

Riverside City College
Strategic Planning Report Card
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Prepared
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Overview

Riverside City College began evaluating its 2009-2014 Strategic Plan and the decision-making processes and rubrics as it prepared the Institutional Self Evaluation for the 2014 Accreditation cycle. During the Self-Evaluation process, the college recognized its static student success and completion rates. More important, the college realized that its planning processes did not position student success and completion at the forefront of planning and that its planning processes lacked integration and clear, measurable targets.

To address the self-identified Actionable Improvement Plans embedded in the Institutional Self Evaluation and the recommendations from the 2014 Visiting Team, the college embarked on a comprehensive effort to assess and to improve its planning processes. During the 2014-15 academic year, the college completed a tremendous volume of work to assess and to revise its planning processes. In fact, the November 2015 Visiting Team, tasked to verify the work reported in the October 2015 Follow-Up Report, affirmed both the quantity and quality of the work completed during the 2014-15 academic year by giving the college two significant commendations for its planning efforts. First, the 2015 Visiting Team commended the college for “the remarkable restructuring of its planning process...that firmly placed student success and learning at the heart of all planning and subsequent resource allocation.” Second, the team commended the college leadership and engagement of its faculty and staff for “the seamless interaction between the strategic and operational” components of strategic planning and for the “vertical and horizontal integration of its planning and operations.”

Even though the college has begun implementing various components of its restructured planning processes and even though 2015 Visiting Team has affirmed and commended the college for its work, the college administration, the Academic Senate, the members of the strategic planning leadership councils have not yet fully completed, approved, and implemented what the 2015 Visiting Team characterized as “bold” and a “positive culture shift” in planning and evaluation. The college leadership and the college as a whole also need to recognize and to affirm the tremendous quantity and quality of work completed by the Strategic Planning Leadership Councils and to embrace the ongoing efforts by these councils to improve student success and completion.

What follows in this Report Card is the status of all the college’s planning efforts to date. Most important are the Key Performance Indicators (KPI’s) that provide the baseline to gauge the progress the college will make to

improve student success and completion, with particular focus on student equity and access. While this document contains select statistics, including core KPI's, the Office of Institutional Effectiveness has produced a number of additional metrics for use at the department and discipline level that inform each area's Comprehensive Program Review and Five-Year Plan. The college has established institutional targets (1% increase in success and completion rates for each year of the strategic plan), but the most critical targets lie at the discipline and course level. It is at this level that faculty and students interact directly and where the college must focus its efforts. The California Community Colleges Chancellor's Office has recently established Nine Metrics to help standardize Community College performance analysis. These Nine Metrics include input and environment metrics as well as outcome metrics.

College Goal 1: Student Success

RCC's progress on Student Success is measured through a variety of KPI's. The metrics show progress on student success overall, student success at the course and discipline levels, and student success by each of the equity indicators (gender, race/ethnicity, military veterans, students with disabilities, low-income students, foster youth).

RCC's institutional "Set Standard" for student success at the course level is 66%. This standard, calculated as the course success average minus one-half standard deviation for the years 2010-2011 through 2014-2015, is the baseline level below which the college does not want to fall. The college has been required to report this set standard to both ACCJC and the State as part of the Institutional Effectiveness Partnership Initiative (IEPI). While 66% is the set standard, success varies widely by course and discipline. Because of this, RCC does not expect each course to reach the 66% success rate, but the college has established the institutional goal that course success increases by 1% each year over the course of the current Strategic Plan. Figure 1 shows RCC's course success rate for the last five years disaggregated by course type.

Figure 1: Average Course Retention and Success Rates by Course Type

Retention & Success by Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Basic Skills						
Average Retention	68.1	68.2	72.0	73.7	71.4	70.7
Average Success	49.5	49.4	52.8	53.7	49.2	50.9
CTE						
Average Retention	58.2	66.7	87.9	87.5	87.8	77.6
Average Success	48.3	56.9	74.7	73.3	75.0	65.6
Transfer and CTE						
Average Retention	83.6	82.7	84.8	86.3	85.9	84.6
Average Success	66.7	68.2	70.1	69.8	70.4	69.1

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

Course success varies by delivery method as well as by course type. Figure 2 shows the average retention and success rates by course delivery method. Overall, online courses have a lower success rate than face-to-face courses.

Figure 2: Average Course Retention and Success Rates by Delivery Method

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Face-To-Face						
Average Retention	75.0	76.7	82.0	82.2	80.6	79.3
Average Success	61.4	64.0	68.5	67.5	66.2	65.5
Hybrid						
Average Retention	78.4	78.0	79.2	82.9	80.9	79.9
Average Success	55.2	58.6	58.1	60.0	59.7	58.3
Online						
Average Retention	75.1	75.7	79.4	79.7	79.4	77.8
Average Success	54.5	55.0	58.4	57.7	57.2	56.5

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

The average success rates above include all the courses in the college for each delivery method. The table below compares success rates for courses by delivery method where only those courses with the same delivery method are included in the calculations.

Figure 3: Average Course Retention and Success Rates by Delivery Method

Delivery Method	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	# Courses	Average Success %	# Courses	Average Success %	# Courses	Average Success %	# Courses	Average Success %	# Courses	Average Success %
Face to Face Only	560	69.1%	565	70.2%	526	73.1%	558	71.6%	575	71.4%
Hybrid Only	43	63.9%	33	67.7%	36	69.4%	37	71.1%	38	65.9%
Online Only	54	53.8%	47	57.7%	42	64.1%	26	60.9%	34	59.2%
All 3 methods	17	51.6%	18	55.5%	16	55.7%	18	56.7%	22	59.5%
Face-To-Face and Hybrid	23	59.7%	20	59.7%	20	56.8%	22	61.1%	16	62.7%
Face-To-Face and Online	27	57.2%	30	58.5%	29	61.3%	30	61.8%	28	61.2%
Hybrid and Online	10	62.7%	10	61.4%	10	62.2%	10	61.3%	7	64.0%

Source: RCCD Enrollment Management Dashboard as of August 31st, 2015

Understanding RCC’s course success baseline – and understanding each department, discipline, and course-level success rates – will help inform program review and planning discussions at the discipline, department, and division levels. Although the college has established institutional goals of improving course success at 1% per year, each division and department, as part of the comprehensive program review and planning process, will establish reasonable targets at the course and discipline levels, especially if these areas have received augmented funding for new initiatives designed to increase course success by more than 1% per year. The improvements developed in each area’s Program Review and Five-Year Plan should help improve overall student progress and success rates at the college level.

Transitioning from course-level data to student-level data, the college also tracks student persistence. Persistence – students enrolling in subsequent terms – is another way to measure student progress. (In four-year schools, this metric is referred to as retention.) California Community Colleges measure persistence for first-time freshmen over a period of three major terms. First-time freshmen initially enrolling in fall must be enrolled in the subsequent spring and fall terms to persist. First-time freshmen initially enrolling in spring must

subsequently enroll in fall and then spring to be counted in the persistence rates. Figure 4 includes the 1st to 2nd semester as well as 1st to 2nd to 3rd semester persistence rates for RCC students. As with course success, persistence has been consistent over the last several terms.

Figure 4: Riverside City College Persistence for First-Time Freshmen by starting term

First Term	1st to 2nd semester persistence	1st to 3rd semester persistence
Fall 2010	65.1%	47.3%
Spring 2011	52.9%	34.8%
Fall 2011	71.6%	52.4%
Spring 2012	54.5%	38.0%
Fall 2012	73.3%	54.6%
Spring 2013	60.8%	41.7%
Fall 2013	73.5%	52.8%
Spring 2014	66.5%	47.8%
Overall Average	64.8%	46.2%

The number of degrees and certificates awarded by RCC has been consistent over the past several years. Figure 5 has the total awarded. Associate of Arts and Associate of Science degrees are disaggregated by CSUGE versus non-CSUGE degrees.

Figure 5: Degrees and Certificates Awarded

Degree / Certificate Type	2011-2012	2012-2013	2013-2014	2014-2015
Associate of Arts for Transfer (CSUGE)	2	20	41	65
Communication Studies for Transfer CSUGE	2	6	19	18
English for Transfer CSUGE	0	2	3	10
Journalism for Transfer CSUGE	0	0	1	1
Psychology for Transfer CSUGE	0	0	0	8
Sociology for Transfer CSUGE	0	11	15	24
Spanish for Transfer CSUGE	0	0	1	3
Theatre Arts for Transfer CSUGE	0	1	2	1
Other Associate of Arts Degrees (non ADT)	945	894	867	907
Associate of Science for Transfer (CSUGE)	141	119	69	69
Mathematics for Transfer CSUGE	0	0	0	9
CSU General Education	141	119	69	60
Other Associate of Science Degrees (non ADT)	592	503	581	606
Total Degrees	1680	1536	1558	1647
Certificate requiring 30 to <60 units	386	334	299	327
Certificate requiring 18 to <30 units	163	143	136	149
Certificate requiring 6 to <18 units	657	466	426	330
Other Credit Award, <6 units	7	1	0	1
Total Certificates	1213	944	861	807
Total Degrees and Certificates	2,893	2,480	2,419	2,454

The total number of degrees and certificates awarded provides one measurement of student achievement. Understanding the percentage of a particular cohort, who progresses provides a comparable metric and allows RCC to compare year-over-year improvement. The California Community College Chancellor’s Office has defined cohorts of students (followed over a six-year completion period) to use for student success analysis. The students included initially enrolled in a fall term as first-time students. They earned at least 6 units and attempted at least one math or English course in the first three years of their enrollment. Using this cohort model, RCC is looking at student success metrics in four ways:

- 1) Completion (including any of the outcomes below) is the broadest definition
 - a. Earning an AA / AS
 - b. Earning a Chancellor’s Office approved Credit Certificate
 - c. Transferring to a four-year institution
 - d. Achieving “Transfer Prepared” status – successfully completing 60 UC/CSU transferrable units with a GPA >= 2.0
- 2) Graduation Rate including Degrees and Certificates
- 3) Graduation Rate including Degrees ONLY
- 4) Graduation Rate + Transfer Rate (unique count)

Overall, RCC’s student success rate just exceeds 40%. About one half of these students receive degrees and/or certificates, and half of RCC’s students enroll in a four-year college or university without receiving a degree or certificate. As the college emphasizes the Associate Degrees for Transfer as part of the Transfer Pathways Initiative, it is possible that the gap between those who receive degrees and those who transfer will close because ADT’s do not include the local course requirements for RCC’s AA or AS degree.

Figure 6: Completion by Cohort by Gender

Gender	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	5 Year Average
Female	46.8%	47.7%	40.8%	42.2%	42.5%	44.0%
Male	44.2%	42.5%	39.1%	38.9%	39.2%	40.8%
Unknown	50.0%	50.0%	44.4%	33.3%	27.7%	41.1%

Figure 7: Completion by Cohort by Race / Ethnicity

Race / Ethnicity	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	5 Year Average
Asian	60.0%	60.3%	63.1%	60.6%	54.0%	59.6%
African-American	49.3%	40.8%	35.1%	32.0%	38.3%	39.1%
Filipino	53.2%	55.6%	41.7%	59.7%	57.8%	53.6%
Hispanic / Latino	39.1%	38.2%	34.0%	34.1%	36.2%	36.3%
American Indian / Alaska Native	46.7%	25.0%	47.8%	34.5%	38.1%	38.4%
Native Hawaiian / Pac Islander	35.3%	25.9%	40.0%	46.2%	32.1%	35.9%
White	48.2%	51.3%	44.4%	46.8%	46.6%	47.5%
Unknown	48.6%	48.5%	46.0%	44.3%	38.1%	45.1%
Total	45.7%	45.4%	40.1%	40.6%	40.8%	42.5%

One of the key elements of College Goal 1, Student Success, involves using data to make decisions and to understand and support evolving student needs. Data-driven decision making requires constant vigilance by disciplines, departments, and divisions to monitor, assess, and evaluate their instructional activities and programs to ensure improved student success and completion.

College Goal 2: Student Access

Student Access is defined three different ways at RCC. First, Student Access is defined by the college’s total enrollment volume. Riverside City College’s enrollment continues to recover from the impact of the recent financial recession. Figure 8 shows the headcount, fall enrollment, and First-Time Freshmen fall enrollment over the last five years. While the college has decreased in size from its 2010-2011 levels, enrollment is once again growing.

Figure 8: Annual and Fall Headcount Enrollment

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Annual	# Students	29,770	26,959	25,268	26,281	26,612
	Full-Time Equivalent Student (FTES)	16,242.5	14,890.8	14,195.6	14,929.2	15,267.9
Fall	# Students	19,915	18,080	16,740	17,798	18,259
	Full-Time Equivalent Student (FTES)	66.9%	67.1%	66.2%	67.7%	68.6%
Freshmen Only	First-Time Freshmen	4,637	2,987	2,948	3,280	3,758
	Freshmen as % of Fall Headcount	23.3%	16.5%	17.6%	18.4%	20.6%

Source: California Community Colleges Chancellor's Office Data Mart

Second, the state’s Student Equity Framework defines student Access by measuring the percentage of students enrolled by the equity indicators compared to that group’s representation in the adult population within the community served. These metrics, examined in depth as part of Fall 2015 Equity Report, indicate that the college’s student population is widely distributed among several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. The student body reflects the diversity of these demographics of our local community. Figure 9 shows a summary of RCC’s Equity metrics for Student Access.

Figure 9: Student Access Equity Metrics

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	# Enrolled Fall 2014	% of Total Fall 2014	Proportionality Index	Gain / Loss
African American	130,823	6.0%	1,590	8.5%	1.42	2.5%
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	-0.2%
Asian	133,170	6.1%	1,780	6.3%	1.03	-0.2%
Hispanic	995,257	45.5%	10,717	57.3%	1.26	11.8%
White	869,068	39.7%	3,974	21.3%	0.54	-18.4%
Two or More ¹	48,110	2.2%	750	4.0%	1.82	1.8%
Unknown	3,682	0.2%	150	0.8%	4.00	0.6%
Total	2,189,641	100.0%	18,690	100.0%		
Males	1,089,576	49.8%	8,192	43.8%	0.88	-6.0%
Females	1,100,065	50.2%	10,407	55.7%	1.11	5.5%
Total	2,189,641	100.0%	18,690	100.0%		
Individuals with Disabilities ³	32,682	5.6%	1,357	7.3%	1.30	1.7%
Veterans ⁴	11,629	2.2%	262	1.4%	0.64	-0.8%
Low-Income (Pell)			6,266	33.5%		
Foster Youth			152	0.8%		
Total			18,690	100.0%		

*Census combines Native Hawaiian / Pacific Islander with Asian

1 2010 Census category is Multi-Ethnic

2 International Students are enrolled with F-1 or J-1 Visas

3 According to the United States 2006-7 American Community Survey, 5.6% of Riverside County's population ages 16-34 is disabled.

4 County-wide, Riverside County's 18 to 34 year-old population is 2.2% veterans.

Third, Student Access is defined as an internal metric to ensure that existing RCC students have access to the college's programs, courses, and services. RCC tracks course enrollment and success by each of the equity indicators, and significant planned and on-going efforts exist to work with faculty at the discipline and course

level to help frame discussions about student access and success. 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 Veteran's Services, Foster Youth, low income students (EOPS and CalWorks), TRIO, and Students with Disabilities. A specific focus of RCC's 2015-2016 Student Equity Plan involves developing student engagement centers that integrate instruction, counseling, and academic support to provide increased co-curricular services to students.

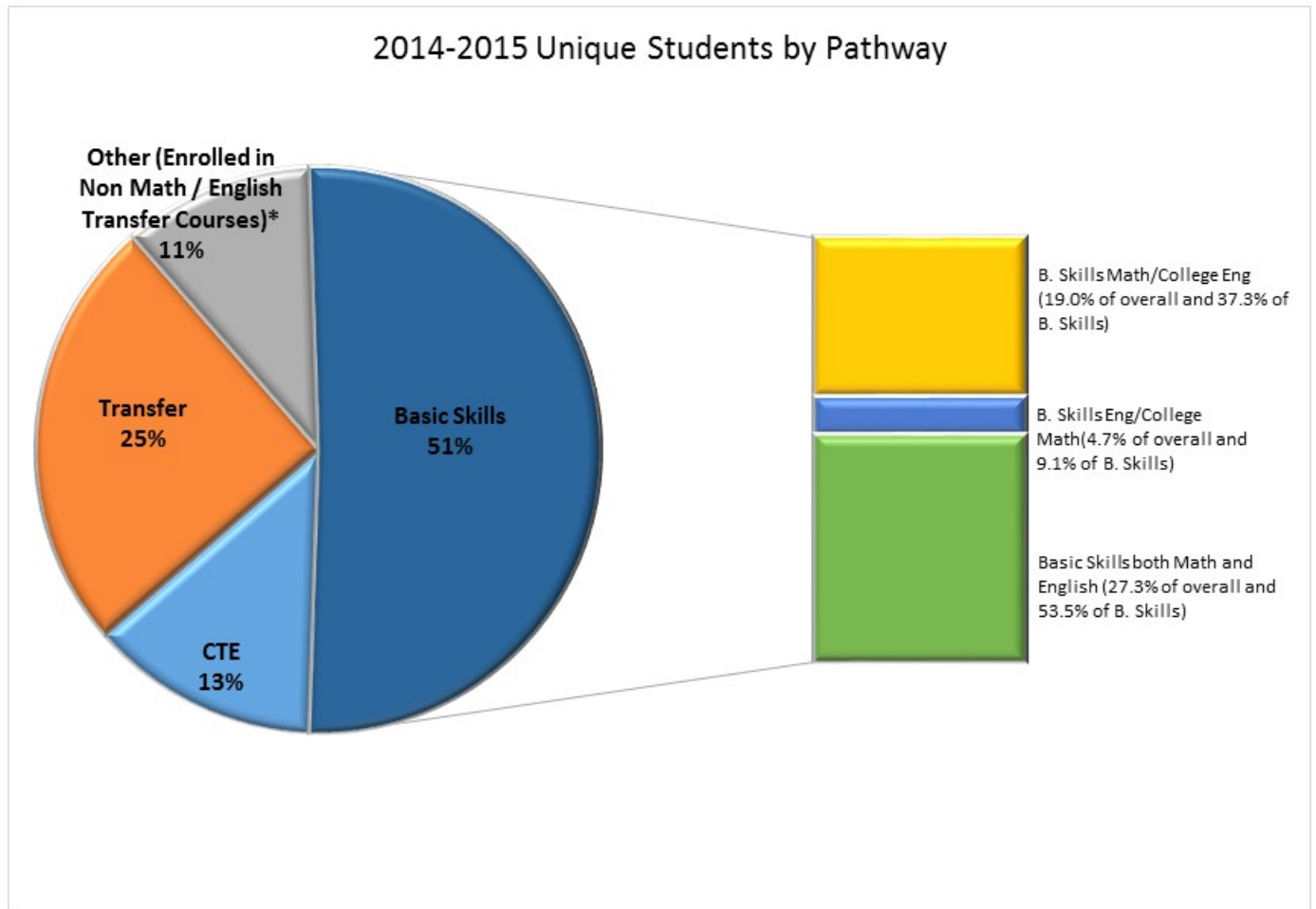
RCC's Student Services and counselors are working with local high-school counselors to increase understanding of the academic pathways offered by RCC. RCC will host its second counselor-to-counselor breakfast in March 2016 to collaborate on ways to guide students from high school to the college.

In addition, the college is working to better "on-ramp" students by offering a Welcome Day the weekend before the fall semester begins. This welcome day not only orients new students and their families to the college, but it also provides opportunities to make students aware of the services offered by RCC. Further improving orientation – using the Orientation / Assessment / Counseling model (OAC versus AOC), is a goal of RCC's College Readiness Workgroup (CRW) five-year plan.

Student Access is also viewed through the framework of RCC's Pathways Initiative. This initiative, designed to advance students from below college level to college level in one year and then to complete an AA/AS Degree in two years, will help students to receive a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. In each of these areas, strategic planning workgroups have been established to develop five-year plans that outline specific course sequences for students. RCC has reviewed progress from last year's equity report that provide research and analysis to inform discussions on how best to continue implementing this 1 + 2 + 2 effort.

The 2014-2015 academic year was the first year RCC benchmarked its students' overall placement into each of these three Pathways. Each year the college will track individual student progress. The college will identify students as they progress from Basic Skills to the CTE or Transfer Pathway. The college will also track students who transfer to a four-year college or university and who complete a CTE certificate and become employed. Because the tracking is at an individual level, these students can also be disaggregated into each of the equity groups for more detailed analysis. Figure 10 shows the distribution of students by each of these pathways.

Figure 10: 2014-2015 Pathways Enrollment



To improve Student Access, each discipline, department, and division needs to develop specific initiatives and measurable targets as part of the Comprehensive Program Review and Five-Year Plan. These initiatives at the discipline, department, and division level must also be integrated with and support the Student Equity Plan.

College Goal 3: Institutional Effectiveness

Institutional Effectiveness is a broad term at RCC. The Office of Institutional Effectiveness (OIE) provides leadership for college-wide research activities, assessment of student learning and institutional outcomes, program review and planning, accreditation, enrollment management, basic skills, and other activities directly impacting institutional effectiveness at the college. The OIE supports college-wide as well as discipline-specific efforts by providing data-driven research and decision-making support as well as training. The Office of Institutional Effectiveness is charged with leading activities in the development of assessment methodologies and procedures at course level (Student Learning Outcomes), program level (Program Learning Outcomes), co-curricular department level (Service Area Outcomes), and institution level (Institutional Learning Outcomes). At the institutional level, the assessment methodology will help the college monitor, assess, and evaluate the planning process at every level, including the decision-making and the resource allocation processes.

The OIE also coordinates the development and refinement of evaluation methodologies to improve efficiency, effectiveness, accountability, and transparency.

- Efficiency: working with enrollment management, the OIE uses data to inform conversations including use of facilities, course offerings, and resource allocation.
- Effectiveness: working with the strategic planning committee and program review committees, the OIE facilitates conversations about setting goals, identifying training needs, and developing strategies to improve outcomes. The OIE in partnership with the Institutional Effectiveness Leadership Council (IE-LC) and the Riverside Assessment Committee (RAC) will also facilitate conversations evaluating the effectiveness of the college’s assessment processes to include meta analysis focused on understanding how well the college’s assessment processes work to improve effectiveness at all levels of the institution.
- Accountability: working with specific disciplines, departments, and divisions, the OIE provides data to help each area take responsibility for their initiatives and measurable targets. These data allow areas to monitor, assess, and evaluate their efforts to improve student success and completion and to operate in an effective and efficient manner.
- Transparency: working with disciplines, departments, and divisions , the OIE provides open access to data that evaluate the degree to which these area have achieved their set targets.

As part of the preparation for the Fall 2015 ACCJC accreditation team visit, the Office of Institutional Effectiveness reported on the status of on-going assessment efforts. As of the visit, 5,433 of the 5,501 Student Learning Outcomes scheduled to be assessed in 2014-2015 had assessment results entered in TracDat (98.8%). Assessment at the SLO, PLO, and SAO levels continues to be tracked and reported in 2015-2016.

One focus of 2015-2016 is to improve RCC’s direct assessment at the Program Learning Outcome Level. Figure 11 shows RCC’s historical PLO assessment and 2014-2015’s SLO assessment as of ACCJC’s November visit.

Program Type	Assessment Year				Grand Total
	2013-2014	2014-2015	2015-2016	N/A	
ADT	0	0	20	0	20
AOE	6	1	1	0	8
Certificate	31	9	8	1	49
Degree	22	9	8	1	40
General Ed Program	0	4	0	0	4
Grand Total	59	23	37	2	121

Figure 11: Program Learning Outcome Assessment by Year

**Count and Percentage of SLO's with assessment results entered by Division and Department
for those courses scheduled to be assessed in 2014-2015**

		Results Entered			
Division	Department	Yes	No	Total	%
CTE	Applied Technology	861	0	861	100.0%
	Business Admin/Info Sys Tech	357	10	367	97.3%
	Cosmetology	112	11	123	91.1%
	Early Childhood Education	15	0	15	100.0%
CTE Total		1345	21	1366	98.5%
English, Humanities, and World Languages	Behavioral Sciences	28	0	28	100.0%
	Communication Studies	264	0	264	100.0%
	Economics, Geography, and Political Science	5	0	5	100.0%
	English & Media Studies	77	5	82	93.9%
	History/Humanities/Philosophy	26	3	29	89.7%
World Languages	177	13	190	93.2%	
English, Humanities, and World Languages Total		577	21	598	96.5%
Library and Counseling	Counseling	11	0	11	100.0%
	Library & Learning Resources	35	0	35	100.0%
Library and Counseling Total		46	0	46	100.0%
Math, Science, and Kinesiology	Chemistry	11	0	11	100.0%
	Kinesiology	1	0	1	100.0%
	Life Sciences	15	15	30	50.0%
	Mathematics	110	8	118	93.2%
Physical Science	15	1	16	93.8%	
Math, Science, and Kinesiology Total		152	24	176	86.4%
Nursing	Nursing	2775	1	2776	100.0%
Nursing Total		2775	1	2776	100.0%
Performing Arts	Art	21	0	21	100.0%
	Dance	16	0	16	100.0%
	Music	468	1	469	99.8%
	Theatre	33	0	33	100.0%
Performing Arts Total		538	1	539	99.8%
Overall		5433	68	5501	98.8%
Overall NOT INCLUDING Nursing in Total		2658	67	2725	97.5%

Every department or area in the college is also completing a Comprehensive Program Review and Five-Year Plan in 2015-2016. The Office of Institutional Effectiveness will track and report on the completion status by department. Three training opportunities were offered in December, 2015. More are scheduled in 2016 to ensure the departments have the training and facilitation necessary to complete the reviews by the March 31, 2016.

College Goal 4: Resource and Learning Environment Development

Two five-year implementation plans—the Human Resources Staffing Plan, the Technology Plan—have been completed, approved, and implemented. Thorough assessment of these plans needs to take place in Spring 2016 to prepare for the Comprehensive Program Review and Five-Year plans. The Total Cost of Ownership (TCO) template and plan has also been completed and is being implemented as the new buildings come on line in Spring 2016 and Fall 2016. This TCO will also be an important component of the Riverside City College Facilities Master Plan, a draft of which will be completed by May 2016. The Riverside City College Financial Plan, a draft of which was completed in Fall 2015, is currently being revised by the Finance Advisory Group and will be approved by the Resource Development and Administrative Services Leadership Council (RDAS) in Spring 2016. RDAS is developing a Grants Approval Form to ensure that all grant proposals support the Strategic Plan and that sufficient funding exists to cover any initial matching or to sustain the activities at the end-of-grant. All the

major state and federal funding agencies have been identified and, on the basis of their interests and mandates, each division has been assigned the appropriate agency with which to work in order to attract grants to the division that support the college's strategic initiatives. Other resource development strategies, such as increasing the number of international students, are currently taking place. The college has employed an Associate Dean for International Students, who is charged with both globalizing the educational program and attracting international students. This effort will generate added financial resources, which the college will keep as part of its agreement with the district office. 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.

College Goal 5: Community Engagement

Although the college has actively pursued and developed partnerships with the academic institutions in the community, both at the K-12 and four-year college level, it has not yet developed a comprehensive five-plan to integrate the joint efforts of these academic institutions to support the college's strategic plan and to improve student success and completion. However, a number of initiatives, which need to be integrated into the Five-Year Community Engagement Plan, exist in the Student Success Plan and in the Student Equity Plan and require a joint effort with academic institutions in the community. The Five-Year Community Engagement Plan to support the strategic plan will have three major objectives:

- (1) To support student success through reduction of remediation and shortening time to graduation by building strong and durable partnerships between the feeder school districts and the recipient universities in the region, particularly the University of California at Riverside, California State University San Bernardino, Cal Poly Pomona, La Sierra University, California Baptist University, Loma Linda University, and the University of Redlands. The college administration has had several meetings at the leadership level with the superintendents and academic officers from the feeder K-12 schools and with the four-year universities to establish these partnerships. A number of discussions have occurred to streamline and strengthen the pathways to the four-year schools. The next phase involves additional and focused meetings with selected RCC faculty and teachers from the local high schools to address the curricular and pedagogical issues that result in a high number of unprepared and under-prepared students enrolling at RCC.
- (2) To enable the college to develop relevant and high quality programs that respond to the economic and workforce needs of the community. Each of the CTE programs has an advisory group that represents the industry sector, and each program has developed a calendar to meet with its CTE advisory group 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 ACTPIS is developing a Five-Year CTE Pathways implementation plan.

- (3) To secure community support through by providing regular update on the development and progress of the college plans and activities. Regular meetings with the Greater Riverside Chamber of Commerce, Hispanic Chamber, African American Chamber, Rotary Club, NAACP, Latino Network, etc., will keep the community informed and enhance support of the college initiatives. A draft of the Five-year Community Engagement Plan needs to be developed by May 2016 to support the strategic plan and is on the agenda for next meeting of the Strategic Planning Executive Council (or EPOC).

Status of Strategic Planning Activities for 2015-16

Planning Activity	Status	Responsible Group
2015-2020 Strategic Plan	Completed. Needs approval from Academic Senate, EPOC, and Leadership Councils	Academic Senate and SPEC (EPOC)
Strategic Planning Constitution and Bylaws	Completed. Needs approval from Academic Senate, EPOC, and Leadership Councils	Academic Senate and SPEC (EPOC)
Educational Master Plan	Completed. Approved by ACTPIS. Approved by SPEC (EPOC). Needs Academic Senate to confirm process followed. Needs Board of Trustee acceptance by March 2016	Academic Senate College President
Technology Five-Year Implementation Plan	Completed. Approved by RDAS and SPEC. Implemented. Needs to be assessed April 2016	Technology Advisory Group and RDAS
Human Resources Five-Year Implementation Plan	Completed. Approved by RDAS and SPEC. Implemented. Staff Development Plan component in progress (due March 2016). Needs to be assessed April 2016 and updated to plan for the impact of the Early Retirement Incentive and for the Comprehensive Program Reviews	Human Resources Advisory Group and RDAS. Needs SPEC (EPOC) oversight and confirmation.
Total Cost of Ownership Plan	Completed. Approved by RDAS and SPEC. Implemented. Needs to be assessed after new buildings come online.	Physical Resources Advisory Group and RDAS
College Five-Year Financial Plan	Draft completed. Needs RDAS and SPEC (EPOC) approval (due	Finance Advisory Group and RDAS

	March 2016)	
Facilities Master Plan 10-15 Years?	Draft in progress. Need 1 st draft by April 2016. Needs RDAS and SPEC Approval. Needs Academic Senate to confirm process followed. Needs Board of Trustee Acceptance	Physical Resources Advisory Group and RDAS
Enrollment Management Five-Year Implementation Plan	Principles completed and approved in EMP. Priorities in Strategic Plan. Need to complete Master Schedule for 2016-17 Academic Year. Due March 2016. Needs ACTPIS and SPEC (EPOC) approval.	Enrollment Management Work Group and ACTPIS
Pathways Transfer Five-Year Implementation Plan	Draft in progress. Flex activity Feb. 2016. Due March 2016. Needs ACTPIS and SPEC (EPOC) approval	Transfer Pathways Work Group and ACTPIS
Pathways CTE Five-Year Implementation Plan	Draft in progress. Flex activity Feb. 2016. Due March 2016. Needs ACTPIS and SPEC (EPOC) approval	CTE Pathways Work Group and ACTPIS
Pathways Basic Skills Five-Year Implementation Plan	Draft in progress. Flex activity Feb. 2016. Should include Basic Skills \$ allocation and RFP for new Basic Skills \$. Due March 2016. Needs ACTPIS and SPEC (EPOC) approval	Basic Skills Pathways Work Group and ACTPIS
Student Success Plan	Completed. Implemented. Needs to be assessed and revised by Joint ACTPIS and SAS in Spring 2016 to ensure integration and appropriate fiscal allocation.	ACTPIS and SAS
Student Equity Plan	Completed. Implemented Needs to be assessed and revised by Joint ACTPIS and SAS in Spring 2016 to ensure integration and appropriate fiscal allocation.	Student Equity Committee, ACTPIS, and SAS
Assessment Plan	Completed. Partially implemented. Needs IELC and SPEC (EPOC) approval. Needs to	Assessment Committee and IELC

	be assessed Spring 2016, especially the TracDat component. Monitor and evaluate progress of SLO, Program, GE assessment schedule and activities for 2015-16	
Program Review and Five-Year Plan. WHERE THE REAL PLANNING ACTIVITIES EXIST! MOST CRITICAL FOR COLLEGE TO COMPLETE!!!	Pilot completed. All units of college need to complete Spring 2016. Department and Division Plans and Priorities critical for Leadership Councils to prioritize the college initiatives and budget allocations. Needs EPOC approval.	Program Review Committee, Office of Institutional Effectiveness, IELC, divisions, department, each unit of college. Needs division leadership council prioritization and SPEC (EPOC) approval
All leadership council and committee membership and co-chair appointments need to be completed for the 2016-17 academic year	Number of vacancies currently exist, and new committees need to be populated as per the new Strategic Plan.	Academic Senate, CSEA, and Faculty Strategic Planning Presiding Faculty Chair, and college President
Review achievement of initial targets/goals	Particularly important after 1 st year Program Review and Five-Year Plan implemented, but should be an ongoing activity by all college constituencies	Individual disciplines, departments, divisions, leadership councils, and SPEC (EPOC). IELC and Office of Institutional Effectiveness provide information.
Five-Year Community Engagement Plan	Specific initiatives exist—e.g., work with feeder school districts, UCR, etc. Five-Year Plan does NOT yet exist.	Assignment to the appropriate Leadership Council to take responsibility for draft. SPEC (EPOC) decision 1 st meeting in February 2016.
Five-Year College Organizational Plan	College president is drafting to support the basic planning activities. Too many administrative vacancies!	College President and Academic Senate President (10+1 collegial consultation requirement). Needs IELC and SPEC (EPOC) approval.

Moving Forward

The 2015 Visiting Team affirmed both the quantity and quality of the work completed under the guidance of the four Strategic Planning Leadership Councils during the 2014-15 academic year and during the Fall 2015

semester. The college as a whole now needs to affirm, to complete, and to implement the integrated planning agenda so that the college can craft specific and active efforts to improve student success and completion. This effort begins with the Comprehensive Program Review and Five-Plan that each department of the college will complete. With student success and completion at the forefront of all the comprehensive five-year plans, the academic, student service, and administrative service areas must find ways to integrate their planning activities, both vertically and horizontally, to achieve the strategic planning goals and to expend the fiscal resources with intention and intelligence. Embedded in each strategic planning activity is an assessment component, the yearly planning review, that demands that each area monitor, assess, and evaluate its efforts to ensure that the static student success and completion rates move in a positive direction. The revised Strategic Plan requires ongoing assessment and vigilance, and it encourages the college community to collaborate and to integrate efforts across traditional divisions—such as academic versus student services, CTE versus transfer, or administrative services versus instructional areas—in order to improve student success and completion.

“In order to clarify our vision, we must not turn away from what is undesirable or turn toward what is agreeable. We must stay in front on what is needed.”

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