Riverside Community College District

STRATEGIC
PLANNING
PROCESS 2001-2006

The institution's mission is central to institutional planning and decision making ...

MISSION STATEMENTS

Riverside Community College District

The Riverside Community College District is accessible and comprehensive, committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial and supplemental instruction for under-prepared students. Through its three constituent colleges, Moreno Valley, Norco and Riverside City, the District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated colleges in the cities of Riverside, Norco and Corona, and Moreno Valley.

Moreno Valley

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially, in health and public service preparation.

Norco

Today's students, tomorrow's leaders.

Norco College, located in western Riverside County, provides a range of high quality educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco College fosters the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

Riverside City

Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities.

Adopted by the Board of Trustees on June 20, 2006

Overview

Riverside Community College District has developed a comprehensive, integrated strategic planning process to meet the challenges and demands of a 21st century educational environment. This process, which engaged faculty, staff, and administrators throughout the district has evolved over the past five years.

An independent evaluation of the District by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2001 served as an additional catalyst. The visiting team pointed out the need for more sophisticated planning processes, and recommended "that Riverside Community College:

- formalize and make known to the college community its developing strategic planning process
- integrate educational, financial, facilities, and human resources planning
- provide for involvement of faculty, staff, and students and effectively involve all three campuses
- utilize information from program reviews
- integrate college planning and budgeting process, and
- include regular evaluation and reporting of institutional outcomes."

Using the Commission's recommendations as a starting point, the District initiated a comprehensive approach to planning. To date, this process has evolved in three phases:

- **The development of the planning principles and the evolution of a planning culture (2001-2004)**
- **The development of a strategic planning process (2004-2005)**
- **The implementation of a planning process to guide decisions about the future of campuses (2005-present) and their progress toward becoming three independently accredited colleges.**

Strategic planning requires the organization to examine what it is and the environment in which it is working. It helps the organization to focus its attention on crucial issues and challenges and how to most effectively use its resources. Rapid population growth and substantive changes in teaching and learning, including the advancement of student learning outcomes and assessment techniques, make strategic planning critically important to RCCD if it is to thrive as a three-college district. Planning prepares the District for changes in the region's demography and economy and allows it to embrace a new organizational structure and culture that ensures campus autonomy yet capitalizes on the financial and operational benefits inherit in certain centralized operations.

The Planning Process Goal:

Ensure that the District and its future colleges remain responsive to the needs of students and other stakeholders.

PHASE ONE: Creating a Planning Culture (2001 - 2004)

The firm of Michael G. Dolence & Associates was hired in 2001 and met with faculty, staff and administrators to discuss organizational development, increase understanding of strategic planning processes, and build consensus around a learner-centered approach. This Phase One dialogue resulted in the adoption of the Curriculum-Centered Strategic Planning Model and the Learner Centered Curriculum Framework.

The **Curriculum-Centered Strategic Planning Model** utilizes five interlocking planning activities -- augmented by continuous evaluation -- that result in a Learner Centered Curriculum Framework:

(1) Identifying and Defining Key Performance Indicators

(2) Detailing a Learner-Centered Curriculum Architecture

(3) Conducting an External Environmental Scan

(4) Conducting an Internal Environmental Scan

(5) Creating an Action Planning Process

The Learner Centered Curriculum Framework guiding principles:

• A firm commitment to a learner-centered approach based on the principle of a common core curriculum that enables students to move seamlessly among the three colleges

• A desire to utilize the service advantages of a single district while allowing the independently accredited colleges to serve their local communities.

PHASE TWO: Development of a Strategic Planning Process (2004-2005)

With a culture of strategic planning in place by 2004, much work remained if the District was to develop a structure stable enough to support and institutionalize the values established in Phase One.

Faculty and staff involved in Phase Two developed several important initiatives to help strengthen the infrastructure:

- Delineation of the planning process
- Development of a District Academic Master Plan
- Development of a new program development process
- Revision of the faculty hiring process

The group determined that **Program Review must serve as the foundation for strategic planning throughout the district**. This internal process of self-reflection and evaluation includes a review of curriculum, staffing, resource needs, and changes impacting "units" (typically an office or discipline). The instructional program self-study is a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the campuses to improve teaching and learning.

The development of a District Academic Master Plan provided a summary of the academic characteristics, objectives, short- and long-term goals, and resource needs of the academic departments across the system. It is one of several documents now used by the campuses for planning.

Through a collaborative effort between the Academic Senate and the Administration, a new program development process was established and implemented.

Finally, the strategic planning group, in collaboration with the Academic Senate, developed a document delineating the hiring process for new full-time faculty. The document was revised in spring 2006 to reflect title changes resulting from District organizational changes, and the document was presented to the Board as an information item in June 2006.

PHASE THREE: Implementation of the Planning Process (2005-present)

Phase Three was marked by the implementation of the newly established principles and planning processes that formally address academic, administrative, and facility planning in a structured and integrated system. College/campus strategic planning committees meet monthly to deal with issues ranging from new academic programs to proposed new facilities. The strategic planning committees comprise faculty, students, staff, and administrators.

During Phase Three, the planning group developed "Strategic Initiatives 2005-2010," a document that articulates agreed-upon goals:
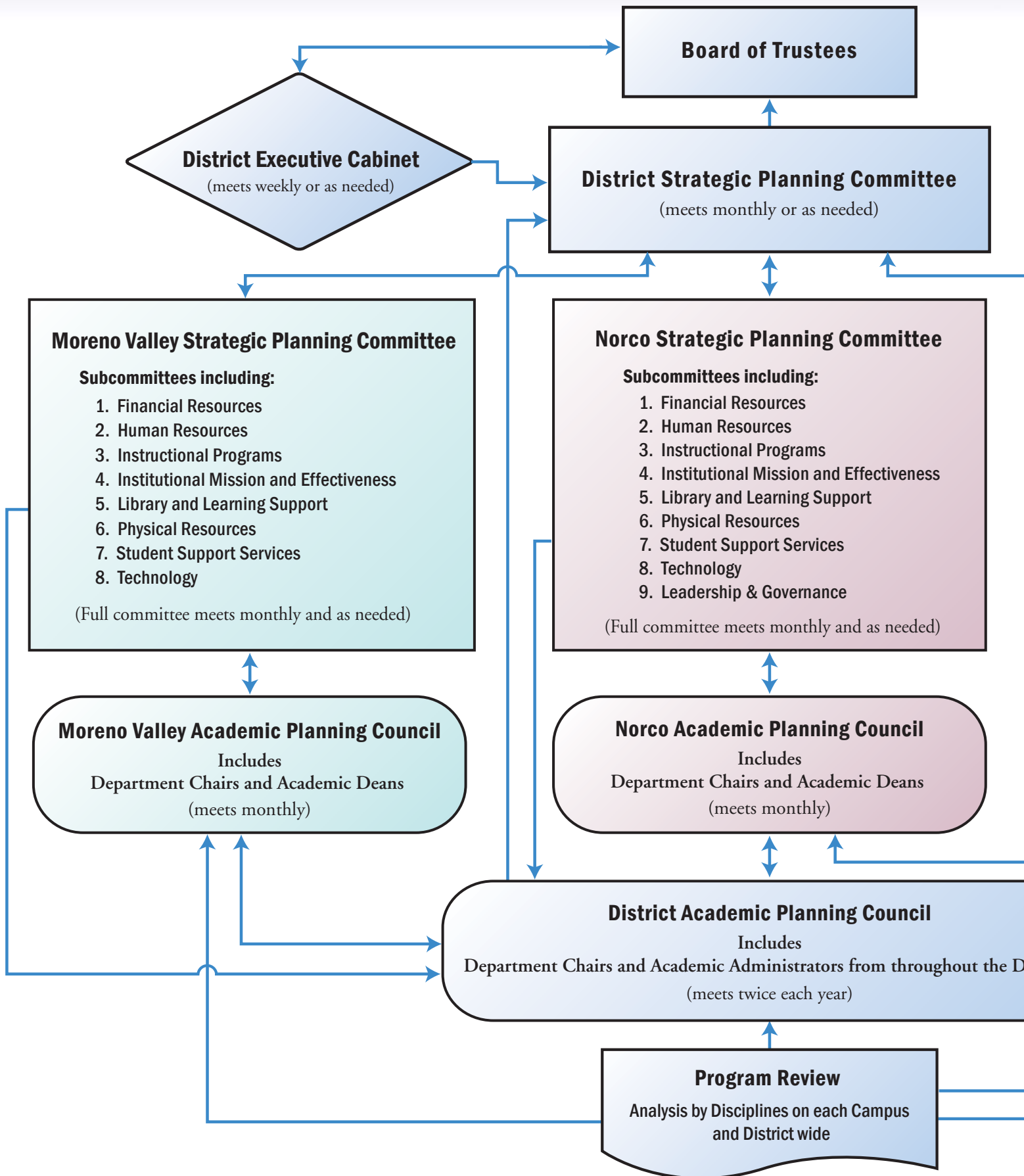
- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

During 2006, Program Review was modified to improve its efficacy and provide the foundation for the planning process. The District Strategic Planning Process Structure (p. 7) summarizes the essence of this process. Today, the planning process begins with program review of each discipline or non-instructional unit within the District and includes a campus-based component that links resource needs to campus structures.

In October 2006 Charles McIntyre's firm was hired to conduct a major environmental scan of the district to inform all planning processes. His work will include econometric trend analysis, ethnographic research, and focus groups, and provide the District with a vision of the future, the choices, and the opportunities that may exist. The Board of Trustees also adopted a facilities planning process that is driven by campus/college educational and growth plans as developed through the Strategic Planning Process. Three consulting firms were selected in November of 2006 to develop a Facilities Master Plan that will examine facilities needs to ultimately build out each of the campus/colleges.

Board of Trustees

District Executive Cabinet
(meets weekly or as needed)

District Strategic Planning Committee
(meets monthly or as needed)

Moreno Valley Strategic Planning Committee

Subcommittees including:

1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology

(Full committee meets monthly and as needed)

Norco Strategic Planning Committee

Subcommittees including:

1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology
9. Leadership & Governance

(Full committee meets monthly and as needed)

Moreno Valley Academic Planning Council
Includes
Department Chairs and Academic Deans
(meets monthly)

Norco Academic Planning Council
Includes
Department Chairs and Academic Deans
(meets monthly)

District Academic Planning Council
Includes
Department Chairs and Academic Administrators from throughout the D
(meets twice each year)

Program Review
Analysis by Disciplines on each Campus
and District wide

Riverside Strategic Planning Committee

Subcommittees including:

1. Financial Resources
2. Human Resources
3. Instructional Programs
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology

(Full committee meets monthly and as needed)

Riverside Academic Planning Council

Includes
Department Chairs and Academic Deans
(meets monthly)

District

Board of Trustees has full responsibility for educational, administrative and fiscal policies and long range plans for the district.

District Executive Cabinet (Chancellor's Cabinet) responds to policies and recommendations from the Board of Trustees. When circumstances necessitate, the Cabinet may originate or act upon emerging initiatives and make recommendations to the Board of Trustees.

District Strategic Planning Committee coordinates District-wide plans for facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness and approves all new academic and vocational programs. It is charged with ensuring adherence to established planning principles. Committee recommendations are forwarded to the Board of Trustees, via the Chancellor's Office, for approval.

Campus Strategic Planning Committee includes representatives from campus faculty, students, staff, and local administrators. It reviews the recommendations of its eight sub-committees on plans for facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness and forwards those approved to the District Strategic Planning Committee via the campus president.

Campus Academic Planning Council includes campus department chairs, assistant chairs, and academic administrators. The Council participates in preparation of enrollment management plans, the campus academic master plan and approval of college initiated academic and vocational programs.

District Academic Planning Council consists of all department chairs, assistant chairs, and academic administrators. The District Academic Planning Council participates in the preparation of the District Academic Master Plan and recommends to the District Strategic Planning Council new academic and vocational programs.

District Program Review Committee oversees creation of the foundational documents used for planning including reviews of curriculum, staffing, resource needs and changes impacting all facets of the college. Its collaborative goal-setting and assessment processes are data driven and designed to assist faculty, staff, and administrators across the campuses with improving and refining college services and student learning outcomes.
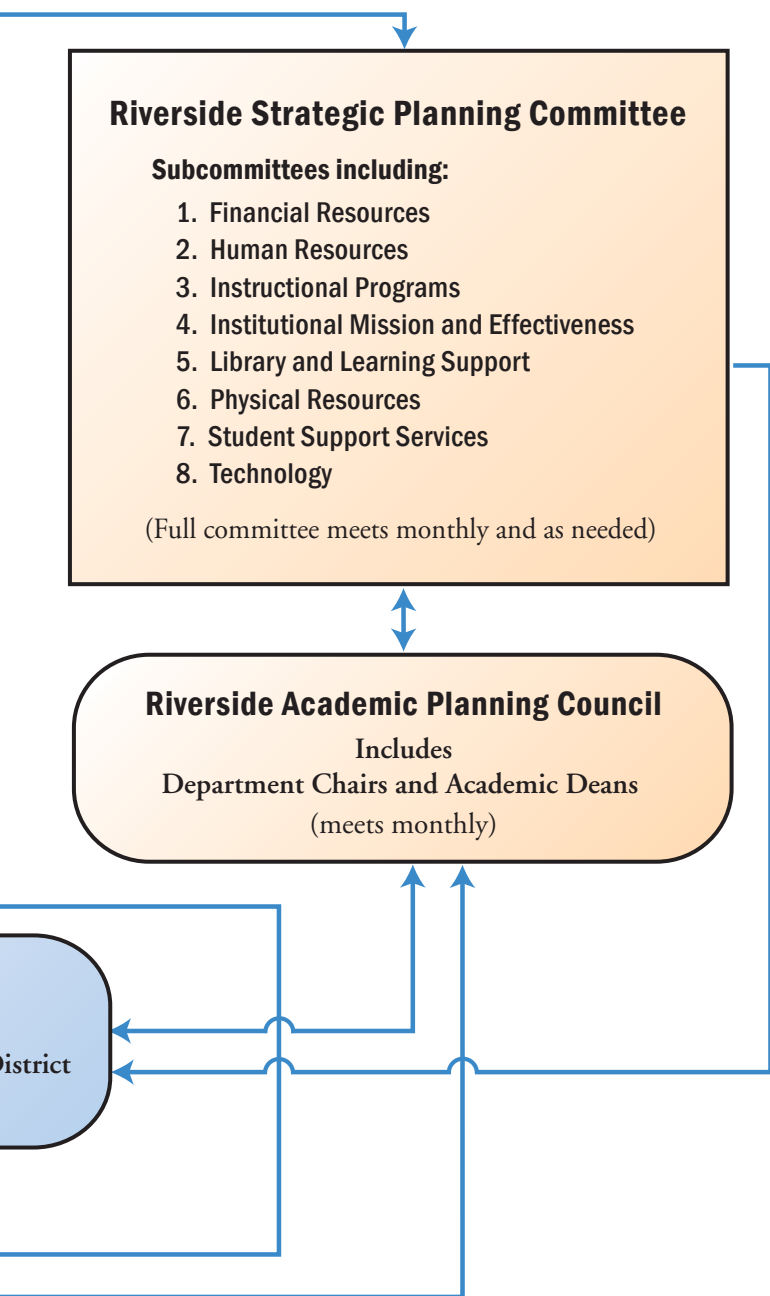
Introduction

In response to recommendations made during the 2001 Accreditation process, the District has been engaged in improving and refining a strategic planning process. This process is now well defined and has been actualized. It begins on each campus and culminates at the system level. Equally important, a culture of planning has been developed that engages the faculty, staff and students in a process that maps the future of the District.

The District's Academic Master Plan, a document summarizing departments' academic plans for the next five years, was compiled and submitted to the Board in December 2005. This document, prepared by the District's Academic Planning Council, will guide academic planning for the next five years and is an important element of the self study process.

Program review and assessment, the cornerstone of academic planning, have been used by disciplines to improve student learning outcomes through curriculum and instructional improvement. To date, nearly two-thirds of all disciplines have completed their reviews, and the remainder are scheduled for completion early in 2007. This process, which is now institutionalized, will continue to evolve as the campuses and District embark on the self-study process in preparation for an accreditation visit in fall of 2007.

The planning process will continue to improve and mature as the District transitions to three separate colleges with independent status for Moreno Valley and Norco. It is expected that in the coming years, new processes will be developed and existing ones will be modified to reflect the need for new structures and improved procedures.

This is a critically important period in the history of the institution and an appropriate time for the District to develop its strategic plan for the next few years, defining goals and objectives for an emerging three-college system. The goals should focus on the student as a learner; thus, it is recommended that the District's strategic initiatives embrace the following concepts:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

* This document has been updated to reflect current information

Increase Student Access

It is the goal of RCCD to serve all those who can benefit from its programs and services. As an open-access institution, the District is committed to serving all eligible students in its service area. The service area of the District includes students from the following unified school districts: Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside, and Val Verde.

While growth rate may vary from year to year, the District will set a goal of increasing the student population by 25% over the next five years. This goal has been set with the expectation that equalization funding will continue to bring additional funding to the District. Further, we recognize that while growth rates among the three campuses may differ during this period, the District as a whole is anticipated to grow by approximately 5% per year.

Traditionally, the District has enrolled 20% of the graduating high school students in its service area. This group of first-time recent high school graduates accounts for 8% of the fall student body (other first-time students account for 12%). The balance of the fall semester students is comprised of continuing, returning or transfer students. Since the count of first-time recent high school graduates is somewhat dependent on the pool of high school students, any substantial increase in this measure requires the District to increase its capture rate above the traditional 20% of graduating high school students per year. This may require new programs to address the needs of those who have not traditionally attended college immediately after graduation.

GOAL: Increase the student population by 25% over the next five years.

Increase Course Retention

Currently, RCCD has an overall course retention or course completion rate of 87.5%. Completed course enrollments are defined as those in which enrollment results in a grade equal to an A, B, C, D, F, CR, NC, or I. The sum of these grades is divided by the total of all valid grades to calculate the course completion rate.

GOAL: Since this rate is already comparatively high, the goal will be to keep this rate at or above 87.5% for the next five years.

Increase Successful Course Completion

Successful course completion builds upon the course completion measure by counting only students who received grades of A, B, C, or CR. The most recent (2003-2004) successful course completion rate is 66.9%.

GOAL: Increase this rate to 70% over the next five years.

Successful Course Completion

* Projected

Increase Student Term-to-Term Persistence

Persistence is defined as a student enrolling in consecutive terms at RCC. Starting in fall 2003, we have an overall persistence rate of 62% for 2 consecutive semesters, 31% for three consecutive semesters, and 17% for four consecutive semesters.

First-time students in fall 2003 showed persistence rates were 59% for two consecutive semesters, 36% for three consecutive semesters, and 25% for four consecutive semesters. (Students who received awards are deleted from analysis after the term when the award was granted.)

GOAL: **Increase each of these rates for each subgroup by 1% each year for the next five years.**

Improve Student Learning Outcomes

Prior to 2002, accreditation, a process for insuring quality in the delivery of education, relied on a set of inputs such as human resources, financial, technology, library resources, and student records as indicators of quality. The current accreditation relies on attainment of desired learning outcomes by students as an indicator and guarantor of quality. It is the output rather than the input which is now examined and evaluated. In this context, defining student learning outcomes and assessment at the course, program, and degree level are the focus of the institutional effectiveness of the District's programs.

During the last three years, the District has been engaged through collegial process in developing assessment tools for evaluating the effectiveness of the curriculum and student learning outcomes. The District's Assessment Committee has been working on defining learning outcomes for the general education component of the AA/AS degrees. In addition, in such disciplines as English, the faculty have defined student learning outcomes for composition courses and implemented procedures for assessing outcomes in selected courses on a regular basis.

GOAL: **Define institutional outcomes at the degree, program and course level, and to monitor the student learning and work toward improving the learning outcomes.**

Improve the Quality of Student Experience at RCC

The Community Colleges Student Experiences Questionnaire (CCSEQ) was administered in the spring 2004 semester to a representative sample of 1,500 enrolled students*. This questionnaire has a scale from 1 to 4 in which students evaluate their total student experience at RCCD. The average score from the 25 items surveyed was 2.5. The strategic plan calls for improving this indicator which is reflective of the total operations of the System.

GOAL: **An average score of 3.0 over the next five years.**

* This number reflects both a randomly selected group of students plus a set of 2004 graduates.

Increase Awards, Certificates and Transfer Readiness

During the 2003-04 academic year, RCC granted 2,542 degrees and certificates, and facilitated the transfer readiness of 2,203 students.

("Transfer-prepared" is defined as the net number of students system-wide who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00.)

The number of certificates and degrees awarded during academic years 2001-02 through 2003-04 increased from 7.7% to 8.1% of the respective fall enrollments during those years.

Likewise, the number of transfer-prepared students during academic years 2001-02 through 2003-04, increased from 5.6% to 7.1% of the fall enrollments for those years.

GOAL: Increase the rate of certificates and degrees awarded by 1% over the next five years, and increase the number of transfer-prepared students by 0.7% each year for the next five years.

Develop a Comprehensive Enrollment Management Plan

Given the District's commitment to increasing access, retention and success, it is imperative that the District develop a comprehensive enrollment management program aimed at increasing enrollment, improving retention, increasing student learning outcomes, and assisting students achieve their academic and professional objectives. Currently, a District-wide task force is examining enrollment management issues and will be making recommendations to the Chancellor's Executive Cabinet by January 2006. These recommendations will be the impetus for the development of an enrollment management plan. A plan should address issues such as:

- Access and retention
- Best practices on registration processes
- Strategic recruitment of potential students
- The delivery and location of services
- The use of appropriate technology related to access and retention
- Identification of new segments of the population that can benefit from RCCD's programs and services
- Development of a marketing plan for student recruitment

GENERAL EDUCATION STUDENT LEARNING OUTCOMES
for Academic and Vocational Degree Programs

Critical Thinking

- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

Information Skills

- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

Communication Skills

- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

Breadth of Knowledge

- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

Application of Knowledge

- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

Global Awareness

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints

Adopted by the Board of Trustees on December 12, 2006

STRATEGIC PLANNING LEADERSHIP

District Leadership

Chair, District Strategic Planning Committee
Salvatore Rotella, Chancellor

District Strategic Planning Policy Leadership
Ray Maghroori, Vice Chancellor, Academic Affairs

District Strategic Planning Process Management/ Program Review Committee Co-chair:
Kristina Kauffman,
Assoc. Vice Chancellor, Institutional Effectiveness

Program Review Committee Co-Chair
Jim Thomas, Assistant Professor, Construction

Facilities Planning
Aan Tan, Associate Vice Chancellor, Facilities

Student Learning Outcomes Assessment Coordinator
Arend Flick, Associate Professor, English

Campus Leadership

Moreno Valley Planning Policy Leadership
Irv Hendrick, Interim President

Moreno Valley Strategic Planning Committee Co-Chair
Felipe Galicia, Instructor, Biology

Moreno Valley Strategic Planning Committee Co-Chair
Lisa Conyers, Vice President, Educational Services

Norco Planning Policy Leadership
Brenda Davis, President

Norco Strategic Planning Committee Co-Chair
Gail Zwart, Instructor, Business

Norco Strategic Planning Committee Co-Chair
Gaither Loewenstein, Vice President, Educational Services

Riverside Planning Policy Leadership
Linda Lacy, Acting President

Riverside Strategic Planning Committee Co-Chair
Terry Shaw, Associate Professor, Biology

Riverside Strategic Planning Committee Co-Chair
Virginia McKee-Leone, Interim VP, Academic Affairs

CAMPUS STRATEGIC PLANNING SUBCOMMITTEES

The **Campus Institutional Effectiveness Committee** ensures attention to student learning outcomes, assessment, program review and institutional effectiveness in all decisions of the Strategic Planning Committee.

The **Campus Instructional Programs (SEM) Committee** addresses enrollment-related policies, processes, and procedures to ensure that program and service configurations meet the needs of the students and communities served by the campus.

The **Campus Student Support Services Committee** ensures that strategic planning includes consideration of comprehensive student support service needs, and examines how academic and student services plans and initiatives promote student learning.

The **Campus Library and Learning Support Services Committee** reviews and assesses current instructional services provided by the library and other learning support services (including technology), and makes recommendations for improvement.

The **Campus Human Resources Committee** assists with identifying human resource needs, including professional development, after reviewing the Academic Master Plan, program reviews, and other input.

The **Campus Physical Resources Committee** oversees development of a physical resources tactical plan aligning emerging academic and service needs and requirements with emerging facilities and those in need of repair or upgrades.

The **Campus Technology Resources Committee** is charged with providing technical strategic planning and direction on technology at the campus level.

The **Campus Financial Resources Committee** is charged with establishing budgetary goals within the context of the campus strategic plan for purposes of guiding the allocation of new funds as well as the reallocation of existing budgets, as well as related budgetary and financial concerns.

WEBSITES

Strategic Planning
http://www.rcc.edu/administration/academicaffairs/planning.cfm

Program Review
http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm

Assessment
http://www.rcc.edu/administration/academicaffairs/effectiveness/assess

Institutional Effectiveness
http://www.rcc.edu/administration/academicaffairs/effectiveness

Academic Affairs
http://www.rcc.edu/administration/academicaffairs

Riverside Community College District

Office of Academic Affairs

January 2007