced User Computer with Network Connection
- Blue-ray/DVD/Doc Cam
- Mounted Speakers
- Touch Screen Support

Example configuration:

- Mounted Matte White Dalite Screen with screen sized appropriately for room size
- Ceiling mounted LCD projector with XGA resolution or higher and min. 3500 lumens; ceiling mount brand will be Chief
- Chief Drop ceiling mount
- 4 JBL Control 26 Ceiling speakers mounted in the tiles throughout the room (Quantity may need to be adjusted based on room size)
- Crown Audio Amplifier
- Extron audio mixer/DSP
- Faculty Workstation (Spectrum Instructor Media Console) with the following:
 - VGA and HDMI inputs
 - Extron Interface boxes for source components, and control as needed
 - Extron Scaler/switcher
 - Extron Network connection box
 - Extron Projector controller
 - Extron Speaker Volume Control
 - Appropriate cabling to connect scaler/switcher to projector

- Denon Bluray player
 - Instructor computer
 - Listen Technologies Assistive Listening Devices
 - Closed Caption Decoder
 - Vaddio Ceiling Mounted Document Camera w/desktop control
 - Wireless Microphone(with both Lavalier and Handheld microphone)
 - Sharp Interactive Touch Panel
 - Single duplex outlet at the LCD projector ceiling location. Mounted in drop ceiling plate
 - Ethernet network line with RJ45 connector at projector location
 - 4 Ethernet connections at front of classroom for internet access.
 - Furman Network PDU for AV equipment.
- **Innovative Lab or Classroom**
The specification for an “Innovative” lab or classroom prioritizes the need for the latest instructional media technology with no consideration towards cost. The design will be based on courses taught in the “Innovative” labs or classrooms. An “Innovative” lab or classroom will include “Advanced Lab or Classroom” equipment in addition to technology to support interactive lectures and presentations. Each “Innovative” lab or classroom will be designed on a case-by-case basis. Few courses will require the need for an “Innovative” lab or classroom.

Minimum standard:

- HD LCD Projector and Mounted Screen
- HDMI and Common Display Input Ports
- Advanced User Computer with Network Connection
- Blue-ray/DVD/Doc Cam
- Mounted Speakers
- Touch Screen Support
- Camera / Live Streaming
- Wireless Screen Casting

Example configuration:

- An Extron room control touch panel along with control processor
- Up to three LCD Projectors with the highest resolution and optimum lumens
- Up to three Electronic Projection Screens
- Ceiling mount document camera
- Video Conferencing Technology
- Media Site for live streaming
- Custom Sound System to accommodate regular lectures, Video Conferencing, and Live Video Streaming
- Sharp Interactive Touch Panel
- The room will be designed with optional full instructor workstation room control and/or full lectern room control.

- HD cameras for videoconferencing and Streaming connected to a camera tracking system
- All Innovative Technology Space lighting fixtures should have 5600 degree Kelvin daylight elements (fluorescent with full dimmer control down to 20%)
- Room shade control option
- Assistive Listening Devices
- Closed Caption Decoder
- Ethernet network line with RJ45 connector at projector location
- 4 Ethernet connections at front of classroom for internet access.
- Furman Network PDU for AV equipment.

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