

**Board of Trustees Regular/Committee Meeting
Tuesday, October 01, 2019 6:00 PM
District Office, Board Room, 3801 Market Street
Riverside CA 92501**

ORDER OF BUSINESS**Pledge of Allegiance**

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 and speak to an Executive Administrative Assistant as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. PUBLIC HEARING**III. CHANCELLOR'S REPORT**

III.A. Chancellor's Communication
Information Only

III.B. Annual Self Evaluation for Board of Trustees
Recommend reviewing and discussing the results for the Board of Trustees' annual self assessment, identify areas needing attention and set goals and priorities for the coming year.

BOT Self Assessment 2019

IV. BOARD COMMITTEE REPORTS

IV.A. Governance

[Resolution No. 08-19/20 In Support of Declaring October 14-18, 2019, and Every Third Week of October Thereafter, as Undocumented Student Action Week](#)

The Committee to review Resolution No. 08-19/20 declaring October 14-18, 2019, and every third week of October thereafter, as Undocumented Student Action Week.

[Resolution No. 08-19/20 Undocumented Student Action Week](#)

IV.B. Teaching and Learning

[District Strategic Plan](#)

The Committee to review the District Strategic Plan for 2019-2024

[District Strategic Plan 2019-2024](#)

IV.C. Teaching and Learning

[Proposed Curricular Changes](#)

The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

[Proposed Curricular Changes 090319](#)

[Proposed Curricular Changes 091719](#)

IV.D. Teaching and Learning

[Proposed Academic Calendars\(s\) 2020/2021 and 2021/2022](#)

The Committee to review the proposed academic calendars for 2020-2021 and 2021-2022.

[2020-2021 Academic Calendar](#)

[2021-2022 Academic Calendar](#)

IV.E. Resources

[Presentation on Classified Classification and Compensation Study](#)

Information Only

[20191001_Classification and Compensation Study Update_Update.pdf](#)

[20191001_Classification and Compensation Study Update_Log of Events.pdf](#)

V. OTHER BUSINESS

VI. CLOSED SESSION

VI.A. Conference with Legal Counsel - Anticipated Litigation
Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of Government Code
Section 54956.9 - One Potential Case
To Be Determined

VII. ADJOURNMENT

Board of Trustees Regular/Committee Meeting (III.A)

Meeting	October 1, 2019
Agenda Item	Other Items (III.A)
Subject	Chancellor's Communication
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

Chancellor will share general information to the Board of Trustees, including federal, state and local interests and District information.

Prepared By: Wolde-Ab Isaac

Board of Trustees Regular/Committee Meeting (III.B)

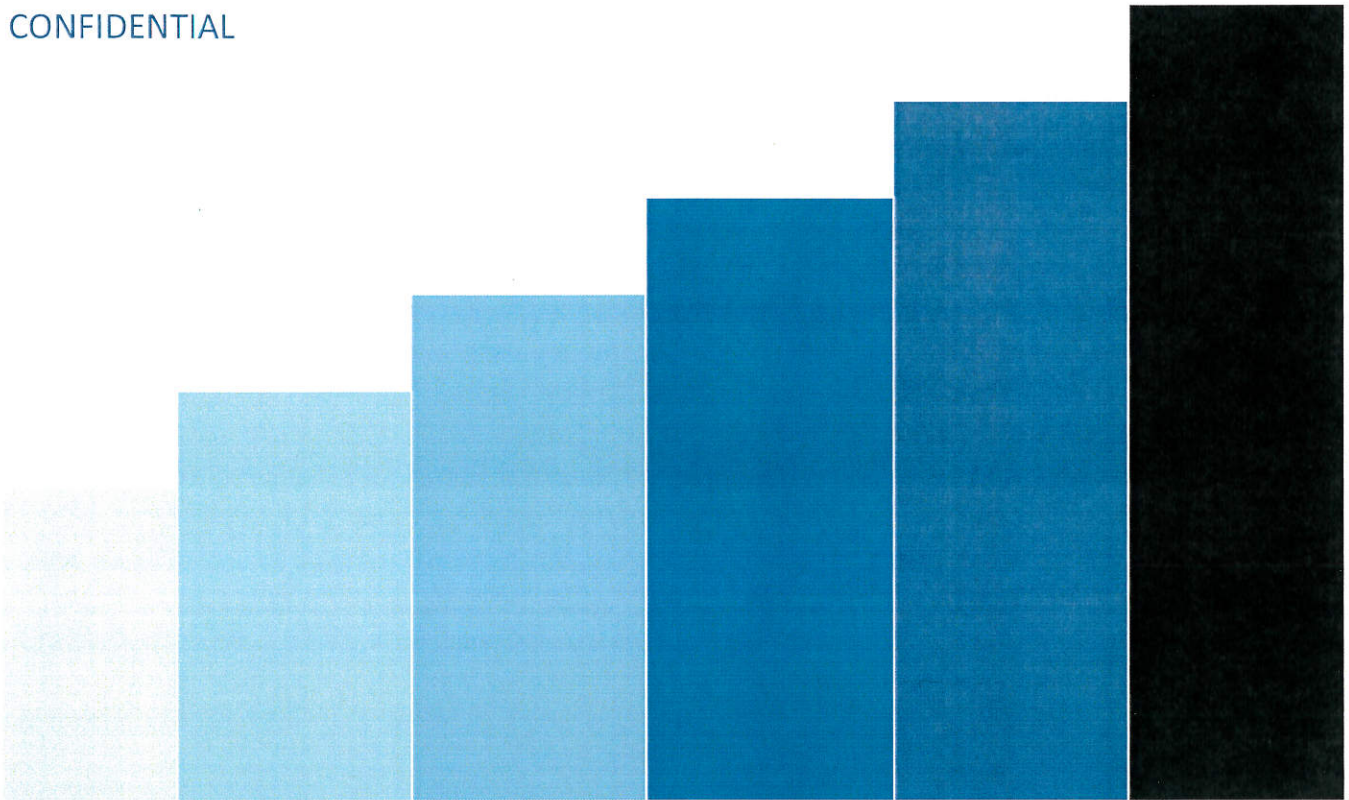
Meeting	October 1, 2019
Agenda Item	Other Items (III.B)
Subject	Annual Self Evaluation for Board of Trustees
College/District	
Funding	N/A
Recommended Action	Recommend reviewing and discussing the results for the Board of Trustees' annual self assessment, identify areas needing attention and set goals and priorities for the coming year.

Background Narrative:

On September 17, 2019, each Board member was asked to complete a board self-assessment instrument administered by the Association of Community College Trustees (ACCT). All board members responded to the assessment, and ACCT prepared a summary analysis of the data. Board self-assessment is considered a standard of good governance and is an accrediting standard per The Accrediting Commission for Community and Junior Colleges (ACCJC), see Standard IV: Leadership and Governance, C. Governing Board, 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. Source: https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

An ACCT consultant will review the results of the board self-assessment, identify areas needing attention and assist with setting goals and priorities for the coming year.

Prepared By:



Board Self-Assessment Report
Summary Analysis
October 2019

Prepared by
Association of Community College Trustees
1101 17th Street, NW | Suite 300
Washington, DC 20036

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OVERVIEW OF BOARD SELF-ASSESSMENT

The Association of Community College Trustees (ACCT) is pleased to assist the Riverside Community College Board of Trustees with its self-assessment process. This report is based on an assessment instrument distributed to the entire board on September 17, 2019. All five board members completed the assessment by September 23, 2019. All responses have been anonymously tabulated. ACCT has made minimal stylistic changes to comments in an effort to provide greater clarity, ensure confidentiality, and protect the integrity of the process and encourage positive and productive dialogue.

One goal of the Board Self-Assessment (BSA) is to strengthen the board's unique leadership role and partnership with the chancellor. Periodic board self-assessment provides an opportunity for board members to review their roles and responsibilities, set standards, and clarify expectations. It can also serve as an example of the board's ongoing commitment to accountability and assessment for the college community.

This summary report provides an overall assessment of the board as one unit, and reinforces the role of the governing board. It also provides a profile of each trustees' response to each item in the assessment. A comparison of these sets of data provides a clearer picture of where there is general consensus, and at the same time values the individual voice of each trustee when there is significant divergence from that of the board as a whole.

The BSA is designed to assess key characteristics of effective governance. This instrument includes 37 items across nine categories. Items were rated on a scale of 1 to 5 (indicating the extent to which respondents agree or disagree).

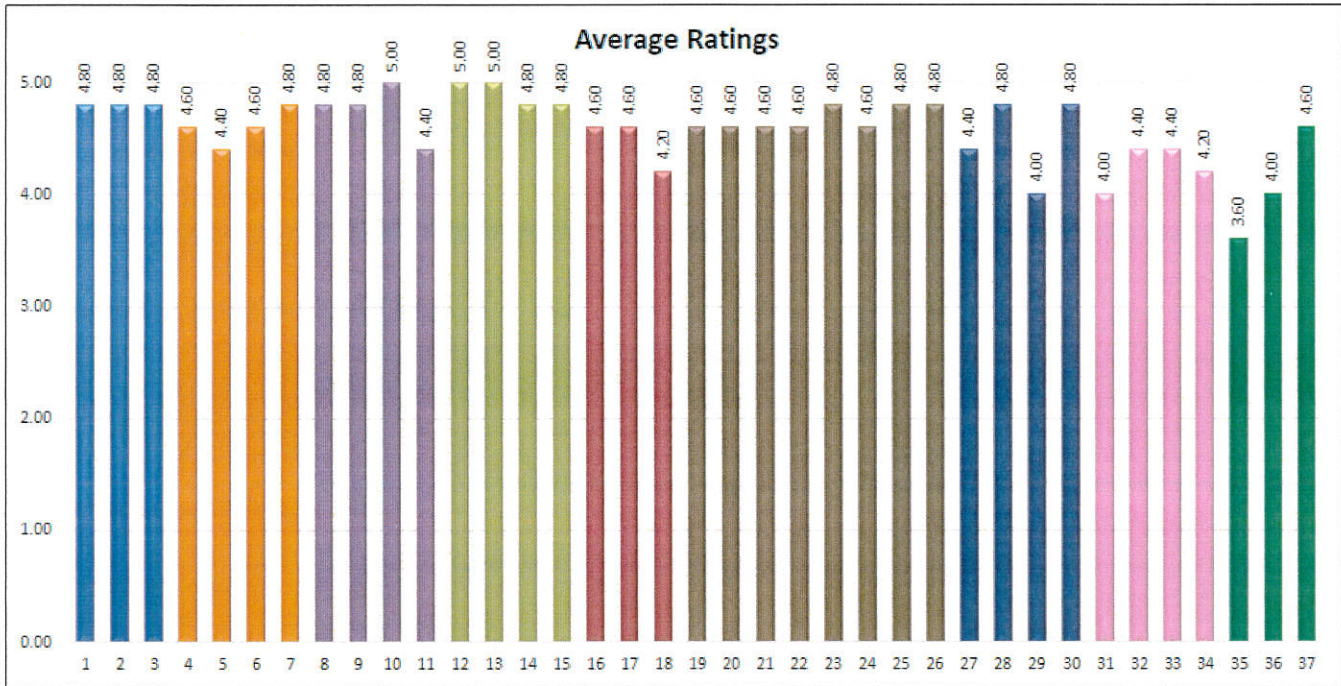
We hope that the findings will facilitate an open and frank discussion and, in turn, enhance the board-chancellor and trustee-to-trustee relationships.

Please note that ACCT does not allow any individuals/colleges to reproduce, distribute, or transmit in any form or by any means the self-assessment instrument or report, including photocopying, recording, or other electronic or mechanical methods.

ACCT appreciates the opportunity to assist the Riverside Community College Board of Trustees with this process.

Should you have any questions, please contact Colleen Allen at callen@acct.org, 202-775-6490.

Summary of Board Self-Assessment

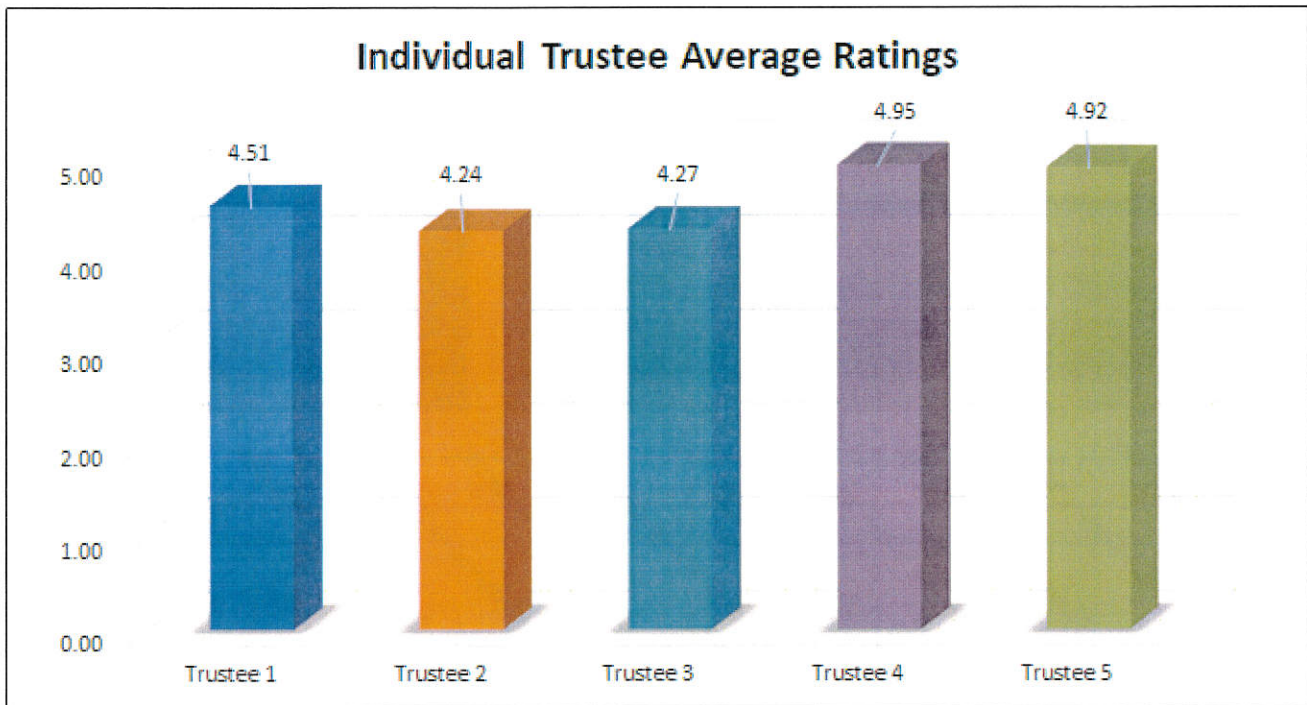


The overall average across the assessment is 4.58. The tables that follow display the highest and lowest rated items. Ratings are generally high for all items in the assessment, and only one item had an average below 4.00. Among the lower rated items 2 were from the Advocating for the College, and 2 from Board Education. Among the higher rated items, 4 came from Community College and Student Relations, while 3 each came from Board-Chancellor Relations, Board Organization, and Standards for College Operations. Forty-three percent of the highest rated items had an average rating of 4.80 or higher.

Lowest Rated Items	Avg	Category
18. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.	4.20	Community Relations
34. The board actively supports the District’s foundation and fundraising efforts.	4.20	Advocating for the College
29. Once a decision is made, board members cease debate and uphold the decision of the board.	4.00	Board Leadership
31. Board agendas include sufficient legislative and state policy issues facing the District.	4.00	Advocating for the College
36. The board is knowledgeable about major social and economic trends and issues that affect the institution.	4.00	Board Education
35. Board members are engaged in a continuous process of training and development.	3.60	Board Education

Highest Rated Items	Avg	Category
10. The board encourages the professional growth of the chancellor.	5.00	Board-Chancellor Relations
12. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.	5.00	Community College and Student Relations
13. Board members support the programs and activities of the District by attending the various District events.	5.00	Community College and Student Relations
1. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.80	Board Organization
2. Board members are given timely and adequate background information on the issues they are requested to make decisions about.	4.80	Board Organization
3. Board members make decisions after thorough discussion and exploration of many perspectives.	4.80	Board Organization
7. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.	4.80	Policy Role & Direction
8. The board provides the proper level of authority to the chancellor for administration of the District.	4.80	Board-Chancellor Relations
9. Board members respect the role of the chancellor as the link between the board and staff.	4.80	Board-Chancellor Relations
14. Transparency of board actions and materials is important to board members.	4.80	Community College and Student Relations
15. The board is sensitive to the concerns of students and employees while maintaining impartiality.	4.80	Community College and Student Relations
23. The board sets suitable goals for the chancellor that align with the mission.	4.80	Standards for College Operations
25. The board is aware of the college's funding structure.	4.80	Standards for College Operations
26. The board has policies that require adequate participation in decision-making within the institution.	4.80	Standards for College Operations
28. The board bases its decisions upon all available facts in each situation.	4.80	Board Leadership
30. The board is willing to re-evaluate decisions when necessary.	4.80	Board Leadership

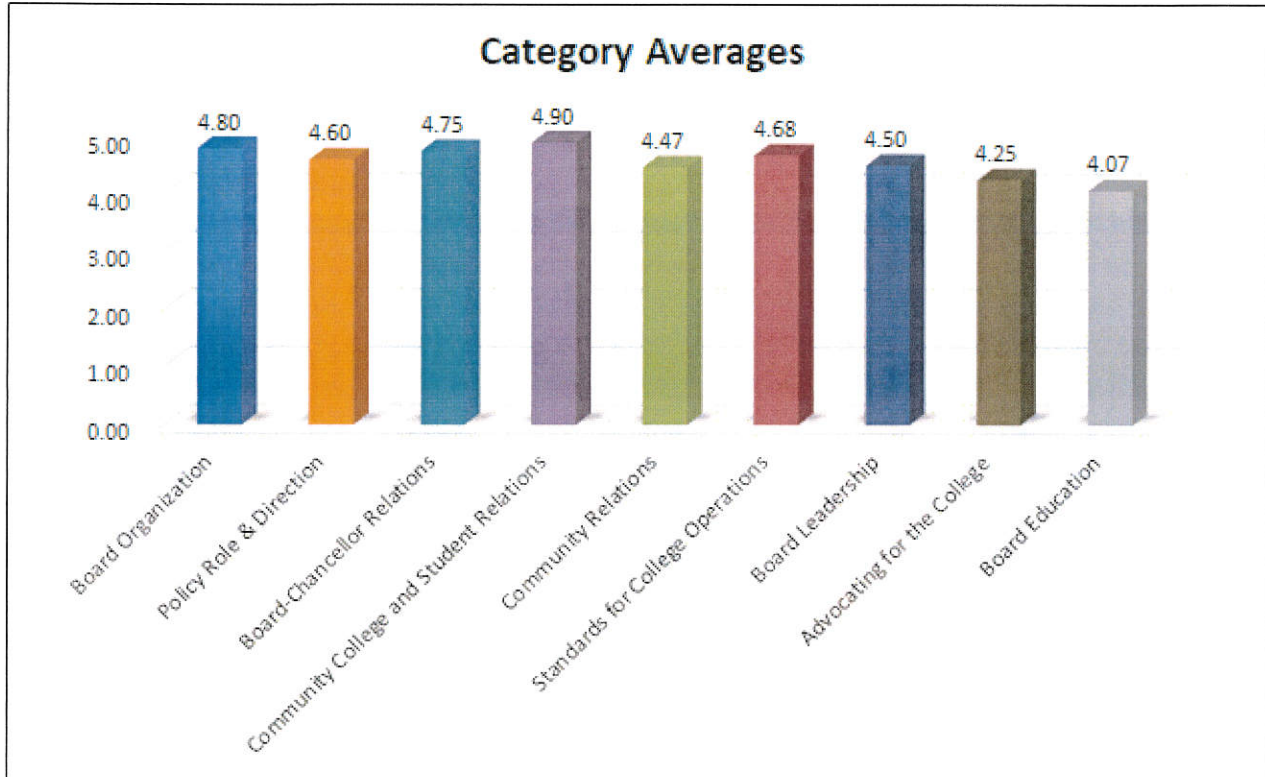
Individual Trustee Averages



Notes:

The chart above displays the average rating by each trustee. Trustee #4 had the highest average rating of 4.95, while trustee #2 had the lowest with an average rating of 4.24. The difference between the highest and lowest is .71 out of a possible 5.0 indicating a high degree of agreement among the trustees.

Averages per Category



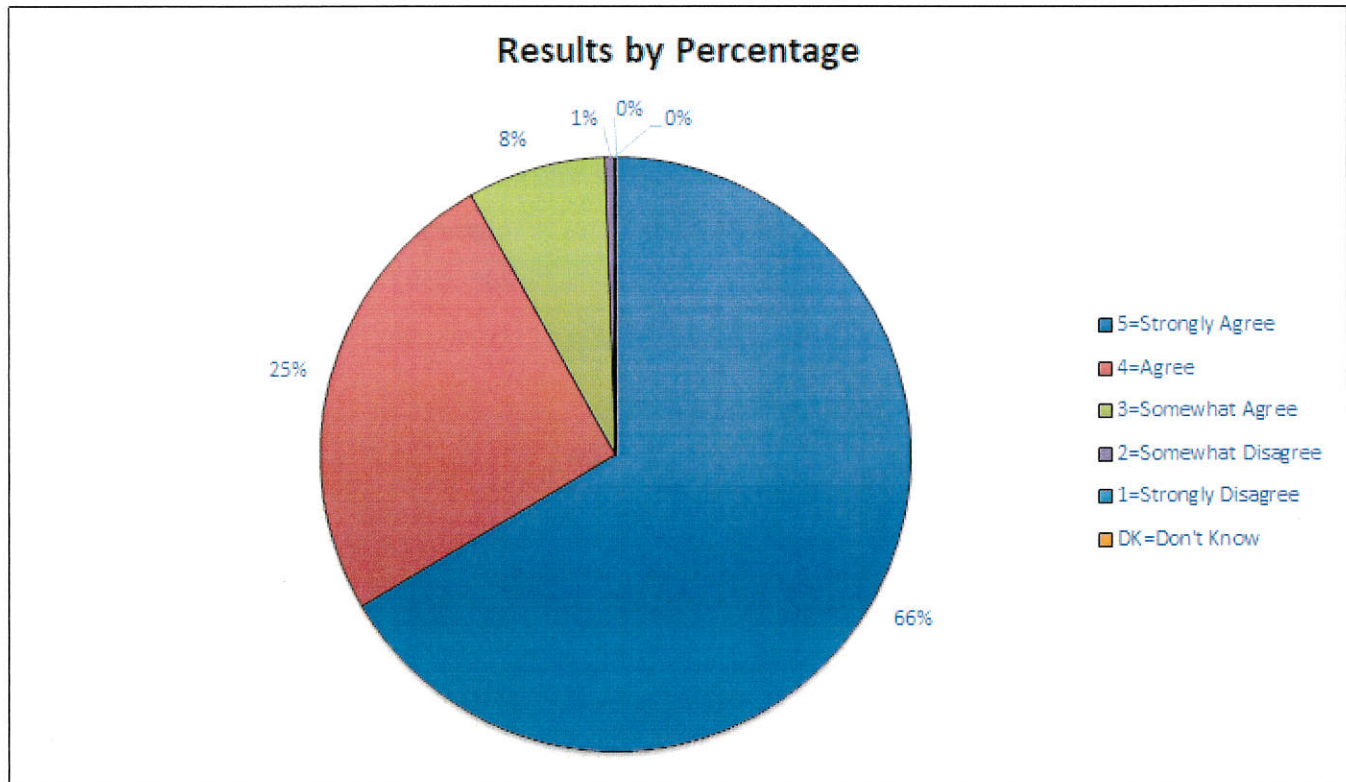
Category	2019
Community College and Student Relations	4.90
Board Organization	4.80
Board-Chancellor Relations	4.75
Standards for College Operations	4.68
Policy Role & Direction	4.60
Board Leadership	4.50
Community Relations	4.47
Advocating for the College	4.25
Board Education	4.07

Notes:

The chart above displays the average rating for each category. The table displays the categories by highest to lowest. Community College and Student Relations is the highest rated category, while Board Education is the lowest.

Breakdown of Responses by Percentage

UPDATE There were 37 items rated by five Board members for a total of 185 possible responses. Ninety-one percent of the responses were rated 4 (agree) or 5 (strongly agree). There was one 2 (somewhat disagree) rating.



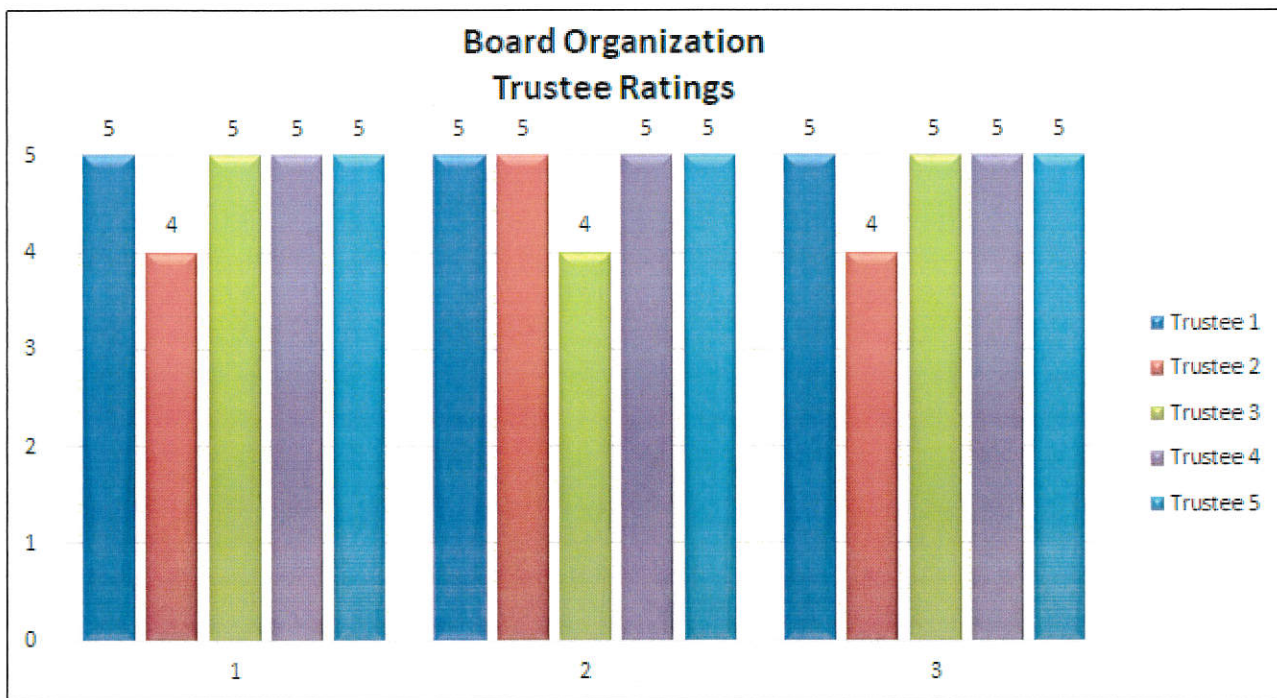
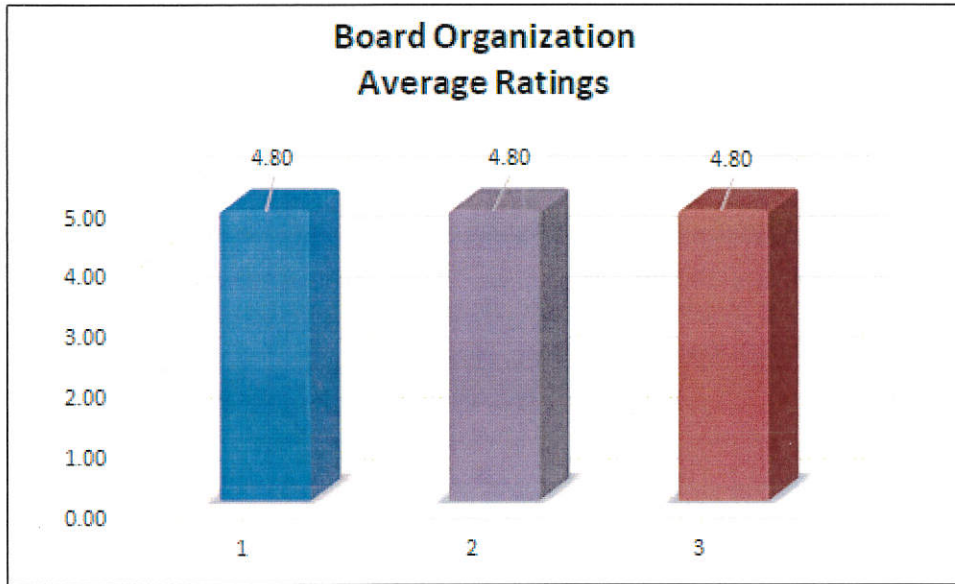
Rating	# of Responses	% of Responses
5=Strongly Agree	123	66%
4=Agree	47	25%
3=Somewhat Agree	14	8%
2=Somewhat Disagree	1	1%
1=Strongly Disagree	0	0%
DK=Don't Know	0	0%
Total	185	100%

Results by Topic

Board Organization	2019
1. Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.	4.80
2. Board members are given timely and adequate background information on the issues they are requested to make decisions about.	4.80
3. Board members make decisions after thorough discussion and exploration of many perspectives.	4.80

NOTES:

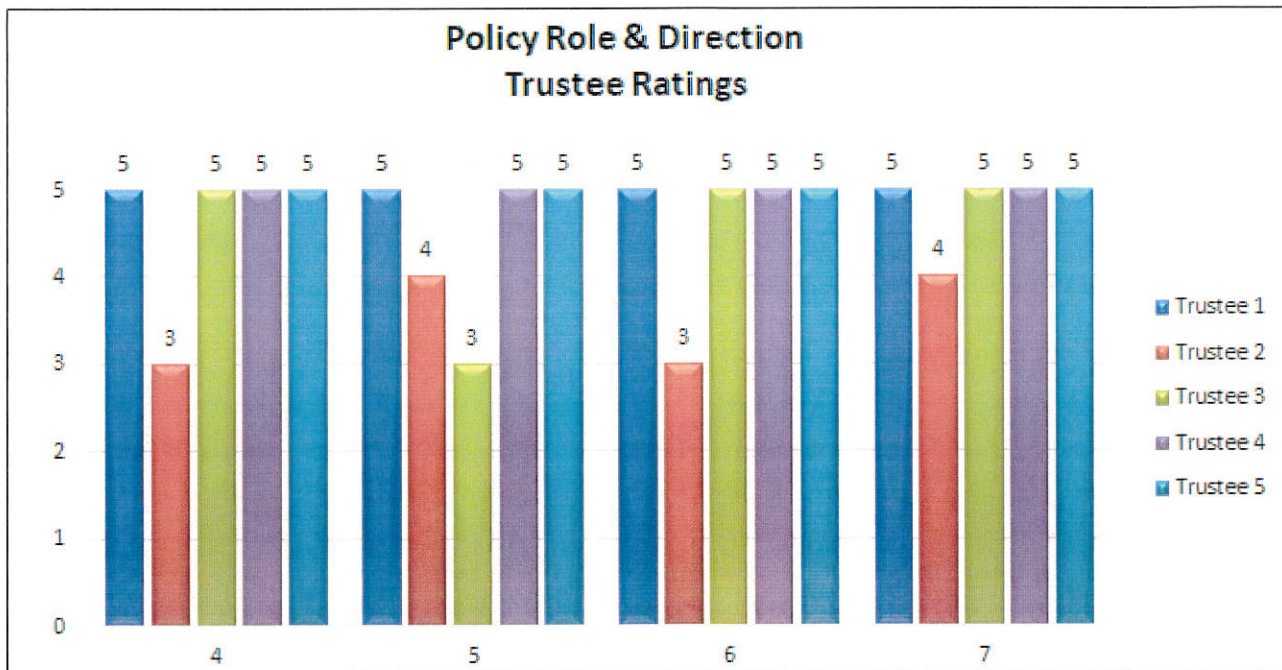
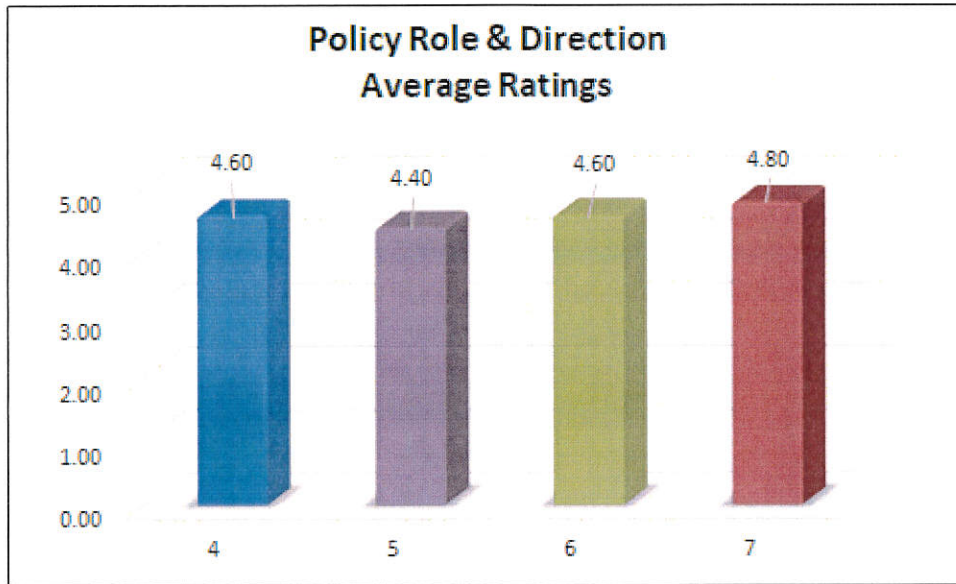
The overall average rating for this category was 4.80. It is the 2nd highest rated category in the assessment. Items 1, 2 & 3 are among the higher rated items. Ratings are consistent among the trustees on all items in this category (i.e., all 4 or 5 ratings).



Policy Role & Direction	AVG
4. The board understands that one of its primary functions is to establish the policies governing the community college district, based on consideration of all pertinent perspectives.	4.60
5. The board spends sufficient time discussing the future direction of the District.	4.40
6. The board adopts policies that guide the administration of the District and monitors compliance while leaving the day-to-day operations of the District to the chancellor.	4.60
7. The board has ensured that the mission and goals are sufficiently stated to be responsive to current and future community needs.	4.80

Notes:

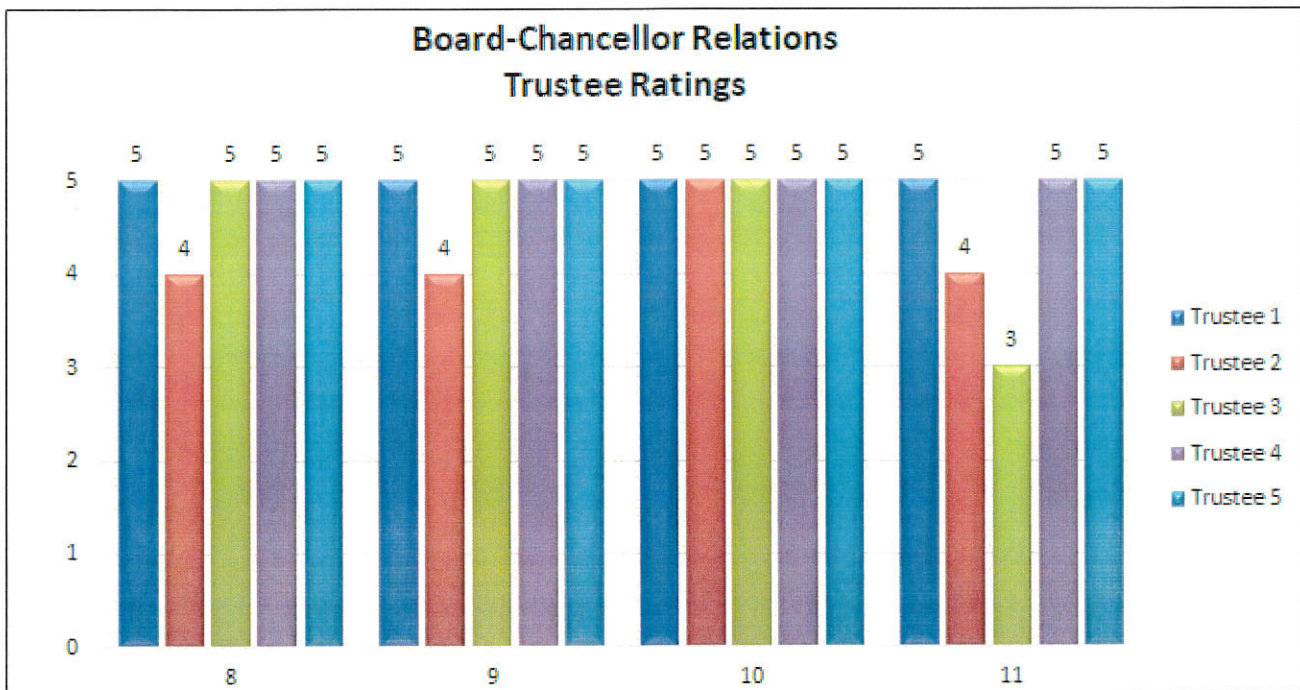
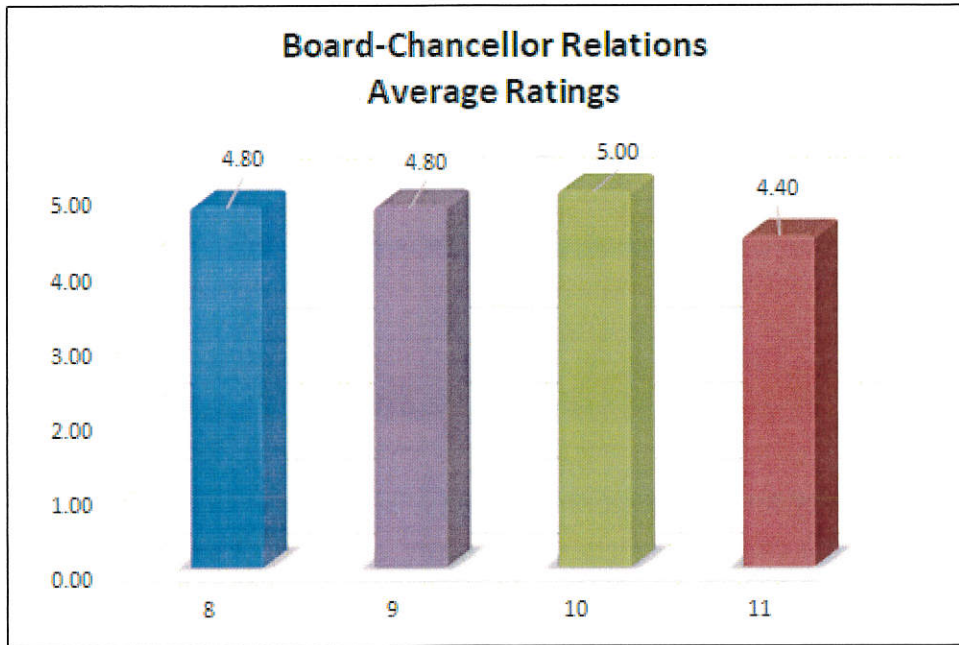
The overall average rating for this category was 4.60. Item 7 is among the higher rated items. There is some inconsistency in the ratings on items 4, 5, & 6, with a rating of “3” selected once on each of those items.



Board-Chancellor Relations	AVG
8. The board provides the proper level of authority to the chancellor for administration of the District.	4.80
9. Board members respect the role of the chancellor as the link between the board and staff.	4.80
10. The board encourages the professional growth of the chancellor.	5.00
11. Board members are adequately prepared to address important issues facing the District.	4.40

Notes:

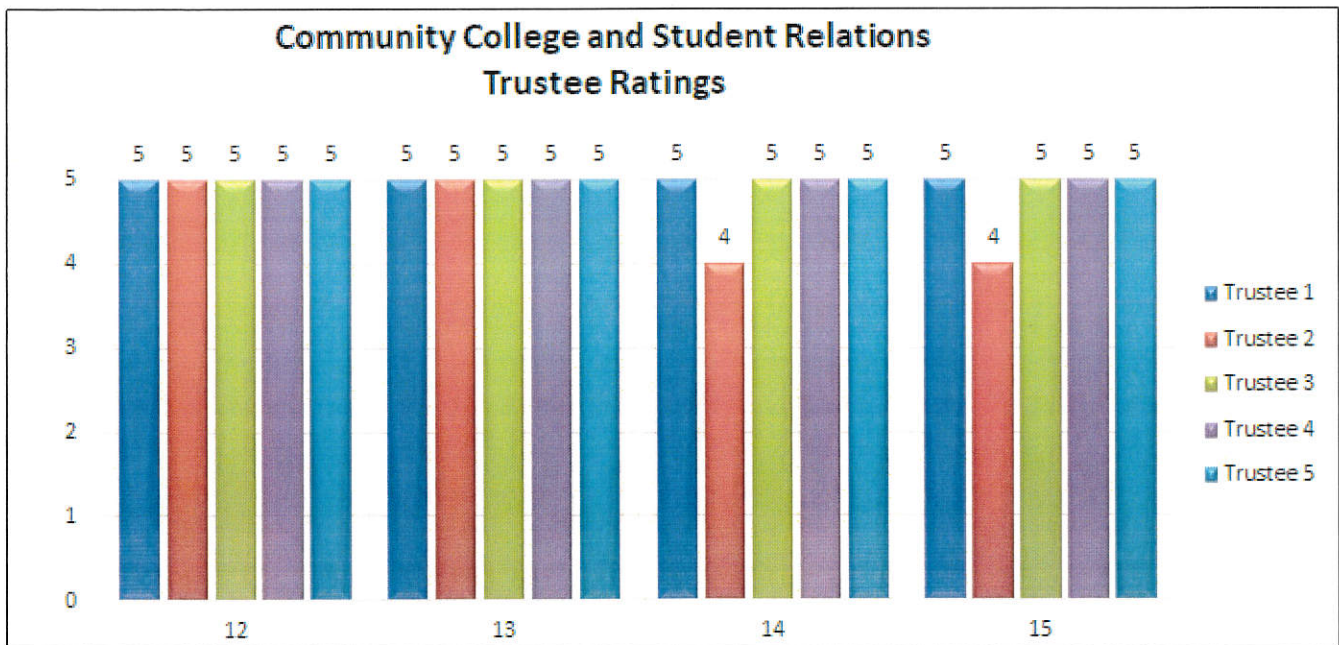
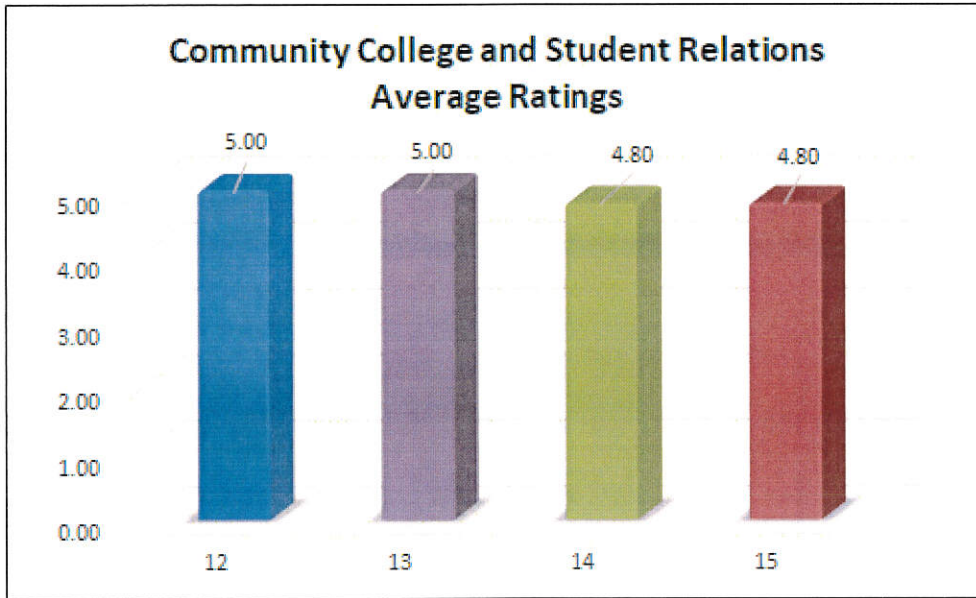
The overall average rating for this category was 4.75. Items 8, 9 & 10 are among the higher rated items, and #10 is one of 3 items with all "5" ratings. Ratings are consistent among the trustees on all items in except item 11, which had one rating of "3."



Community College and Student Relations	AVG
12. Board members show support for student and employee achievements by recognizing them during meetings and attending awards celebrations.	5.00
13. Board members support the programs and activities of the District by attending the various District events.	5.00
14. Transparency of board actions and materials is important to board members.	4.80
15. The board is sensitive to the concerns of students and employees while maintaining impartiality.	4.80

Notes:

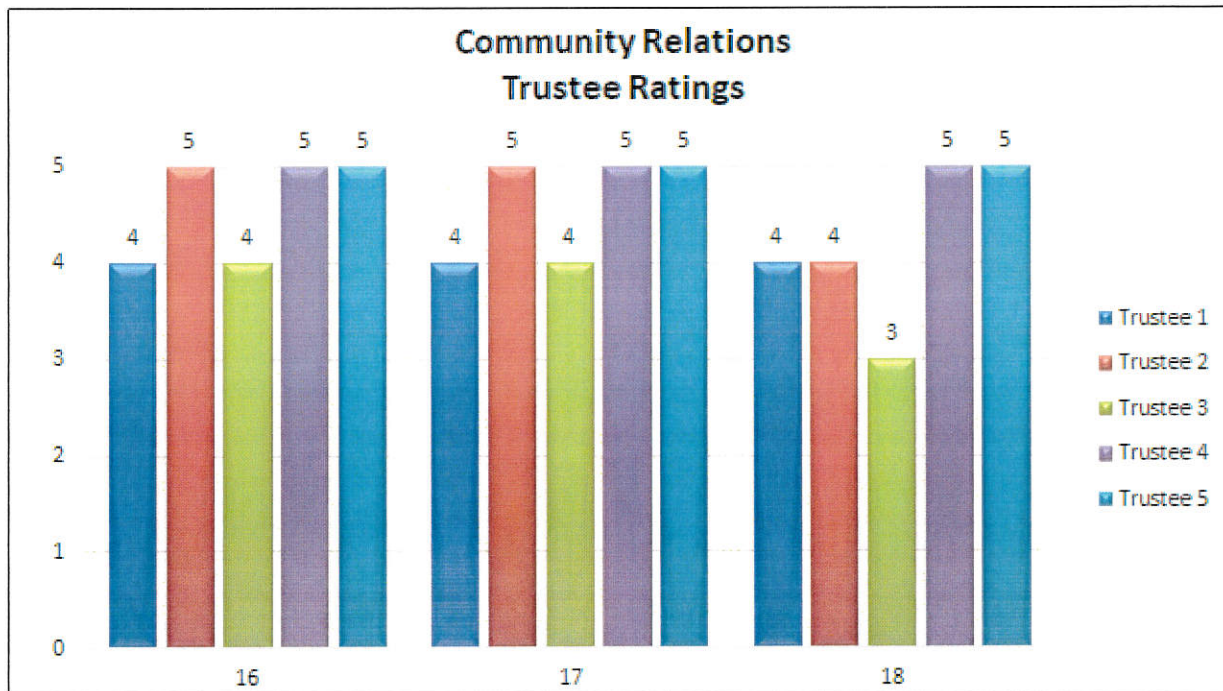
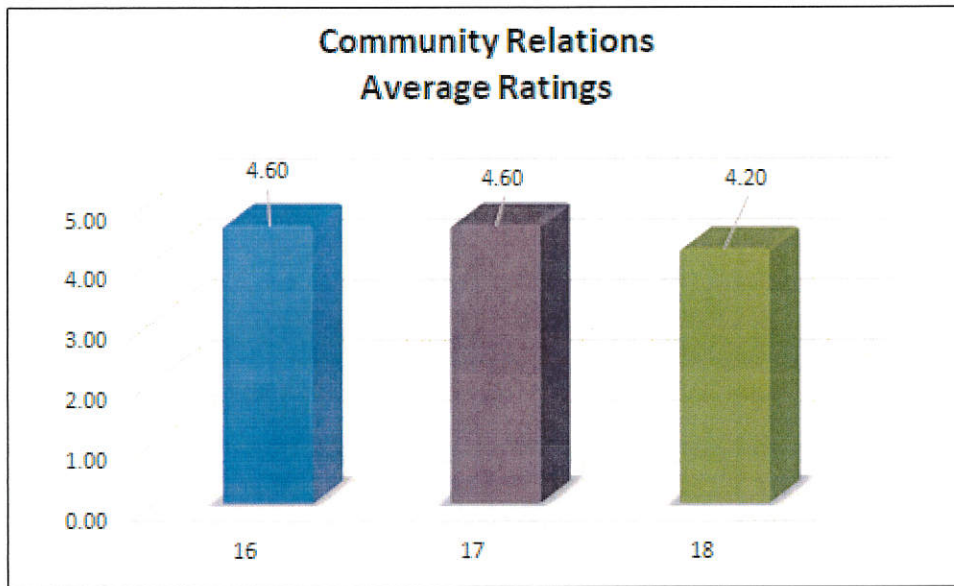
The overall average rating for this category was 4.90. It is the highest rated category in the assessment. All items are among the higher rated items, and 12 & 13 are two of 3 items with all "5" ratings. Ratings are consistent among the trustees on all items.



Community Relations	AVG
16. The board is knowledgeable about community and regional needs and expectations.	4.60
17. Board members keep the chancellor informed of community contacts and issues.	4.60
18. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.	4.20

Notes

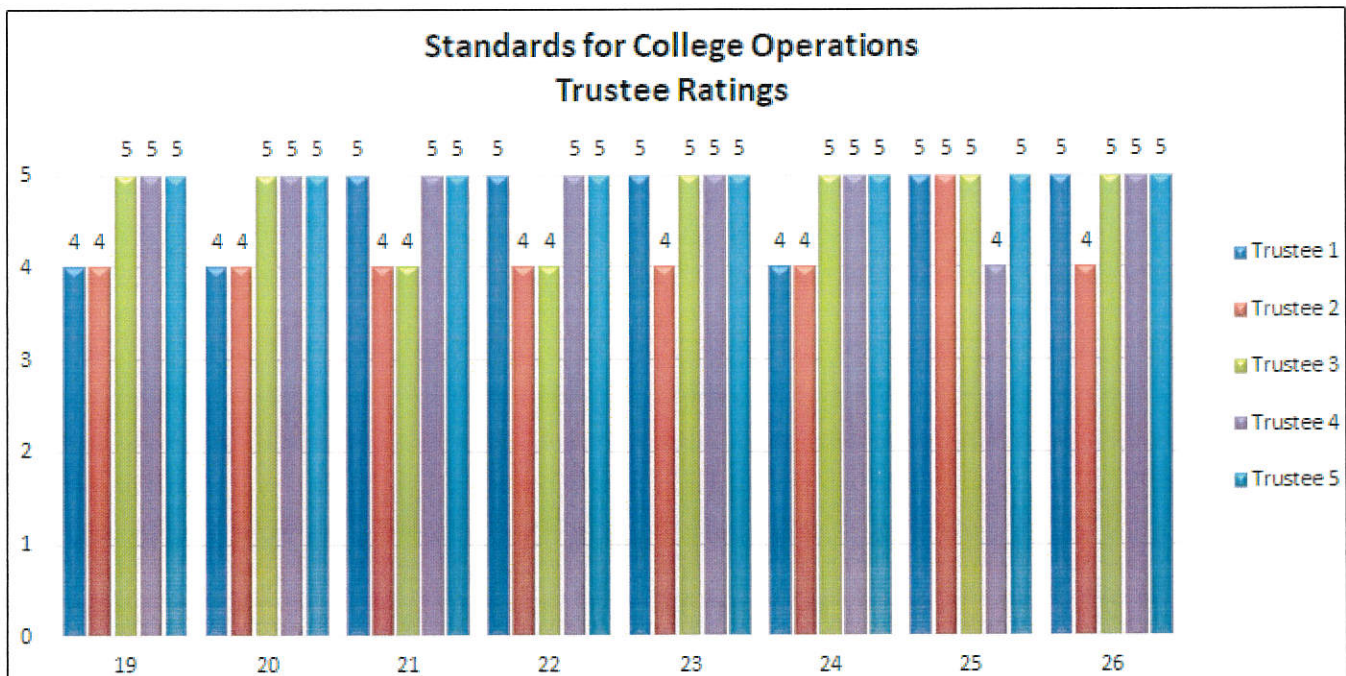
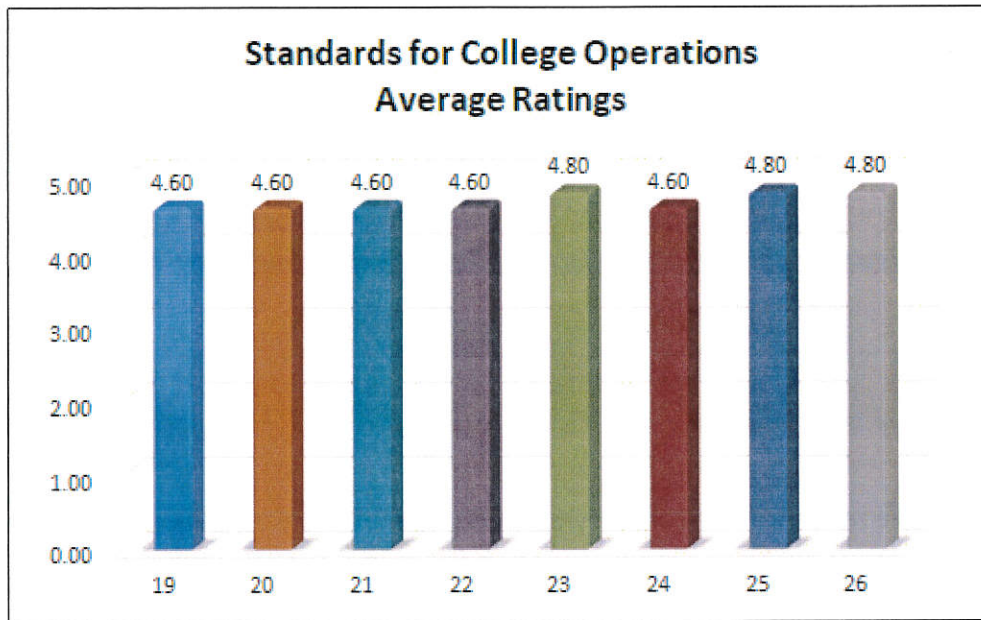
The overall average rating for this category was 4.47. Item 18 is among the lower rated items and had one rating of “3.”



Standards for College Operations	AVG
19. The board is knowledgeable about the college's educational programs/services.	4.60
20. The board assures that the budget reflects college priorities in the mission and goals.	4.60
21. The board engages in effective planning.	4.60
22. The board sets goals, priorities and action items that align with the mission.	4.60
23. The board sets suitable goals for the chancellor that align with the mission.	4.80
24. Board policies adequately address parameters for facilities maintenance and appearance.	4.60
25. The board is aware of the college's funding structure.	4.80
26. The board has policies that require adequate participation in decision-making within the institution.	4.80

Notes

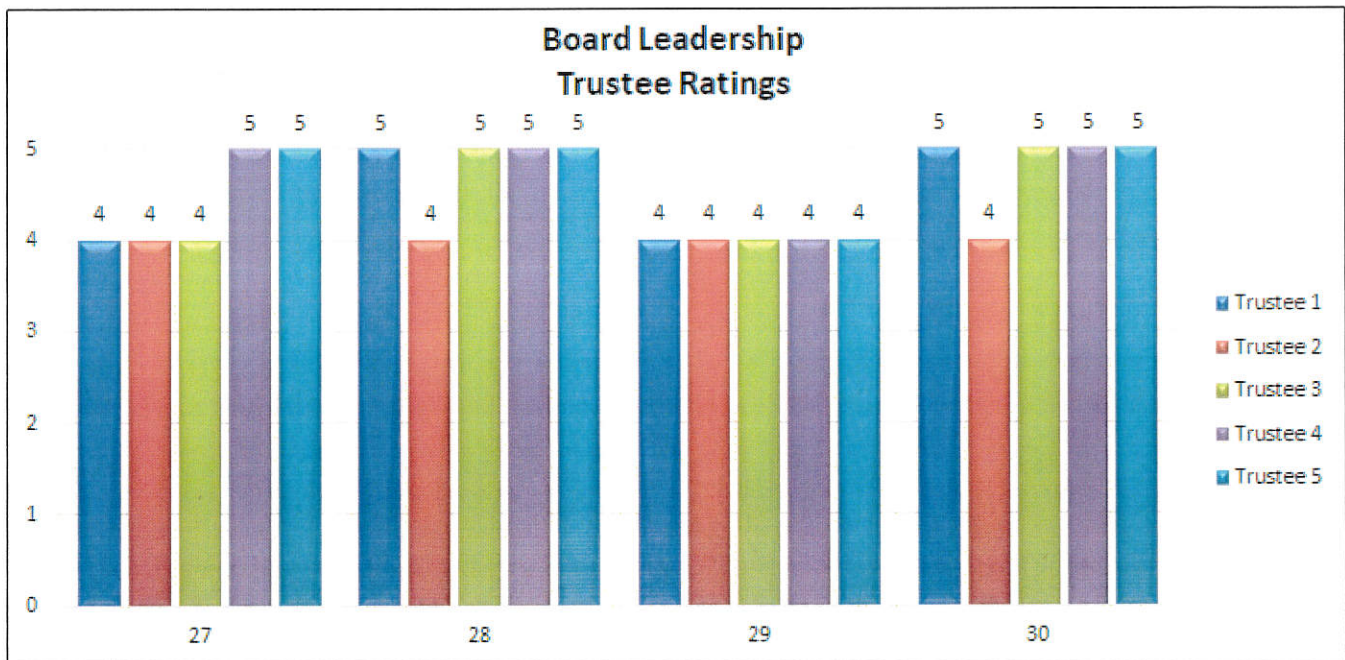
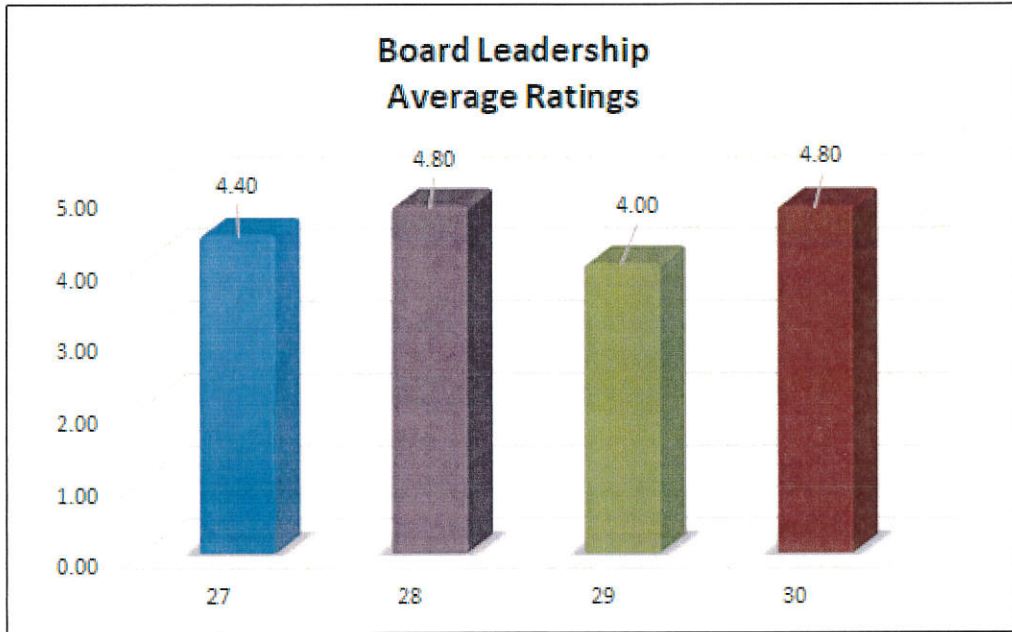
The overall average rating for this category was 4.68. Items 23,25, & 26 are among the higher rated items. Ratings are consistent among the trustees on all items (i.e., all ratings are 4 or 5).



Board Leadership	AVG
27. Through its behavior, the board has set a positive example for the chancellor and other employees.	4.40
28. The board bases its decisions upon all available facts in each situation.	4.80
29. Once a decision is made, board members cease debate and uphold the decision of the board.	4.00
30. The board is willing to re-evaluate decisions when necessary.	4.80

Notes

The overall average rating for this category was 4.47. Items 28 & 30 are among the higher rated items, while item 29 is among the lower rated items. Ratings are consistent among the trustees on all items.

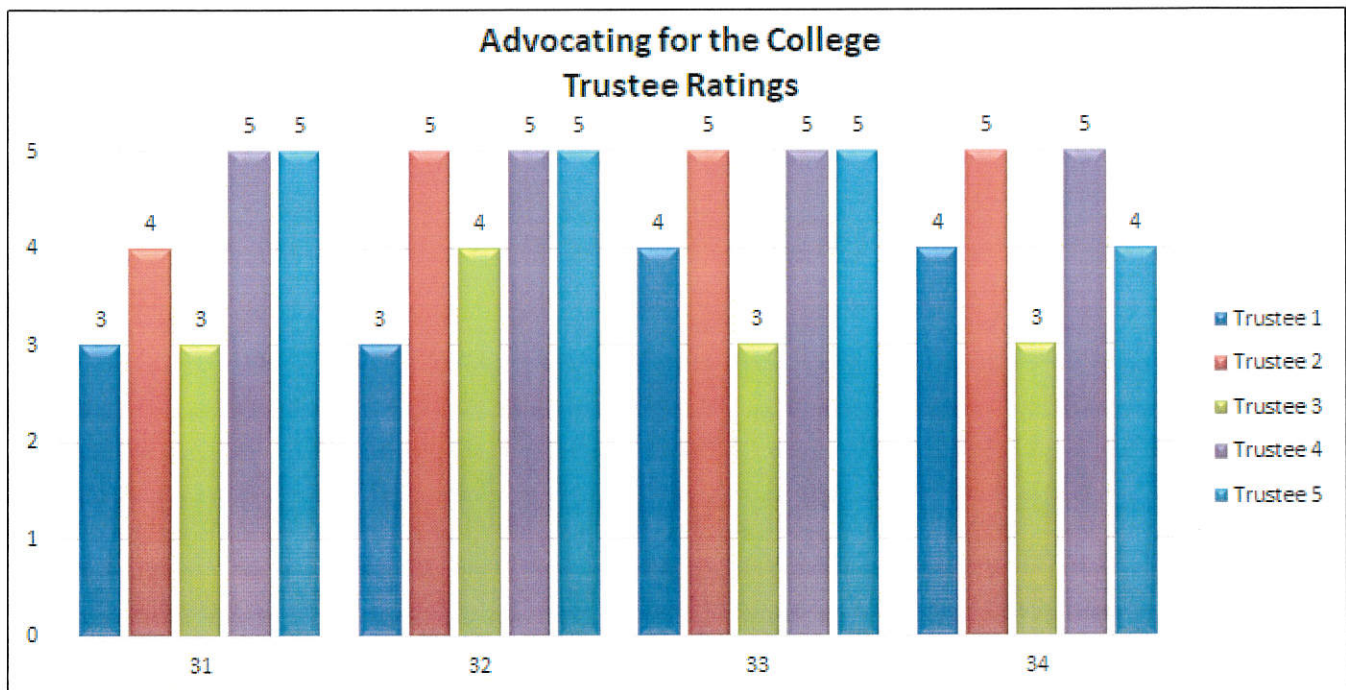
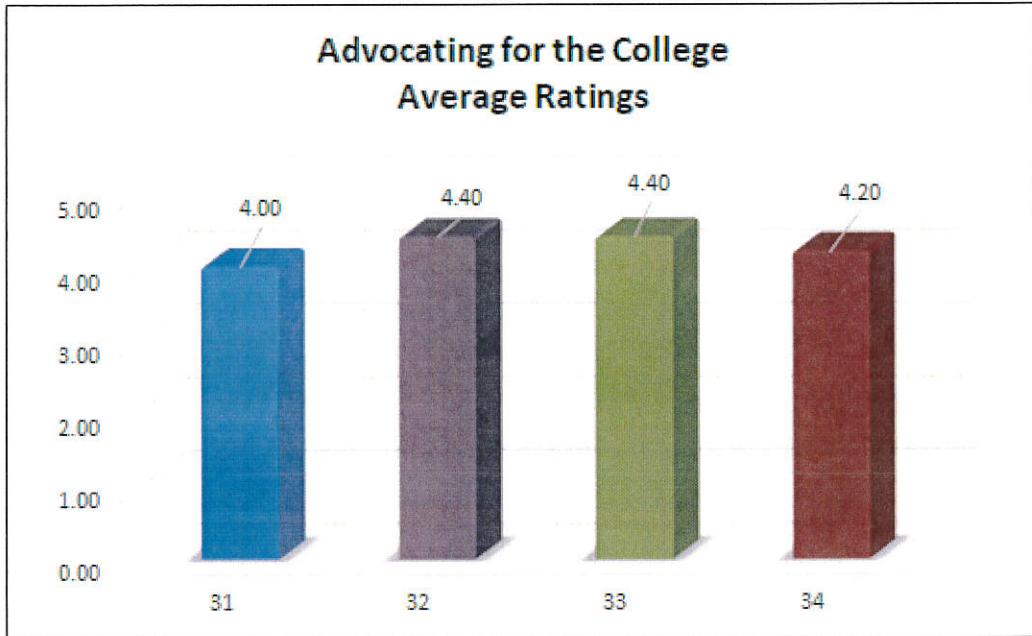


Advocating for the College	AVG
31. Board agendas include sufficient legislative and state policy issues facing the District.	4.00
32. The board helps educate the local community about District needs and issues.	4.40
33. The board advocates college interests to state and national agencies and legislators.	4.40
34. The board actively supports the District's foundation and fundraising efforts.	4.20

Notes

The overall average rating for this category was 4.25. This is the 2nd lowest rated category. Items 31 & 34 are among the lower rated items. This category had the most ratings of "3" in the assessment (5 out of 14 times.)

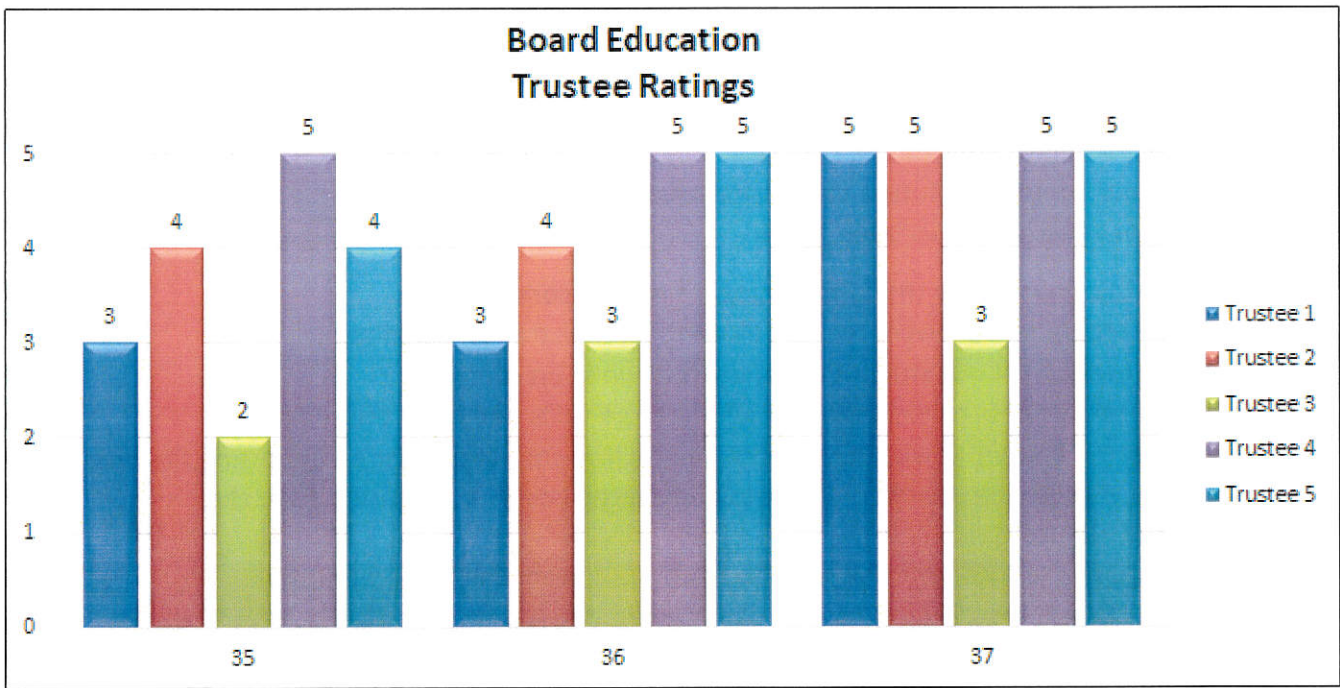
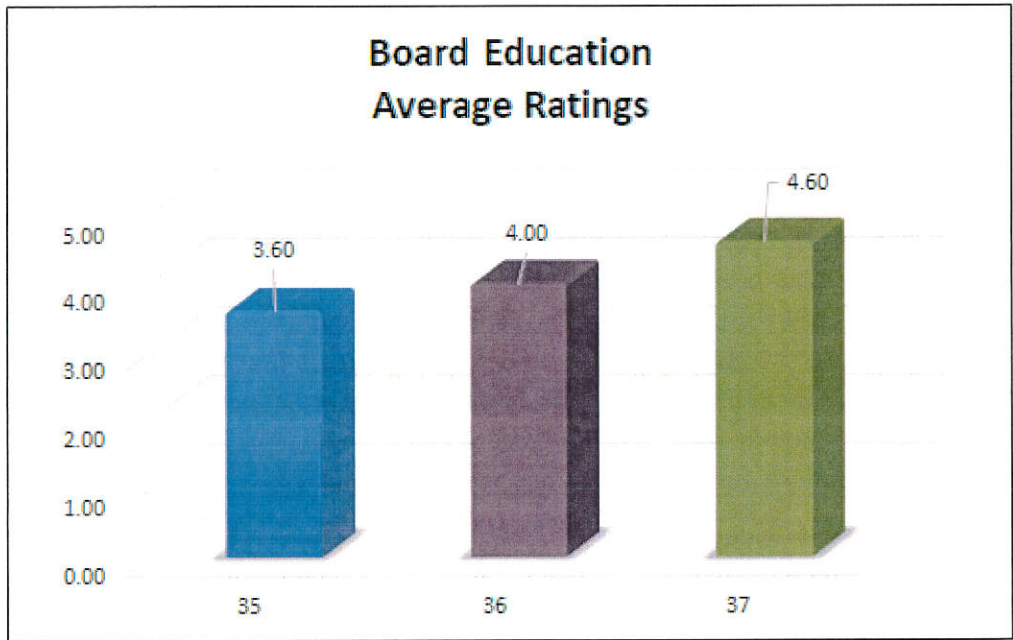
*ACCT Now website offers advocacy toolkits and other resources. See <http://now.acct.org/>.



Board Education	AVG
35. Board members are engaged in a continuous process of training and development.	3.60
36. The board is knowledgeable about major social and economic trends and issues that affect the institution.	4.00
37. Sufficient resources are allocated for board members to attend conferences and community events upon invitation.	4.60

Notes

The overall average rating for this category was 4.07. This is the lowest rated category. Items 35 is the lowest rated item, and item 36 is among the lower rated items. Item 35 is the only item that received a rating of less than 3. Ratings were somewhat inconsistent on the items in this category.



Open-Ended Questions

As a trustee, I am most pleased about:

Overall board members cited a sense of community and cooperation with a focus on goals and student success as traits they are pleased with.

- The board's ability and demonstration toward working together even with varying goals and outlooks.
- We keep the mission and vision of the college as a priority in our interactions and decisions.
- The board members involvement with the community.
- The goals we have set for the district.
- The new organization structure and how this aligns with our goals to support students with access, equity and success. Also, the guided pathway work, and the role that RCCD and Chaffey Community College have in helping our region. It demonstrates that the first concern is not only for local change, but also on a regional level. I commend the work of the staff.
- The commitment to student success that our District champions.

As a trustee, I have concerns about:

- Ensuring that the community receives as much information about the programs and success of our students. I don't think we do a good job of informing the public about the available resources that we provide for their use.
- Board members having adequate information prior to voting.
- Bond measure in 2020
 1. Our states base funding model for Community Colleges.
 2. Potential new mandates that will require [community colleges] to open our campuses and provide space for homeless students. The managing of this will delete precious resources that should be directed to educational services.
 3. Facilities Bond, identifying future campuses for expansion services.
 4. Rising cost of construction vs bond funds

I recommend that the board have the following goals for the coming year:

- Increase the attention to the diversity of faculty and administration positions.
- Increase the knowledge of our students public safety while on campus.
- Include more local business participation in guiding work skills needs for the region.
- I am happy with the goals that we set in March and believe they will assist is supporting the mission and vision. Also aligning the board committees and shared governance structure to the organizational structure.
- I think current goals are sufficient and need to continue toward full implementation.

What are areas where you might need additional assistance, training, or support?

- Additional support might involve a clarification of staffing roles and responsibilities as they interact with board member activity. (A recent reorganization of the district staff has created a need for more clarification on job responsibility.)
- Funding model and what the new bond will actually support and build. We have seen facility plans, however I am concerned that the bond will not stretch that far. Therefore, it would be helpful to identify a priority list. This will also help trustees advocate to our communities for the bond, and how it will support the educational services and training needs for our communities.



Board of Trustees Regular/Committee Meeting (IV.A)

Meeting	October 1, 2019
Agenda Item	Other Items (IV.A)
Subject	Governance Resolution No. 08-19/20 In Support of Declaring October 14-18, 2019, and Every Third Week of October Thereafter, as Undocumented Student Action Week
College/District	District
Funding	N/A
Recommended Action	The Committee to review Resolution No. 08-19/20 declaring October 14-18, 2019, and every third week of October thereafter, as Undocumented Student Action Week.

Background Narrative:

On September 16, 2019, Board of Governors approved Board Resolution No. 2019-17 declaring October 14-18, 2019, as Undocumented Student Action Week. This item presents for consideration a resolution to declare October 14-18, 2019, and every third week of October thereafter, as Undocumented Student Action Week.

In 2017, the California State Chancellor's Office, in partnership with the Community College League of California, the Faculty Association of California Community Colleges, the Student Senate of California Community Colleges, and other organizations, sponsored October 16-20 as DACA Advocacy Week. The 2017 efforts resulted in local meetings with Congressional leaders, more than 700 letters and postcards sent from students to members of Congress, and a number of colleges conducting weeklong activities to raise awareness of campus-based support for undocumented students and their families. Despite continued efforts by the California Community Colleges and many other individuals and organizations in California and across the nation, the preservation of DACA and the adoption of an effective solution for undocumented students remains elusive. In 2017, the Riverside Community College District Board of Trustees also passed resolution number 38-16/17 in support of student access and protection and resolution 04-17/18 urging congress to act to provide immediate and permanent protection for DACA students.

It is recommended that the RCCD Board of Trustees adopt resolution 08-19/20 declaring Undocumented Student Action Week and supporting all of the following:

- 1) Working in partnership with RCCD Colleges to engage in activities supporting undocumented students;
- 2) Identifying and sharing best practices for assisting undocumented students, disseminating information to the colleges about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforcing state policies that protect student's rights and privacy.

Prepared By: Rebecca Goldware, Vice Chancellor, Institutional Advancement and Economic Development

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE
COMMUNITY COLLEGE DISTRICT IN SUPPORT OF UNDOCUMENTED
STUDENT ACTION WEEK, THIRD WEEK OF OCTOBER****RESOLUTION NO. 08-19/20**

WHEREAS, the California Community Colleges comprise the nation's largest postsecondary education system with 115 colleges and 2.1 million students, and is committed to providing an open and welcoming environment for all students; and

WHEREAS, the Trump Administration's decision on September 5, 2017, to rescind the Deferred Action for Childhood Arrivals (DACA) program, placed the safety, security, and educational future of thousands of undocumented students in doubt; and

WHEREAS, the California Community Colleges have advocated to Congress and the Administration to preserve DACA and respect the contributions of undocumented immigrants, and on January 26, 2017, the Board of Governors passed a resolution expressing its support for DACA and firm commitment to serving all students who can benefit from a postsecondary education; and

WHEREAS, the California Community Colleges stand united as a system where all students can learn, grow, and feel supported and safe; and

WHEREAS, on September 18, 2017, the California Community Colleges Chancellor issued a Statement of Values and Commitment to Undocumented Students confirming that the Chancellor's Office will not release any personally identifiable student information without a judicial warrant, including data related to immigration status; will not cooperate with any federal effort to create a registry of individuals based on protected characteristics such as religion, race, immigration status, or sexual orientation; and will urge local governing bodies to do the same; and

WHEREAS, numerous community colleges reflecting the diversity of California have adopted policies and procedures consistent with protecting immigrant students, and created partnerships with community organizations to help our undocumented students access legal assistance and other services in local communities; and

WHEREAS, the Chancellor's Office, in partnership with the Community College League of California, the Faculty Association of California Community Colleges, the Student Senate of California Community Colleges, and other organizations, supported DACA Advocacy Week, on October 16-20, 2017, and provided tools such as Congressional contact lists, sample talking points, resolutions, and communications to mobilize the system in support of DACA; and

WHEREAS, the 2017 DACA Advocacy Week efforts resulted in local meetings with Congressional leaders, more than 700 letters and postcards sent from students to members of Congress, and a number of colleges conducted week-long activities to raise awareness of campus-based support for undocumented students; and

WHEREAS, in 2018 the Chancellor’s Office expanded the existing partnership to include Immigrants Rising and other organizations, and sponsored Undocumented Student Week of Action, October 15–19, to inform undocumented students about all available services on campus and in local communities and empower them to access those services, and support students and allies in advocating to Congress to act quickly and establish a permanent solution for undocumented young people; and

WHEREAS, Riverside Community College District is the seventh oldest and fifth largest community college district in the California Community College System with three accredited colleges of Moreno Valley College, Norco College and Riverside City College; and

WHEREAS, Riverside Community College District Board of Trustees passed resolution number 38-16/17 in support of student access and protection; and

WHEREAS, the Moreno Valley, Norco and Riverside City colleges participated in the 2019 Undocumented Student Week of Action by engaging in a week-long program of activities in support of undocumented students, and on October 15, 2019, the Riverside Community College District Board of Trustees passed a resolution reaffirming its commitment to support all students throughout our district, including undocumented students, which was part of the week-long program of activities and information disseminated systemwide; and

WHEREAS, despite advocacy efforts by the California Community Colleges and many other individuals and organizations in California and across the nation, the preservation of DACA and the adoption of an effective solution for undocumented students remains elusive, which places continued economic and emotional weight on students, their families, communities, and the state; therefore be it

RESOLVED that the Riverside Community College District declare October 14-18, 2019 and every third week of October thereafter, as “Undocumented Student Action Week” to work in partnership with other organizations and encourage the California Community Colleges to engage in activities supporting undocumented students; and be it further

RESOLVED that the Riverside Community College District supports efforts by our colleges—Moreno Valley, Norco, and Riverside City—to identify and share best practices for assisting undocumented students, disseminate information to the students about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforce state policies that protect student rights and privacy; and be it further

RESOLVED that the Riverside Community College District urges Congressional members to uphold California values and create a pathway to citizenship for undocumented students, which will permit them to complete their education goals and achieve their highest potential.

PASSED AND ADOPTED this 1st day of October 2019, at the regular meeting of the Riverside Community College District Board of Trustees.

President of Board of Trustees
Riverside Community College District

Board of Trustees Regular/Committee Meeting (IV.B)

Meeting	October 1, 2019
Agenda Item	Teaching and Learning (IV.B)
Subject	Teaching and Learning District Strategic Plan
College/District	District
Funding	N/A
Recommended Action	The Committee to review the District Strategic Plan for 2019-2024

Background Narrative:

Presented for the Board's review is the Riverside Community College District Strategic Plan 2019-2024. The revised district mission, vision, values, goals, and objectives along with sample metrics and planning structures are provided. Updates from shared governance committees and councils have been incorporated.

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

Riverside Community College District Strategic Plan 2019-2024

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Chancellor's Message

The Riverside Community College District Strategic Plan 2019-2024 reflects over two years of work that involved all district stakeholders working through six work groups of the District Strategic Planning Council to review and reflect on the district's efforts to help students succeed over the previous five years, to understand the present state of the district and its challenges, and to define more clearly the district's goals and strategies for the next five years.

The review of the past five years clearly demonstrates the need for RCCD to establish a coherent and integrated planning process that aligns the plans of the colleges and the plans of the district office, the entity that provides support and services to the colleges. The district will need to achieve the cohesive integration of its components, namely the three colleges and the district office, with four district functions and responsibilities outlined in the function map. This new plan clarifies the responsibility of the district office to provide adequate resources and support to the colleges; furthermore, it provides regulatory, advocacy, coordination, guidance, and leadership functions.

A second lesson learned is the fact that the district office and the colleges need to articulate their goals with concrete, measurable and achievable goals to guide their efforts, thereby enabling the objectives and strategies employed to implement the plans to be better defined. This will enable and facilitate the process of monitoring, assessment and evaluation. The presence of a rigorous review process will enable the planning process to acquire a built-in memory system and ensure continuity. The prior absence of concrete measurable goals and the lack of integration among the plans of the various entities of the district also made it difficult to establish an accountability system within and among the various entities of the institution.

A third major lesson learned from the past is the weak connection between the previous District Strategic Plan and resource allocation. The lack of a fair, equitable, and transparent budget allocation model failed to distribute fiscal resources to the different entities satisfactorily. This District Strategic Plan is designed to strengthen the alignment of the plan to resource allocation at all levels of the District.

The 2019-2024 District Strategic Plan has made serious attempts to integrate the lessons learned from the past into the design of the new plan. The district is now clearly defined as a cohesive and integrated organization composed of its three colleges and the district office as its support entity. The new plan, operating on the premise that the whole is much greater than the individual sum of the components, emphasizes vertical integration to strengthen the line functions and horizontal alignment within and between each of the entities of the district to ensure a fully coordinated system. The composition of the strategic planning councils and their responsibilities are intended to ensure the desired alignment between and within all the district entities.

The District Strategic Plan 2019-24 has overarching goals intended to inspire and galvanize all the planning activities within the district. If the plan functions properly, it will serve as the glue connecting and aligning all the plans between and among all the district entities. It will also serve as (1) a good road map very clearly charting where the District is and where it is going next year and the years thereafter in an unambiguous manner, (2) an effective tool for delineating responsibility to each of the members of the district and their various structures, (3) a good instrument for accountability that comes as a result of the clear delegation of responsibility, and (4) an effective platform for transparency in defining relationships to both the RCCD's internal as well as external constituencies.

In closing while I want to thank and congratulate all those involved in the production of such a comprehensive and integrated District Strategic Plan, I also want to emphasize an essential fact: this plan is a living document that is expected to be improved and refined every year through the monitoring, evaluation and assessment processes.

Wolde-Ab Isaac, Ph.D.
Chancellor

Statement of Purpose

The 2019-2024 District Strategic Plan recognizes and addresses the unparalleled institutional change that has occurred over the last several years. The recent legislative mandates and the changes in leadership at the colleges and at the district office, which have somewhat stressed the institution's resilience, have actually provided a rare opportunity for the district to re-conceptualize its planning processes by integrating the strategic plans of the colleges into a coherent vision for the district. In addition, the 2019-2024 plan provides a means for the Board of Trustees to engage more directly with the district's long-term planning processes and to evaluate the effectiveness of the district in meeting its institutional mission and goals; it also allows the board, using clear, measurable outcomes, to hold the chancellor and the college administrations accountable for meeting these goals.

The plan clarifies that the district and the district office are distinct but integrated entities. The district consists of the three colleges and the District Office. The three colleges are propelled by their instructional missions and overseen by the chancellor. Student success, access, and equity – the essential focus of these institutions – provide the principal basis for all district planning and drive the allocation of resources. District Office support, as the title suggests, function to support the three colleges in their efforts to meet the instructional needs of students, both in the classroom and with necessary support services—including, but not limited to, leadership and oversight, state and national advocacy, statutory compliance, business services, human resources, and other infrastructure needs. Developed by a collaborative group representing the district support offices and the three colleges, the recently revised function map, an essential component of the revised strategic plan, delineates the roles of the district (the three colleges) and the various district support services in their joint efforts to deliver high quality instructional programs and to meet the standards of good practice identified in the accreditation standards

The 2019-2024 District Strategic Plan outlines the processes and assessment instruments the district used to develop long-term strategic goals and identifies the method by which the district will assess, monitor, and evaluate its progress in meeting its long-term initiatives. The plan includes measurable targets for each year of the plan, some of which are statutory and some of which reflect the essential instructional mission of the district, particularly the Guided Pathways framework. As part of the district program-review process, the 2019-2024 District Strategic Plan requires the four district vice-chancellors to develop five-year plans for their areas that integrate the strategic plans of the three colleges and that outline needed improvements in their divisions that make their support efforts more effective and efficient. The vice chancellors—with representatives of the colleges on the newly developed district planning councils—monitor, assess, and evaluate each year the specific strategies used to achieve the identified outcomes and, if necessary, refine the strategies for meeting district targets—or even modifying those targets—that validate student success and completion. Some of these district outcomes involve performance-based targets that impact the apportionment the district receives. The district strategic plan—through an integrated planning process that incorporates each college's long-term educational master plans and five-year strategic plans—not only establishes collective student success and equity targets to ensure the district meets its performance-based funding goals but, more important, holds those charged with developing strategies to meet district objectives

accountable. The plan includes a new Budget Allocation Model that provides a method for allocating and stabilizing resources for all district entities and for prioritizing district initiatives, especially new programs and facilities, and that reflect over-arching district goals established through a deliberative process by the Board of Trustees.

The District Strategic Plan 2019-2024 establishes a new integrated planning structure that allows participation and engagement from the college constituencies with district support services in five district-wide councils: Student Access, Success, and Guided Pathways; District Equity; Institutional Effectiveness and Planning; Resources; and Partnership and Communications. Each of these councils has, as its essential function, the task of monitoring, assessing, and evaluating district progress in meeting its established goals and targets and to make specific recommendations to the District Strategic Planning Council. Each of the four vice chancellors develops five-year comprehensive plans, approved by the District Strategic Planning Council, that coordinate with and provide direct support to the colleges and that configure the necessary district service infrastructure to ensure that the essential support for the colleges is effective and efficient. These newly formulated planning councils parallel the Board of Trustees restructured sub-committees. This new structure will enhance the board's oversight responsibility by providing the board members the necessary concrete data and information they need to monitor, assess, and evaluate the instructional objectives of the district and to hold the chancellor and the college presidents accountable for achieving those aims.

Assessment of the Riverside Community College District Centennial Strategic Plan 2013-2016

Environment Scan (June 5, 2018)

Produced at the request of the chancellor, a group of the district office and college employees, representing various constituencies, completed an external and internal environmental scan that allows the district to anticipate and respond to changes in the Riverside Community College District service areas. The external scan reviews and assesses data on population, political, social, technological, workforce/economic trends, and changes in law or public policy that may likely influence the district's ability to execute its mission. In particular, the external scan focuses on factors that will impact student enrollment, workforce demands, sources of funding, and student demography. The data presented within this scan allow the district to identify broad strategic objectives to provide high quality educational and career programs for the diverse and changing communities the district serves. The environmental scan allows each college to adjust its planning strategies to serve the interests and needs of the particular communities in its proximity. In general, the external scan outlines several important external trends:

- Projected population growth in Riverside County will parallel the state trends of up to 30% from 2016-2060 with the median age increasing over time.
- Hispanic/Latin population in the RCCD service area (53%) will outpace the county (47.5%) and the state (38.6%).
- 44% of the population over five years of age speak a language other than English in the RCC region, 53.9% in the MVC region, and 40.9% in the NC region.
- Only 21% of the population of those over 25 have a bachelor's degree in the RCCD service area (state 32%, MVC region 13.3%, RCC region 19.9%, NC region 27.6%).
- Riverside County is projected to increase the number of high-school graduates through 2023-24 and then decline to 2019-20 levels.
- RCCD feeder schools show a decline in enrollment in every high-school grade level since 2011-12.
- High-school graduation rates have increased in all RCCD feeder schools and in all ethnic demographic groups.
- Most of the school districts with the RCCD service area have increased the proportion of graduating seniors who have completed the coursework required for CSU entrance since 2011.
- The RCCD feeder group capture rate peaked in 2008 at 32%, declined from 2008-2012 to 20%, and increased from 2012-2016 to 24%.
- Unemployment rates in the nation and state have declined since 2010; the RCCD service area mirrors national and statewide trends.
- Property values in Riverside County and the RCCD service area have grown and almost rebounded to 2010 values.
- Community college funding model, Board of Governors Vision for Success, and other legislative changes are significant issues for the district.

The data in the internal scan identify and examine student metrics, human resources, technology, facilities, and budget trends that offer a basis for developing strategies for improving the educational and career needs of the students in the Riverside Community College service areas. These data also provide the needed information the colleges need for their planning strategies. The internal scan shows a number of important trends:

- The number of full-time equivalent students has increased since the low point during the 2011-12 academic year.
- The number of full-time students (those taking 12.0 or more units) has increased since fall 2010 and is generally younger.
- More students have received financial assistance over the last five years, and the amount of financial aid has increased.
- While the number of AA/AS degrees has increased slightly and while the number of students transferring to CSU and UC have increased, the trend was relatively static until 2016-17.
- The percentage of full-time classified support staff FTE and full-time faculty FTE has decreased in spite of the growth in apportionment and full-time equivalent students.
- While the current network infrastructure to support a single network at all district sites is sufficient for the near-future, the district and colleges should include increased internet bandwidth in their long-term planning.
- Several critical applications software challenges need to be addressed, particularly those requiring coordination of function and cross-compatibility of technologies at various district locations.
- The district needs an integrated district-wide Educational Master Plan to inform college facilities master plans.
- The district needs a budget-allocation model that reflects and supports the district and college strategic plans.

The data and discussion in both the external and internal environmental scans provide some of the information needed for the three colleges and the District Office to integrate their planning strategies. The data also reflect the challenges the district must overcome to serve the educational and career programs. More important, the scans demonstrate that the district has an opportunity to improve the low college completion rate in the region and to offer clear transfer and career pathways for recent high-school graduates by providing access to high-quality instructional programs.

Assessment and SWOT Analysis

In July 2017, a team composed of representatives from the three college and from the District Office assessed the 2013-2016 District Strategic Plan. In August 2018, another team completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis for the Riverside Community College District. These assessments demonstrate the need for integrated district planning—that is, direct and coordinated planning that assimilates the strategic planning processes at the colleges, which emphasize instructional programs, with the District Office to support those programs. The newly developed function map that delineates the responsibilities of the colleges and the District Office advances this need. The chairs of the college program review committees and representatives from the district have also met to share the timelines and processes used at the colleges in order to determine how to coordinate the program review process (Fall 2018 and Spring 2019). Several important observations about the 2013-2016 Plan and the SWOT suggest the importance of this integrated planning that allows for the Board of Trustees to make informed decisions about the instructional mission of the district and to hold the chancellor and college presidents accountable by using concrete and factual metrics to assess the district’s progress in meeting its goals.

The two assessment teams made a number of important observations and recommendations about the 2013-2016 District Strategic Plan and about the current status of the district:

- The plan relied on an outside facilitator and lacked sufficient representation from the colleges.
- It failed to integrate the long-term and short-term college plans in the development of the district plan.
- The plan did not provide a clear alignment with district-wide committees, nor an alignment with operational district-wide plans.
- District office program review failed to identify key strategies and initiatives that integrate with and support the instructional mission of the colleges.
- The plan did not identify any measurable outcomes, responsible parties, targets, or timelines for implementation—as a result, no accountability and no clear way to operationalize the goals.
- The District Strategic Planning Committee membership had only four to five representatives from each college; 12 of the 27 members were district management. The membership lacked sufficient academic representation.
- The plan lacked a clear instructional emphasis.
- The plan failed to define the responsibilities of the colleges and of the district office.

The assessment team included a number of recommendations, most of which have been included in this new plan. The one recommendation, or principle, that reinforces the central focus of the 2019-2024 District Strategic Plan is that the district isn’t accredited; only the colleges are. As a result, the new plan should provide an overarching framework that merges the plans of each vice chancellor’s area with the long-term and strategic plans of the three colleges. The district office support area plans need to

foster and reinforce the goals of student success, access, and equity and provide strategies for resource development and stewardship, system effectiveness, and community engagement.

The Strengths, Weaknesses, Opportunities, and Threats Analysis (August 29, 2018) surveyed and collected responses from 2,433 different individuals representing a significant cross-section of the district community. Many of the responses correspond to the measurable student data presented below and offer a collected perspective about the nature of the district. The open-ended comment section offers, without statistical ratings, a collection of subjective views about what the colleges and district office should do to improve the institution. These subjective views reflect very directly the goals and objectives the 2019-2024 District Strategic Plan seeks to accomplish.

Analysis of Key Performance Indicators

In an effort to establish clear, measurable targets for the 2019-2024 District Strategic Plan, the district Office of Institutional Research has collected data that reflect the key performance indicators used to evaluate the institution’s efforts to improve student learning and success. These new performance indicators include metrics from the state chancellor’s Vision for Success Goals, suggested performance measures from the ACCJC, and from the Guided Pathways framework. The metrics provide a framework and information about trends over the last three or four years that allow the district to recognize institutional baselines, below which the district will not go, and to develop realistic and measurable targets for the district to improve student success, access, and equity.

One of the essential questions the district must answer involves realistic growth measures. To plan effectively requires stable apportionment and additional resource allocations. In California most of the apportionment is generated by the number of students enrolling in the educational programs. The following table shows the enrollment growth in the district for the last five years.

RCCD Enrollments, 2013-14 through 2017-18

	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	3 Yr. Avg. Change
RCCD	51,966	1.0 %	52,495	3.2 %	54,173	5.4 %	57,125	3.2 %	58,939	3.9 %
Moreno Valley	12,688	1.2 %	12,839	4.7 %	13,447	5.8 %	14,233	3.8 %	14,772	4.8 %
Norco College	13,014	0.2 %	13,045	2.2 %	13,337	4.6 %	13,956	4.8 %	14,624	3.9 %
Riverside	26,264	1.3 %	26,611	2.9 %	27,389	5.6 %	28,936	2.1 %	29,543	3.6 %

Source: Chancellor’s Office Data Mart, https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

These data indicate that the district can use a 3% annual growth as a realistic planning tool for the next five years. The data also demonstrate that a slightly higher growth rate exists for both Moreno Valley College and Norco College. The higher growth rate, if sustained, supports expanding the ability of the both Moreno Valley and Norco colleges to offer additional educational opportunities for the students in those communities.

FTES data also reflect 3% annual growth as a realistic target

FTES	District						
	Credit RES	Credit-NON RES FTES	Non-Credit Total	Total FTES	Sp Admit	Incarcerated	Total FTES Excluding Spadmit and Incarcerated
2016-2017	29139.59	720.63	76.81	29937.03	712.52	0	29224.51
2017-2018	30000.51	719.06	86.21	30805.78	802.3	36.77	29966.71
*2018-2019	30918.08	725	155	31798.08	850	87.36	30860.72
***2019-2020	31857	765	280	32902	880	150	31872

FTES	MVC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
2016-2017	6426.53	56.71	5.57	6488.81
2017-2018	6709.75	75.42	5.54	6790.71
*2018-2019	7147.22	75	15	7237.22
***2019-2020	7293	80	50	7423

FTES	NC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
2016-2017	6896.92	79.11	0	6976.03
2017-2018	6974.52	79.08	0	7053.6
*2018-2019	7092.41	80	25	7197.41
***2019-2020	7462	85	80	7627

FTES	RCC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
2016-2017	15816.14	584.81	71.24	16472.19
2017-2018	16316.24	564.56	80.67	16961.47
*2018-2019	16678.45	570	115	17363.45
***2019-2020	17102	600	150	17852

The above is the FTES produced and not reported; reported FTES varies due to rollback.

*estimated

**NONCREDIT total includes resident and non-resident FTES

***Targets

To ensure that the district serves its communities and offers instructional programs to increase the number of students in the area who attend and benefit from a college education, the district needs to work with the local high schools and also increase the number of students from the local high schools who attend one of the three colleges. The following two tables show the trends over the last few years.

The number of high school students in dual enrollment

	2015		2016		2017		2018	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	3 Yr. Avg. Change
RCC	396	1%	400	9%	434	18%	513	9%
MVC	442	50%	663	13%	747	25%	932	29%
NC	521	16%	604	1%	609	26%	769	14%
RCCD	1359	23%	1667	7%	1790	24%	2214	18%

(Process note: this table shows the changes in students who were considered “Special Admit,” which is defined by the Chancellor’s Office as not a high school graduate, currently enrolled in k-12.)Source:

Chancellor’s Office Data Mart, https://datamart.cccco.edu/Students/Education_Status_Summary.aspx

These data demonstrate that the three colleges have increased the number of students who participate in programs with the local high schools at a relatively significant rate. The district also wants to increase the number of students from the local high schools who attend one of the three colleges full time and who participate in the Guided Pathways framework. The following table demonstrates the capture rate—that is, the number of students from the local high schools who attend one of the colleges.

RCCD Capture Rates, 2013-2016

	2013	Change	2014	Change	2015	Change	2016	3 Yr. Avg. Change	3 Yr. Avg. Rate
Capture Rate	21.0%	15.2%	24.2%	-3.7%	23.3%	3.4%	24.1%	5.0%	23.9%

(NOTE: This table will be updated when the 2017 high school graduates data are available from the California Dept. of Education.)

Source: California Department of Education website (<https://dq.cde.ca.gov/dataquest/>) and locally-created files.

Again, the district has done a relatively good job of encouraging students within the district to attend one of the three colleges; however, to improve the overall college-going rates, the three colleges need to develop additional strategies to encourage students from the local high schools to enroll.

To facilitate this aim by making enrollment more affordable, it is necessary for the district to improve the ability of students to receive the necessary financial aid. The following chart shows the percentage of eligible students in the district who received financial aid.

Percent of students eligible for financial aid who receive aid

District	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	29,528	1.0%	29,824	-2.6%	29,061	1.9%	29,600	0.1%
Pell Grant	15,275	-5.6%	14,425	-3.0%	13,993	5.6%	14,777	-1.0%

RCC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	19,096	1.2%	19,334	-1.2%	19,096	1.1%	19,305	0.4%
Pell Grant	8,588	-5.4%	8,125	-0.3%	8,104	6.3%	8,614	0.2%

MVC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	9,349	-1.3%	9,226	-1.2%	9,114	5.3%	9,595	0.9%
Pell Grant	3,646	-5.6%	3,443	-8.5%	3,149	4.8%	3,301	-3.1%

NC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	8,494	0.7%	8,553	-2.4%	8,347	0.7%	8,406	-0.3%
Pell Grant	3,101	-6.4%	2,902	-4.0%	2,785	4.1%	2,898	-2.1%

(Note: these are unduplicated counts of students each year receiving a California Promise (BOG) grant or a Pell grant, respectively. Trying to estimate the students who are eligible but who do not “take-up” their financial aid is not possible at this time, as we do not have access to the data elements needed to calculate.)

Source: Chancellor’s Office Data Mart, https://datamart.cccco.edu/Services/FinAid_Summary.aspx

Over the last three or four years the district has increased the number of awards and transfers to four-year colleges and universities. This trend demonstrates that the three colleges have made significant progress in this area. However, students take a lot more units than necessary to earn a degree. These data indicate that the district needs to monitor more closely the amount of time it takes for a student to earn an award and to develop strategies to track students’ pattern of unit accumulation.

Average Number of Units Accumulated by Associate Degree Earners

	2014-2015	2015-2016	2016-2017	2017-2018
Overall	93.7	91.5	91.4	92.0
Asian	*	94.8	98.4	96.3
Black or African American	91.3	88.8	88.8	89.6
Filipino	*	98.3	*	98.3
Hispanic	93.0	90.7	90.1	92.1
Two or More Races	91.4		87.0	91.8
White	94.4	91.4	94.0	90.3

*There are insufficient data to calculate metric for these cases, as well as for American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander. “Unknown/Not Reported” are not displayed.

The number of degrees completed annually

	2015	Change	2016	Change	2017	Change	2018	3 Yr. Avg. Change	3 Yr. Avg. Awards
AA/AS Awards									
District	2993	14%	3404	20%	4070	47%	5965	27%	4480
Riverside	1647	13%	1856	14%	2114	26%	2656	17%	2209
Moreno Valley	527	33%	702	30%	915	71%	1564	45%	1060
Norco College	819	3%	846	23%	1041	68%	1745	31%	1211

Source: Chancellor’s Office Data Mart, https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

The number of certificates completed annually

Certificates	2015	Change	2016	Change	2017	Change	2018	3 Yr. Avg. Change	3 Yr. Avg. Awards
District	1375	-7%	1275	36%	1738	23%	2140	17%	1718
Riverside	807	-9%	734	6%	777	20%	932	6%	814
Moreno Valley	297	-9%	271	123%	605	25%	754	46%	543
Norco College	271	0%	270	32%	356	28%	454	20%	360

Source: Chancellor’s Office Data Mart, https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Transfers to four-year universities annually

UC	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
RCCD	391	-7%	363	8%	392	30%	509	-2%	497	12%	466
RCC	296	-20%	238	6%	252	20%	303	-1%	301	8%	285
MVC	31	42%	44	34%	59	66%	98	-22%	76	26%	78
NC	64	27%	81	0%	81	33%	108	11%	120	15%	103

CSU	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
RCCD	1013	8%	1091	-2%	1066	10%	1169	-3%	1139	2%	1125
RCC	740	-1%	733	-2%	715	1%	720	-3%	701	-1%	712
MVC	93	26%	117	-8%	108	32%	143	16%	166	14%	139
NC	180	34%	241	1%	243	26%	306	-11%	272	5%	274

SUM	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
RCCD	1404	4%	1454	0%	1458	15%	1678	-3%	1636	4%	1591
RCC	1036	-6%	971	0%	967	6%	1023	-2%	1002	1%	997
MVC	124	30%	161	4%	167	44%	241	0%	242	16%	217
NC	244	32%	322	1%	324	28%	414	-5%	392	8%	377

Sources: University of California Info Center, <http://www.universityofcalifornia.edu/infocenter/admissions-source-school>, CSU Analytic Studies webpage, <http://www.calstate.edu/as/ccct/index.shtml>

Average of Degree Applicable Units Attempted in first Year

Ethnicity	2014-15	2015-16	2016-17	2017-18
Asian	19.7	19.3	18.9	19.8
African - American	12.6	11.7	12.7	14.3
Hispanic	14.0	13.9	14.2	16.4
Native American	12.7	16.0	15.5	15.6
Pacific Islander	17.2	15.5	15.7	17.5
Two or More	15.1	14.6	12.3	12.7
White	15.7	15.5	16.2	16.7
Other	20.2	15.9	9.7	14.0
Grand Total	14.6	14.4	14.7	16.5

The number of full-time students (12 units per semester/24 units per year) of first-time students

RCCD	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg Annual Change
Attempted 12+ Units / First-Term	1,234	3.0%	1,271	8.7%	1,381	52.0%	2,099	21.2%
Attempted 24+ Units / First-Year	1,195	3.4%	1,236	10.8%	1,370	40.9%	1,931	18.4%
RCC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg Annual Change
Attempted 12+ Units / First-Term	758	-2.0%	743	4.0%	773	63.8%	1,266	21.9%
Attempted 24+ Units / First-Year	747	-2.9%	725	12.0%	812	50.4%	1,221	19.8%
MVC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg Annual Change
Attempted 12+ Units / First-Term	175	9.7%	192	6.8%	205	58.5%	325	25.0%
Attempted 24+ Units / First-Year	176	-9.7%	159	15.7%	184	41.8%	261	16.0%
NC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg Annual Change
Attempted 12+ Units / First-Term	305	9.8%	335	20.6%	404	25.7%	508	18.7%
Attempted 24+ Units / First-Year	307	15.6%	355	4.8%	372	21.8%	453	14.1%

(Process note: These are the counts of first-time students at RCCD who met the criteria using degree-applicable units.)

As the data above reveal, many students do not take a full-time load. As a result, students take on average about six years to earn a degree, longer for part-time students. The district needs to develop clear strategies not only to monitor each student’s progress but also to encourage more students to attend full time—perhaps by providing guidance and financial assistance—to reduce the amount of time for students to complete their educational objectives. One of the most significant obstacles for students to make significant progress is completing college-level English and math courses early in their educational experience. Completion of these courses provides the necessary skills for students to be successful in their other required courses. Recent legislation, AB 705, allows all students to take transfer-level courses and encourages colleges to provide supportive co-requisite courses and/or tutoring and supplemental instruction for those who do not have the necessary skills to meet the academic standards of these foundational courses. The following chart demonstrates the trends over the last three years.

The number of students who complete both transfer-level math and English in first year

	2014-15	<i>Change</i>	2015-16	<i>Change</i>	2016-17	<i>Change</i>	2017-18	<i>Avg. Annual Change</i>	3 Yr. Avg.
RCCD	278	<i>7%</i>	298	<i>12%</i>	335	<i>99%</i>	665	<i>39%</i>	433
RCC	162	<i>-30%</i>	113	<i>19%</i>	135	<i>166%</i>	359	<i>52%</i>	202
MVC	23	<i>61%</i>	37	<i>41%</i>	52	<i>52%</i>	79	<i>51%</i>	56
NC	93	<i>59%</i>	148	<i>0%</i>	148	<i>53%</i>	227	<i>38%</i>	174

To serve all members of the community, the students enrolled in and the staff employed by the district should reflect the ethnic, social, and racial makeup of that community. To achieve this aim, the basic strategy is to guide students into structured instructional programs to reduce the time and the number of units it takes for students to complete their educational objectives. By providing support services and helping students complete their educational plans, the district hopes to bridge the equity gap that currently exists. The Guided Pathways framework is structured to help in both reducing the time and units in takes to complete a degree or certificate, but it also provides the necessary support services that may reduce the equity gap. The following charts offer insight into the district’s current status to serve students in an equitable manner and to employ faculty and staff that mirror the demographic makeup of the community.

Table of Guided Pathways Indicators, 2017-18 District Cohort.

RCCD	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	31.9%	19.8	29.1%	33.2%	19.1%	36.8%	19.4%	41.0%	28.5%
African American	16.0%	14.3	7.2%	22.0%	4.8%	25.3%	8.6%	22.4%	9.4%
Hispanic	19.9%	16.4	12.8%	28.7%	9.2%	30.8%	12.6%	28.0%	14.6%
Native American	13.0%	15.6	8.7%	30.4%	0.0%	30.4%	8.7%	26.1%	4.3%
Pacific Islander	39.3%	17.5	7.1%	28.6%	7.1%	46.4%	28.6%	39.3%	25.0%
Two or More	16.0%	12.7	16.0%	28.0%	16.0%	16.0%	8.0%	28.0%	20.0%
White	22.4%	16.7	17.2%	31.2%	12.0%	33.3%	18.9%	29.9%	19.6%
Unknown	4.2%	14.0	0.0%	12.5%	0.0%	8.3%	0.0%	12.5%	8.3%

*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

Table of Guided Pathways Indicators, 2017-18 Riverside City College Cohort.

RCC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	38.6%	21.8	28.1%	31.4%	18.6%	41.4%	20.0%	47.1%	31.9%
African American	16.4%	15.3	6.3%	19.0%	4.1%	24.9%	7.8%	25.7%	10.4%
Hispanic	21.1%	17.2	11.8%	25.3%	8.3%	32.4%	12.1%	30.5%	15.3%
Native American	14.3%	17.1	14.3%	28.6%	0.0%	28.6%	14.3%	28.6%	7.1%
Pacific Islander	50.0%	19.6	11.1%	27.8%	11.1%	55.6%	44.4%	50.0%	38.9%
Two or More	0.0%	11.1	0.0%	14.3%	0.0%	14.3%	0.0%	14.3%	14.3%
White	26.5%	18.2	18.2%	30.2%	13.1%	36.5%	20.8%	34.9%	23.8%
Unknown	0.0%	14.2	0.0%	0.0%	0.0%	7.7%	0.0%	7.7%	7.7%

*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

Table of Guided Pathways Indicators, 2017-18 Moreno Valley College Cohort.

MVC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	14.9%	13.1	12.8%	36.2%	8.5%	25.5%	12.8%	17.0%	12.8%
African American	12.7%	12.2	3.2%	23.4%	1.9%	20.9%	7.6%	14.6%	6.3%
Hispanic	17.8%	14.4	7.7%	34.7%	6.9%	26.3%	9.6%	21.7%	10.8%
Native American	12.5%	12.8	0.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%
Pacific Islander	28.6%	15.4	0.0%	42.9%	0.0%	28.6%	0.0%	28.6%	0.0%
Two or More	11.1%	10.0	11.1%	11.1%	11.1%	0.0%	0.0%	22.2%	22.2%
White	10.4%	11.7	5.5%	24.5%	3.7%	18.4%	12.3%	12.3%	8.0%
Unknown	12.5%	14.3	0.0%	25.0%	0.0%	12.5%	0.0%	12.5%	0.0%

*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

Table of Guided Pathways Indicators, 2017-18 Norco College Cohort.

NC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	26.0%	18.9	38.5%	35.6%	25.0%	32.7%	21.2%	39.4%	28.8%
African American	21.6%	15.3	18.9%	29.7%	13.5%	36.5%	13.5%	27.0%	12.2%
Hispanic	18.5%	16.3	19.7%	32.0%	13.4%	31.0%	16.6%	27.6%	16.5%
Native American	0.0%	18.0	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	10.3	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%
Two or More	33.3%	17.1	33.3%	55.6%	33.3%	33.3%	22.2%	44.4%	22.2%
White	19.6%	16.2	20.5%	36.4%	13.6%	33.8%	18.2%	28.1%	16.8%
Unknown	0.0%	12.7	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	33.3%

*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

RCCD Staff by Employment Categories and Ethnicity, 2017

	Academic Administrators	Tenure / Tenure Track	Academic Temporary	Classified Management	Classified Support
Asian	7	29	104	2	29
African American	11	23	72	5	81
Hispanic	12	78	235	15	276
Native American	0	2	5	0	3
Pacific Islander	0	0	1	0	7
Two or More	0	10	21	1	13
White	27	272	617	27	236
Unknown	0	0	4	0	1
Total Number	57	414	1,059	50	646
	Academic Administrators	Tenure / Tenure Track	Academic Temporary	Classified Management	Classified Support
Asian	12.3%	7.0%	9.8%	4.0%	4.5%
African American	19.3%	5.6%	6.8%	10.0%	12.5%
Hispanic	21.1%	18.8%	22.2%	30.0%	42.7%
Native American	0.0%	0.5%	0.5%	0.0%	0.5%
Pacific Islander	0.0%	0.0%	0.1%	0.0%	1.1%
Two or More	0.0%	2.4%	2.0%	2.0%	2.0%
White	47.4%	65.7%	58.3%	54.0%	36.5%
Unknown	0.0%	0.0%	0.4%	0.0%	0.2%
Total Number	100%	100%	100%	100%	100%

These data offer a benchmark for developing measurable targets for the next five years. Reducing the equity gap in both the student population, particularly their participation and success, and the employees of the district is a major goal of the district.

Revised Riverside Community College District Mission, Vision, and Values

Another representative group—charged to review and to revise the district’s mission, vision, and values statements—arrived at new statements to reflect the district’s more strategic emphasis on teaching, learning, and equity. The new goals include clear, measurable targets for each of the five years of the plan. These targets rely on data to track yearly progress and provide a means to the three colleges to monitor, assess, and evaluate the effectiveness of their strategies to make significant changes in the success of their students. The revised mission, vision, and values statements result from several years of assessment of student success, access, and equity. They provide a clear framework for the district’s efforts over the next five years.

Mission Statement

The Riverside Community College District through its three colleges—Moreno Valley College, Norco College, and Riverside City College supported by the District Office—serves and enriches its diverse communities by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The district strives to impact the social and economic mobility of its students by ensuring access, success, and equity for everyone who wishes to take advantage of the educational opportunities offered by the colleges.

Vision

The Riverside Community College District offers educational opportunities that promote social and economic mobility for its students and demonstrates leadership in the region and the state by providing high quality instructional programs and by advancing social justice for all.

Values

Inclusiveness: The district embraces diversity in all its forms and endeavors to create a fair and equitable climate for its students and workforce.

Excellence: The district maintains high standards in teaching, learning, and services.

Innovation: The district responds to the changing needs of its communities by continuous improvement and creative solutions.

Collegiality: The district respects the unique views of each individual and encourages civility, discussion of ideas, and collaboration.

Stewardship: The district maintains public trust by responsible management of its resources and by open and honest reporting of its decision-making processes.

Heritage: The district respects and builds on the rich traditions of education, innovation, and service to its communities.

Strategic Goal 1: Student Access

The district will ensure all students have equitable access to the colleges' courses, programs, and services.

Objective 1.1: Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES).

Objective 1.2: Increase number (headcount) of high school students in dual enrollment by at least 500 annually over five years.

Objective 1.3: Increase capture rates from feeder high schools by at least 5% annually.

Objective 1.4: Increase percent of students eligible for financial aid who receive aid by at least 2% per year.

Objective 1.5: Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by at least 10,000 per year.)

Strategic Goal 2: Student Success

The district will provide clear pathways and support for achieving certificates, degrees, and transfer.

Objective 2.1: Increase number of AA/AS awards by at least 15% annually.

Objective 2.2: Increase number of certificates completed by at least 15% annually.

Objective 2.3: Increase transfer to four-year universities by at least 15% per year.

Objective 2.4: Increase percent of CTE students employed in their field of study by at least 3% annually.

Objective 2.5: Increase percent of CTE graduates with a livable wage by at least 2% annually.

Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.

Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by at least 10% per year.

Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by at least 20% annually.

Strategic Goal 3: Equity

The district will work with community, workforce, and education partners to reduce and eliminate equity gaps.

Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served.

Strategic Goal 4: Institutional Effectiveness

The district identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the district's mission and goals.

Objective 4.1: Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.

Objective 4.2: Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making.

Objective 4.3: Implement accountability, transparency, and evidence-based communication practices to improve student success and completion.

Objective 4.4: Ensure that all processes and outcomes are aligned with the district's mission and goals and governance structures.

Objective 4.5: Attain a district-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue).

Strategic Goal 5: Resource Generation and Allocation

The district will acquire, manage, and deploy resources--including human, facilities, technology, and financial--to support district goals and advancement.

Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.

Objective 5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.)

Objective 5.3: Develop a sustainable and healthy fiscal model.

Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.

Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.

Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff.

Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.

Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.

Strategic Goal 6: Partnerships & Communication

The district will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

Objective 6.1: Establish and expand relationships with regional educational institutions.

Objective 6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.

Objective 6.3: Collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.

Objective 6.4: Through the RCCD Foundation, the district will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.

2019-2024 Strategic Plan

Basic Strategies and Key Performance Indicators

Of the six district goals, each with specific objectives, the first three—Student Access, Student Success, and Student Equity—correspond most directly to the mission of the district and serve as the driving force of the district’s strategic planning process. These three goals form the basis for all of the district’s teaching and learning activities and provide the essential foundation for prioritizing district resources. The district has adopted a strategy to break each of the goals into component momentum points. Student success during the periods prior to 2014-15 showed no trends of change; in fact, the student success trends were flat and stagnant. However, the district initiated an institution-wide review of data and began discussions on ways to encourage students to participate in educational pathways. As a result of this effort, the district observed noticeable and measurable trends in percentage annual increase since 2014; the mean of these trends became the annual target for each of the momentum points. The specific targets for each of the district goals are listed below.

District Goal 1: Student Access

Enrollment, the most important contributor to access, has steadily increased on average about 3% per year over the last decade. However, the overall enrollment in district feeder schools is projected to decline, and the number of high-school graduates will increase until 2023-24 and then decline steadily. Population growth in the Inland Empire area will continue to increase and may impact student enrollment in the future. To strengthen enrollment, the district plans to expand dual enrollment, CCAP agreements, Middle College and Early College programs, and the scaling of Guided Pathways. Most important, these initiatives will enable the district to increase its capture rate from its feeder schools and other segments of the population.

In addition, the community college share of students who normally apply to four-year schools should increase. One important component of increasing the capture rate involves making the first two years of college affordable. The district plans to address affordability in a number of ways—including, but not limited to, helping students complete their FAFSA forms, increasing the number of full-time students to expand the College Promise, increasing the RCCD Foundation contributions to College Promise, lobbying to support Cal Grant, and supporting emancipated foster youth and other vulnerable groups threatened by homelessness.

Most important, the district plans to expand access to programs and services by increasing the number of CSU and UC transfer pathways, by clustering academic programs, by introducing EduNav technology, by upgrading the admission, registration, and orientation process, by introducing a case management load system in academic support areas, and by strengthening the faculty advisory program.

The following key performance indicators offer clear, measurable targets to gauge the success of the various college initiatives:

Objective 1.1 Increase Overall Enrollments – RCCD Enrollment Projections, 2017-18 through 2023-24

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	30,805.78	31,798.08	32,902.00	33,889.06	34,905.73	35,952.90	37,031.49
Riverside	16,961.47	17,363.45	17,852.00	18,387.56	18,939.19	19,507.36	20,092.58
Moreno Valley	6,790.71	7,237.22	7,423.00	7,645.69	7,875.06	8,111.31	8,354.65
Norco College	7,053.60	7,197.41	7,627.00	7,855.81	8,091.48	8,334.23	8,584.26

Assumes 3% annual projected growth

Objective 1.2 Increase number of high school students in dual enrollment by 500 annually over 5 years

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	2,214	3,714	5,214	6,714	8,214	9,714	11,214
Moreno Valley	932	1,432	1,932	2,432	2,932	3,432	3,932
Norco College	769	1,269	1,769	2,269	2,769	3,269	3,769
Riverside	513	1,013	1,513	2,013	2,513	3,013	3,513

Assumes 500 student annual projected growth

Objective 1.3 Increase RCCD Capture Rates (Goal 30% of all feeder high school students)

	2018	2019	2020	2021	2022	2023	2024
Projected Capture Rate*	24.90%	25.90%	26.90%	28.00%	29.10%	30.20%	31.4%

Assumes 4% annual increase

District Goal 2: Student Success

The district, at the macro-level, has aligned its student success targets to the state-approved targets established by the Board of Governors. However, most of the district targets are equal to or higher than the state targets. The district’s student success targets include degree completion, transfer to UC and CSU, lower unit accumulation for degrees and certificates, higher CTE employment in areas of training with a living wage, less time for degree completion. Student success measures prior to 2014-15 showed the trends of change were flat and stagnant. However, since the district implemented a more thorough institution-wide review of data and increased the number of educational pathways, some improvement has occurred. Encouraging students to become full-time

RCC	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted 12+ Units / First-Term	1,266	1,393	1,532	1,685	1,854	2,039	2,243
Attempted 24+ Units / First-Year	1,221	1,343	1,477	1,625	1,788	1,966	2,163
MVC	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted 12+ Units / First-Term	325	358	393	433	476	523	575.3
Attempted 24+ Units / First-Year	261	287	316	347	382	420	462
NC	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted 12+ Units / First-Term	508	559	615	676	744	818	899.8
Attempted 24+ Units / First-Year	453	498	548	603	663	730	803
RCCD	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attempted 12+ Units / First-Term	2,099	2,309	2,540	2,794	3,073	3,380	3,718
Attempted 24+ Units / First-Year	1,931	2,124	2,337	2,570	2,827	3,110	3,421

students and providing improved education support services, the district hopes to reduce the amount of time it takes for students to complete their programs. Also, implementing AB705 allows students to take transfer-level courses with supportive co-requisite courses. The aim is to increase the number of students who take their college-level English and math courses during the first year. The winter and summer intersessions provide ample opportunity for students to complete their studies in two years even if they only take 12 units per semester.

The completion of an abbreviated student educational plan to allow a semester of discovery and the development of comprehensive student educational plans for each Guided Pathway during the second semester provide students with clear educational goals and reduce the amount of time students need to complete those goals. Assisting students to complete transfer applications and implementing the auto-degree award system will help the district significantly increase transfer rates and achieve the State’s Vision for Success targets.

The following tables identify the district’s key performance indicators in the area of student success:

Objective 2.1 Increase number of awards completed by 15% annually (Projections)

AA/AS Awards	2018	2019	2020	2021	2022	2023	2024
District	5,965	6,860	7,889	9,072	10,433	11,998	13,798
Riverside	2,656	3,054	3,513	4,039	4,645	5,342	6,143
Moreno Valley	1,564	1,799	2,068	2,379	2,735	3,146	3,618
Norco College	1,745	2,007	2,308	2,654	3,052	3,510	4,037

Objective 2.2 Increase number of certificates completed by 15% annually (Projections)

Certificates	2018	2019	2020	2021	2022	2023	2024
District	2140	2,461	2,830	3,255	3,743	4,304	4,950
Riverside	932	1,072	1,233	1,417	1,630	1,875	2,156
Moreno Valley	754	867	997	1,147	1,319	1,517	1,745
Norco College	454	522	600	690	794	913	1,050

Objective 2.3 Increase transfers to four-year universities by at least 15% annually (Total all transfers and projections)

All Transfers	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	3,086	3,549	4,081	4,693	5,397	6,207	7,138
RCC	1,564	1,799	2,068	2,379	2,735	3,146	3,618
MVC	678	780	897	1,031	1,186	1,364	1,569
NC	844	971	1,116	1,284	1,476	1,698	1,953

Objective 2.4 Increase percent of CTE students employed in their field of study by 3% annually.

All Students with a Job Closely Related to Their Field of Study	Projections (Based on 3% annual increase)								
	2016-17	Change	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCC	70.5	5%	74.2	76.4	78.7	81.1	83.5	86.0	88.6
MVC	72.0	0%	71.8	74.0	76.2	78.5	80.8	83.2	85.7
NC	64.4	3%	66.3	68.3	70.3	72.4	74.6	76.9	79.2
RCCD Total	69.6	3%	71.8	74.0	76.2	78.5	80.8	83.2	85.7

Objective 2.5 Increase percent of CTE graduates with a livable wage by 5% annually. Projections.

All Students Who Attained the Living Wage	Projections (Based on 5% annual increase)						
	2016-17	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCC	46.5%	48.8%	51.3%	53.8%	56.5%	59.3%	62.3%
MVC	57.1%	60.0%	63.0%	66.1%	69.4%	72.9%	76.5%
NC	51.6%	54.2%	56.9%	59.7%	62.7%	65.9%	69.1%
RCCD Total	50.7%	53.2%	55.9%	58.7%	61.6%	64.7%	67.9%

Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall	92.0	89.0	86.0	83.0	80.0	77.0	74.0
Asian	96.3	93.3	90.3	87.3	84.3	81.3	78.3
Black or African American	89.6	86.6	83.6	80.6	77.6	74.6	71.6
Filipino	98.3	95.3	92.3	89.3	86.3	83.3	80.3
Hispanic	92.1	89.1	86.1	83.1	80.1	77.1	74.1
Two or More Races	91.8	88.8	85.8	82.8	79.8	76.8	73.8
White	90.3	87.3	84.3	81.3	78.3	75.3	72.3

Objective 2.9 Increase the number of students who complete transfer-level math and English in first year by 20%.

Math Projections	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	942	1,130	1,356	1,628	1,953	2,344	2,813
RCC	515	618	742	890	1,068	1,281	1,537
MVC	93	112	134	161	193	231	277
NC	334	401	481	577	693	831	997

English Projections Only	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
RCCD	1,949	2,339	2,807	3,368	4,041	4,850	5,820
RCC	995	1,194	1,433	1,719	2,063	2,476	2,971
MVC	427	512	615	738	885	1,063	1,276
NC	527	632	759	911	1,093	1,311	1,573

District Goal 3: Student Equity

The district has made the goal of achieving equity among the student population and among the employees of the district a high priority. The primary method involves closing the access and student success equity gap. The Caucasian student population serves as a benchmark against whom all other groups are compared. Although the access and success equity gap between Hispanic and Caucasian has nearly vanished in most areas with only a 2-3% difference, the gap between African-American and Caucasians poses a major challenge.

Closing the equity gap also requires the district to address the diversity and inclusion in the work place, especially enhancing diversity in the teaching and learning process. Having a more diverse professorial staff affirms students as empowered learners; therefore, it is critical to continue open, frank, and courageous dialogue to address the lack of diversity in the teaching staff. (Both full-time and part-time faculty are predominantly Caucasians, and 65% of the tenured faculty are Caucasians.) These staffing data do not reflect the more diverse population of the community the district serves.

The district plans to address the issue of equity through the systematic and intentional cultivation of equity mindedness by promoting cross-cultural competencies. The district will commit resources to invite national and regional experts to conduct numerous workshops each year.

The following charts offer clear, measurable targets for the next five years:

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Students Attending Full-Time Fall and Spring during First Year					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	115	8.20%	3.10%		121	127	133	140	147	154	8.1%
African American	8.50%	80	5.70%	-2.80%	1.10%	88	97	106	117	129	142	7.5%
Hispanic	60.80%	908	65.10%	4.30%		953	1001	1051	1104	1159	1217	64.0%
Native American	0.30%	3	0.20%	-0.10%		3	3	3	4	4	4	0.2%
Pacific Islander	0.40%	11	0.80%	0.40%		12	12	13	13	14	15	0.8%
Two or More		4	0.30%	0.30%		4	4	5	5	5	5	0.3%
White	20.10%	272	19.50%	-0.60%		286	300	315	331	347	364	19.1%
Other	0.90%	1	0.10%	-0.80%		1	1	1	1	1	1	0.1%
Grand Total		1394	100%			1468	1545	1628	1714	1806	1903	100.0%

Objective 3.1 Decrease equity gaps by 40% in 5 years to eliminate within 10 years.

Average Number of Degree-Applicable Credits Attempted in Year One							
	Actual	Projections @ 5%; African American 10%					
Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Asian	19.8	20.8	21.8	22.9	24.1	25.3	26.6
African - American	14.3	15.7	17.3	19.0	20.9	23.0	24.2
Hispanic	16.4	17.2	18.1	19.0	19.9	20.9	21.9
Native American	15.6	16.4	17.2	18.1	19.0	19.9	20.9
Pacific Islander	17.5	18.4	19.3	20.3	21.3	22.3	23.4
Two or More	12.7	13.3	14.0	14.7	15.4	16.2	17.0
White	16.7	17.5	18.4	19.3	20.3	21.3	22.4
Other	14.0	14.7	15.4	16.2	17.0	17.9	18.8
Grand Total	16.5	17.3	18.2	19.1	20.1	21.1	22.2

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Successfully Complete Transfer-Level Math in First Year					Assumes 15% Growth, Except African-American 30% and Hispanic 20%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	105	11.10%	6.00%		121	139	160	184	211	243	9.12%
African American	8.50%	36	3.80%	-4.70%	1.90%	47	61	79	103	134	174	6.54%
Hispanic	60.80%	584	62.00%	1.20%		701	841	1009	1211	1453	1744	65.50%
Native American	0.30%	2	0.20%	-0.10%		2	3	3	3	4	5	0.17%
Pacific Islander	0.40%	2	0.20%	-0.20%		2	3	3	3	4	5	0.17%
Two or More		4	0.40%	0.40%		5	5	6	7	8	9	0.35%
White	20.10%	209	22.20%	2.10%		240	276	318	366	420	483	18.15%
Other	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
Grand Total		942	100%			1118	1328	1578	1877	2235	2662	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Successfully Complete Transfer-Level Math in First Year					Assumes 15% Growth, Except African-American 30% and Hispanic 20%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	105	11.10%	6.00%		121	139	160	184	211	243	9.12%
African American	8.50%	36	3.80%	-4.70%	1.90%	47	61	79	103	134	174	6.54%
Hispanic	60.80%	584	62.00%	1.20%		701	841	1009	1211	1453	1744	65.50%
Native American	0.30%	2	0.20%	-0.10%		2	3	3	3	4	5	0.17%
Pacific Islander	0.40%	2	0.20%	-0.20%		2	3	3	3	4	5	0.17%
Two or More		4	0.40%	0.40%		5	5	6	7	8	9	0.35%
White	20.10%	209	22.20%	2.10%		240	276	318	366	420	483	18.15%
Other	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
Grand Total		942	100%			1118	1328	1578	1877	2235	2662	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Successfully Complete Transfer-Level English in First Year					Assumes 20% Growth, Except African-American 30%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	120	6.20%	1.10%		144	173	207	249	299	359	5.96%
African American	8.50%	110	5.60%	-2.90%	1.10%	143	186	242	314	408	530	8.81%
Hispanic	60.80%	1314	67.40%	6.60%		1577	1892	2271	2725	3270	3924	65.17%
Native American	0.30%	7	0.40%	0.10%		8	10	12	15	17	20	0.34%
Pacific Islander	0.40%	8	0.40%	0.00%		10	12	14	17	20	24	0.40%
Two or More		7	0.40%	0.40%		8	10	12	15	17	20	0.34%
White	20.10%	380	19.50%	-0.60%		456	547	657	788	946	1135	18.85%
Other	0.90%	3	0.20%	-0.70%		4	4	5	6	7	8	0.14%
Grand Total		1949	100%			2350	2834	3419	4128	4984	6022	100.00%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Successfully Complete Transfer-Level Math and English in First Year					Assumes 20% Growth, Except African-American 35%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	69	10.40%	5.30%		83	99	119	143	172	206	10.02%
African American	8.50%	24	3.60%	-4.90%	2.00%	32	44	59	80	108	146	7.08%
Hispanic	60.80%	420	63.20%	2.40%		504	605	726	871	1045	1254	60.88%
Native American	0.30%	0	0.00%	-0.30%		0	0	0	0	0	0	0.00%
Pacific Islander	0.40%	2	0.30%	-0.10%		2	3	3	4	5	6	0.29%
Two or More		4	0.60%	0.60%		5	6	7	8	10	12	0.58%
White	20.10%	146	22.00%	1.90%		175	210	252	303	363	436	21.15%
Other	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
Grand Total		665	100%			802	967	1167	1409	1703	2060	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

First-Term, 12+ Degree Applicable Units Attempted					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	133	6.30%	1.20%		140	147	154	162	170	179	6.21%
African American	8.50%	127	6.00%	-2.50%	1.00%	140	154	169	186	205	226	7.85%
Hispanic	60.80%	1411	67.10%	6.30%		1482	1556	1633	1715	1801	1891	65.81%
Native American	0.30%	7	0.30%	0.00%		7	8	8	9	9	9	0.33%
Pacific Islander	0.40%	13	0.60%	0.20%		14	14	15	16	17	18	0.62%
Two or More		4	0.20%	0.20%		4	4	5	5	5	5	0.18%
White	20.10%	405	19.30%	-0.80%		425	447	469	492	517	543	18.89%
Other	0.90%	2	0.10%	-0.80%		2	2	2	2	3	3	0.11%
Grand Total		2102	100%			2213	2331	2455	2587	2725	2874	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

First-Term, 12+ Degree Applicable Units Earned					Assumes 5% Growth, Except African-American 15%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	70	7.50%	2.40%		74	77	81	85	89	93	7.24%
African American	8.50%	43	4.60%	-3.90%	1.60%	49	57	65	75	86	99	7.66%
Hispanic	60.80%	577	61.90%	1.10%		606	636	668	701	736	773	59.88%
Native American	0.30%	2	0.20%	-0.10%		2	2	2	2	3	3	0.24%
Pacific Islander	0.40%	8	0.90%	0.50%		8	9	9	10	10	11	0.81%
Two or More		2	0.20%	0.20%		2	2	2	2	3	3	0.24%
White	20.10%	230	24.70%	4.60%		242	254	266	280	294	309	23.92%
Other	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
Grand Total		932	100%			983	1037	1095	1156	1221	1291	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

First-Year, 24+ Degree Applicable Units Attempted					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	148	7.70%	2.60%		155	163	171	180	189	198	7.52%
African American	8.50%	112	5.80%	-2.70%	1.10%	123	136	149	164	180	198	7.50%
Hispanic	60.80%	1283	66.30%	5.50%		1347	1415	1485	1559	1637	1719	65.10%
Native American	0.30%	6	0.30%	0.00%		6	7	7	7	8	8	0.32%
Pacific Islander	0.40%	11	0.60%	0.20%		12	12	13	13	14	15	0.56%
Two or More		7	0.40%	0.40%		7	8	8	9	9	9	0.36%
White	20.10%	364	18.80%	-1.30%		382	401	421	442	465	488	18.49%
Other	0.90%	3	0.20%	-0.70%		3	3	3	4	4	4	0.16%
Grand Total		1934	100%			2036	2144	2258	2379	2506	2640	100%

Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

First-Year, 24+ Degree Applicable Units Earned					Assumes 5% Growth, Except African-American 15%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
		Count	Percent								Count	Percent
Asian	5.10%	103	9.60%	4.50%		108	114	119	125	131	138	9.40%
African American	8.50%	47	4.40%	-4.10%	1.60%	54	62	71	82	95	109	6.70%
Hispanic	60.80%	670	62.40%	1.60%		704	739	776	814	855	898	60.80%
Native American	0.30%	1	0.10%	-0.20%		1	1	1	1	1	1	0.10%
Pacific Islander	0.40%	7	0.70%	0.30%		7	8	8	9	9	9	0.60%
Two or More		5	0.50%	0.50%		5	6	6	6	6	6	0.50%
White	20.10%	239	22.30%	2.20%		251	263	277	291	305	320	21.70%
Other	0.90%	2	0.20%	-0.70%		2	2	2	2	3	3	0.20%
Grand Total		1074	100%			1132	1194	1260	1331	1405	1485	100%

District Goal 4: Institutional Effectiveness

In the past the focus of institutional effectiveness involved the assessment of student learning outcomes at the course level, program level, general education level, and at service-area levels. The direct and indirect methods of assessment have served as means to improve the teaching and learning process by monitoring, assessing, and evaluating student progress at the course and program levels. This focus will continue at the discipline and department level at the colleges. However, the district also plans to measure institutional effectiveness by using additional parameters: Efficiency, Effectiveness, Accountability, and Transparency. To accomplish this aim, the district must develop the methodology and instruments to monitor, assess, and evaluate the effectiveness of the district in these four new parameters. The areas or items that need to be measured, monitored, assessed, and evaluated under each parameter are detailed below. Work is underway to determine baselines so that targets for improvement may be set.

Efficiency (Objective 4.2)

- Improve enrollment management to meet enrollment targets
- Streamline process for reassigned time allocation (For spring 2019, there was a district-wide total of 48.9 FTEF for contractual reassigned time and 19.5 FTEF for non-contractual reassigned time. The Course Capacity Task Force will be addressing reassigned time as it considers various aspects of institutional effectiveness.
- Improve efficiency in:
 - Recruitment (meeting institutional needs in a timely manner)
 - Purchasing (meeting institutional needs in a timely manner)
 - Space utilization (meeting scheduling needs)
- Avoid unnecessary legal and/or administrative costs
- Increase speed in decision-making processes

Effectiveness (Objectives 4.1 & 4.4)

- Use appropriate data analysis to determine targets
- Develop and assess process for selecting appropriate strategies
- Assess degree and effectiveness of vertical integration of planning within colleges and district
- Assess degree and effectiveness of horizontal alignment of planning activities within and between district entities
- Develop and assess content, methodology, and frequency of communications
- Develop framework and tools for monitoring, assessing, and evaluating progress on goals to determine extent to which targets and/or desired impact are achieved

Accountability (Objective 4.3)

- Clarify the roles and responsibilities at individual, unit, department, division, and area levels at both district and colleges
- Develop appropriate performance evaluation mechanisms that correspond to the delegation of responsibility
- Develop appropriate capacity building processes at various levels through personnel development

Transparency (Objective 4.3)

- Streamline and define governance structures with decision-making processes
- Provide comprehensive and user friendly web sites
- Publish and communicate outcomes from the monitoring, assessing, and evaluating processes and the improvement plans that result from those processes
- Publish and communicate the data and outcomes of the student access, success, and equity goals each semester

Objective 4.5 Attain a district-level efficiency of 595.

College	MOV			NOR			RIV			District		
	Total_WSCH	Total_load	Efficiency	Total_WSCH	Total_load	Efficiency	Total_WSCH	Total_load	Efficiency	Total_WSCH	Total_load	Efficiency
15FAL	91,102.87	212.4	428.92	95,981.20	162.25	591.55	216,304.16	409.23	528.57	403,388.23	783.88	514.61
16FAL	88,911.95	193.6	459.26	99,127.04	173.71	570.66	221,961.36	413.24	537.12	410,000.35	780.55	525.27
17FAL	94,948.81	202.08	469.87	101,864.41	183.98	553.68	235,253.14	438.92	535.98	432,066.36	824.97	523.73
18FAL	97,413.43	204.25	476.94	102,926.89	190.57	540.09	244,778.37	453.78	539.42	445,118.69	848.6	524.54

To achieve a fall semester efficiency of 525 as described in the collective bargaining agreement, 35 students are required in each 3-unit course. Five courses comprise 1.000 FTEF; 35 students x 15 hours is a ratio of 525 to 1.000 FTEF. Given the district’s compressed calendar, the enrollment management dashboard (EMD) equates 17 hours to 1.000 FTEF. To maintain the 35 student average for each .2000 FTEF, the standard will be 35 x 17 (five classes at 3.4 contact hours) or 595 to 1.000 FTEF. Each college will review its baseline and set targets to attain an efficiency of 595 over the next five years.

A Course Capacity Task Force has been charged by the District Strategic Planning Council to improve institutional effectiveness by assessing the historic and current course caps that are used within RCCD. Four principles will inform this work as the task force strives to achieve the 595 target: academic integrity, course efficiency, workload equity, and financial sustainability. The task force

will consider other issues critical to institutional effectiveness, such as enrollment management practices, efficiencies in facilities utilization and scheduling, and reassigned time.

District Goal 5: Resource Allocation

To accomplish the instructional mission of the colleges, the district must develop adequate resources to implement the strategic plan (Objective 5.3). As in all planning processes, a gap always exists between the resources needed by the plan and available resources provided by the state's budget allocation. This strategic plan, through the newly established office of Advancement and Economic Development, will aim to raise about 30% of the total general fund budget within five years from alternative resources to help bridge the gap between the resources needed to implement the plan fully and the available state budget allocation. These alternative resources will serve as a cushion to mitigate the disruption caused by fluctuations in the state's budget. To ensure that the district uses all of its resources effectively and efficiently, resource allocation will be guided and driven by planning, and the priorities for the planned strategic planning activities will be developed and monitored by the District Strategic Planning Councils. Each of the vice chancellors will develop five-year plans that integrate the strategic plans of the three colleges to ensure that the district serves as a steward for human resources (Objective 5.8), technology resources (Objective 5.6), physical resources (Objective 5.9), and financial resources (Objectives 5.1 & 5.2).

The human resources plan—a central component of effective stewardship because administrators, faculty, and staff make up most of the costs—will integrate the staffing plans of the colleges and the District Office. Human Resources will conduct a needs assessment, based on each college's staffing plan, to project the human resource requirements for the next five years. The full-time faculty needs will be guided by the 75:25 ratio and the Faculty Obligation Number (FON). For all other positions, HR will work with the colleges to establish a bench-mark for determining the number of positions. The Office of Human Resources will have the following responsibilities:

- Developing an efficient and effective recruitment process for hiring the most competent and diverse workforce.
- Ensuring that the district has an effective and attractive compensation and benefit package to encourage personnel retention.
- Creating a personal development system to ensure that district personnel update and improve their knowledge and skills.
- Developing an efficient and effective succession plan. (Objective 5.8)

The safety and security for the students, staff, and faculty of the district is a priority. Risk Management, Safety, and Police support the district through administration of safety and emergency planning, loss control, claims, security, and risk management programs designed to mitigate loss and prevent injury to students and employees. (Objective 5.7)

Developing alternative resources to augment the general fund budget requires multiple sources of income and clear strategies that need to be cultivated over the next five years. Some of the strategies include larger regional collaborative efforts, such as Pathways and College Futures Foundation, to help the district reach its targeted income. Increasing efforts of the RCCD Foundation and expanding workforce and economic development may contribute to this goal.

Objective 5.4 Alternative Funds

General Operating	\$184,678,640	\$180,548,317	\$188,337,460	\$210,139,559	\$218,694,730	\$234,253,697	\$245,676,786
	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Federal	\$9,877,561 5.3%	\$9,928,589 5.5%	\$11,021,729 5.9%	\$21,441,483 10.2%	\$11,572,815 5.3%	\$13,308,738 5.7%	\$15,305,048 6.2%
State	\$27,493,807 14.9%	\$31,137,788 17.2%	\$41,836,683 22.2%	\$89,127,310 42.4%	\$43,928,517 20.1%	\$48,321,369 20.6%	\$55,569,574 22.6%
Local	\$1,309,092 0.7%	\$1,086,470 0.6%	\$1,802,239 1.0%	\$2,862,006 1.4%	\$2,933,556 1.3%	\$3,006,895 1.3%	\$3,082,067 1.3%
Other/Intrafund Transfers	\$1,839,926 1.0%	\$946,538 0.5%	\$1,844,439 1.0%	\$3,754,208 1.8%	\$3,848,063 1.8%	\$3,944,265 1.7%	\$4,042,871 1.6%
Total	\$40,520,386 21.9%	\$43,099,385 23.9%	\$56,505,090 30.0%	\$117,185,007 55.8%	\$62,282,952 28.5%	\$68,581,266 29.3%	\$77,999,561 31.7%
Foundation	\$1,090,000 0.6%	\$1,970,000 1.1%	\$1,770,000 0.9%	\$1,420,000 0.7%	\$1,900,000 0.9%	\$2,280,000 1.0%	\$2,850,000 1.2%
Total w/ Foundation	\$41,610,386 22.5%	\$45,069,385 25.0%	\$58,275,090 30.9%	\$118,605,007 56.4%	\$64,182,952 29.3%	\$70,861,266 30.2%	\$80,849,561 32.9%

Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.

RCCD utilizes a flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the colleges and supports student access, success, and equity. The table on pages 8 and 9 reflects the credit resident, credit nonresident, and non-credit FTES produced for fiscal years 2016-17, 2017-18, and 2018-19. While targets are provided for fiscal year 2019-20, the District Enrollment Management Committee is at the time of this writing still gathering data to solidify these targets and set targets for additional years, particularly with respect to the growth of non-credit FTES. Riverside County is projected to show an increase in the number of high school graduates in the next six years, through 2023-24. However, from 2023-24 through 2026-27, the number of high school graduates in Riverside County is projected to decline to 2019-20 levels. RCCD will need to take this into account as it determines targets for growing adult education, including enhanced (CDCP) non-credit and non-enhanced non-credit (e.g., Community Education). The District Enrollment Management Committee is also considering the equity and success elements of the Student-Centered Funding Formula and is improving systems for ensuring accurate and timely tracking and reporting.

District Goal 6: Partnerships and Communication

The district has created a new area to enhance and to support the six strategic objectives outlined in this plan. Led by the Vice Chancellor for Advancement and Economic Development, the district will strengthen relationships and partnerships with other educational institutions—particularly the four-year colleges and universities and the feeder high schools—to ensure that students have guaranteed transfer opportunities and sufficient resources to continue their educational goals and that students new to the colleges comprehend the full range of educational programs available to them. In addition, the district will cultivate relationships with local business and industry, civic organizations, and public offices in the community, the Inland Empire, the state, and the federal government to discover and to procure grants and other resources to strengthen or to develop educational opportunities for students.

Strategic communication and marketing of the educational programs offered by the district will provide support for several other strategic objectives, especially increasing the capture rate from the feeder high schools and expanding the guaranteed transfer agreements for the students in the district. By creating a strong image of the educational opportunities the district offers, students in the community will discover the instructional quality and the affordability the three colleges offer. In other words, the district will promote the instructional opportunities and the support services, including financial aid, offered at the three colleges in order to encourage students to enroll in one of the Guided Pathways.

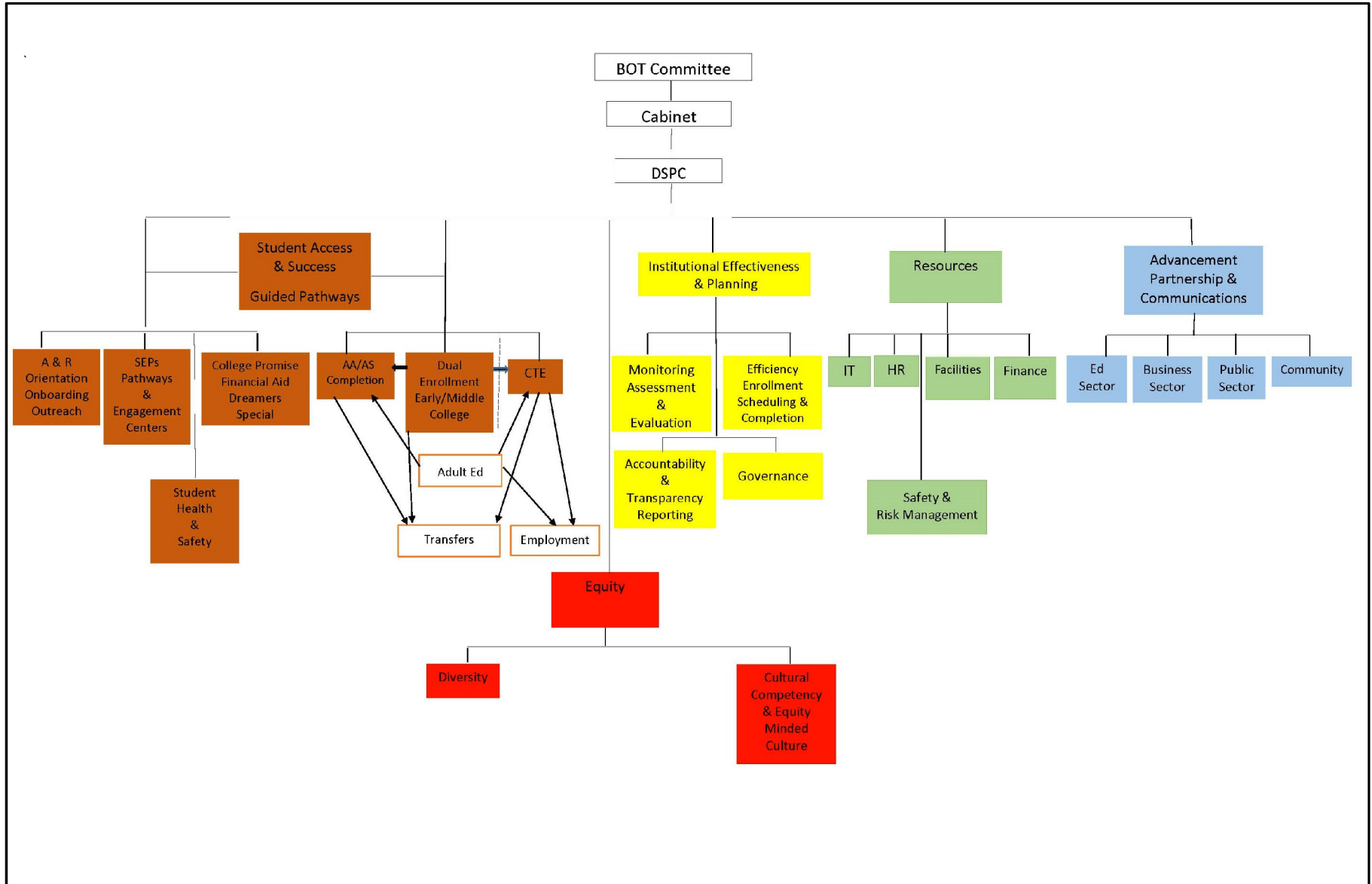
To increase the economic development of the region, the district will develop private-public partnerships in the areas to promote entrepreneurial endeavors, to provide apprenticeship programs, to encourage CTE students to create jobs as well as to seek jobs that

reflect their training. In addition, the district will offer specialized training to businesses and public-sector employees to develop a well-trained workforce.

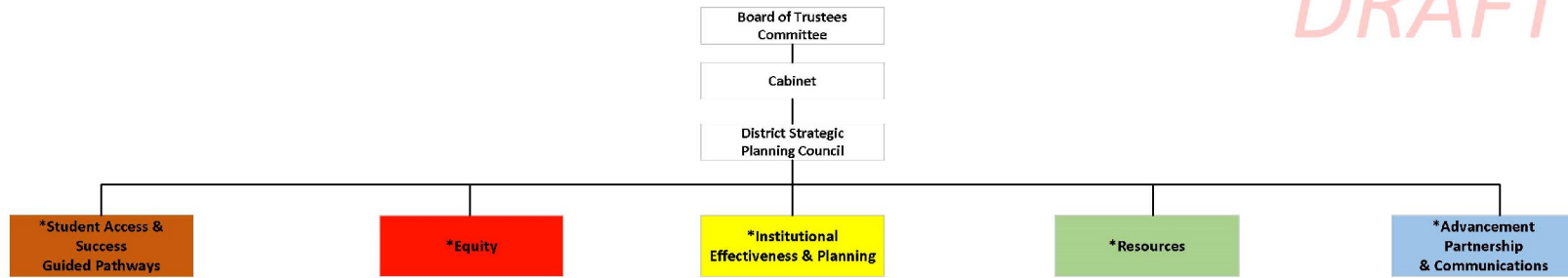
Some of the possible strategies to meet the objectives are as follows:

- Expand the Guided Pathways initiative as a regional effort (Objective 6.1).
- Develop metrics for the number of business partners that host CTE students at their facilities (Objective 6.2).
- Develop metrics for the number of contacts with elected officials at all levels and the number of legislative actions that support the district's efforts to improve instruction and to fund specific programs (Objective 6.3).
- Align the RCCD Foundation Strategic Plan to develop metrics and strategies that engage in capital campaigns to enhance educational programs and student support services (Objective 6.4)/

District Strategic Planning Committee Structure



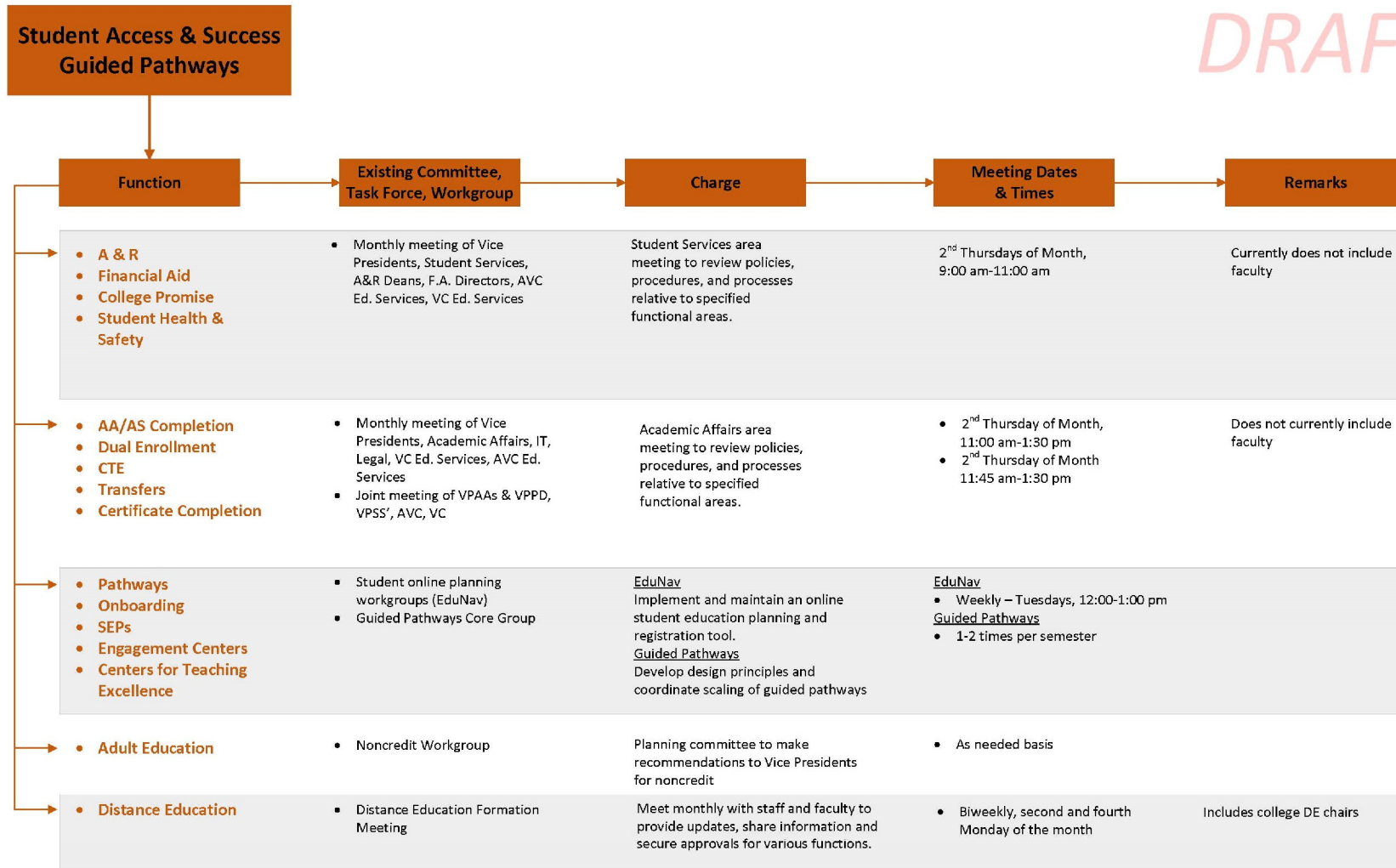
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*See corresponding break out crosswalk

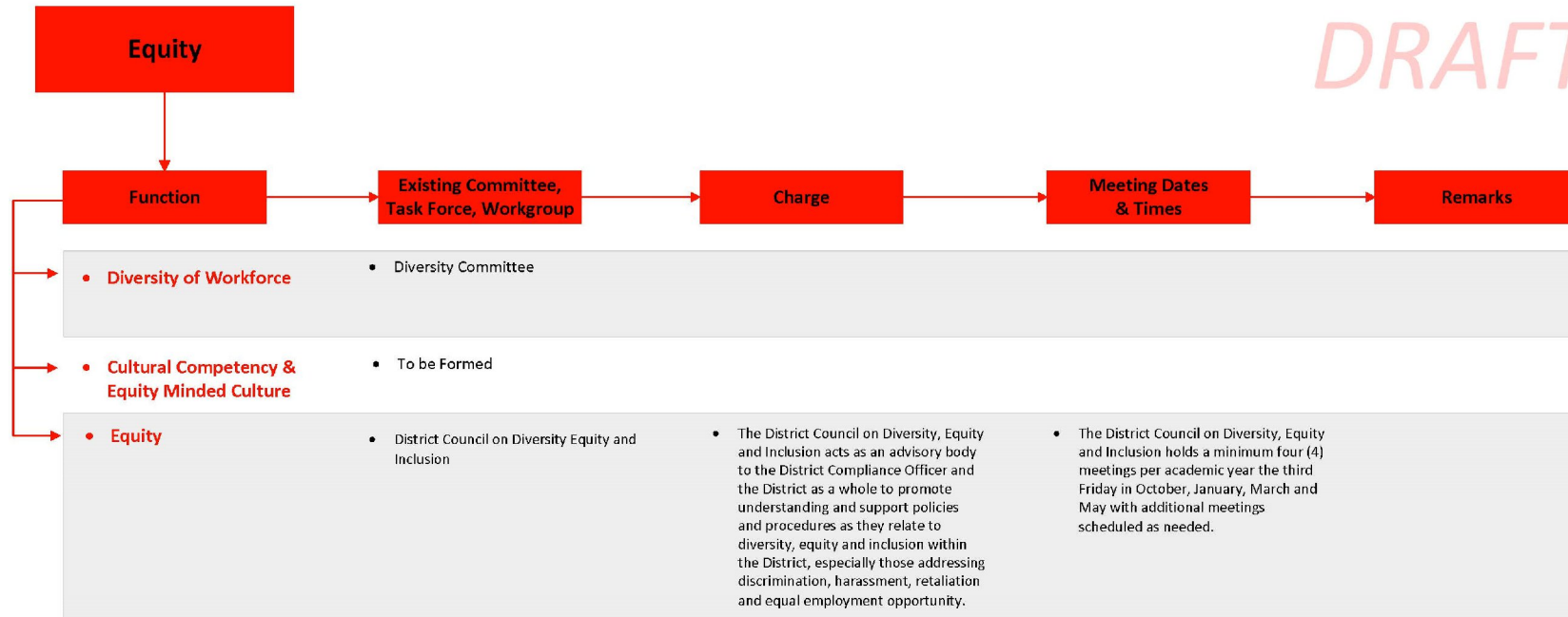
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Revised 09/24/19

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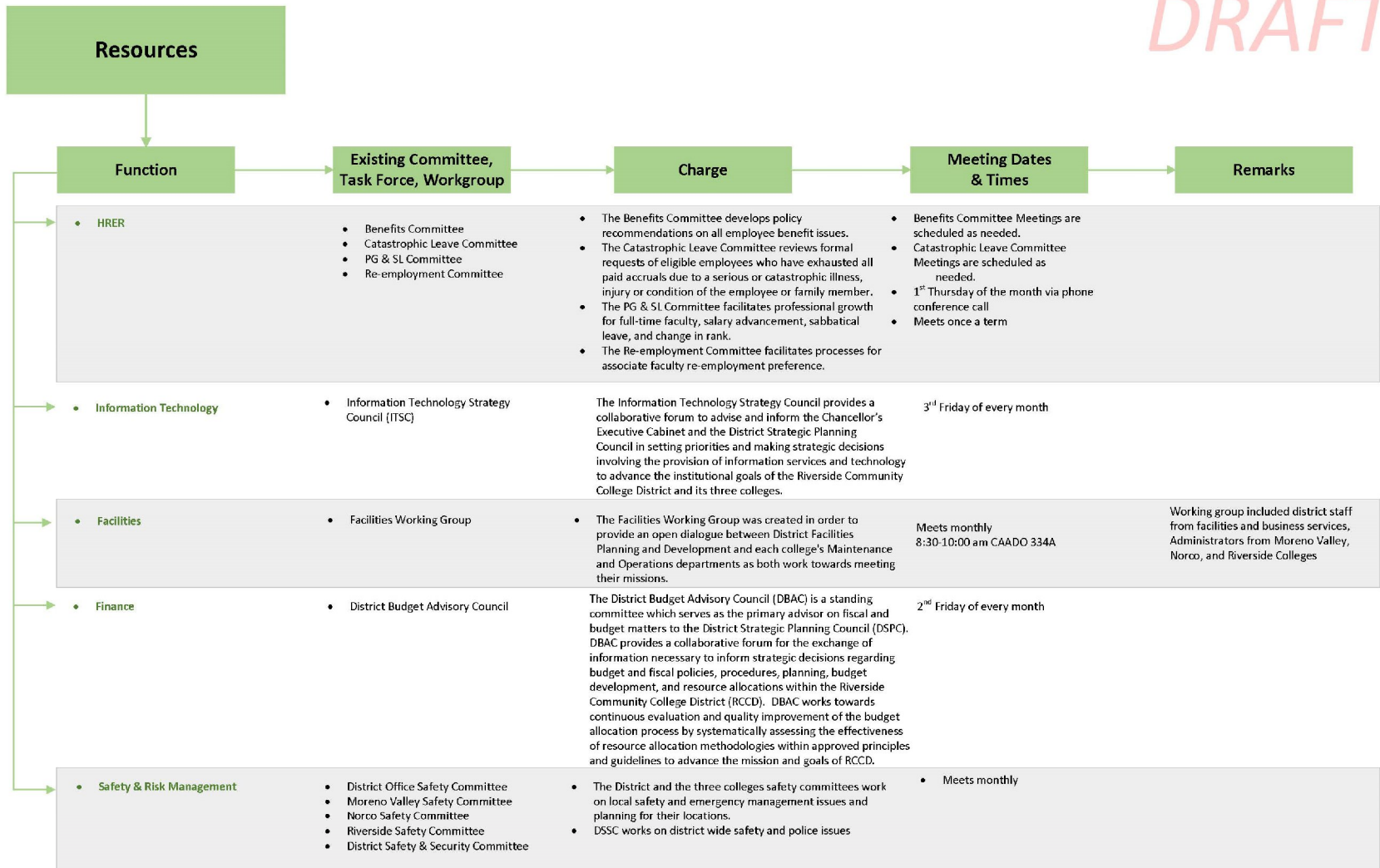


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Institutional Effectiveness & Planning				
Function	Existing Committee, Task Force, Workgroup	Charge	Meeting Dates & Times	Remarks
<ul style="list-style-type: none"> Enrollment 	<ul style="list-style-type: none"> District Enrollment Management Committee 	<p>Decisions concerning effective enrollment management should be based on an agreed upon set of principles and guidelines. Principles upon which enrollment management decisions are based may include the following:</p> <ul style="list-style-type: none"> The level of organization at which enrollment management decisions are to be made. Student Academic needs should drive enrollment management decisions. The need to practice responsible stewardship of taxpayer dollars. <p>In addition to the above principles, district- and college-level decision-makers can benefit from a set of guidelines to assist them in making enrollment management decisions. Several suggested guidelines will be discussed below in the context of the functions to be performed by the district and the colleges in managing student enrollment.</p>	<ul style="list-style-type: none"> 3rd Thursday of the month 3:00-5:00 pm 	
<ul style="list-style-type: none"> Scheduling Completions 	<ul style="list-style-type: none"> Early Enrollment Workgroup Student Centered Funding Formula Workgroup AB 705 Workgroup 	<p><u>Early Enrollment</u> Provide leadership and review issues as district transitions from single to multi-term registration.</p> <p><u>SCEF</u> TBD</p> <p><u>AB 705</u> Workgroup of districtwide faculty in English, Reading, ESL, and Math, staff, and administration to guide implementation of AB 705 (including decisions of placement, curriculum, IT information, scheduling etc.)</p>	<ul style="list-style-type: none"> As needed 3rd Thursday of the month 3:00-4:00 pm As needed 	
<ul style="list-style-type: none"> Efficiency 	<ul style="list-style-type: none"> Function Map Task Force Course Caps Task Force 	<p><u>Function Map</u> Create a system of delegated responsibilities between entities identified in A. 4 consistent with the Functional Map now undergoing revision.</p> <p><u>Course Caps</u> Charged by the District Strategic Planning Council to improve institutional effectiveness through assessing the historic and current course caps that are used within RCCD. Four principles will inform this work as the Task Force strives to achieve a balance among:</p> <ol style="list-style-type: none"> Academic Integrity Course Efficiency Workload Equity Financial Sustainability 	<ul style="list-style-type: none"> As needed Twice a semester, as needed 	
<ul style="list-style-type: none"> Monitoring, assessing, evaluating, and reporting 	<ul style="list-style-type: none"> District Institutional Research Coordination Committee (DIRCC) District Program Review Committee 	<p><u>DIRCC</u> To coordinate institutional research projects between the district and the colleges to promote project excellence, effectiveness, and efficiency.</p> <p><u>District Program Review Committee</u> Shares best practices among colleges and District Office for program review processes and technology.</p>	<ul style="list-style-type: none"> 2nd Monday of the month Once per semester 	
<ul style="list-style-type: none"> Governance 	<ul style="list-style-type: none"> TBD 			

Revised 09/24/19

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Revised 09/24/19

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Charge and Membership of District Strategic Planning Committees

The five councils oversee each of the six goals established in the strategic plan. Their main oversight function involves coordinating the specific strategies used by the three colleges and district office to ensure that appropriate levels of integration and alignment occur to execute efficiently and effectively both college and district-wide implementation plans. The councils have the responsibility to monitor the progress the district (the three colleges and district support services) is making to meet the targets at acceptable rates. The councils ensure that fitting collaboration among the colleges and the district office exists. To monitor each goal, the councils rely primarily on the college strategic plans, developed and implemented at each college, and district-wide initiatives. Each council should consider the following general responsibilities:

- Improve efficiency and effectiveness by avoiding unnecessary duplications (economy of scale) and by enhancing synergies among available resources.
- Identify the best and most effective practices used by the colleges and scale them district-wide.
- Encourage the coordination of innovative initiatives designed to address difficult challenges.
- Identify barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers.
- Organize retreats to assess the planning processes and evaluate the implementation of plans by the degree to which the targets were achieved.
- Prioritize projects and activities within their supervision for additional funding and/or district office support.
- Approve selected district five-year plans that integrate the strategic plans of the three colleges with the district office.

The membership of the five councils reflect the general principles of shared governance. The appropriate vice chancellor chairs the district strategic planning, and his or her office provides the appropriate administrative support for the council. Each college selects representatives that serve on college committees that have responsibilities, experience, and appropriate expertise that parallel the district's six goals. The principles guiding the voting membership of the five councils are established in Standard IV.A., Sections 1-5 of the Accrediting Commission for Community and Junior Colleges.

Many district-wide committees and sub-committees/task forces exist currently and will continue their work as permanent sub-committees under the oversight of the appropriate council. However, some adjustments to membership and charges as the plan is implemented will take place. These assemblies include the following:

- Regular meetings of the Vice Presidents of Student Services, Deans of Enrollment, and Directors of Financial Aid with Educational Services.
- Regular meetings of the Vice Presidents of Academic Affairs with Educational Services
- Guided Pathways Task Force

- AB 705 Task Force
- Early Enrollment Workgroup
- Adult Education Workgroup
- District Enrollment Management Committee
- Distance Education
- District Institutional Research Committee
- Data Warehouse Workgroup
- District Program Review Committee
- Course Caps Task Force
- Information Technology Strategy Council
- Student Centered Funding Formula Workgroup
- District Budget Advisory Council
- Safety Committee

Revised Budget Allocation Model

As part of the assessment of the previous district strategic plan, members of the District Budget Advisory Committee (DBAC) worked to revise how the district allocates funding to its various entities. One of the challenges involved finding a way to recognize that the cost of instruction varies significantly by discipline. Special instructional programs and certain CTE programs have a significantly higher cost of instruction, for example. The previous budget allocation model did not take the varied costs into consideration, nor did it analyze the costs of instruction by discipline. Moreover, the state chancellor's Vision for Success program changed the manner by which the state allocates funding by adding a performance-based funding component. Under the leadership of the Vice Chancellor for Business Services, the members of DBAC developed a new budget allocation model that recognizes the differences in instructional costs and that takes into consideration the performance-based component of the revenue allocated to the district. Below are the principles used to develop the new District Budget Allocation Model (BAM). The full model is included in the appendices.

Principles

1. The Budget Allocation Model will be fair, equitable, and transparent.
 - a) Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
 - b) Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements; efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
 - c) Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.
2. The goals and priorities for student success, equity, and access as articulated in the educational master/strategic plans of each college and the District Office will align with the goals included in the District Strategic Plan and strategic vision plan adopted by the California Community Colleges Board of Governors, including benchmarks and actions for measuring progress, and the Budget Allocation Model will align accordingly.
3. The Budget Allocation Model will provide operational cost predictability and stability to support college and District Office strategic goals and objectives.
4. The Budget Allocation Model will recognize and consider the variable costs associated with unique and common programs at each college and across the district.
5. The Budget Allocation Model will recognize and consider the variable costs associated with new and proposed programs at each college and across the district.
6. Operational structural balance will be maintained by ensuring that ongoing expenditures do not exceed ongoing revenues resulting in a positive fund balance.

7. Ongoing expenditures will be funded with ongoing revenues, and one-time expenditures will be funded with one-time revenues, with exceptions only under rare circumstances.
8. Compliance with State, accreditor, and District reserve requirements will be maintained or exceeded, will be the first item funded in the BAM, and each college will maintain its own prudent reserve of no less than 1% of the previous years expenditures. Reserves in excess of the minimum reserve requirements will be established in an expenditure holding account to meet unexpected and/or unanticipated expenditures that arise subsequent to budget adoption.
9. Net prior year budget savings realized by each entity, exclusive of established net holding account balances and entity specific revenue/expenditure budget sources, will be retained by each entity upon approval of an expenditure plan linked to entity strategic planning priorities and once the minimum districtwide and college reserve requirements are met or exceeded.
10. Colleges are expected to achieve their annual Full-Time Equivalent Students (FTES) targets. If a college does not achieve its annual FTES target, they will have one year to correct the shortfall before a funding reduction is applied to the subsequent year allocation of part-time faculty and overload budgets.
11. The budget allocation model will be assessed annually.

District Program Review Process

The District Office Program Review and Plan

As part of the District Strategic Planning process, each department in the District office completes a Program Review and Plan (PRaP) on the same five-year cycle. The five-year cycle will begin with fiscal year 2020-2021 and continue to fiscal year 2024-25. District Office plans address the goals and targets in the District Strategic Plan 2019-2024 and align with colleges' strategic plans

In order to achieve vertical integration, directors and deans will develop PRaPs, which will then be integrated into the Associate Vice Chancellors' PRaPs. The Vice Chancellors will then consolidate the plans of the Associate Vice Chancellors (and Deans/Directors when appropriate) in their areas into the four Vice Chancellor Plans.

In addition to the line functions, Associate Vice Chancellors and Vice Chancellors will review and integrate the colleges' plans as they develop their plans. Horizontal integration will also be achieved by working closely with the district strategic planning councils. For example, the Associate Vice Chancellor of Information Technology will review and incorporate relevant data and strategies from the colleges' technology plans. The district IT plan will be reviewed in the Resources Council. Once the IT plan is integrated into the Educational Services Vice Chancellor's plan, it will be presented, discussed, and vetted at each of the colleges.

The Vice Chancellors will work together and with the Chancellor on draft plans to identify areas of synergy and to coordinate strategies. After this review, plans will be sent to the District Budget Allocation Council (DBAC) and the District Strategic Planning Council (DSPC) for further feedback, review, and discussion. The DSPC will hold a retreat to discuss, review, and provide input for plans.

Based on the feedback from the DSPC, the Vice Chancellors will finalize plans and present recommendations on initiatives for funding to the Chancellor for his final review and approval.

Each year, all departments and areas will complete an annual update to monitor, assess, and evaluate progress and plan for the next year.

District Office Program Review & Five-Year Plan Timeline (for Year 1)

Fiscal Year 2020-2021 through 2024-2025

1. August 30, 2019:

Department/Directors/Deans plans drafted

5. October-December 2019:

VCs discuss plans with Strategic Planning Councils

9. Early February 2020:

Plans sent to DBAC & DSPC

2. September 30, 2019:

Incorporating Step 1 input, AVCs plans drafted

6. Late November-Early December 2019:

VCs present plans at colleges

10. February 21, 2020 or March 20, 2020:

DSPC - Half-day retreat to discuss/review /provide input on initiatives/requests

3. October 31, 2019:

Incorporating Step 2 input, VCs draft plans

7. November 2019:

Vice Chancellors review plans with Chancellor

11. April 2020:

Vice Chancellors finalize

4. 1st Week of November 2019:

VCs meet to review and coordinate plans

8. January 2020:

Vice Chancellors update plans as needed

12. Early May 2020:

Chancellor reviews and approves Initiatives/requests

Appendices

Appendix A: RCCD Environmental Scan (completed 2018)

[Environmental Scan 2018](#)

Appendix B: Strengths, Weaknesses, Opportunities, and Threats Analysis for RCCD (completed 2018)

[SWOT Analysis 2018](#)

Appendix C: District Function Map (completed Spring 2019)

Statement of Purpose

[Standard I Function Map](#)

[Standard II Function Map](#)

[Standard III Function Map](#)

[Standard IV Function Map](#)

Appendix D: District Budget Allocation Model (completed Fall 2019).....

Appendix E: District Five-Year Staffing Plan (competed plan due Spring 2020).....

Appendix F: District Five-Year Finance Plan (completed plan due Spring 2020).....

Appendix G: District Physical Resources Five-Year Plan (completed plan due Spring 2020).....

Appendix H: District Five-Year Equity Plan (completed plan due Spring 2020).....

Appendix I: District Guided Pathways Five-Year Plan (completed plan due Spring 2020).....

Appendix J: District Five-Year Information Technology Plan (completed plan due Spring 2020).....

Board of Trustees Regular/Committee Meeting (IV.C)

Meeting	October 1, 2019
Agenda Item	Teaching and Learning (IV.C)
Subject	Teaching and Learning Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

Presented for the Board's review and consideration are proposed curricular changes. The District Curriculum Committee and the administration have reviewed the attached proposed curricular changes and recommend their adoption by the Board of Trustees.

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

Proposed Curricular Changes

Compiled for the Executive Cabinet, Committee on Teaching and Learning, and Board of Trustees

Courses

Course Exclusions

M N R

CIS 834	Historical Perspective: Napier to Torvalds Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIS 835	Foundational Approach: World Problems to Work Flow Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIS 836	Computational Tools: Calculators to Spreadsheets Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIS 837	Boolean Formulation: Logic to Relationships Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIS 838	Pseudocode and Flowcharts: Descriptive to Visual Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIS 839	Tools of the Trade: IDE's to Backup Campuses Offering: MNR Courses adopted in error. Norco does not want the courses or the noncredit cert.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KIN A03	Adaptive Physical Fitness Campuses Offering: NR Have not offered in many years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KIN A20	Golf, Beginning Campuses Offering: NR Have not offered in many years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KIN A21	Golf, Intermediate Campuses Offering: NR Have not offered in many years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KIN A71	Sand Volleyball: Intermediate/Advanced Campuses Offering: NR No facility and no equipment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KIN V71	Women's Sand Volleyball Campuses Offering: NR No facility and no equipment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course Major Modifications

M N R

ART 4	Introduction to Visual Culture Fills a lower division requirement for many UC's and CSU's new Visual Culture programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CHI 1	Chinese 1 Update description and textbooks; clarify SLO 3; add objectives, TBA lab content, and sample methods of evaluation and instruction; revise content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CHI 2	Chinese 2 Update description and textbooks; clarify SLO 3; add objectives, TBA lab content, and sample methods of evaluation and instruction; revise content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
COM 9H	Honors Interpersonal Communication Modifying and Updating SLOs; along with linking the SLOs to the GELOs. Also updating the textbooks. Removing advisories and entrance skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CON 61	Materials of Construction Update text edition, description, objectives, SLOs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 65	Plumbing Code Update source information to current Plumbing Code 2006. Objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 66	National Electrical Code Under course materials add 2005 National Electric Code	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

108

Course Major Modifications

M N R

CON 67	Mechanical Code Change Edition of text to 2006 Uniform Mechanical Code	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 71	Energy Conservation Standards Text update, objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 72	California State Accessibility Standards Update text, description, objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CON 73	Project Planning for Site Construction Under course materials add Construction Project Management 3rd edition by Frederick Gould and Nancy Joyce, Update description and objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EDU 51	Introduction to Leadership Changing the unit requirement and updating content to better reflect current leadership theories that meet the needs of students. After careful review of the course outline of record, faculty have agreed that the unit count should be changed to three units, which provide more efficient delivery of the student learning outcomes. This course is also being incorporated into the Business Administration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MAN 60	Hydraulic and Pneumatic Systems The reason for this course revision was to respond to an educational need identified by current trends in manufacturing technology. The overall objective is to impart a fundamental knowledge and understanding of fluid power processes for technicians, engineering technologists and/or other manufacturing trades that produce and maintain machinery used in industry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
REA 83	College Reading and Thinking Update of objectives, texts, and content.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

New Courses

M N R

ENE 851	Blueprint Reading Non Credit Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MAN 860	Hydraulic and Pneumatic Systems Non credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Disciplines

Discipline Inclusions

M N R

ENP	Entrepreneurship For non-credit courses being created.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Programs

New Programs

M N R

Non-Credit Certificate

ELE	Industrial Automation The Industrial Automation program teaches how to use Electronic, Microprocessors, Microcontrollers, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. This certificate of completion prepares students for employment as an automated systems technician, maintenance mechanic, or general maintenance workers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Program Modifications

M N R

Certificate

ARE	Architectural Graphics Due to attached LMI report for job placement, courses added to the certificate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENE	3D Mechanical Drafting Due to attached LMI report for job placement, the current certificate is updated with Print Reading, Technical Communication and CAD courses as a skill for job placement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R___ M___ N___ X___

TOPs Code: 0956.00

Industrial Automation, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

Businesses and other organizations depend on complex electronic equipment for a variety of functions. Industrial controls automatically monitor and direct production processes on the factory floor. Transmitters and antennae provide communication links for many organizations. Industry needs well-trained technicians with the knowledge of how to design, repair, and implement new equipment. The Industrial Automation program teaches how to use Electronic, Microprocessors, Microcontrollers, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. This certificate of completion prepares students for employment as an automated systems technician, maintenance mechanic, or general maintenance workers.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Demonstrated the installation maintenance and troubleshooting of Programmable Logic Control systems (PLC's) and PLC modules.
2. Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
3. Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.

Required Courses

		<u>Hours</u>
ELE-810	Survey of Electronics	90
ELE-827	Technical Communications	54
ELE-874	Industrial Wiring and Controls	108
ELE-864	Programmable Logic Controllers	90
ENE-851	Blueprint Reading	54
ELE-855	Occupational Safety and Health Administration (OSHA) Standards for General Industry	18
MAN-860	Hydraulic and Pneumatic Systems	108
ENE-862	Math for Automation	54

Elective Courses

None

Hours

Total Hours:

576

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE OF RECORD - Revised proposal**

ARCHITECTURAL GRAPHICS CERTIFICATE (TOP 0953.10)

Campus: R__ M__ N_X

PROGRAM PREREQUISITE:

None

Reason for change/update:

Due to attached LMI report for job placement, highlighted courses added to the certificate.

SHORT DESCRIPTION of PROGRAM

This program prepares individuals to apply technical knowledge and skills to develop working drawings and electronic simulations for architectural and related construction projects. This includes instruction in basic construction and structural design, architectural rendering, architectural-aided drafting (CAD) and Building Information Modeling (BIM), layout and designs, architectural industrial print interpretation, building materials, and basic structural wiring diagramming. Students completing this certificate will be qualified for an entry level architectural drafting position.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- o An ability to apply and integrate computer technology in the design process exhibiting skills necessary for entry-level employment in the architectural drafting profession.
- o Knowledge of architecture theory, and practice in the solution of Architectural design problems related to industry;
- o An ability to work effectively in small and large group situations similar to those found in industry;
- o The ability to apply the problem solving process to create and present design solutions

Required Courses

Units

DFT/ENE21-Drafting	3
DFT/ENE27-Technical Communications	3
DFT/ENE30-Computer Aided Drafting	3
CON62-Print Reading for Construction	3
ARE/DFT24-Architectural Drafting	3
ARE25-Advanced Architectural Drafting	3
ARE37-Architectural Design	3

Total Units

21

A Certificate in Architectural Graphics will be awarded upon completion of the required courses (21 units).

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE OF RECORD - Revised proposal**

3D MECHANICAL DRAFTING CERTIFICATE (TOP 0953.40)

Campus: R___ M___ N_X

PROGRAM PREREQUISITE:

None

Reason for change/update:

Due to attached LMI report for job placement, the current certificate is updated with Print Reading, Technical Communication and CAD courses as a skill for job placement.

SHORT DESCRIPTION of PROGRAM

This program prepares individuals to apply basic Mechanical drafting knowledge and skills to development of working drawings and electronic simulations in support of mechanical and industrial engineers and related professionals. The content includes the application of advanced computer software and hardware, Computer Assisted Drafting, Computer Assisted Design (CAD) and Building Information Modeling (BIM) to the creation of graphic representations and simulations in support of engineering projects.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- An ability to apply and integrate computer technology in the Mechanical design process exhibiting skills necessary for entry-level employment in the basic Mechanical drafting profession.
- Knowledge of Mechanical drafting theory, and practice in the solution of Manual and Computer Aided design problems related to Mechanical drafting industry.
- An ability to work effectively in small and large group situations similar to those found in Mechanical drafting industry.
- The ability to apply the problem solving process to create and present Mechanical drafting solutions.

Required Courses

Units

DFT/ENE21-Drafting	3
DFT/ENE27-Technical Communications	3
DFT/ENE30-Computer Aided Drafting	3
DFT/ENE51-Blueprint Reading	2
ENE52-GD & T (Updated with 1 unit Lab)	3
DFT/ENE42-SolidWorks I	3
DFT/ENE42B- SolidWorks II	3

Total Units

20

A certificate in 3D Mechanical drafting will be awarded upon completion of the required courses (20 units).

Proposed Curricular Changes

Compiled for the Executive Cabinet, Committee on Teaching and Learning, and Board of Trustees

Courses

Course Exclusions

M N R

KIN A83	Kickboxing Aerobics Campuses Offering: NR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A86	Step Aerobics Campuses Offering: MR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A87	Step Aerobics, Intermediate Campuses Offering: MR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
KIN A88	Step Aerobics, Advanced Campuses Offering: MR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Course Major Modifications

M N R

ENE 51	Blueprint Reading COR updates 2018.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 32A	Class Piano I Add objectives. Update SLOs, content, and textbook.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 32B	Class Piano II Add objectives. Update SLOs and textbook.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 32C	Class Piano III Add objectives. Update SLOs and textbook.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MUS 32D	Class Piano IV Add objectives. Update SLOs and textbook.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

New Courses

M N R

APP 450	Apprenticeship Work Experience Apprenticeship is an industry driven training system that ensures a highly skilled internationally competitive workforce in a variety of trades. Industry established training and certification standards and provides direction to the system through a variety of ways. This course would be similar to WKS 200 where the students register for it and then are sorted, by the instructor, into the appropriate work experience class according to their selected trade. Students would primarily be full time employees working in that trade. It is the first class in what will be an apprenticeship certificate in a variety of areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Programs

New Programs

M N R

Non-Credit Certificate

ACC	Accounting Basics for Small Business The Accounting Basics for Small Business Certificate provides a framework for students to develop skills and knowledge in accounting software techniques, enabling them to open up additional work and advancement opportunities. The certificate is also a gateway into other noncredit and credit programs. Students develop skills and training that will qualify them for even more opportunities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Program Modifications

M N R

Certificate

ENE

Engineering Graphics

Removal of ENE-22 Engineering Drawing and addition of ENE/ELE-27 Technical Communications.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE of RECORD**

College: R___ M_x_ N___

TOPs Code: 0502.00

Accounting Basics for Small Business, Certificate of Completion (Noncredit)

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Accounting Basics for Small Business Certificate provides students with an understanding of basic accounting, including QuickBooks procedures. The skills and knowledge covered in this program will enable students to get a job in the field or advance in their current career. This certificate also serves as a gateway into other noncredit and credit programs.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Understand the basic components of the primary financial statements - balance sheet, income statement, and cash flow statement.
2. Understand the interaction between different statements and individual accounting entries.
3. Apply these basic accounting concepts to a small business.
4. Use the knowledge from this class as a foundation for working with an accounting software package.

Required Courses

		<u>Hours</u>
ACC – 801	Setting Up QuickBooks for Small Business	16
ACC – 802	Monthly Procedures Using QuickBooks	16
ACC – 803	Year End Procedures with QuickBooks	16

Elective Courses

Hours

None

Total Hours:

48

Program Outline of Record
Degree/Certificate Modification

Engineering Graphics

NCE796
College:
Norco

This program prepares individuals to apply basic manual drafting skills, computer software and hardware to the creation of graphic representations and simulation in support of drafting and engineering design problems typical of general drafting industry. This includes instruction in Drafting sketches, computer-aided drafting (CAD), two-dimensional Engineering Drafting, and Technical Communication. Students completing this certificate will be qualified for an entry level Drafting position.

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

- Apply and integrate manual sketching and computer technology in the design process, exhibiting skills necessary for entry-level employment, as a drafter.
- Demonstrate knowledge of engineering drafting skills and practice in delivering design concepts with generating drawings.

Required Courses (9 units)		Units
DFT/ENE-21	Drafting	3
DFT/ENE-30	Computer Aided Drafting (CAD)	3
ENE-22	Engineering Drawing (removed)	
<u>Select One:</u>		
ENE-27/ELE-27	Technical Communications	3
	OR	
ENE-41	Engineering Graphics	3

A Certificate in Engineering Graphics will be awarded upon completion of the required courses.

Total Units	9
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Board of Trustees Regular/Committee Meeting (IV.D)

Meeting	October 1, 2019
Agenda Item	Teaching and Learning (IV.D)
Subject	Teaching and Learning Proposed Academic Calendars(s) 2020/2021 and 2021/2022
College/District	District
Funding	N/A
Recommended Action	The Committee to review the proposed academic calendars for 2020-2021 and 2021-2022.

Background Narrative:

Presented for the Board's review and consideration is the proposed, District Academic Calendar for 2020-2021 and 2021-2022. The calendars have been developed in accordance with Article IX of the agreement between the District and the RCCD Faculty Association CCA/CTA/NEA.

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning

RIVERSIDE COMMUNITY COLLEGE DISTRICT

2020-2021 ACADEMIC CALENDAR

June 2020						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
S	M	T	W	TH	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	TH	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	TH	F	S
		1	2	3	4*	5
6	7	8	9	10	11**	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*June 4- Day Classes Meet as usual / Late afternoon & Evening Classes Meet Friday for Final Exams
 **June 11 - Morning and Early afternoon Final Exams and Evening Commencement

- Required Day/New Faculty Aug 18
- FLEX Days
 Fall: August 19, 20, and 21
 Spring: February 5
- Part- Time Orientation to be arranged by College
- Legal Holiday/Day of Observance
- Final Exams
 Fall: December 10-16
 Spring: June 4 (eve) - June 11 (morn)
- Commencement (June 11)

- Summer Session 2020
 June 22 - July 30 (6 weeks)
 Weekend Classes- June 27- July 26
- Fall 2020
 August 24-December 16
 Weekend Classes-August 29-December 13
- Winter Session 2021
 January 4- February 11 (6 weeks)
 Weekend Classes- January 9- February 7
- Spring 2021
 February 16- June 11
 Weekend Classes February 20-June 6
- Classes not in Session

2020-2021 DATES TO REMEMBER

Summer Session

June 22 - July 30

June 22 Day and Evening Classes Begin
June 27 Weekend Classes Begin
July 3Holiday
July 26 Weekend Classes End
July 30 Day and Evening Classes End

Winter Session

January 4 - February 11

January 1Holiday
January 4 . . . Day and Evening Classes Begin
January 9 Weekend Classes Begin
January 18Holiday
February 7 Weekend Classes End
February 11 . . . Day and Evening Classes End

Fall Semester

August 24 - December 16

August 18 Required Day for New Faculty
August 19, 20, 21 FLEX Days
August 24 Classes Begin
August 29 Weekend Classes Begin
September 7Holiday
November 11Holiday
November 23, 24, 25, 27, 28, 29 . . . Classes Not
in Session
November 26Holiday
December 10-16 Final Exams
December 13 Weekend Classes End
December 16 Full Term Classes End
December 25Holiday

Spring Semester

February 16 - June 11

February 5 FLEX Day
February 12, 15Holiday
February 13, 14 . . . No Saturday/Sunday Classes
February 16 Classes Begin
February 20 Weekend Classes Begin
March 31Holiday
April 12-18 Spring Break (no classes)
May 31Holiday
June 4-11 Final Exams
June 6 Weekend Classes End
June 11 Full-Term Classes End
June 11 . . . Commencement and Final Exams

RIVERSIDE COMMUNITY COLLEGE DISTRICT

2021-2022 ACADEMIC CALENDAR

June 2021						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	TH	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	TH	F	S
			1	2	3*	4
5	6	7	8	9	10**	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

*June 3- Day Classes Meet as usual / Late afternoon & Evening Classes Meet Friday for Final Exams
 **June 10- Morning and Early afternoon Final Exams and Evening Commencement

- Required Day/New Faculty Aug 17
- FLEX Days
 Fall: August 18,19, and 20
 Spring: February 11
- Part- Time Orientation to be arranged by College
- Legal Holiday/Day of Observance
- Final Exams
 Fall: December 9-15
 Spring: June 3 (eve) - June 10 (morn)
- Commencement (June 10)

- Summer 2021
 June 21-July 29 (6 weeks)
 Weekend Classes- June 26- July 25
- Fall 2021
 August 23-December 15
 Weekend Classes-August 28-December 12
- Winter Session 2022
 January 3- February 10 (6 weeks)
 Weekend Classes- January 8- February 6
- Spring 2022
 February 14- June 10
 Weekend Classes February 26-June 5
- Classes not in Session

2021-2022 DATES TO REMEMBER

Summer Session

June 21 - July 29

June 21 . . . Day and Evening Classes Begin
June 26 Weekend Classes Begin
July 5 Holiday
July 25 Weekend Classes End
July 29 Day and Evening Classes End

Winter Session

January 3 - February 10

January 3 . . . Day and Evening Classes Begin
January 8 Weekend Classes Begin
January 17 Holiday
February 6 Weekend Classes End
February 10 . . . Day and Evening Classes End

Fall Semester

August 23 - December 15

August 17 . . . Required Day for New Faculty
August 18,19, 20 FLEX Days
August 23 Classes Begin
August 28 Weekend Classes Begin
September 6 Holiday
November 12 Holiday
November 22, 23, 24, 26, 27, 28 . . Classes Not
in Session
November 25 Holiday
December 9-15 Final Exams
December 12 Weekend Classes End
December 15 Full Term Classes End
December 24 Holiday
December 31 Holiday

Spring Semester

February 14 - June 10

February 11 FLEX Day
February 14 Classes Begin
February 18, 21 Holiday
February 12, 13, 19, 20 No Saturday/
Sunday Classes
February 26 Weekend Classes Begin
March 31 Holiday
April 11-17 Spring Break (no classes)
May 30 Holiday
June 3-10 Final Exams
June 5 Weekend Classes End
June 10 Full-Term Classes End
June 10 Commencement and Final Exams

Board of Trustees Regular/Committee Meeting (IV.E)

Meeting	October 1, 2019
Agenda Item	Human Resources & Employee Relations (IV.E)
Subject	Resources Presentation on Classified Classification and Compensation Study
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

For information only.

Prepared By: Terri L. Hampton, Vice Chancellor, Human Resources & Employee Relations

RCCD CLASSIFICATION AND COMPENSATION STUDY UPDATE

October 1, 2019
Resources Committee Meeting

Terri L. Hampton, D.P.A. Vice Chancellor - Human Resources and Employee Relations
Diana Torres, M.S. - Director of Human Resources and Employee Relations



Data Gathering

- Data gathered about the specific duties performed in each classifications
- Interview incumbents and management
- Like duties grouped into broad classes
- Unique positions remain in narrow classes
- Updated job descriptions created

Negotiate & Implement

- After completion of the salary study, the results and implementation must then be negotiated
- MOU calls for results to be effective back to 7/1/2016, but it is unclear just how that is to be accomplished

Updated Class Plan

- Koff created a hybrid class plan that included both broad and narrow classes
- CSEA disagrees with broad classes and prefers that all classes be narrowly defined
- District recognizes there is overlap in classes and a hybrid approach more effectively and efficiently meets organizational needs

Salary Study

- Koff never intended to study each classification, they planned to use benchmarks to calculate the percentage the District is under/over average salary of comparator agencies.
- CSEA believes salary of all classes should be studied. This is an outdated means of assessing compensation.

CLASSIFICATION & SALARY STUDY

Negotiated MOU

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CHAPTER 535 (CSEA)**

MEMORANDUM OF UNDERSTANDING

The Riverside Community College District (hereinafter "District") and the California School Employees Association and its Chapter 535 (hereinafter "CSEA") agree to a **Classification** and Compensation (salary) study as follows:

1. The parties will mutually agree on the selection of the consultant to complete the study.
2. The study will be conducted during the **2015-16** fiscal year with implementation of the new job descriptions and salary schedule, as negotiated by the parties, effective **July 1, 2016**.
3. The districts to be surveyed shall include:
 - a. Chaffey Community College District
 - b. Citrus Community College District
 - c. Long Beach City College District
 - d. Mt. San Antonio College District
 - e. Orange Coast Community College District (North)
 - f. South Orange County Community College District
 - g. Victor Valley Community College District
 - h. San Bernardino Valley College
 - i. Mt. San Jacinto College
4. In the event a large enough pool is not found in which to compare a position (a "pool" is defined as four districts), other Southern California community college districts other than those listed above shall be utilized.
5. Positions shall be deemed comparable if such position contains at least 75% of the duties and responsibilities (including experience and education) as identified in the current job descriptions and/or job questionnaires completed by unit members.
6. The parties will meet to negotiate the implementation of the study once the study is complete.
7. The parties agree that any changes to salary must be negotiated.

Koff RFP Response

Outlined Each Phase of the Classification and Compensation Study (in order)

- ✎ Element #1 - Communications Program
- ✎ Element #2 - Develop Job Classification System
- ✎ Element #3 - Conduct a Salary Survey
- ✎ Element #4 - Implementation



Project Timeline

- Approximately nine to twelve (9-12) months
 - Intake of Position Description Questionnaire (PDQs)
 - Interviews – Employee and Managers
 - Classification Description Review/Development
 - Compensation Data Collection and Analysis
 - Development of Final Reports

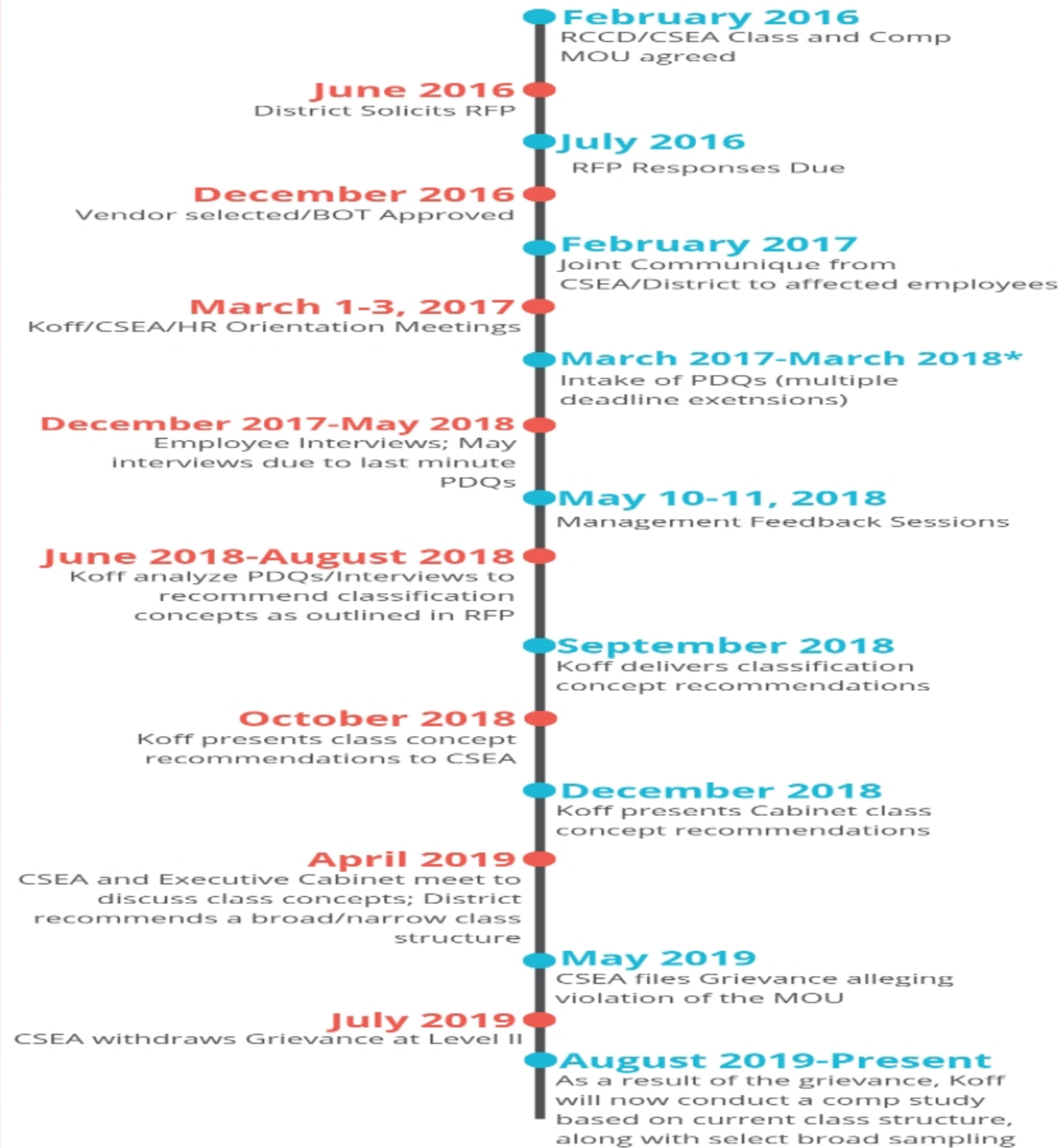
This timeline did not account for negotiations and appeals. This was a best case scenario timeline.



Timeline of Study Events



CLASS & COMP



Item #	Date	Communication Event Related to Classification and Compensation Study
1	11/17/17	Informed CSEA of moving forward with Koff Employee Interviews
2	12/11/17	Onsite Koff/Employee Interviews
3	12/12/17	Onsite Koff/Employee Interviews
4	12/13/17	Onsite Koff/Employee Interviews
5	12/14/17	Onsite Koff/Employee Interviews
6	12/14/17	Discussed during Labor Management Meeting
7	02/15/18	Discussed during Labor Management Meeting
8	02/21/18	Sent CSEA Sample of email that District was to send EE's for last and final effort to obtain missing PDQs
9	03/01/18	Email to EE's missing PDQs (03/16/18 deadline)
10	03/15/18	Discussed during Labor Management Meeting
11	03/25/18	Notified and provided copies to CSEA of the last PDQs received

1. Decide Plan Structure

CSEA and the District must reach an understanding in terms of the structure of the classification plan.

3. Choose Comparator Agencies

District provided Koff with ranked comparator agencies per MOU **09/19/2019**

5. Negotiate Results

Per the MOU, implementation of the study results will be determined through negotiations. **TBD**



2. Write Job Descriptions

- Koff submitted narrow class JDs on **9/23/2019**
- Broad classification job descriptions remain to be written

4. Salary Survey Process

- CSEA wants each classification (200+) surveyed
- Koff's proposal was based on benchmarking, so there is considerable additional cost associated with their request
- With 9 comparator agencies and four additional agencies for use when no class matches are found, it will take an additional 24 weeks to complete. **3/7/2020**

NEXT STEPS

	Date	Communication Event Related to Classification and Compensation Study
1	11/17/17	Informed CSEA of moving forward with Koff Employee Interviews
2	12/11/17	Onsite Koff/Employee Interviews
3	12/12/17	Onsite Koff/Employee Interviews
4	12/13/17	Onsite Koff/Employee Interviews
5	12/14/17	Onsite Koff/Employee Interviews
6	12/14/17	Discussed during Labor Management Meeting
7	02/15/18	Discussed during Labor Management Meeting
8	02/21/18	Sent CSEA Sample of email that District was to send EE's for last and final effort to obtain missing PDQs
9	03/01/18	Email to EE's missing PDQs (03/16/18 deadline)
10	03/15/18	Discussed during Labor Management Meeting
11	03/25/18	Notified and provided copies to CSEA of the last PDQs received
12	05/09/18	Additional Onsite Koff/EE interviews
13	05/10/18	Additional Onsite Koff/EE interviews AND Management Feedback Session
14	05/11/18	Additional Onsite Koff/EE interviews AND Management Feedback Session
15	05/31/18	Discussed during Labor Management Meeting
16	07/23/18	District received draft report from Koff for Class concepts
17	08/16/18	Discussed during Labor Management Meeting
18	09/14/18	District sent draft report to CSEA
19	10/18/18	Discussed during Labor Management Meeting
20	10/29/18	CSEA and Koff Presentation @ RCC Hall of Fame
21	11/15/18	Discussed during Labor Management Meeting
22	12/10/18	Cabinet and Koff Presentation
23	12/18/18	Discussed study with President Segura via phone
24	12/20/18	Discussed during Labor Management Meeting
25	02/21/19	Discussed during Labor Management Meeting – HRER requested CSEA/HRER workgroup
26	03/18/19	Cabinet Meeting with CSEA
27	03/21/19	Discussed during Labor Management Meeting
28	04/09/19	Provided written responses to CSEA Reservations
29	04/18/19	Discussed during Labor Management Meeting
30	05/16/19	Discussed during Labor Management Meeting
31	05/20/19	Discussed study with President Segura via phone
32	05/28/19	District written response to Level I grievance
33	06/11/19	District/CSEA met for Level II Grievance – discussed remedies (CSEA withdrew grievance on 07/22/19)
34	06/20/19	Discussed during Labor Management Meeting
35	07/18/19	Discussed during Labor Management Meeting
36	08/15/19	HRER/CSEA discussed Koff deliverables for 08/26/19
37	08/19/19	Dr. Hampton letter to Koff outlining expectations/deliverables
38	08/26/19	HRER/CSEA/Koff Conference Call – Koff provided 2 examples of board classification analysis (including jd & compensation study)
39	08/30/19	Weekly Update Conference Call – Per call, HRER emailed CSEA 4 additional comparator districts for consideration; CSEA to respond by 09/13/19
40	09/06/19	Weekly Conference Call (HRER/CSEA/Koff)
41	09/09/19	HRER/CSEA Meeting to Discuss Next Steps – HRER requested CSEA/HRER workgroup to expedite process
42	09/13/19	Weekly Conference Call (HRER/CSEA/Koff)
43	09/15/19	HRER received CSEA comparator district response
44	09/18/19	Dr. Hampton letter to Koff clarifying deliverables
45	09/19/19	Discussed during Labor Management Meeting – HRER asked CSEA update for workgroup
46	09/20/19	Weekly Update Conference Call (HRER/CSEA/Koff) – HRER asked CSEA update for workgroup

Board of Trustees Regular/Committee Meeting (VI.A)

Meeting	October 1, 2019
Agenda Item	Other Items (VI.A)
Subject	Conference with Legal Counsel - Anticipated Litigation Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of Government Code Section 54956.9 - One Potential Case
College/District	
Funding	N/A
Recommended Action	To Be Determined

Background Narrative:

To Be Determined

Prepared By: