

RIVERSIDE COMMUNITY COLLEGE DISTRICT



STRATEGIC PLAN 2008 - 2012

CHANCELLOR'S MESSAGE

Looking four years into the future, the Board, administration, faculty, and staff of the Riverside Community College District face the unprecedented prospect of beginning the 2008/09 academic year as one college, but ending the 2011/12 academic year as a three-college district.

The results of our strategic planning since 2001 have transferred our identity from Riverside Community College, with an accredited core operation in Riverside and two expanding centers in Moreno Valley and Norco, to a district in which the latter two campuses have now advanced from eligibility for accreditation status to candidacy. A central outcome of the strategic plan outlined in this report is to achieve initial accreditation for what we expect will become Moreno Valley College and Norco College by 2010. Reaching this mark will test our ingenuity, organizational skills, and abilities to implement a resource allocation model that serves nearly 40,000 students in western Riverside County.

Yet, we recognize that strong colleges are not defined solely by effective organizational structures and administrative processes. Rather, Riverside City College, along with its sister campuses in Moreno Valley and Norco, will continue to be known for the breadth and quality

of programs, by the strength of faculties, and, most importantly, by the success of students. This fundamental truth is recognized in the strategic themes presented in this plan.

Given our proud mission as a community college, we strive to open access to all who desire a college education. We celebrate the knowledge and skills our students acquire here, whether they go on to transfer to four-year colleges and universities or enter the workforce and pursue careers that contribute to the growth, health, and advancement of our communities.

Irving G. Hendrick
Interim Chancellor



MISSION

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.



VISION & VALUES

VISION

The Riverside Community College District is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

VALUES

Recognition for Our Heritage of Excellence

We embrace the District's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past.

Passion for Learning

We believe in teaching excellence and student centered decision making. We value a learning environment in which staff and students find enrichment in their work and achievements.

Respect for Collegiality

We recognize the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision making.

Appreciation of Diversity

We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect to differing viewpoints.

Dedication to Integrity

We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical, and environmental resources.

Commitment to Community Building

We believe the District is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, caring, cooperation, transparency, and shared governance.

Commitment to Accountability

We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.

ABOUT THE DISTRICT

Riverside Community College District has a student population of over 30,000 students and serves the residents of western Riverside County from three interrelated campuses/colleges in the cities of Riverside, Norco/Corona, and Moreno Valley. The District's service area is over 440 square miles with a wide range of social, economic, and ethnic diversity in one of the most rapidly growing counties in the state.

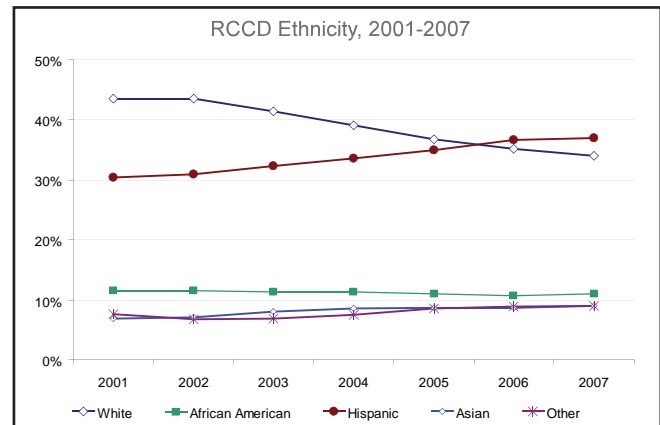
STUDENTS

DEMOGRAPHICS

- over 60% of our students are under 25
- 60% are female
- 72% of RCCD students attend part time (less than 12 units)

ACADEMIC CHALLENGES

- 76% of the first-time freshmen need at least one remedial course based on their placement recommendations
- The majority of students in the RCCD feeder school districts scored either "Basic" or "Below Basic / Far Below Basic" on the 2007 California Language Arts Standards Tests

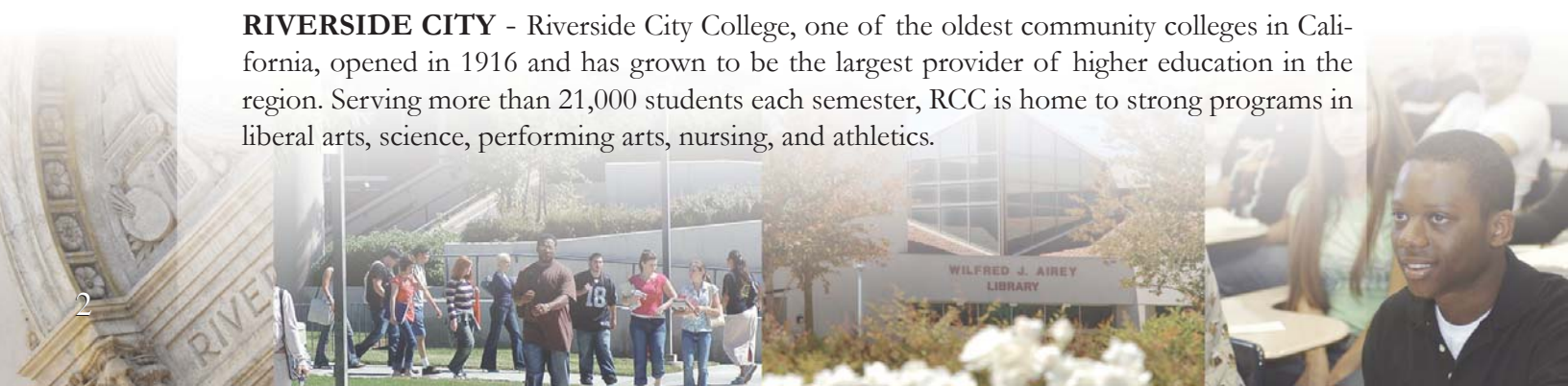


CAMPUSES

MORENO VALLEY - Serving Riverside County's second largest city and surrounding communities, the Moreno Valley Campus offers high quality university-transfer programs as well as emphasis on career and technical programs with a particular focus on health and public services to more than 9,000 students each semester.

NORCO - Norco Campus serves approximately 10,000 students, providing daytime, evening, weekend and online course offerings. Norco's vision statement describes the Campus as "a dynamic center for learning, student success, cultural enrichment, and community development and an innovative leader in providing relevant, accessible, and affordable educational programs."

RIVERSIDE CITY - Riverside City College, one of the oldest community colleges in California, opened in 1916 and has grown to be the largest provider of higher education in the region. Serving more than 21,000 students each semester, RCC is home to strong programs in liberal arts, science, performing arts, nursing, and athletics.



ABOUT THE DISTRICT

SHARED COMMITMENTS

Core Curriculum

Student Contract

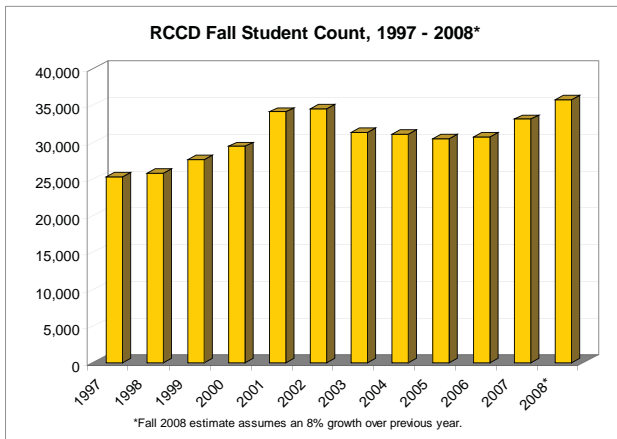
Academic Calendar

Faculty and Staff Contracts

DISTRICT OFFICES

The District Offices facilitate the work of its colleges and learning centers through provision of human, physical, financial, infrastructure, and intellectual resources. More specifically the District Offices currently provide:

- Organizational Leadership
- Advocacy and Engagement
- Coordination with Collective Bargaining Agents
- Resource Development and Management
- Coordination of District-wide Curriculum and Support for Instruction
- Assistance with Accreditation, Grant, Contract, and Legal Mandate Compliance
- Research and Planning Support
- Institutional Reporting
- Campus Police Services
- Facilities Project Management
- Diversity and Human Resource Management
- Community Education
- Economic Development
- Marketing
- Public Relations
- Information Technology Infrastructure Management including the infrastructure to support technology mediated instruction



ENVIRONMENTAL SCANS

In January 2007, Dr. Charles McIntyre was hired by the District to perform three tasks:

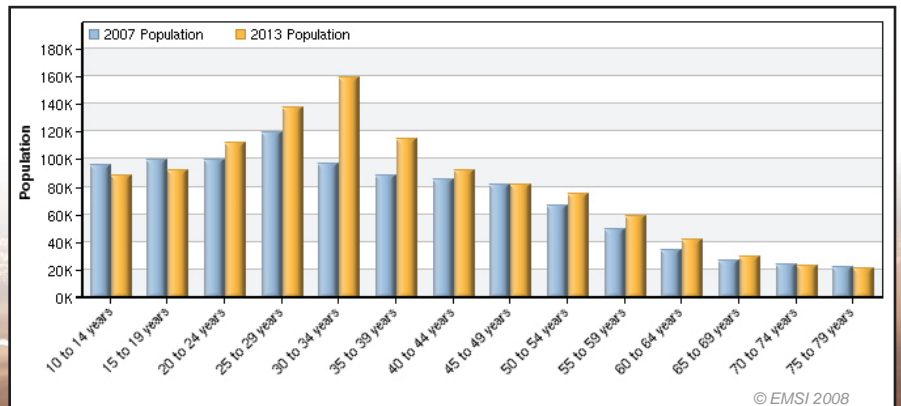
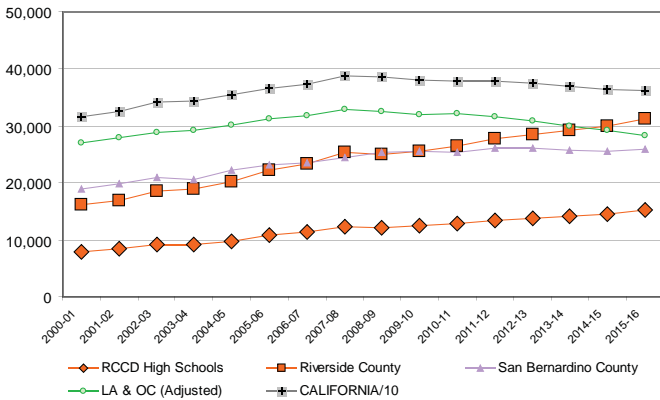
1. **External Scan** of conditions and educational needs of RCCD's students and communities
2. **Internal Scan** of conditions internal to RCCD including how well it is meeting the educational needs of its current students
3. **Scenarios and Simulations** of the enrollment implications of future scenarios

Environmental Scans were also performed by Mass Companies, Inc., and MDA Johnson Favaro as part of the Moreno Valley, Norco, and Riverside City master plan processes.

KEY FINDINGS

1. The region is experiencing **ROBUST GROWTH** averaging over 4% annually in the last 15 years. Most of the growth in the region is due to domestic migration from other parts of the state and nation with the largest growth in unincorporated areas of the District. As a result, unlike most other parts of the state and the nation, the **number of high school graduates is increasing** each year and is likely to continue to grow through at least 2016.
2. The District's service area is **HIGHLY DIVERSE** in every sense including age, ethnicity, and household income.
3. Most **students arrive UNPREPARED** for college level work: 4 of every 5 students need remedial English courses (1 in 5 ESL) and 97% need pre-collegiate math.
4. The District's **TRANSFER** rate is comparable to other colleges in the state and second in the region. Transfer students perform better than students who began at CSU or UC.
5. Approximately 75% of those who begin a vocational course complete it successfully, and those who complete certificates or degrees in **vocational areas** have ample potential **JOB OPPORTUNITIES** in the region.
6. The most significant cost students must consider when they choose to attend RCCD is the **COST OF TRANSPORTATION** in both time and gasoline.

HIGH SCHOOL GRADUATES, 2000-15



STRATEGIC THEMES

1. Student Access
2. Student Success
3. Service to the Community
4. System Effectiveness
5. Financial Resource Development
6. Organizational and Professional Development

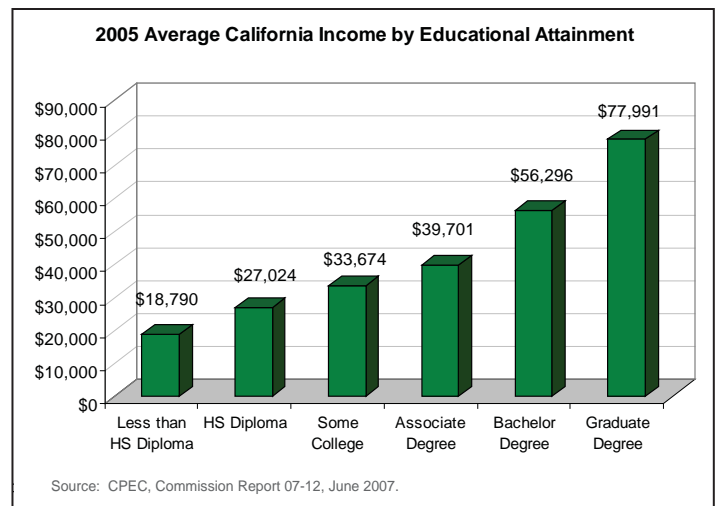
STRATEGIC THEME ONE

STUDENT ACCESS

Education is the vital pathway to meeting career and social challenges, seizing opportunities in the workplace, and obtaining an enhanced quality of life. Yet, the percentage of individuals enrolled in college, particularly those in the 18 to 24 age group, has not kept pace with the need for higher education. As an **open-access institution** and the largest provider of post-secondary education in its region Riverside Community College District recognizes the critical role and influence it has on the future of the region.

If we are to cultivate the educated society needed for 21st century job skills and global competitiveness, we must **increase awareness** about the benefits of a college education, particularly among younger students and those most at risk of unemployment. Research has shown that continuous enrollment from high school through college leads to greater goal completion as evidenced by higher levels of transfer, associate degree attainment, and completion of job skills training. Underrepresented minorities and members of low-income families still lag behind other groups in seeking and receiving a college education directly following high school. The District is strongly committed to serving all students, and special programs and support mechanisms are in place to **recruit and retain first-generation and at-risk students**.

While the price of tuition in Riverside Community College District is exceptionally low when compared to other institutions of higher education, the District is very much aware that the cost of attending may also include lost wages, child care, and transportation. As a result RCCD is dedicated to providing **ease of access** through the continued establishment of neighborhood sites and **alternative ways of delivering instruction**.



STRATEGIC THEME ONE

STUDENT ACCESS

STRATEGIES

1. Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.

OUTCOME MEASURES:

*District-wide survey; focus groups;
increase in college-going rate*

2. Increase the RCCD capture rate (percentage of HS students that attend RCCD after leaving HS) and the college-going rate of high school students in the District by building stronger collaborations with K-12.

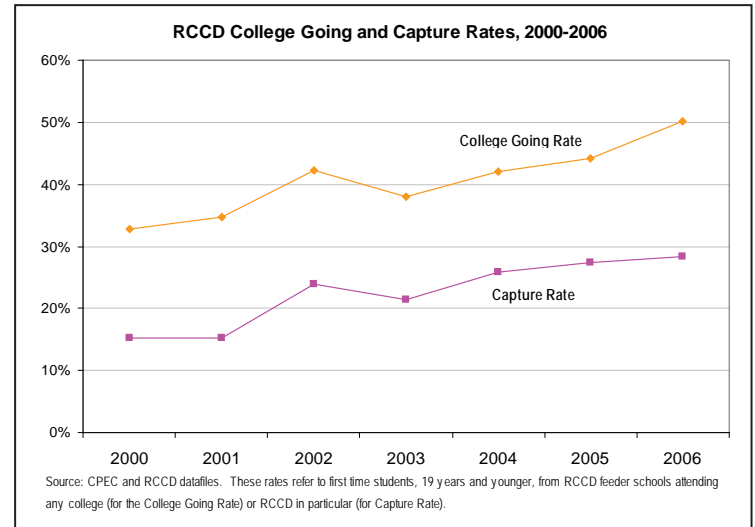
OUTCOME MEASURE:

Capture rate for recent high school graduates

3. Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

OUTCOME MEASURES:

*Enrollment rates for first-generation students,
males, Latinos, African-Americans,
Native Americans, and adults over 24*



4. Expand services to students in outlying (unincorporated) areas which are the fastest growing in the District.

OUTCOME MEASURES:

*Capture rates in outlying high school districts;
summary of new service locations*

5. Continue refinement of pre-enrollment processes including application, orientation, assessment, and counseling.

OUTCOME MEASURES:

*Enrollment rate of students who apply;
survey of non-enrolled students*

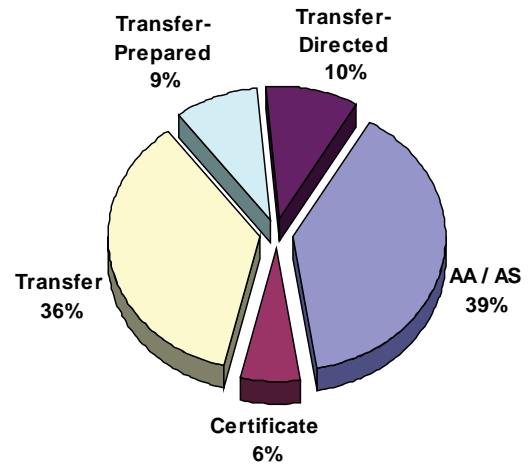
STRATEGIC THEME TWO

STUDENT SUCCESS

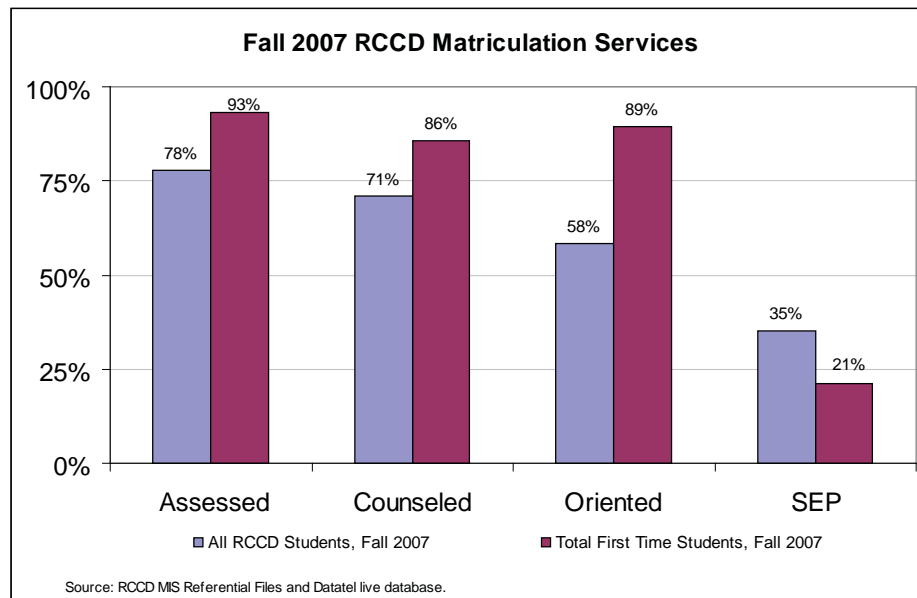
Riverside Community College District is **dedicated to the success of our students**. Success comes in many forms and the District facilitates achievement by offering numerous pathways and a variety of approaches to teaching and learning. The District is a recognized leader in the state in **online and hybrid course offerings** and in its use of student learning outcomes assessment to improve teaching and learning.

In addition, the District has identified model basic skills and **English as a Second Language programs** and is developing best practices for classrooms and labs. The District is committed to continue the **enhancement of basic skills education** and to ensure that all **faculty are equipped to facilitate learning** for all of our students.

RCCD's Student Progress and Achievement Rate
by category



Source: ARCC Report, 2008. California Community Colleges Chancellor's Office.



STRATEGIC THEME TWO

STUDENT SUCCESS

STRATEGIES

1. Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.

OUTCOME MEASURE:

Baseline measures for developmental education and ARCC indicators

2. Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).

OUTCOME MEASURE:

Number of students who use student services and who have a current SEP

3. Promoting degree and certificate completion in career and technical programs by expanding short term classes and programs to improve job skills.

OUTCOME MEASURES:

Degree and certification completion rates in career and technical programs; persistence rates

4. Increase transfer awareness, transfer readiness, and transfer rates.

OUTCOME MEASURES:

Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four-year colleges

5. Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.

OUTCOME MEASURES:

Summary of instructional options; retention and success comparison for face-to-face, hybrid, and online classes; enrollment rates for short-term courses; student satisfaction surveys

6. Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.

OUTCOME MEASURE:

Annual SLO assessment reports

7. Develop a rubric for evaluation of existing and prospective collaborations and partnerships.

OUTCOME MEASURES:

Rubric for evaluation of collaborations and partnerships to determine their impact on student success

8. Expand upon the definitions of student success to include non-traditional indicators of success and develop a rubric for assessing broad forms of student achievement.

OUTCOME MEASURES:

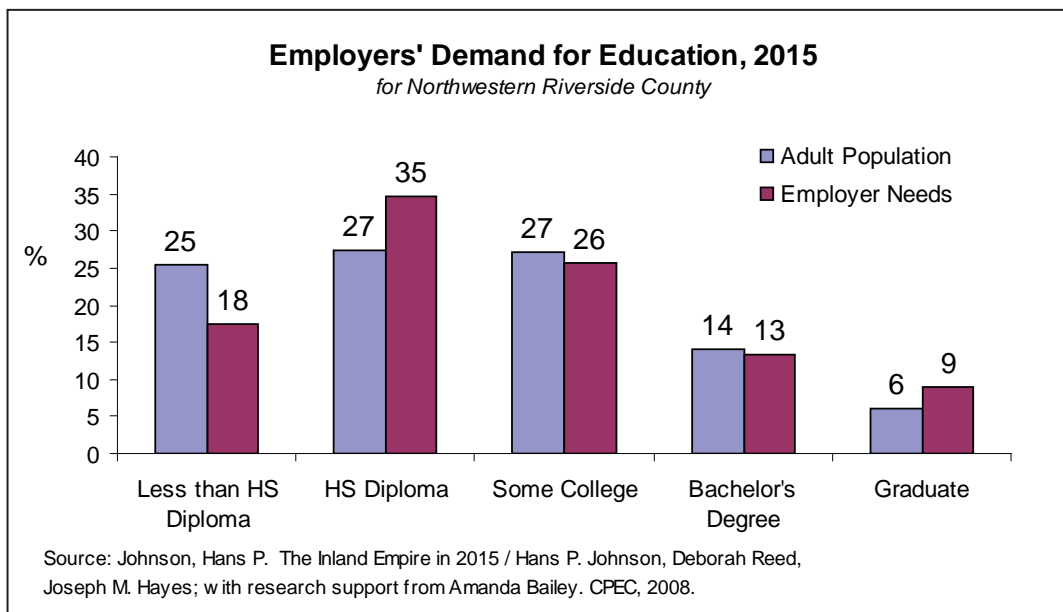
Definitions of student success and rubric for assessing the degree of success based on those indicators; survey data

STRATEGIC THEME THREE

SERVICE TO THE COMMUNITY

Businesses in the RCCD service area face considerable challenges. Local industries are looking for workers with vocational and trade skills, but the education of adults does not match the employer demands. At the same time, population gains in the Riverside area have outstripped gains in jobs for college graduates, an imbalance that has led to the region being one of the nation's largest commuter communities.

There is, however, considerable **demand for skilled labor**. The Inland Empire suffers from a significant deficit of high school graduates with vocational skills. The District is committed to provide an array of **educational services** to the local community empowering students to become **valuable contributors** to the economic and social life of the region.



STRATEGIC THEME THREE

SERVICE TO THE COMMUNITY

STRATEGIES

1. Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

OUTCOME MEASURE:

Employment surveys

2. Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.

OUTCOME MEASURES:

Change in existing sales, new jobs created, number of businesses trading internationally, and amount of federal and state contracts awarded to local businesses

3. Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

OUTCOME MEASURE:

Inventory of community activities engaged in by RCCD trustees, administrators, faculty, staff, and students.

4. Ensure that all geographic areas of the District have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.

OUTCOME MEASURE:

Inventory of programs and survey of participant satisfaction

5. Respond to the needs of the region for social, cultural, and political programs.

OUTCOME MEASURE:

Inventory of programs and activities hosted by RCCD and its colleges

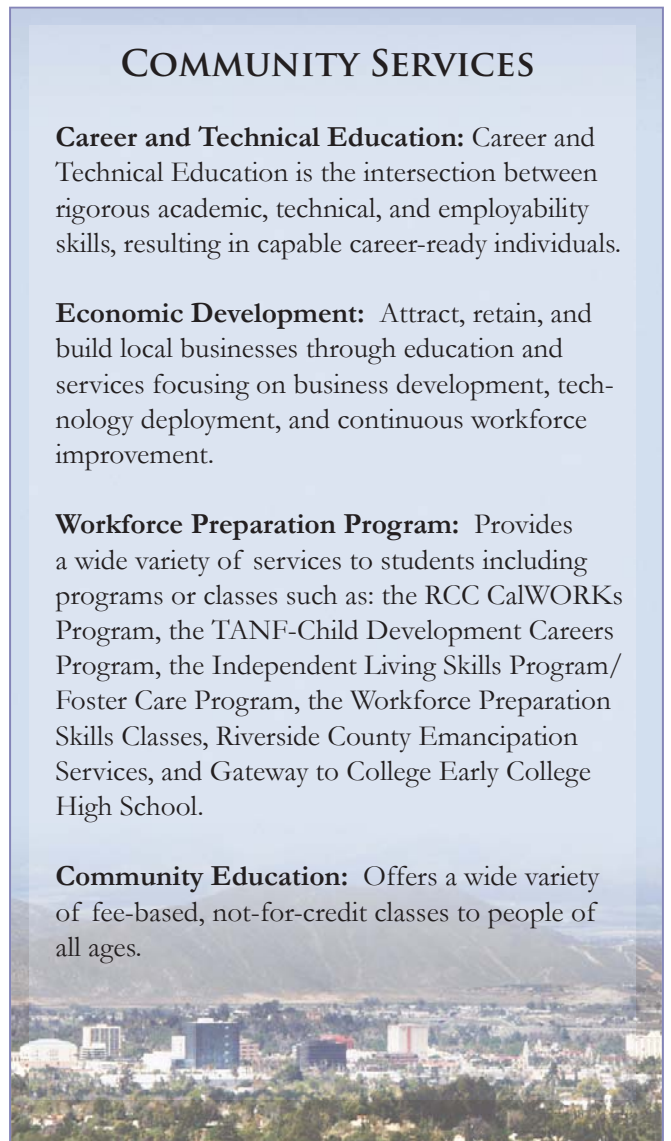
COMMUNITY SERVICES

Career and Technical Education: Career and Technical Education is the intersection between rigorous academic, technical, and employability skills, resulting in capable career-ready individuals.

Economic Development: Attract, retain, and build local businesses through education and services focusing on business development, technology deployment, and continuous workforce improvement.

Workforce Preparation Program: Provides a wide variety of services to students including programs or classes such as: the RCC CalWORKs Program, the TANF-Child Development Careers Program, the Independent Living Skills Program/Foster Care Program, the Workforce Preparation Skills Classes, Riverside County Emancipation Services, and Gateway to College Early College High School.

Community Education: Offers a wide variety of fee-based, not-for-credit classes to people of all ages.



STRATEGIC THEME FOUR

SYSTEM EFFECTIVENESS

Riverside Community College District is experiencing rapid growth and systemic change. The District plans to transition from a single-college, multi-campus institution to a multiple-college, single-district structure. It is imperative that the transition make it possible for the District to better serve students as a result of growing structural diversity. **Effective coordination** of procedures and practices **reduces costs** and ensures valuable **participation in important decisions**. Increasing the effectiveness of the District frees up **human, physical, financial, and intellectual resources** enabling an increasingly strong focus on student success.



Currently Scheduled Construction Projects: (with location and earliest completion date)

1. Industrial Technology Building (Norco, 2009)
2. Soccer Field (Norco, 2009)
3. Network Operations Center (Moreno Valley, 2009)
4. Student Success Center (Norco, 2010)
5. Aquatics Center (Riverside, 2010)
6. Infrastructure and ADA Transition (All, 2010)
7. Nursing/Sciences Complex (Riverside, 2011)
8. Operations Center (Norco, 2011)
9. Wheelock Gymnasium, Seismic Retrofit (Riverside, 2012)
10. Phase III Student Academic Services (Moreno Valley, 2015)
11. School for the Arts (Riverside, TBA)
12. Life Sciences/Physical Science Reconstruction (Riverside, 2015)
13. Center for Health, Wellness and Kinesiology (Norco, 2015)
14. Health Science Center (Moreno Valley, 2015)



STRATEGIC THEME FOUR

SYSTEM EFFECTIVENESS

STRATEGIES

1. Develop an effective and accredited three college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:

- Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan
- Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community
- Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.

OUTCOME MEASURES:

Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards

2. Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.

OUTCOME MEASURES:

Establishment of practices and procedures; integration of campus and District priorities identified in program review and campus/district master plans

3. Institutionalize a budget allocation model that is data driven and informed by planning priorities.

OUTCOME MEASURES:

Degree to which the criteria set forth in the budget allocation model are achieved.

4. Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

OUTCOME MEASURES:

Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; increase overall awards and certificates given

5. Develop an integrated marketing plan that is aligned with the District and campus strategic planning processes.

OUTCOME MEASURES:

Approved and implemented marketing plan that results in an increased level of contacts and awareness as defined through the strategic planning process

6. Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.

OUTCOME MEASURES:

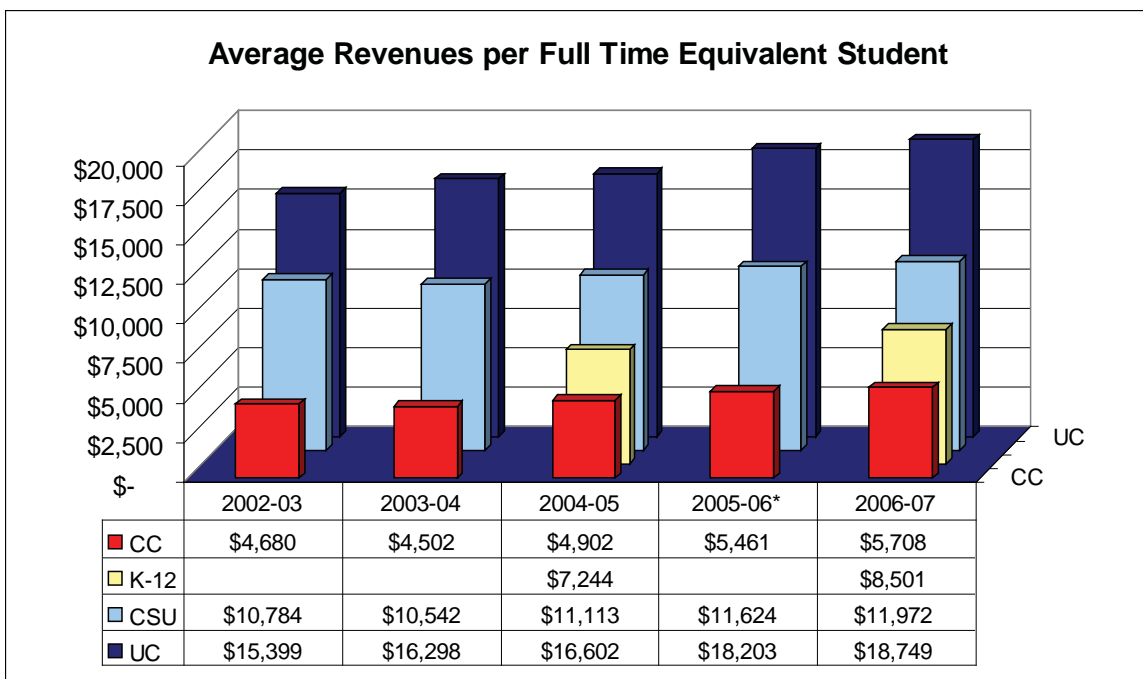
Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings.

STRATEGIC THEME FIVE

FINANCIAL RESOURCE DEVELOPMENT

The District is committed to seeking expansion of all possible sources of revenue to support student learning. State funds and local property taxes account for more than 75 percent of funding. In order to provide long-term stability to District and college operations, **resource diversification** is crucial. In recent years the District has been very successful at receiving federal and state **grants** and is committed to continuing to seek such sources of revenue. **Industry partnerships**, contract education, and **foundation support** continues to be vital to the District's ability to fulfill its mission.

The California Community Colleges rank among the lowest in the nation in terms of full-time equivalent student funding. In addition, community colleges, which provide most of the first responders, nurses and other vital skills to the state, are funded at substantially lower levels than other segments of California education (see chart below). The District is committed to continuing its **lobbying efforts** in support of community colleges in general and the District in particular.



Data compiled from: CPEC fiscal profiles 2004, and 2006; California Community College League: Fast Facts 2008

STRATEGIC THEME FIVE

FINANCIAL RESOURCE DEVELOPMENT

STRATEGIES

1. Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.

OUTCOME MEASURE:

Increases in funding

2. Advocate for changes in how grant funded square footage impacts inventory and future construction.

OUTCOME MEASURE:

Assessment of changes in the funding model

3. Integrate resource development efforts by the RCCD Foundation, bond measures, and external sources with District strategic planning and resource allocation processes.

OUTCOME MEASURE:

Degree to which priorities identified are addressed by resource development efforts



STRATEGIC THEME SIX

ORGANIZATIONAL & PROFESSIONAL DEVELOPMENT

Community college faculty, staff, and administrators face an increasingly complex array of educational and service needs necessitating a major commitment to human resource development in at least five broad areas:

- **recruitment** of a qualified and diverse workforce;
- **leadership development**;
- **professional development** particularly in the area of how best to facilitate **student learning** and **assessment** in all areas including basic skills;
- **technology training**; and
- **organizational development** to prepare faculty, staff, and administrators to effectively evaluate data, participate in strategic planning, and cope with rapid change.



STRATEGIC THEME SIX

ORGANIZATIONAL & PROFESSIONAL DEVELOPMENT

STRATEGIES

1. Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

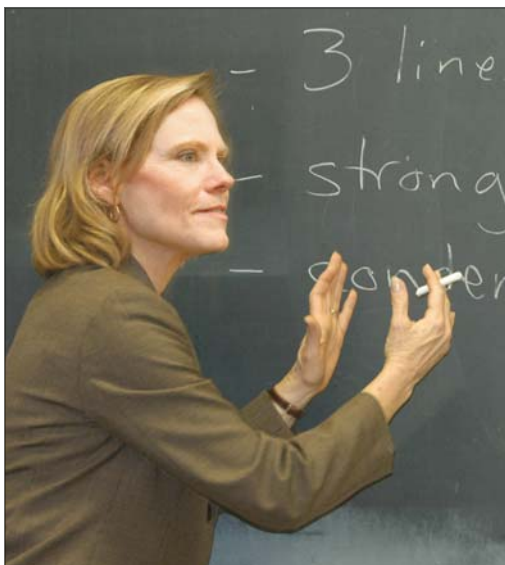
OUTCOME MEASURES:

Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates

2. Recruit, select, and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline.

OUTCOME MEASURES:

Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students



3. Develop methodologies to evaluate and adjust employee assignments in order to enhance the District's capacity to respond to change by implementing effective approaches to training, reclassifying, and retaining staff within Title 5 guidelines regarding recruitment.

OUTCOME MEASURE:

Increases in staff retention and satisfaction

4. Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

OUTCOME MEASURES:

List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District

5. Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.

OUTCOME MEASURES:

Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the District

THE EVOLUTION OF THIS STRATEGIC PLAN:

- District Strategic Planning Committee - charged to create new statements of Vision, Values and Mission; to establish a working group - April 2008
- Management Association Retreat - brainstormed Vision and Values - April 2008
- Working Group - refined Vision, Values and drafted initial Mission Statement - April 2008
- Academic Senates for each campus - commented on Vision, Values and Mission Statements May 2008
- Working Group - brainstormed Strategic Themes, Strategies and Outcomes - April - May 2008
- Campus Strategic Planning Committees - commented on Strategic Themes, Strategies and Outcomes - May 2008
- Working Group - refined the document - May 2008
- District Strategic Planning Committee - commented on the work thus far - May 2008
- Working Group - polished the document - June 2008
- District Strategic Planning Committee - tentatively approved the draft document - June 2008
- Dissemination of draft to faculty - August 2008
- Board of Trustees - reviewed the document as an Information Item - September 2008
- Draft returned to campus Academic Senates and District Strategic Planning Committee for approval - September 2008
- Submitted to the Board of Trustees for approval - October 21, 2008

DOCUMENTS AND DATA WHICH INFORMED THE DISCUSSION INCLUDE AMONG OTHERS:

- Community Surveys for: Bond Issue, Foundation, Master Plans for Each Campus
- Environmental Scan: External, Internal, and Simulations
- Master Plans, Educational Plans, and Facilities Plans for Each Campus
- Riverside Community College District Fact Book
- Strategic Initiatives for the District and for Each Campus
- Strategic Plan for the California Community Colleges