

**District Strategic Plan 2008-2012:
Final Report Card 2010-2012**

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**Board of Trustees
Planning Committee
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Preface

In April of 2008, Riverside Community College District began the efforts that resulted in the creation of a District Strategic Plan for 2008-2012. Following extensive dialogue with representatives of all constituency groups, the District Strategic Planning Committee's recommendations to the Board of Trustees included six themes, thirty-three strategies and more than fifty outcomes measures. In October of 2008, the Board adopted the plan. A "Report Card" on progress for the first year was presented to the Board in October of 2009 which resulted in the addition of a seventh theme. A second "Report Card" was presented to the Board of Trustees in December 2010.

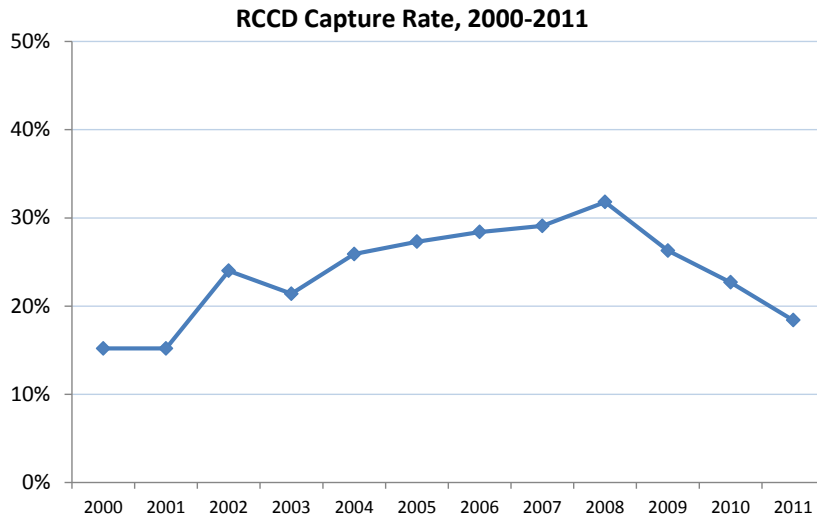
This is the final "Report Card" on progress on the District Strategic Plan for 2008-2012. It contains updated information (where available) for strategies during the last two years of the plan, 2011-12. As the data in the first report provided baselines, the second report provided more focused data and began forming the basis for an analysis of progress. While the first two reports were over 100 pages in length each, the present report seeks to update relevant findings and bring the analysis of the District Strategic Plan for 2008-2012 to a close. *The present report provides updated measures for strategies that have substantially changed in the most recent reporting cycle, and omits strategies where change has been minimal or where no new data exists.*

Theme One: Student Access

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

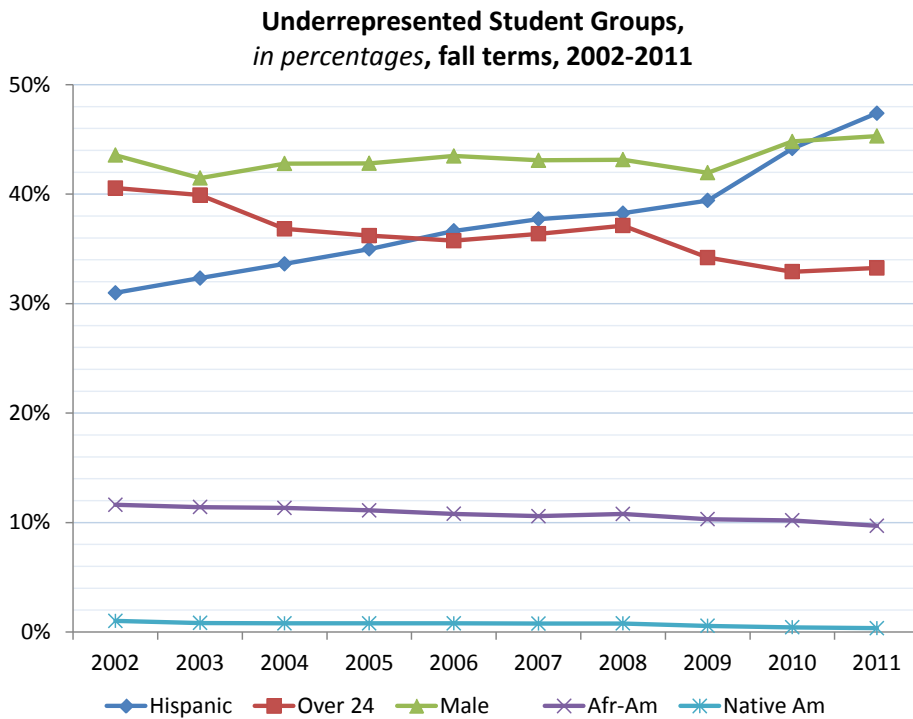
Two dimensions that directly affect the student access are process and funding. While there have been no procedural or structural impediments in the most recent two years to the process of attending RCCD, there have been significant economic issues impacting the funding and subsequent educational offerings at RCCD. These economic impacts have been experienced throughout the state, and are of particular notice on this measure. The college going rate was tracked and provided by the California Postsecondary Education Commission. This agency ceased operations in November 2011, and since they were the source of the college going rates, no updated college going information exists.

RCCD Capture Rate is the percentage of recent high school graduates from the district's six feeder districts that attend any RCCD campus immediately after graduation. It differs from college going rate as it only reflects students attending a RCCD college, and not just any California college or university. After a steady rise in capture rates, the rates drop sharply after reaching a peak in 2008, returning to levels that are comparable to those in 2000-01.



Strategy Three: 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.

The chart below details the proportion of the RCCD population for Hispanic, African-American and Native American students, non-traditional aged students (Over 24) and male students. While the proportion of non-traditional aged students declined, data for males stayed relatively stable with a slight increase beginning in 2010. Hispanic student representation showed a significant increase during the



past ten years. Native American and African-American student representation decreased during the past ten years.

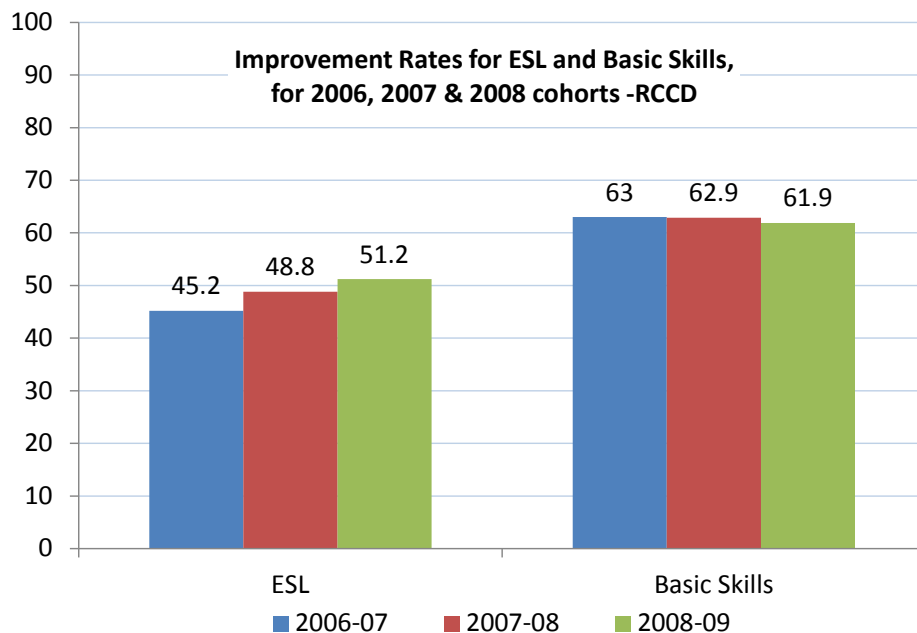
Strategy Four: Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.

For several years, RCCD explored the possibility of expanding its services to areas in between Perris and South Corona. The District did engage in discussion with a number of organizations about establishing a physical presence in south Corona. However, changes in RCCD’s budgetary conditions brought an end to this strategy. As an alternative approach, RCCD increased offerings of online courses to make RCCD’s programs and courses significantly more accessible to students in outlying areas.

Theme Two: Student Success

Strategy One: 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.

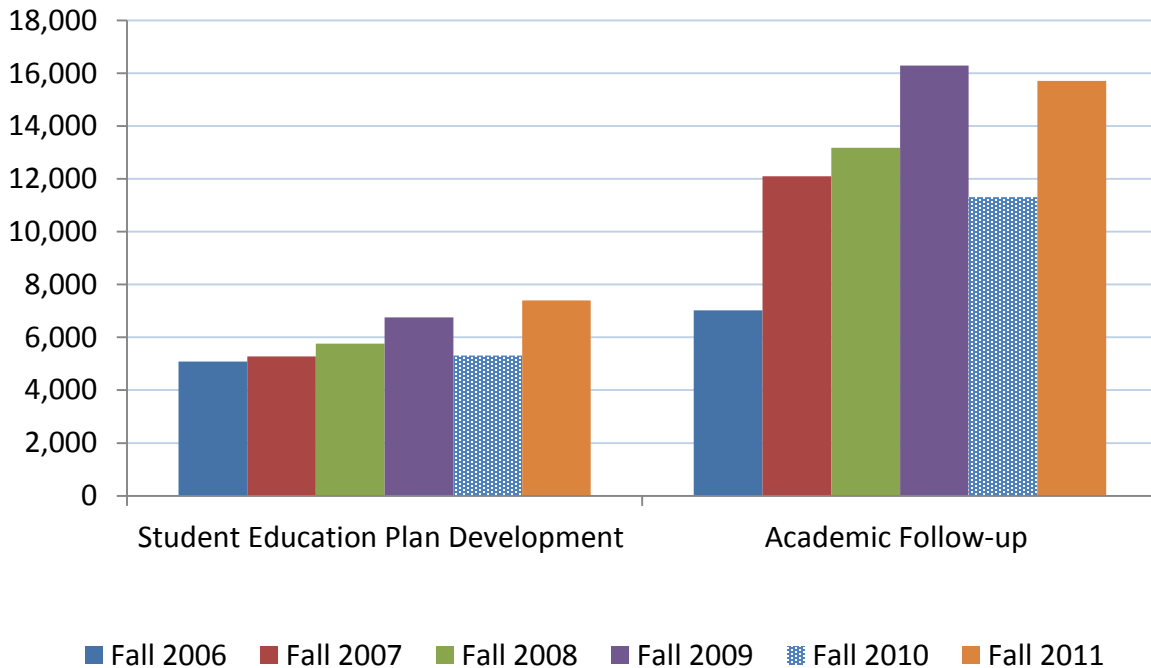
The chart below demonstrates the latest district data from the Accountability Reporting for the Community Colleges (also known as ARCC) for improvement in ESL and Basic Skills courses. For the different cohorts, rates of improvement are measured when a student successfully completes the initial course level and the subsequently succeeds in a higher course. The ESL success rates steadily increased, while the aggregated other basic skills cohorts held stable.



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

The graphic below illustrates student matriculation services data collected and reported by the California Community Colleges Chancellor’s Office online Data Mart. For the most recent six fall terms, in-term student educational plan and academic follow-up counts steadily increased. (Data anomalies exist for fall 2010, the first fall term for which the district reported the colleges separately. These data points are represented by the dotted bars. These data are presumed to be anomalies as the following year’s data are consistent are reasonable given recent past history.)

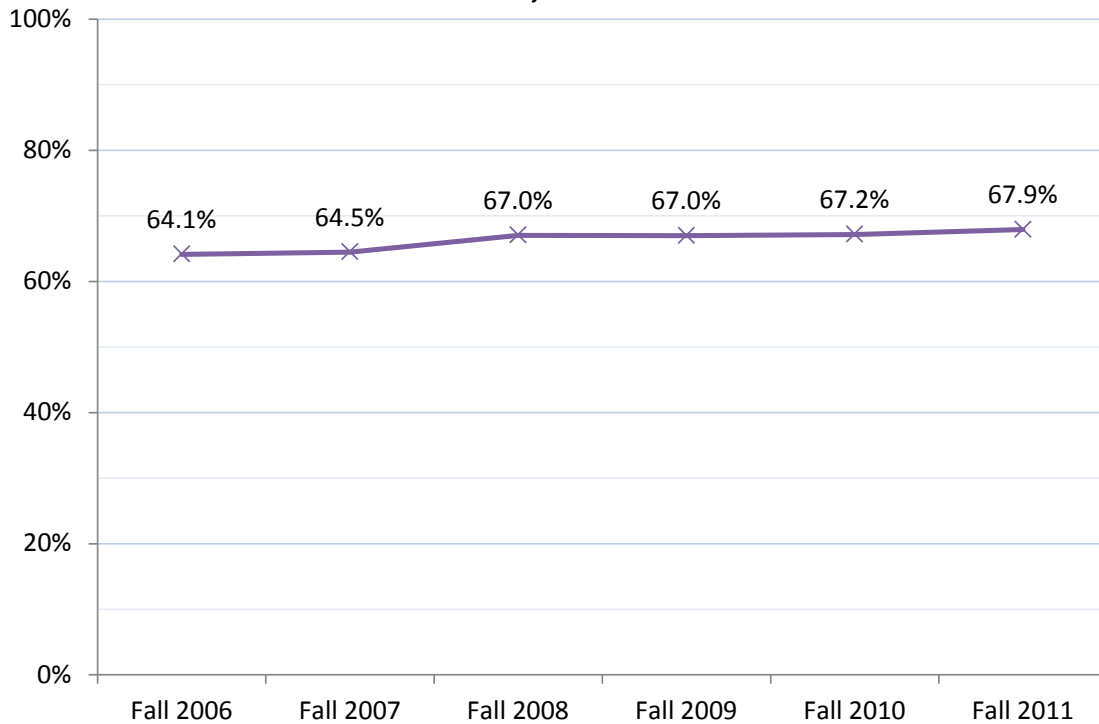
RCCD Matriculation Services Received, Fall Terms, 2006-2011



Strategy Four: Increase transfer awareness, transfer readiness, and transfer rates.

The graphic below shows the success rates district-wide for transferable courses only. This measure demonstrates that through the district, success has been increasingly modestly but steadily.

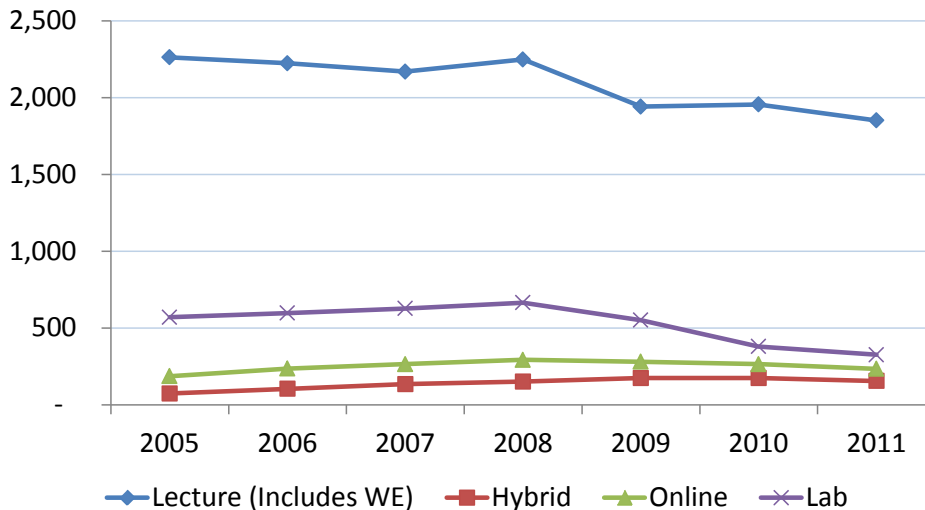
RCCD Success Rates, Transferable Courses only, Fall Terms, 2006-2011



Strategy Five: 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.

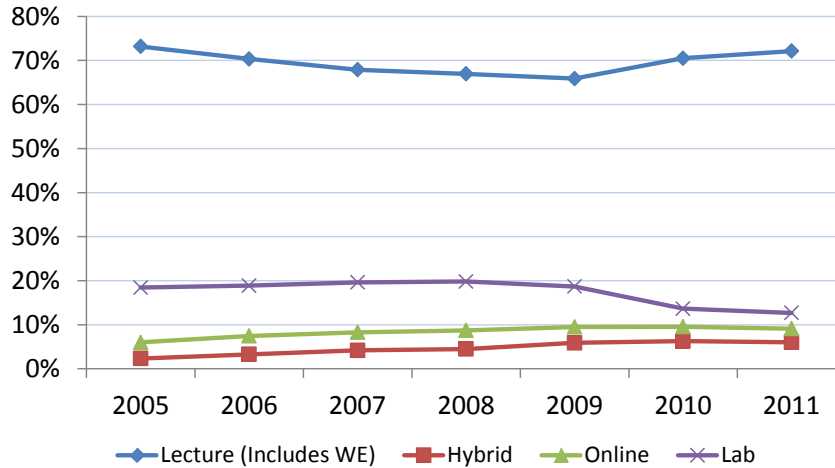
The graphic below demonstrates the changes in sections offered by instructional method for fall terms from 2005-through 2011. There have been decreases in sections offered for the most recent past seven fall terms.

Counts of Sections Offered by Method, Fall Terms 2005-2011



To better understand the proportional changes, the same information is shown below in percentages.

**Percentage of Sections Offered by Method,
Fall Terms 2005-2011**



While the percent of lecture sections dipped slightly, this percentage has increased in recent years, as have hybrid and online courses.

Strategy Six: Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.

Student Learning Outcomes (SLOs) are statements which specify what a student will know or be able to demonstrate upon successful completion of a course. In addition to stating what a student should learn or know or be able to do upon completion of the course, the SLOs are stated in a way that translates to an action which is observable, measurable, or can be performed/demonstrated. Discipline faculty develop SLOs for the courses they teach and design the course content, utilize teaching methodologies, develop ways to evaluate the extent to which the SLOs are met, and create assignments to support and provide ways to assist students in meeting the course SLOs. At this time, 100% of the colleges' curriculum course inventories have SLOs.

In a similar manner, the faculty members who offer certificate/degree programs in both Career-Technical and academic areas have created Program Learning Outcomes (PLOs). PLOs clarify the purpose and direction of the programs and degrees. The PLOs indicate to students and the public what they can expect to be able to know or do when they successfully complete the program. All of the courses within the program collectively lead to the PLOs at the program's end. All (100%) of the district's programs including certificates and all degrees (Associate of Science, Associate of Arts, Associate of Science-Transfer, and Associate of Arts-Transfer degrees) have PLOs.

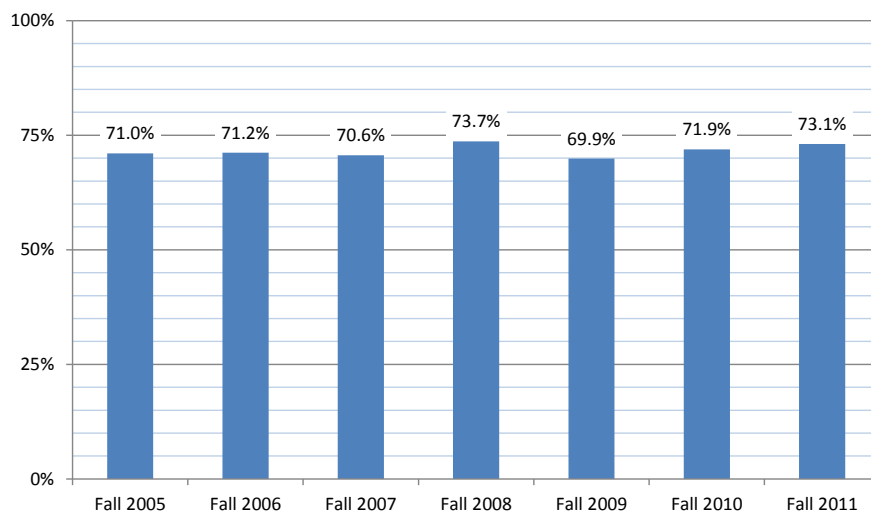
Explicitly-stated learning goals for courses, certificates and degrees provide a way for students and the community to think about what they can expect to gain upon successful completion of the program.

They provide tangible ways for students to “know what they know” and provide a consistent means to communicate what has or will be learned and/or demonstrated when the courses, certificates, and degrees have been successfully completed.

Theme Three: Service to the Community

Strategy One: 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.

Successful Course Completion Rates - Career and Technical Education Courses, RCCD



Success rates for enrollments categorized as Career and Technical Education have remained in the low to mid-70% range for the fall terms from 2005 through 2011, as seen in the above chart.

Strategy Two: 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.

RCCD’s Office of Economic Development has been quite active during the past two years. Below is a listing of their activities which include the TriTech Small Business Development Center, the Office of Customized Training, and the Procurement Center.

TriTech Center’s activities for the last two years include

- Economic Impact – Calendar Year 2011
 - 165 long-term clients served
 - \$23,721,024 in new capital for clients

- 150 new jobs created
 - 125 jobs retained
 - 2,344.75 counseling hours
 - 183 clients counseled
 - 12 training events
 - 502 attendees trained
 - \$16,452,350 in change-in-sales for client companies
 - 183 new clients
- Economic Impact – Year-To-Date 2012
 - 123 long-term clients served
 - 6 new business startups
 - \$28,067,222 in new capital for clients
 - 196 new jobs created
 - 353 jobs retained
 - 1,939.25 counseling hours
 - 228 clients counseled
 - 15 training events
 - 516 attendees trained
 - \$7,778,033 in change-in-sales for client companies
 - 108 new clients

The Office of Customized Training has accomplished the following:

- Provided computer skills training to 60 at-risk youth under Customized Solutions' Cal GRIP grant in partnership with Riverside County Workforce Development Board
- Trained 6,818 workers in job skills, technical skills, managerial skills, and technology training
- Awarded a \$428,000 in 2 Responsive Training Fund grants from the State Chancellor's Office to serve 30 manufacturers in Corona, Norco, Riverside and Moreno Valley. Partners include the City of Corona, Riverside County WIB, Corona Manufacturing Technology Council, San Bernardino Community College District and El Camino College
- Partnered with City of Moreno Valley, Sketchers', Walgreens and Ryder Logistics operations managers to create customized workforce training for jobs in automated distribution centers in the Moreno Valley area

The Procurement Center hosts the annual Veteran's Economic and Business Summit, matching small local business with prime contractors and government procurement officials. These conferences have been running for ten years now through the RCCD PAC. In 2011, this included approximately 170 attendees and 20 exhibitors with representatives from local, state and federal government. Speakers provide information regarding how to market their business to the government market, how to look for business opportunities and joint ventures and partnership agreements.

- Economic Impact – 2011
 - 508 active clients, including 35 woman-owned, 18 service-disabled veteran-owned, and 135 minority-owned small businesses
 - 23 sponsored outreach events
 - 1,752 attendees
 - 106 new contracts to clients
 - \$25,866,456 in new contracts to clients
- Economic Impact – Year-To-Date 2012
 - 487 active clients, including 61 woman-owned, 27 service-disabled veteran-owned, and 84 minority-owned small businesses
 - 25 sponsored outreach events
 - 3,957 attendees
 - 232 new contracts to clients
 - \$26,222,447 in new contracts to clients

Strategy Three: 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.

In an effort to reach out to the community and specifically African-American youth, the district hosted a series of meetings between community members, African American ministers, board members, college and district staff. These discussions led to a College Expo on Saturday, April 28, 2012. The event was held at a community church, located at March Air Reserve Base. The purpose of the Expo was to raise a level of awareness among under-represented youth and other community members within the district's service area to the opportunities available at the colleges and to encourage them to consider college as a pathway to a career and future goal attainment. Present at the Expo were 35 college participants representing 12 specific career-technical programs, 2 student clubs, student services including admissions and records, career and employment placement, student government, international education, and Open Campus. Representatives from all three colleges, the Ben Clark Training Center, the Rubidoux Annex, and district personnel greeted and spoke to community members and potential college students about programs, services, facilities, and opportunities. The College Expo attracted 200 community members, primarily parents and their high school and junior high school students.

Theme Four: System Effectiveness

Strategy One: 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.

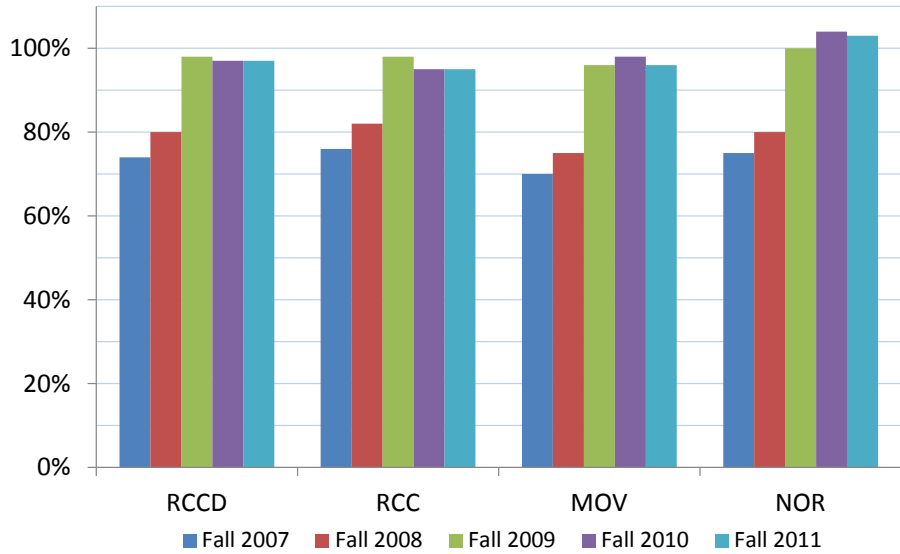
One of the most significant accomplishments of the District's Strategic Planning Process during the last three years is that the District was able to convert successfully to a three-college District. This is a significant accomplishment which is the result of nearly 10 years of planning. The results are exceptionally impressive, given the fact that the conversion was accomplished by full adherence to four original guiding principles: One curriculum, one student contract, one employee contract and one academic calendar—the four pillars of conversion.

The decentralization is not complete. It will continue to unfold in the coming years, with the goal of maintaining a three-college accredited system which remains highly responsive to the unique needs of each college's service areas and maximizes economies of scale and service to students.

Strategy Four: 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.

The graphic below shows the fill rates for courses in the fall 2007 through fall 2011 terms, for the district and the colleges. There are clear increases for all colleges and the district during this time frame.

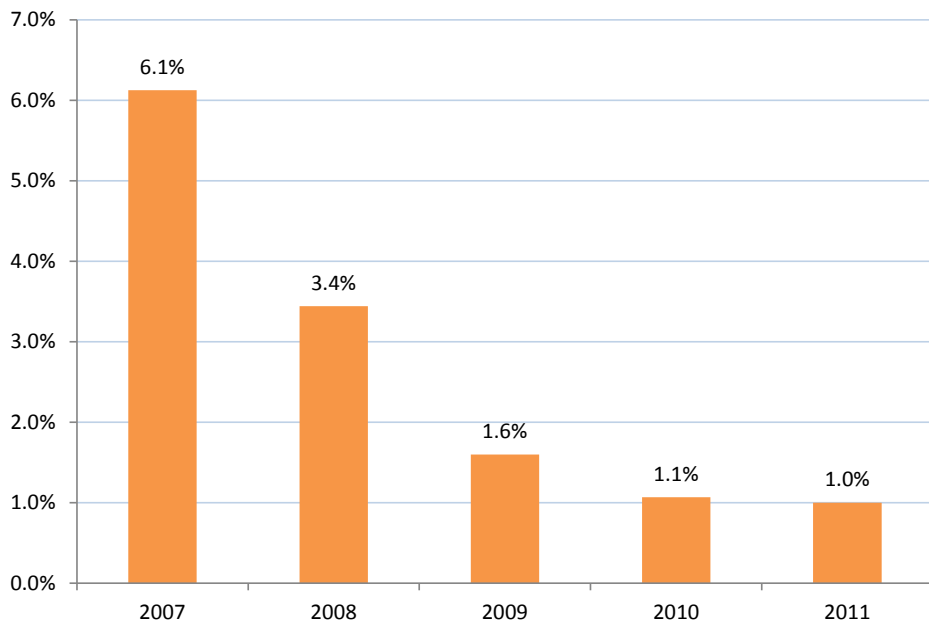
Fill Rates for Course Sections* Fall Terms 2007 to 2011



*Fill rates for non-cross-listed sections only.

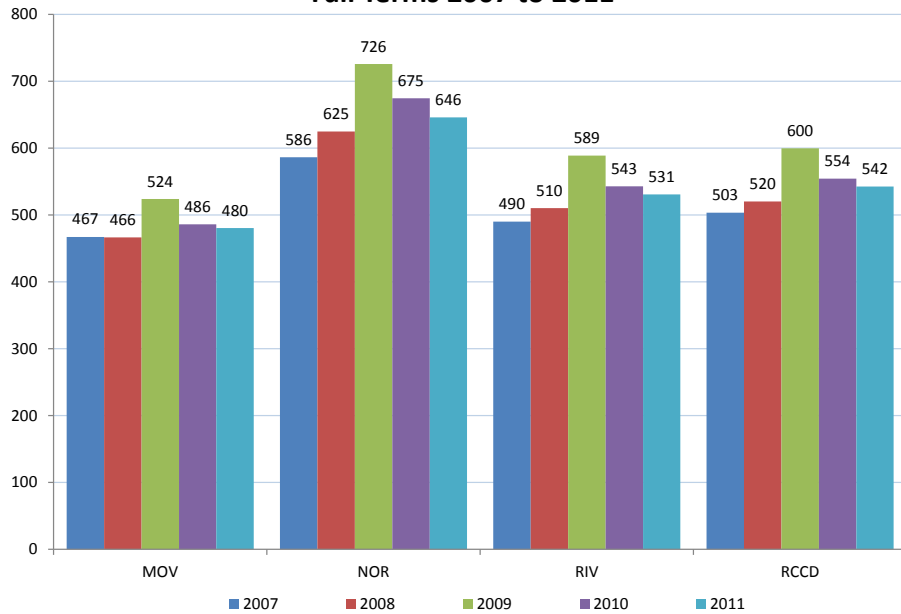
As a measure of effective enrollment management, the graphic below demonstrates the district class cancellation rates for low-enrolled sections has decreased from fall 2007 through fall 2011.

**RCCD Class Cancellation Rates
(for low enrolled sections), Fall 2007 -11**



Additionally, the efficiency rates of the individual colleges and the district are shown in the graphic below. For this measure, “efficiency” is the ratio of Weekly Student Contact Hours to Full-Time Equivalent Faculty. During the most recent five terms, efficiency increased for all colleges and the

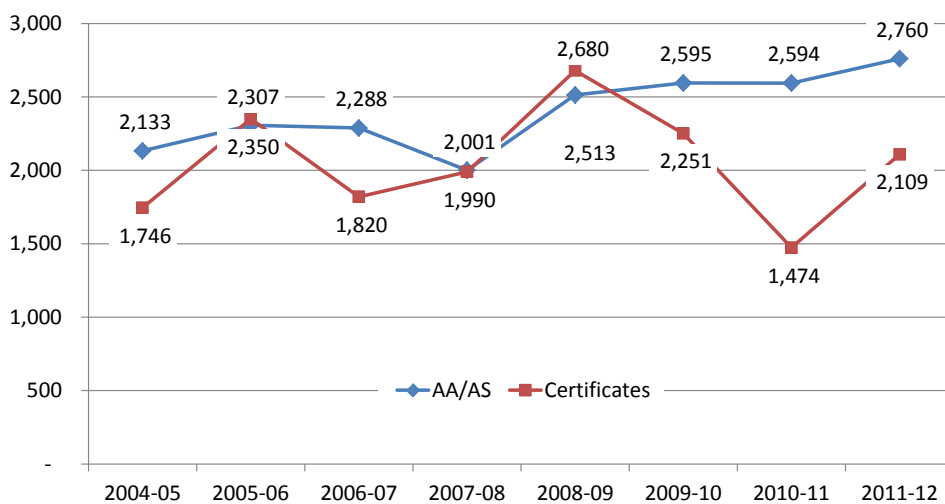
**Section Efficiency Rates for RCCD Course Sections
Fall Terms 2007 to 2011**



district overall, with a peak reached in fall 2009.

Within the context of increased system effectiveness, the graphic below shows the degrees and certificates awarded for the past eight years. Despite a drop in certificates in recent years, AA /AS awards continue their positive growth.

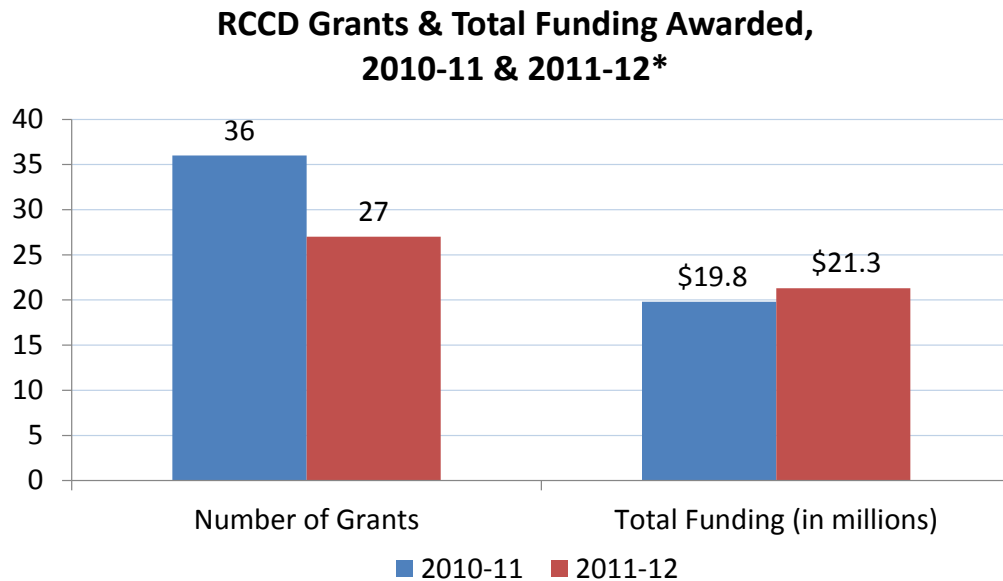
RCCD Program Awards, 2001-02 through 2011-12



Theme Five: Financial Resource Development

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

The graphic below illustrates the total of RCCD grants (in counts) and the funding (in dollars) for the most recent two years. For multi-year grants, the total award is counted once, and is counted in the year in which its start date falls.



*For multi-year grants, the total award is counted once, and is counted in the year in which its start date falls.

Further fundraising highlights from the past two years also include:

- Invest in Excellence Campaign which raised more than \$2.8M
 - \$5 M Gift from Henry Coil
 - \$1.45 M gift to establish scholarship for Veterans
 - \$233K gift from the Estate of Harold and Matilda Fagin
 - \$515K in private grants from
 - Kaiser Permanente
 - Bank of America
 - Irvine Foundation
 - Comerica Bank

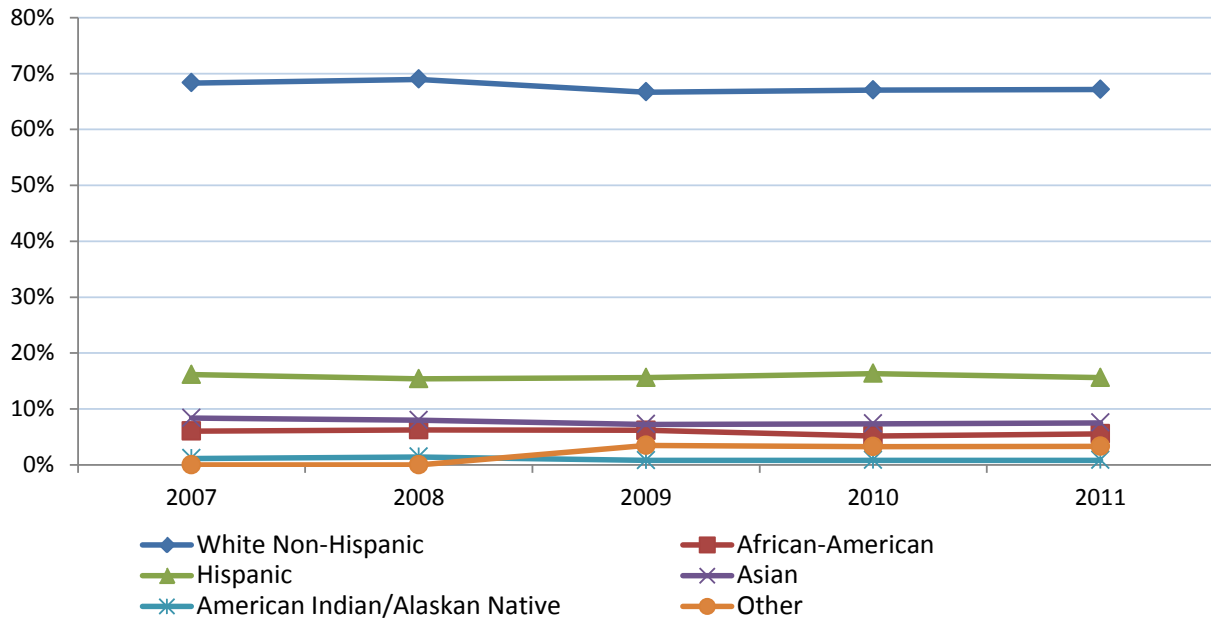
- Carpenter Foundation
- Ronald McDonald House Charities of Southern California
- Riverside Community Health Foundation
- Riverside Arts Foundation

Theme Six: Organizational and Professional Development

Strategy One: Expand the District’s capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

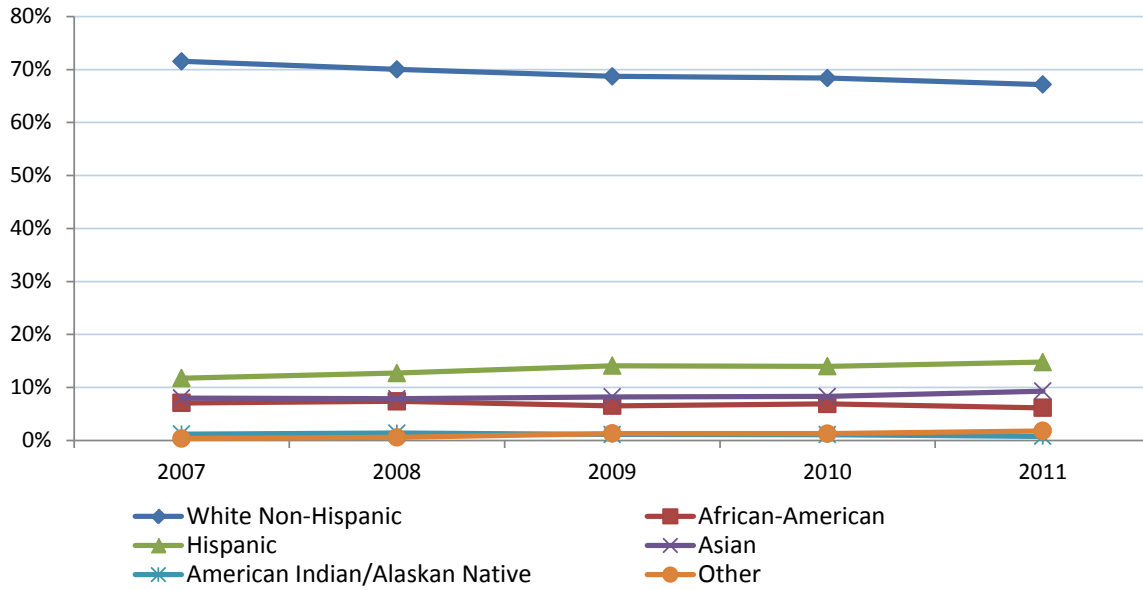
The graphics below illustrate the proportion of different classifications of employees for the most recent five years. The instructional staff remains predominately White. During this same period, the composition of classified support staff (and to a lesser extent educational administrators) is slowly

**RCCD Tenured / Tenured Track Instructors,
by Ethnic Group and Fall Term**

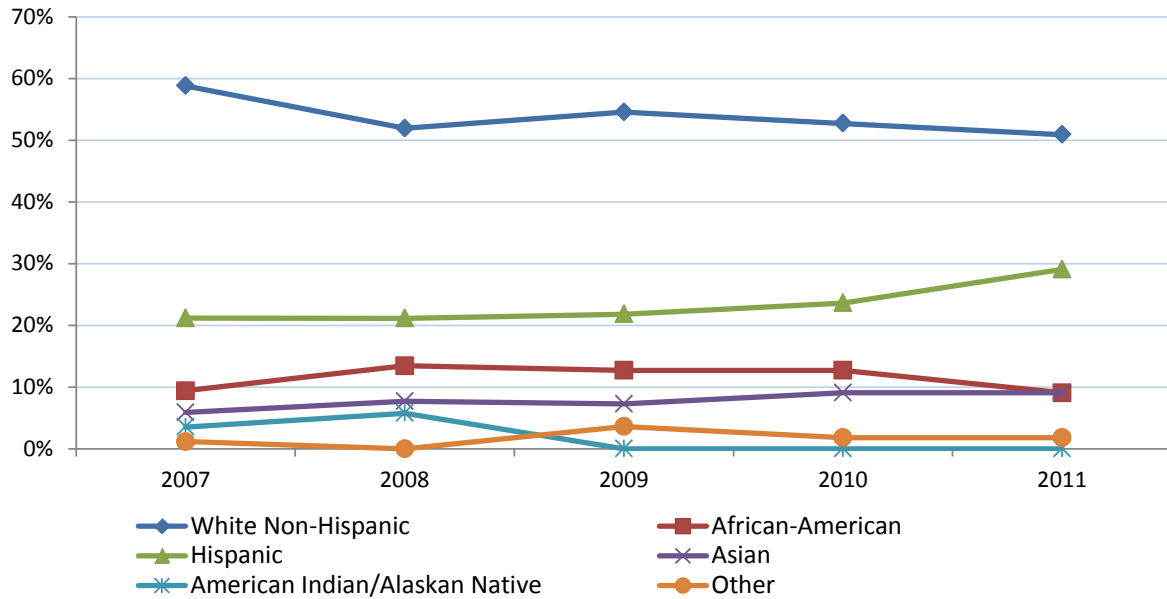


reflecting the ethnic composition of the student population.

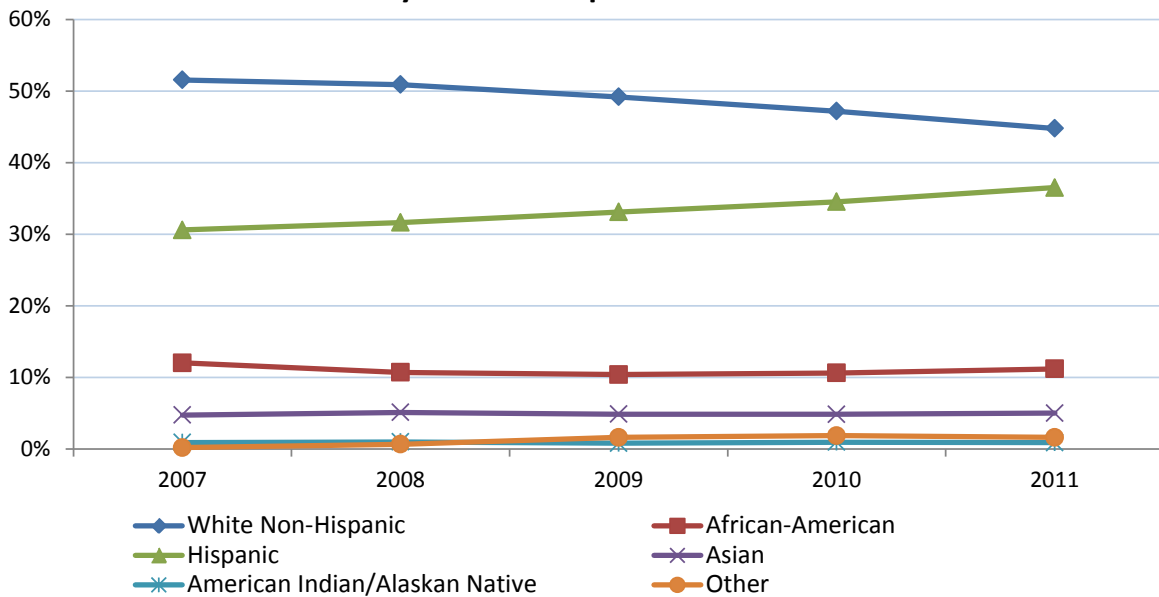
**RCCD Academic Temporary Instructors,
by Ethnic Group and Fall Term**



**RCCD Educational Administrators,
by Ethnic Group and Fall Term**



RCCD Classified Support Staff, by Ethnic Group and Fall Term



Strategy Four: Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

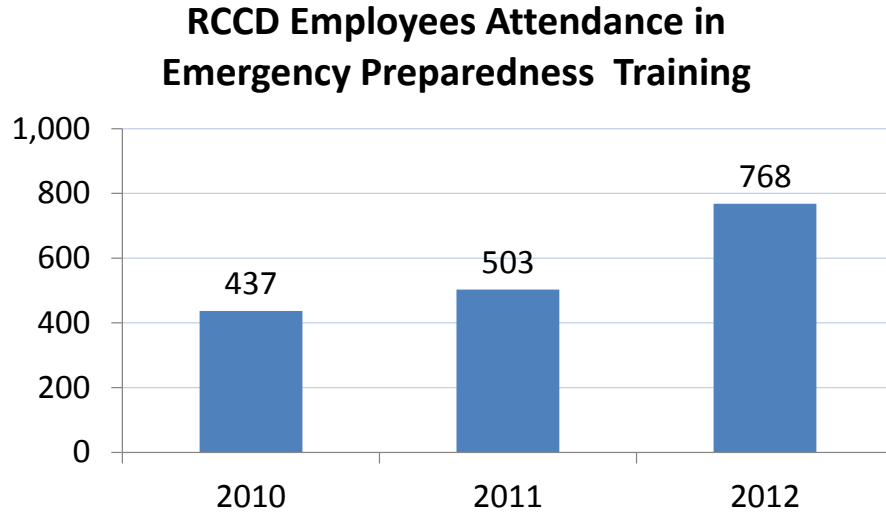
During the past two years, the district has offered Leadership Academy I and II. This Academy focuses on those in their first leadership role; as well as staff, faculty, and students interested in pursuing leadership positions and career pathways. The program has served over 50 RCCD participants.

Academy objectives include:

- Developing the skills and confidence to build commitment and translate strategy into effective action
- Equipping developing leaders to handle the challenges, tensions and ever-shifting dynamics of leading
- Providing resources and tools for participants as they develop their careers and leadership styles
- Navigating the complexities of leadership to work and influence across boundaries, collaborate across the organization, and leverage leadership to impact organizational outcomes
- Understanding the proficiency of delivery of information; actions; the key principles of leadership; communication and trust

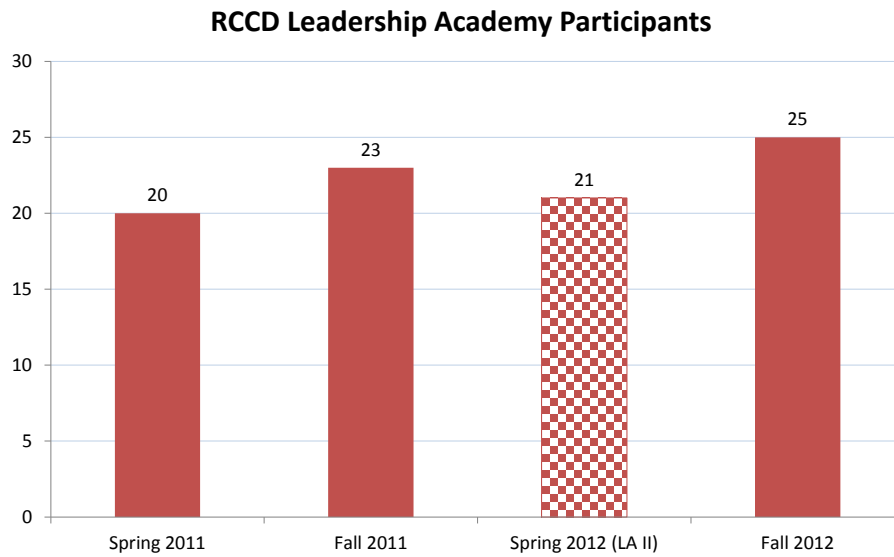
Strategy Five: Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.

The graphic below shows the steady increase of employees attending emergency preparedness training



sessions in the past three years.

The graphic below shows the counts of participants in RCCD’s Leadership Academy I since its Spring 2011 inception. (The checkered column represents students in the Leadership Academy II.)



Theme Seven: Green Initiatives

Strategy Two: Support the development of courses and programs that enable students to participate directly in the green economy.

At Norco College, there have been additions to the curriculum that provide students with opportunities to experience new green technologies, as well as other activities that support the green economy.

These include:

- offering a new digital electronics certificate degree
- designing a new course, ELE-91 Fundamentals of Solar Energy
- initiating the Water Demonstration Garden, Fuel Cell plans, recycling programs, and their solar powered crosswalk traffic lights.

Strategy Three: Enhance RCCD's organizational capacity and practices as a socially responsible institution of higher learning.

- District wide, processes to support the green initiatives include eliminating the printing of schedule of classes, college catalogs, and the Board Agenda and supporting documents. Additionally, a recycling plan for the District offices has been prepared for implementation. Furthermore, the Board of Trustees adopted a resolution on LEED certification for all buildings begun after fall 2009.

Summary:

As the 2008-2012 Riverside Community College District Strategic Plan cycle comes to its conclusion, this document has provided evidence to support the assertion that the district is making satisfactory progress on meeting many of its strategic initiatives. The district strategic planning process will continue with the adoption of the Riverside Community College District Centennial Strategic Plan, 2012-2016.