Strategic Planning Retreat
January 10, 2019

LOCAL GOAL ALIGNMENT WITH VISION FOR SUCCESS
Welcome
### Retreat Objectives

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td>Understand baseline data for Local District Goal Setting</td>
</tr>
<tr>
<td>Identify and understand</td>
<td>Identify and understand the intersections between our existing plans and goals with the Vision for Success goals</td>
</tr>
<tr>
<td>Draft</td>
<td>Draft local goals integrating RCC goals, Guided Pathways, and Vision for Success</td>
</tr>
<tr>
<td>Establish</td>
<td>Establish timeline to adopt local goals, including final approval by BOT and submission to Chancellor’s Office by May 31, 2019</td>
</tr>
</tbody>
</table>
ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY
Our Students and Communities

THE WHAT
Vision for Success

- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

THE HOW
Guided Pathways

- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

THE TOOLS
System-level Support

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform
- Financial Assistance for Students
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program
- Strong Workforce
- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)
Chancellor’s Vision for Success Goals & Alignment with College Goals
These are system wide goals meant to be achieved by 2021.

- **Goal #1: Completion**
  Increase by 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

- **Goal #2: Transfer**
  Increase by 35% the number of CCC students systemwide transferring annually to a UC or CSU.
Vision for Success Goals

- **Goal #3: Unit Accumulation**
  Decrease the average number of units accumulated by CCC students earning associate degrees from approximately 87 total units to 79 total units—a decrease of 10%.

- **Goal #4: Workforce**
  Increase the percent of exiting students who report being employed in their field of study from the most recent statewide average of 69% to 76%—a 10% increase.

- **Goal #5: Equity**
  Reduce equity gaps across all of the above measures with the goal of cutting achievement gaps by 40% in 5 years and eliminating all achievement gaps within 10 years.

So what are we being asked to do?
Process for Local District Goal Setting 2018-19
Process for Local District Goal Setting

1. Plan to Involve Board of Trustees
2. Review Baseline Data and Report Goals
3. Development Process Review
4. Existing Plans and Priorities
5. Set Local Goals
6. Adopt and Report Local Goals
Plan to Involve Board of Trustees

- Colleges lead the process and keep Trustees involved
- Assures goals are aligned with district needs and priorities
- Invite them to conversations with stakeholders
Review Baseline Data and Report Goals
Development Process
November–December, 2018

- Use the new Student Success Metrics available on the Launchboard
  - Available early November
- Completion Indicators
  - Completed associate degrees
  - Completed CCCC0-approved certificates
- Transfer Indicators
  - Completed ADT degrees
  - Transfers to UC/CSU
Review Baseline Data and Report Goals
Development Process

November - December, 2018

- Unit accumulation indicator
  - Average units earned per completed associate degree
- Workforce indicators
  - Median annual earnings of existing students
  - Change in median annual earnings of existing students
  - Percent of CTE graduates earning a living wage
  - Number of exiting CTE students who report being employed in their field of study
Review Baseline Data and Report Goals

Development Process

November - December, 2018

- Equity indicators
  - All of the above indicators, disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan
- Submit local goal-setting plan to the Chancellor’s Office
  - Required by December 15, 2018
Review Existing Plans and Priorities

January, 2019

- Start with existing plans: Strategic Plan, Educational Master Plan
- Review existing goals
  - Are they measurable?
  - Do they align with the **Vision for Success** goals?
  - Compare to current baseline data
Set Local Goals
February - April, 2019

- Community dialogue about college priorities
  - Community forums
  - Student focus groups
  - Standard consultative practices
  - Leverage existing processes and forums
Set Local Goals
February - April, 2019

- Work with district leadership to set measurable goals using indicators from the Student Success Metrics
  - Completion Indicators
  - Transfer Indicators
  - Unit accumulation Indicator
  - Workforce Indicators
  - Equity Indicators
Adopt and Report Local Goals

May, 2019

- Add goals to board agenda for formal adoption
  - Finalized goals
  - Timeline to achieve by 2021-22
  - Explain how goals align with Vision for Success goals

- Districts submit adopted local goals to Chancellor’s Office
  - Required by May 31, 2019
Five RCC Goals

- Student Success
- Student Access
- Institutional Effectiveness
- Resource & Learning Environment Development
- Community Engagement
RCC’s Current Student Success Goals and Targets

- Use of KPIs
- Methodology for setting the targets: 5 year average + half the standard deviation
- Annual Report Cards

So have been headed in the right direction! All the structural work we have done has positioned us well to continue to sharpen our focus on and efforts toward improving student success.

- What we are doing now is aligning our specific student success goals and looking again and setting our new targets in alignment with Vision for Success.
Data Review
UNDERSTAND Baseline Data Evolution

- Strategic Plan
- IEPI
  - Completion Rate (Scorecard Cohorts)
  - Remedial Success Rates (through transfer-level)
  - CTE Completion Rate (Scorecard Cohorts)
  - Degrees & Certificates
  - Transfer
- Guided Pathways
- Vision for Success
Baseline Process

- Three to Five year average + \( \frac{1}{2} \) standard deviation
- Little change year over year

- Created goal of increasing 1% per year
- College goal – realizing there would be variation

### RCC Course Success Rate

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>66%</td>
<td>66.9%</td>
<td>67.3%</td>
<td>67.2%</td>
<td>67.1%</td>
<td>0.001926</td>
</tr>
</tbody>
</table>
Break
Reflection

Directions

► Each table please assign
► a scribe to record your tables reflections
► a time-keeper to help make sure everyone gets to speak
► someone to report out

Reflection Questions

► Where to RCC’s goals align with Vision for Success goals? Are there gaps?
► Do the goals set for each metric make sense for that metric? Why or why not?

15 minutes!
Goal Setting
Vision for Success: Goal 1

**Systemwide:** Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

**Aligned College-level goal**

- RCC will increase the total number of completed associate degrees from ____ in 2016-2017 to ____ in 2021-2022, an increase of ______ %

- RCC will increase the total number of completed CCCCO-approved certificates from ____ in 2016-2017 to ____ in 2021-2022, an increase of _____ %
Vision for Success: Goal 2

**Systemwide**: increase by 35% the number of CCC students systemwide transferring annually to a UC or CSU

**Aligned college-level goal**
- RCC will increase the number of completed ADT degrees from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %
- RCC will increase the number of transfer to UC/CSU from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %
Vision for Success: Goal 3

**Systemwide**: decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79, a decrease of 10%

**Aligned college-level goal**
- RCC will decrease the average units earned per completed associates degree from ____ in 2016-2017 to ____ in 2021-2022, a decrease of ______ %
## Overall Data

<table>
<thead>
<tr>
<th>Completion</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2021-2022</th>
<th>Increase Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Degrees</td>
<td>2114</td>
<td>2656</td>
<td>3187</td>
<td>20% over 2017-2018</td>
</tr>
<tr>
<td>State Approved Certificates</td>
<td>429</td>
<td>489</td>
<td>515</td>
<td>20% over 2016-2017</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADT's (Unduplicated Headcount)</td>
<td>304</td>
<td>525</td>
<td>630</td>
<td>20% over 2017-2018</td>
</tr>
<tr>
<td>UC / CSU Transfers</td>
<td>865</td>
<td>953</td>
<td>1038</td>
<td>20% over 2016-2017</td>
</tr>
<tr>
<td>Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average units earned by students awarded an associate's degree</td>
<td>95</td>
<td>83</td>
<td>79</td>
<td>State Goal</td>
</tr>
</tbody>
</table>

The table above provides the overall data for completion and transfer metrics, along with average units earned by students awarded an associate's degree from 2016-2017 to 2021-2022. The increase methods for each category are also indicated.
### Equity Goal Setting

**2017-2018 % of Pop**

<table>
<thead>
<tr>
<th>African-American</th>
<th>2,371</th>
<th>8.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>29,545</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**FORMULA:** $\text{College goal} \times \% = \text{Group Goal}$

$3187 \times 0.08 = 256$

<table>
<thead>
<tr>
<th>Completion</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2021-2022</th>
<th><strong>Increase Method</strong></th>
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</thead>
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<td>Assoc. Degrees</td>
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<td>3187</td>
<td>20% over 2017-2018</td>
</tr>
<tr>
<td>State Approved Certificates</td>
<td>25</td>
<td>36</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2021-2022</th>
<th><strong>Increase Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Degrees</td>
<td>130</td>
<td>154</td>
<td>256</td>
<td></td>
</tr>
<tr>
<td>ADT's (Unduplicated Headcount)</td>
<td>25</td>
<td>36</td>
<td>41</td>
<td>2021-2022 goal times the proportion of African American students enrolled in 2017-2018 (8.0%)</td>
</tr>
<tr>
<td>UC / CSU Transfers</td>
<td>42</td>
<td>45</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2021-2022</th>
<th><strong>Increase Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average units earned by students awarded an associate's degree</td>
<td>89</td>
<td>83</td>
<td>79</td>
<td>Privacy State Goal</td>
</tr>
</tbody>
</table>

**FORMULA:** $\text{College goal} \times \% = \text{Group Goal}$

$3187 \times 0.08 = 256$
## Hispanic Goal Setting

### Formula

\[ \text{College goal} \times \% = \text{Group Goal} \]


<table>
<thead>
<tr>
<th>Completion</th>
<th>RCC Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Degrees</td>
<td>2114</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Hispanic</th>
<th>2017-2018</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Degrees</td>
<td>1245</td>
<td>1657</td>
</tr>
<tr>
<td>State Approved Certificates</td>
<td>264</td>
<td>287</td>
</tr>
<tr>
<td>ADT's (Unduplicated Headcount)</td>
<td>189</td>
<td>371</td>
</tr>
<tr>
<td>UC / CSU Transfers</td>
<td>455</td>
<td>514</td>
</tr>
</tbody>
</table>

#### Units

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>% of Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>17,969</td>
</tr>
<tr>
<td>Total</td>
<td>29,545</td>
</tr>
</tbody>
</table>

**State Goal**
Vision for Success: Goal 5

Systemwide: reduce equity gaps across all the above measures with the goal of cutting achievement gaps by 40% within 5 years and fully closing all gaps within 10 years.

Example of an aligned college-level goal

▶ RCC will increase the number of completed associate degrees from ____ in 2016-2017 to _____ in 2021-2022, an increase of _____ %

▶ In addition, among ____ (name of equity group), the number of completed associate degrees will increase from ____ in 2016-2017 to _____ in 2021-2022, an increase of _____ %

Complete this for each equity group for each of the other 4 goals.
**Systemwide**: increase the percent of exiting students who report being employed in their field of study from the most recent statewide average of 69% to 76%, a 10% increase.

**Aligned college-level goal**

- RCC will increase median annual earnings of exiting students from ____ dollars per year in 2016-2017 to _____ dollars per year in 2021-2022, an increase of ______ %

- RCC will increase the number of exiting students earning a living wage from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %

- RCC will increase the percent of exiting CTE students who report being employed in their field of study from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %
Lunch
12:00-12:30
Goal Setting cont’d
Vision for Success: Goal 3

**Systemwide**: decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79, a decrease of 10%

**Aligned college-level goal**
- RCC will decrease the average units earned per completed associates degree from ____ in 2016-2017 to ____ in 2021-2022, a decrease of ______ %
Vision for Success: Goal 5

**Systemwide**: reduce equity gaps across all the above measures with the goal of cutting achievement gaps by 40% within 5 years and fully closing all gaps within 10 years.

**Example of an aligned college-level goal**

- RCC will increase the number of completed associate degrees from ____ in 2016-2017 to ____ in 2021-2022, an increase of _____%.

- In addition, among ____ (name of equity group), the number of completed associate degrees will increase from ____ in 2016-2017 to ____ in 2021-2022, an increase of _____%.

Complete this for each equity group for each of the other 4 goals.
Vision for Success: Goal 4

**Systemwide**: increase the percent of exiting students who report being employed in their field of study from the most recent statewide average of 69% to 76%, a 10% increase.

**Aligned college-level goal**

- RCC will increase median annual earnings of exiting students from ____ dollars per year in 2016-2017 to _____ dollars per year in 2021-2022, an increase of ______ %

- RCC will increase the number of exiting students earning a living wage from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %

- RCC will increase the percent of exiting CTE students who report being employed in their field of study from ____ in 2016-2017 to _____ in 2021-2022, an increase of ______ %
Action Planning

How are we going to get there?

- Work in progress
- Filling in the details
- New ideas
Work in Progress for RCC’s Four Pillars of Pathways

**CLARITY**
- Phase 1. Program Maps due by Nov 30th. Feedback/Examples given at Strategic Planning Retreat
- Business, Communication and Psychology Program maps rolled out to 1500 students on Nov. 8th
- Developing list of courses by instructional pathway to assist undecided students for first term
- Guided Pathways Design Concepts for Instructional Pathways being finalized
- Continued work on AB705 implementation

**INTAKE**
- Redesign of Onboarding process to include career exploration before the application process for new students
- Discussion about mini welcome days by cluster early on in the summer
- Engagement Center open house hosted by Faculty Liaisons
- Updated procedure with the creation of abbreviated education plans for new students

**SUPPORT**
- Redesigning Student Support Model (Activity at Strategic Planning Retreat)
- Defining Engagement Center
- Defining Roles/Resources necessary for Student Success Teams within the Engagement Centers
- Creation of Campus Communication Plan
- Incorporating intrusive monitoring for students who are going off of the path (evaluating/updating existing early alert system)

**LEARNING**
- Future develop Program SLOs (connection with career competencies)
- Completion of Critical Thinking Assessment project
- Development of milestones that include career/co-curricular learning activities
- Establishment of a professional development plan for embedding equity pedagogy in curricular and co-curricular environments
- Define what it means to be a Hispanic Serving Institution (HSI)

**Equity, Social Mobility, Economic Health for All Students**
Action Planning

Directions

- Each table please assign
- a scribe to record your tables reflections
- a time-keeper to help make sure everyone gets to speak
- someone to report out

Task

- Map each current strategy to a pillar
- Identify the responsible party/entity
- Identify a timeline
- Describe any progress already made
- In the blank boxes, please add additional strategies your group identifies

2:15-3:45
Break
Action Planning Report out

- Share one or two new implementation strategies or insights about existing strategies your table thought were especially important
Next Steps…

Process for adopting local goals → Timeline
Local Goal Alignment with the State Chancellor’s Office
Vision for Success - **College Timeline**

**January**

01-10-19
Establish draft for review

02-21-19
First Reading
Provide feedback to Academic Senate and adjust draft

**February**

03-04-19
First Reading
Provide feedback for review by Leadership Councils

03-18-19
Second Reading
Second Reading and action to forward to Leadership Councils

03-21-19
Second Reading and action to forward to EPOC

**March**

04-04-19
Receive and action to recommend to President

**April**

04-10-19
President’s action

Forward to District & Board of Trustees
Thank you for all your hard work today!