

DRAFT – July 7, 2017
Riverside Community College District Strategic Plan 2013-2016
Assessment

Assessment of 2013-2016 District Strategic Plan

- 1) *Team composition:* As stated in the Riverside Community College District Strategic Plan 2013-2016, “The creativity and output that formed the Centennial Strategic Plan came exclusively from DSPC members.” (page 12) The District Strategic Planning Committee (DSPC) at that time was comprised of 27 members representing all key constituencies in the district office and colleges. Twelve of the 27 were district management. In strategic plan development meetings, each college included its President, Administrative and Faculty Strategic Planning Co-chairs, a CSEA representative, a Confidential representative, and a student.

While the plan describes broad representation, only four to five representatives from each college were part of DSPC. While the committee-driven output was facilitated by an external facilitator, in open sessions, the discussions tended toward conformity and “groupthink.” The inclusion of more voices is needed and is being accomplished in the current process through utilizing DSPC members as the core teams while augmenting each team with other members from the colleges and district office.

The Student Trustee was listed as a member of DSPC. Team A recommends that we ensure student(s) participate in the plan development team(s).

- 2) *Process for Development* The process for the development of the 2013-2016 District Strategic Plan is described on pages 8 and 9 of the current plan. The process included a review of progress on the 2008-2012 District Strategic Plan (DSPC reviewed “progress achieved” in the absence of indicators for the 2008-12 plan), development of a comprehensive external environmental scan, SWOTS (strengths, weaknesses, opportunities, threats, and strategies) analyses, revisions to the district vision, values, and mission statements in light of the scan and SWOTS analysis, and revisions to district strategic themes. District strategic goals were then developed for each strategic theme. Discussion about nomenclature also took place (What is a strategic theme? Goal vs. Objective vs. Theme).

While the prior strategic plan development process included many elements that the current process includes, it is not clear to what degree an internal scan was analyzed. There does not appear to have been detailed definitions of the district/district office, the relationships among the entities, and the functions of each (i.e., detailed function map). The college plans could not

roll up into a district strategic plan because the colleges' plans were not completed. Thus, the existing bidirectional coordination and communication of plans between the district and the colleges of strategic themes and important objectives is overstated.

There does not appear to be a clear alignment of district-wide committees into the planning process and an alignment of operational district-wide plans (e.g., technology plan, human resources plan) with the district strategic plan. The process for goal development did not include identifying measureable outcomes, responsible parties, targets, or timelines for implementation.

- 3) *Alignment with college plans* – Since the college plans were in the process of development, they weren't "rolled up" into the district plan. The timeline misalignment did not allow for clear coordination of the plans.
- 4) *Implementation and Outcomes of Implementation*: The goals were not operationalized; hence, implementation is difficult to track. The difficulty in assessing how well the plan was implemented is due in part to the lack of measureable outcomes and targets in the plan. Despite the subsequent development of measureable objectives created by DSPC workgroups in August 2014, a strategic planning report card was not developed tracking the performance indicators and targets.

An additional issue with fully implementing the plan had to do with the way in which goals were written, particularly for Theme 1 – Student Access and Theme 2 – Student Learning and Success. The goals for these themes were goals that had to be implemented by each of the three colleges. For example, Goal 4 of Theme 1 – Student Access - read, "Improve the delivery of curriculum by ensuring responsive scheduling and a variety of formats." The work in scheduling and achieving a balance of delivery modes occurs at the colleges and would be a part of colleges' planning processes. The district office has a support role in this through maintaining the common curriculum, Open Campus, etc., but is not primary in this goal. Goal 2 of Theme 2 - Student Learning and Success – read, "Increase rates of transfer, degree, and certificate completion." These rates are measures and should be associated with strategies, initiatives, etc. along with targets, not goals in and of themselves. Insofar as some of the goals were central to the colleges' goals (e.g., access and success), these were implemented. However, this implementation was not driven by the district's strategic plan as much as due to the colleges' plans.

Recommendations for new plan and planning processes:

- Include additional voices beyond DSPC in assessment and development of plan; seek input from all constituency groups including students
- Clearly define the district and the district office
- Continue work on the function map
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align district-wide committees within the planning processes
- Clarify terminology (theme, goal, strategy, initiative, activity) and be as consistent as possible across plans; keep the number of goals small
- Write district strategic plan as an overarching framework for the alignment of the colleges' and district office's plans
- Create a District Office Plan (See KCCD District Operations Plan 2015-2018 for an example)

- For the district office plan, develop district office strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets (See NOCCCD District-wide Strategic Plan 2014-2017 for an example); to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

Relationship of new plan with college plans & entities to be incorporated into new plan

The central principle guiding the recent function mapping work is that the colleges, as the institutions which are accredited, are the District. The district office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the district strategic plan should provide an overarching framework for the plans of: 1) the district office, 2) Moreno Valley College, 3) Norco College and 4) Riverside City College. The district office plan should delineate how the district will foster and support goals of student access, student success, equity, etc. along with strategies for resource development and stewardship, system effectiveness, community engagement, etc.