

# Riverside City College

## Strategic Planning Glossary

*Last revised May 15<sup>th</sup>, 2015*

**Accreditation** - “Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by a regional accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.”

<http://www.apa.org/support/education/accreditation/description.aspx#>

Accreditation has two fundamental purposes:

1) To assure the quality of the institution, and

2) To encourage institutional improvement.

[http://www.accjc.org/faq\\_on\\_accreditation.htm](http://www.accjc.org/faq_on_accreditation.htm)

RCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC).

**Accreditation Steering Committee** –This standing committee assists the College President and accreditation Liaison Officer with accreditation planning, documents, reports, presentations, and training.

**Accreditation Website** – RCC’s accreditation web site address is

<http://www.rcc.edu/riverside/accreditation/index.cfm>

**Action Plan** – A way to translate strategies into actions by making them operational (i.e., putting them into action). Each of RCC’s Leadership Councils maintains and updates Action Plans. Other units, departments, and workgroups may also maintain and update action plans, as well. These action plans include strategic directions, planned activities, timelines, performance indicators, benchmarks, resources, responsible leads, outcomes, and assessment of the outcomes to determine the effectiveness of the implementation and attainment of goals so that adjustments can be made when appropriate.

**ACTPIS** – One of RCC’s four Leadership Councils: Academic & Career Technical Program and Instructional Support

**Advisory Group** – Groups that are formed under the direction of a Leadership Council to address specific issues or accomplish a designated task. Advisory groups make decisions by consensus and forward

recommendations to the appropriate leadership councils. Examples are the Technology Advisory Group, the Human Resources Advisory Group, and the Physical Resources Advisory Group.

**Annual Unit Plan** – The Annual Unit Plan was a document used prior to 2015-2016. As part of a revised Program Review and Strategic Planning process, the Annual Unit Plan was replaced by a Program Review process. The Annual Unit Plan was a review conducted by each college unit. The review consisted of an analysis and assessment of changes within the unit as well as a mechanism for requesting significant new resource needs for staff, resources, facilities, and equipment.

**AOE** – Assessment, Orientation, and Counseling that is required for all new students and dependent upon their educational goal and program of study.

**AOE** – Area of Emphasis. Curricular structure similar to a major program.

**Assessment** – Assessment is the use of evidence-based, systematic, and intentional processes to enhance and improve student learning (Moore Gardner, M.; Kline, K.; and Bresciani, M.; 2014).

**BAM** - The District's Budget Allocation Model is the mechanism for allocating resources to the colleges based on district level planning outcomes, e.g. operating cost for new facilities; new faculty positions; enrollment efficiency and recognizes additional budget needed to support collective bargaining agreements and other contractual obligations.

**Baseline Data** – A set of data which serves as a basis for comparison with subsequently acquired data.

**Benchmark** – A standard against which performance can be measured or assessed. A benchmark may be a national or statewide standard; it may be based on internal prior years' data or performance of comparable institutions in areas that are critical to the attainment of RCC's goals and objectives.

**Budget Prioritization Committee (BPC)** – The BPC is responsible for considering the recommendations of the Unit Plan Committees in providing prioritized recommendations for annual resource allocations to the College Administration and the Strategic Planning Council. The BPC is comprised of the Joint Chairs of the Unit Plan Review Committees and is co-chaired by the Vice President, Business Services, and a faculty member appointed by the Academic Senate.

**CCSEQ** – Community College Student Experience Questionnaire RCC administered this national survey in 2004 and 2006.

**CCSFE** – Community College Survey of Faculty Engagement. See CCSSE below.

**CCSSE** – Community College Survey of Student Engagement. RCC periodically administers this survey. It is combined with the Community College Survey of Faculty Engagement (CCSFE). The results of these two surveys are used to inform faculty, administrators, staff, and students about behaviors and preferences of our students and faculty. The survey is managed by the University of Texas, Austin.

## **Chancellor-Approved Certificate**

**Committee** – Groups whose charges tend to be primarily operational.

**Common Core Curriculum** – The district has committed to a common or single student contract across the district which enables our students to take classes at any of the three colleges in a seamless manner. This has also resulted in the sharing of curriculum and common course outlines of record for a substantial part of our curriculum; for example, English 1A, 1B, Math 35, 1A, 1B, His 7, Bus 10, Mus 19, etc. In other words, if more than one college “share” a course, they also share the same course outline of record ensuring that the course content and student learning outcomes for the course are the same at each college.

**Comprehensive Program Review** – Prior to 2015-2016, Comprehensive (Instructional) Program Review was part of RCCD’s overall planning and institutional effectiveness process. The CIPR was a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the district with improving and refining student learning. Disciplines across the three colleges, departments, and interdisciplinary programs underwent program review every four years as part of a process that results in a comprehensive assessment of the disciplines’ contributions to institutional effectiveness. Beginning in 2015-2016, RCC is implementing a revised program review process. This process includes disciplines, departments, and units for non-instructional as well as instructional organizations. The revised program review process is aligned with the College’s five-year strategic planning cycle. During the first year of the process, each discipline, department, and unit will set goals with specific targets, aligned with the College’s Strategic Planning goals. Each year the process will be assessed, evaluated, and revised as necessary as each discipline, department, and unit progresses through the five year strategic plan. Importantly, fiscal planning is being included as part of the revised process.

**Council** – Groups whose charges tend to be primarily strategic.

**CTE** – Career & Technical Education

**CurricuNet** – web-based software used to record curriculum information including course descriptions, Student Learning Outcomes, etc. In order to be considered an official course or SLO, the information must be current and approved as in CurricuNet.

**Direct Assessment** – This method of assessment uses evidence of student learning to facilitate conversations about student success.

**District Strategic Plan** – Provides long term direction for advancing the mission of the District. Can be found at <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/StrategicPlanning.aspx>

**District Strategic Themes** – RCCD’s strategic themes are Student Access, Student Success, Service to the Community, Organizational and Professional Development, Financial Resource Development, and System Effectiveness. The College goals are aligned to the District Themes.

**Educational & Facilities Master Plans** – Comprehensive plans for the College developed using broad-based input from all constituencies, including educational master planning, facilities planning, financial planning and projections. These plans have been developed to provide guidelines and parameters for the implementation of programs and activities relating to the future of the College. The goal of the Master Plans is to assist the College in projecting the educational programs, support services and facilities that will be needed through the year 2024. RCC’s Educational and Facilities Master Plans can be found at <http://www.rcc.edu/riverside/files/RiversideMP.pdf> (They are also on the Accreditation website.)

**ESL** – English as a Second Language

**FTEF** – Full-Time Equivalent Faculty

**FTES** - Full Time Equivalent Student; basis for state apportionment.

**General Education Learning Outcome (GESLO)** -- General Education assessment measures the skills and knowledge the College expects students to demonstrate upon completion of an A.A. or A.S. degree. The Academic Senate empowers the Riverside Assessment Committee to direct the assessment process of these GESLO’s. Recommendations are brought to the Academic Senate for approval. GESLO’s are set by each College.

**Goals** –The College has set Strategic Planning Goals promote student success and institutional effectiveness through the 2015-2020 Strategic Planning period. These goals are what the College needs to achieve to ensure its success and the success of its students.

RCC’s Strategic Planning Goals are:

Student Success

Student Access

Institutional Effectiveness

Resource and Learning Environment Development

Community Engagement

**Institutional Effectiveness Leadership Council (IE-LC)** - One of RCC’s four Leadership Councils: Institutional Effectiveness Leadership Councils.

**Institutional Effectiveness Partnership Initiative (IEPI)** - The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system’s ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls. This initiative began in summer, 2015. More information can be found at <http://www3.canyons.edu/Offices/IEPI/index.html>

**Institutional Learning Outcome (ILO)** - Institution-level assessment is assessment of Institution Learning Outcomes. These outcomes are set by each College. For RCC, the Strategic Planning Goals are also the College's ILO's.

**Key Performance Indicator (KPI)** – KPIs are used to measure different operational and strategic aspects of the College. KPI's include the Nine Metrics required by the State Community College Chancellor's Office as well as those required by the Institutional Effectiveness Partnership Initiative. While many KPI's are quantitative, qualitative metrics are also included as RCC's operational and strategic KPI's. Additionally, RCC is measuring Input and Environment metrics as well as Outcomes metrics following Alexander Astin's Theory of Involvement I-E-O Model. (Bresciani, 2009)

**Local Certificate -**

**Mission** – the fundamental purpose of an organization.

**Office of Institutional Effectiveness (OIE)** – An administrative unit at the College, headed by the Dean of Institutional Effectiveness. The OIE integrates program review, assessment, and research to enable the College to report on and analyze the effectiveness of its programs and services. While there is a close relationship between the OIE and the IE-LC, the two organization have different priorities and operational and strategic activities.

**Operational** – This is the actual demonstration of a process in operation or action. How the college will achieve its goals and strategies; the concrete actions or steps to implement a plan.

**Persistence** – academic measurement meaning a student is enrolled in a subsequent major term (Fall or Spring). It can be measured as 2 term persistence (enrolled in the immediate subsequent term), 3 term persistence (enrolled the term in the next calendar year e.g. fall to fall or spring to spring), 4 semester persistence etc. When measuring persistence for 3 or more terms, a student is counted as persisted if they are enrolled, regardless of whether or not they were enrolled in the immediate prior term (e.g. a student can be enrolled in fall, not enrolled in the subsequent spring term, and then re-enrolled in the next fall term and thus counted as persisting to the 3 term).

**Planned Activities** – The concrete steps/actions towards the implementation of a strategy.

**Program Learning Outcome (PLO)** – Program Learning Outcomes (PLOs) are defined by faculty and reflect the skills and knowledge a student will gain through the sequenced curriculum. Often, PLOs are informed by a licensure or certification exam. The program assessment process is designed to align course-level SLOs and curriculum requirements with PLOs. PLO assessment results inform conversations and decision at the discipline, department, and College levels. PLO's are the same throughout the District.

**Report Card** – An annual report on progress towards achievement of goals and strategies, including KPIs and other performance indicators.

**Resource Development & Administrative Services Leadership Council (RDAS)** – One of RCC’s four Leadership Councils.

**Retention** – academic measurement meaning a student has completed a course, regardless of whether or not the student has passed. This is often measured as a percentage of the total section who completed the course.

**Rubric** - A scoring tool that lists the criteria for a piece of work, or “what counts.” It also articulates gradations of quality for each criterion, from excellent to poor.  
(<http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm>)

**Student Access and Support Leadership Council (SAS)** – One of RCC’s four Leadership Councils.

**Service Area Outcome (SAO)** – These are outcomes for non-instructional units at RCC. NOTE: ACCJC is currently using the acronym SAO as Student Achievement Outcome **Student Educational Plan (SEP)** – All incoming students are required to complete an online SEP before enrolling in courses.

**Student Learning Outcome (SLO)** – Course-level assessment measures student learning for a particular course. Each SLO must be assessed at least once during each Program Review cycle. SLOs are approved by the College’s Curriculum Committee and appear on the Course Outline of Record (COR) within CurricUNET. It is important to emphasize that course-level assessment is a measure of what students have learned in the course regardless of who was teaching it. Assessment results are used by faculty in the discipline to inform activities, to review and improve CORs, and to implement changes to instruction to improve student learning. Course-level SLO’s are the same throughout the District. All academic courses and all Student Services Support Programs have student learning outcomes. Each course’s SLO must be assessed at least once during a program review cycle. The Academic Senate for California Community Colleges (ASCCC) defines student learning outcomes as:

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specific course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discrete skills using the higher level thinking skills and to produce something that asks them to apply what they’ve learned. (ASCCC SLO Terminology Glossary, 2010, pg 13).

**Strategic Planning Councils Constitution & Bylaws** – Provide direction and procedures related to how RCC conducts strategic planning. Can be found at  
<http://www.rcc.edu/riverside/riversidestp/files/ConstitutionBylawsfinal070810.pdf>

**Strategic Direction** – A further refinement of a strategy to assist in developing concrete actions or steps to implement the strategy.

**Strategic Planning Executive Council (SPEC)** – The SPEC consists of 2 Co-chairs (the College President or designee and the Academic Senate President or designee) and the Joint Chairs of the SPLCs, for a total of 18 members. The SPEC meets monthly.

**Strategic Planning Leadership Council (SPLC)** - RCC has four SPLCs. Each SPLC and examples from its charge are listed below. The complete charges can be found in the Strategic Planning Councils Constitution & Bylaws.

Student Access and Support Leadership Council (SAS)  
Academic & Career/Technical Programs & Instructional Support Leadership Council (ACTPIS)  
Resource Development and Administrative Services Leadership Council (RDAS)  
Institutional Effectiveness Leadership Council (IE-LC)

**Strategic Planning** - Strategic planning is an organization's process of defining its direction and making decisions on allocating its financial and human resources to pursue this direction.

**Strategic Planning Website** – RCC's strategic planning web site address is <http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx>

**Strategy** -A combination of the goals the college is aspiring to achieve and the policies, procedures, and actions it is taking to achieve them.

**Success** – academic measurement meaning a student has passed a course. This is often measures as a percentage of the total section who passed the course.

**Target** - The desired level of performance to be achieved.

**Technology Master Plan** –A document that establishes goals and objectives related to technology acquisitions and use and to support the realization of the college's vision and mission.

**TracDat** – web-based software used to record and track assessment and program review activities

**Unit Plan Review Committee (UPRC)** –The UPRCs review unit plans from their respective areas, develop rubrics to prioritize requests, and provide recommendations for annual resource allocations to the BPC. The 3 UPRCs are: Academic & Career / Technical Programs & Instructional Support, Student Services, and Administrative Support.

**Values** - Beliefs that are shared among the stakeholders of an organization.

**Vision** - Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction.

## References

Academic Senate for California Community Colleges [ASCCC] (2010). *SLO Terminology Glossary: A Resource for Local Senates*. Sacramento, CA. 2010.

Bresciani, M.; Moor Gardner, M.; and Hickmott, J. (2009). *Demonstrating Student Success*. Stylus.

Moore Gardner, M.; Kline, K.; and Bresciani, M. (Ed.). (2014). *Assessing Student Learning in the Community and Two-Year College*. Sterling, VA: Stylus Publishing, LLC.