

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE
September 9, 2008 – 6:00 p.m.
Student Services Lobby, Norco Campus

Committee Members: José Medina, Committee Chairperson
Janet Green, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Debbie DiThomas, Interim Vice Chancellor, Student
Services/Operations
Doug Beckstrom, Academic Senate Representative,
(Moreno Valley)
Sharon Crasnow, Academic Senate Representative
(Norco)
Richard Mahon, Academic Senate Representative (Riverside)
Tony Torres, ASRCC Student Representative
Chris Rocco, CTA Representative (Moreno Valley)
Dorothy Reina, CTA Representative (Norco)
Debbie Cazares, CTA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)
Sharon Drake, CSEA Representative (Norco)

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Enrollment Management
- The Committee to be presented with a report regarding enrollment management principles.
2. Riverside City College Accreditation First Follow-Up Report
- The Committee to be presented with the follow-up report in support of the reaffirmation of accreditation for Riverside City College.
3. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant, Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-1

Date: August 19, 2008

Subject: Enrollment Management

Background: Presented for the Board's information is a report regarding enrollment management principles and the optimization of student access to courses and programs. At the June meeting of the Board Committee on Resources, Vice Chancellor Maghroori gave a presentation introducing the concept of Weekly Student Contact Hours (WSCH): Full-Time Equivalent Faculty (FTEF). Dr. Maghroori's presentation focused on the financial aspects of instructional productivity, emphasizing that by increasing the District's WSCH: FTEF ratio, the amount of state apportionment revenue that can be earned for each dollar spent on faculty can also be increased. Another way to view WSCH: FTEF is as a means of measuring student access to our faculty, courses and programs. By increasing weekly student contact hours per faculty member, student access increases by making courses and programs available to more students. This presentation focuses on enrollment management techniques that can be employed to optimize student access (WSCH: FTEF).

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Gaither Loewenstein
Vice President, Educational Services

ENROLLMENT MANAGEMENT, FACULTY PRODUCTIVITY AND
STUDENT ACCESS:
AN INSTRUCTIONAL ADMINISTRATOR'S PERSPECTIVE
By Gaither Loewenstein, Ph.D.
Vice President, Educational Services, RCC – Norco

Introduction

One of the most ubiquitous, yet least fully understood concepts in the parlance of California community college administration is that of instructional efficiency. Alternatively referred to as faculty productivity and frequently measured by computing the ratio of weekly student contact hours to full-time equivalent faculty (WSCH: FTEF), this concept is often revered by bottom-line oriented administrators, yet just as frequently reviled by faculty members. The widely diverging perspectives on this subject found among community college faculty and administrators may, in large part, stem from a limited understanding of the concept and its broader implications. To most administrators, WSCH: FTEF is employed primarily in an effort to provide a concrete measure of the extent to which human resources are being productively deployed by the college. To many faculty members, mere mention of the term conjures up images of bean-counting administrators, intent on sacrificing instructional quality on the altar of efficiency. One means of addressing this perceptual gap is to view the concept of instructional efficiency from a broader, more inclusive perspective. The purpose of this essay is to strengthen the reader's understanding of how WSCH: FTEF data can be employed not only as a means of improving the financial performance of community colleges, but also as a way of ensuring that student access to the educational services offered by the college may be optimized.

WSCH: FTEF as a Measure of Student Access

In its purest sense, the ratio of student contact hours to full-time equivalent faculty constitutes a measure of how many students, on average, have access to the instructors employed by the college. From this perspective, if the political science discipline at College A has a WSCH: FTEF ratio of 450 while College B's political science classes carry a ratio of 600, 33 percent more students per instructor have access to the political science faculty at the latter institution. This is because classroom seats that stand vacant at College A are occupied by students at College B. Practically speaking, with the exception of small institutions with a limited number of large classrooms, colleges with comparatively low WSCH: FTEF ratios tend to have low fill rates (ie. large numbers of unfilled seats) in many of their courses. This tends to occur when insufficient consideration is given to the likely student demand for courses in preparation of the class schedule. Ironically, many colleges with low overall WSCH: FTEF actually have large numbers of students who are unable to gain access to the classes they need and/or want, as indicated by sizable wait lists for

classes that are in high demand. At such institutions, a disproportionate number of classrooms are occupied by lower demand classes with large numbers of vacant seats, effectively absorbing classroom space that might otherwise be employed toward increasing the number of high demand sections offered.

From the standpoint of student success, the consequences of scheduling classes in this manner are manifest. They include:

- Students with incoming skill deficiencies in English and mathematics are unable to gain access to basic skills classes that are essential to their success in subsequent college-level coursework. At many institutions, students must wait several semesters until they earn sufficient units to register early enough to gain access to scarce pre-collegiate English and math classes. In the meantime, they may enroll in lower demand college-level classes in which seats are available, yet their prospects for success are slim. This tends to exacerbate the low rates of student retention, persistence and success that are prevalent at many community colleges.
- Students who are attempting to gain entry to high-demand programs, such as nursing and allied health are unable to gain access to the prerequisite math and science classes they need in order to qualify for their preferred program of study if classrooms that might otherwise be deployed toward offering these classes are committed to classes with lower demand.
- Students seeking to transfer to four-year institutions may find themselves shut out of the classes they need in order to matriculate to the transfer institution in a timely manner.

When viewed from this broader perspective, many of the indicators by which the effectiveness of community colleges is measured, including rates of student retention, persistence, success and transfer, can be enhanced by implementing strategies geared toward optimizing WSCH: FTEF. Thus, the WSCH: FTEF ratio might be alternatively referred to as the *Student Access Quotient, or SAQ*. Embracing this broader understanding of WSCH: FTEF as an indicator of not only faculty productivity but also of student access enables institutions to bridge the perceptual gap between administration and faculty that was alluded to at the outset of this essay. By working together to optimize WSCH: FTEF, faculty and administrators can promote sound fiscal management of the institution while enhancing the prospects of students for achieving their educational objectives.

Why Optimize WSCH: FTEF; Why Not Maximize It?

In light of the multiple benefits associated with increasing WSCH: FTEF ratios, one might conclude that colleges should seek to maximize them. Yet, for a variety of reasons, maximizing WSCH: FTEF ought not be viewed as an end in

itself. First, some classes, by their very nature, while not conducive to generating high rates of student access, are nonetheless essential components of a comprehensive community college curriculum. Advanced-level math and science classes, certain specialized vocational programs, courses with low mandated student-faculty ratios, and basic skills classes requiring a high degree of one-on-one student/instructor interaction are all examples of offerings that are likely to produce comparatively low WSCH: FTEF ratios, yet are vital components of the community college curriculum. Secondly, in certain subject areas increasing the size of classes can have an adverse impact on student retention and success. Thirdly, there may be pedagogical impediments to the delivery of some courses in a large classroom format (eg. guitar).

Because of the preponderance of courses that fall into the categories identified above, it is even more essential that classes that *are* conducive to being delivered in a large class format be scheduled in a manner that will maximize student access to them. By generating high WSCH: FTEF ratios in such courses, the college can achieve a sufficient overall ratio to accommodate smaller classes necessary to maintain a comprehensive curriculum while ensuring that students have access to high demand offerings as well. Hence, the effective instructional administrator seeks to *optimize* rather than maximize his/her college's WSCH: FTEF ratio.

Techniques for Optimizing Student Access

To a very large extent, the class schedule is a key determinant of student access rates at the course, departmental and college level. By developing class schedules in a manner that optimizes WSCH: FTEF, colleges can ensure that their human resources are effectively deployed while promoting the retention, success and satisfaction of their students. Preparing a class schedule that optimizes student access can be approached as a relatively straightforward set of "do's" and "don'ts", several examples of which are presented below:

Scheduling "Do's"

- Match classroom sizes to likely enrollments
 - Locate classes with low contractual enrollment maximums in smaller classrooms;
 - Schedule classes with histories of lower enrollments in smaller classrooms and those with high fill rates and wait lists in larger ones.
 - Monitor the "rollover" of class schedules to ensure that classes that were scheduled in smaller rooms the previous semester have their caps adjusted to the current room size.

- Know your room inventory, taking care to ensure *each semester* that seating capacity in each classroom is maximized.
- Use student demand, rather than subordinate factors such as faculty preferences, as the primary determinant of which classes get scheduled, as well as in which time slots and classrooms they are scheduled.
- Use *recent enrollment histories* as reliable indicators of likely student demand.
 - High *fill rates* and significant numbers of *waitlisted students* are indications that students want more sections of a particular course.
 - Conversely, low fill rates and absence of wait lists may be indicators that too many sections of a particular course may have been offered in the past or that the course might have been scheduled too frequently.
 - Other factors that could have an impact on overall student demand for classes include recent economic trends in the geographic service area of the college (ie. community college enrollments tend to have an inverse relationship to economic growth), as well as the number and range of courses being offered by nearby colleges to which students may have access.
- Maximize course offerings in high-demand time slots.
 - Some institutions may refrain from scheduling classes in a particular time period so that their faculty members are available for meetings and other college activities. To optimize student access, such “college hours” should be scheduled during times of relatively low student demand for classes (ie. mid-afternoon).
 - Some time slots in which many faculty members may prefer not to teach (ie. early morning) may be highly conducive to attracting strong enrollments.
- Adjust section offerings to fit changing patterns of student demand.
 - For example, as online sections increase, student demand for evening and weekend sections tends to decline.
 - As gasoline prices increase, students are likely to have increased interest in classes that meet fewer times per week.
- Encourage faculty members to admit students in excess of the course cap.
 - Attrition rates of 10-15% by census are not atypical, particularly for online courses.
 - Some colleges offer financial incentives for faculty members to teach larger classes.

- Use high enrolled sections to offset inefficiencies in certain career/technical classes, specialty offerings and advanced-level academic classes.
- Hire more full-time faculty for greater scheduling flexibility, higher enrollments and increased student success rates.
 - High ratios of WSCH: FTEF are indicators of sufficient demand for new faculty in a discipline.

Scheduling “Don’ts”

- Allow departmental “ownership” of classrooms, unless dictated by specific equipment needs (eg. maps, lab equipment).
- Schedule lecture sections in labs; wherever possible, lecture sections should be scheduled in larger classrooms, then broken out into smaller lab sections.
- Schedule too many low-enrolled classes during summer and winter terms (these sessions should be primarily geared toward providing additional student access to high demand classes).
- Build (or lease) general use classrooms with fewer than 40-45 seats.
- Rely upon dubious “indicators” of student demand.
 - Student petitions (the percentage of students who sign a petition requesting a course that actually end up enrolling in it is often no higher than 10-15%).
 - Employer “demand”
 - While many employers believe that their workers need training, the employees themselves may not enroll unless the employer offers incentives to do so.
 - Demand by a small number of employers may not be sufficient to meet minimum enrollment targets without subsidies from the employer.
 - Despite employer demand, students may not have the incoming skills necessary to succeed in the course, resulting in less than optimal enrollments.
- Schedule too many sections of a particular course. The number of sections offered, as well as the frequency with which they appear on the class schedule should be designed to maximize enrollments in each section while endeavoring to ensure student access to the course.

How to Evaluate Whether a Schedule has Optimized Student Access?

Once enrollment data for a particular term become available, the efficacy of a given schedule of classes with regard to optimizing student access can be evaluated. In general, schedules that have optimized WSCH: FTEF generate the following attributes:

- 1) High fill rates (on average, at least 90 percent of available seats should be filled).
- 2) Low numbers of class cancellations due to low enrollment (this suggests that the schedule has not been “overbuilt”).
- 3) Relatively low numbers of students on wait lists.
- 4) Overall college WSCH: FTEF ratio of at least 525 (colleges offering fewer specialized programs with low class caps should have ratios in excess of 525; all but the very smallest of colleges should be able to approach 525 regardless of their program mix).

On the other hand, if instructional administrators find themselves cancelling large numbers of classes due to low enrollment, observing low fill rates for numerous course sections while simultaneously turning away students from popular classes with large wait lists and experiencing WSCH: FTEF ratios significantly below the optimal 525 level, this should be interpreted as a strong sign that additional attention to student demand factors is warranted in the formulation of future class schedules.

Summary and Conclusion

Managing enrollment effectively is perhaps the most important of the myriad responsibilities held by community college instructional administrators. The significance of optimizing student access extends well beyond considerations of efficiency and productivity, encompassing objectives that are at the very core of the community college mission. Moreover, unlike many variables that fall largely beyond the scope of individual colleges to control, such as overall enrollment trends and the level of state budgetary support for community colleges, institutions can, through the process of developing and implementing well-crafted class schedules, exert a significant amount of influence on their WSCH: FTEF ratio, or Student Access Quotient. By doing so, they can achieve multiple goals, including strengthening the institution’s fiscal condition, providing increased access to students and facilitating student retention, persistence and success.

In the final analysis, optimizing student access is best achieved through the collaborative efforts of teaching faculty, counselors, staff and administrators. Instructors help by expressing their support for the concept of optimizing student access and, in so doing, embracing the higher work loads associated with

increasing WSCH: FTEF. Counselors assist by bringing their expertise to bear in advising department heads and administrators responsible for schedule preparation in identifying likely enrollment trends. Staff members contribute by familiarizing themselves with the underlying principles and institutional benefits associated with improving student access and providing a welcoming environment in which students may pursue their educational objectives. Administrators provide the leadership and expertise necessary to manage enrollment in a manner that optimizes student access.

In conclusion, while sometimes figuratively characterized as a “stopwatch” employed by managers to measure the productivity of faculty members in the mode of Frederick Taylor, the so-called “Father of Scientific Management”, the WSCH: FTEF ratio has much broader utility as a means of assessing overall institutional effectiveness. The objective of optimizing student access is one that can and should be embraced by all participants in the delivery of educational services at community colleges.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-2

Date: September 16, 2008

Subject: Riverside City College Accreditation First Follow-Up Report

Background: Presented for the Board's review is a follow-up report in support of the reaffirmation of accreditation for Riverside City College. The report is in response to the recommendations of the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and will be submitted no later than October 15, 2008.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Linda Lacy
President

First Follow-up Report
in
Support of the Reaffirmation of Accreditation

Response to the Recommendations
of the
Accrediting Commission for Community and Junior Colleges

Submitted
by
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

Submitted
to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard
Novato, CA 94949

October 15, 2008

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Introduction

Under the leadership of Dr. Linda Lacy, Interim President, Riverside City College has made significant progress in correcting all the deficiencies noted by the evaluation team during its October 2007 visitation. Most notable of its efforts to address the recommendations, the college has implemented its new strategic planning process and has, for the first time, used this process to allocate financial and personnel resources for the 2008-2009 academic year. Also, the college has approved a revised mission statement and developed strategic planning goals, which will guide both the program review and strategic planning processes for the 2008-2009 academic year. In addition, the college has approved a process for the periodic review of its mission. Most important, in Spring 2008, the college developed and implemented an initial assessment of the recently completed strategic planning process, which the college's Strategic Planning Committee will use to improve both the program review and strategic planning processes for the 2008-2009 academic year. The development of a more complete assessment procedure—which uses a scorecard that identifies effectiveness indicators, outcome measures, and specific benchmarks and which tracks the progress over time—has begun and should be implemented during the 2008-2009 academic year.

Although not specifically addressed in this follow-up Report, the college continues to correct the weaknesses noted in College Recommendation 2, Student Learning Outcomes, and District Recommendation 2, Resource Allocation Model. Faculty efforts in various disciplines at the college to assess student learning outcomes have expanded. Equally important, a special ad hoc committee, composed of representatives from all three colleges in the District, has developed a new Budget Allocation Model, which has been incorporated into the 2008-2009 approved District budget. The Riverside City College members of this ad hoc committee collaborated with the college's Strategic Planning Sub-Committee for Financial Resources and widely disseminated information to various college constituencies, particularly the Board of Trustees and the Academic Senate, about both the process used to develop the Budget Allocation Model and about the Model itself.

The commitment on the part of the staff, students, faculty, and administration to participate in and to implement both the strategic planning and program review processes has begun to change the culture of the college. The processes are open, transparent, and inclusive. They are also malleable—i.e., subject to improvement as the college assesses its initial efforts to implement the newly integrated processes. These factors swayed one senior faculty member to observe: “For the first time I feel that my participation on this committee makes a difference. I’m really part of the decision-making process.”

Statement of Report Preparation

Dr. Linda Lacy, Interim President, charged Tom Allen, Associate Professor of English, to work with the co-chairs of the Strategic Planning Sub-Committee for Institutional Effectiveness, the president of the Riverside City College Academic Senate, various staff, and appropriate administration to gather the relevant information and evidence of the work done by the numerous college committees and constituencies to address the recommendations from the Accrediting Commission. Professor Allen wrote the initial draft of the Follow-up Report, which was reviewed and revised by the Accreditation Executive Committee.¹ A revised draft of the Follow-up Report was then sent to the Riverside City College Academic Senate, the Riverside City College Student Senate, the Strategic Planning Committee, and the President's Executive Cabinet for additional review and approval. The final draft, approved by the Riverside City College Accreditation Executive Committee, was sent to the Board of Trustees for final approval before it was submitted to the Accrediting Commission.

Response to College Recommendation 1, *Institutional Commitments and Evaluation, Planning, and Improvement.*

“The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard IA).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).
- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4, and IIID.3”

Description

Beginning in September 2007, at its first meeting of the academic year, the Riverside Strategic Planning Sub-Committee for Institutional Effectiveness began conceptualizing a process to review the mission statement. The sub-committee submitted the final Mission Statement Review Process Template to the Riverside City College Strategic Planning Committee on April 3, 2008. The final draft of the review process was approved by the Riverside Strategic Planning Committee on June 5, 2008. The process outlines the constituencies to which the sub-committee disseminates the mission statement and the timelines for review. Although a number of college constituencies receive the mission statement each year for review, only the Riverside Academic Senate, the Riverside Student Senate, the Riverside Strategic Planning Committee, and the District Strategic Planning Committee approve the mission statement before it is sent to the Board of Trustees for final approval. This review begins in October of each new academic year and concludes in March of each year.²

After receiving the recommendations from the Accrediting Commission on January 31, 2008, the Riverside Strategic Planning Committee charged the Riverside Strategic Planning Sub-Committee for Institutional Effectiveness to revise the college’s mission statement. The sub-committee began its work in late March 2008 and disseminated a draft of the new mission statement to various college constituencies in April 2008. The Riverside Strategic Planning Committee, the Riverside Academic Senate, the Riverside Student Senate, and the District Strategic Planning Committee approved the revised mission statement, which received final approval from the Board of Trustees on June 17, 2008, at its regular meeting.^{3 4}

In March 2007, each of the Strategic Planning sub-committees established goals. These goals guided the activities of the sub-committees and helped the sub-committees fulfill their charges as established by the Riverside City College Strategic Planning Committee Constitution and Bylaws.⁵ During the Spring 2008 semester, the Strategic Planning sub-committees, where appropriate, developed a “Program Review Rubric” to use as the sub-committees prioritized the

instructional and non-instructional resources requested by various departments as part of their annual program reviews. Using the 2007 annual program review documents, each sub-committee then ranked the requests appropriate to its charge. These prioritized lists were given to the Riverside City College Financial Resources Sub-Committee for budget allocation. The Financial Resources Sub-Committee used the prioritized lists from the other sub-committees to make its budget allocation recommendations to the Riverside City College Strategic Planning Committee.⁶ These recommendations were approved by the Strategic Planning Committee at its March 6, 2008, meeting. At the end of the process, the sub-committees assessed how well it had achieved their goals, and the RCC Strategic Planning Committee also conducted a self-evaluation. In September 2008, the Riverside Strategic Planning Committee reviewed the assessment instruments and made appropriate changes, one of which involves the expansion of the assessment process to develop a scorecard to track strategic goals over time and to use key performance indicators, specific outcome measures, and clearly identified benchmarks as measures of effectiveness.

Using the newly revised mission statement as the cornerstone, each of the Riverside Strategic Planning sub-committees developed a specific goal to support and advance the mission of the college.⁷ These general goals function as “focus points” for each of the sub-committees—i.e., as reminders of the specific role each sub-committee assumes to ensure that the mission of the college is central to the decision-making processes. In addition, the Riverside City College Strategic Planning Committee developed “Strategic Goals” for the 2008-2009 academic year at its annual retreat on June 13, 2008. The list of goals includes strategies for realizing the goals and also assigns responsibility to the appropriate strategic planning sub-committee.⁸

Evaluation

Prompted by the recommendations of the Accreditation Commission, the college has reframed its mission statement to be more focused. The comprehensive statement includes the educational goals that may be completed at the college and also describes the primary student population the college serves. The reframed mission statement asserts the college’s autonomy, while also complementing the mission statement of the district, which provides the broad educational purposes of the institution. The new mission statement more clearly defines the purpose of the college and provides the scaffolding necessary to guide both program review and the strategic planning processes. The specific goals of each strategic planning sub-committee augment the mission statement and offer a means by which each sub-committee can use the mission statement to guide its decision-making process.

The college has also developed a process by which it can routinely review the effectiveness of the mission statement in guiding both program review and strategic planning. The key measure of the statement’s effectiveness will emerge at the end of the 2008-2009 academic year when the new mission statement actually, for the first time, guides program review and the strategic planning process. Because the college developed its Strategic Planning Goals for 2008-2009 using the new statement, it will be able to assess the effectiveness of the new mission statement as a guide for planning, for the allocation of resources, and for continued institutional improvement.

Making operational the planning process in place at the time of the visitation, the strategic planning sub-committees used the 2007 annual program reviews to prioritize requests for resources during the spring 2008 semester. The Financial Resources Strategic Planning Sub-Committee received the prioritized requests from each sub-committee and recommended which requests to fund and at what levels to fund them. All of the available funds were allocated by the Financial Resources Sub-Committee, which made its recommendations to the Riverside City College Strategic Planning Committee. The recommendations were approved on March 6, 2008. Because this is the first time the college has used the process to allocate funds, the sub-committees had to find a means by which to use the annual program reviews to prioritize the requests. Going through each department's review and categorizing the various requests—such as for human resources, instructional equipment, remodeling, non-instructional equipment, etc.—took time because of the volume of documents. Although the District has modified the program-review template for the 2008 annual program review and has also improved the databases used for program review, the Riverside Strategic Planning Committee has recommended that the college continue to modify the program review documents to more closely align with the types of funding requests received. This revision would allow each of the sub-committees to locate the requests more easily, perhaps even in a prioritized list format. Also, each sub-committee had to develop a rubric to evaluate objectively the requests from its various constituencies. Again, this took time because the sub-committees had to read and evaluate the rationale for each of the requests. Now that the rubrics have been developed, the work of the sub-committees for the 2008-2009 academic year will be easier.

Beginning with the 2008-2009 academic year, the District implemented the new Budget Allocation Model to distribute the District's resources. As part of this process, Riverside City College received its separate base revenue. Any money exceeding the 2007-2008 base allocation will be distributed using the strategic planning process. The college can then allocate funds for human resources and distribute money for both instructional and non-instructional equipment. In fact, the Riverside Strategic Planning Sub-Committee for Technology has begun to inventory all the technological resources being used at the college and to set an obsolescent date for each piece of equipment in order to determine the true cost of replacing both instructional and non-instructional equipment. Also, the college has developed a rubric for prioritizing faculty positions.⁹ This will allow the college to use the strategic planning process to allocate its own money for human resources. At the present time the new Budget Allocation Model has a line item at the District level for new faculty positions. This money has not yet been allocated to the base revenues of the colleges due to the state's fiscal uncertainties; nevertheless, a structure is in place at the college level to proceed with hiring once funding is available. Any new money included in the college's base revenue, however, can be allocated using the college's strategic planning process.

The Financial Resources Sub-Committee initially had some difficulty allocating the resources because it did not have a clear principle to guide its decision-making process. It relied primarily on the prioritized lists from the other sub-committees, but it based its decisions on requests that more directly impacted classroom teaching. Now that the college has reframed its mission statement that identifies the essential purpose of the college, including the specific goals of each sub-committee, the sub-committee can use that statement to guide the allocation of resources. In addition, the Financial Resources Sub-Committee has asked that the Instructional Programs Sub-

Committee and the Student Services Sub-Committee prioritize the educational and student services initiatives identified in the annual program reviews.

The assessment component of the strategic planning process is taking place. The Riverside Strategic Planning Committee and each of the sub-committees have or will have completed an assessment of the process used during the 2007-2008 academic year. A survey of the sub-committee members asking each how well each sub-committee fulfilled its goals and comments from participating members about ways to improve the process are being compiled, and the Riverside Strategic Planning Committee will evaluate the results of the assessment instruments and comments at its meeting in September 2008. The Strategic Planning Committee will then make any needed changes to the process. One of those changes involves expanding the assessment process to include specific performance indicators and identified outcome measures for each of the strategic planning goals. The Riverside Strategic Planning Committee has drafted a Strategic Planning Report Card that will track the planning initiatives over time and assess how well the college has met its benchmark goals. The development of this report card, led by the Vice President of Business Services, will allow the college to evaluate the overall effectiveness of the planning process and make adjustments for improvement.

Response to College Recommendation 3, Organization

“To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.3)

- Identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administrators in the decision-making process;
- Identify and document the charge, the scope of authority, and responsibilities of each college committee;
- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and district, including mechanism for providing feedback.”

Description:

During the 2007-2008 academic year, the Riverside Academic Senate and the Riverside City College administration modified the college’s committee structure to fold all of the shared governance committees (committees with mixed membership of administration, staff, faculty, and students) operating at the college into the nine Riverside City College Strategic Planning sub-committees, which are aligned with the accreditation standards.¹⁰ For example, the Parking Committee is now part of the Physical Resources Sub-Committee; the Developmental Education Committee is now part of the Instructional Programs Sub-Committee; and the Matriculation Committee is now part of the Student Services Sub-Committee. As a result, the college’s shared governance committees now function under the Riverside Strategic Planning Committee Constitution and Bylaws, which include the charge of each sub-committee. Moreover, the Constitution clearly delineates the roles, scope of authority, and responsibilities of all college constituencies, including faculty, staff, college administration, and students.¹¹ The composition of the Riverside Strategic Planning Committee and the Strategic Planning sub-committees includes members from the various constituencies as mandated by the Constitution. These sub-committees meet each month or as necessary to complete their business.

Also, during the 2007-2008 academic year, in an effort to address the Accrediting Commission’s recommendations, the Riverside Academic Senate approved the “charges” of each of the senate’s standing committees.¹² The Riverside Strategic Planning Committee Constitution and Bylaws, as was stated above, includes the “charges” of each strategic planning sub-committee. The college will implement the new committee structure during the 2008-2009 academic year. Also, the Riverside Student Senate makes recommendations on all policies that have a significant impact on students. At the end of the Spring 2008 semester, the president of the Riverside Academic Senate invited all faculty to sustain their previous committee assignment or to request new assignments for the next year. The administration, the classified staff, and the students also have processes in place to appoint members to the various strategic planning sub-committees.

During the 2007-2008 academic year, the college inaugurated the revised strategic planning process using the 2007 program reviews. A detailed discussion of the process used by the college occurs in the response to College Recommendation #1. The new Budget Allocation Model, which has been implemented for the 2008-2009 academic year, will give the college its

base funding levels. Any new funds, once they are allocated to the college, will be distributed using the strategic planning process. Any items or issues that surface during the academic year, which are not specifically identified in the program reviews, are directed to the appropriate strategic planning sub-committee for discussion and recommendation. The item or issues, with the appropriate sub-committee's recommendation, are then forwarded to the Riverside City College Strategic Planning Committee for approval. Once Riverside City College has received its base revenue for the year, including any new money, the college's Strategic Planning Committee has full authority to allocate its resources.

Each campus has representatives to the District's Strategic Planning Committee, including co-chairs of the Riverside Strategic Planning Committee. The Riverside Community College District Strategic Planning Committee Operational Guidelines delineate the membership and the decision-making processes between the college Strategic Planning Committee and the District Strategic Planning Committee. Although the District will respond to District Recommendation 1 dealing with the District's Strategic Plan in its second Follow-up Report, due 15 October 2009, a draft of the District's Strategic Plan serves as the basis for the decision-making processes between the college and the District.¹³ The strategic planning initiatives of the California Community Colleges, of the District Strategic Planning Committee Plan (2008-2012), and of the Riverside City College Strategic Planning Committee, although not identical, parallel and complement one another.¹⁴ These goals serve as the basis for the decision-making procedures.

The specific process for moving items or issues through the decision-making processes involving program review and strategic planning at the college and between the college and the district begins with the new Budget Allocation Model. The co-chairs of the Riverside City College Strategic Planning Committee—Dr. Lacy, Interim President, and Tim Brown, Associate Professor, Reading—serve on the District Strategic Planning Committee and function as the “feedback mechanism” between the two committees. At each Riverside Strategic Planning Committee meeting, a standing report exists on the Riverside Strategic Planning Committee agenda that outlines items before the District's Strategic Planning. Any budget line items not specifically allocated to the colleges fall under the purview of the District Strategic Planning Committee. Also, any new programs that might affect all three campuses, the allocation of state or local bond money, or any requests not anticipated in the original plans fall within the authority of the District Strategic Planning Committee. Essentially, the District Strategic Planning Committee makes recommendations to the Chancellor and ultimately to the Board on any item or issue that affects all three campuses.¹⁵

The faculty and classified staff have separate unions that negotiate the salary and working conditions of the groups under the collective bargaining laws. Decisions involving collective bargaining have their own legal requirements. The Associate Students of Riverside City College have their own governance processes and have representatives on the various shared governance committees.

The District Academic Senate and the Riverside City College Academic Senate make decisions involving academic and professional matters. Various college and District committees, such as the Curriculum Committee and Professional Growth and Sabbatical Leave Committee, make recommendations directly to the Board of Trustees. The Academic Senate and the District

consult collegially on decisions regarding Board policies and other academic and professional matters. In the past the Academic Senate voiced concerns about the role of the Chancellor when the Senate wanted to place an item on the Board agenda. Newly revised Board Policies and Procedures have added language guaranteeing final recommendations to the Chancellor will be presented to the Board of Trustees in a timely manner with or without his/her endorsements or comments.¹⁶

Evaluation

Riverside City College has completed its goal of identifying the charges of each college committee, the scope of authority of each committee, and the role of each college constituency serving on the college committees. The Riverside City College Academic Senate has completed its work by approving the charges of each of its standing committees, and the Riverside Strategic Planning Committee Constitution and Bylaws document identifies the charge, the membership, and the scope of authority of each of the strategic planning sub-committees.¹⁷ Completing these tasks has allowed the college to define more clearly how the committee structure should function.

Moreover, the Riverside Strategic Planning Committee and its sub-committees, composed of individuals from the various constituencies of the college, functioned very well during the 2007-2008 academic year. Each of the sub-committees prioritized the instructional and non-instructional requests included in the annual program review documents and the Financial Resources Sub-Committee recommended the allocation of the available resources to the Riverside City College Strategic Planning Committee. The District Strategic Planning Committee reached consensus in support and moved the college's recommendations, without a vote, forward to the Board of Trustees for approval. These processes were completed in an open and transparent manner. Each of the sub-committees was informed of the final allocation decisions and, in one case, a constituent appealed the decision of the Finance Sub-Committee and met with the sub-committee to clarify its request. Although the college inaugurated this process during the 2007-2008 academic year and the sub-committees struggled initially to define their work with the scope of their authority, the decision-making process has worked.

Also, how well the integration of the college committee into the nine strategic planning sub-committees will function has not yet been determined. The college will have to assess this new committee structure and make the necessary adjustments for institutional effectiveness during the 2008-2009 academic year.

The Riverside City College Strategic Planning Committee has full authority to make recommendations to the college president regarding the resources included in the college's base revenue and decisions effecting the Riverside City College operations. In respect to the items that fall under the District purview, the District flow charts clearly show that the Chancellor's Executive Cabinet has a role in the decision-making processes, but in practice this role varies. At present the cabinet does not approve items, but it does review them and makes recommendations to the Chancellor on items or funds outside the base allocation for each college and on matters of planning that affect the District as a whole, including new programs, contract negotiations, and bond money expenditures.

Although the Chancellor in consultation with the Board President develops the Board agenda according to specific policy, the Board of Trustees has adopted a new policy that allows the public to place items on the Board agenda.¹⁸ These policies, as well as Board Policy 4005, guarantees that all college constituencies and the public have an opportunity to address issues affecting the college and the district before the Board of Trustees makes its final decision.

Concluding Remarks

The accreditation process, especially the self-study, has allowed the college to examine, evaluate, and improve the way in which it makes the decisions that impact the education of students. Moreover, the accreditation peer review process has provided a more “objective” and “impartial” perspective on the way the college operates. Equally important, the recommendations of the Accrediting Commission to Riverside City College have created an opportunity to improve the way the college serves its students. These recommendations have also helped the college focus more directly on and address issues that have surfaced during previous accreditations. The college has used many of the principles of good practice, delineated in the accreditation standards, to develop a strategic planning process that has great potential and will guide the decision-making processes for years to come. Clearly, the accreditation process works.

List of Supporting Documents and References

- ¹ Members are Linda Lacy, Interim President; Tim Brown, Associate Professor, Reading; Tom Allen, Associate Professor, English; Richard Mahon, Riverside Academic Senate President; Susan Mills, Associate Professor, Mathematics; Sylvia Thomas, Associate Vice Chancellor, Instruction; CSEA Rep.; and Student Rep.
- ² Mission Statement Review process document.
- ³ Revised Mission Statement.
- ⁴ Minutes from the various constituencies that approved the new mission statement.
- ⁵ Article I, the Bylaws for the Riverside Strategic Planning Committee, for a list of the goals for each of the standing committees.
- ⁶ Financial Resources Sub-Committee Recommendations to the Riverside Strategic Planning Committee, March 2008
- ⁷ List of goals for each of the sub-committees, May 29, 2008.
- ⁸ List of Strategic Planning Goals for the 2008-2009 academic year.
- ⁹ Rubric for prioritizing faculty positions
- ¹⁰ Riverside Academic Senate website for a complete list of college committees and their charges.
- ¹¹ Riverside Strategic Planning Committee Constitution and Bylaws, adopted March 1, 2007
- ¹² Minutes for the Riverside Academic Senate, May 19, 2008.
- ¹³ Draft of the District's Strategic Plan, 2008-2012
- ¹⁴ CCC Strategic Goals, the RCCD Strategic Planning goals, and the RCC Strategic Planning goals.
- ¹⁵ Riverside Community College District Strategic Planning Committee Operational Guidelines.
- ¹⁶ Board Policy 4005.
- ¹⁷ Riverside City College Academic Senate website and the SPC Constitution and Bylaws.
- ¹⁸ Board Policy 2340, which gives the Chancellor the authority to prepare the Board agendas, and Board Policy 2345, which delineates how the public can place items on the Board agenda.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING
September 9, 2008 - 6:30 p.m.
Student Services Lobby, Norco Campus

Committee Members: Mark Takano, Committee Chairperson
Virginia Blumenthal, Vice Chairperson
James L. Buisse, Vice Chancellor, Administration and
Finance
Melissa Kane, Vice Chancellor, Diversity and Human
Resources
Doug Beckstrom, Academic Senate Representative
(Moreno Valley Campus)
Lee Nelson, Academic Senate Representative (Riverside)
Patricia Worsham, Academic Senate Representative (Norco)
Amber Casolari, CTA Representative (Riverside)
Shari Yates, CTA Representative (Riverside)
Mike Cluff, CTA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)
Tamara Caponetto, CSEA Representative (Norco)
Tish Chavez, Confidential Representative (Riverside)

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. Phase III Norco/Industrial Technology Building Project - Agreement/
Amendment - John R. Byerly, Inc.
- The Committee to consider an amendment to an inspection services agreement
for the Phase III Norco/Industrial Technology Building Project.
2. Temporary Loans - Cash Shortage Arising from State Budget Impasse -
Resolution No. 04-08/09
- The Committee to consider temporary loans from various funds to be repaid
with interest upon receipt of the District's apportionment allocation occurring
after the State adopts its budget.
3. Quadrangle Modernization Project – Payment Status
- The Committee to review the payment status to ASR Constructors regarding
the Quadrangle Modernization Project.
4. Comments from the public

Adjourn

Prepared by: Charlotte Zambrano
Administrative Assistant, Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: September 16, 2008

Subject: Phase III Norco/Industrial Technology Building Project – Agreement/Amendment
– John R. Byerly, Inc.

Background: On January 29, 2008 the Board of Trustees ratified an agreement with John R. Byerly, Inc. to provide geotechnical testing inspection services during the initial stages of construction of Phase III Norco/Industrial Technology Building Project in the amount of \$43,770.

The original services have been completed. As the project proceeded, the Division of State Architect (DSA) required additional testing due to the soils condition including “cone penetration testing” and other additional ground compaction testing. The additional testing will determine the full extent of soil inspection services that will be needed for the remainder of the project. Staff is recommending that the agreement with John R. Byerly, Inc. be amended to provide additional inspection services on a time and material basis as outlined in Exhibit I of the Amendment (attached) in an amount not to exceed \$40,120.

To be funded by the Board approved project budget (State Construction Act Funds – Resource 4100 and District Measure “C” funds - Resource 4160)

Recommended Action: It is recommended that the Board of Trustees approve the amendment to the agreement with John R. Byerly, Inc. for additional services for the Phase III Norco/Industrial Technology Building Project in the amount of \$40,120 and authorize the Vice Chancellor, Administration and Finance, to sign the amendment.

Irving G. Hendrick
Interim Chancellor

Prepared by: Rick Hernandez
Director Capital Planning
Facilities Planning, Design and Construction

Dr. C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT
DATED JANUARY 1, 2008
BETWEEN
JOHN R. BYERLY, INC.
AND
RIVERSIDE COMMUNITY COLLEGE DISTRICT
(Phase III Norco/Industrial Technology Building Project)

This Agreement shall be amended this date, September 17, 2008, as follows:

John R. Byerly, Inc. shall provide the following additional scope of work: Reference Exhibit I - Attached.

Total additional compensation of this amended agreement shall not exceed \$40,120, including expenses. Payments and final payment shall coincide with original agreement dated January 1, 2008.

All other terms and conditions of the original agreement are to remain in full force and effect.

John R. Byerly, Inc.

Riverside Community College District

John R. Byerly
President
2257 South Lilac Ave.
Riverside, CA 92316

James L. Buysse
Vice Chancellor
Administration and Finance

Date _____

Date _____

Exhibit I

Additional Scope of Work

Consultant fees are based on time consumption and unit rates based on the Summary of Fees on the original agreement.

Additional Services:

Field Technician (utility line trench backfill)
Field Technician (sidewalk/hardscape subgrade)
Field Technician (parking lot curb/gutter subgrade)
Field Technician (monitor compaction grouting)
Supervising Technician (report preparation)
Principal Engineer (report review and signature)

Additional Testing:

Cone Penetration Testing
Staff Engineer (monitor cone penetration testing)
Staff Geologist

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: September 16, 2008

Subject: Temporary Loans – Cash Shortage Arising from State Budget Impasse –
Resolution No. 04-08/09

Background: The District's General Unrestricted and Restricted Operating Funds (Funds 11 and 12) will begin to suffer significant cash flow shortages as the state's prolonged budget impasse continues. To ensure that sufficient cash reserves are maintained to meet the District's financial obligations, including salary commitments, the District is exploring various financing options including issuing a Tax Revenue Anticipation Note (TRAN) and a short-term working capital line of credit. Each of these alternatives will result in unnecessary costs to the District in the form of loan origination fees, issuance costs and interest. In addition, lead time will be required to complete these financing arrangements.

As an alternative, the District can access cash reserves maintained in other District Funds on a temporary basis to meet cash needs. The temporary loans will be repaid with interest as soon as the District begins receiving apportionment payments from the State.

The District estimates that approximately \$14 million is needed to cover operating expenditures in Funds 11 and 12 for the months of September through December that the District seeks to fund on an as-needed basis from the following Funds and Resources in the approximate amounts listed below:

Fund 61, Resource 6100	Health and Liability Self-Insurance	\$ 3,000,000
Fund 61, Resource 6110	Workers' Compensation Self-Insurance	\$ 1,000,000
Fund 41, Resource 4130	La Sierra Capital	\$10,000,000

Recommended Action: It is recommended that the Board of Trustees authorize temporary loans from Fund 61, Resources 6100 and 6110 in the approximate amounts of \$3,000,000 and \$1,000,000 respectively and Fund 41, Resources 4130 in the approximate amount of \$10,000,000 to Funds 11 and 12 on an as-needed basis, including interest at a rate equal to that received by the District on its short-term investments with the Riverside County Treasurer, with said loans to be repaid to the respective Funds and Resources immediately upon receipt of the District's apportionment allocation occurring after the State adopts its budget.

Irving G. Hendrick
Interim Chancellor

Prepared by: Aaron S. Brown
Associate Vice Chancellor, Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION FOR TEMPORARY LOANS

RESOLUTION No. 04-08/09

Cash Shortage Arising from State Budget Impasse

WHEREAS the California State Legislature's prolonged budget impasse related to the adoption of a State budget for fiscal year 2008-2009 has resulted in delayed apportionment payments to the District; and

WHEREAS the California State Legislature's failure to adopt a budget will begin to create significant cash flow shortages in the District's Unrestricted and Restricted Operating Funds (Funds 11 and 12) which will negatively impact the District's ability to meet its financial obligations; and

WHEREAS the governing board of the Riverside Community College District has determined that temporary loans to the Unrestricted and Restricted Operating Funds (Funds 11 and 12) in the amount not to exceed the combined amount of \$14,000,000 may be necessary for purposes of cash flow until the California State Legislature adopts the 2008-2009 budget; and

WHEREAS the governing board of the Riverside Community College District has determined that sufficient funds exist in Fund 61, Resources 6100 and 6110 and Fund 41, Resource 4130 to provide temporary loans.

NOW, THEREFORE, BE IT RESOLVED that temporary loans not to exceed \$14,000,000 to the Unrestricted and Restricted Operating Funds (Funds 11 and 12) from Fund 41, Resources 6100 and 6110 and Fund 41, Resource 4130 be approved until such time as the State adopts its fiscal year 2008-2009 budget.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on September 16, 2008.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-3

Date: September 16, 2008

Subject: Quadrangle Modernization Project – Payment Status

Background: On November 15, 2005, the Board of Trustees awarded a contract to ASR Constructors, Inc. for the Quadrangle Modernization Project at the Riverside City Campus. During the course of construction the Board has approved change orders bringing the total contract award to \$16,310,419. The project is nearing completion and closeout.

On August 19, 2008 Brent Bechtel of BECO Electric Company, Inc., a subcontractor to ASR Constructors, Inc., appeared before the Board to claim that he was owed \$366,483 for work that BECO Electric Company, Inc. had completed on the Quadrangle Modernization Project.

Staff has reviewed all Payment Applications for the project and District records show that the District has paid all invoices submitted by ASR Constructors, Inc. through August 19, 2008. (Payment Application Journal Attached).

Staff has also reviewed all Quadrangle Modernization Project files to determine if BECO Electric Company, Inc. had used the contractual protections that are available to all subcontractors to inform the District of payment problems. BECO Electric Company, Inc. has not filed a “Final Stop Notice” that would notify the District that there were payment issues. Further, BECO Electric Company, Inc. has not contacted District staff regarding non-payment by ASR Constructors, Inc.

The following Stop Notices, from ASR Constructors, Inc. subcontractors, are currently on file: All County Environmental in the amount of \$134,032.00 for asbestos abatement; California Field Ironworkers Trust Funds on behalf of Socal Ironworks in the amount of \$45,718.19 for non-payment of fringe benefits for Socal Ironworks employees. The District will be holding back the value of these Stop Notices, and any other Stop Notices the District may receive, until Release of Stop Notices are received from the subcontractors.

District Staff is working with ASR Constructors, Inc. to closeout the project and communicate past due payment claims by subcontractors.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Aaron Brown
Associate Vice Chancellor, Finance

Ruth Adams, Esq.
Director, Contracts, Compliance and Legal Services

Dr. C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT					
QUADRANGLE MODERNIZATION PROJECT - CONSTRUCTION					
PAYMENT APPLICATION JOURNAL					
Vendor:		ASR Constructors, Inc.			
Requisition/P.O.:		FP06055			
Purchase Order #:		C-0001035			
Budget Code:		41 DDD 4100 0 71460925			
Measure C funds:		41 DDD 4160 0 71460925			
Inv. #	Inv. Date	Encumbered	Invoice Amt.	Retention	Total Paid
10/24/2005	FP06055	\$13,020,000.00			
App. 1	12/31/2005		\$686,985.50	\$68,698.55	\$618,286.95
App. 2	1/30/2006		\$874,453.52	\$87,445.35	\$787,008.17
App. 3	2/28/2006		\$431,953.30	\$43,195.33	\$388,757.97
App. 4	4/4/2006		\$629,614.94	\$62,961.49	\$566,653.45
App. 5	4/30/2006		\$632,098.68	\$63,209.87	\$568,888.81
App. 6R	5/31/2006		\$720,201.49	\$72,020.15	\$648,181.34
App. 7	6/30/2006		\$638,093.51	\$63,809.35	\$574,284.16
App. 8	7/31/2006		\$1,183,322.85	\$118,332.29	\$1,064,990.56
C.O. #1		\$188,765.00			
App. 9	8/31/2006		\$852,130.53	\$85,213.05	\$766,917.48
App. 10	9/30/2006		\$791,524.42	\$79,152.44	\$712,371.98
C.O. #2		\$302,990.00			
App. 11	10/31/2006		\$682,235.84	\$68,223.58	\$614,012.26
App. 12	11/30/2006		\$422,656.59	\$42,265.66	\$380,390.93
C.O. #3		\$664,934.00			
App. 13	12/31/2006		\$559,428.80	\$55,942.88	\$503,485.92
App. 14	1/31/2007		\$842,383.70	\$84,238.37	\$758,145.33
App. 15	2/28/2007		\$742,647.14	\$74,264.71	\$668,382.43
App. 16	3/31/2007		\$1,022,168.72	\$102,216.87	\$919,951.85
App. 17	4/30/2007		\$1,538,287.06	\$153,828.71	\$1,384,458.35
C.O. #4		\$1,030,080.00			
C.O. #5		\$450,103.00			
C.O. #6		\$212,023.00			
App. 18	5/31/2007		\$1,357,808.49	\$135,780.85	\$1,222,027.64
App. 19	6/30/2007		\$630,392.25	\$63,039.23	\$567,353.02
App. 20	7/31/2007		\$191,808.46	\$19,180.85	\$172,627.61
App. 21	8/31/2007		\$94,141.27	\$9,414.13	\$84,727.14
App. 22	9/30/2007		\$65,274.90	\$6,527.49	\$58,747.41
C.O. #7		\$255,770.00			
App. 23	11/30/2007		\$345,543.53	\$34,554.35	\$310,989.18
App. 24	12/31/2007		\$80,755.75	\$8,075.57	\$72,680.18
CO #8		\$185,754.00			
Total		\$16,310,419.00	\$16,015,911.24	\$1,601,591.12	\$14,414,320.12
*Retention funds are held in a District controlled escrow account at City National Bank					

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PLANNING COMMITTEE
September 9, 2008 – 7:00 p.m.
Student Services Lobby, Norco Campus

Committee Members: Janet Green, Committee Chairperson
Mark Takano, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness
Doug Beckstrom, Academic Senate Representative, (Moreno Valley)
Tom Wagner, Academic Senate Representative (Norco)
Lee Nelson, Academic Senate Representative (Riverside)
Yajaira Tiscareño, ASRCC Student Representative
Ed Williams, CTA Representative (Moreno Valley)
Joe Eckstein, CTA Representative (Norco)
Mark Carpenter, CTA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)
Ginny Haguewood, CSEA Representative (Riverside)

AGENDA

VI. Board Committee Reports

C. Planning

1. Riverside Aquatics Center Project–Design Presentation–Austin Veum Robbins Partners
- The Committee to be presented with a design presentation the Riverside Aquatics Center Project.
2. Riverside Community College District Strategic Plan 2008-2012
- The Committee to be presented with a draft of the District's Strategic Plan 2008-2012.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-1

Date: September 16, 2008

Subject: Riverside Aquatics Center Project – Design Presentation – Austin Veum Robbins Partners

Background: On June 17, 2008, the Board of Trustees approved an agreement with Austin Veum Robbins Partners to prepare plans, specifications, and working drawings for the Riverside Aquatics Center Project.

Presented for the Board's information is a design presentation on the Riverside Aquatics Center Project by Austin Veum Robbins Partners.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Rick Hernandez
Director Capital Planning
Facilities Planning, Design and Construction

C. Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-2

Date: September 16, 2008

Subject: Riverside Community College District Strategic Plan 2008-2012

Background: Presented for the Board's information is a report on the draft District Strategic Plan 2008-2010. A presentation will be given to the committee reviewing the draft. Included in the presentation will be an examination of the process used to develop the draft, its mission, vision and values statement, and draft strategic themes. It is anticipated that the Plan will be returned to the Board for their consideration and approval at a later date.

Information Only.

Irving G. Hendrick
Interim Chancellor

Prepared by: Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

RIVERSIDE COMMUNITY COLLEGE DISTRICT



STRATEGIC PLAN 2008 - 2012

DRAFT
07/24/08

<http://www.academic.rcc.edu/strategicplan>

Download a PDF version of this document • Provide comments & feedback

CHANCELLOR'S MESSAGE

Looking four years into the future, the board, administration, faculty, and staff of the Riverside Community College District face the unprecedented prospect of beginning the 2008/09 academic year as one college, but ending the 2011/12 academic year as a three-college district.

The results of our strategic planning since 2001 have transferred our identity from Riverside Community College, with an accredited core operation in Riverside and two expanding centers in Moreno Valley and Norco, to a district in which the latter two campuses have now advanced from eligibility for accreditation status to candidacy. A central outcome of the strategic plan outlined in his report is to achieve initial accreditation for what we expect will become Moreno Valley College and Norco College by 2010. Reaching this mark will test our ingenuity, organizational skills, and abilities to implement a resource allocation model that serves nearly 40,000 students in western Riverside County.

Yet, we recognize that strong colleges are not defined solely by effective organizational structures and administrative processes. Rather, Riverside City College, along with its sister campuses in Moreno Valley and Norco, will continue to be known for the breadth and quality

of programs, by the strength of faculties, and, most importantly, by the success of students. This fundamental truth is recognized in the strategic themes presented in this plan.

Given our proud mission as a community college, we strive to open access to all who desire a college education. We celebrate the knowledge and skills our students acquire here, whether they go on to transfer to four-year colleges and universities or enter the workforce and pursue careers that contribute to the growth, health, and advancement of our communities.

Irving G. Hendrick
Interim Chancellor



DRAFT

MISSION

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

VISION & VALUES

VISION

The Riverside Community College District is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

VALUES

Recognition for Our Heritage of Excellence

We embrace the district's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and communities. We are bound together to further our traditions and to build for the future on the foundations of the past.

Passion for Learning

We believe in teaching excellence and student centered decision-making. We value a learning environment in which staff and students find enrichment in their work and achievements.

Respect for Collegiality

We recognize the pursuit of learning takes the contributions of the entire district community, as well as the participation of the broader community. We believe in collegial dialogue that leads to participatory decision-making.

Appreciation of Diversity

We believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We promote inclusiveness, openness, and respect to differing viewpoints.

Dedication to Integrity

We are committed to honesty, mutual respect, fairness, empathy, and high ethical standards. We demonstrate integrity and honesty in action and word as stewards for our human, financial, physical and environmental resources.

Commitment to Community Building

We believe the District is an integral part of the social and economic development of our region, preparing individuals to better serve the community. We believe in a community-minded approach that embraces open communication, caring, cooperation, transparency, and shared governance.

Commitment to Accountability

We strive to be accountable to our students and community constituents and to use quantitative and qualitative data to drive our planning discussions and decisions. We embrace the assessment of learning outcomes and the continuous improvement of instruction.

ABOUT THE DISTRICT

Riverside Community College District has a student population of over 30,000 students and serves the residents of Western Riverside County from three interrelated campus/colleges in the cities of Riverside, Norco/Corona, and Moreno Valley. The District's service area is over 440 square miles with a wide range of social, economic and ethnic diversity in one of the most rapidly growing counties in the state.

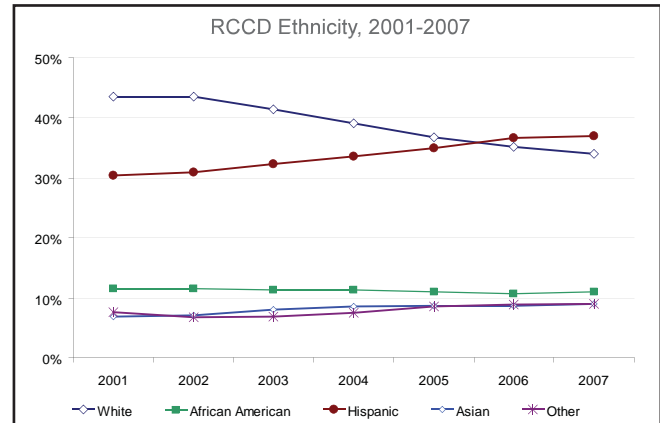
STUDENTS

DEMOGRAPHICS

- over 60% of our students are under 25
- 60% are female
- 72% of RCCD students attend part-time (less than 12 units)

ACADEMIC CHALLENGES

- 76% of the first-time freshmen need at least one remedial course based on their placement recommendations
- The majority of students in the RCCD feeder school districts scored either "Basic" or "Below Basic / Far Below Basic" on the 2007 California Language Arts Standards Tests



CAMPUSES

MORENO VALLEY - Serving Riverside County's second largest city and surrounding communities, the Moreno Valley Campus offers high quality university-transfer programs as well as emphasis on career and technical programs with a particular focus on health and public services.

NORCO - Norco Campus serves over 9,000 students, providing daytime, evening, weekend and online course offerings. Norco's vision statement describes the Campus as "a dynamic center for learning, student success, cultural enrichment and community development and an innovative leader in providing relevant, accessible and affordable educational programs".

RIVERSIDE CITY - Riverside City College, one of the oldest community colleges in California, opened in 1916 on the site of the former Poly High School, and has grown to be the largest provider of higher education in the region. Serving more than 19,000 students each semester, RCC is home to strong programs in liberal arts, science, performing arts, nursing and athletics.



ABOUT THE DISTRICT

SHARED COMMITMENTS

Core Curriculum

Student Contract

Academic Calendar

Faculty, Staff Contract

Insert Growth Chart

DISTRICT OFFICES

The District Offices facilitates the work of its colleges and learning centers through provision of human, physical, financial, infrastructure and intellectual resources. More specifically the district offices currently provide:

- Organizational Leadership
- Advocacy and Engagement
- Coordination with Collective Bargaining Agents
- Resource Development and Management
- Coordination of District-wide Curriculum and Support for Instruction
- Assistance with Accreditation, Grant, Contract and Legal Mandate Compliance
- Research and Planning Support
- Institutional Reporting
- Campus Police Services
- Facilities Project Management
- Diversity and Human Resource Management
- Community Education
- Economic Development
- Marketing
- Information Technology Infrastructure Management including the Infrastructure to Support Technology Mediated Instruction



ENVIRONMENTAL SCANS

In January 2007, Dr. CHARLES McINTYRE was hired by the District to perform three tasks:

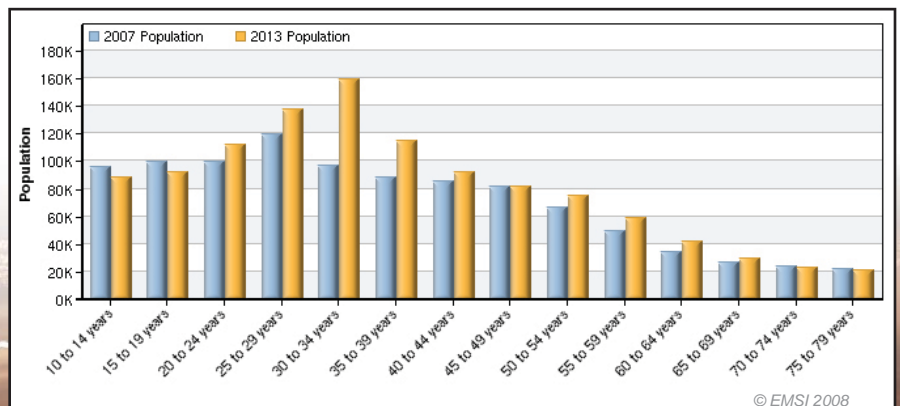
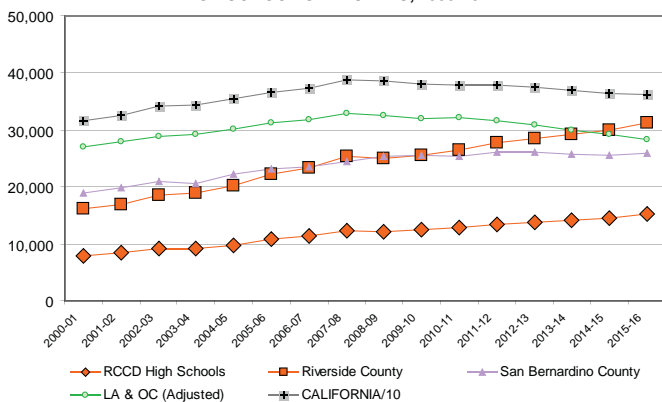
1. **External Scan** of conditions and educational needs of RCCD's students and communities
2. **Internal Scan** of conditions internal to RCCD including how well it is meeting the educational needs of its current students
3. **Scenarios and Simulations** of the enrollment implications of future scenarios

Environmental Scans were also performed by Mass Companies, Inc., and MDA Johnson Favaro as part of the Moreno Valley, Norco and Riverside City master plan processes.

KEY FINDINGS

1. The region is experiencing **ROBUST GROWTH** averaging over 4% annually in last 15 years. Most of the growth in the region is due to domestic migration from other parts of the state and nation with the largest growth in unincorporated areas of the district. As a result, unlike most other parts of the state and the nation, the **number of high school graduates is increasing** each year and is likely to continue to grow through at least 2016.
2. The District's service area is **HIGHLY DIVERSE** in every sense including age, ethnicity, and household income.
3. **Most students arrive UNPREPARED** for college level work: 4 of every 5 students need remedial English Courses (1 in 5 ESL), and 97% need pre-collegiate math.
4. The District's **TRANSFER** rate is comparable to other colleges in the state and second in the region. Transfer students perform better than students who began at CSU or UC.
5. Approximately 75% of those who begin a vocational course complete it successfully, and those who complete certificates or degrees in **vocational areas** have ample potential **JOB OPPORTUNITIES** in the region.
6. The most significant cost students must consider when they choose to attend RCCD is the **COST OF TRANSPORTATION** in both time and gasoline.

HIGH SCHOOL GRADUATES, 2000-15



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STRATEGIC THEMES

1. Student Access
2. Student Success
3. Service to the Community
4. System Effectiveness
5. Financial Resource Development
6. Organizational and Professional
Development

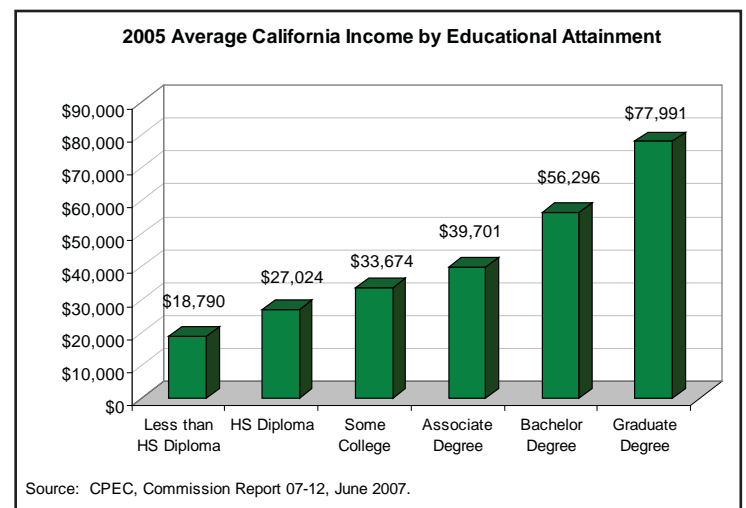
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STUDENT ACCESS

Education is the vital pathway to meeting career and social challenges, seizing opportunities in the workplace, and obtaining an enhanced quality of life. Yet, the percentage of individuals, particularly those in the 18 to 24 age group, enrolled in college has not kept pace with the need for higher education. As an open-access institution and the largest provider of post-secondary education in its region Riverside Community College District recognizes the critical role and influence it has on the future of the region.

If we are to cultivate the educated society needed for 21st century job skills and global competitiveness, we must increase awareness about the benefits of a college education, particularly among younger students and those most at risk of unemployment. Research has shown that continuous enrollment from high school through college leads to greater goal completion as evidenced by higher levels of transfer, associate degree attainment, and completion of job skills training. Underrepresented minorities and members of low-income families still lag behind other groups in seeking and receiving a college education directly following high school. The District is strongly committed to serving all students, but special programs and support mechanisms are in place to recruit and retain first-generation and at-risk students.

While the price of tuition in Riverside Community College District is exceptionally low when compared to other institution of higher education, the District is very much aware that the cost of attending may also include lost wages, child care, and transportation. As a result RCCD is dedicated to providing ease of access through the continued establishment of neighborhood sites and alternative ways of delivering instruction.



STRATEGIC THEME ONE

STUDENT ACCESS

STRATEGIES

1. Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.

OUTCOME MEASURES:

*District-wide survey; Focus groups;
Increase in college going rate*

2. Increase the RCCD capture rate (percentage of HS students that attend RCC after leaving HS) and the college going rate high school students in the district by building stronger collaborations with K-12.

OUTCOME MEASURE:

Capture rate for recent high school graduates

3. Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs and district services

OUTCOME MEASURES:

Enrollment rates for first generation students, males, Latinos, African-Americans, Native Americans, adults over 24

4. Expand services to students in outlying (unincorporated) areas which are the fastest growing in the district.

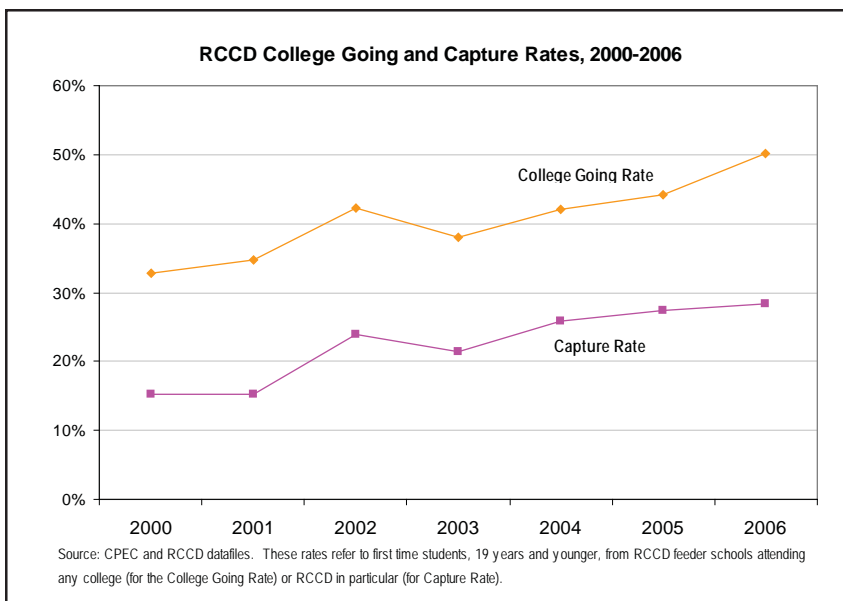
OUTCOME MEASURES:

*Capture rates in outlying high school districts;
summary of new service locations*

5. Continue refinement of pre-enrollment processes including application, orientation, assessment and counseling

OUTCOME MEASURES:

*Enrollment rate of students who apply;
survey of non-enrolled students*

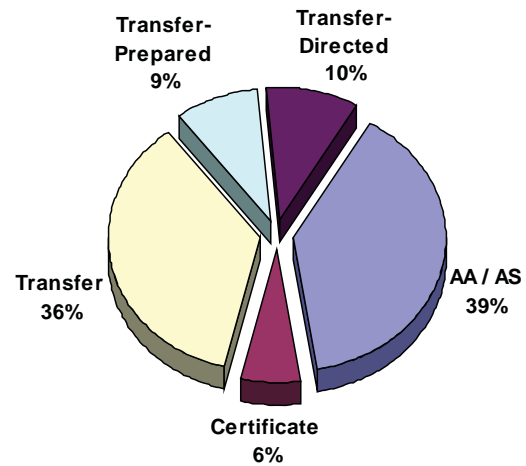


STUDENT SUCCESS

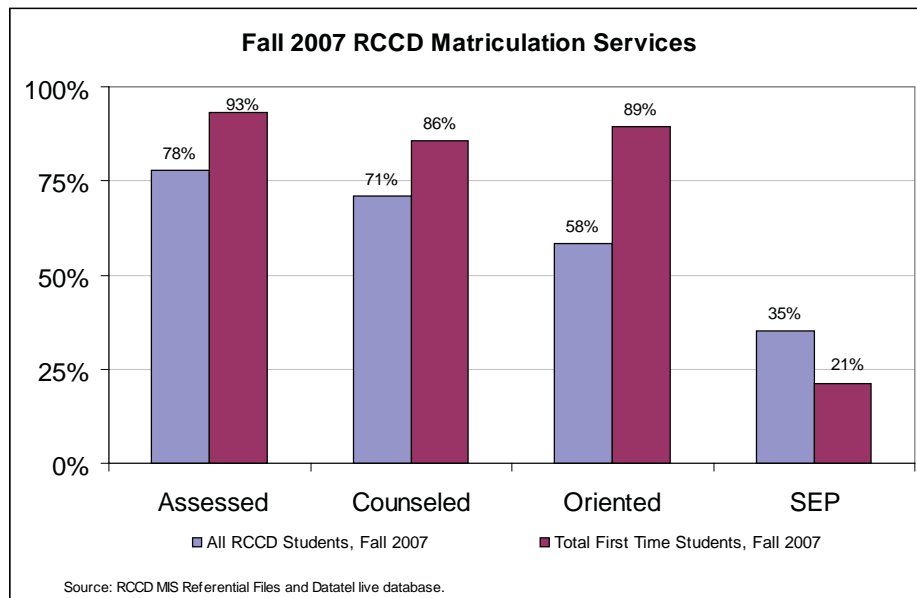
Riverside Community College District is dedicated to the success of our students. Success comes in many forms and the District facilitates achievement by offering numerous pathways and a variety of approaches to teaching and learning. The District is a recognized leader in the state in online and hybrid course offerings and in its use of student learning outcomes assessment to improve teaching and learning.

In addition, the District has identified model basic skills and English as a Second Language programs and is developing best practices for classrooms and labs. The District is committed to continue the enhancement of basic skills education and to ensure that all faculty are equipped to facilitate learning for all of our students.

RCCD's Student Progress and Achievement Rate
by category



Source: ARCC Report, 2008. California Community Colleges Chancellor's Office.



STUDENT SUCCESS

STRATEGIES

1. Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success and by providing modes of instruction that support student learning preferences.

OUTCOME MEASURE:

Baseline measures for developmental education and ARCC indicators

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

OUTCOME MEASURE:

Number of students who use student services and who have an SEP

3. Promoting degree and certificate completion in career and technical programs by expanding short term classes and programs to improve job skills.

OUTCOME MEASURES:

Degree and certification completion rates in career and technical programs; persistence rates

4. Increase transfer awareness, readiness and transfer rates.

OUTCOME MEASURES:

Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four year colleges

5. Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes and align delivery/timing of services to the needs of students.

OUTCOME MEASURES:

Summary of instructional options; retention and success comparison for face-to-face, hybrid and online classes; enrollment rates for short-term courses; student satisfaction surveys

6. Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes

OUTCOME MEASURE:

Annual SLO assessment reports

7. Develop a rubric for evaluation of existing and prospective collaborations and partnerships.

OUTCOME MEASURES:

Rubric for evaluation of collaborations and partnerships and how it will be integrated with strategic planning

8. Expand upon the definitions of student success to include non-traditional indicators of success and develop a rubric for assessing broad forms of student achievement.

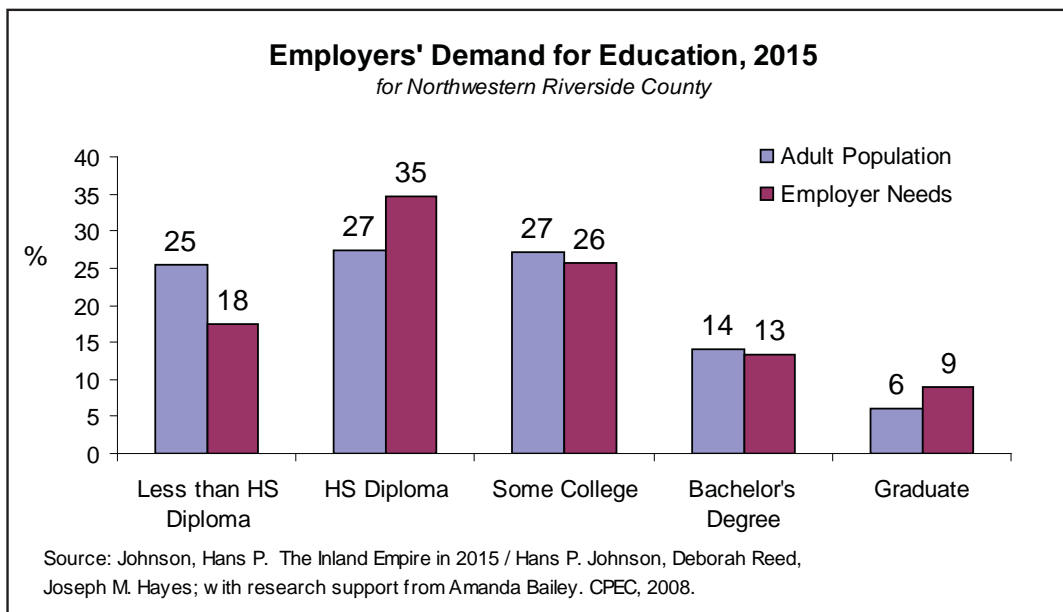
OUTCOME MEASURES:

Definitions of student success and rubric for assessing the degree of success based on those indicators; exit survey data

SERVICE TO THE COMMUNITY

Businesses in the RCCD service area face considerable challenges. Local industries are looking for workers with vocational and trade skills, but the education of adults does not match the employer demands. At the same time, population gains in the Riverside area have outstripped gains in jobs for college graduates, an imbalance that had led to the region being one of the nation's largest commuter communities.

There is, however, considerable demand for skilled labor. The Inland Empire suffers from a significant deficit of high school graduates with vocational skills. The District is committed to provide an array of educational services to the local community empowering students to become valuable contributors to the economic and social life of the region.



SERVICE TO THE COMMUNITY

STRATEGIES

Career and Technical Education: Career and Technical Education is the intersection between rigorous academic, technical, and employability skills, resulting in capable career-ready individuals.

Economic Development: Attract, retain, and build local businesses through education and services focusing on business development, technology deployment, and continuous workforce improvement.

Workforce Preparation Program: Provides a wide variety of services to students including programs or classes such as: the RCC CalWORKs Program, the TANF-Child Development Careers Program, the Independent Living Skills Program/Foster Care Program, the Workforce Preparation Skills Classes, Riverside County Emancipation Services, and Gateway to College Early College High School.

Community Education: Offers a wide variety of fee-based, not-for-credit classes to people of all ages.

1. Analyze, refine and promote programs in Career and Technical Education, Economic Development and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

OUTCOME MEASURES:

*Job placement survey, employer surveys
(requires new resources)*

2. Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.

OUTCOME MEASURES:

Change in existing sales, new jobs created, number of businesses trading internationally, amount of federal & state contracts awarded to local businesses

3. Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

OUTCOME MEASURES:

Inventory of community activities engaged in by RCCCD trustees, administrators, faculty, staff and students.

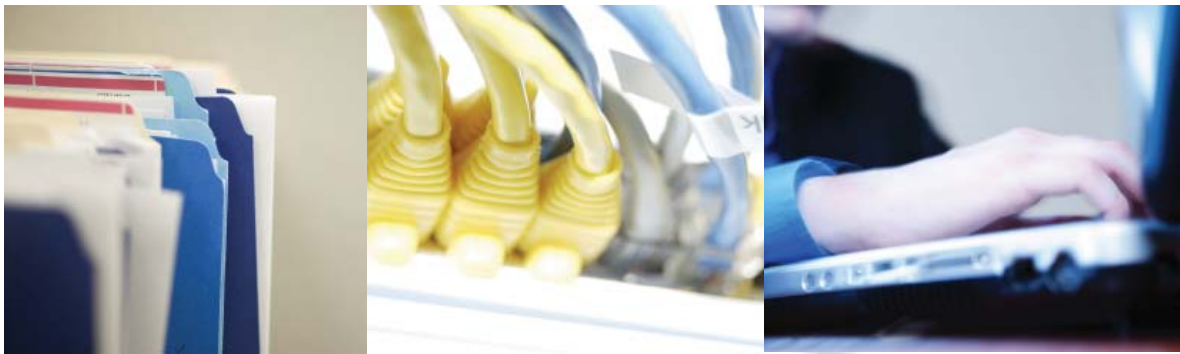
4. Ensure that all geographic areas of the district have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.

OUTCOME MEASURE:

Inventory of programs and survey of participant satisfaction

SYSTEM EFFECTIVENESS

Increasing the effectiveness of the District frees up human, physical, financial and intellectual resources enabling an increasingly strong focus on student success. Effective coordination of procedures and practices reduces costs and ensures valuable participation in important decisions.



Currently Scheduled Construction Projects with location and earliest completion date:



1. Industrial Technology Building (Norco, 2009)
2. Soccer Field (Norco, 2009)
3. Network Operations Center (Moreno Valley, Norco, 2009)
4. Student Success Center (Norco, 2010)
5. Aquatics Center (Riverside, 2010)
6. Infrastructure and ADA Transition (All, 2010)
7. Nursing/Sciences Complex (Riverside, 2011)
8. Wheelock Gymnasium, Seismic Retrofit (Riverside, 2012)
9. Phase III Student Academic Services (Moreno Valley, 2012)
10. School for the Arts (Riverside, 2012)
11. Life Sciences/Physical Science Reconstruction (Riverside, 2015)
12. Center for Health, Wellness and Kinesiology (Norco, 2015)
13. Health Science Center (Moreno Valley, 2015)

STRATEGIC THEME FOUR

SYSTEM EFFECTIVENESS

STRATEGIES

1. Develop an effective and accredited three college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:
 - Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan
 - Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community
 - Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.

OUTCOME MEASURES:

Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards

2. Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic and data driven, complement the district and campus strategic and master plans, and effectively prioritize new and ongoing resource needs.

OUTCOME MEASURES:

Establishment of practices and procedures; integration of campus and district priorities identified in program review and campus/district master plans

3. Institutionalize a budget allocation model that is data driven and informed by planning priorities.

OUTCOME MEASURES:

Degree to which the criteria set forth in the budget allocation model are achieved.

4. Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

OUTCOME MEASURES:

Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; decrease in time to degree/certificate completion

5. Develop an integrated marketing plan that is aligned with the district and campus strategic planning processes.

OUTCOME MEASURES:

Approved and implemented marketing plan that results in level of contacts and awareness as defined through the strategic planning process

6. Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.

OUTCOME MEASURES:

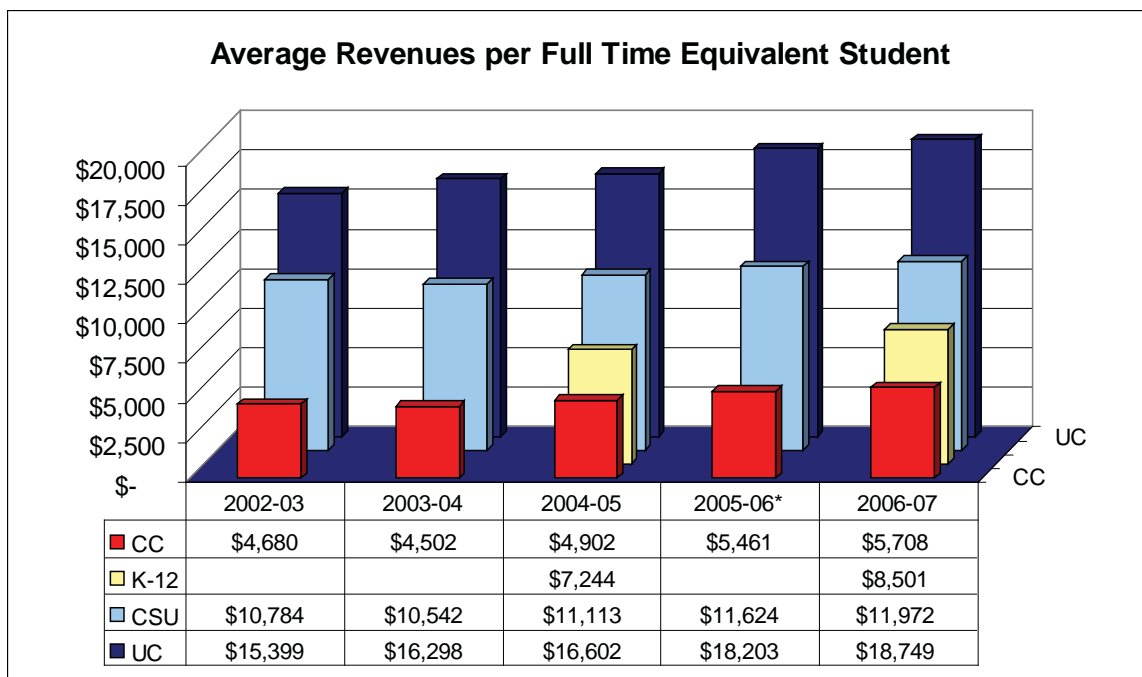
Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings.

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FINANCIAL RESOURCE DEVELOPMENT

The District is committed to seeking expansion of all possible sources of revenue to support student learning. State funds and local property taxes account for more than 75 percent of funding. In order to provide long-term stability to district and college operations, resource diversification is crucial. In recent years the District has been very successful at receiving federal and state grants and is committed to continuing to seek such sources of revenue. Industry partnerships, contract education, and foundation support continues to be vital to the district's ability to fulfill its mission.

The California Community Colleges rank among the lowest in the nation in terms of full-time equivalent student funding. In addition, community colleges, which provide most of the first responders, nurses and other vital skills to the state are funded at substantially lower levels than other segments of California education (see chart below). The district is committed to continuing its lobbying efforts in support of community colleges in general and the district in particular.



Data compiled from: CPEC fiscal profiles 2004, and 2006; California Community College League: Fast Facts 2008

STRATEGIC THEME FIVE

FINANCIAL RESOURCE DEVELOPMENT

STRATEGIES

1. Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.

OUTCOME MEASURE:

Increases in funding

2. Advocate for changes in how grant funded square footage impacts inventory and future construction.

OUTCOME MEASURE:

Assessment of changes in the funding model

3. Integrate resource development efforts by RCCD Foundation, bond measures and external sources with District strategic planning and resource allocation processes.

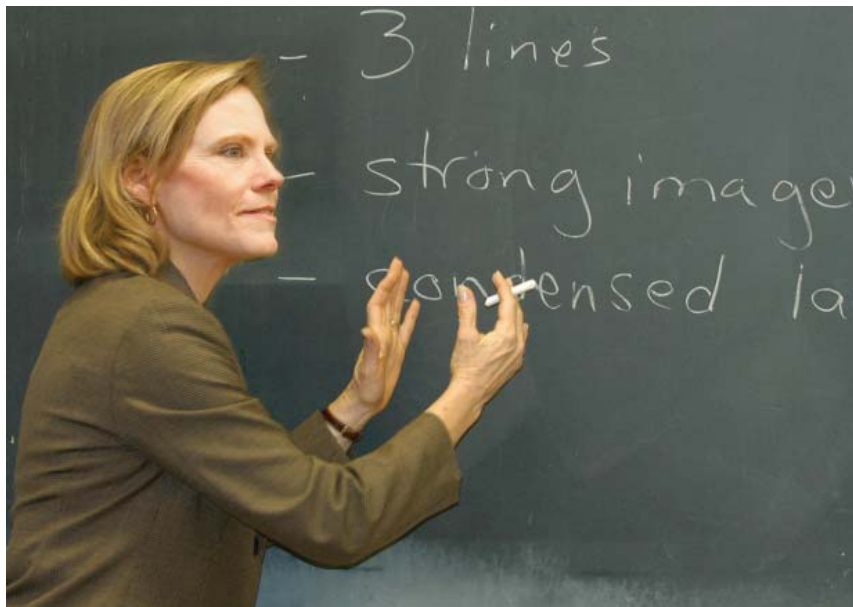
OUTCOME MEASURE:

Degree to which priorities identified are addressed by resource development efforts



ORGANIZATIONAL & PROFESSIONAL DEVELOPMENT

Community College faculty, staff and administrators face an increasingly complex array of educational and service needs necessitating a major commitment to human resource development in at least four broad areas: recruitment of a qualified and diverse workforce; leadership development; professional development particularly in the area of how best to facilitate student learning and assessment in all areas including basic skills; technology training; and organizational development to prepare faculty, staff and administrators to effectively evaluate data, participate in strategic planning, and cope with rapid change.



STRATEGIC THEME SIX

ORGANIZATIONAL & PROFESSIONAL DEVELOPMENT

STRATEGIES

1. Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

OUTCOME MEASURES:

Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates

2. Recruit, select and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline.

OUTCOME MEASURES:

Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students

3. Develop methodologies to evaluate and adjust employee assignments in order to enhance the district's capacity to respond to change by implementing effective approaches to training, reclassifying and retaining staff within Title 5 guidelines regarding recruitment.

OUTCOME MEASURE:

Increases in staff retention and satisfaction

4. Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

OUTCOME MEASURES:

List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District

5. Enhance development and training opportunities for all employees to meet the mission, vision and values of the district.

OUTCOME MEASURES:

Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the district

STRATEGIC PLANNING PROCESS

ANTICIPATED PROCESS:

- District Strategic Planning Committee April 2008 – Charge to create a new statements of Vision, Values and Mission, establishment of working group
- Management Association Retreat April 2008 – brainstorm vision and values
- Working Group April 2008 – refine vision, values and draft initial Mission Statement
- Academic Senates for each campus May 2008 – respond to vision, values and mission statement
- Working Group April - May 2008 – Brainstorm Strategic Themes, Strategies and Outcomes
- Campus Strategic Planning Committees May 2008 – respond to Strategic Themes, Strategies and Outcomes
- Working Group May 2008 – refine the document
- District Strategic Planning Committee May 2008 – respond to the work thus far
- RCC-all May 2008 – Distribution of the document for district wide response
- Working Group June 2008 – polish the document
- District Strategic Planning Committee June 2008 – Tentative approval of the draft document
- Dissemination of Draft to Faculty August 2008
- Board of Trustees September 2008 – Review of the Document as an Information Item
- September 2008 - Draft returned to campus committees and District Strategic Planning Committee for their approval
- Approval by the Board TBA

DOCUMENTS AND DATA WHICH INFORMED THE DISCUSSION INCLUDE AMONG OTHERS:

- Community Surveys for: Bond Issue, Foundation, Master Plans for Each Campus
- Environmental Scan: External, Internal and Simulations
- Master Plans, Educational Plans and Facilities Plans for Each Campus
- Riverside Community College District Fact Book
- Strategic Initiatives for the District and for Each Campus
- Strategic Plan for the California Community Colleges

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