Strategic Planning Report Card
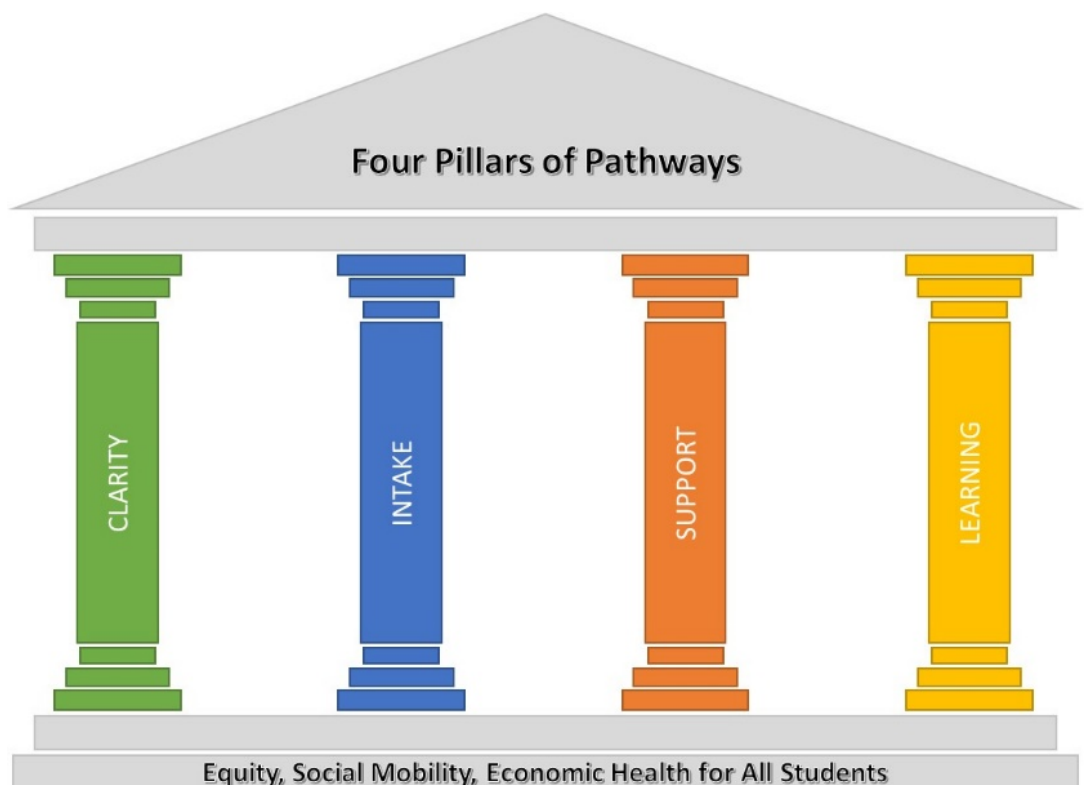# February 2018

Overview

Riverside City College continues its progress in implementing the 2015-2020 Strategic Plan. Guided Pathways is the framework the college is using to integrate the discipline and department level plans with the college's overall strategic goals. The Guided Pathways framework helps improve student success and completion, closing equity gaps and ultimately increasing students' economic mobility. RCC's model, which the college began working on as early as 2013, is consistent with models laid out by the American Association of Community Colleges and the California Community College Foundation Guided Pathways project. In summer 2017, the college was one of twenty California community colleges chosen to participate in the CA Guided Pathways project.
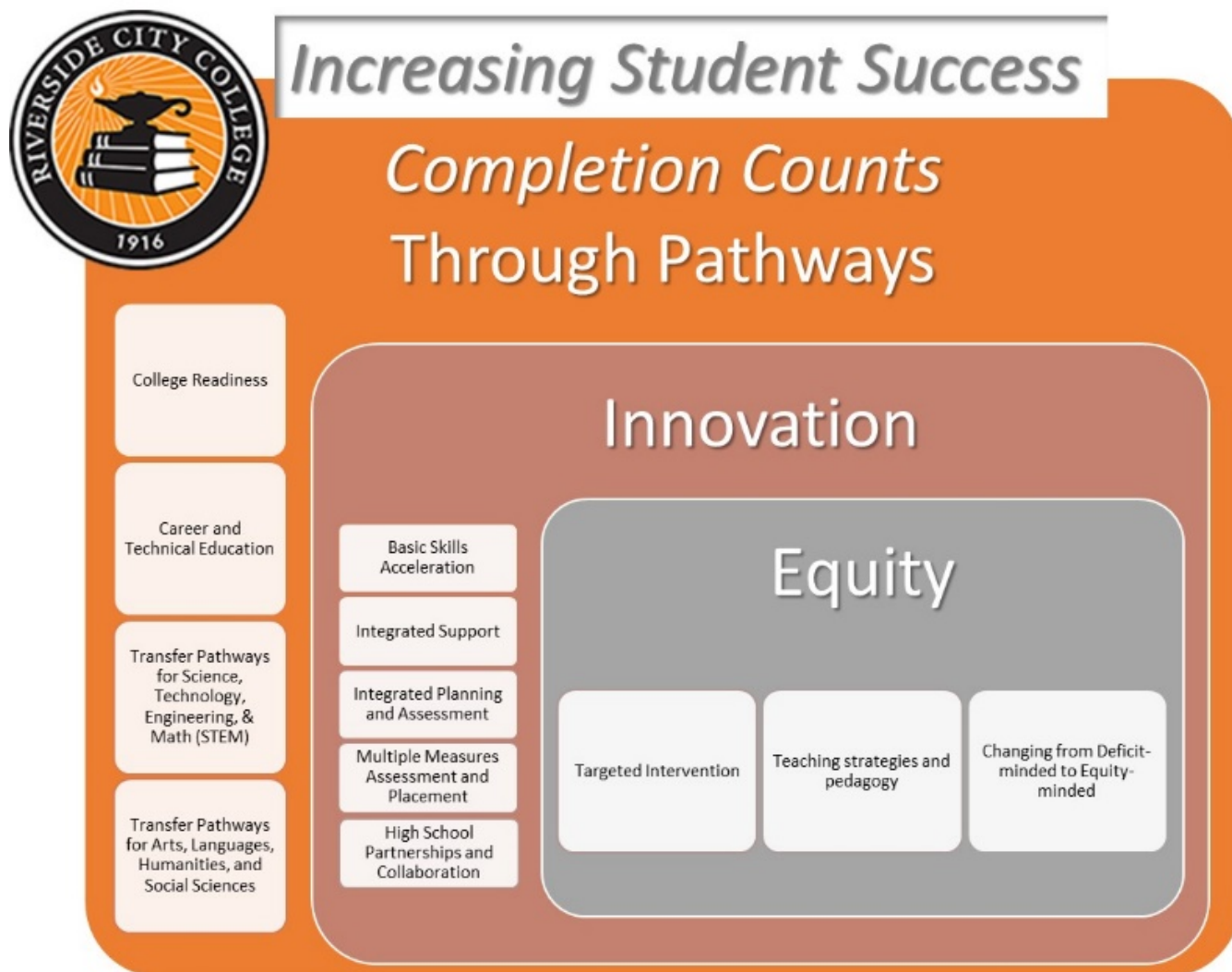
The college's processes, divisions, and organizational reporting structures are being integrated with the four pillars of Guided Pathways: Clarity, Intake, Support, and Learning. Designing "with the end in mind" is a key aspect of Guided Pathways. Beginning in fall 2017, the college began focusing on the first two pillars, assessing and evaluating the colleges' intake process and the way students' choose majors or areas of study. In late fall 2017, a team created clusters – structuring degrees and certificates into groupings aligned with students' career and academic goals. With feedback from students, clusters will be presented again at a program mapping retreat January 26, 2018. At that time, any

Four Pillars of Pathways

CLARITY INTAKE SUPPORT LEARNING

Equity, Social Mobility, Economic Health for All Students

further refinements to clusters will be discussed before presenting the clusters to the college at Spring Flex. The retreat will also work on developing / refining program maps for programs within each cluster. More information on the Guided Pathways can be found at: http://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx

Riverside City College's emphasis is on integrating numerous initiatives to support student success, embedding equity into all aspects of planning, program development, assessment, and evaluation. The graphic below shows how the college is integrating initiatives under the pathways framework.

Structurally organizing to support the college's goals, the college has integrated its committee structures (college and Academic Senate) so that all decision-making activities, especially those that involve planning and/or resource allocation requests, move through the strategic planning process and involve the appropriate Leadership Council(s). The aim is to have all forms of planning, regardless of their source, vetted by the appropriate council(s), to be linked to one or more of the strategic planning goals, and to be incorporated into the overall planning process.

This Strategic Planning Report Card includes the status of Riverside City College's planning efforts and progress through 2017. The Key Performance Indicators (KPI's) included provide a baseline to gauge the College's progress in its Strategic Plan, focusing on student success and completion. While this document contains select statistics, the Office of Institutional Effectiveness has produced a number of additional metrics which can be used at the department and discipline levels.

College Goal 1: Student Success

1. Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status.
2. Consistently use data to make decisions and to understand and support evolving student needs.

RCC's progress on Student Success is measured through a variety of KPI's. The metrics show progress on overall student success, student success at the course and discipline levels, and student success by each of the equity indicators (gender, race/ethnicity, military veterans, students with disabilities, low-income students, foster youth).

Successful Course Completion

RCC's institutional "Set Standard" for successful course completion (course success) is 66%. The college reports this set standard to both ACCJC and the State as part of the Institutional Effectiveness Partnership Initiative (IEPI).

The college has established institutional goals of improving course success at 1% per year. Each division and department has established reasonable targets for courses' success improvement. The improvements developed in each area's Program Review and Plan (PRaP) should help improve overall student progress and success rates for the college as a whole.

Additionally, each discipline and department can monitor, evaluate, and assess course success rates disaggregated by equity categories at the course level using reports through Nuventive Improve. This ability helps faculty focus on equity centered strategies for improving student success as well as strategies for improving student success overall. Figure 1 shows RCC's course success rate for the last five years disaggregated by course type. At the college-level, there has been little improvement over the last several years.

Figure 1: Average Course Retention and Success Rates by Course Type

Retention and Success by Course Type				
2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Basic Skills*				
Average Retention 76.5	77.2	77.2	76.8	74.5
Average Success 53.2	52.6	51.0	52.6	51.2
CTE				
Average Retention 90.2	89.1	89.0	89.0	88.2
Average Success 80.8	77.8	78.1	78.7	78.0
Transfer and CTE				
Average Retention 84.7	86.0	85.9	86.3	85.3
Average Success 69.5	69.4	70.4	71.4	70.1
Transfer				
Average Retention 82.7	83.3	82.5	83.9	83.6
Average Success 68.5	68.0	67.4	69.5	69.3

Source: RCCD Enrollment Management Dashboard

*Includes below transfer-level math and English (MAT-35, 37 and ENG-50)

Transfer-Level Completion Rate

Many RCC *or* many of RCC's student success KPI's align with the state's Institutional Effectiveness Partnership Initiative (IEPI) KPI's and the CA Guided Pathways KPI's. RCC tracks input metrics including student demographics and placement levels, environmental metrics including course success, Student Academic Plan (SEP) completion, and student pathway and completion metrics including degrees and certificates awarded and transfer information.

Beginning in Spring 2017, RCC included a new KPI designed to provide information about student progress – the Transfer-Level Completion Rate years 1 & 2. This KPI is also tracked and reported as part of the IEPI and the CA Guided Pathways.

Figure 2 at the right shows the percentage of first-time students who successfully complete a college-level math and a college-level English within one and two years of enrollment. Figure 2 at the right has the colleges' 1 year goal for these metrics as reported on the IEPI in Spring 2017. While the college's revised assessment and placement using high school course work (Multiple Measures MMAP) is discussed in the Access section, in 2016-2017 incoming students assessed and placed using this method enrolled in

Figure 2: College-Level Course Completion Rates

First-Time Freshmen Completing College-Level Course 1 Year Goal	
- Math year 1	7.0%
- Math year 2	14.0%
- English year 1	22.0%
- English year 2	32.0%

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course

higher level courses (and successfully passed these courses). In addition to continued focus on student success, the implementation of MMAP will work to increase the percentages of students who complete college-level math and English within 1 and 2 years of enrolling.

Degrees and Certificates Awarded

Figure 3 has the total number of degrees and certificates awarded over the last several years. Note that this is a total degree count – not a unique student count. It is common for students to receive multiple degrees and / or certificates. Thus, the unique count of student graduates will be less than the total degrees and certificates awarded. While the number of degrees and certificates awarded increased in 2016-2017, many students still transfer without completing a degree. As the CA Guided Pathways is implemented, the college anticipates the numbers will continue to increase.

Figure 3: Degrees and Certificates Awarded

Degree	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Assoc. of Arts	947	914	908	972	1144	1357
Assoc. of Science	733	622	650	675	712	757
Cert 30 to 60 units	386	334	299	327	251	261
Cert 19 to 30 units	163	143	136	149	125	168
Cert 6 - 18 units	657	466	426	330	358	348
Cert <6 units	7	1	0	1	0	0

Transfer Volume Cohort

Another Key Performance Indicator used to track student success is the number of students subsequently enrolling in a four-year college or university. Using data from the National Student Clearinghouse (NSC), the Office of Institutional Effectiveness tracks RCC students' subsequent enrollment. The Transfer Volume Cohort metric can be used to compare RCC rates to the rates of other community colleges. This metric most closely matches the metric used by the California Community College Chancellor's Office transfer rate reporting. The metric is narrowly defined as the number of RCC students who initially enrolled as first-time freshmen and transferred immediately to a four year college or university. To be included in this metric, an RCC student must have:

1. Enrolled at RCC as a first-time freshmen;
2. Completed at least 12 units within the District; and
3. Enrolled at a four year college or university within 6 months of leaving RCC.
4. Within the District, the "home" college is assigned based on where the majority of credits were earned (RCC, MVC, or NC) even if a student self-selected another of the District's colleges to be their "home" college.
5. Students are included in a specific cohort year for the first year a student is enrolled at a four-year college or university.

While most students transfer to the CSU system, RCC has seen an increasing number transfer out of state. Contributing to this trend, both the college's athletic program and its nursing program have high transfer rates

to out-of-state schools. RCC is also working closely with UC Riverside to increase the number of students transferring to the university.

Figure 4: Transfer Volume Cohorts by Transfer School Type

	CSU System	UC System	Private	Out of State Public	Total
2011-2012	551	197	438	97	1283
2012-2013	395	209	435	120	1159
2013-2014	558	238	501	122	1419
2014-2015	644	198	372	109	1323
2015-2016	584	155	391	249	1379
2016-2017	584	143	364	278	1369

College Scorecard Cohort

The state's Student Success Scorecard Cohort is a long-term KPI used to track student completion over a 6-year period. Student cohorts are defined by the California Community College Chancellor's Office:

1. Initially enrolled in a Fall term as first-time students;
2. Earned at least 6 units in the California Community College system; and
3. Attempted at least one math or English course in the first three years of their enrollment.

Using this cohort model, completion includes one of four outcomes:

1. Completion (including any of the outcomes below) is the broadest definition
    a. Earning an AA / AS
    b. Earning a Chancellor's Office approved Credit Certificate
    c. Transferring to a four-year institution
    d. Achieving "Transfer Prepared" status – successfully completing 60 UC/CSU transferrable units with a GPA >= 2.0

In the last several years, the Student Success Cohort 6-year completion rates have remained remarkably consistent at around 40%. This metric is in line with the state's completion rate, but RCC would like to see this rate increase. Students participating in the Completion Counts through Pathways initiative achieved slightly higher than the scorecard rates in three years, versus six. As the college continues implementing Guided Pathways, it anticipates that the completion rate will not only increase, but that the time to completion for students will decrease.

Figure 5: Student Success Scorecard Cohort Completion Rate (6 years) by the year the cohort first enrolled at RCC

Student Success Scorecard	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Completion Rate	40.5%	39.9%	40.3%	40.1%	42.8%

CTE Education Rate and Skills Builder

Our CTE programs continue to emphasize providing pathways to students in high demand, high skill, and high paying jobs. While internally the college is tracking many CTE-based metrics, the IEPI metrics include two additional CTE-based KPI's: The Career Technical Education Rate which is aligned with the Completion Scorecard metrics above, and the CTE Skills Builder metric, which tracks the median percentage change in wages for CTE students who didn't complete a certificate, but completed courses to improve their job skills.

Students included in the CTE Education Rate completed more than 8 units in courses classified as CTE in a single discipline and completed a degree, certificate, and / or transferred in a 6-year period. Figure 6 has RCC's CTE Education Rate over the last 5 years; the rate has increased 8% during this time period.

Figure 6: CTE Education Rate (6 years) by year the cohort first enrolled at RCC

CTE Education Rate	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Completion Rate	46.3%	49.9%	49.0%	50.5%	54.2%

The state implemented the Skills Builder in 2016-2017. Thus, RCC's first year for reviewing this metric was 2016-2017. During that year, the median percentage change in wages for students who completed CTE course work but did not receive a degree, certificate, or transfer was 40.7%, which is significant. This metric is important to continue tracking because it reflects the achievement of those students who attend RCC for short-term career gains.

College Goal 2: Student Access

1. Ensure that all students have equitable access to the college's programs, courses, and services.
2. Enhance integrated academic support.
3. Counsel and advise students to help them plan for and progress toward their individual educational objectives.

Intake / Onboarding

RCC's Assessment Center is working to increase the efficiency of assessing and placing incoming students. In preparation for Fall 2017, the College's Assessment Center staff offered assessment and placement testing at 12 high schools, serving a total of 538 students last spring. Providing this assessment and placement in the high schools encourages students to think of RCC as a higher education option and further enhances the relationships between RCC and high school counselors.

This year, the college is increasing our reach, offering to hold assessment and placement testing at each of our high schools in the 3 districts to increase the number of students assessed in their high school. In addition, the college is offering on-site orientation sessions (via the video presentation) and on-site educational planning via

WebAdvisor at our local high schools, along with "mobile welcome center" times where Outreach Specialists are on hand to make sure students have completed everything needed to start at RCC.

Working to increase the application window and in coordination with high school counselor requests, the college opened its Application on October 1, 2017 to allow students to apply earlier, allowing greater access to RCC. This is a significant change from our prior start date of January 1st.

On May 13th, 2017 RCC held its inaugural Summer Roar all-in-one orientation, assessment, counseling, and enrollment event. Over 200 students were served at this popular event. The assessment center remained open after the test and educational plans were complete to allow students to register for summer classes.

The college has 3 Tiger Roar sessions planned in January and February 2017 to increase student access for Spring 2018, and will offer several sessions to get students ready for Summer/Fall classes.

FTES

Student Access is defined in different ways at RCC. One KPI is the size of overall access the college is able to provide to students as measured by its total enrollment volume. RCC's enrollment continues to grow annually.

Figure 7: Total FTES (Final Total from EMD)

AY	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Credit FTES	13,739.46	14,761.62	15,202.56	15,617.58	16,426.35

Source: Enrollment Management Dashboard

Equity

A second Student Access KPI is defined using the definition provided by the state's Student Equity framework. For this framework, RCC measures the percentage of students enrolled by the equity indicators compared to that group's representation in the adult population within the community served. RCC's student body reflects the diversity of the demographics of our local community. Figure 8 shows a summary of RCC's Equity metrics for student Access for Fall 2015 and Fall 2016. Fall 2017 is not yet available.

Figure 8: Student Access Equity Metrics

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	2015			2016		
			# Enrolled Fall 2014	% of Total Fall 2014	Proport-ionality Index	# Enrolled Fall 2015	% of Total Fall 2015	Proportion-ality Index
Asian*	133,170	6.1%	1,180	6.3%	1.03	1,345	7.1%	1.16
African American	130,823	6.0%	1,590	8.5%	1.42	1,501	7.9%	1.32
Hispanic	995,257	45.5%	10,717	57.3%	1.26	11,243	59.3%	1.30
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	71	0.4%	0.75
Two or More[1]	48,110	2.2%	750	4.0%	1.82	550	2.9%	1.32
White	869,068	39.7%	3,974	21.3%	0.54	4,005	21.1%	0.53
Unknown	3,682	0.2%	150	0.8%	4.00	242	1.3%	6.38
Total	**2,189,641**	**100.0%**	**18,690**	**100.0%**		**18,957**	**100.0%**	**1.00**
Females	1,089,576	49.8%	10,407	55.7%	1.12	10,645	56.2%	1.13
Males	1,100,065	50.2%	8,192	43.8%	0.87	8,163	43.1%	0.86
Total	**2,189,641**	**100.0%**	**18,690**	**100.0%**	**1.00**	**18,957**	**100.0%**	**1.00**
Foster Youth			152	0.8%		181	1.0%	
Individuals with Disabilities	32,682	5.6%	1,357	7.3%	1.3	940	5.0%	0.89
Veterans	11,629	2.2%	262	1.4%	0.6	443	2.3%	1.06
Low-Income			6,266	33.5%		5,935	31.3%	
Total	**2,189,641**	**100.0%**	**18,690**	**100.0%**	**1.00**	**18,957**	**100.0%**	**1.00**

Note: *Census combines Native Hawaiian / Pacific Islander with Asian

Integrated Student Support

A third way Student Access is defined is as an internal metric to ensure existing RCC students have access to the college's programs, courses, and services. RCC is tracking course enrollment and success by each of the equity indicators and there are significant planned and on-going efforts to work with faculty at the discipline and course level, helping frame discussions about student access and success.

Riverside City College begins with a basic equity principle—*don't lose the student*. RCC is committed to establishing an effective, campus-wide culture of outreach to its students. The college will surround students in targeted equity groups with the academic, instructional, self-affirming direct support they may need in order to become engaged in campus life, maintain successful enrollments in courses and to ultimately receive degrees and certificates and transfer to colleges and universities in a timely manner. Counselors, educational advisors, faculty and peer mentors are being trained to work together as Integrated Support Teams for Student Equity using a caseload model that clusters students along discipline, departmental and/or program lines or according to a student's participation in a campus equity program. When the college makes this intentional outreach its mission, then all of the administrators, faculty, and staff become responsible for students' successful completion of their educational goals. Through intrusive and deliberate support services, students will be:

- Guided into RCC's "1+2+2" educational pathways;
- Engaged in academic and equity activities within a supportive campus community; and
- Provided many opportunities to explore their unique academic and professional interests in the best traditions of Riverside City College.

Student Services

Student Services offers several programs designed to assist RCC's students with their academic goals. Many of these programs work with historically underserved populations including EOPS, CARE, CalWORKS, TRIO Classic, TRIO for Veterans, TRIO for Disabled Students, the Disability Resource Center, Ujima, La Casa, Guardian Scholars, College Connection, Foster Kinship Care, Upward Bound for Jurupa HS, Upward Bound for Rubidoux HS, and RCC's Student Activities.

A specific focus of RCC's Fall 2015 Student Equity Plan was enhancing student engagement centers, partnering with instruction, counseling, and academic support to provide increased co-curricular services to students. These successful models are informing the Integrated Student Support framework in Completion Counts through Pathways. In Spring 2017, this integrated support framework was piloted with a program called, RISERS. This pilot, targeting equity students, provided the opportunity to test our ability to recruit and orient students into a large-scale integrated support program including: open information sessions, student success workshops, assignment of students to a dedicated educational advisor based on educational interests, and ongoing support for the attainment of the requirements of the contract to maintain full time status.

Students participating in student services programs have higher engagement, are more likely to persist to the next semester, and achieve their academic goals. Student Services is working with college engagement centers to provide integrated academic support.

College Promise

Launched in fall of 2017, the RCC College Promise is intended to make a college education accessible to more students by covering the cost of tuition, and assisting with books and fees. Students in the program have access to additional support services that includes counseling, peer mentors and academic support. In its inaugural year the program attracted 1038 applicant which converted to 998 Promise students at the start of fall.

IPEDS Race / Ethnicity by Pathway	College Promise - CTE	College Promise - F&PA	College Promise - LHSS	College Promise - STEM	Total
African American	9	3	16	23	51
Amer Indian / Alaskan Native	1	0	1	1	3
Asian	9	3	11	32	55
Hispanic	140	35	214	261	650
Pac Islander / Native Hawaiian	2	0	2	3	7
Two or More	0	0	5	4	9
Unknown	0	0	1	0	1
White	46	22	68	86	222
Total	**207**	**63**	**318**	**410**	**998**

Only students who enrolled for 12 or more units received book vouchers and tablet. By the end of fall, 114 Promise students were discontinued because they had completed less than 9 units. Students with 9+ units were encouraged to earn the difference during the winter term. They received priority registration but tuition was not covered.

To maintain eligibility, students had to complete a minimum of 12 units in the fall and an additional 3 units in the winter for 15 by the start of spring and maintain a 2.5 GPA. Students who attain 15 units* in time for spring received priority registration, and will receive waivers for tuition and fees and a $250 textbook voucher.

Students with GPA between 2.4 and 2.0 will continue in the program but must get to 2.5 with spring grades. Students with 12-13 units are suspended from the program, they can return if they earn 30 by fall 2018.

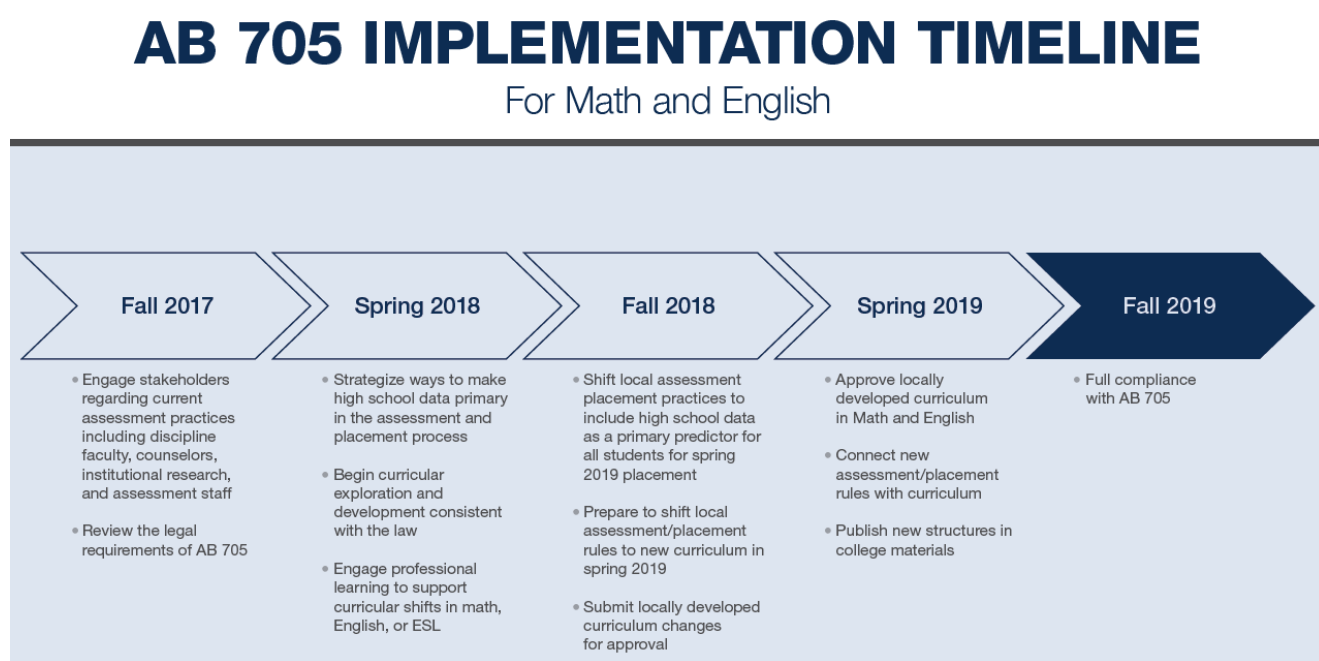| Current Student Status	Units	Comment
On Track		
completed 14+ units	204	priority registration, tuition, books and fees
will earn 14+ units end of winter	409	priority registration, tuition, books and fees
Expected to continue	**613**	
Suspended		
Will earn 12-13 units end of winter	**62**	suspended priority registration only
Dismissed		
Enrolled in less than 9 units in fall	114	
GPA below 2.0	74	
Completed less than 11 units between fall and winter	175	
Total dismissed	**363**	
Grand total	**1038**	

Multiple Measures and AB 705

The accuracy of high-stakes, standardized testing for assessment and placement has long been debated. Working to identify a better system, several California community colleges began piloting alternative placement methods using high school transcripts in 2012-2013. The results from this pilot showed that students assessed and placed based on their high school successes were much more likely to place into higher level courses and that these students were also successfully passing college courses at the same rate as students who were assessed and placed using the high-stakes, standardized tests.

RCC conducted an MMAP pilot in Fall 2016 and in Spring 2017, began assessing and placing all first-time students using this high school coursework. The college also continues to assess students using Accuplacer, and the Office of Institutional Effectiveness is monitoring, evaluating, and assessing student placement and success for both methods. Based on course success in 2016-2017, students placed via the high school coursework are placing into higher level courses and passing these courses at the same rates as their peers who enrolled via the completion of pre-requisites or Accuplacer scores. Please see the Office of Institutional Effectiveness' MMAP Fall 2017 report for additional information.

Additional significant changes to remedial placement are currently being implemented at the state level as part of the California State Assembly Bill 705. It is probable that additional changes to the college's remedial education courses will be necessary to meet this law. While details remain to be worked out, Figure 9 shows the timeline for AB 705's implementation. The College Readiness Committee, a committee reporting to ACTPIS, is taking the lead for communication and monitoring of the impact of this AB 705 legislation.

Figure 9: California Community Colleges Chancellor's Office Implementation Timeline

College Goal 3: Institutional Effectiveness

1. Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
2. Integrate research, assessment, and program review to enhance understanding of student learning.
3. Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

RCC's Institutional Effectiveness Leadership Council (IE-LC) has been renamed to the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ-LC) in alignment with ACCJC standards. This Council provides leadership and coordination for Program Review and Planning, Assessment, and Governance, and works with the Office of Institutional Effectiveness to inform the organization about how well students are learning and how well the college's services are functioning. The Council also monitors, evaluates, and assesses processes including the college's Strategic Planning process. Key to strategic planning, the college's Program Review and

Plan (PRaP) cycle is in its third year. All college units complete a yearly update and coordinate their planning with the college's Strategic Goals.

PRaP

In Spring 2018, the Program Review Committee is introducing a new faculty prioritization process. The Committee is also continuing to assess and revise the PRaP process to promote communication and coordination. The need for improved communication and increased college community participation in the Strategic Planning process was the primary theme of feedback received during the Spring 2017 Strategic Planning evaluation survey. More information can be found at: http://www.rcc.edu/about/president/strategic-planning/Pages/ProgramReview.aspx .

Assessment

The college continues to make significant progress in assessment. In 2016-2017, the Program Assessment Workgroup (PAW) completed several PLO assessments and in spring 2018, the college will continue assessing PLO's. The Riverside Assessment Committee is also working to increase the assessment and participation for student services and business services units.

Accreditation

In Fall 2017, RCC began preparations for the Accrediting Commission for Community and Junior Colleges' (ACCJC) comprehensive external evaluation visit in March 2020. The college developed an accreditation timeline detailing major activities and deadlines.

ACCREDITATION 2020 TIMELINE

FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018	FALL 2018	WINTER 2019
OCT Establish timeline	JAN Prepare accreditation presentations	MAR Meet with Standards Leads and ASC	JUL Editors edit drafts	SEP Post draft to web	JAN Final ISER and QFE edits by Editors
NOV Align standards with councils/committees	JAN Plan and outline ISER	APR Progress from councils/committees	Editors draft	SEP Prepare copies for Fall Retreat	
NOV Identify roles and responsibilities	FEB Finalize accreditation notebooks/materials	MAY Council/committee drafts due to ASC	AUG Quality Focus Essay	OCT Present at Fall Retreat	
NOV Kickoff presentations	FEB Start front matter	MAY Comments on drafts from ASC to Editors		NOV Revised draft from councils/committees	
		MAY Drafts from Editors to councils/committees		DEC Edited draft from Editors	
		MAY Council/committee drafts to ASC			
		JUN ASC comments on drafts due to Editors; Lock draft			

SPRING 2019	SUMMER 2019	FALL 2019	WINTER 2020	SPRING 2020	SUMMER 2020
FEB FLEX presentation	JUL Editors prepare final draft	SEP Mock visit at Fall Retreat	JAN Prepare FLEX accreditation presentation	FEB Accreditation presentation at FLEX	JUL Action letter from ACCJC
MAR Discuss draft with ASC, AS, Deans	AUG Arrange mock visit	SEP Complete revisions and add photos		MAR ACCJC Team Visits	
APR Discuss draft with DLC, CSEA, ASRCC		OCT Final draft to committees		JUN ACCJC Decision	
MAY Discuss draft with PLT		NOV Board of Trustees approval			
JUN Editors prepare final draft		NOV Final edits and copies made			
		DEC Submit final copy to ACCJC			

The college also reviewed changes to the accreditation standards and evaluated the alignment of the standards and sub-standards with existing strategic planning councils and committees. Specific roles were designated for a standard chair, a lead writer, administrative support, and area experts.

The Fall Strategic Planning Retreat provided an opportunity for the college to start building awareness of accreditation and engage institutional stakeholders in accreditation processes. Following the retreat, specific standard presentations were provided to councils and committee members during regular meetings. Responsible councils and committees were asked to review the timeline, identify individuals to fill roles, review the standards, and identify gaps in expertise or resources. In addition, councils and committees were asked to add a standing item for accreditation on meeting agendas beginning January 1, 2018.

3 Allocations

As part of the State's initiative to integrate financial allocations, RCC completed its first 3 Allocations Report in December 2017. This report, combining Basic Skills, SSSP, and Equity allocation reporting, shows the work that has been done in the past year to integrate initiatives funded by SSSP, BSI, and Equity. As with other initiatives, the report shows how the college is using the Guided Pathways as a framework for integrated student support to increase student success.

College Goal 4: Resource and Learning Environment Development

1. Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
2. Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
3. Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.
4. Invest in the College's human resources to support faculty, staff, and students.

As a result of Program Review and Planning approvals, the college recruited and successfully hired its inaugural dean of grants and academic resource development in Fall 2017 to establish RCC's Office of Grants and Academic Resource Development (ARD). The dean is responsible for overseeing all campus grant activities including proposal concept development, establishing and implementing protocol for grant submissions and monitoring of grant awards inclusive of budgets and grant outcomes. The Office of Grants and Academic Resource Development is in process of developing its work plan for Spring 2018 and will develop its long-range strategic plan in consultation with College Councils, Academic Senate and the President's Leadership Team by May 2018. The dean is also responsible for interfacing with the district grants office staff and other deans of grants at Norco College and Moreno Valley College.

Two five-year implementation plans--the Human Resources Staffing Plan and the Technology Plan—have been completed, approved, and implemented. Thorough assessment of these plans occurred in Spring 2016. The Total Cost of Ownership (TCO) template and plan has also been completed and was implemented as the new buildings came on line in Spring 2016 and Fall 2016. This TCO will also be an important component of the

Riverside City College Facilities Master Plan which is in process. RCC's VP, Business Services, is working with the District to develop a Budget Allocation Model (BAM) using a variety of metrics in addition to the FTES model currently in place. Other efforts are being made to increase alternative resources, including rental of college facilities to outside agencies and savings from stricter control of utility and energy costs. The college's Five-Year Financial Plan will identify the specific resource development activities to augment the strategic planning initiatives as well as develop measurable targets and goals. The aim is to leverage all sources of funding to implement and to achieve the strategic planning goals and five-year implementation plans.

College Goal 5: Community Engagement

1. Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.
2. Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.
3. Offer programs and services that enrich the community.

Although the college has actively pursued and developed partnerships with the academic institutions in the community, both at the K-12 and four-year college level, it has not yet developed a comprehensive five-year plan to integrate the joint efforts of these academic institutions to support the college's strategic plan and to improve student success and completion. However, a number of initiatives exist in the Student Success Plan and in the Student Equity Plan that require a joint effort with academic institutions in the community. The Five-Year Community Engagement Plan to support the strategic plan will have three major objectives: (1) To support student success through reduction of remediation and shortening time to graduation by building strong and durable partnerships between the feeder school districts and the recipient universities in the region, particularly the University of California at Riverside, California State University San Bernardino, Cal Poly Pomona, La Sierra University, California Baptist University, Loma Linda University, and the University of Redlands.

Unified school district partnerships

The college administration and key faculty have established working relationships with local unified school district leadership and high school leaders. The Early College model has been robust with some high school partners (Rubidoux HS in Jurupa Unified School District and J.W. North H.S. in RUSD). These arrangements have been in place for some time, and continue to serve some of our existing partners, well. Relatively recent legislation (AB 288) allows for an expanded model of engagement with local high schools and the college and regional unified school district partners are finalizing three AB 288 *College and Career Access Pathway* (CCAP) Agreements with Riverside, Jurupa, and Alvord. On track to begin in Fall 2018, these uniquely pathway-focused programs will allow RCC to offer college and pre-college courses at the high school sites to prepare high schoolers for seamless transition to RCC. CCAP coursework and integrated support at the high schools directly link to the Guided Pathways work in which the college is currently engaged.

Partnerships with local universities

A number of discussions have occurred to streamline and strengthen the Pathways to the four-year universities. The next phase involves meetings with selected RCC faculty and administration from the universities to determine how best to proceed with the partnerships. The first of these meetings took place in Fall 2017 with UCR and the second is planned for February with CSU San Bernardino.

Partnerships with local businesses

RCC continues to strive toward developing relevant and high-quality programs that respond to the economic and workforce needs of our community. Each of the CTE programs have advisory groups that represent an industry sector, and each program has developed a calendar for the CTE advisory groups to meet and to ensure that the college's CTE programs lead to employment that provides a living wage. In addition, at the college level, the administration has regular meetings with the Chamber of Commerce, the Inland Empire Economic Partnership, the Inland Empire Health Initiative, the City of Riverside, the County Economic Development Department, the Workforce Investment Board, and the Riverside Downtown Business Partnership.

These meetings may enable the college to secure apprenticeship and internship opportunities for RCC students, access to industry experts to assist in curricular review and to participate in part-time teaching, and to enhance job placement opportunities with local businesses. To meet this goal, the CTE Workgroup of ACTPIS is developing a Five-Year CTE Pathways implementation plan.

Other community partnerships

The college continues to secure community support by providing regular updates on the development and progress of the college plans and activities at: Greater Riverside Chamber of Commerce, Hispanic Chamber, African American Chamber, Rotary Club, NAACP, Latino Network, and other key community organizations. RCC attendance and representation at these meetings help to keep the community informed and enhance support of the current and future college initiatives. A draft of the Five-year Community Engagement Plan is under development, supporting the strategic plan.

Moving Forward

Under the Guided Pathways framework, the Leadership Councils are working to improve the integration of planning activities, both vertically and horizontally, to achieve strategic planning goals and expend fiscal resources with intention and intelligence.   The aim of vertical integration and horizontal alignment is to direct appropriate and adequate resources to those activities the college has determined to be priorities that facilitate student success, without duplication of effort – both human and financial.

Leadership Councils (each aligned with an accreditation standard) work with divisions, departments, and disciplines, to integrate across divisional lines and to prioritize and then make a recommendation to the Educational Oversight Committee and the President on the basis of alignment with our college goals.

The college's student-centered planning includes specific focus on integrated support, emphasizing a team approach. Reorganizing the way counseling and advising is delivered to students is part of this initiative. RCC's Engagement Centers are in the process of being formalized and will create a "hub" where students, academic faculty, librarians, and advisors can work together to better integrate curricular and co-curricular support,

specific to a students' needs. Many faculty are also hosting office hours in the centers – bringing opportunities for student-faculty engagement, a critical component of students' academic success.

Continued integration of caseload-based counseling and advising via academic clusters and pathways will further increase students' abilities to successfully navigate to their educational goals, whether it is to transfer and/or complete an associate's degree or program certificate.