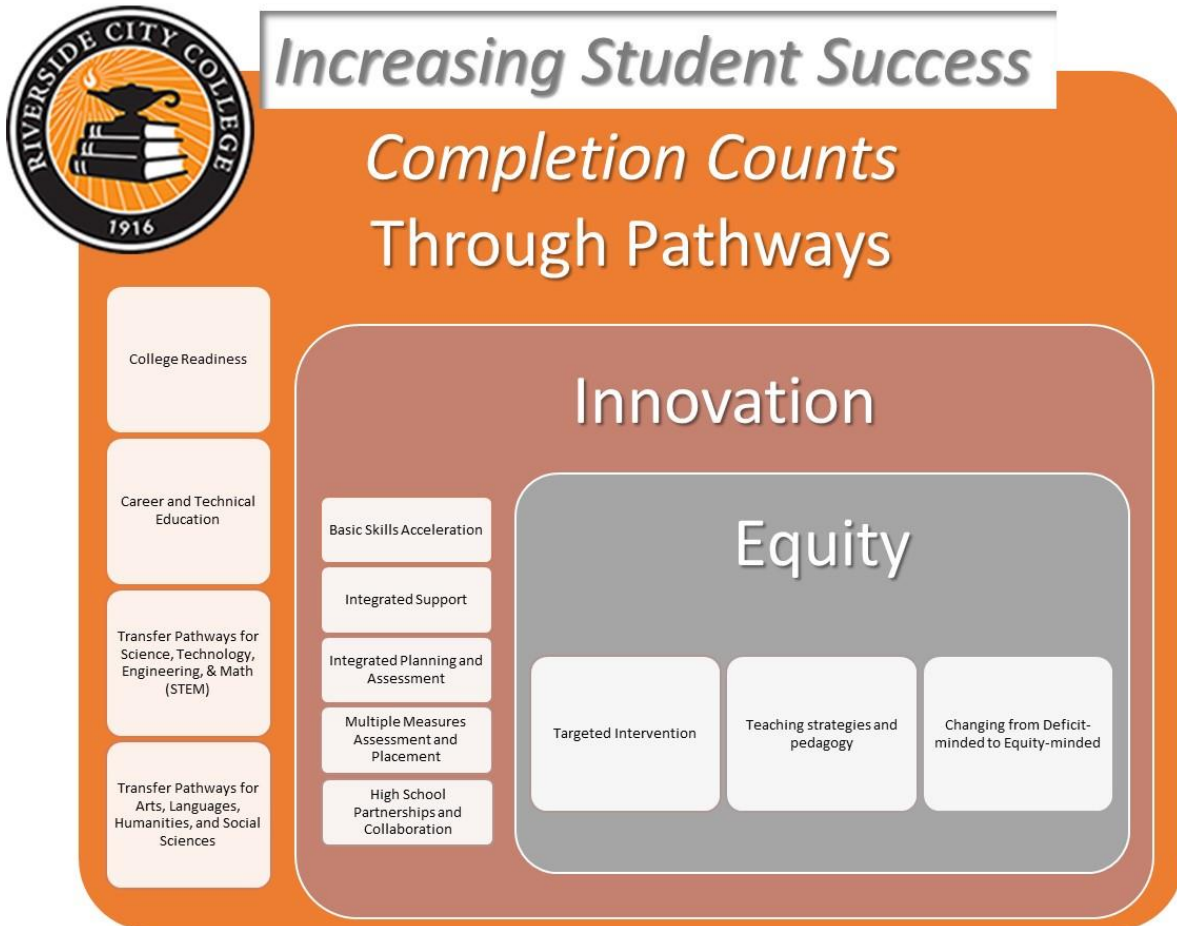


**Riverside City College**  
**Strategic Planning Report Card**  
**February 2017**

**Overview**

During 2015-2016, Riverside City College reorganized its institutional structure to put student success, equity, and completion at the forefront, encouraging the college community to collaborate and integrate efforts across traditional divisions in order to improve student success and completion. To facilitate this integration, the college created a VP of Planning and Development and consolidated academic student support under a Dean of Student Success and Support. With the opening of the new Student Services building, the college now has a one-stop student services center facilitating students' ability to connect to the services they need. Moreover, using an Integrated Planning and Assessment structure, Riverside City College is intentionally implementing numerous initiatives targeted to increase student success and is supporting these initiatives through the college's strategic planning process. RCC's Completion Counts through Pathways is the centerpiece to the college's strategic planning activities. Figure 1 visually combines these different efforts.

*Figure 1: Pathways, Innovation, and Equity*



This Report Card includes the status of Riverside City College's planning efforts and progress through 2016. The Completion Counts through Pathways initiative includes moving 1000 students per year into clearly defined pathways: College Readiness (Basic Skills); Career and Technical Education; Transfer Pathways for STEM; and Transfer Pathways for Arts, Languages, Humanities, and Social Sciences. The college's strategic planning process targets the allocation of resources to achieve this aim gradually over the course of the plan.

Riverside City College's emphasis is on integrating numerous initiatives to support student success. 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. The aim is to have all forms of planning, regardless of their source, vetted by the appropriate council, to be linked to one of the strategic planning goals, and to be incorporated into the overall planning process. Planning then drives resource allocation so that the college leverages multiple sources of funding to accomplish well-defined goals centered around student success. The general college strategies to meet the strategic planning goals, the relationship of the college goals to the District Strategic Plan, and the new key performance metrics and targets follow.

Creating a college-wide discipline-level baseline for assessment and planning was an important first step in improving integrated planning conversations. Riverside City College created a new Program Review and Plan structure as well as process implemented in 2015-2016. Discipline, department, and non-academic units completed a Program Review and Plan. This has allowed disciplines to assess their current alignment with RCC's Strategic Planning Goals and set new goals and plan initiatives within the five-year strategic planning cycle. While this "all at once" process was challenging to manage, the result is that faculty, administrators, and staff have had robust, data-informed conversations about what is needed to increase student success.

Key Performance Indicators (KPI's) 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**

RCC's progress on Student Success is measured through a variety of KPI's. The metrics show progress on student success overall, 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).

RCC's institutional "Set Standard" for student success at the course level is 66%. This KPI standard, calculated as the course success average for the years 2010-2011 through 2014-2015, is the baseline level below which the college does not want to fall. The College has been required to report this set standard to both ACCJC and the State as part of the Institutional Effectiveness Partnership Initiative (IEPI). While this is the set standard, course success varies widely by course and discipline. Because of this, RCC does not expect each course to reach the 66% success rate, but the college has established the goal that course success increases by 1% each year over

the course of the current Strategic Plan. Figure 2 shows RCC's course success rate for the last five years disaggregated by course type.

Figure 2: Average Course Retention and Success Rates by Course Type

Retention & Success by Course Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Basic Skills</b>						
Average Retention	71.1	71.7	76.1	76.8	76.8	76.6
Average Success	49.1	49.4	52.4	51.7	50.2	52.2
<b>CTE</b>						
Average Retention	58.2	66.7	87.9	87.5	87.8	87.9
Average Success	48.3	56.9	74.7	73.3	74.9	75.1
<b>Transfer and CTE</b>						
Average Retention	83.6	82.7	84.8	86.3	86.0	86.2
Average Success	66.7	68.2	70.1	69.8	70.5	71.6
<b>Transfer</b>						
Average Retention	81.0	81.1	82.8	83.5	82.6	84.0
Average Success	66.4	67.5	68.7	68.3	67.6	69.6

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 24th, 2016

Course success varies by delivery method as well as by course type. Figure 3 shows the average retention and success rates by course delivery method. Overall, online courses have a lower success rate than face-to-face courses. The average success rates include all the courses in the college for each delivery method.

Figure 3: Average Course Retention and Success Rates by Delivery Method

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 Year Average
<b>Face-to-Face</b>							
Average Retention	75.0	76.7	82.0	82.2	81.6	82.0	79.0
Average Success	61.4	64.0	68.5	67.5	67.0	67.8	66.0
<b>Hybrid</b>							
Average Retention	78.4	78.0	79.2	82.9	80.9	83.2	80.7
Average Success	55.2	58.6	58.1	60.0	59.7	63.4	59.5
<b>Online</b>							
Average Retention	75.1	75.7	79.4	79.7	79.4	79.5	78.0
Average Success	54.5	55.0	58.4	57.7	57.2	59.5	56.9

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 24th, 2016

The college has established institutional goals of improving course success at 1% per year. However, each division and department has established reasonable targets at the course and discipline levels, especially if these areas have received augmented funding for new initiatives designed to increase course success by more than 1% per year. The improvements developed in each area's Program Review and Five-Year Plan should help improve overall student progress and success rates at the college level.

Transitioning from course-level data to student-level data, the college also tracks student persistence as a KPI metric for student success. Persistence – students enrolling in subsequent terms – is a way to measure student

progress. (In four-year schools, this metric is referred to as retention.) California Community Colleges measure persistence for first-time freshmen over a period of three major terms. First-time freshmen initially enrolling in fall must be enrolled in the subsequent spring and fall terms to persist. First-time freshmen initially enrolling in spring must subsequently enroll in fall and then spring to be counted in the persistence rates. Figure 5 includes the 1st to 2nd semester as well as 1<sup>st</sup> to 2<sup>nd</sup> to 3<sup>rd</sup> semester persistence rates for RCC students. As with course success, persistence has been consistent over the last several terms.

Figure 5: Riverside City College Persistence for First-Time Freshmen by starting term

<b>First Term</b>	<b>1st to 2nd semester persistence</b>	<b>1st to 3rd semester persistence</b>
<b>Fall 2010</b>	59.7%	47.7%
<b>Spring 2011</b>	50.7%	37.3%
<b>Fall 2011</b>	67.6%	52.9%
<b>Spring 2012</b>	53.3%	42.0%
<b>Fall 2012</b>	70.0%	56.4%
<b>Spring 2013</b>	59.6%	45.2%
<b>Fall 2013</b>	71.2%	65.4%
<b>Spring 2014</b>	53.7%	41.6%
<b>Fall 2014</b>	69.5%	66.4%
<b>Spring 2015</b>	56.4%	66.3%
<b>Fall 2015</b>	66.7%	*
<b>Overall</b>	<b>63.8%</b>	<b>50.5%</b>

\*Not Yet Available

The number of degrees and certificates awarded by RCC has been consistent over the past several years. Figure 6 has the total awarded. Associate of Arts and Associate of Science degrees are disaggregated by CSUGE versus non CSUGE degrees. 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.

Figure 6: Degrees and Certificates Awarded

<b>Degree / Certificate Type</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Associate of Arts for Transfer (CSUGE)</b>	<b>2</b>	<b>20</b>	<b>41</b>	<b>65</b>	<b>89</b>
Communication Studies for Transfer CSUGE	2	6	19	18	24
English for Transfer CSUGE	0	2	3	10	13
Journalism for Transfer CSUGE	0	0	1	1	4
Psychology for Transfer CSUGE	0	0	0	8	23
Sociology for Transfer CSUGE	0	11	15	24	18
Spanish for Transfer CSUGE	0	0	1	3	2
Theatre Arts for Transfer CSUGE	0	1	2	1	5
<b>Other Assoc. of Arts Degrees (Non ADT)</b>	<b>945</b>	<b>894</b>	<b>867</b>	<b>907</b>	<b>1055</b>
<b>Associate of Science for Transfer (CSUGE)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>8</b>
Mathematics for Transfer CSUGE	0	0	0	9	8
<b>Other Assoc. of Science Degrees (Non ADT)</b>	<b>733</b>	<b>622</b>	<b>650</b>	<b>666</b>	<b>704</b>
<b>Total Degrees</b>	<b>1680</b>	<b>1536</b>	<b>1558</b>	<b>1647</b>	<b>1856</b>
<b>Certificate</b>					
Certificate requiring 30 to <60 units	386	334	299	327	251
Certificate requiring 18 to <30 units	163	143	136	149	125
Certificate requiring 6 to <18 units	657	466	426	330	358
Other Credit Award, <6 units	7	1	0	1	0
<b>Total Certificates</b>	<b>1213</b>	<b>944</b>	<b>861</b>	<b>807</b>	<b>734</b>
<b>Total Degrees and Certificates</b>	<b>2893</b>	<b>2480</b>	<b>2419</b>	<b>2454</b>	<b>2590</b>

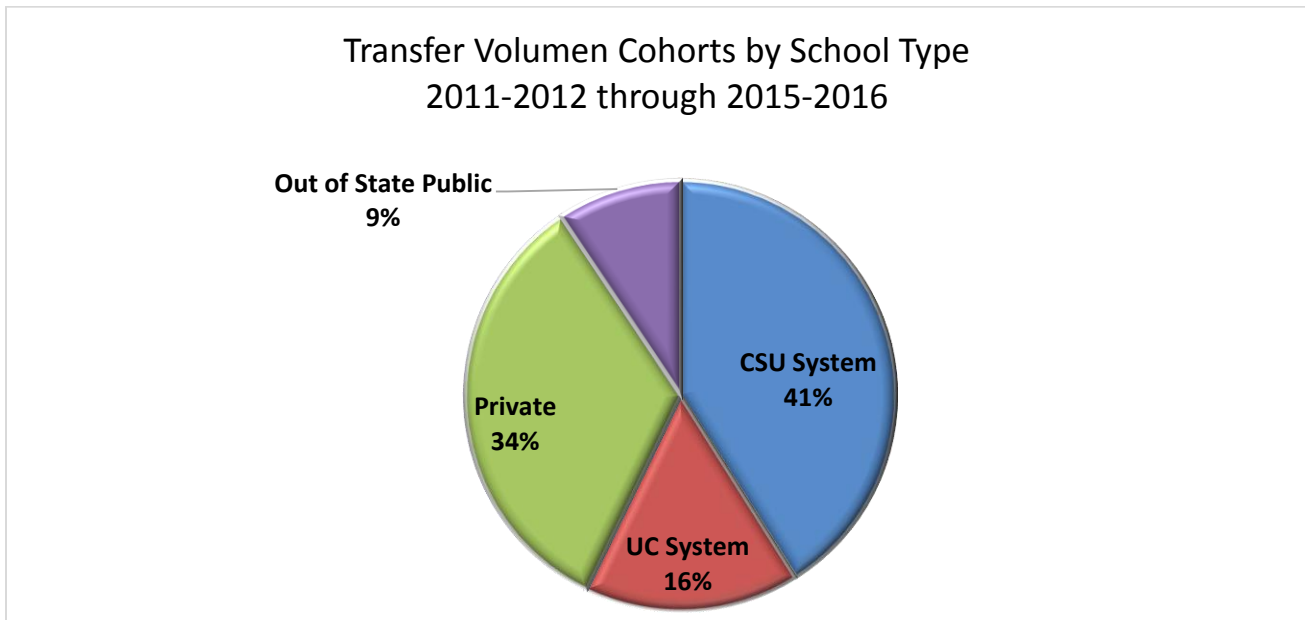
Another Key Performance Indicator used to track student success is by the number of students subsequently enrolling in a four year college or university. Using data from the National Student Clearinghouse (NSC), the Office of Institutional Effectiveness tracks RCC students’ subsequent enrollment. The 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
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.

Figure 7: Transfer Cohort

Cohort Year	CSU System	UC System	Private	Out of State Public	Total
2011-2012	551	197	438	97	1,283
2012-2013	433	209	435	120	1,197
2013-2014	567	238	501	122	1,428
2014-2015	745	258	556	152	1,711
2015-2016	644	258	470	179	1,551

Figure 8: Transfer Cohort by School Type



The final KPI included in this report card is that of the Student Success Cohort. This KPI tracks student success over a 6 year period. Student cohorts are defined by the California Community College Chancellor’s Office:

- Initially enrolled in a Fall term as first-time students
- Earned at least 6 units in the California Community College system
- 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  $\geq 2.0$

In the last several years, the Student Success Cohort 6 year completion rates have remained remarkably consistent around 40%. The Completion Counts through Pathways initiative has a goal of having students meet these same completion rates in three years, versus six.

Figure 9: Student Success Cohort Completion Rate (6 years) by Starting Cohort

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Completion Rate</b>	<b>40.9%</b>	<b>40.5%</b>	<b>39.9%</b>	<b>40.3%</b>	<b>40.1%</b>

## College Goal 2: Student Access

Student Access is defined three different ways at RCC. One KPI is the size of overall access that the college is able to provide to students as measured by its total enrollment volume. Riverside City College’s enrollment continues recovering from the impact of the recent financial recession. Figure 10 shows the fall headcount and fall First-Time Freshmen enrollment over the last five years along with the annual unduplicated headcount and FTES.

Figure 10: Annual and Fall Headcount Enrollment

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Fall Only</b>	<b>First-Time Freshmen</b>	2,987	2,948	3,280	3,758	3,688
	<b>Freshmen as % of Fall Headcount</b>	16.5%	17.6%	18.4%	20.6%	19.5%
	<b># Students Total</b>	18,080	16,740	17,798	18,259	18,957
<b>Annual</b>	<b># Students Total</b>	26,959	25,268	26,281	26,612	27,389
	<b>Full-Time Equivalent Student (FTES)</b>	14,890.80	14,195.60	14,929.20	15,267.90	15,732.66

Source: California Community Colleges Chancellor's Office Data Mart

The 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. These metrics, show that the college’s student population is widely distributed among several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. The student body reflects the diversity of the demographics of our local community. Figure 11 shows a summary of RCC’s Equity metrics for student Access as of Fall 2015. The Fall 2016 enrollment data is not yet available.

Figure 11: Student Access Equity Metrics

Target Populations	Service Area Population Cencus 2010	% of Population 2010 Census	# Enrolled Fall 2015	% of Total Fall 2015	Proportionality Index	Gain / Loss
Asian*	133,170	6.1%	1345	7.1%	1.16	-1.0%
African American	130,823	6.0%	1501	7.9%	1.32	-1.9%
Hispanic	995,257	45.5%	11243	59.3%	1.30	-13.8%
American Indian / Native Alaskan	10,931	0.5%	71	0.4%	0.75	0.1%
Two or More <sup>1</sup>	48,110	2.2%	550	2.9%	1.32	-0.7%
White	869,068	39.7%	4005	21.1%	0.53	18.6%
Unknown	3,682	0.2%	242	1.3%	6.38	-1.1%
<b>Total</b>	<b>2,189,641</b>	<b>100.0%</b>	<b>18,957</b>	<b>100.0%</b>	<b>1.00</b>	
Females	1,089,576	49.8%	10645	56.2%	1.13	-6.4%
Males	1,100,065	50.2%	8163	43.1%	0.86	7.1%
<b>Total</b>	<b>2,189,641</b>	<b>100.0%</b>	<b>18,957</b>	<b>100.0%</b>	<b>1.00</b>	
Foster Youth			181	1.0%		
Individuals with Disabilities	32,682	5.6%	940	5.0%	0.89	0.6%
Low-Income (Pell)			5935	31.3%		
Veterans	11,629	2.2%	443	2.3%	1.06	-0.1%
<b>Total</b>	<b>2,189,641</b>	<b>100.0%</b>	<b>18,957</b>	<b>100.0%</b>	<b>1.00</b>	

\*Census combines Native Hawaiian / Pacific Islander with Asian

1 2010 Census category is Multi-Ethnic

2 International Students are enrolled with F-1 or J-1 Visas

3 According to the United States 2006-7 American Community Survey, 5.6% of Riverside County’s population ages 16-34 is disabled.

4 County-wide, Riverside county’s 18 to 34 year-old population is 2.2% veterans.

The third way Student Access is defined is as an internal metric to ensure that 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.

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 Veteran’s Services, Foster Youth, low income students (EOPS and CalWorks), TRIO, and Students with Disabilities. A specific focus of RCC’s Fall 2015 Student Equity Plan is 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 system is being piloted, targeting equity students.

To improve Student Access, each discipline, department, and division needs to develop specific initiatives and measurable targets as part of their Program Review and Five-Year Plan. These initiatives at the discipline, department, and division level must also be integrated with and support the Student Equity Plan.



### College Goal 3: Institutional Effectiveness

Institutional Effectiveness is a broad term at RCC. The Institutional Effectiveness Leadership Council (IE-LC) provides leadership and coordination for Program Review and Planning, Assessment, 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. As shown in Figure 12 adapted from Nichols and Nichols (2005), Institutional Effectiveness has a strong relationship with strategic planning. Under the leadership of the VP of Planning and Grants, the IE-LC will work to better institutionalize data-informed decisions at all levels.

Figure 11: Student Access Equity Metrics



### College Goal 4: Resource and Learning Environment Development

Two five-year implementation plans--the Human Resources Staffing Plan, 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, a draft of which will be completed by **May 2016**. The Riverside City

College Financial Plan, a draft of which was completed in Fall 2015, is currently being revised by the Finance Advisory Group and will be approved by the **Resource Development and Administrative Services Leadership Council (RDAS)** in Spring 2016. RDAS has developed a Grants Approval Form to ensure that all grant proposals support the Strategic Plan and that sufficient funding exists to cover any initial matching or to sustain the activities at the end-of-grant. All the major state and federal funding agencies have been identified and, on the basis of their interests and mandates, each division has been assigned the appropriate agency with which to work in order to attract grants to the division. Other resource development initiatives, such as increasing the number of international students, are currently taking place. The college has employed a new Associate Dean for International Students, who is charged with both globalizing the educational program and attracting international students. This effort will generate added financial resources, which the college will keep as part of its agreement with the district office. 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**

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. The college administration has had several meetings at the leadership level with the superintendents and academic officers from the feeder K-12 schools and with the four-year universities to establish these partnerships. A number of discussions have occurred to streamline and strengthen the Pathways to the four-year schools. The next phase involves meetings with selected RCC faculty and teachers from the local high schools to discuss curricular and pedagogical issues to address the problems with the high number of unprepared and under-prepared students enrolling at RCC. (2) To enable the college to develop relevant and high quality programs that respond to the economic and workforce needs of the community. Each of the CTE programs have advisory groups that represent 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. (3) To secure community support through by providing regular update on the development and progress of the college plans and activities. Regular meetings with the Greater Riverside Chamber of Commerce, Hispanic Chamber, African American Chamber, Rotary Club, NAACP, Latino Network, etc., will keep the community informed and enhance support of the college initiatives. A draft of the Five-year Community Engagement Plan needs to be developed by May 2016 to support the strategic plan and is on the agenda for next meeting of the Strategic Planning Executive Council (or EPOC).

## **Moving Forward**

The successful completion of the first Program Review and Plan (PRaP) cycle in Fall 2016 has provided a strong foundation for assessment and planning. With Completion Counts through Pathways as an overall framework, the college can improve its integration of innovative strategies and equity-focused initiatives. The Leadership Councils are working to improve the integration of planning activities, both vertically and horizontally, to achieve the strategic planning goals and to expend the fiscal resources with intention and intelligence. Vertical integration and horizontal alignment of planning to facilitate integration and collaboration of all efforts means

- Disciplines give input to departments
- Departments collaborate, integrate, prioritize and give input to Divisions
- Divisions present input to Strategic Planning Leadership Councils
- 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; IE Council is monitors and assesses process.

The completed Accreditation Midterm report, which went to the Board on February 21<sup>st</sup>, outlined the college's progress in completing its self-identified actionable improvement plans from the 2014 self-study and efforts to meet the accreditation standards more effectively and to achieve sustained continuous quality improvement. The college had already assigned each of the plans to specific strategic planning leadership councils, including the committees and subcommittees of each council. In Fall 2016, the Educational Planning and Oversight Committee (EPOC) asked that each leadership council report on completion of ongoing work on these plans, updating the responsible parties, the current status of activities to address the plan, and the evidence that the plan has been addressed. Thus, the action plans for each strategic planning leadership council address the self-identified actionable improvement plans from the 2014 self-evaluation. However, they also include other tasks identified since the self-study in 2014 that reflect the college's ongoing movement towards fulfilling the vision laid out in the Educational Master Plan and to ensure the college continues sustained continuous quality improvement. These action plans, developed each year as part of the planning process by the strategic planning leadership councils, identify the specific ways by which the college seeks to assess and improve its instructional and student support activities

## Next Steps

The college's student-centered planning includes a 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, creating a "hub" where students, academic faculty, librarians, and advisors can work together to better integrate curricular and co-curricular support services specific to a student's needs. Many faculty are also hosting office hours in the centers – bringing the support to where the students are. All of this reflects the college's movement towards a team-based approach to integrated student support.

Continued integration of all counseling and advising with the pathways will further increase the number of students with a clearly defined pathway to reaching their educational goal, whether transfer or CTE. This includes bringing these services directly to students in engagement centers dedicated to each pathway and available for special populations.

RCC is also working to integrate the many initiatives including Equity, Basic Skills, and SSSP into a comprehensive and coordinated plan aligned with RCC's Strategic Plan goals. Initial work on this was completed during the Winter 2017 interim period and will continue through Spring and Summer 2017.

Other important planning initiatives which are on-going or planned:

- Evaluation of and recommending improvements to the Strategic Planning Process
  - Clarification and create of guidance for resource, facilities, and technology requests
- March 3 – Strategic Planning Retreat
- Additional Trainings for Program Review and Plan
  - First is March 3<sup>rd</sup> from 12:30 to 2:30
  - Others are scheduled – look for a RivAll email
- March 30 – Program Review and Plans due
- May 31 – Division Plans due
- September 15 – Area Plans due
- Continued monitoring, evaluation, assessment

## Status of Actionable Improvement Plans (ACCJC Midterm Report January 2017)

<b>Status of Actionable Improvement Plans Actionable Improvement Plan</b>	<b>Integration with Planning Processes</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
AIP I.A.4 Implement the revised Annual Unit Plan templates and the revised Comprehensive Program Review addendum, which establishes measurable goals using the ACCJC-recommended data structure, to refresh the College's strategic plan in 2014-2019.	Revised program review and planning process used in spring 2016, with prioritizations occurring in fall 2016; RCC Strategic Plan 2015-2020 posted on web site	Completed – approved by Academic Senate and EPOC spring 2016	Academic Senate and EPOC
AIP I.B.2-4 Review achievement of initial targets and revise targets, along with goals and strategies, for the RCC Strategic Plan 2014-2019.	All targets, goals, and strategies reviewed to refresh strategic plan; further monitoring of targets occurs at strategic planning retreats	Completed RCC Strategic Plan 2015-2020	Academic Senate, Councils, EPOC & Office of IE
AIP II.A.1 The College will develop integrated plans to implement the Pathways Initiative.	EPOC reviewed/discussed drafts of the pathways implementation plans at its May 5, 2016 meeting	Draft plans completed in spring 2016	Pathways Work Groups and ACTPIS
AIP II.A.1 The Assessment Committee will implement a direct assessment of the GE component of degree programs.	Survey administered to graduates in spring 2016; results discussed in FLEX activity. Linkages to revised GE outcomes project completed in fall 2016. Schedule for direct assessment developed in fall 2016.	Ongoing assessment projects	Assessment Committee and Program Assessment Workgroup
AIP II.A.2 The College and disciplines offering online classes will evaluate the effectiveness and cost of	Cost analysis completed in Enrollment Management Plan; discussions continuing during discipline program	Initial analysis completed. Discussions ongoing in disciplines, departments, divisions, etc.	Enrollment Management Subcommittee, Distance Education Subcommittee, ACTPISLC

online instruction as part of the program review process.	reviews/planning		
AIP II.A.2 The College, using specific information from assessment activities, will develop measurable targets at both the institutional level and at the discipline level as part of the program review process.	Program reviews and plans and associated targets submitted/refreshed annually as integral part of planning process	First round completed with program reviews submitted in spring 2016	Individual disciplines, divisions, leadership councils, and EPOC; IELC & Office of IE provide data
AIP II.B.3.a Develop a user friendly comprehensive degree audit system that includes the evaluation of courses from the most common transfer institutions.	The college and district have implemented the Colleague Degree Audit Feature within Colleague to automate twenty-five of the top feeder colleges' and universities' course equivalencies	Pilot completed. Ongoing and expanding project.	SASLC
AIP II.B.3.a Share student data from the admissions application to allow department chairs and deans of instruction the ability to identify students who selected an AST or AAT in their particular disciplines.	To provide department chairs and deans of instruction with the ability to identify students who selected an Associate Degree for Transfer in their particular disciplines, the Dean of Institutional Effectiveness distributed department-specific lists to each of the academic departments.	First round completed. The distribution will occur each academic year as part of the planning process.	ACTPISLC, SASLC, Office of IE
AIP II.B.3.c Implement an online student educational planning tool.	The three colleges have purchased Ellucian/Colleague Online Planning Tool Module. This software will include a scheduler, a transcript reader, online planning SEP, and the capability to	Pilot to be conducted in fall 2017.	SASLC

	schedule classes for up to two years out. This is key to the student success pathways planning.		
AIP II.B.3.c Define the role of faculty advisors, and identify the specific training these advisors will need to assist students in the ADT.	Links to Pathways Initiative. Training for advisors is developed. Efforts are underway to regularize this training.	Completed. In place end of spring 2015.	ACTPISLC, SASLC, Counseling Department
AIP II.C.1.a Allocate funds from the College budget to support library materials, human resources, and equipment on an ongoing basis.	Accomplished through the revised program review and planning process. Prioritizations occurring yearly based on 5-year plans and refreshing of plans.	Prioritizations of college needs occurred in fall 2016.	EPOC, RDASLC, ACTPISLC, SASLC; IELC monitors process
AIP III.A.2 As the College develops its internal budget allocation model, it will use the strategic planning processes to assess its human resource needs and to determine appropriate staffing levels for each employee category. AIP III.A.6 Refine the human resource planning process as the College refreshes its 2014-2019 Strategic Plan and develops its internal budget allocation model.	The Human Resource Advisory Group created a comprehensive Human Resource and Staffing Plan that incorporates both short term and long term planning strategies for all employee groups; plan approved by RDASLC and EPOC.	Completed. Implementation and assessment ongoing.	RDAS, Human Resources Advisory Workgroup
AIP III.A.5.a Train faculty advisors to support the Pathways Initiative. (See Standard II.B.3.c).	Links to Pathways Initiative. Training for advisors is developed. Efforts are underway to regularize this training.	Completed. In place end of spring 2015	ACTPISLC, SASLC, Counseling Department

<p>AIP III.B.2.a Prepare total cost of ownership plan for any new construction.</p>	<p>Approved by RDASLC and EPOC. Implemented.</p>	<p>Completed. Assessment ongoing.</p>	<p>RDASLC, Physical Resources Advisory Workgroup</p>
<p>AIP III.C.1 Review the IT Audit recommendations as part of the College strategic planning process, and provide input to the District IT Strategy Council.</p>	<p>The Information Technology Strategic Council (ITSC), which consists of the co-chairs of the college technology advisory groups and district Information Technology Services personnel, implemented components of the District Technology Audit (District IT audit report) and developed a District Technology Plan.</p>	<p>Completed.</p>	<p>RDASLC, Technology Advisory Workgroup</p>
<p>AIP III.C.1 Integrate the College Technology Plan and Technology Replacement Plan Addendum into a broad, comprehensive plan that addresses all technology standards, replacement, and funding for desktop, network, audiovisual and peripheral equipment, and wiring and physical infrastructure.</p>	<p>The Technology Advisory Group completed the Riverside City College Technology Plan 2014-2018; plan was approved by RDASLC and EPOC. The charge of the Technology Advisory Group will be expanded to include equipment.</p>	<p>Completed. Implementation and assessment ongoing. The initial plan was assessed and priorities have been updated.</p>	<p>RDASLC, Technology Advisory Workgroup, EPOC</p>
<p>AIP III.C.2 Incorporate operational funding for technology replacement and total cost of ownership into the College Budget Allocation Model (BAM).</p>	<p>Beginning with 2014, the college included a line item in its budget for funding technology replacement. The colleges' vice presidents for business and the Vice Chancellor for Business and Financial Services</p>	<p>Completed.</p>	<p>RDASLC, Technology Advisory Workgroup</p>



	continue to refine a financial sustainability plan for technology replacement and enhancements.		
AIP III.D.1 Implement and assess the revised District Budget Allocation Model, and develop a College Budget Allocation Model. AIP III.D.4 Develop a College Budget Allocation Model that is linked to planning.	Strategic planning initiatives and enrollment management decisions drive the allocation of resources.	Draft Financial Plan FY 2015-16 to FY 2019-20 developed. College BAM in development.	RDASLC
AIP III.D.2 The College will develop a 1% emergency reserve as a part of its 2014-15 budget development process. The Board of Trustees and the District will implement the principles embedded in the revised District Budget Allocation Model to meet the District required 5% reserve threshold. (III.D.2.c)	The college has dropped the actionable improvement plan to maintain a 1% emergency reserve. However, the district implemented the principles embedded in the District Budget Allocation Model to meet the required 5% reserve threshold.	Completed.	District Business and Financial Services, College Business Services
AIP IV.A.5 Review, revise, and align committee structure, including authority and roles of District/College committees.	The RCCAS changed its standing committee structure to align with the strategic planning leadership council structure to better meet the strategic planning and operations needs of the college.	Completed in spring 2016. The RCCAS and strategic planning leadership councils will now monitor and assess the goodness of fit between the various entities and will make modifications as necessary.	RCCAS, EPOC, strategic planning Leadership Councils
AIP IV.B.3.a & g Review and refine function map as roles of College/District continue	Relationship between the college and district office is continuously evolving; planning	District-wide Task Force formed in fall 2016 to review and revise function map	Task Force, EPOC, District Strategic Planning Committee

to evolve.	process reflects this evolution.		
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