Riverside City College Strategic Plan

2015-2020

Adopted
by
Riverside City College Academic Senate
May 16, 2016

President's Message

Riverside City College's 2015-2020 Strategic Plan was launched during the college's year of centennial celebration. For a hundred years RCC has provided distinguished services to the community. Many students have had positive and significant influence in the social, political, cultural, and economic life of Riverside County and beyond.

This document reflects intensive research dialogue and analysis of the college's past experiences and the major challenges it will face to move the student success and student equity agenda forward. Distinguishing features of this Strategic Planinclude major strategies: The articulation of goals in clear unambiguous, measureable, and achievable targets; a student success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap. The internal organizational restructuring needed to implement such as ambitions plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the college.

Externally extensive discussions and alignment of plans has also been secured from the feeder school districts as well as the receiving four year universities in our region.

Finally, I am proud to state that this document in its entirety is the product of the collective work of faculty, staff, managers, and students firmly grounded in a shared vision and mission of the college.

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Purpose Statement

The 2015-2020 Strategic Plan outlines the process the college uses to develop long-term (strategic) plans and to implement and to assess, monitor, and evaluate those long-range plans on a yearly basis (operational). The plan identifies institutional goals and key performance metrics that have specific, measurable targets for each year of the plan. It also includes measurable targets for implementing the Riverside City College Student Success Pathways Initiative, the centerpiece of the college's strategic planning activities. Each year the college assesses its progress toward achieving its goals, develops and refines its strategies for meeting its targets, and allocates resources that support and enhance student success and completion.

As stated above, the principal strategy for improving student success and completion involves the college's Student Success Pathways Initiative. (See chart below.) Over the last few years the college has developed several successful, but limited programs (Completion Counts, CAP, Puente, etc.) that have improved student success and retention rates more dramatically than the overall college success and retention rates. The Student Success Pathways Initiative uses some of the successful strategies—such as block scheduling, two-year contracts, and integrated academic support—on a larger scale to reduce the amount of time it takes for students to graduate and/or transfer, to complete a certificate, and to prepare for college-level work. This revised plan gradually increases the number of students (approximately 1000 per year for the next five years) into clear CTE and degree/transfer pathways and reduces the amount of time for remediation. Unfortunately, the college cannot radically change an embedded structure; large institutions take time to change, and a fundamental shift of emphasis needs assessment and adjustment to ensure its success. To accomplish this change, the college will, in essence, run two systems simultaneously: the current system of course offerings and the Pathways Initiative. The institutional planning targets below reflect these two systems, each system with its own targets. At the end of this five-year planning cycle, the college plans to move 30% of its students into clearly defined transfer, ADTs, and CTE certificate programs. The college's strategic planning process targets the allocation of resources to achieve this aim gradually over the course of the plan.

Again, the revised 2015-2020 Strategic Plan makes student success and completion the focal point of all planning activities. After assessing the key performance indicators from the 2009-14 Strategic Plan and after completing the 2014 Institutional Self Evaluation Report, the college recognized that its student success rates had become static and that the institution needed to develop strategies to improve student success and student completion. Moreover, after assessing the decision-making procedures and evaluating the planning processes, the college embarked on a year-long effort to refresh its long-term plans and to integrate the somewhat disconnected college committees into the strategic planning process. As a result, a number of college committees were eliminated, and a number of separate Academic Senate committees became advisory or workgroups for the Strategic Planning Leadership councils. Also, the strategic planning process itself has become more efficient. Each leadership council now has both strategic and operational responsibilities. This change allows the councils that develop long-

range plans to ensure that the yearly operational planning supports and implements the long-range plans that make student success and completion the principal aim.

To accomplish this aim, the Program Review and Plan has become the primary planning document for all segments of the college operation. Administrative divisions, student services, and instructional units will now complete a five-year comprehensive program planning document. The yearly Assessment Report, formerly the unit plan, monitors and evaluates each unit's progress in meeting the long-term targets and goals embedded in its Program Review and Plan. This structural change requires each unit to engage in systematic evaluation, assessment, and monitoring processes. Equally important, this structural change allows the Strategic Planning Leadership councils to work together to review, monitor, and evaluate the program planning documents, to prioritize requests, and to accept and to integrate each college unit's planning activities into the college's strategic planning process. This change links more closely the various planning activities with resource allocation and ensures that the planning activities of each unit support and advance the long-term plans of the college and also ensures that the various planning activities are integrated and leveraged to make maximum use of college resources.

The college has included the California Community College Chancellor's Office metrics into its strategic planning key performance indicators. Each year the college will assess its progress toward meeting its targets and will assess the strategies used to improve the success and completion rates both at the unit level and at the institutional level. Based on the assessments and data, as well as the level of apportionment from the state, the college may modify some of its targets and/or strategies as it implements the five-year plan.

Riverside City College Vision and Values

Mission

Riverside City College 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 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 programs. RCC empowers students as they work towards individual achievement, intellectual curiosity, and life-long learning.

Vision

Riverside City College aspires to continue and expand its tradition of excellence as a premier community college that is recognized for excellence in education, innovation, and service.

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.

Assessment of the 2009-2014 Strategic Plan

The college has assessed components of its 2009-2014 Strategic Plan annually, but the bulk of that assessment involved looking at the Key Performance Indicators and various surveys (Community College Survey of Student Engagement and surveys of the leadership councils had done). Unfortunately, even though the college produced an annual report card, it had no measurable targets of student success and completion to gauge whether or not the strategies and activities in the plan yielded improvement, nor did the college use specific, concrete data of student success, retention, and completion to monitor the progress of students as part of the strategic planning process. However, as the college conducted an institutional self-evaluation to reaffirm its accreditation in 2014, it began to develop and to look more closely at student success and completion data and to conduct a comprehensive assessment of the college's decision-making rubrics and its strategic planning processes. These efforts have served as a catalyst for the college to re-think how best to improve student success and completion by creating an integrated planning process. Also, the normal cycle for refreshing the college's Strategic Plan and its Educational Master Plan has allowed the college to overhaul its planning processes.

At its Strategic Planning Retreat (October 17, 2014), the college updated its Environmental Scans and assessed the strategic planning processes embedded in the 2009-2014 Strategic Plan. To assess its decision-making rubrics and its strategic planning process, the college used the Strength, Weakness, Opportunity, and Threat (SWOT) analysis rubric. The participants, who included a range of individuals from all constituent groups, reached relatively clear consensus that the decision-making rubrics were not aligned to strategic planning goals or to student success and completion efforts. In general, the participants noted that the relative weight given to components of the rubrics failed to guide resource allocations to support the institutional goals and the instructional activities.

Environmental Scan

In 2012, the Riverside Community College District contracted with Applied Development Resources to produce an extensive external environmental scan. Dr. Esteban Soriano prepared a report (September 2012) with extensive data. In August 2014, Riverside City College's Office of Institutional Effectiveness updated Dr. Soriano's data and created an internal scan with information specific to Riverside City College.

The population of Riverside County is expected to grow 15% from its 2013 level to 2020, the end of Riverside City College's Strategic Plan (2015-2020). The number of foreign-county residents has increased from 14.9% in 1990 to 22.4% in 2012. Also, 57% of these residents are not U.S. citizens, and 39.5% of the county residents report that a language other than English is spoken in the home. Riverside City College expects to enroll a growing number of students who are the first in their generation to attend college. This diversity will require a greater need for student services and academic support. The new Pathways Initiative, with its emphasis on integrated academic support, aligns with this projection.

Dr. Soriano's report identified statistics demonstrating an increased education attainment and suggested that students who have completed some college but have not received a degree or

certificate could be a target population for the college. However, even though the population of Riverside County is expected to grow, the California Department of Finance projects that the number of high-school graduates will remain relatively flat. These projections are based on the relatively flat birth rates from 1990-2002 and the projections for 18-year olds in the county through 2020.

Overall, 12% of the area high-school graduates from 2010-2011 enrolled at Riverside City College; the greatest number of these students came from the Riverside Unified School District. Alvord Unified School District graduates and Jurupa Unified School District graduates also enroll at the college at a high rate. One of the new college goals, Community Engagement, attempts to develop partnerships with the feeder school districts to create more seamless educational pathways for students.

Although the median and mean income is higher in Riverside County than the state poverty threshold, income varies widely among the residents. A third of the county residents live below the poverty line. Almost a third of the county's residents are under 18. For these children, the poverty rate is high. One in five (20.8%) live below the poverty level. A Public Policy Institute report found that, in 2011, 36.7% of families headed by an adult without a high-school diploma lived in poverty. Over 20% of the residents of Riverside County age 25 or older do not have a high-school diploma.

The employment rates in the Inland Empire have recovered from several years of economic recession. Four sectors serve as the region's economic base: logistics (transportation), construction, health care, and manufacturing. From 2006-2011, the region's construction industry accounted for 49.9% of the area's job losses. While unemployment rates have not yet returned to pre-recession levels, unemployment has been steadily declining. As of June 2014, Riverside County's unemployment rate was 8.4%. In Riverside County, healthcare was the only economic sector that continued to expand, with job growth projected for the next several years. Logistics is also experiencing strong job growth. Educational Services, Healthcare, and Social Assistance are projected to see the largest growth. Retail Trade closely follows this trend. Many of these employment growth sectors will require at least some college.

In general, strong population growth and significant job growth, along with a diverse population that values educational attainment, provide a base to inform and guide the college's planning processes.

2009-2014 Strategic Planning Process

On 17 October 2014, at its Strategic Planning Retreat, the college assessed the strategic planning flowchart and three decision-making rubrics. The results of this assessment demonstrate clearly that the planning process needs to be more efficient and more effective. The former Program Review Process, especially the Unit Plan, was simply a resource request document, not a planning document. The Budget Prioritization Committee and the Advisory Groups have had no direct connection with the Resource Development and Administrative Services Council. The common rubrics were not linked to the strategic planning goals and, in the some cases, used the same rubric to rank staffing and broom requests. Most important, the planning process and the

decision-making rubrics did not reflect goals with measurable targets and did not have any connection to student success and completion. Also, many of the college committees, especially the standing Academic Senate committees, engaged in "outlier" planning that had no direct connection with the strategic planning process and involved overlapping and redundant activities. This disconnect has existed as well between the strategic and operational components of the process. Often the leadership councils had no information about the operational decisions, including unit plan and budget priorities, and have had no direct connection with the program-review process. The key performance indicators, which measure the college's progress, had no connection to the planning process, the decision-making rubrics, or budget allocations. This lack of integrated planning among the instructional, administrative, and student services units has not allowed the college to allocate or to leverage resources into a meaningful and accurate resource plan. Also, the 2009-14 Strategic Plan lacks any real alignment with the District Strategic Plan.

Most important, however, the 2009-2014 Strategic Plan failed to address directly the issues impacting student success and completion—that is, failed to link specific strategies at the instructional level, which used measurable outcomes to assess progress towards improving student success, with the institutional goals and targets. Some of these issues include the large number of students requiring remediation; the achievement gap among different ethnic groups; the low success, retention, and degree/certificate rates; insufficient number of faculty in some disciplines; the lack of a staffing plan; and the different apportionment and success rates with online instruction. The flat key performance indicators below from the 2009-2014 Strategic Plan accentuate the lack of focus on student success and completion.

2009-2014 Key Performance Indicators

Course Retention and Course Success

Riverside City College reviewed selected Key Performance Indicators to monitor the college's progress over the 2009-2014 strategic planning cycle. From 2009-2014, the overall course success, retention, and persistence rates varied little. While some variation of the success rates by the type of course exists, little change within each of these course types over the five years occurred. Success is defined as a passing grade (A, B, C or P). Retention is defined as completing a course, regardless of the final grade achieved.

Between 2009-2010 and 2013-2014, the college's course retention rates decreased slightly. While retention is one metric the college' reviews regularly, a higher focus for improvement is on course success, which has remained static over this time period.

Table 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	2015-2016
Basic Skills						
Average Retention	71.1	71.7	76.1	76.8	76.8	76.6
Average Success	49.1	49.4	52.4	51.7	50.2	52.2
CTE						
Average Retention	58.2	66.7	87.9	87.5	87.8	87.9
Average Success	48.3	56.9	74.7	73.3	74.9	75.1
Transfer and CTE						
Average Retention	83.6	82.7	84.8	86.3	86.0	86.2
Average Success	66.7	68.2	70.1	69.8	70.5	71.6
Transfer						
Average Retention	81.0	81.1	82.8	83.5	82.6	84.0
Average Success	66.4	67.5	68.7	68.3	67.6	69.6

Source: RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES, Extracted on August 24th, 2016

Student Persistence

In addition to course-level metrics, the college reviews student-level metrics, including persistence rates and degree and certificate attainment rates. California Community Colleges measure persistence for first-time freshmen over a period of three major terms. For first-time freshmen initially enrolling in fall, they must be enrolled in the subsequent spring and fall terms to persist. For first-time freshmen initially enrolling in spring, they must subsequently enroll in fall and then spring to be counted in the persistence rates. Table 2 includes the 1st to 2nd semester as well as 1st to 3rd semester persistence rates for RCC students. As with course success, persistence has been consistent over the last several terms.

Table 2: Fall to Spring Persistence Rates

First Term	1st to 2nd semester persistence	1st to 3rd semester persistence
Fall 2010	59.7%	47.7%
Spring 2011	50.7%	37.3%
Fall 2011	67.6%	52.9%
Spring 2012	53.3%	42.0%
Fall 2012	70.0%	56.4%
Spring 2013	59.6%	45.2%
Fall 2013	71.2%	65.4%
Spring 2014	53.7%	41.6%
Fall 2014	69.5%	60.5%
Spring 2015	56.4%	11.3%
Fall 2015	66.7%	*

***Not yet available**

Degrees Awarded

Despite decreased enrollment, the number of degrees and certificates awarded by the college has remained consistent. Riverside Community College District did not split into three separate colleges until Fall 2010. Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year.

Table 3: Degrees and Certificates Awarded

Degree/Certificate Type	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Associate of Sciences (A.S.) Degree	685	733	622	650	675	712
Associate of Arts (A. A.) Degree	759	947	914	908	972	1144
Certificate requiring 30 to <60 units	334	386	334	299	327	251
Certificate requiring 18 to <30 units	144	163	143	136	149	125
Certificate requiring 6 to <18 units	353	657	466	426	330	358
Other Credit Award, <6 units	8	7	1	0	1	0
Total	**2,283**	**2,893**	**2,480**	**2,419**	**2,454**	**2,590**

Volume Analysis – Degree and Certificate Completion and Transfer

This metric is often one of the most used metrics for framing a college's success. Tables 4 and 5 show these metrics. Note that if a student receives a degree and a certificate, he or she is counted in both categories. If a student receives a degree and transfer in that same year, he or she is counted in both categories.

Table 4: Degrees awarded, certificates awarded, and transfers to 4 year Colleges / Universities

	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Certificates	1,515	839	1,213	944	861
Degrees	2,290	1,922	2,229	2,013	1,993
Transfer*	4,592	5,233	4,744	4,642	5,153
Total Enrollment	***34,708***	***29,770***	***26,959***	***25,268***	***26,281***
% Certificates	4%	3%	4%	4%	3%
% Degrees	7%	6%	8%	8%	8%
% Transfer	13%	18%	18%	18%	20%

**Transfer numbers are derived from National Student Clearinghouse reports for enrollment in a four year institution. The year is the start year of their first enrollment at the institution. The numbers exclude students who are enrolled in post-undergraduate programs (masters, PhD, DM, etc.).*

In addition to looking at overall transfer rates, the State Chancellor's Office uses a metric called Transfer Volume. This is the number of community college students who transfer and enroll in a four-year institution within six years of initially enrolling as a first-time student at the community college. Students must have also completed at least 12 units at the college prior to subsequently enrolling in a four year institution. Figure 5 shows Riverside City College's total transfer numbers by year along with the Transfer Volume metric.

Table 5: RCC Transfer rate and Transfer Volume

Year	Total # Transferred*	FTF Transfer Volume (CCCCO Methodology)**
2009-2010	**4,592**	2,132
2010-2011	**5,233**	2,601
2011-2012	**4,744**	2,548
2012-2013	**4,642**	2,697
2013-2014	**5,153**	2,988

**Transfer numbers are derived from National Student Clearinghouse reports for enrollment in a four year institution. The year is the start year of their first enrollment at the institution. The numbers exclude students who are enrolled in post-undergraduate programs (masters, PhD, DM, etc.).*

***Transfer Volume is the number of community college students who transfer and enroll in a four year institution within six years of initially enrolling as a First-Time student at the community college. Students must have also completed at least 12 units at the college prior to subsequently enrolling in a four year institution.*

Cohort Analysis

As with four-year institutions, the California Community College Chancellor's Office has defined cohorts of students 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)

Looking at the first of these metrics, Completion, the Riverside City College students included in this analysis enrolled as first-time freshmen for the 2004-2005 through 2008-2009 cohorts. Tables 6 and 7 include details regarding these groups.

Table 6: Completion by Cohort by Gender

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

Table 7: Completion by Cohort by Race / Ethnicity

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

See Riverside City College's Student Equity Report for additional information regarding completion metrics disaggregated by a wide variety of student characteristics.

Course Retention and Success

The tables in this section show average course retention and success rates disaggregated in different ways. As noted in the initial sections in this paper, course retention and success rates have remained relatively static over the last five years. There is a difference in the success rates when analyzing math courses disaggregated by levels as well as by delivery method.

Table 8: Average Course Retention and Success by English Course Level

Retention & Success by English Course Level	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Prepared*						
Average Retention	75.8	74.5	77.3	77.8	77.9	76.7
Average Success	62.4	61.4	64.7	63.7	63.5	63.1
Underprepared						
Average Retention	81.3	83.4	84.8	83.5	82.9	83.2
Average Success	63.2	63.3	66.0	63.9	62.6	63.8
Unprepared						
Average Retention	80.4	77.6	82.4	84.6	82.2	81.5
Average Success	61.3	53.7	60.4	63.9	60.0	59.9

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

*All English Courses other than Basic Skills are included in the Prepared Averages

Table 9: Retention & Success by Math Course Level

Retention & Success by Math Course Level	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 Year Average
Prepared*						
Average Retention	75.7	75.0	76.1	76.7	77.5	76.2
Average Success	55.5	55.3	56.5	54.4	54.9	55.3
Underprepared						
Average Retention	73.3	74.0	77.2	77.5	80.4	76.5
Average Success	44.2	45.1	49.7	45.8	47.9	46.5
Unprepared						
Average Retention	75.5	71.9	76.0	75.2	75.7	74.9
Average Success	42.7	45.3	39.7	35.4	37.8	40.2

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

*All Math Courses other than Basic Skills are included in the Prepared Averages

Table 10: Retention & Success by Delivery Method

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 Year Average
Face-to-Face							
Average Retention	75.0	76.7	82.0	82.2	81.6	82.0	79.0
Average Success	61.4	64.0	68.5	67.5	66.2	67.8	66.0
Hybrid							
Average Retention	78.4	78.0	79.2	82.9	80.9	83.2	80.7
Average Success	55.2	58.6	58.1	60.0	59.7	63.4	59.5
Online							
Average Retention	75.1	75.7	79.4	79.7	79.4	79.5	78.0
Average Success	54.5	55.0	58.4	57.7	57.2	59.5	56.9

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

The average success rates above include all courses.

Course Level Retention and Success by Special Programs

The KPI's presented in this study show that there has been little progress in course retention, success, basic skills, graduation rates, etc. over the last several years. In addition to disaggregating student success information by the initial level of preparation, RCC is looking at student success depending on whether or not the student participated in a special program designed to increase student success. For those students participating in CAP and Completion Counts, a slight difference in student success in English courses and a more significant difference in math courses for the 2013-2014 academic year is apparent.

Table 12: 2013-2014 Course Retention and Success by Special Programs

	All Courses		English Courses		Math Courses	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
CAP	88.8	65.6	91.1	71.1	89.7	56.4
CC12	88.3	75.9	85.2	68.6	81.9	55.8
CC13	89.1	69.8	88.5	70.1	81.1	55.4
Path to Excellence	87.4	72	84.4	71.9	81.8	49.7
Puente	84.5	69.6	91.2	75	70	47.5
Not Special Programs	84.9	67.3	84.3	66.8	76.8	45.9

Student Services

While the State Chancellor's Office has not yet fully defined this metric, the percentage of students with an Education Plan is included as one of the Nine Metrics. Using the 2013-2014 Academic Year, the figure below provides the number and percentage of students who have an Education Plan or have met with a counselor in 2011-2012, 2012-2013, or 2013-2014 academic years. This is an unduplicated headcount. If a student met with a counselor and completed an SEP, he or she is only included in the SEP numbers.

Table 13: Students with an SEP or Counseled

First Time Freshmen enrolled in their first Fall term and completing a Comprehensive SEP within one year

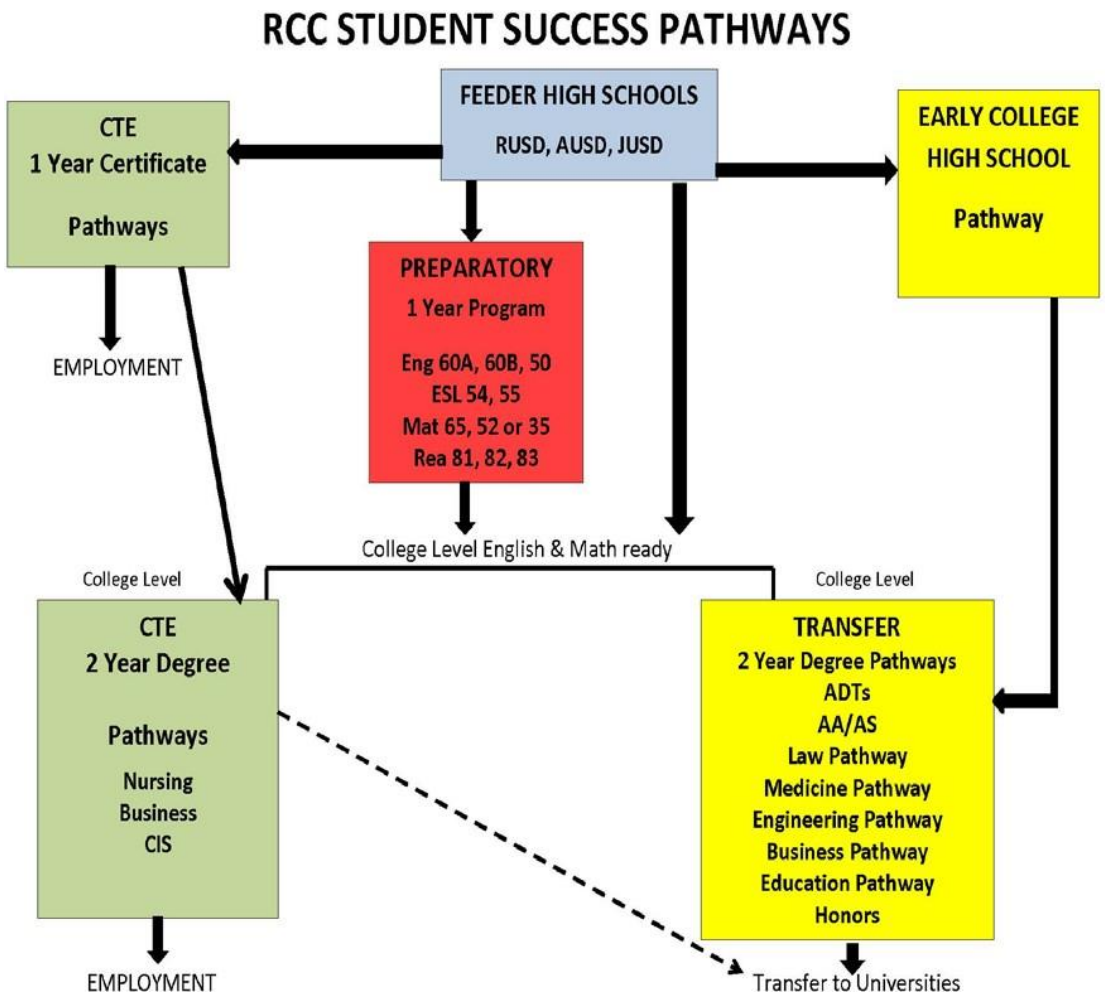
Only includes students with 15 or more earned units as of the end of their first academic year (spring term)

	Fall 2013 First-Time Freshmen			Fall 2014 First-Time Freshmen		
Educational Goal (at first time of enrollment)	**SEP ("P" Code)**	**Total First-Time Freshmen**	**% with SEP**	**Comprehensive SEP***	**Total First-Time Freshmen**	**% with Comprehensive SEP***
Degree	44	84	52.4%	124	191	64.9%
Degree and Transfer	618	973	63.5%	480	766	62.7%
Transfer	117	206	56.8%	98	160	61.3%
Certificate	5	12	41.7%	3	28	10.7%
Basic Skills / Developmental Ed	2	8	25.0%	0	6	0.0%
Career Advancement	2	14	14.3%	1	4	25.0%
Discover Interests	9	23	39.1%	0	2	0.0%
Four Year College Student taking Credits	19	32	59.4%	19	53	35.8%
Maintain Certification	4	9	44.4%	0	3	0.0%
Undecided	64	115	55.7%	4	19	21.1%
Total	**884**	**1476**	**59.9%**	**729**	**1232**	**59.2%**

**Beginning in Summer 2014, the tracking and reporting of SEP completion has been enhanced, changing the coding of SEP's.*

2015-2020 Strategic Planning Overview

After assessing the 2009-2014 Strategic Plan and after undergoing a comprehensive Institutional Self Evaluation during the 2014 Re-Affirmation of Accreditation, the college found that student success and completion rates were flat. As a result, the college has decided to make student success, access, and completion the focal point of all strategic planning activities. However, the college also discovered that it has a number of successful programs operating on a small scale. Using many of the strategies embedded in these special programs that made them successful, especially integrated academic support, the college has embarked on strategy to improve student success and completion rates by "scaling up" the strategies used in the successful programs into the RCC Student Success Pathways outline below.



The college plans to move 1000 students per year into clearly defined CTE and/or degree transfer pathways identified in the chart above. Although these pathways are open to both full- and part-time students, the aim is to encourage students, whenever possible, to sign two- or three-year contracts. For those students who are unprepared for college-level work (two or more levels below the transfer or required degree math and/or English courses) and for those who are under-prepared (one level below), the college has developed two degree/transfer contracts: the 1 + 2 +2 year sequence for the bachelor's degree or the 2 + 2 year sequence. Also, the college has a number of state-approved or locally approved CTE certificate pathways that help students prepare for immediate employment.

In order to improve the static student success and completion rates, the college has adopted the following nine metrics from the State Chancellor's Office:

Student Success (ScoreCard + ADTs)

1. Completion Rates (Certificates and Degrees)
2. Math and English Remedial Rates
3. CTE Completion Rates
4. Number of Associate Degrees for Transfer (AA-T, AS-T)
   Equity in Completion Index
5. Completion rate among subgroups (ideal > =.80 for all groups)
   Student Services
6. Percentage of Students with an Education Plan
   Efficiency
7. Number of FTES spent to obtain "higher order outcome" (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)
   Access
8. Participation rate (# of Students ages 18-24 per 1000 residents of same age group)
9. Participation rate among subgroups

In addition, the college has focused its attention on institutional course success, retention, and persistence rates (all instructional modalities and levels). For each of the metrics, the college has adopted either measurable targets or activities, which the college will access each year in its ScoreCard and, after accessing, make the necessary adjustments to its targets or activities. Each unit of the college, as it develops its five-year plan, will develop concrete measurable targets to improve student success and completion. The college has adopted a 1% increase per year as its general target; however, each unit, depending on its data, will develop appropriate targets that reflect the reality of the unit. If all instructional units achieve their targets, then the overall student success and completion rates of the institution will improve.

The college has also adopted new strategic planning goals, each with measurable outcomes. (See next section.) It has also revised its Program Review template so that each college unit (instruction, administration, student services) will develop a five-year Program Review and Plan and assess its progress each year with an Annual Assessment Report. Most important, the college has developed a number of detailed plans to ensure that the resources (human, technological, facilities, financial, etc.) to support and to implement specific strategies are aligned with the primary goal of improving student success and completion rates. In addition, the

college has developed other detailed plans, again each with measurable targets, to implement strategies in enrollment management, community engagement, organizational structures, student success, and student equity that focus on improving student success and completion.

Finally, the college has integrated its committee structures (college and Academic Senate) so that all decision-making activities, especially those that involve planning and/or resource allocation requests, move through the strategic planning process and involve the appropriate Leadership Council. The aim is to have all forms of planning, regardless of their source, to be vetted by the appropriate council, to be linked to one of the strategic planning goals, and to be incorporated into the overall planning process. The general college strategies to meet the strategic planning goals, the relationship of the college goals to the District Strategic Plan, and the new key performance metrics and targets follow.

Strategic Planning Goals

2015-2020

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-reading 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 Create an atmosphere 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.

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.

Riverside City College Goals and Strategies 2015-2020

Goal	Strategy	Key Performance Indicator (KPI) / Metric	Target
Student Success			
Increase student engagement, learning, and success.	Offer a comprehensive and flexible curriculum including clear pathways for achieving certificates, degrees, and transfer-ready status.	- Percentage of students receiving degrees and certificates by Pathways, CTE, and Standard programs (Metrics 1 & 3)	
		- Number of students receiving degrees and certificates by Pathways, CTE, and Standard programs (Metric 4)	
		- Results from regularly conducted Community College Survey of Student Engagement (CCSSE)	
		- Completion rate among subgroups (Metric 5)	
		- Course Retention by Pathway	- Increase by 1% per year
		- Course Success by Pathway (Course Success is an IEPI Metric as well as an ACCJC Accreditation Set Standard.)	- Increase by 1% per year / Set Standard is 66%
		- Course Retention and Course Success by Delivery Method	- Increase by 1% per year
Consistently use data to make decisions and to understand and support evolving student needs.	Regularly review Discipline / Department / Program Goals. Conduct regular, inter-disciplinary meetings discussing collaboration across units and between administration, faculty, and student services & support.	- FTES to student success (Metric 7)	
		- Track events which are held to discuss College targets and strategies. These can include FLEX days, Student Equity Working Group meetings, etc.	

Goal	Strategy	Key Performance Indicator (KPI) / Metric	Target
Student Access			
Ensure that all students have equitable access to the college's programs, courses, and services.	The efforts and initiatives identified and supported by the Student Equity Scorecard report.	- % of FTES in Pathways, CTE, and Standard courses	- Overall enrollment increase 2.5% / year
		-Student Equity Scorecard report results including success rates and ratios for the different student populations (Metrics 8 & 9)	- All equity ratios greater than 0.8
		- # of students in each Pathway (Basic Skills, CTE, Transfer)	- Increase the number of students in these Pathways by 1000/year
Enhance integrated academic support.	Work with the Student Success Committee to integrate their efforts into Strategic Planning.	- Student Success Scorecard	
		-Course success rates for student success initiatives versus course success rates for non-student success initiative students.	
		-Course Success Rates for Math & English Remedial Courses (Metric 2)	- Increase by 1% per year
Counsel and advise students to help them plan for and progress toward their Individual educational goals.	Coordinate the efforts of Counselors, Education Advisors, and Faculty Advisors.	-Percentage of students who have completed at least 15 units and have completed a Student Educational Plan (Metric 6)	

Goal	Strategy	Key Performance Indicator (KPI) / Metric	Target
Institutional Effectiveness			
Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.	Integrating the Office of Institutional Effectiveness with the Institutional Effectiveness Leadership Council (IELC) and the Strategic Planning Executive Council (SPEC).	- # of completed OIE research requests	
		- Minutes from IELC meetings	
Integrate research, assessment, and program review to enhance understanding of student learning.	Create a Program Review process which integrates assessment, review, and planning.	- The number of disciplines, departments, and units which complete the program review process each year.	-100%
Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.	Implement an Educational Master Plan		
	Implement an Enrollment Management Plan		
	Track and report on the Institutional Effectiveness Partnership Initiative (IEPI) indicators	- Accreditation Status (IEPI Metric)	- Accreditation Reaffirmed
		- Fiscal Viability (IEPI Metric -- in PARTNERSHIP with the District)	
		- Programmatic Compliance(IEPI Metric -- in PARTNERSHIP with the District) This metric tracks the overall audit opinion	- No Material Findings

Goal	Strategy	Key Performance Indicator (KPI) / Metric	Target
Resource and Learning Environment Development			
Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.	Creating a grant coordinating committee to facilitate and coordinate grant applications College and District wide	- # of grants applied for and # of grants received	
		- $ of grants applied for and $ of grants received	
	Extend our International Students program.	- # of International Students (on F-1 visas) enrolled each semester	
Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.		- Results from regularly administered Climate Survey	
Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.	Technology Plan which is reviewed and coordinated through the Resource Development Leadership Council (RDAS).		

Goal	Strategy	Key Performance Indicator (KPI) / Metric	Target
Community Engagement			
Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.	Create formalized partnerships with K-12 schools.	- # of partnerships with schools	
		-$ of grants awarded in partnership with K-12 initiatives	
		- # of articulation agreements	
	Early College High School initiative	- # of high school students participating in Early College High School program	
		-# of high school students who enroll in RCCD after participating in the Early College High School program	
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.		-# of programs including Theatre, Dance, Guest Speaker, etc. offered each year	

2015-2020 Institutional Key Performance Metrics and Targets

The targets reflect a statistical progression of successful but small college programs (Completion Counts, Puente, CAP), which have demonstrated higher success rates over time, applied and scaled to the implementation of the college's new Pathways Initiative. If components of these successful programs reach a larger number of students as the Riverside City College Student Success Pathways Initiative is scaled up, then the success rates of the college and the key performance metrics should increase proportionally

Enrollment Growth -- 2.5% per year

***Pathways* Students are those who are enrolled FULL TIME and have signed a 2 Year Contract**

Academic Year	Annual FTES (Credit) (2.5% growth)	Projected "Old System" FTES	Pathways - Remediation Track FTES	Pathways - College Prepared Track FTES	Total Pathways College Prepared FTES (Progressed from Remediation)	Total Pathways College Level [Prepared + Progressed] FTES
2013-2014	14,878.9	14,878.9	-	-	-	-
2014-2015	15,204.4	15,204.4	-	-	-	-
***2015-2016**	15,732.7	14,474.0	944.0	314.7	566.4	881.0
2016-2017	16,126.0	13,545.8	1,935.1	645.0	1,257.8	1,902.9
2017-2018	16,529.1	12,562.1	2,975.2	991.7	2,082.7	3,074.4
2018-2019	16,942.4	11,520.8	4,066.2	1,355.4	3,049.6	4,405.0
2019-2020	17,365.9	10,419.5	5,209.8	1,736.6	3,907.3	5,643.9

2015-2016 Headcount and FTES is as reported on the State Chancellor's Office Datamart as of September 1st, 2016

Average Course Retention Rate (Projected 2015-2016 forward)										
	2011-2012	2012-2013	2013-2014	2014-2015*	4 Year Average	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Enrollment	77%	73%	74%	83%	77%	78%	79%	80%	81%	82%
Transferable	82%	83%	84%	85%	84%	85%	86%	87%	88%	89%
CTE	77%	86%	87%	87%	84%	85%	86%	87%	88%	89%
Basic Skills	68%	73%	74%	74%	72%	73%	74%	75%	76%	77%
ENG-50	83%	85%	83%	87%	85%	86%	87%	88%	89%	90%
ENG-60A	72%	82%	84%	88%	82%	83%	84%	85%	86%	87%
ENG-60B	87%	83%	86%	86%	86%	87%	88%	89%	90%	91%
MAT-35	74%	78%	77%	80%	77%	78%	79%	80%	81%	82%
MAT-37	96%	90%	75%	80%	85%	86%	87%	88%	89%	90%
MAT-52	70%	75%	75%	74%	74%	75%	76%	77%	78%	79%
MAT-65	78%	81%	76%	75%	78%	79%	80%	81%	82%	83%

2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard

Average Course Success Rate (Projected 2015-2016 forward)										
	2011-2012	2012-2013	2013-2014	2014-2015*	4 Year Average	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Enrollment	62%	66%	66%	65%	65%	66%	67%	68%	69%	70%
Transferable	67%	69%	69%	68%	68%	69%	70%	71%	72%	73%
CTE	64%	71%	71%	71%	69%	70%	71%	72%	73%	74%
Basic Skills	47%	49%	50%	50%	49%	50%	51%	52%	53%	54%
ENG-50	63%	66%	64%	66%	65%	66%	67%	68%	69%	70%
ENG-60A	48%	58%	59%	62%	57%	58%	59%	60%	61%	62%
ENG-60B	62%	63%	69%	65%	65%	66%	67%	68%	69%	70%
MAT-35	43%	50%	44%	47%	46%	47%	48%	49%	50%	51%
MAT-37	81%	76%	63%	52%	68%	69%	70%	71%	72%	73%
MAT-52	37%	36%	36%	36%	36%	37%	38%	39%	40%	41%
MAT-65	47%	49%	35%	41%	43%	44%	45%	46%	47%	48%

2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard

Average Course Retention Rate by Delivery Method (Projected 2015-2016 forward)										
	2011-2012	2012-2013	2013-2014	2014-2015*	4 Year Average	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Face-To-Face	76.8%	82.1%	82.2%	83.4%	81%	82.1%	83.1%	84.1%	85.1%	86.1%
Hybrid	78.0%	79.2%	82.9%	80.1%	80%	81.1%	82.1%	83.1%	84.1%	85.1%
Online	75.7%	79.4%	79.7%	80.2%	79%	79.8%	80.8%	81.8%	82.8%	83.8%

2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard

Average Course Success Rate by Delivery Method (Projected 2015-2016 forward)										
	2011-2012	2012-2013	2013-2014	2014-2015*	4 Year Average	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Face-To-Face	63.6%	68.3%	67.4%	66.7%	67%	67.5%	68.5%	69.5%	70.5%	71.5%
Hybrid	58.6%	58.0%	60.0%	58.3%	59%	59.7%	60.7%	61.7%	62.7%	63.7%
Online	54.8%	58.3%	57.6%	58.5%	57%	58.3%	59.3%	60.3%	61.3%	62.3%

**2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard*

Success Rates Prediction for Completion Counts Pathways Students								
Academic Year	Annual FTES (Credit) (2.5% growth)	Pathways Total Prepared College Level [Prepared + Progressed]	FTES "Old System"	Ratio of Degrees to Enrollment for "As Is:" 2013-2014 + 1%/year	# AA / AS Degrees (for "As Is")	Predicted Pathways Prepared Graduation Rate	# Of Graduates from Pathways - PROJECTED (Prediction Metric Q)	Total AA / AS Awarded
2013-2014	14,878.9	-	14,878.9	11%	1,562.3	-	-	1,562.3
2014-2015*	15,204.4	-	15,204.4	12%	1,748.5	-	-	1,748.5
2015-2016	15,584.5	872.7	14,337.7	13%	1,792.2	40%	349.1	2,141.3
2016-2017	15,974.1	1,884.9	13,418.2	14%	1,811.5	45%	848.2	2,659.7
2017-2018	16,373.4	3,045.5	12,443.8	15%	1,804.4	50%	1,522.7	3,327.1
2018-2019	16,782.8	4,363.5	11,412.3	16%	1,768.9	55%	2,399.9	4,168.8
2019-2020	17,202.3	5,590.8	10,321.4	17%	1,703.0	60%	3,354.5	5,057.5

**2014-2015 Headcount and FTES is as reported on the State Chancellor's Office Datamart as of August 31st, 2015*

Degree and Certificate Awards									
Projected AA / AS Degrees from 2014-2015 through 2019-2020 are from the table above "K"									
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2010
AA / AS Degrees	1,680	1,536	1,558	1,748.5	2,141.3	2,659.7	3,327.1	4,168.8	5,057.5
Certificates 18 units or >	549	477	435						
Local Certificates	664	467	426						
Transfers*	4,744	4,642	5,153						

**Transfer Numbers INCLUDE those students who have been awarded a degree and certificate and also transferred to a 4 year institution*

% of First-Time Freshmen who completed a Comprehensive Student Educational Plans (SEP) in their first year of enrollment							
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2010
First-Time Freshmen who completed at least 15 units their first year	59.9%	59.2%	65.0%	70.0%	75.0%	80.0%	85.0%

If a student received both Counseling and an SEP, they are counted in the SEP category

Riverside City College Equity Report Index 2015-2016

		PROPORTIONALITY INDEX BY GROUP										
		African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Persons with Disabilities	Veterans	Foster Youth
SUCCESS INDICATORS						Female	Male	Female	Male			
Course Completion	Success in credit enrollment	0.85	0.97	0.81	0.95					0.99	0.95	0.84
	Success in transferable enrollment	0.85	0.96	0.79	0.98					0.85	0.96	1.28
	Success in basic skills enrollment	0.83	1.01	1.07	0.83					0.66	0.72	0.53
	Success in CTE enrollment	0.79	0.98	0.95	0.70					1.03	0.98	0.82
	ScoreCard-30-units Completion	0.82	0.96	0.99	1.20	0.77	0.87	1.00	0.90	1.03	0.98	0.82
ESL/Basic Skills Completion	ScoreCard-ESL	5.01	0.93	0.00	0.00	5.01		0.88	1.03	1.31	2.70	
	ScoreCard-Basic Skills English	0.67	0.94	1.29	1.43	0.66	0.67	1.03	0.82	0.95	1.18	0.72**
	ScoreCard-Basic Skills Math	0.72	0.95	1.05	0.70	0.69	0.74	0.98	0.90	1.11	1.44	0.81
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	0.94	0.89	0.93	0.79	0.96	0.91	0.93	0.82	0.94	1.34	0.44
	ScoreCard-CTE Rate	0.68	1.00	0.83	0.27	0.79	0.53	0.99	1.00	1.01	1.39	0.76
Transfer	ScoreCard-Transfer	1.15	0.82	1.01	0.75	1.15	1.14	0.86	0.78	0.70	1.15	0.36

Alignment of Strategic Planning Goals with District Themes

Riverside City College Goals	RCC Strategies to Support District Strategic Themes
Student Success	**Student Learning and Success**
Increase student engagement, learning, and success.	Increase rates of transfer, degree, and certificate completion. (Goal 2)
	Support and increase student engagement in and out of the classroom. (Goal 5)
Consistently use data to make decisions and to understand and support evolving student needs.	

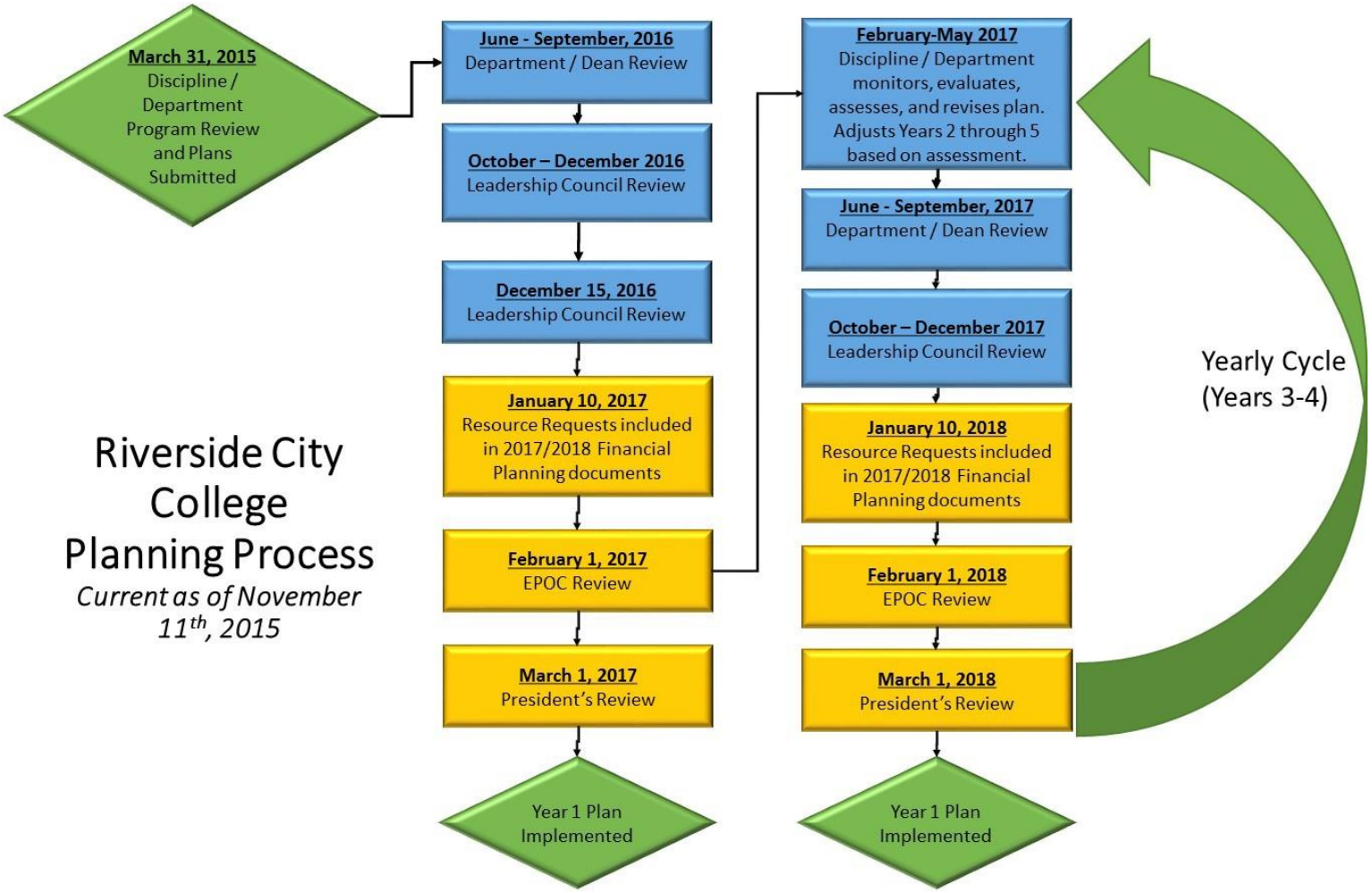
Riverside City College Goals	RCC Strategies to Support District Strategic Themes
Student Access	**Student Access**
Ensure that all students have equitable access to the college's programs, courses, and services.	Improve the delivery of curriculum by ensuring responsive scheduling and a variety of delivery formats. (Goal 3)
	Reduce the gap in both student achievement and outcomes. (Student Learning and Success Goal 4)
Enhance integrated academic support.	
Counsel and advise students to help them plan for and progress toward their individual educational goals.	Develop effective pathways for student success by encouraging all students to use student services and promoting the completion of a self-identified program of study and / or educational plan. (Student Learning and Success Goal 1)

Riverside City College Goals	RCC Strategies to Support District Strategic Themes
Institutional Effectiveness	**System Effectiveness**
Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.	Develop efficient and effective process and procedures. (Goal 1)
	Enhance and institutionalize operational and strategic planning processes that are: (a) deliberative, systematic, and data drive, (b) complement the District and College strategic and master plans, and (c) effectively prioritize new and ongoing resource needs. (Goal 2)
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.	Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between Colleges and centers to best serve students. (Goal 3)

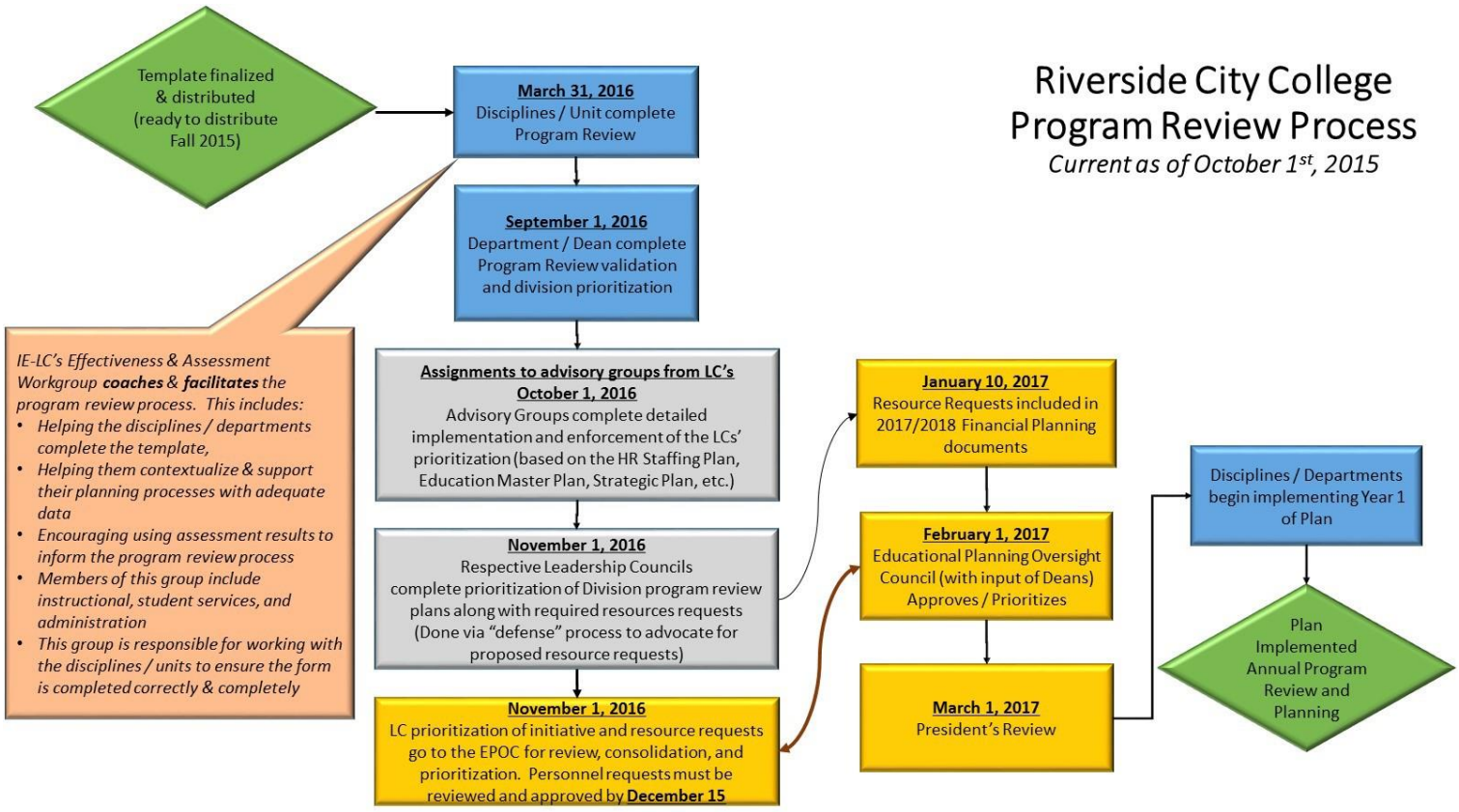
Riverside City College Goals	RCC Strategies to Support District Strategic Themes
Resource and Learning Environment Development	**Resource Stewardship**
Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.	Integrate public and private resource development efforts with District strategic planning and resource allocation. (Goal 2)
	Create a greater culture of entrepreneurship and philanthropy by encouraging the expansion and diversity of external funding. (Goal 3)
Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.	Recruit outstanding faculty, and support faculty development, and teaching excellence for the improvement of student learning outcomes. (Student Learning and Success Goal 3)
Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.	

Riverside City College Goals	RCC Strategies to Support District Strategic Themes
Community Engagement	**Community Collaboration & Partnership**
Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.	Sustain and deliver educational and community partnerships focused on student preparation, awareness of, and access to District College's and educational programs (Student Access Goal 5)
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.	Refine and promote programs in Career and Technical Education, Economic Development, and Community Education that improve the competency and competitive capabilities of service area incumbent workers. (Goal 1)
	Create and expand programs with business, community, and educational partners, with particular focus on responding to workforce development, economic advancement, current and emerging high demand occupations, student internships and employment, and overall resource development. (Goal 2)
Offer programs and services that enrich the community.	Ensure that residents in all geographic areas of the District have opportunities for personal enrichment and life-long learning through the academic programs of the Colleges, Community Education, and other initiatives. (Goal 5)

Strategic Planning Timeline



Program Review Process (Year One)



Steps in the Strategic Planning Process

Step 1

The 2015-2020 strategic planning process began with a complete assessment of the college's educational programs and support services. Using an environmental scan to assess the community the college serves and the 2014 Institutional Self Evaluation Report, where the college assessed it compliance with the accreditation standards of good practice, the college conducted a SWOT Analysis (strengths, weaknesses, opportunities, and threats) of the institution and its decision-making processes. The college reviewed its mission statement, refined its goals and values, and, most important, gathered data on its student success and completion rates. The fundamental principles for the college's planning process began by clarifying where the college is, where it wants to go, and what strategies and activities it needs to enhance or to develop in order to improve and to support student success. At its 2015 Spring Retreat, the Strategic Planning Committee reviewed and discussed the principles used to establish the measurable targets for the college's key performance metrics. All of the college's assessment activities have provided the data to refresh the college's long-term plans, including the Educational Master Plan, the Facilities Master Plan, the Technology Plan, the Student Equity Plan, and the Assessment Plan. The college has also developed a Human Resources Plan, a Student Success Plan, and the Pathways Initiative, which is the primary strategy for improving student success and completion rates.

Step 2

Using data provided by the college's Office of Institutional Effectiveness and other information gathered from various sources, each unit of the college (administrative, student services, and instructional) assesses its programs, develops its five-year plan, establishes specific measurable targets to improve student success, and offers evidence to validate that its resource requests (staff, technology, facilities) have a direct impact on student success and completion rates, the focal point of all the college's planning activities, or enhance college goals or other key performance metrics. In other words, each unit completes a Program Review and Plan, a five-year plan to improve student success and completion. Each unit, in consultation with the appropriate administrator, division, and Leadership Council, works collegially to develop the five-year plan. Once the plan is accepted by the Educational Planning Oversight Committee on the recommendation of the four leadership councils, the plan is integrated into the strategic plan. At the end of every academic year, each unit completes a yearly assessment report (formerly the unit plan) of its five-year Review and Plan where it analyzes the progress toward meeting its targets and updates its resources requests and recalibrates its plan. The four leadership councils monitor, evaluate, and assess the college's progress towards meeting the long-term plans for which they are responsible and review the specific strategies being used to meet the targets.

Step 3

Working together where appropriate and working independently on the tasks for which they are responsible, the four leadership councils review and accept the five-year Program Review and Plan and, on a yearly basis, monitor and evaluate the yearly assessments reports from each unit

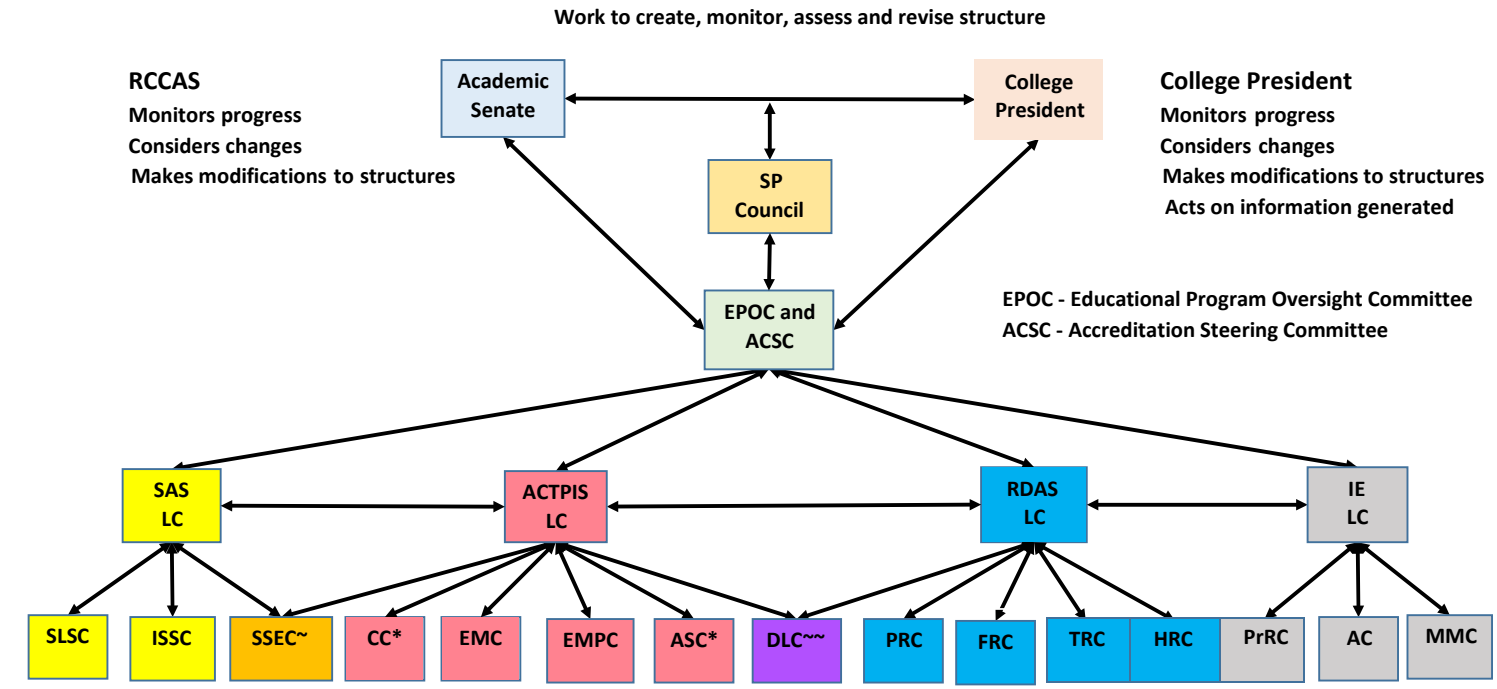
of the college (instructional, administrative, and student services). All resource and/or program requests are reviewed and prioritized by the appropriate council or its advisory/work group to ensure that they are consistent with the long-term plans for which the council is responsible. For example, all staffing (faculty, administrative, staff) requests go to the Human Resources Advisory Group; all facilities requests go to the Physical Resources Advisory Group, and all technology requests go to the Technology Advisory Group. Other proposed planning strategies/activities go to the council or committee responsible for the planning. (See the Riverside City College Committee Council Structure.) Any planning strategy/activity, request, or proposal for resources must be reviewed and approved by the appropriate leadership council. At the end of each academic year, after assessing its progress, each leadership council develops a yearly Integrated Action Plan that identifies the specific college goal, the accreditation standard, and/or long-range plan that a specific strategy attempts to meet, describes the strategy, clarifies who is responsible for implementing it, identifies the approved funding source if needs, and establishes a measurable outcome.

Step 4

The Educational Planning Oversight Committee (EPOC) meets monthly to monitor the planning activities of each council. It approves all plans, both long-term and short-term action plans, before they forwarded to the college president for implementation. EPOC reviews and ensures that all planning activities are integrated and coordinated, if necessary, among the four leadership councils; it approves the college's yearly finance plan to ensure that the planning activities drive resource allocation; it develops the college's yearly Report Card and reviews each leadership council's yearly assessment report of its activities; and it monitors, facilitates, and supervises the work of the four leadership councils. It also approves all reports submitted to outside agencies, including the California Community College Chancellor's Office, the Department of Education, and the Accrediting Commission. The voting membership of EPOC consists of the Faculty Chair of EPOC (strategic planning), the presiding faculty chair of each leadership council, three vice presidents, three faculty who serve on one of the permanent leadership council advisory or work groups, two deans, four classified staff, and the ASRCC president. Twice each year the Strategic Planning Council (the voting members of all the councils and permanent advisory or work groups and the Chair of EPOC) meets to assess and to review the college's overall planning activities and processes. The Strategic Planning Council also reviews all reports to any outside agencies.

Note: The specific strategic and operational responsibilities of each leadership council are outlined in the Riverside City College Constitution and Bylaws.

Council and Committee Structure



SLSC - Student Life and Services
ISCC - Integrated Student Support
SSEC - Student Success and Equity

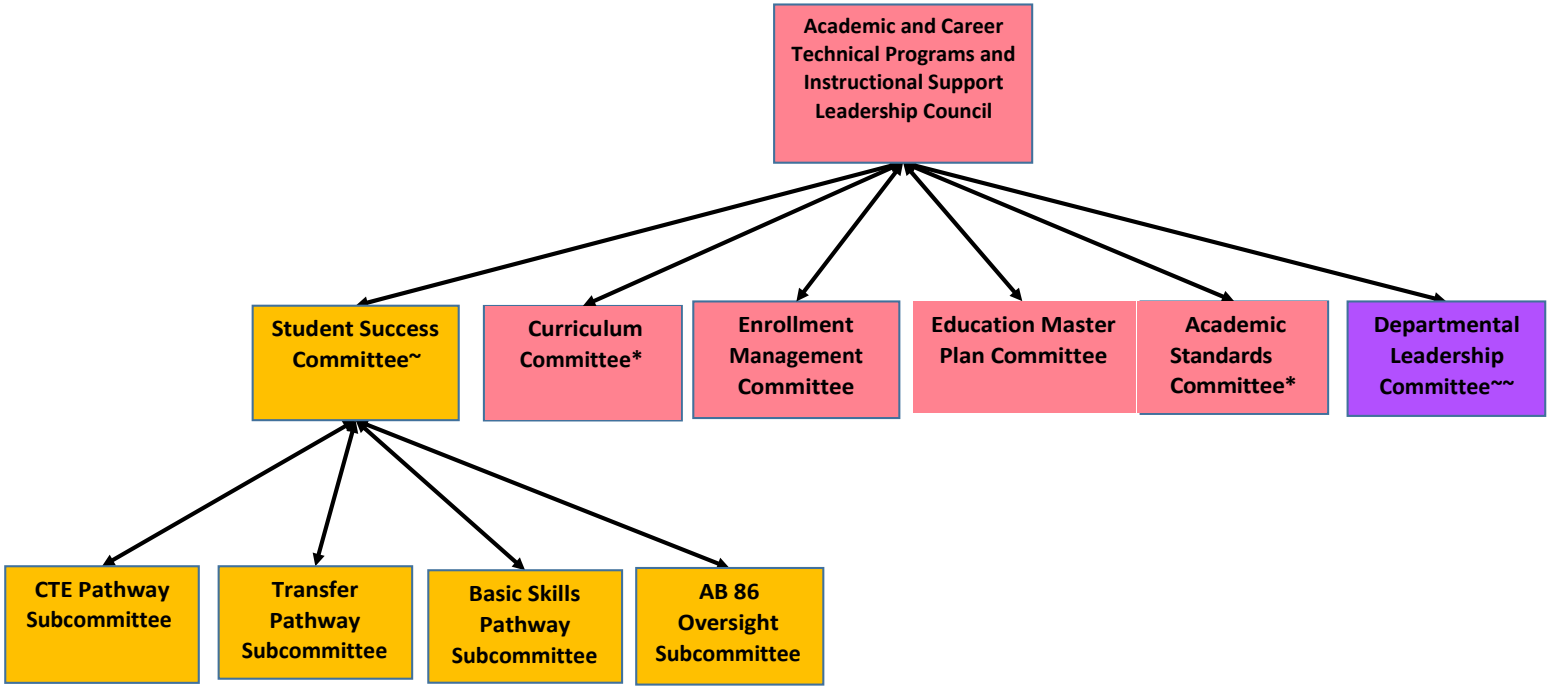
CC - Curriculum
EMC - Enrollment Management
EMPC - Education Master Plan
ASC - Academic Standards
DLC - Departmental Leadership

PRC - Physical Resources
FRC - Financial Resources
TRC - Technology Resources
HRC - Human Resources

PrRC - Program Review
AC - Assessment
MMC - Methods and Metrics

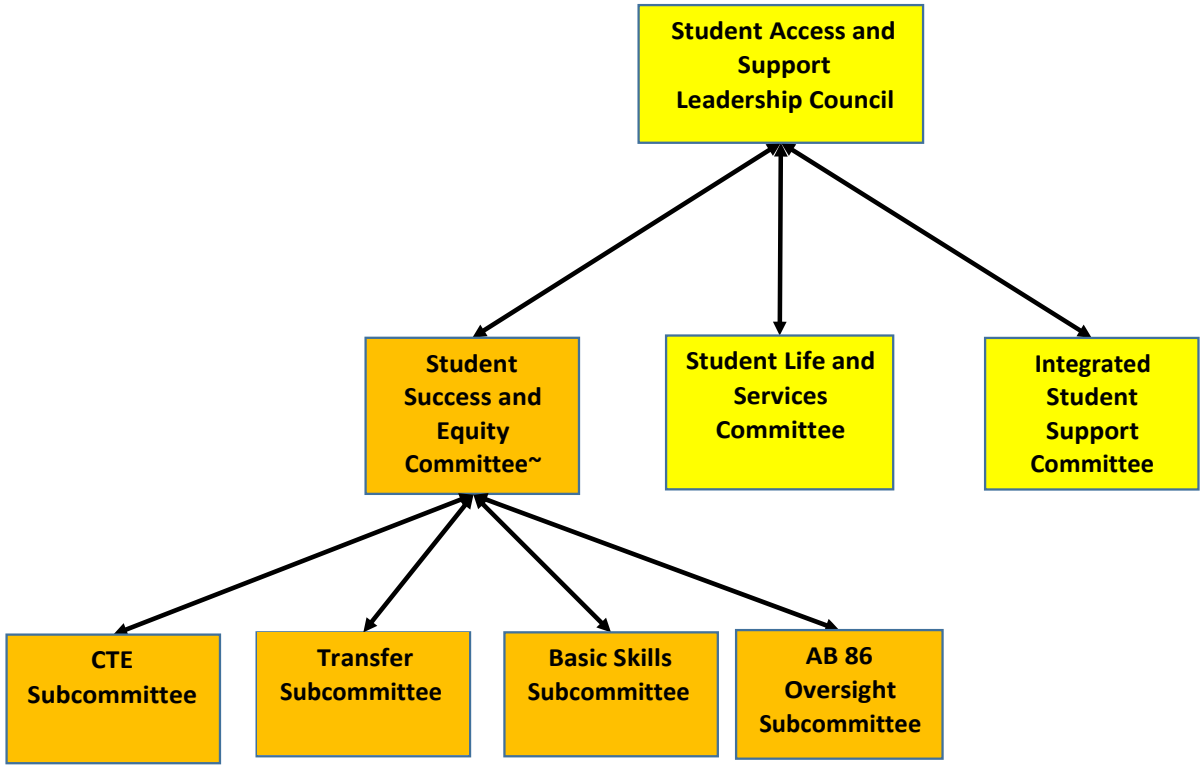
* Committee of the RCCAS. Curriculum offers reports directly to RCCAS.
~Joint committee of ACTPIS and SAS
~~Committee of the RCCAS, joint committee of ACTPIS and RDAS

Academic and Career Technical Programs and Instructional Support (ACTPIS) Leadership Council Structure



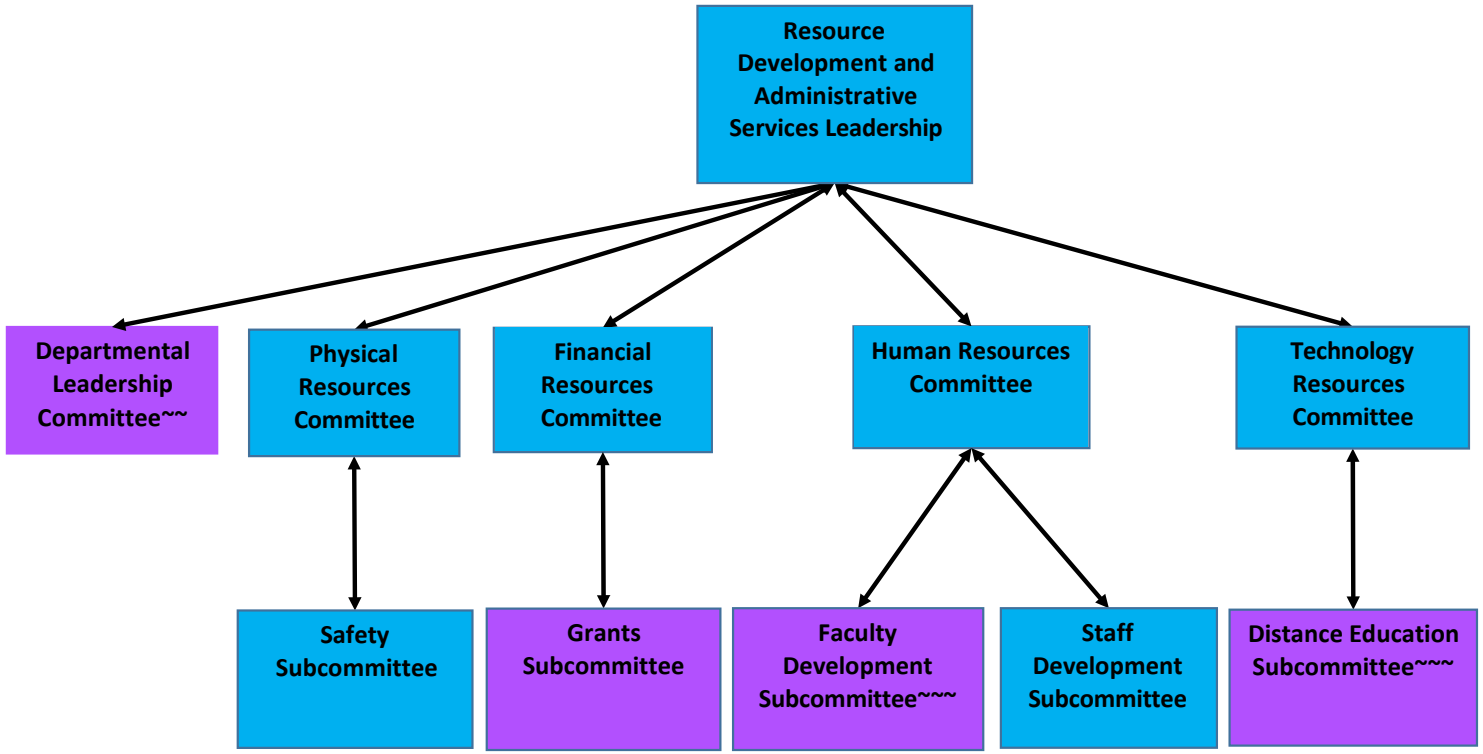
*** Committee of the RCCAS**
~Joint with SAS
~~Committee of the RCCAS, joint with RDAS

Student Access and Support Leadership Council Structure



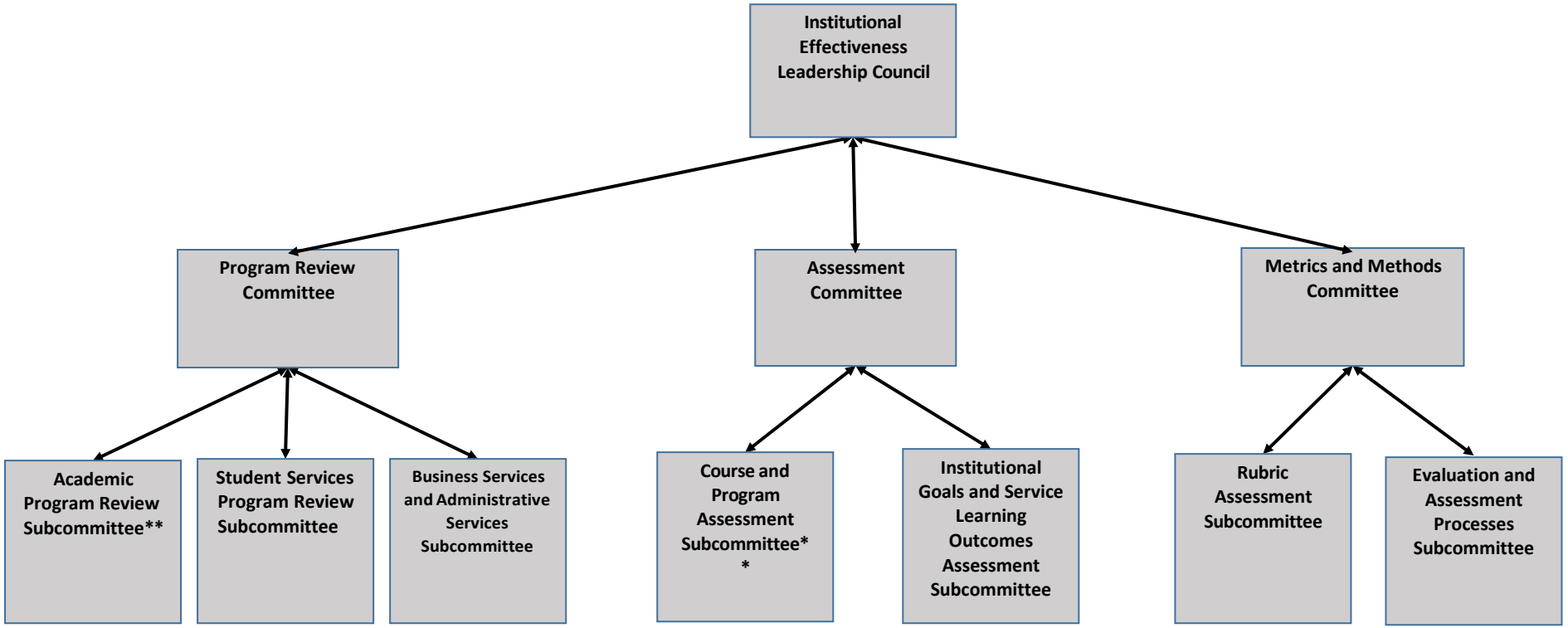
~Joint with ACTPIS

Resource Development and Administrative Services Leadership Council Structure



~~RCCAS Committee, joint with ACTPIS
~~~RCCAS Subcommittee, joint with ACTPIS

Institutional Effectiveness Leadership Council



****Subcommittee of the RCCAS**