

Institutional Strategic Planning Council (ISPC)

November 5, 2014

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Melissa Bader (Faculty Rep to District EMTF *ISPC Chair*)

Deborah Tompsett-Makin (At-Large)

Barbara Moore (Transfer Faculty)

Benjamin Vargas (ASNC-President)

Natalie Aceves (Staff-Educational Advisor)

Ruth Jones-Santos (Staff-Administrative Assistant II)

Lyn Greene (Academic Senate President)

Beth Gomez (VP Business Services)

Monica Green (VP Student Services)

Ana Molina (Staff-Administrative Assistant II)

David Mills (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Diann Thursby (Staff-Grants Administrative Specialist)

Greg Aycock (Dean of Institutional Effectiveness)

Celia Brockenbrough (Library Faculty)

Jim Thomas (CTE Faculty)

Mark DeAsis (Dean of Admissions and Records)

Ruth Smith (Recorder)

- **Absentees:**

John Coverdale (CTE & Grants Advisory Rep)

- **Guests:** Sheryl Tschetter, David Torres, Colleen Molko, Gail Zwart, Arend Flick, Rosina Chacon

Approval of Minutes:

Approval of Minutes for October 15, 2014

Motion by Lyn Greene, second by Deborah Makin to approve the minutes from the October 15, 2014 meeting. Motion approved with two abstentions.

I. Presentation:

A. CCC Goals – Metric Comparative Analysis (David Torres)

- David Torres is the Dean of Instructional Research and Strategic Planning for the District.

- The State Chancellor's Office has identified nine metrics that were conceptualized around five areas (Student Success, Equity, Student Services, Efficiency and Access).
- All colleges will be compared by these nine metrics and their success will be measured by them. The state will be adding two more metrics, but have not been identified yet.
- The nine Metrics are:

Student Success (ScoreCard + Associate Degrees-Transfer)

1. Completion Rates (Certificates and Degrees)
2. Math and English Remedial Rates
3. CTE Completion Rates
4. Number of Associate Degrees for Transfer (AA-T, AS-T)

Equity In Completion Index

5. Completion rate among subgroups (ideal >.80 for all groups)

Student Services

6. Percentage of Students with an Education Plan

Efficiency

7. Number of FTES spent to obtain 'higher order outcome' (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Access

8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)
9. Participation rate among subgroups

- Shared PowerPoint that reviewed how RCCD compares to California.
- Dr. Aycock has all the District information and is currently working on how Norco College compares with the state numbers.

II. Action Items:

A. Construction Management Certificate (Jim Thomas)

- First new construction certificate in 20 years.
- New 18 unit certificate pattern that includes classes that are already in a two year rotation. There are two new classes.
- Industry partners have asked for classes in engineering and construction scheduling.
- Has been approved by the APC, BFPC and the Academic Senate.

Motion by Lyn Greene, second by David Mills to approve the Construction Certificate. Motion approved.

B. Entrepreneurship Certificate (Gail Zwart)

- This Certificate is a result of a mini grant Norco received from the State.

- The certificate is 9 units and focuses on individuals that want to get started in entrepreneurship.
- There will be a total of three new mini certificates. When they are all finished they will be combined into one large certificate.

Motion by Deborah Tompsett-Makin, second by Lyn Greene to approve the Entrepreneurship Certificate. Motion approved.

C. Amendment to Strategic Planning Process-Change to Student Success Committee (Lyn Greene)

- The Student Success Committee has been a standing committee of the academic senate.
- Currently there is a request to change it to a standing committee of the ISPC. This seems to be a better fit.
- This change will affect the strategic planning process map and will require approval of the ISPC.

Motion by Deborah Tompsett-Makin, second by Lyn Greene to change the Student Success Committee to a standing committee of the ISPC and to revise the Strategic Planning Process to indicate this change. Motion approved.

D. Institutional Set Standards Methodology (Greg Aycock)

- Greg shared the $\frac{1}{2}$ standard deviation calculation that he prepared for discussion at today's meeting.
- While rechecking the methodology the college was able to review their previous decision and make an educated revision to their Institutional Set Standards.

Motion by Beth Gomez, second by Diane Dieckmeyer to change Norco College's Institutional Set Standards Methodology to $\frac{1}{2}$ a standard deviation below the mean. We are $\frac{1}{2}$ deviation below in certificate completion. Motion approved.

III. Information Items:

A. Senate Dialogue on Institutional Set Standards (Lyn Greene)

- Academic Senate addressed the question of what to do if the college falls below the Institutional Set Standards.
- A task force has been formed to review how other institutions handle falling below their ISS.
- The Senate has started to work on some guiding principles. Here are some possible examples:
 - 1) Maintain the focus on student learning.
 - 2) Base our plan for addressing gaps on evidence. – what are the known causes of low student success, retention, attainment of

degrees/certifications, transfer, etc.? Which of these can we do something about and which are out of our control?

3) Any plan must involve communication among all units that are involved in supporting success, retention, etc. but particularly faculty communication about “what works”

- The Senate will provide the ISPC with their recommendations prior to the deadline in April.

B. ISPC Retreat – December 3 (Diane Dieckmeyer)

- One of the agenda items during the retreat will be to address one part of a recommendation from the ACCJC. We will revisit our Strategic Planning Policy.
- The retreat will be from 12:00-4:30, lunch will be served. All co-chairs of the standing committees will be invited.
- It will be held at the STEM Center.
- This will be our last meeting of the semester.
- More info to follow.

IV. Open Hearing:

- Reminder – There is a Brown Bag tomorrow to discuss the Teaching and Learning Initiative.
- There will be a Veterans Day BBQ tomorrow along with an Open House at the Veterans office. 12:00-2:30
- Blackboard training tomorrow in the Professional Development Center during college hour.
- The next District Enrollment Management meeting is December 8 – 4:00-5:00 pm at the district office.
- ASNC has approved two resolutions – Recommends that DRC note takers receive priority registration in order to accommodate students and recommend a space modification for the Center for Student Success upper lounge area.
- If you have any requests for purchases for campus projects ASNC still has some funding available.

Adjourned – 2:00

California Community Colleges System Goals and Metrics:

Comparative Analyses of RCCD and California First Five Cohorts, 2003-2014

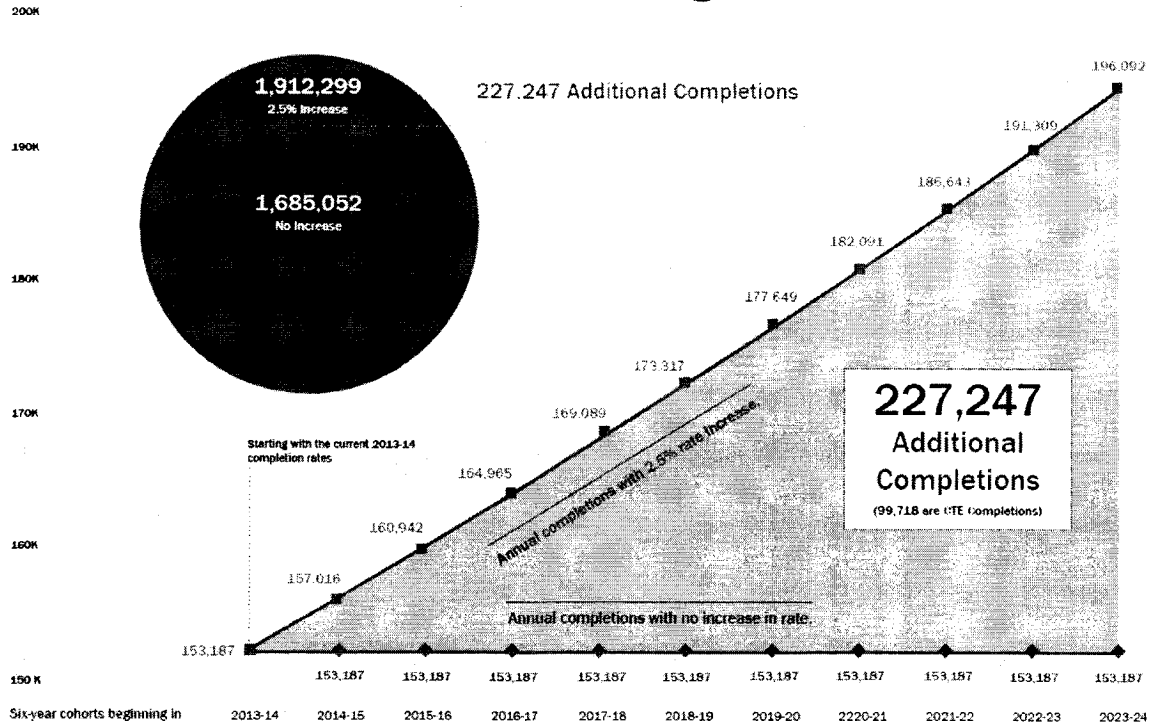
DAVID TORRES, DEAN INSTITUTIONAL RESEARCH & STRATEGIC PLANNING
ROBIN STEINBACK, INTERIM VICE CHANCELLOR EDUCATIONAL SERVICES
PRESENTED TO DISTRICT STRATEGIC PLANNING COMMITTEE
OCTOBER 10, 2014 (AMENDED OCTOBER 14, 2014)



Recent Legislation

- Partnership for Excellence → ARCC → ScoreCard → **CCC System Goals & Metrics**
- **AB1417 Accountability Reporting CCCs (2004)**
- **CCLC Commission on the Future: Vision 2020 (2010)**
- **SB1440 Student Transfer Achievement Reform Act (2010)**
- **SB1456 Student Success Act (2012)**
- **SB195 California Post Secondary Education State Goals (2013)**
- **Board of Governor's for the California Community Colleges (July, 2014)**

Freshman Classes Entering 2014 to 2024



Main Goals of the CCC System

Nine metrics conceptualized* around five areas:

- Student Success
- Equity
- Student Services
- Efficiency
- Access

* Aligned with Scorecard 2.0, Student Success Task Force recommendations, Student Success Act (SB 1456), California Post Secondary Education State Goals (SB195), and draft budget language.

The Nine Metrics

Student Success (ScoreCard + Associate Degrees-Transfer)

- 1. Completion Rates (Certificates and Degrees)
- 2. Math and English Remedial Rates
- 3. CTE Completion Rates
- 4. Number of Associate Degrees for Transfer (AA-T, AS-T)

Equity In Completion Index

- 5. Completion rate among subgroups (ideal >.80 for all groups)

Student Services

- 6. Percentage of Students with an Education Plan

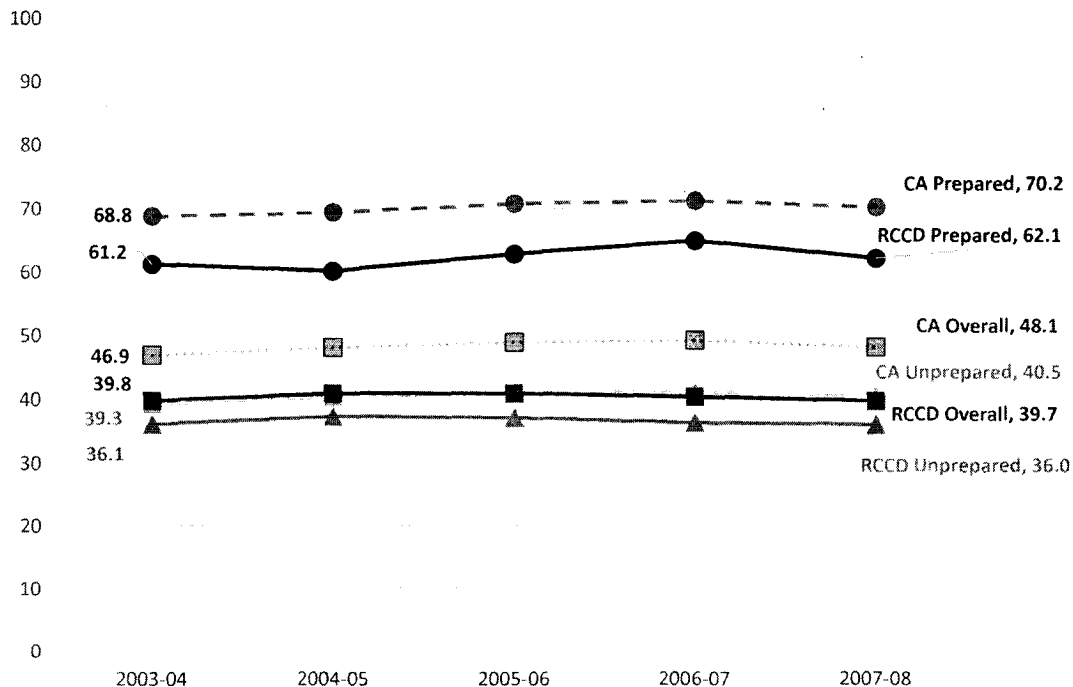
Efficiency

- 7. Number of FTES spent to obtain 'higher order outcome' (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Access

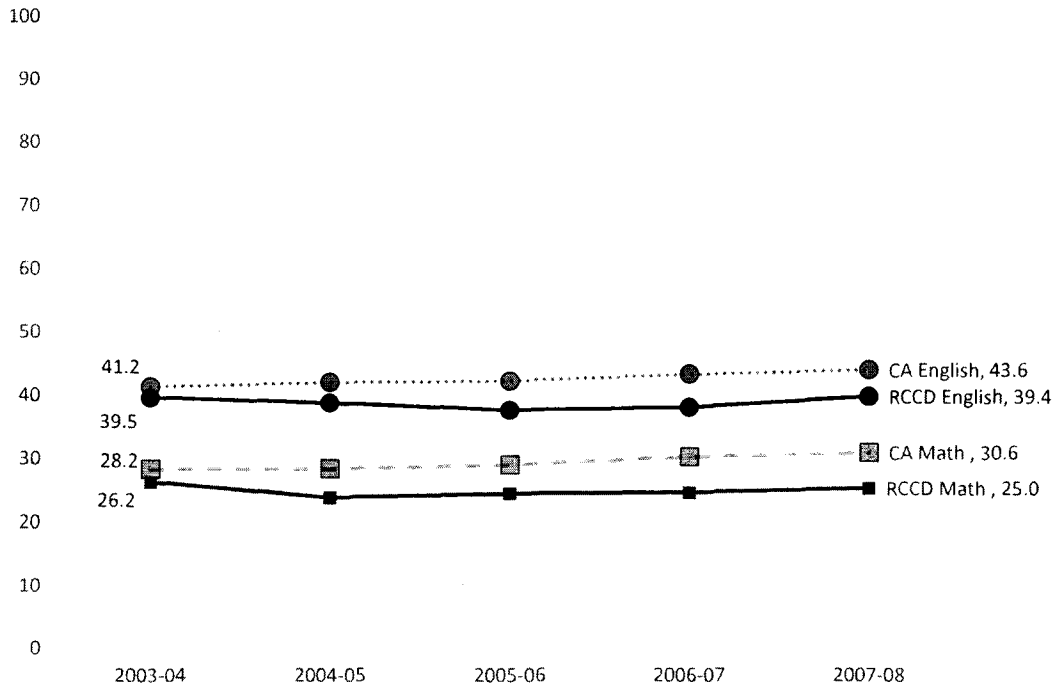
- 8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)
- 9. Participation rate among subgroups

Student Success: Completion Rates of Five Most Recent Cohorts, 2003 - 2014



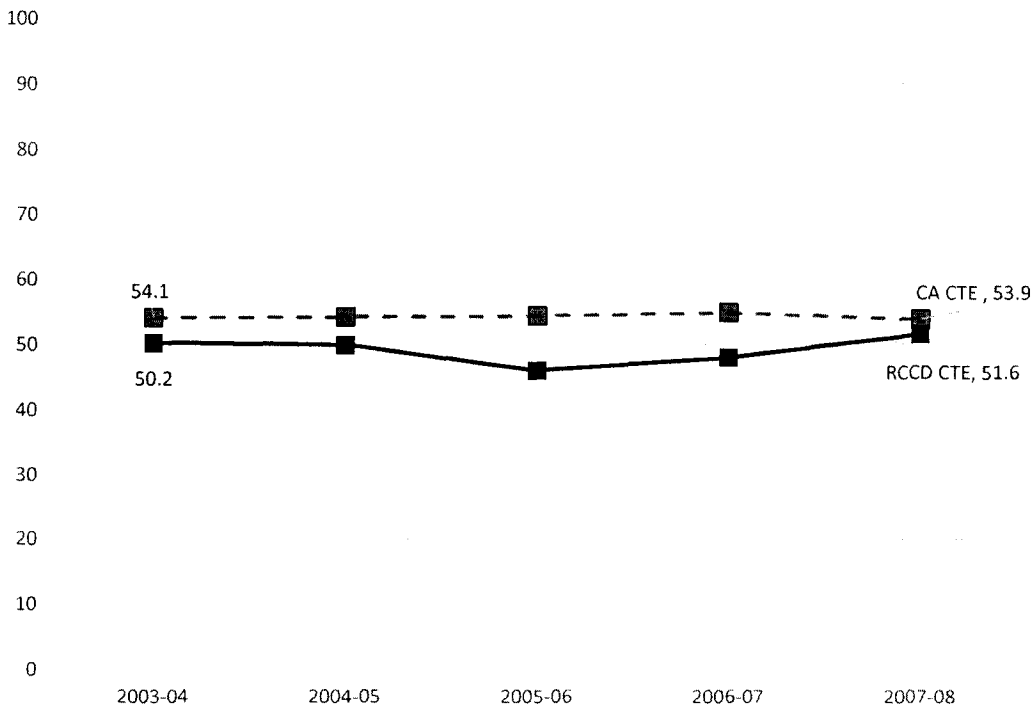
Percentage of first time students (who attempted any level of Math or English in the first three years) who completed degree, certificate or transfer-related outcomes within six years. If student's lowest course attempted in Math and/or English was college level, then student is considered College Prepared.

Student Success: Remedial Math & English Rates of Five Most Recent Cohorts, 2003 - 2014



Percentage of first-time credit students who started in below transfer level in English, mathematics, and/or ESL and successfully completed a college-level course in the same discipline within six years.

Student Success in Career Technical Education of Five Most Recent Cohorts, 2003 - 2014



Percentage of first-time students who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Student Success: Annual Volume of Transfer Degrees

	RCCD			CA		
	AS-T	AA-T	Total	AS-T	AA-T	Total
2011-12	0	4	4	72	735	807
2012-13	6	44	50	1,740	3,625	5,365
2013-14	27	79	106	4,893	6,859	8,752

"The existing data show a steep increase in the volume between the first and second year of implementation. If this trend continues, to increase the volume of the degrees by a target percent annually may not be sustainable. The Chancellor's Office will monitor the trends and may reevaluate the target."

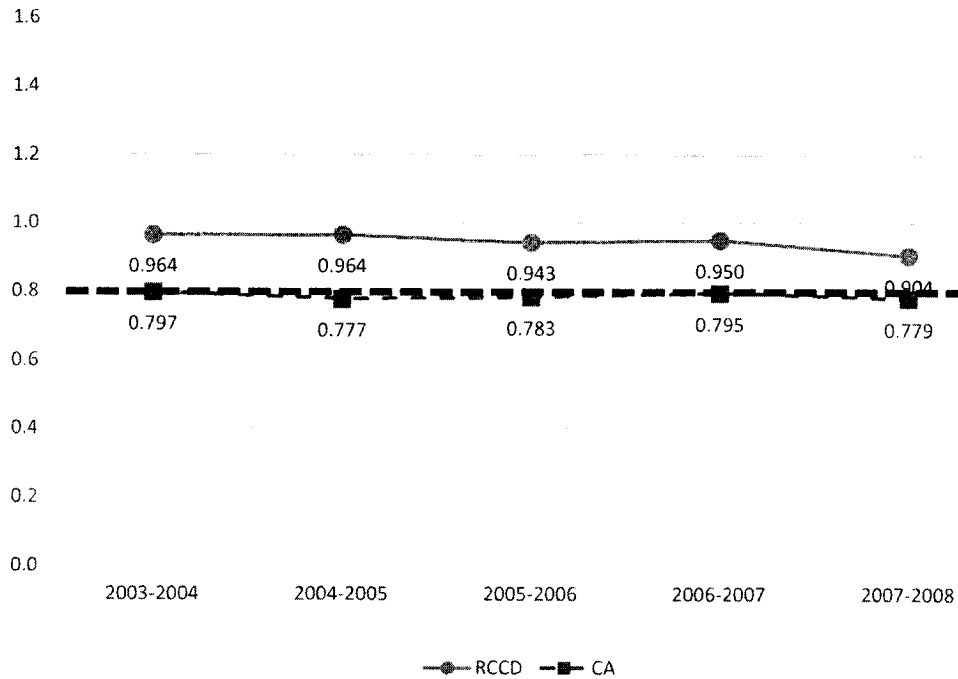
Student Equity Proportional Index: Calculations for all subgroups

Example: 2007/08 Cohort

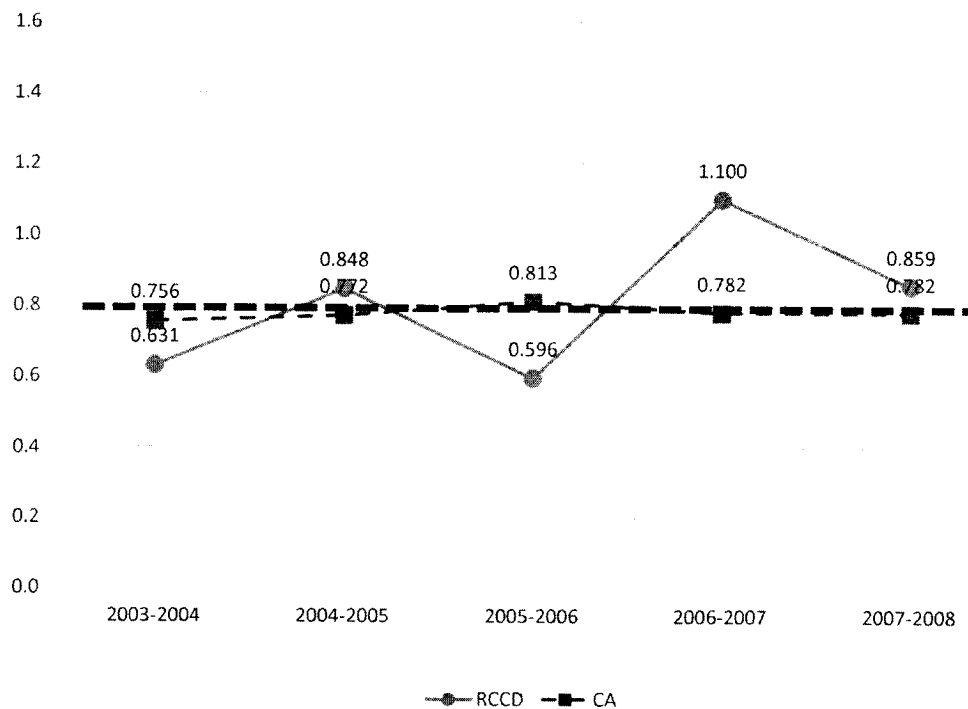
Goal GTE .80 for all subgroups

Race/Ethnicity	Cohort Size	Proportion	Number Outcome	Proportion.	Equity Index
African American	654	0.120	234	0.109	0.109/0.120=0.904
American Indian	50	0.009	17	0.008	0.008/0.009=0.858
Asian	289	0.053	170	0.079	0.079/0.053=1.485
Filipino	158	0.029	80	0.037	0.037/0.029=1.278
Hispanic	2,559	0.470	888	0.412	0.412/0.470=0.876
Pacific Islander	57	0.010	25	0.012	0.012/0.010=1.108
White non-Hispanic	1,673	0.308	739	0.343	0.343/0.308=1.116
Total	5,440	1.000	2,153	1.000	

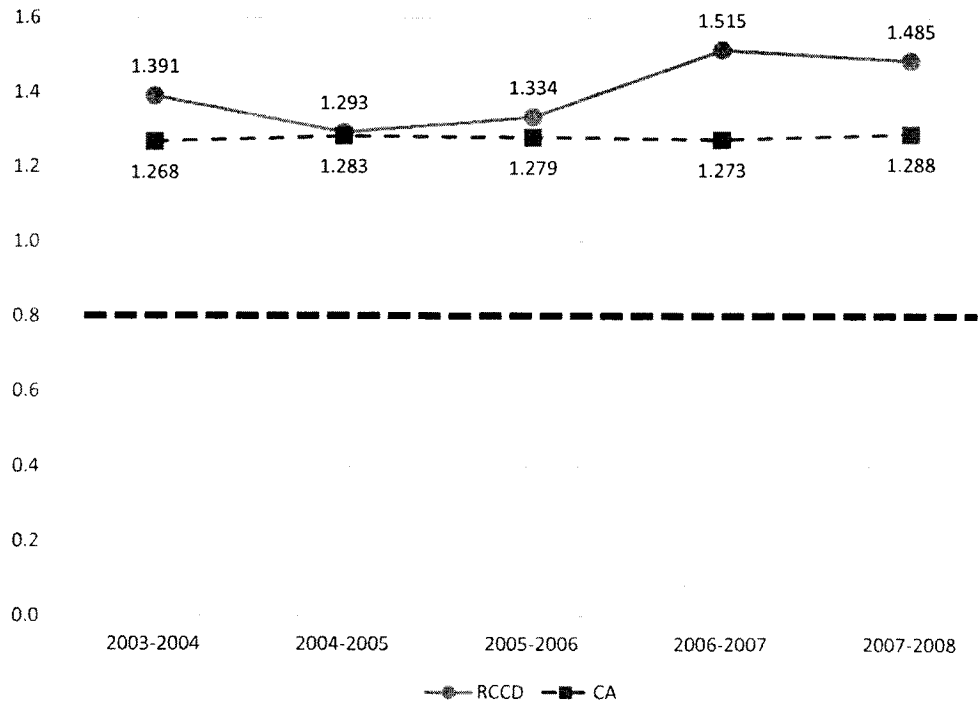
Comparative Analysis of Equity Index for African American Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014



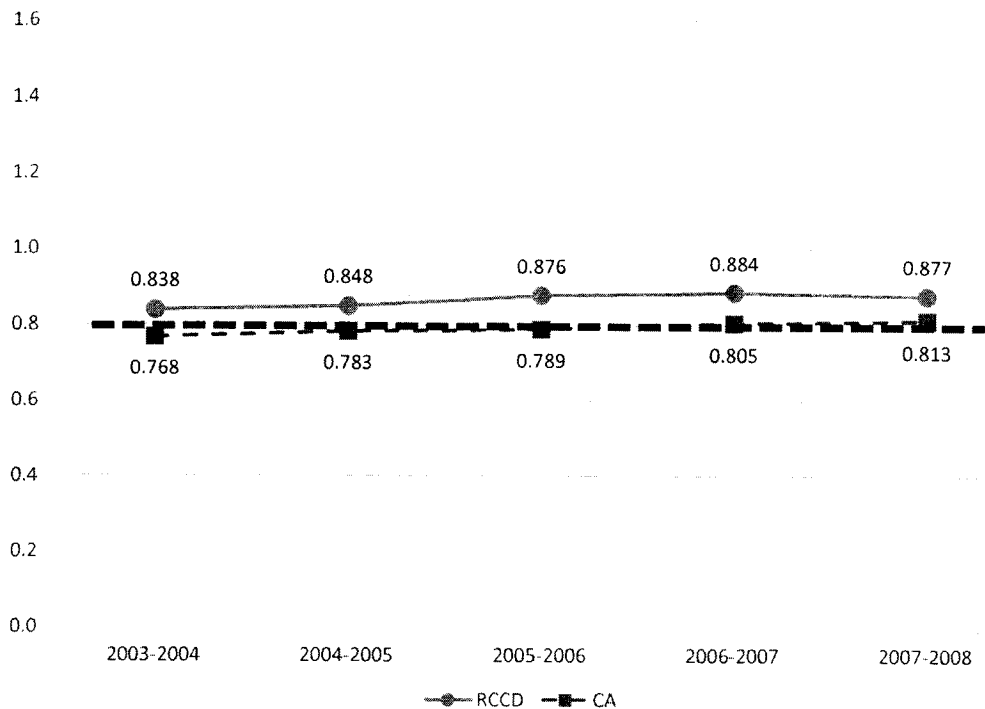
Comparative Analysis of Equity Index for Native American Students: RCCD and California: Five Most Recent Cohorts, 2003 - 2014



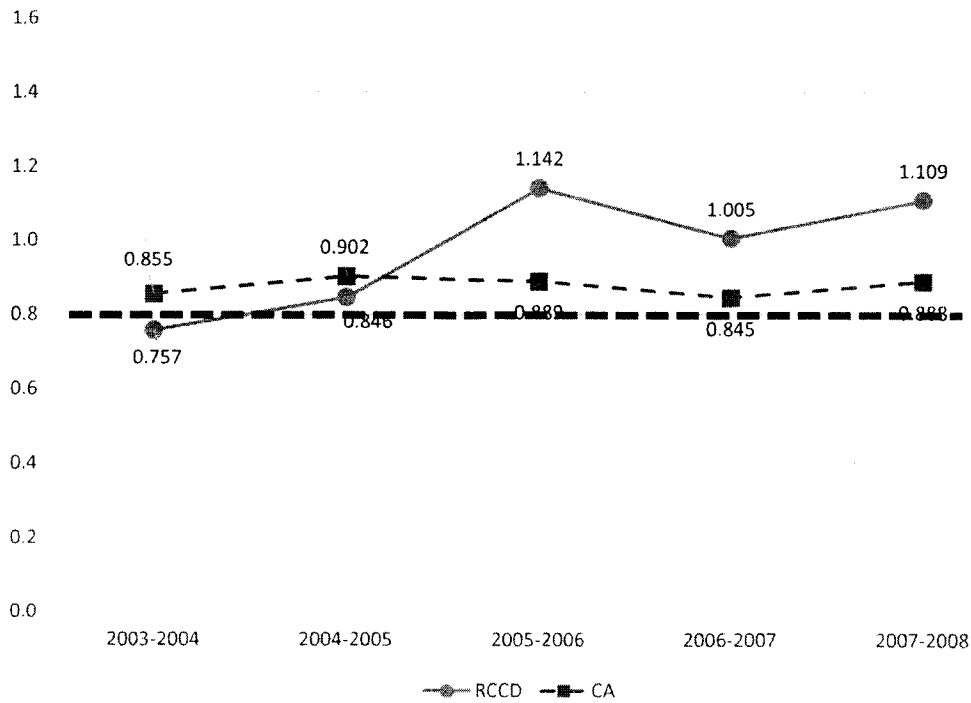
Comparative Analysis of Equity Index for Asian American Students: RCCD and California: Five Most Recent Cohorts, 2003 - 2014



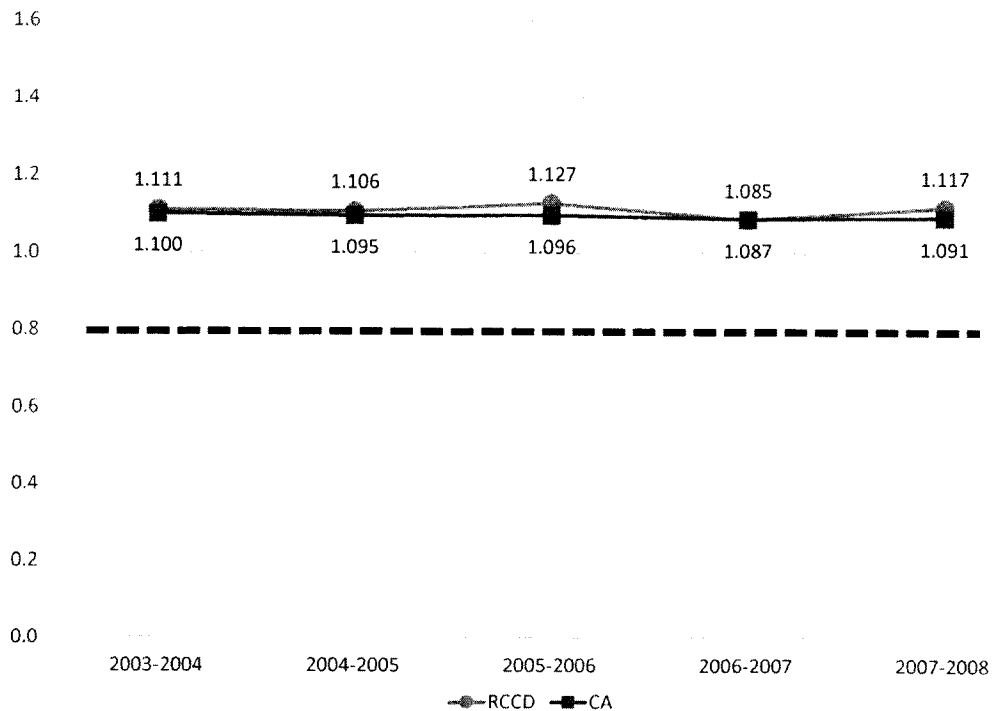
Comparative Analysis of Equity Index for Hispanic Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014



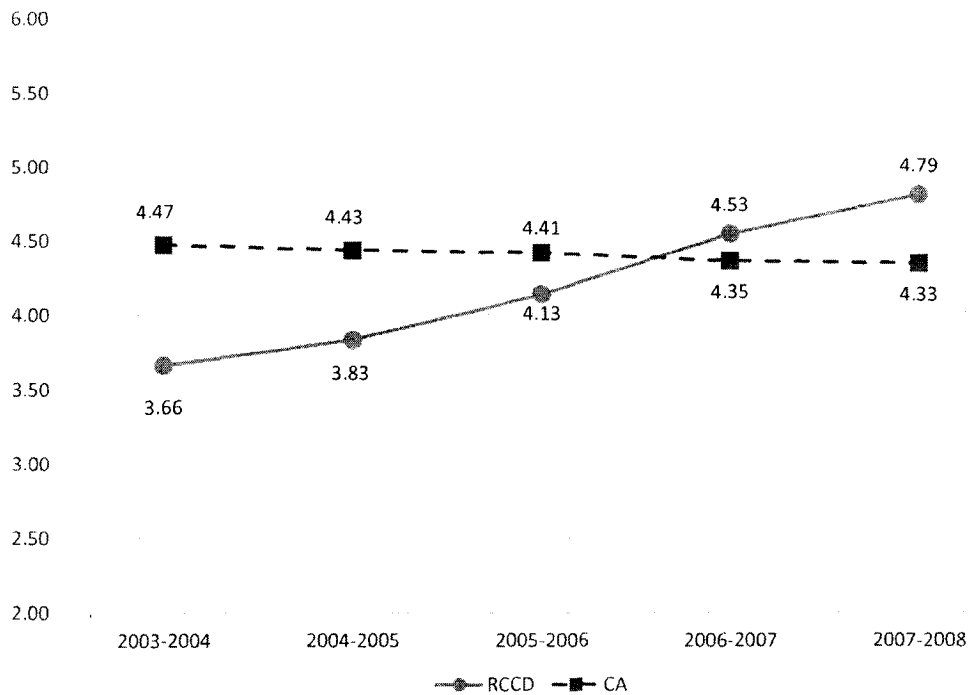
Comparative Analysis of Equity Index for Pacific Islander Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014



Comparative Analysis of Equity Index for White Students: RCCD and California, Five Most Recent Cohorts, 2003 - 2014

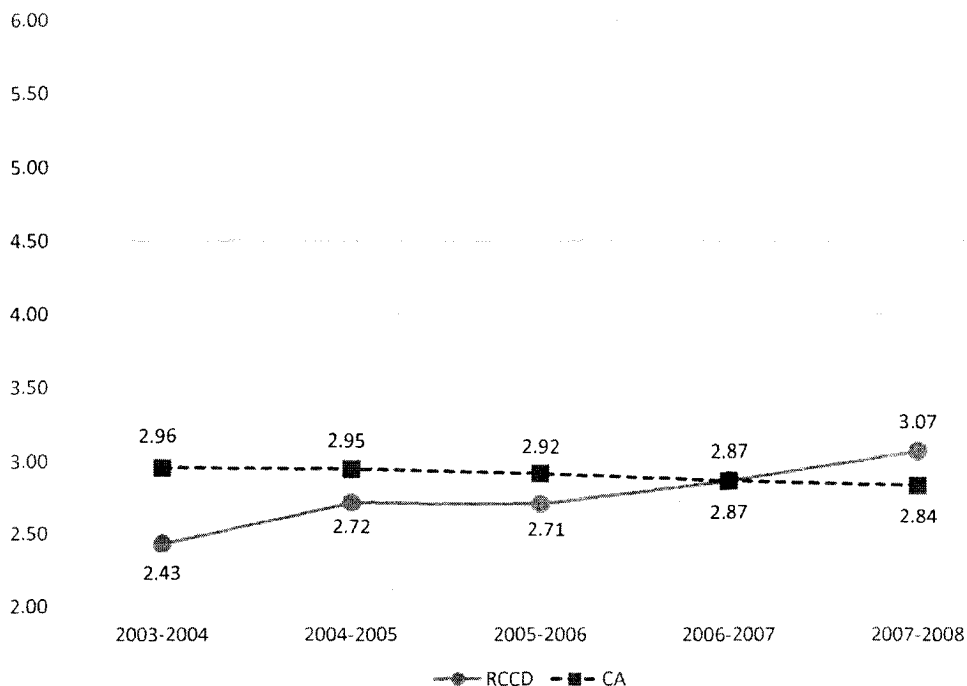


Overall Efficiency Rates: FTES Spent Per Success Outcome RCCD and California for the Five Most Recent Cohorts, 2003 - 2014



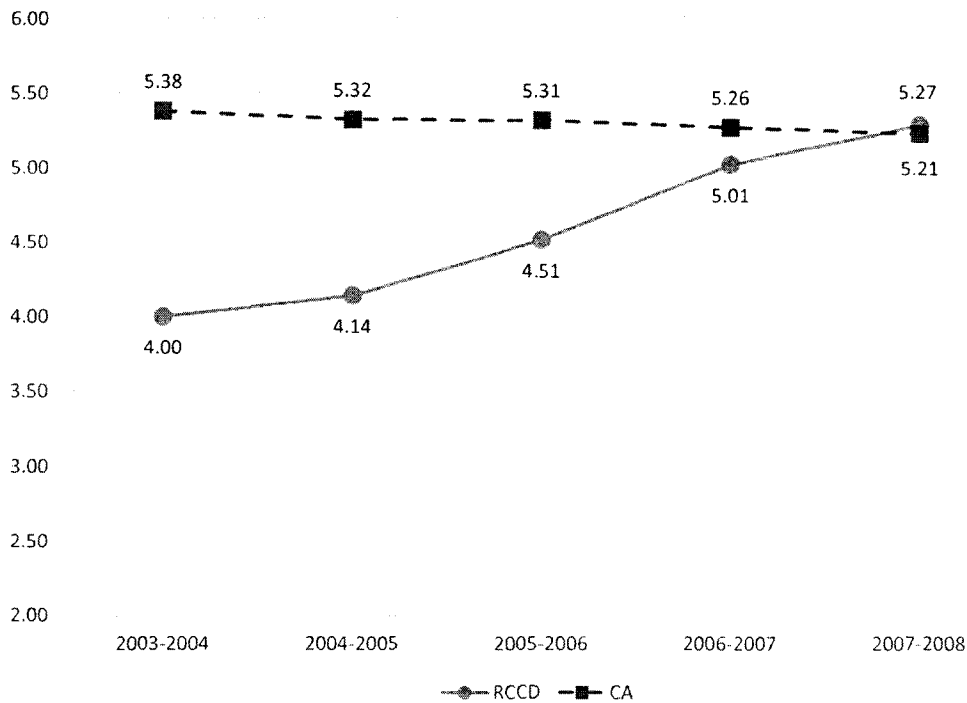
This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.

Overall Efficiency Rates: FTES Spent Per Success Outcome, RCCD and California for Prepared Students in the Five Most Recent Cohorts, 2003-2014



This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.

Overall Efficiency Rates: FTES Spent Per Success Outcome in RCCD and California for Unprepared Students in the Five Most Recent Cohorts, 2003 - 2014



This efficiency measure uses the Scorecard completion rate and indicates how much student time (measured by Full Time Equivalent Students, or FTES) was generated to produce one outcome in each cohort.

Forthcoming System Metrics

- **Student Services: Percent with Education Plan**

- **Participation Rates**

(Number of 18-24 year old individuals per 1,000 in population)

Next Steps

- **Policy implications**
- **Changes in operation**

California Community Colleges System
Goals and Metrics:

Comparative Analyses of RCCD and California First
Five Cohorts, 2003-2014

END OF SLIDE SHOW



RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R__ M__ N_X__

TOPs Code: 0957

Construction Management

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

This program generally prepares individuals to understand the people and principle phases involved in the design of construction projects. This program will introduce the skills required to effectively manage and supervise a construction management team. This includes understanding the basics for estimating, scheduling, and controlling costs of a construction project. Completion of this program prepares students for gainful employment as a construction manager, foreman, construction area manager, construction superintendent, or construction project manager.

PROGRAM LEARNING OUTCOMES

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

1. Demonstrate an understanding of the people involved and the principle phases in the design of the construction process.
2. Apply the skills required to effectively manage and supervise a construction management team.
3. Demonstrate an understanding of the basics for estimating, scheduling, and controlling costs of a construction projects.

Required Courses

		<u>Units</u>
Con 61	Materials of Construction	3
Con 62	Blueprint Reading	3
Con 73	Project Planning for Site Construction	3
Con 74	Construction Estimating	3
Con 80	Construction Scheduling	3
Mag 51	Elements of Supervision	3

Elective Courses

None

Total Units:

18

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

College: R__ M__ N_x__

TOPs Code: 0506.40

Entrepreneurship: Getting Started

PROGRAM PREREQUISITE:

None.

SHORT DESCRIPTION of PROGRAM

This certificate includes courses intended to help students who are interested in pursuing entrepreneurship to develop new ideas, recognize and take advantage of opportunities, as a foundation for creating a new business..

PROGRAM LEARNING OUTCOMES

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

1. Demonstrate an understanding of the entrepreneurial process, from idea generation to commercialization.
2. Analyze and evaluate potential business ideas for marketability and success.
3. Create and evaluate a comprehensive business plan.
4. Outline and construct steps needed to create an effective social marketing campaign for a small business.

Required Courses

	<u>Units</u>
Bus 30: Intro to Entrepreneurship	3
Bus 12: Opportunity Analysis	2
Bus 13: Business Plan/Models	2
Bus 14: Social Media and Electronic Marketing	2

Elective Courses

None

Units

Total Units:

9

Evaluating the ISS Methodology

PRESENTATION TO ISPC
10/1/2014

Why are we doing this?

- ▶ Pg. 27 on Visiting Team Report, "The team recommends that the College evaluate the methodology to establish the institutional set standards to determine if one standard deviation below the mean is too low and does not sufficiently challenge the College to improve upon its current levels of achievement."
- ▶ Ensure that all constituencies have input in establishing an institutional standard
- ▶ The ISS is not merely a number—needs to make sense if it is to be used as an institutional standard.

How do we compare to other colleges?

	Norco	RCC	Mo Val	Crafton	MSJC	Glendale	WLA	LAMC
Course Completion	64.4%	66%	73.3%	63.6%	66%	67%	60%	64%
Student Retention	36.2%	41%	41.8%		49.9%	47%	37%	48%
Degree Completion (6 yr)	10.5%	1304	485	250	912	350	320	450
Transfer Certificate Completion (6 yr)	18.4%	2577	488	163	394	800	175	205
		1179	526	204	123	200	250	214

What if we calculated our ISS differently?

	Year 1 Year 2 Year 3 Year 4 Year 5 Mean						Low	
	Year 1	Year 2	Year 3	Year 4	Year 5	Mean	1 SD	½ SD
Course Completion	68.9%	69.1%	68.2%	69.4%	69.5%	69.0%	68.2%	64.4%
Student Retention	46.8%	49.2%	47.1%	53.5%	55.5%	50.4%	46.8%	36.2%
Degree Completion	10.7%	10.2%	13.6%	14.9%	13.8%	12.6%	10.2%	10.5%
Transfer Rate Certificate Completion	21.3%	19.2%	18.5%	19.3%	N/A	19.6%	18.5%	18.4%
	5.9%	5.9%	7.2%	6.8%	5.7%	6.3%	5.7%	5.6%
								6.0%

Your Input?

