Riverside Community College District

Strategic Plan

2003-04

Board of Trustees

Mary Figueroa
President

Grace Slocum
Vice-President

Mark Takano
Secretary

Kathleen Daley
Member

Jose Medina
Member

2002-2003 Strategic Planning Executive Committee

Salvatore Rotella
President

James Buysse
Vice President, Administration and Finance

Ray Maghroori
Vice President, Academic Affairs

Rich Ramirez
Vice President, Student Services

Joan Wells
Vice President, Planning and Development

Brenda Davis
Provost, Norco Campus

Richard Tworek
Provost, Moreno Valley

Tiphanie Brissenden
ASRCC District President

Virginia MacDonald
Associate Vice President
/Assistant to the President

Virginia McKee-Leone
Academic Senate President

Sheila Pisa
Academic Senate Vice President, Moreno Valley

Beatriz Vasquez
Academic Senate Vice President, Norco

Tish Chavez
Confidential Representative

Michele Davila
Classified Representative

Rick Axelson
Associate Vice President, Institutional Effectiveness

Susan Mills
Outcomes Assessment Coordinator

Jim Parsons
Director, Marketing

David Torres
Director, Institutional Research

Table of Contents

Board of Trustees and Strategic Planning Executive Committee 2

Message from the President 4

Strategic Planning Process Overview 5

Mission and Vision 7

RCCD Strategies 8

Strategy One: Learner-Centered Curriculum and Culture
Making Learning Happen 9

Strategy Two: Continuous Curriculum-Centered Strategic Planning
Sharing our Visions, Developing our Options, Creating our Future 10

Strategy Three: College and Campuses of Our Communities
Our Campuses, Our Communities, Our Destinies 11

Strategy Four: Evolution to Three Colleges
Structuring Our Future 12

Strategy Five: Communication
Giving Voice, Structuring Dialogue, Accepting Responsibility 14

Strategy Six: Effectiveness
Is It Working? Knowing How We Know 15

Strategy Seven: Strategic Enrollment Management
Aligning with our Communities; Achieving Operational Excellence 17

Strategy Eight: Technology
Creating Systems to Support Learners and Learning 18

Strategy Nine: Human Resource Development
Creating Capacities, Developing Potential, Improving Performance 19

Strategy Ten: Infrastructure
Creating Learner-Centered Environments 20

Strategy Eleven: Resource Development
Enabling Our Future 21

Message from the President

Riverside Community College plays an important role in the region and in the communities served by our three campuses. We take our present and future responsibilities very seriously.

As a community college that is evolving from a three-campus to a three-college district, RCC faces continued rapid population growth, constrained resources, changing needs within the community and the business sector. In order to address these emerging issues, we must be resilient, resourceful and responsive. I believe that this strategic planning process will help us better manage our response to internal and external change, and better align activities and programs across the college district. That being the case, you will notice several changes from past planning efforts.

First, we have inaugurated a continuous planning process to help guide RCC in the years ahead – one that better enables us to ensure the quality and availability of the programs and services required by those we serve.

Second, every action is undertaken with the learner in mind. This learner-centered approach recognizes the College's fiduciary responsibility and the centrality of learning in all we do.

Third, we are focusing intensely on the curriculum, innovation, quality, and assessment. Together, these provide us with the appropriate frame of reference and foundation upon which to base our decisions and actions.

Fourth, with this planning cycle, we move from a three-campus, one-college model toward a new three-college, one-system model. This move recognizes the integrity of the communities we serve and the fact that growth and development require constant evaluation of our colleges' identities and roles within those communities.

Fifth, we realize that resources available to us through state apportionments do not meet all of the learning needs of our constituencies. So RCCD will continue to seek and secure resources through grants, business and education partnerships, and collaborations with other agencies and service providers to offset apportionment shortfalls. We look to the RCC Foundation and are grateful for its tradition of support for RCC students and initiatives.

In closing, this strategic plan reflects the work of a broad spectrum of our college community. Students, faculty, classified and management staff, and the Board of Trustees have participated in a series of dialogues to bring us to this point. I commend all for their contributions and look forward to continuing our work and to realizing our vision.

Strategic Planning Process Overview

Introduction

This Strategic Plan provides an overview of an extensive and detailed strategic planning process at Riverside Community College. The process was developed in response to critical observations and assessments made during the 2000-2001 WASC self-study process that our size and complexity had outgrown our planning architecture. The planning process we have adopted focuses our attention on the learner, the learning process, and all that supports them across our college. This plan is organized around mission, vision, strategies, goals and objectives. Mission is a statement of core purpose. Vision reflects our aspirations. Strategies are constructs summarizing how we intend to align with our environment. Goals articulate the major initiatives that provide the means to progress toward our vision. Objectives (not shown here) detail our action plans, identify those responsible for their achievement, and provide a framework for tracking progress and measuring implementation. Objectives, because of their number, level of detail, and constant changing nature, are maintained with our action plans and accreditation self-study framework in our online strategic planning system (ePlanedu). Together these five components and the systems that support them guide our efforts, our decisions, and our assessment of how we are doing. This plan articulates the direction the college intends to take in achieving its hopes, aspirations, and vision for the future.

Annual Strategic Planning Cycle

In 2001, we established an annual planning cycle with quarterly assessments. Within this framework, strategies are revisited, updated and published annually as the District assesses and responds to its rapidly changing internal and external environments. Annual assessment of the plan will culminate at the Spring Board of Trustees Planning Retreat. Each year, the Board of Trustees will approve District strategies and authorize revision of the District Strategic Plan and related tactical plans. Throughout the year, the Vice President of Planning and Development will report on the action plans and unit dialogue on a quarterly basis. District personnel and members of the Board of Trustees will be able to access and review tactical plans using ePlanedu, the District's web-based planning tool.

The strategic planning process is led by the President and facilitated by the Vice President, Planning and Development. Throughout the process, the Vice President is advised by the District Strategic Planning Executive Committee (SPEC), meeting in open session. The planning year begins each spring and proceeds through the year with quarterly reports provided to the Board of Trustees, Faculty and Student Senates, and the SPEC. Meeting dates, times and locations are posted on the District ePlanedu planning calendar.

The RCCD Strategic Planning Council meets formally each primary term during the RCCD Faculty/Administration Retreat. Retreat dates are set by the Faculty Senate in consultation with the President. Between retreats, broad district participation in plan development is assured through action and tactical planning councils and teams drawn from and embedded in the District advisory committee structure.

Formal Committee Charges

Planning committees and work groups have been proposed and aligned with the functional issue areas identified by the Strategic Planning Executive Committee as functions that must be integrated or aligned through the District strategic planning process. Alignment is fostered through strategic dialogue, strategy setting, establishment of key performance indicators, and analysis of trends likely to impact performance. Central to this effort to bring about alignment are committee and work team dialogues organized to 1) move from Board-directed strategies to issue area strategies; 2) move issue area strategies to tactical plans; and 3) link tactical plans to key performance indicators, accreditation and strategies, goals and objectives. In these dialogue sessions, ePlanedu is used both as a planning and as a professional and organizational development tool to foster and frame strategic thinking.

This approach is recommended for two reasons. First, the shift from educational master planning to strategic planning requires a shift in institutional thinking. The planning sessions will, therefore, link the professional and organizational development required to realize this shift in the articulation of current plans within each functional area. Second, the Educational Master Plan, though intended to serve the District through 2005, is dated. Significant internal and external changes have altered plans in many areas. This first pass will allow each area to articulate what is, inventory existing plans, and assess alignment with other plans and WASC standards. Recall, the WASC team did not find that the District was without planning. The team observed that planning, and thereby, actions were not integrated, aligned or synchronized.

Mission:

Riverside Community College District is an accessible, comprehensive community college district committed to learners in the communities it serves.

Vision:

Our vision is to be a leader among community colleges, highly regarded for commitment to learners, respected for excellence in teaching, and recognized as responsive to the communities we serve.

RCCD Strategies, 2003-2004

Strategy One:	Learner-Centered Curriculum and Culture *Making Learning Happen*
Strategy Two:	Continuous Curriculum-Centered Strategic Planning *Sharing Our Visions, Developing Our Options, Creating Our Future*
Strategy Three:	College and Campuses of Our Communities *Our Campuses, Our Communities, Our Destinies*
Strategy Four:	Evolution to Three Colleges *Structuring Our Future*
Strategy Five:	Communication *Giving Voice, Structuring Dialogue, Accepting Responsibility*
Strategy Six:	Effectiveness *Is it Working? Knowing How We Know*
Strategy Seven:	Strategic Enrollment Management *Aligning with Our Communities; Achieving Operational Excellence*
Strategy Eight:	Technology *Creating Systems to Support Learners and Learning*
Strategy NIne:	Human Resource Development *Creating Capacities, Developing Potential, Improving Performance*
Strategy Ten:	Infrastructure *Creating Learner-Centered Environments*
Strategy Eleven:	Resource Development *Enabling Our Future*

Goals: A Learner-Centered Curriculum and Culture

Goal 1: Adopt a learner-centered model to guide curriculum design, development implementation, and review. (Achieved: March 7, 2002—Board of Trustees Resolution 43-01/02)

Goal 2: Conduct a comprehensive analysis of the population demographics of RCCD's service area and RCCD enrollments. (Underway: January 2002—McIntyre Report; 2003 Enrollment Analysis)

Goal 3: Create an assessment culture consistent with the needs and supportive of the learner-centered approach. (Underway)

Goal 4: Articulate, assess and align the district curriculum architecture with learner-centered principles. (American Psychological Association's 14 Learner-Centered Principles)

Goal 5: Develop an Academic Master Plan to support three colleges with one curriculum guided by the seven column curriculum framework that includes delineation of learner populations, learner objectives, business and delivery models, curriculum configuration, and learner support services. (Underway: December 17, 2002—Board of Trustees Resolution 25-02/03)

Strategy One:

Learner-Centered Curriculum and Culture

Making Learning Happen

The Board of Trustees of the Riverside Community College District adopted the Learner-Centered Curriculum Model (LCCM) on March 7, 2002, to guide the design, development, and deployment of curriculum throughout the District. The LCCM is intended to respond in part to Recommendation 3 of the 2001 WASC visitation team. The team recommended that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences.

The model also strategically addresses alignment with the District's changing environment. The term, learner-centered, implies a quite different meaning than two other commonly used institutional descriptors, student-centered and learning-centered. Learner-centered institutions formally recognize the demand side of their business. The term, learner, implies the total population seeking services within the communities served by the District. It embraces learner demand as a driver in curriculum planning. While the District must choose which learner populations and objectives will be served, once chosen, the institutional focus shifts to the design and delivery of curriculum intended to help learners achieve their objectives. Therefore, the LCCM provides a framework to describe the desired curriculum architecture and detail specific curriculum configurations for the learner populations served.

Goals: Continuous Curriculum-Centered Strategic Planning

Goal 1: Adopt a Strategic Planning Model to guide district planning and establish a quarterly reporting cycle. (Achieved: March 7, 2002—Board of Trustees Resolution 43-01/02)

Goal 2: Convene a Strategic Planning Council to guide the design and evolution of the RCCD Strategic Planning Process. (Ongoing)

Goal 3: Establish a planning architecture that aligns and integrates District planning activities. (In Progress)

Goal 4: Identify and charge planning units and councils to articulate and develop district plans and processes. (In progress)

Goal 5: Implement a District planning tool to articulate, standardize, align and communicate District Plans. (In progress)

Strategy Two:

Continuous Curriculum-Centered Strategic Planning

Sharing Our Visions, Developing Our Options, Creating Our Futures

Beginning in Spring 2001, Riverside Community College District undertook the tasks of identifying, evaluating, and implementing a strategic planning model in response to WASC recommendations to tighten up the planning process. RCCD adopted the Curriculum-Centered Strategic Planning Model (CCSPM) to guide its planning activities and structure dialogue within its planning processes. After considerable districtwide dialogue, the formal methodology was adopted by the Board of Trustees on March 7, 2002.

The CCSPM is intended to respond in part to Recommendation 2 of the WASC visitation team. The WASC team recommended that Riverside Community College formalize and make known to the college community its developing strategic planning process, and that the process should integrate educational, financial, facilities, and human resource planning, provide for involvement of faculty, staff, and students and effectively involve all three campuses. The planning process should utilize information from program reviews, more closely integrate college planning and budgeting processes, and include regular evaluation and reporting of institutional outcomes.

Goals: College and Campuses of our Communities

Goal 1: Increase the college-going rate in the area by reaching out to underrepresented and underserved populations and designing programs, services, and approaches relevant to the diverse segments of the community. (Adopted by the Board of Trustees on October 17, 1995 and reaffirmed with the adoption of the Educational Master Plan on May 19, 1998)

Goal 2: Build and maintain strong linkages with the K-12 community throughout the District.

Goal 3: Improve the capacity for economic development and community service by strengthening partnerships with other educational institutions, business, labor, and government to enhance seamless educational opportunity and continuity for students. (Adopted by the Board of Trustees on October 17, 1995 and reaffirmed with the adoption of the Educational Master Plan on May 19, 1998)

Goal 4: Align program development with the region's economic mix and transformational economic development strategies.

Goal 5: Create multiple pathways and, where appropriate, entities to provide education and training opportunities leading to required certifications and degrees.

Strategy Three:

College and Campuses of Our Communities

Our Campuses, Our Communities, Our Destinies

The Riverside Community College District has a rich tradition of service, innovation and professionalism. In keeping with this tradition, the District participates in the social and economic life of the communities it serves. It seeks to establish and expand partnerships with other educational institutions, business, labor, and government to enhance "seamless" educational opportunity and continuity for the citizens for whom we provide learning programs and services.

RCCD takes its commitment to align with community needs seriously. As part of its fiduciary responsibility, the Riverside Community College District Board of Trustees joins the communities of western Riverside County in ensuring the continued economic vitality of the region. The education, knowledge and creative abilities of the region's workforce is one of the most important'components of it's economic vitality. RCCD plays a significant role in developing and maintaining this resource.

Goals: Evolution to Three Colleges

Goal 1: The RCCD Board of Trustees adopted resolution 53-01/02 on March 20, 2002 supporting the move from a three-campus college to a three-college system. (Achieved)

Goal 2: Enact the intent of Board resolution 53-01/02 through formal action via California Community College Board of Governors and Chancellor's Office, California Postsecondary Education Commission (CPEC), Western Association of Schools and Colleges, California Board of Education, US Department of Education and other agencies. (In Progress: Letters of Intent and Preliminary Studies for Norco and Moreno Valley submitted and approved by the Board of Governors and CPEC; Needs Studies for Norco and Moreno Valley to be completed June 2003)

Goal 3: Examine and propose changes to RCCD's Planning, Curriculum, Organizational, Entity and Governance Architectures. (In Progress)

Goal 4: Develop an Academic Master Plan for each of the Riverside, Moreno Valley, and Norco campuses consistent with the Learner-Centered Curriculum model and embracing the philosophy of one districtwide curriculum. (Board of Trustees Resolution 25-02/03, endorsing one curriculum-one student contract, adopted December 2002)

Strategy Four:

Evolution to Three Colleges

Structuring Our Future

The Moreno Valley and Norco campuses of Riverside Community College began operation in 1991 in response to significant population growth in the communities of Corona, Norco and Moreno Valley. Since their inception, the campuses have grown and broadened their educational offerings. Today, the Moreno Valley and Norco campuses each serve approximately 7,000 students per semester, through the efforts of over 100 full-time faculty, classified and confidential staff, and administrators. The City of Moreno Valley has grown to a population of 142,000 with an additional 107,549 people residing in surrounding unincorporated areas. The communities of Norco and Corona are home to a combined population of 149,000. An additional 75,072 reside in nearby unincorporated areas. In response to this dramatic growth and the importance of allowing each campus the autonomy it requires to truly serve its community, the Board of Trustees "enthusiastically supported" the strategy of the Riverside Community College District to seek accredited college status for both the Moreno Valley and Norco campuses.

District personnel are fully engaged in the design and development of a system architecture to support a a three-college, multi-entity system that will continue to effectively serve learners. In this endeavor, the College has adopted a methodology of structured dialogue and decision-making along four interrelated and interdependent dimensions.

Entity Architecture: A number of entities have emerged within RCCD over the years. This dialogue topic is designed to describe the current array of entities that exist or are planned within the RCCD overall charter. The dialogue will result in specific descriptions and formal relationship models for the various entities.

Goal 5: Review and amend District policies, processes and procedures to maintain one contract between students and RCCD. (Board of Trustees Resolution 25-02/03, endorsing one curriculum-one student contract, adopted December 2002)

Curriculum Architecture:

The Riverside Community College District adopted the Learner-Centered Curriculum Model (LCCM) March 7, 2002, to guide the curriculum design, development, and implementation. Using the LCCM, this dialogue topic is designed to describe the desired curriculum architecture and detail specific curriculum configurations for the post-transition RCCD.

Governance Architecture:

This dialogue topic is designed to illuminate options for how governance processes will work within a three-college, multi-entity district.

Organizational Architecture: This dialogue topic is designed to illuminate options for how RCCD will be structured. The structure must detail hierarchy, reporting relationships, advisory relationships and both chain of command and chain of responsibility.

The structured dialogue began during the summer of 2002 and will continue through most of the 2003/2004 academic year. A document, Structured Dialogue and Decisions Regarding the Establishment of Three College Entities within the Riverside Community College District, reports and tracks the institutional dialogue and decisions regarding the transition. Since these architectures are so fundamental to the functioning of RCCD, they will be periodically revisited to ensure that they continue to meet the ever evolving challenges and opportunities we face.

Goals: Communication

Goal 1: Develop and maintain an intranet site to support communication of standard district policy and procedures.

Goal 2: Develop and maintain a data warehouse to enable broad access to RCCD enrollment, course, staff, and other analytic data needed to support decision-making. (In Progress)

Goal 3: Implement communication tools to enable broad access to RCCD documents, events and other information. (In Progress)

Goal 4: Establish forums, linkages, processes and procedures to enhance cross-functional dialogue and communication. (In Progress)

Goal 5: Establish forums such as districtwide retreats, college hour and brown-bag sessions for informal communication of district information and dialogue.

Goal 6: Continue to utilize and enhance the Board Committee structure for formal communication of district information and dialogue.

Strategy Five:

Communication

Giving Voice, Structuring Dialogue, Accepting Responsibility

The Riverside Community College District has grown to be a complex web of entities, campuses, divisions, departments, and units. Sustaining communications across all of these varied components has become a significant challenge. Over the next few years, the District will continue to articulate a strategy that will enhance communication across the District, build upon its tradition of service, and utilize a broader range of communication tools and approaches. For example, RCCD will continue to migrate to a common information source for much of its management information. Under this strategy, rather than broadcasting information as a primary means of maintaining information flow, the material will be posted to a common information source. Individuals may monitor the information at will as appropriate.

With an open information structure in place it will be incumbent upon all the citizens of the RCCD community to seek out the information that is required and to contribute substantively to the information base.

Goals: Effectiveness

Goal 1: Establish an Institutional Effectiveness structured approach in which IE is formally embedded within District processes. (In Progress)

Goal 2: Systematically review, evaluate, realign, and revise the operational policies, processes and procedures of RCCD. (In Progress)

Goal 3: Systematically recalibrate the information systems of RCCD to ensure data integrity and report quality, relevance, and timeliness. (In Progress)

Goal 4: Systematically review, evaluate, realign, and revise the instructional program review, processes and procedures of RCCD. (In Progress)

Goal 5: Systematically review, evaluate, realign, and revise the noninstructional program review, processes and procedures of RCCD. (Postponed until Spring 2004)

Goal 6: Establish a RCCD outcomes assessment committee and begin dialogue regarding the assessment of learner and institutional outcomes. (Accomplished and Ongoing)

Goal 7: Facilitate the systematic development, testing, and dissemination of successful assessment practices, tools and strategies for courses, course sequences, and programs. (In Progress)

Strategy Six:

Effectiveness

Is it Working? Knowing How We Know

Riverside Community College District adopted an Institutional Effectiveness approach to improving and reporting on the quality of educational programs and services (Approved by the Board of Trustees on October 17, 1995 and reaffirmed with the adoption of the Educational Master Plan, May 19, 1998). The IE approach is summarized within the following four principles:

- Learner Centeredness: The District organization recognizes its fiduciary responsibility to respond to the educational needs of learners who may benefit and to act in the interest of learners in the communities served by the District.
- Continuous Assessment: Particularly in times of rapid change, organizations must continuously assess their effectiveness to maintain and improve their alignment with environmental trends and changing learner needs. As a consequence the District agrees to continuously assess and review its effectiveness.
- Evidence-Based Assessment: The District organization, commits to open, evidence-based institutional and community dialogue.
- Commitment to Act: The District agrees to act on its assessments to improve its effectiveness.

A great deal of progress has been made to operationalize and incorporate an IE approach in a number of functional areas. For example, an IE approach has been incorporated in the adoption of the continuous curriculum-centered strategic planning process model; in the emerging instructional and non-instructional program review processes; within the dialogue of the District Assessment Committee and the Classroom- and Course-Based Assessment Project work; in the District approach toward strategic enrollment management and review of enrollment standard operating procedures; and in the incorporation of IE in the Board Self-Assessment Process.

Goals: Strategic Enrollment Management

Goal 1: Conduct a comprehensive review and analysis of RCCD enrollment related policies, processes, and procedures. (In Progress)

Goal 2: Adopt a first-right term approach to guide schedule building. (In Progress)

Goal 3: Adapt program and service configurations to meet the needs of students and communities served by the District. (Adopted by the Board of Trustees on October 17, 1995 and reaffirmed with adoption of the Educational Master Plan on May 19, 1998)

Goal 4: Design a retention classification system to inform development of district enrollment, retention, and curriculum service. (In Progress)

Goal 5: Adopt a set of enrollment key performance indicators and a series of reports to inform planning and policy development. (In Progress)

Strategy Seven:

Strategic Enrollment Management

Aligning with our Communities; Achieving Operational Excellence

Strategic Enrollment Management (SEM) is a comprehensive process by which the Riverside Community College District achieves and maintains an alignment between its programs and services and the needs of the communities it serves. SEM encompasses the identification and cultivation of fiduciary and opportunity learner populations; marketing; admissions and recruitment; retention; and student attainment. It includes such processes as registration, bursar, matriculation, and graduation processing. The SEM domain is also intertwined with academic program design/delivery and student support services since, in learner-centered curriculum configurations, enrollments may be managed by strategically targeting recruitment, admissions, and retention services for curriculum configurations designed to meet the objectives of specific learner populations. RCCD's primary SEM strategy is the integration of these various components into a rational interface for learner/district interaction.

Goals: Technology

Goal 1: Develop an academic technology environment that supports the curriculum, the faculty, and the learner.

Goal 2: Develop administrative systems that support the emerging three-college learner-centered environment.

Goal 3: Develop integrated networks necessary to support RCCD academic and administrative functions.

Goal 4: Develop a WEB environment that supports the academic and administrative needs of RCCD.

Strategy Eight:

Technology

Creating Systems to Support Learners and Learning

Technology plays an important role in the evolution and development of Riverside Community College District programs and capacities. Technology includes three interrelated areas for which careful planning, integration and alignment are required. First is the networking infrastructure for the combined facilities of RCCD. Second is the continued evolution of the integrated administrative system (Datatel). Third is the academic technology infrastructure designed to support the various instructional, assessment, and learning needs of those we serve.

Networking Infrastructure:

RCCD's high speed network forms the backbone of the district's communications and computing infrastructures.

Integrated Administrative Infrastructure: RCCD operates a sophisticated, state-of-the-art integrated information system developed and supported by Datatel. The system is actively maintained and continuously upgraded and developed.

Academic Technology Infrastructure: RCCD must maintain a state-of-the-art technology infrastructure to support its academic and instructional strategies, goals and objectives. The academic technology infrastructure includes such things as faculty technology resources, student technology resources, and online learning resources

Goals: Human Resource Development

Goal 1: Ensure fairness in hiring for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines.

Goal 2: Design, develop and implement an organizational structure across RCCD.

Task 1: Adopt an organizational chart format and/or software tool to communicate positions and relationships in a standard format. (In Progress)

Task 2: Inventory and align position descriptions with the chart.

Task 3: Begin the discussion to design, develop and implement a transitional organizational structure, charts and position description.

Goal 3: Design, develop and implement a professional and staff development plan to align with and support the evolution of district policies, processes and procedures.

Strategy Nine:

Human Resource Development

Creating Capacities, Developing Potential, Improving Performance

The Riverside Community College District seeks to actively develop its human resource capacities.

Hiring and Evaluation:

During this planning cycle, RCCD must respond to recommendation 4 of the WASC visitation team. The WASC team recommended that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines.

Organizational Design and Structure: RCCD has started dialogue regarding a transitional organizational structure. The structure will evolve as RCCD moves to three college status and reflects its multi-entity configuration.

Professional Development: New and diverse populations of learners are looking to RCCD for educational and learning opportunities. These learners represent a diversity of experience and expectation that must be translated within the learner-centered curriculum framework into curriculum, pedagogy and programs. At the same time, technology is changing the way we live, work and play. RCCD, therefore, must provide professional development opportunities to allow faculty, staff and administrators to continue to learn and respond to our students and our changing environment.

Goals: Infrastructure

Goal 1: Complete and submit the 2002 RCCD Facilities Master Plan to the CCCCO. (Achieved)

Goal 2: Bring the new Library facility on the Riverside City Campus on line. (In Progress)

Goal 3: Norco Early Childhood Education Center (Construction Planned 2003-2004)

Goal 4: Moreno Valley Early Childhood Education Center (Construction Planned 2003-2004)

Goal 5: Martin Luther King High-Tech Center. (Construction Planned 2003-2004)

Goal 6: Moreno Valley Facilities Building. (In Progress)

Goal 7: Quad Building Reconstruction. (Preliminary Plan/Working Drawings Done 2003-2004)

Goal 8: Phase III Norco Industrial Technology. (Preliminary Plans In Progress)

Goal 9: Riverside School for the Arts. (Preliminary Plans In Progress)

Goal 10: Student Services/ Administration Center. (Final Project Proposal Revisions In Progress)

Goal 11: Physical Education Complex. (Final Project Proposal Revision In Progress)

Goal 12: Joint Ventures (In Progress)

A. Center for Primary Education
B. Moreno Valley 25-Acre Park
C. Norco Kennedy High School
D. March ARB Dental Hygiene

Strategy Ten:

Infrastructure

Creating Learner-Centered Environments

Riverside Community College District maintains and updates a Facilities Master Plan articulating the building and renovation plans across district facilities. RCCD currently maintains 541,929 a.s.f. of space divided among three physical locations, Riverside City Campus, Norco Center and Moreno Valley Center, serving 34,042 students. District facilities also include approximately 1,812,000 s.f. of parking, six miles of roadways, and 3,675,773 s.f. of landscaping. Special facilities range from scientific laboratories to sports facilities to childcare facilities. RCCD maintains a 10-year menu of facilities requests and requirements consistent with the State framework.

This strategic plan and the related action plans for specific areas, including the academic master plan, technology plan, student services plan, etc. will begin to better inform the facilities master planning process to align emerging facilities with emerging academic and service needs and requirements.

RCCD will continue work on the following projects during academic years 2003-2004 through 2008–2009.

Goals: Resource Development

Goal 1: Diversify and manage resources from a number of sources including state apportionment; federal, state and local grants and contracts; and foundation supported allocations.

Goal 2: Develop information management systems to support strategic fund management, position control, and grant development.

Goal 3: Develop partnerships and leverage resources to collaboratively provide services.

Goal 4: Guided by District strategies, establish explicit linkages between resource development plans and processes and other functional issue plans and processes.

Strategy Eleven:

Resource Development

Enabling Our Future

The Riverside Community College District has recognized for some time that the resources available to it from general apportionment cannot meet the learning needs of our constituents. In FY 02-03, the District's proposed budget included over $18 million, 11% of the total budet, in grants and categorical funds. The RCC Foundation, also, works to provide resources to support District priorities. On behalf of those we serve, RCCD will continue its efforts to maximize the resources that can be gleaned from all sources.

Notes

Notes