ANNUAL ASSESSMENT REPORT CARD, 2009-2010

RIVERSIDE CITY COLLEGE STRATEGIC PLAN
2009-2014
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VISION

RCC will attain national recognition as an educational leader through the power of the arts and innovation.

MISSION

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

Student Success

Student Access and Support
Organizational Effectiveness
Responsiveness to the Community
Resource Development
Culture of Innovation
**KEY PERFORMANCE INDICATORS**

**COURSE SUCCESS**
Slight Decline Since 2000

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**RETENTION**
Slight Decline Since 2000

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**RCC Enrollment Success Rates**
by Course Type, 1999-2009

- **All Enrollments**
- **Transferable Enrollments**
- **CTE Enrollments**
- **Basic Skills Enrollments**

Success rate is calculated as the total of A, B, C, and P grades divided by the total of A, B, C, D, DR, F, I, NP, P, W grades, multiplied by 100. This is the percentage of students who successfully completed the course.

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**RCC Enrollment Retention Rates, 1999-2009**

- **All Enrollments**
- **Transferable Enrollments**
- **CTE Enrollments**
- **Basic Skills Enrollments**

Retention rate is calculated as the total of A, B, C, D, DR, F, I, NP, and P grades divided by the total of A, B, C, D, DR, F, I, NP, P, W grades, multiplied by 100. This is the percentage of students who did not withdraw from the course, regardless of final grade.
PERSISTENCE from Fall to Spring
Slight Increase Since 2004
Measured by Comparing Five Cohorts

STUDENT PROGRESS AND ACHIEVEMENT
Relatively Stable Since 1999 Allowing Six Years to Goal

RCC Primary Term Persistence, Fall 2004-2008 Cohorts

Student Progress and Achievement Rates within 6 years, Riverside City College Students, Cohorts 1999-2003

Term-to-Term Persistence for this chart is calculated as the rate of first time students attending and completing a fall term, who subsequently attend the next spring term.

A (CERT) Certificate “Intent to Complete” is when a student attempts either an Advanced Occupational or Apprentice level Credit course.
XFER = A Transfer or Degree “Intent To Complete” is a student who attempts a degree applicable credit math or English course.
XFER_Direct = “Transfer Directed” means a student successfully completed at least one transfer-level Math and English course.
XFER_PreP = “Transfer Prepared” means student successfully completed 60 UC/CSU transferable units with a grade point average of at least 2.0 in those transferable courses.
DEGREES AND CERTIFICATES AWARDED
AA/AS and Certificates of less than 18 units have increased since 2001
Data excludes all Ben Clark enrollments

Riverside City College, Program Awards and Certificates
Academic Years 2001-2009

Key Performance Indicators

Note: All “Student Access and Support Strategies” referred to in subsequent pages are designed to positively impact key performance indicators.
**Cash Position:** The District has historically held sufficient cash deposits in its general operating fund to meet its ongoing obligations. This is still the case, however the State’s budget strategy of deferring apportionment payments in recent years has created periodic cash flow shortages for the District. As a mitigation measure, the District Board has authorized the use of temporary inter-fund transfers and short term borrowing (TRAN) to meet its ongoing obligations when apportionment payments are deferred by the State.

**Audit Issues:** The District continues to receive unqualified independent audits. Audit findings are few and minor in nature. Such findings typically recommend procedural changes to enhance internal control.

**Classroom Activities:** Excludes library, student services, and other supportive activities of direct benefit to students.
GOAL I: STUDENT ACCESS AND SUPPORT

Strategies

1. Explore alternative enrollment processes.
2. Ensure comprehensive and equitable services exist and are part of institutional planning
   a. Learning support services for all students
   b. Expand services in learning support and transfer centers
   c. Promote outreach to K-12 schools.
3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic, and student services) to address inequities for student access, success, retention, and progression.
4. Develop clear college-wide criteria for student pathways from basic skills to goal attainment
   a. Expanding and improving instructional delivery modes including hybrid courses, on-line courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students
   b. Develop innovative approaches to basic skills instruction (e.g., learning communities, modules, non-credit courses)
   c. Ensure that basic skills has a comprehensive focus and is integrated into the general curriculum
   d. Increase transfer awareness, readiness, and rates.
5. Develop Student Engagement Centers.
6. Increase awareness of open access enrollment to all adults through marketing.
7. Promote degree and certificate completion by expanding short term classes and programs to improve job skills.
A study of alternative enrollment processes is in progress. In recent years an increasing number of students have accessed Student Services as part of their enrollment processes. See chart, “Services Received.”

Through the Basic Skills Initiative the College has:

• Indentified incoming college students who tested into Basic Skills courses and invited these students to attend a summer pilot program where they received instruction in English, Math, and Reading. A total of 29 students participated in this initial pilot and 29 students participated in the JumpStart Program. 27 students completed the two Accuplacer tests. Overall, 5 of 27 (18.5%) students’ English test scores improved in the second attempt on the Accuplacer test, 9 (33.3%) students’ Reading test scores improved, and 12 (44.4%) students’ Math test scores improved from the Jump Start pilot project for Summer, 09.

• Expanded comprehensive learning communities (including an online course for Fall, 09).

• The Counseling Department added additional guidance classes that were offered as a part of the college learning communities. They also implemented a variety of strategies that encouraged Basic Skills students to develop a Student Educational Plan (SEP) with a counselor.

• Interdisciplinary Studies (ILA 800) Non-credit Course Offerings were established.

• The College completed the infrastructure for the Innovative Learning Center (Stokoe Elementary School) allowing for the future opening of the Early Childhood Education Laboratory and a Teacher Preparation facility.

• A “High School Report Card” was developed to share data with high schools regarding their graduates.

• A STEM Grant provided outreach to high school students interested in STEM fields.

• The College opened a STEM Center dedicated to those students interested in math and sciences. This Center provides a space for students to interact with faculty, who hold their office hours in the Center, to seek counseling, and to seek transfer advice while receiving peer support.

• In support of the Rubidoux High School Annex, an Anatomy and Physiology Lab opened to provide a career pathway into nursing for high school students. Programs were scheduled to meet the needs of high school cohorts in general education classes offered at RHSAs.

• The College participated with the City of Riverside, K-12 districts, and higher education partners to develop a Gates Grant, “Communities Learning in Partnership,” resulting in an MOU between the K-12 districts and RCC to share student data.

• The College successfully partnered with Riverside Unified School District in a training program for K-12 math teachers to address gaps in their understanding of mathematics.

• The College participated with La Sierra High School to develop career pathway programs while offering college classes near the high school site.

• The College supported and sponsored middle school and high school Honor Bands.

• A Student Equity Report was published including data on retention and success rates for various groups.

• The CLIP Annual Performance Report was completed.

• The Community College Study of Student Engagement was administered in the Spring of 2010.

• The College continued to support the “Home Room” Engagement Center dedicated to assisting students, especially male African American students, with succeeding in college. The Center combines educational advising with faculty tutoring and social events.

• Guidance courses were offered for STEM, Puente, CAP, and International Programs.

• Revised the calendar of course offerings in Career and Technical Education to ensure a two-year cycle to graduation is possible.

• Skills classes were offered to any student interested in building foundation skills for workplace of academic coursework.

• CalWORKs continued to promote self-sufficiency through employment and education opportunities.

• Workforce Preparation offers the CDC-WORKs! Program, funded through the Foundation for California Community Colleges. The CDC-WORKs! Program is designed as an integrated and innovative approach to the education and training of CalWORKs recipients pursuing a Preschool Teacher Permit. In addition, they have continued to provide the California High School Exit Exam (CAHSEE) Preparation Program. Emancipation services for youth in transition is also available.

• All licensed foster care providers are required by law to attend continuing education training hours each year in order to maintain their license. California state requirement is 8 hours per calendar year; Riverside County requires 20 hours. The FKCE programs funded through the Chancellor’s Office must provide a minimum total of 150 training hours per year for foster parents and kinship providers. RCC provided more than 230 hours during the years 2003 through 2008, and in 2009 that number reached 440 hours.

• Gateway to College Early College High School, a California public charter school that empowers youth, 16 to 20 years old, who have dropped out of high school or are not on track to graduate to earn a diploma and dual credit in a supportive college environment, continued to thrive. Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward college transfer, an associate degree, and/or occupational certificate.

* These examples are extracted from the Action Plans approved by the Strategic Planning Leadership Council. The Action Plans contain benchmarks, planned activities, timelines, and linkages to key performance indicators.
Enrollment of students 25 and over dropped slightly in 2006, but this is largely due to the reassignment of the Ben Clark Public Safety Training Center to Moreno Valley College. Since that time enrollment has climbed each year despite a state-wide budget crisis.
Academic Follow-up includes Academic advising, Athletic advising, Basic Skills, Career Planning, Nursing, Occupational advising, On-line counseling, Probation, Readmit Contract, Transfer, and Transfer Center Workshop.

Counseling includes Academic advising, Orientation/Counseling, Athletic advising, Career Planning, ESL orientation & counseling, Nursing, Occupational advising, On-line counseling, Day of the Tiger, and Transfer.
GOAL II: RESPONSIVENESS TO THE COMMUNITY

Strategies

1. Enhance career pathways approach into high-wage, high-growth jobs.
2. Expand services to students in outlying and fast-growing areas.
3. Maintain and strengthen ties with community-based organizations.

Examples of Related Projects, Documents, and Outcomes

- In the 2009-2010 academic year, the Transfer and Career Center implemented a program called “Career Insight Forums.” This program was developed to target students who were undecided about their career options. Students who attend the forums hear from a panel of experts from the highlighted career and then subsequently go on a field trip to tour a business or facility that represents that particular industry. The rationale for the creation of these forums targeting undecided students was based on data that suggest students who have a well-defined career/educational goal are more likely to be successful than students who have not decided on a career or educational goal. Toward this end, in the 2009-10 academic year the Transfer and Career Center offered eight Career Insight Forums in a variety of career areas including: ADJ/Criminal Justice, Education/ECS, Nursing, Psychology, Forensic Science, Business, Vet Science, and STEM. A total of 368 students attended the Career Insight Forums and 206 went on the facility tour.

- A district-wide analysis of expansion of services to students in outlying and fast-growing areas was completed. (see District Report Card)

- The College continued improvement of Rubidoux high school location by expanding offerings, sharing lab space, and providing full services to students and the community.

- The College expanded course offerings at the Innovative Learning Center/Stokoe Elementary and expanded the Early Childhood and Teacher Preparation programs in a state-of-the-art laboratory school.

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<tr>
<th>Enrollment at New Sites</th>
<th>Fall 2007 to Spring 2010</th>
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<tbody>
<tr>
<td></td>
<td>Stokoe</td>
</tr>
<tr>
<td></td>
<td>Rubidoux</td>
</tr>
<tr>
<td>Fall 07</td>
<td>200</td>
</tr>
<tr>
<td>Spring 08</td>
<td>800</td>
</tr>
<tr>
<td>Fall 08</td>
<td>1200</td>
</tr>
<tr>
<td>Spring 09</td>
<td>1000</td>
</tr>
<tr>
<td>Fall 09</td>
<td>800</td>
</tr>
<tr>
<td>Spring 10</td>
<td>600</td>
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<tr>
<td>Fall 07</td>
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<td>Fall 09</td>
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<td>Spring 10</td>
<td>600</td>
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In an effort to maintain and strengthen ties with community-based organizations Riverside City College administrators and managers were active participants in the following community (or state) based organizations.

- 3CNAC-CCC Advisory Committee
- African American Male Educational Network & Development (A2MEND)
- Associate CA Nurse Leaders (ACNL)
- Advisory Member, Menifee Union School District Technology Plan
- Assoc Womens Health Obstetrics, Neonatal Nursing (AWHONN)
- Business Education Partnership
- CA CC Chief Library Director’s meetings
- Canyon Crest Country Club
- CCC Association of Occupational Educators
- Chamber, Region 9 Regional Consortium
- Chamber of Commerce, Business & Education Partnership
- Citizens University Committee (UCR)
- Clean and Green Advisory Committee
- COADN-CA Organization for Assoc. Degree Nurse Directors
- Community Arts Partnership (CAP)
- Cops and Clergy
- Council of Economic Development and Workforce Advisors
- Eastside Think Tank
- Education Vision Council
- Executive Committee for California Community College Athletic Directors
- Executive Committee for Southern California Football Assoc.
- Federation for A Competitive Economy (FACE)
- Good Morning Riverside
- Graduate School of Education Deans Advisory Board
- Greater Riverside Chamber of Commerce
- Greater Riverside Chamber of Commerce Board of Directors
- Greater Riverside Chamber of Commerce Economic Development Committee
- Green Schools (subcommittee of Clean and Green Advisory Committee)
- Higher Education Business Council
- Inland Empire Clinical Placement Consortium
- Kimberly Shirk Association Trustee
- La Sierra High School/RCC Partnership
- Latino Network
- Leadership Riverside
- Mayor’s Community Meeting
- National League for Nursing (NLN)
- President, Central Conference Football
- President, Orange Empire Conference
- RAC Community Arts Partnership Committee
- Regional Health Occupations Resource Center Advisory Committee
- Riverside Adult School, Community Advisory Board
- Riverside Arts Council (RAC) Board of Directors
- Riverside City Council Meetings
- Riverside Community Health Foundation Board
- Riverside Community Health Foundation Executive Exchange
- Riverside County Community Action Partnership
- Riverside County Executive Workforce Board
- Riverside County Law Alliance
- Riverside County Workforce Board Western Region
- Riverside County Philharmonic Foundation Board of Directors
- Riverside Downtown Partnership Board of Directors
- Riverside Educational Enrichment Foundation (REEF) Board Member - RUSD
- Riverside Mission Inn Foundation Board Member
- Seizing Our Destiny Strategic Route Champions
- Sigma Theta Tau (nursing honor society)
- Southern California Consortium for Hispanic Serving Institutions
- Statewide Ideal Regional Model Approach
- The River Church-Women’s/Health Ministry
- Umoja Community Steering Committee
- United Way Board of Directors
- University Committee
- Riverside King High School Drum Line

GOAL II: RESPONSIVENESS TO THE COMMUNITY
GOAL III: CULTURE OF INNOVATION

Strategies

1. Develop a comprehensive professional development plan
   a. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology
   b. Enhance development opportunities for all employees.

2. Implement Facilities Master Plan
   a. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus
   b. Incorporate sustainability in architectural and landscape design.

3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services, and Administration.

Examples of Related Projects, Documents, and Outcomes

• A Professional Development Plan was completed.
• Progress on the implementation of the Facilities Master Plan included:
  - Beginning construction of Nursing & Science Buildings and design amendment to Nursing & Science Building to achieve LEED Certification
  - Beginning construction of Aquatics Center and included Photovoltaic Technology
  - Developing a FPP for new a Cosmetology building
  - Completing a schematic design for a new Culinary Arts facility
  - Completing a Utility Infrastructure Study.
• A Technology Plan was completed.
• The Student Support Council identified barriers that may prevent students from efficiently and effectively accessing the college. One of the primary barriers identified was the amount of time it took for students to get through the registration process, primarily as it relates to the College's matriculation requirements. The Counseling Department, in collaboration with Information Technology, implemented a new online process for assessment, orientation, and counseling (AOC) during the Winter, 2010. Students are now able to complete all of their orientation and counseling requirements online. In addition, in 2009-2010 the Counseling Department implemented E-SARS, which allows students to schedule their own counseling appointments via the web.
• An accessibility and compliance report was completed.
GOAL IV: RESOURCE DEVELOPMENT

Strategies

1. Maximize the resources of the College and seek alternative funds to support a comprehensive learning environment by developing a revolving five year mid-range financial plan inclusive of new fiscal, human, and physical resources from grants, public and private sector giving, and state funding.

2. Secure additional public and private sector grants that support the College's mission and strategic goals.

3. Enhance the College's state and national image to better influence public policy with regard to financial resources
   a. Participate in local, regional, and state organizations to advance the cause for differential tuition for high-cost disciplines
   b. Lobby local, regional, and state leaders to advocate for differential tuition.

Examples of Related Projects, Documents, and Outcomes

- The College began development of a five year mid-range financial plan including:
  - A grant allocation model and report on grant funding
  - A report on private sector giving
- The College completed a report on state funding
- The following reports were published:
  - The Performance Riverside Annual Report
  - The Foundation Report on Private Giving
  - The Grants Office Report
- A Federal Trio Grant for Student Support Services was submitted.
- A strategy was developed for Measure C allocations.

College administrators and faculty participated in state and national organizations which work to influence financial resources including:
- American Assoc. of Comm. Colleges (AACC) Global Education Commission
- Business Education Partnership
- CA CC Chief Library Directors
- CCC Association of Occupational Educators
- Council of Economic Development and Workforce Advisors
- Executive Committee for California Community College Athletic Directors
- National League for Nursing (NLN)
- Regional Health Occupations Resource Center Advisory Committee
- Southern California Consortium for Hispanic Serving Institutions
- California Teacher’s Association
- Academic Senate of the California Community Colleges
Strategies

1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data-driven; integrate the college strategic plan with the facilities, education, and technology master plans; and effectively prioritize new and ongoing resource needs.

2. Examine the College's home page and related web pages
   a. Maintain currency of posted information
   b. Identify and implement technology to enhance processes and services.

Examples of Related Projects, Documents, and Outcomes

- The College has made significant progress on its Organizational Effectiveness goal:
  - As part of RCC’s commitment to its mission, the College fully implemented its mission statement review process, with participation from all constituencies, resulting in a revised mission statement.
  - In order to enhance and institutionalize operational and strategic planning processes that are deliberate, efficient, and data-driven, through the recommendations of the Institutional Effectiveness Council, Assessment Committee, and Program Review Committee, the College:
    o Revised its instructional annual program review forms, SLO assessment forms and processes, and
    o Administered the Community College Survey of Student Engagement along with a locally-developed Student Satisfaction Survey.
  - To effectively prioritize new and ongoing resource needs, the College has developed a mid-range financial plan and common rubrics to be utilized by councils in the budget prioritization process.

- A technology plan that aligns with the strategic and educational plan was developed.
- Despite budgetary constraints, the College continues to offer programs and courses to meet the needs of our students and to prepare our students for the workforce.
- Student focus groups on the College’s web page were held during college hour to gain student input.
- Tutorials on how to use online student services were made available through WebAdvisor.
- The SharePoint server has been put into use for better delivery of required services and updating processes.