Resource Development and Administrative Services Leadership Council

Strategic Responsibilities
1. Develop the college's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources;
2. Develop the college's Facilities Master Plan;
3. Develop the college's Human Resources Plan, including the college's Staff Professional Development Plan (faculty, classified, administrative);
4. Develop the college's Technology Plan; and
5. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan; and
6. Assume responsibility for Accreditation Standard III.

Operational Responsibilities
1. Review periodic revenue and expenditure reports for the college;
2. Develop Integrated Action Plans for each academic year;
3. Assess and re-calibrate each year the college's resource metrics and objectives;
4. Make recommendations on Staff Professional Development Plan;
5. Advance the implementation of college goals;
6. Assess each year the college's facilities load ratio metrics;
7. Assess each year the implementation of the college's Technology Plan;
8. Assess each year the college's Human Resources Plan;
9. Assess each year the college's Finance Plan.

RIVERSIDE CITY COLLEGE
Resource Development & Administrative Services Leadership Council
February 21, 2019
12:50-1:50 p.m.
DL 409

AGENDA

12:50 p.m.	Call to Order
12:55 p.m.	Approval of Agenda
1:00 p.m.	Approval of November 29, 2018 Minutes
1:05 p.m.	Accreditation Spring Timeline and Draft Review
1:20 pm	Vision for Success Goal Alignment

1:30 p.m.   Human Resources Professional Development Plans
- Classified Plan
- Faculty Plan
- Management Plan

1:40 p.m.   Committee Reports
- Technology Resources
- Financial Resources
- Human Resources
- Physical Resources

RIVERSIDE CITY COLLEGE
Resource Development & Administrative Services Leadership Council (RD&AS LC)
November 29, 2018
12:50-1:50 p.m.
CAK 224

Chair: Tucker Amidon, Faculty
Co-Chair: Chip West, Administrative
Co-Chair: Stephen Ashby, Staff

Voting Members Present: Bill Manges, Chip West, Greta Cohen, Jackie Robinson, Leo Truttman, Mehran Mohtsham, Nathaniel Dominguez, Paul O'Connell, Patricia Avila, Patrick Scullin, Stephen Ashby and Tucker Amidon

Non-Voting Members Present: Kristin Fontaine, Jeannie Kim-Han and Megan Bottoms

Call to Order
The meeting commenced at 12:59 p.m. without quorum.

Approval of the November 15, 2018 Minutes

Amber Casolari motioned and Leo Truttman seconded approval of the November 15, 2018 minutes. **Motion carried** with one abstention (Jennifer Lawson).

Operating Procedures Template
The co-chairs adjusted the committee's operating procedures for consistency among the leadership. Academic Senate appointments were removed from leadership appointments. The minimum of three is only for staff appointment's not any others. This could bring up issues that other constituents can have as many as they choose. Reviewed the change to 3.0 Procedure. Presiding chair on each subcommittee is elected from the Senate appointed faculty serving on the leadership council.

The thought in the past was that each of the subcommittees would take place on separate days in order for a single person to attend all if needed. We need to keep an eye on these schedules to make them receptive to as many people as possible. Maybe we can have a bigger conversation in spring about scheduling. Tucker made a suggestion that we don't try to push plans through in fall, but in spring when joint meetings do not take precedence.

Approve template with changes Amber Casolari motioned and Mehran Mohtasham seconded approval of the operating procedures template changes. **Motion carried**.

Accreditation Update
Today is the deadline to get drafts to the Accreditation folks. These are the best draft they can be by today, but are not complete. This has been a challenge for other accreditation writing groups. The co-chairs requested feedback on the individual sections we are responsible for by 4pm today.

The following are responsible to provide feedback:

IIIC- Amber/Patrick

IIIB- Mehran

IIIC- Sandy

IIIC/D- TBD-The challenge is there is so much in flux right now with the budget model. There will be a lot coming out from DBAC is next few months and will be written in conjunction with other two colleges.

Policies will need to be pulled out and referenced. We need to be able to point to specific documents and pages. We are learning that some documents are old and having to make claims that we have them done, but since it's out of date, we need to show what we are doing to stay up to date. There is a special accreditation writing group that will gather in January.

Professional Development Plan Updates
Sandy and Chip met this week to review the updated management plan. They set a deadline by next week for Sandy to review and provide feedback. The plans will be ready to bring back for action in February. The goal would be to sift through emails when you return and find all the plans so we can move all as quickly as possible. There should be a small group that can get together in January to make sure there is cohesiveness with all three plans (onboarding, culture of campus). Sandy and Chip talked about having one document that has sections instead of separate documents that sync to one plan. These will be appendices to the approved overarching plan.

This brings up issues like how do staff/faculty over professional development get chosen? In the past it was through bylaws. Again, we need to have transparency and who has them, terms, how they are chosen (like Faculty development coordinator, honors coordinator). Amber requested that chairs bring back to EPOC as a recommendation. This issue should be brought up in Senate as well.

Committee Updates
Technology (TRC)- They will work on the Tech Plan in winter. They wrapped up the survey. The website launch will include an ad-hoc committee that includes positions and memberships. President s and VPs are reviewing the committee list.

Financial (FRC)- N/A

Human Resources (HRC)- Appendices for the professional development plans have gone to Sell and Green and came back with suggestions. CLAS has updated theirs and Laura updated the faculty plan.

Physical Resources (PRC)- Scheduled Maintenance updates continue. Organic food recycling will start in January.

ASRCC would like to start a food committee that would include students, staff, and faculty. Business Services is working with them to develop a plan. This committee will launch in spring. It will come up through PRC.

The Sustainability committee will be created as well under PRC that will talk about campus sustainable efforts. The safety committee should be under PRC as well.

Starting in spring will send out RFP's for smaller projects included in the Master Plan that we want to get arms around in spring and summer of next year. We need to start engaging the community for major

initiatives in summer. We plan to use bond monies in 2020. Five big projects on the horizon: STEM in DL, FPA, BUS/CIS, ADM, Football Stadium.

The meeting adjourned 1:51pm.

ACCREDITATION 2020 TIMELINE

FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018	FALL 2018	WINTER 2019
OCT Establish timeline	**JAN** Prepare accreditation presentations	**MAR** Meet with Standards Leads and ASC	**JUL** Editors review drafts	**SEP** Post drafts to web	**JAN** Final ISER and QFE edits by Editors
NOV Align standards with councils/committees	**JAN** Plan and outline ISER	**APR** Progress from councils/committees	**AUG** Editors draft Quality Focus Essay	**SEP** Review feedback at Fall Leads Meeting	
NOV Identify roles and responsibilities	**FEB** Finalize accreditation notebooks/materials	**MAY** Council/committee drafts due to ASC		**OCT** Update at Fall Retreat	
NOV Kickoff presentations	**FEB** Start front matter	**MAY** Comments on drafts from ASC to Editors		**NOV** Revised draft from councils/committees	
		MAY Drafts from Editors to councils/committees		**DEC** Edited draft from Editors	
		MAY Council/committee drafts to ASC			
		JUN ASC comments on drafts due to Editors			

SPRING 2019	SUMMER 2019	FALL 2019	WINTER 2020	SPRING 2020	SUMMER 2020
FEB FLEX presentation	**JUL** Editors prepare final draft	**SEP** Mock visit at Fall Retreat	**JAN** Prepare FLEX accreditation presentation	**FEB** Accreditation presentation at FLEX	**JUL** Action letter from ACCJC
MAR Discuss draft with ASC, AS, Deans	**AUG** Arrange mock visit	**SEP** Complete revisions and add photos		**MAR** ACCJC Team Visits	
APR Discuss draft with DLC, CSEA, ASRCC		**OCT** Final draft to committees		**JUN** ACCJC Decision	
MAY Discuss draft with PLT		**NOV** Board of Trustees approval			
JUN Editors prepare final draft		**NOV** Final edits and copies made			
		DEC Submit final copy to ACCJC			

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. HUMAN RESOURCES

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

   Evaluation Criteria Questions:

   - *Has the college developed appropriate hiring criteria?*
   - *Does the institution advertise open positions using appropriate venues to attract quality candidates?*
   - *What process is used to verify the qualifications of applicants and newly hired personnel?*
   - *Are checks conducted on applications regarding the equivalency of degrees from non-U.S. institutions?*
   - *What methods are used by the institution to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated?*
   - *How does the institution demonstrate that all job descriptions are directly related to the institutional mission?*
   - *What safeguards are employed to ensure that hiring procedures are consistently*

   EVIDENCE – List documents that are most relevant to the standard
   - BP 7120 – Recruitment and Hiring
     (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
   - AP 7120a – Academic and Classified Administrators Recruitment and Hiring
     (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
   - AP 7120b – Classified and Classified-Confidential Recruitment and Hiring
     (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120bAP.pdf)
   - AP 7120c – Full-time Faculty Recruitment and Hiring
     (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120cAP.pdf)
   - AP 7120d – Part-time Faculty Recruitment and Hiring
     (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120dAP.pdf)

- AP 7120e – Temporary/Casual Long-Term Faculty Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120eAP.pdf)
- AP 7120g – Employment of Professional Experts (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120gAP.pdf)
- BP 7121 – President Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7121BPAP.pdf)
- AP 7125 – Verification of Eligibility for Employment (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- BP 7126 – Applicant Background Investigations and Reference Checks (https://www.rccd.edu/administration/board/New%20Board%20Policies/7126BPAP.pdf)
- AP 7211 – Minimum Qualifications, and Equivalencies (https://www.rccd.edu/administration/board/New%20Board%20Policies/7211AP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *Has the college developed appropriate hiring criteria? – Solid Policies to cover (Above)*
- *What process is used to verify the qualifications of applicants and newly hired personnel? - Solid Policies to cover (Above)*
- *Are checks conducted on applications regarding the equivalency of degrees from non-U.S. institutions? - Solid Policies to cover (Above)*
- *What methods are used by the institution to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated? - Solid Policies to cover (Above)*

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- *Does the institution advertise open positions using appropriate venues to attract quality candidates? – Need to get HR information on where they advertise open positions/could not find policy that talks about advertising.*
- *How does the institution demonstrate that all job descriptions are directly related to the institutional mission? – Need to tease this point out more. Website/information on each JD…but how to say "directly related" to the institutional mission is not clear or consistent.*
- *What safeguards are employed to ensure that hiring procedures are consistently followed? – Need to work with HR to find out "safeguards" and "consistently" – maybe HR liaisons participation in recruitments/process?*

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evaluation Criteria Questions:

- *What process does the college consistently used to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter?*
- *What formal process does the college used for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire?*
- *Do all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment?*

EVIDENCE – List documents that are most relevant to the standard

- BP 7120 – Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
- AP 7120a – Academic and Classified Administrators Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
- AP 7120c – Full-time Faculty Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120cAP.pdf)
- AP 7120d – Part-time Faculty Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120dAP.pdf)
- AP 7120e – Temporary/Casual Long-Term Faculty Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120eAP.pdf)
- AP 7125 – Verification of Eligibility for Employment (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- BP 7126 – Applicant Background Investigations and Reference Checks (https://www.rccd.edu/administration/board/New%20Board%20Policies/7126BPAP.pdf)
- AP 7211 – Minimum Qualifications, and Equivalencies (https://www.rccd.edu/administration/board/New%20Board%20Policies/7211AP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

- *What process does the college consistently used to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter? - Solid Policies to cover (Above)*
- *What formal process does the college used for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire? - Solid Policies to cover (Above)*

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- *Do all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment? – Unclear*

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

> *Evaluation Criteria Questions:*
>
> - *What process does the institution use to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality?*

EVIDENCE – List documents that are most relevant to the standard

- BP 7120 – Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
- AP 7120a – Academic and Classified Administrators Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
- AP 7120g – Employment of Professional Experts
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120gAP.pdf)
- BP 7121 – President Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7121BPAP.pdf)
- AP 7125 – Verification of Eligibility for Employment
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- BP 7126 – Applicant Background Investigations and Reference Checks
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7126BPAP.pdf)
- BP7150 – Employee Evaluations
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7150BPAP.pdf)

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

- *What process does the institution use to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality? – this is a mixed bag. Although the hiring process is covered as well as evaluations…unsure if they are looking for more.*

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

> *Evaluation Criteria Questions:*
>
> - *How does the college demonstrate that it verifies the qualifications of applicants and newly hired personnel?*
> - *Are degrees from non-U.S. institutions are validated for equivalency?*

EVIDENCE – List documents that are most relevant to the standard
- BP 7120 – Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
- AP 7120a – Academic and Classified Administrators Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
- AP 7120b – Classified and Classified-Confidential Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120bAP.pdf)
- AP 7120c – Full-time Faculty Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120cAP.pdf)
- AP 7120e – Temporary/Casual Long-Term Faculty Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120eAP.pdf)
- BP 7121 – President Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7121BPAP.pdf)
- AP 7125 – Verification of Eligibility for Employment
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- BP 7126 – Applicant Background Investigations and Reference Checks
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7126BPAP.pdf)
- AP 7211 – Minimum Qualifications, and Equivalencies
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7211AP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *How does the college demonstrate that it verifies the qualifications of applicants and newly hired personnel? - Solid Policies to cover (Above)*
- *Are degrees from non-U.S. institutions are validated for equivalency? - Solid Policies to cover (Above)*

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
-

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

> *Evaluation Criteria Questions:*
>
> - *What process is in place to ensure that evaluations lead to improvement of job performance?*
> - *How does the college demonstrate that performance evaluations are completed on a regular basis?*
> - *How do evaluation criteria accurately measure the effectiveness of personnel in performing their duties?*

EVIDENCE – List documents that are most relevant to the standard
- BP7150 – Employee Evaluations
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7150BPAP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *What process is in place to ensure that evaluations lead to improvement of job performance? –* *Employee Evaluations policy listed above. But weak.*
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- *How does the college demonstrate that performance evaluations are completed on a regular basis? –Know that HR sends out notifications for upcoming evaluations, but do not know the process to ensure that these are completed in a timely manner. Is there a check? Is there a follow-up when not completed? Unsure.*
- *How do evaluation criteria accurately measure the effectiveness of personnel in performing their duties? – Evaluation criteria within Classified are consistent…management depend on the duties/responsibilities of the position…faculty – unknown.*

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

> *Evaluation Criteria Questions:*
>
> - *How does the evaluation process lead faculty to improve teaching methods and plans to improve learning?*
> - *Do evaluative instruments, where appropriate, include evidence of engagement with student learning outcomes?*

EVIDENCE – List documents that are most relevant to the standard

- BP7150 – Employee Evaluations
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7150BPAP.pdf)
- BP7160 – Professional Growth
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7160BPAP.pdf)
- BP7200 – Faculty Internship Program
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7200BPAP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- *How does the evaluation process lead faculty to improve teaching methods and plans to improve learning? - ??? This is all you Tucker.*
- *Do evaluative instruments, where appropriate, include evidence of engagement with student learning outcomes? - ??? This is all you Tucker*
-

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

> *Evaluation Criteria Questions:*
>
> - *How does the institution demonstrate that it has the appropriate staffing levels for each program and service?*

EVIDENCE – List documents that are most relevant to the standard

- No clue
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- Metrics? But inconsistent?
-

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

> *Evaluation Criteria Questions:*
>
> - *What institutional policies and practices demonstrate that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged key academic processes?*

EVIDENCE – List documents that are most relevant to the standard
- BP7160 – Professional Growth
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7160BPAP.pdf)
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- *What institutional policies and practices demonstrate that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged key academic processes? – This is weak. Especially the last part. Faculty Development role? Dr. Greathouse?*
-

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

> *Evaluation Criteria Questions:*
>
> - *What institutional policies and practices determine the appropriate number and qualifications for support personnel?*

EVIDENCE – List documents that are most relevant to the standard
- BP 7120 – Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
- AP 7120b – Classified and Classified-Confidential Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120bAP.pdf)
- AP 7120g – Employment of Professional Experts
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120gAP.pdf)
- AP 7125 – Verification of Eligibility for Employment
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- AP 7211 – Minimum Qualifications, and Equivalencies
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7211AP.pdf)
- BP 7230 – Classified Employees
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7230BPAP.pdf)
- BP 7240 – Confidential Employees
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7240BPAP.pdf)
-

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *What institutional policies and practices determine the appropriate number and qualifications for support personnel? – weak. Talks about hiring processes/qualifications so that is covered, but not the "appropriate number"*
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- *What institutional policies and practices determine the appropriate number and qualifications for support personnel? – weak. Talks about hiring processes/qualifications so that is covered, but not the "appropriate number"*
-

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

> *Evaluation Criteria Questions:*
>
> - *What institutional policies and practices determine the appropriate number, qualifications, and organization of administrators?*

EVIDENCE – List documents that are most relevant to the standard
- AP 7120a – Academic and Classified Administrators Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
- AP 7120b – Classified and Classified-Confidential Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120bAP.pdf)
- AP 7120e – Temporary/Casual Long-Term Faculty Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120eAP.pdf)
- AP 7120g – Employment of Professional Experts (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120gAP.pdf)
- BP 7121 – President Recruitment and Hiring (https://www.rccd.edu/administration/board/New%20Board%20Policies/7121BPAP.pdf)
- AP 7125 – Verification of Eligibility for Employment (https://www.rccd.edu/administration/board/New%20Board%20Policies/7125AP.pdf)
- AP 7211 – Minimum Qualifications, and Equivalencies (https://www.rccd.edu/administration/board/New%20Board%20Policies/7211AP.pdf)
- BP 7230 – Classified Employees (https://www.rccd.edu/administration/board/New%20Board%20Policies/7230BPAP.pdf)
- BP 7240 – Confidential Employees (https://www.rccd.edu/administration/board/New%20Board%20Policies/7240BPAP.pdf)
-

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *What institutional policies and practices determine the appropriate number, qualifications, and organization of administrators? – Similar issues to classified staff section.*
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- *What institutional policies and practices determine the appropriate number, qualifications, and organization of administrators? – Similar issues to classified staff section.*
-

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

> *Evaluation Criteria Questions:*
>
> - *How does the institution ensure that it administers its personnel policies and procedures consistently and equitably?*
> - *Does the institution regularly review and, if necessary, revise its personnel policies?*
> - *How does the college publicize its personnel policies?*

EVIDENCE – List documents that are most relevant to the standard
- No clue.
-

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
-

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

> *Evaluation Criteria Questions:*
>
> - *What institutional policies and practices promote an understanding of equity and diversity?*
> - *How does the college regularly evaluate these policies and practices to assure they are effective?*
> - *What methods are used to determine the kinds of support its personnel need and does the college regularly evaluate the effectiveness of these programs and services?*
> - *Does the institution track and analyze its employment equity record?*

EVIDENCE – List documents that are most relevant to the standard
- BPAP 3410 – Non Discrimination: The District is committed to equal opportunity in educational programs, employment, and access to institutional program and activities. (https://www.rccd.edu/administration/board/New%20Board%20Policies/3410BPAP.pdf)
- BPAP 3420 – Equal Employment Opportunity (https://www.rccd.edu/administration/board/New%20Board%20Policies/3420BPAP.pdf)
- BPAP 3430 – Prohibition of Harassment and Retaliation (https://www.rccd.edu/administration/board/New%20Board%20Policies/3430BPAP.pdf)
- AP 3435 – Handling Complaints of Unlawful Discrimination Harassment or Retaliation (https://www.rccd.edu/administration/board/New%20Board%20Policies/3435AP.pdf)
- AP 3445 – Handling Accommodations for Persons with Disabilities for Non-Classroom-Related Activities (https://www.rccd.edu/administration/board/New%20Board%20Policies/3445AP.pdf)
- AP 3447 – Reasonable Accommodation Process for Employment (https://www.rccd.edu/administration/board/Pages/Diversity-and-Human-Resources-Board-Policies.aspx)
- AP 3725 – Establishing and Maintaining Webpage Accessibility (https://www.rccd.edu/administration/board/New%20Board%20Policies/3725AP.pdf)
- BP 7100 – Commitment to Diversity (https://www.rccd.edu/administration/board/New%20Board%20Policies/7100BP.pdf)

- BP 7120 – Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120BPAP.pdf)
- AP 7120a – Academic and Classified Administrators Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120aAP.pdf)
- AP 7120b – Classified and Classified-Confidential Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120bAP.pdf)
- AP 7120c – Full-time Faculty Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120cAP.pdf)
- AP 7120d – Part-time Faculty Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120dAP.pdf)
- AP 7120e – Temporary/Casual Long-Term Faculty Recruitment and Hiring
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120eAP.pdf)
- AP 7120g – Employment of Professional Experts
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7120gAP.pdf)
- AP 7216 – Academic Employees: Grievance Procedures for Contract Decisions
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7216AP.pdf)
-
-

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

- *What institutional policies and practices promote an understanding of equity and diversity? –* *Solid covered by above.*
- *What methods are used to determine the kinds of support its personnel need and does the college regularly evaluate the effectiveness of these programs and services? – Short term personnel policies? Bargaining agreements?*
- *Does the institution track and analyze its employment equity record? – I'm sure we do…assume in HR. Will find out.*
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- *How does the college regularly evaluate these policies and practices to assure they are effective? - Unsure*
-

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

> *Evaluation Criteria Questions:*
>
> - *What is the institution's approved ethics policy for all of its personnel, which delineates consequences for violation?*

EVIDENCE – List documents that are most relevant to the standard

- Seriously, I could not find an Ethics policy anywhere…will continue to look.

-
EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
-
GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
-

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

> *Evaluation Criteria Questions:*
>
> - *What professional development does the institution offer consistent with its mission?*
> - *What methods does the college use to identify professional development needs of its faculty and other personnel?*
> - *Does the college engage in meaningful evaluation of professional development activities and uses results for improvement?*
> - *How does the college measure the impact of professional development activities on the improvement of teaching and learning?*

EVIDENCE – List documents that are most relevant to the standard
- BP7150 – Employee Evaluations (https://www.rccd.edu/administration/board/New%20Board%20Policies/7150BPAP.pdf)
- BP7160 – Professional Growth (https://www.rccd.edu/administration/board/New%20Board%20Policies/7160BPAP.pdf)
-
EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
-
GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- *What professional development does the institution offer consistent with its mission? – weak, new Professional Development coordinator/Faculty Development.*
- *What methods does the college use to identify professional development needs of its faculty and other personnel? - weak, new Professional Development coordinator/Faculty Development.*
- *Does the college engage in meaningful evaluation of professional development activities and uses results for improvement? – Flex day?*
- *How does the college measure the impact of professional development activities on the improvement of teaching and learning? - Weak*
-

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

> *Evaluation Criteria Questions:*
>
> - *What provisions does the college have for keeping personnel records secure and confidential?*

EVIDENCE – List documents that are most relevant to the standard
- AP7145 – Personnel Files
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7145AP.pdf)
- BP7150 – Employee Evaluations
  (https://www.rccd.edu/administration/board/New%20Board%20Policies/7150BPAP.pdf)
-

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
- *What provisions does the college have for keeping personnel records secure and confidential? – Covered above.*
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
-

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

B. PHYSICAL RESOURCES

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

    > *Evaluation Criteria Questions:*
    >
    > - *How does the college ensure that all facilities are safe?*
    > - *How does the institution regularly evaluate whether it has sufficient physical resources at all locations?*
    > - *By which process does college personnel and students report unsafe physical facilities?*

    Riverside City College uses the following primary documents to support and address the safety of its facilities: the Facilities Master Plan, OSHA/Cal OSHA Reports and Issues, the ADA Project (Gomez Case) Campus Accessibility/Paths of Travel Project, and minutes from the Safety Committee and the Physical Resources Committee. Each of these documents influence or reflect safety concerns across the college, allowing Facilities to maintain a safe working and educational environment. The college ensures through its strategic planning process that all projects within the Facilities Master Plan (FMP) comply with ADA regulations (PROOF?).

    Operationally, three major areas work together to ensure the safety of our physical resources. First, the Safety Committee and Physical Resources Committee foster dialogue with the college's community and encourage its constituents to provide feedback on issues of safety. In addition, though less formally, Facilities personnel operate in a culture of accountability and are encouraged to report any safety concerns they encounter in their daily work across the campus. As well, the newly hired safety coordinator coordinates response to physical safety issues brought forward by community members and/or reported to OSHA/Cal OSHA (Safety Coordinator JD). Reports and documentation are available for review in RCC Facilities. This supports the college's efforts to address in a proactive and timely manner any safety issues which may arise. Lastly, Business Services/Facilities Management Operations work to maintain a safe infrastructure through strategic planning that occurs in compliance with OSHA and ADA standards. The Division of Business Services, in conjunction with RCCD Facilities Development, provides support of these areas to ensure that facilities are maintained through deferred maintenance projects, capital outlay, and other state funding and that the College's strategic priorities align with the physical development and maintenance of the campus. Likewise, the district (RCCD) in conjunction with RCC leaders recently completed crisis communication training and created the Crisis Communication Quick Reference Guide to report safety and/or emergency issues on campus (EVIDENCE FROM THE DISTRICT NEEDED). In sum, the Safety Committee, Facilities personnel, and the Division of Business Services work in concert to address any safety

issues in the college's physical facilities as quickly and proactively as possible.

The college regularly evaluates its physical resources to ensure they are sufficient for providing a safe and effective educational and work environment. To do so, the college uses FUSION Space Inventory to track the current condition of facilities, assess the need for maintenance and renovation, and outline budgets for planned projects that will address and improve the college's physical resources and thus its academic mission (FMP pages 20-24). This procedure informed the development of the current Facilities Master Plan, which articulates how the college envisions its facilities evolving over the next fifteen years (.

While the college has fostered a culture of safety and accountability, it faces possible gaps in successfully capturing all safety issues identified by campus constituents and resolving them quickly and fully. While the college does have a phone number designated for reporting unsafe facilities conditions, that number is not widely publicized (https://www.rcc.edu/businessservices/Pages/Facilities-Requests.aspx). The college will need to further develop and evaluate consistent methods of reporting unsafe conditions and/or issues. In addition, with the new Safety Coordinator position in place, the college expects to further develop its culture of safety on campus, including through the formalized documentation of policies and procedures for reporting incidents/issues. In this vein, the Crisis Communication Quick Reference Guide will make more formal and efficient the identification and reporting of safety and/or emergency issues, which is critical to continually improve the safety of college physical facilities. Lastly, the college needs to further refine its Emergency Operations Center (EOC) policies and procedures with the District, as well as better educate its employees as to what these policies and procedures are and what theirs roles would be in case of disaster. This project is ongoing.

EVIDENCE – List documents that are most relevant to the standard
- Facility Condition Index Scores/Review of State Chancellor's Office (Report: January 2018)
- FUSION Space inventory (Census date October 2017)
- Scheduled Maintenance Funding (through FUSION)
- Planning & Positioning for State Resources (FUSION): https://www.rccd.edu/administration/Facilities/Documents/PlanningPositioningforStateResourcesFUSION.pdf
- Life-cycle Equipment Databases
- Minutes from the Safety Committee and Physical Resources Committee (Fall 2016-to-current)
- Deferred Maintenance & Capital Project list from Business Services (Fall 2016-to-current)
- ADA Project (Gomez Case) Campus Accessibility/Paths of Travel Project
- Facilities Master Plan Workgroup Minutes (December 2017-to-current):
- OSHA/Cal OSHA Reports and Issues over the past year (July 2017-to-current)
- Facilities Requests webpage: https://www.rcc.edu/businessservices/Pages/Facilities-Requests.aspx
- Safety Coordinator job description: https://www.rccd.edu/administration/humanresources/JobDescriptions/College_Safety_Emergency_Planning_Coordinator.pdf
- BP3505C or AP3505C: https://www.rccd.edu/administration/board/Pages/BoardPolicies.aspx
- RCCD Emergency Communication Quick Reference Guide

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

> *Evaluation Criteria Questions:*
>
> - *How does the college ensure that the needs of programs and services are considered when planning its buildings?*
> - *How is facilities' planning aligned with the institutional mission?*
> - *How does the institution ensure that program and service needs determine equipment replacement and maintenance?*

Many of Riverside City College's buildings and facilities are many decades old and not suitable for continued, long term use by faculty and staff. As such, their replacement or renovation has high priority to address both safety concerns and improve educational delivery. In accordance with the priorities outlined in the Facilities Master Plan, the college works to implement capital outlay projects that will maintain, upgrade, and/or replace physical resources. In addition, the college uses the following primary documents to ensure that the needs of programs and services across the college are duly considered when planning construction and renovation projects, allocating funds for maintaining, replacing, or purchasing new equipment: the Educational Master Plan, TCO projections, FUSION Space Inventory, Facility Condition Index Scores, technology databases, department and division Program Review and Plan (PRaP) documents, among others (FMP). As well, professional consultants, architects, and engineers participate in program planning and design of capital projects and, when appropriate, evaluate existing facilities and building conditions (FMP). Outside consultants also participate in the college's life-cycle assessments to determine whether it is more fiscally responsible to maintain current equipment and/or facilities or replace said physical resources with new ones (FMP). Each of these information sources influence facilities planning across the college, allowing the Division of Business Services to identify necessary technology/equipment purchases, plan for the renovation and construction of facilities to fulfill the college's educational mission, budget for all such capital outlays, and target relevant local and state sources to help the college fund these needs (FMP, the whole dang thing).

The college has engaged in a strong Facilities Master Planning process to look at needs around future facilities over the coming decade. The process engaged college constituents and community members at all levels to prioritize and examine needs of current and future RCC programs. This engagement took many forms, from Q&A sessions and open forums to FMP presentations to district constituents to open calls for feedback and input from constituents and relevant college bodies (FMP page 4 "The Timeline"). The FMP outlines the transformation of the main college campus over the next decade or more, including multiple demolition and new construction projects. However, most such construction will require local and state funding and/or have long state process/approvals; thus, despite a strong and collaborative planning process, these projects will be on hold pending the release of funds.

In fall 2017, the Division of Business Services developed databases to capture various technology, furniture, building systems, and other equipment that had an anticipated life cycle and/or replacement horizon (Life-cycle Databases). These databases directly feed into the Technology Plan and the Facilities Master Plan, and thus help to identify future replacement needs and prioritize funding for such replacements (RDAS minutes 031518). As a result of the development of these databases, the college now knows that a substantive portion of its furniture, technology, building systems, and other equipment have already exceeded industry-standard lifecycles (Life-cycle Databases). Technology planning and budget processes will also be informed by submitted

department and division Program Review and Plan documents which articulate technology needs which support program initiatives within each academic program and service unit across the college. Business Services is working out a plan to prioritize and budget for technology replacement sustainability (Life-cycle Databases and "Replacement Lifecycle Process Future Funding" document cover page).

In alignment with the college's strategic planning process, ongoing capital outlay projects (including Prop 39, Scheduled Maintenance, Measure C, and the like) align with institutional priorities and are the result of engaged deliberation with college constituents and relevant planning bodies (FMP pages 6-17). As well, the Division of Business Services has instituted a Total Cost of Ownership (TCO) Initiative to better inform project planning and post-construction budgetary considerations (TCO Template). To date, TCO's have been completed for just three college buildings, which is insufficient. The Financial Resources Committee and the Resource Development and Administrative Services Leadership Council have used these three TCO's to refine the TCO template so that it will be more easily applied to existing and future building remodels and new construction (TCO Template).

Of greatest priority in the Scheduled Maintenance Project List are projects related to immediate safety and ADA/OSHA compliance issues. The college works diligently to identify and prioritize these projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures (HAVEN'T FOUND EVIDENCE YET).

When new buildings are prioritized for construction/funding (for example, in the Final Project Proposal, or FPP), the Division of Business Services works closely with faculty and staff in the assigned areas, along with outside consultants, to ensure department needs are addressed and fit with the academic mission outlined in the Educational Master Plan (FMP).

EVIDENCE – List documents that are most relevant to the standard
- Facility Condition Index Scores/Review of State Chancellor's Office (Report: January 2018)
- Department and Division Program Review and Plan documents
- FUSION Space inventory (Census date October 2017)
- Minutes from the Safety Committee and Physical Resources Committee (Fall 2016-to-current)
- Prop 39 Project List (Updated May 2018)
- Scheduled Maintenance Project List (Updated May 2018)
- Measure C Funded Project List (Updated May 2018)
- TCO Initiative and Templates (for the three buildings)
- Life-cycle Equipment Databases
- Facilities Master Plan Workgroup Minutes (December 2017-to-current)/Facilities Master Plan report/document (anticipated fall 2018)
- FPP Submission/Minutes to the state – Physical Sciences/Life Sciences renovation.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evaluation Criteria Questions:

- *How does the college regularly assess the use of its facilities?*
- *How does the institution use the results of the evaluation to improve facilities or equipment?*

Riverside City College evaluates and assesses the use of its facilities through several documents, college bodies, and databases, including the Facilities Master Plan, the Safety and Physical Resources Committees, the Cap-load dashboard, and the Enrollment Management Dashboard. The latter dashboards are active, constantly updated databases that allow for real-time access to key facilities use metrics as well as the identification of long-term trends. Utilizing cap-load ratios with the various databases can determine the efficiency and/or use of spaces throughout the campus. These data show the usage (time and capacity) of spaces throughout the campus and is used to identify under-, fully-, and overused instructional facilities. By finding such variances in facilities use, the college can identify opportunities to increase usage, models of efficiency, and areas where perhaps additional capital outlay is justified. As an example, the college can use its databases to identify course sections housed in classrooms significantly larger or smaller than the contractual cap and thus signal either underutilized classroom space or lost FTES due to a reduction in class cap dictated by facilities. These data points have informed the development of the Facilities Master Plan to foster the renovation and construction of appropriately sized classroom facilities that align better with contractual class caps (FMP).

In the vein of the aforementioned databases, the college has outlined in the Facilities Master Plan the development of a new dashboard that will assist in this real-time assessment of physical resources/spaces throughout the campus. As it moves forward, the college needs to further develop feedback loops within the community to assess constituent satisfaction with and service of the physical resources of the campus.   Such assessments will assist the college in extending its educational mission and maximizing its fiscal and physical resources. And of course, the college needs to look at changes in policies and/or facilities implementation— including off-campus groups, academic scheduling blocks, and/or other policies— that would affect usage and improve cap-load ratios.

EVIDENCE – List documents that are most relevant to the standard
- FUSION Space inventory (Census date October 2017)
- Minutes from the Safety Committee and Physical Resources Committee (Fall 2016-to-current)
- Facilities Master Plan Cap-load Dashboard
- Enrollment Management Dashboard
- 25Live?

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evaluation Criteria Questions:

- *How are long-range capital projects linked to institutional planning?*
- What elements has the institution identified which comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?
- How does the planning process ensure that capital projects support college goals?
- How does the institution assess the effectiveness that long-range capital planning has in advancing the college's improvement goals?

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

The Facilities Master plan aligns with and is driven by the Educational Master Plan so that long-range capital plans, including renovation of existing facilities and construction of new, will support fully the educational goals of the institution while maintaining fiscal responsibility once the renovation/construction has been completed (FMP pages 26-29). As part of the strategic planning process, the college ensures that future capital projects will improve substantially the educational mission and thus justify the expenditure. Likewise, such clear alignment as demonstrated in the Facilities Master Plan allows the college to acquire local and state funding support for long-range projects while maintaining fiscal responsibility.

Through the development of Total Cost of Ownership templates for various buildings on campus, the college has identified classified employment standards (such as the number of custodians per square foot of assignable space), rising energy costs, maintenance/upkeep, mandated program demands, and expected facility and equipment lifecycles as key metrics in determining what the long-range, post-construction cost of a facility will be (EVIDENCE NEEDED). To date, the college has completed the TCO assessments of three buildings, with the remainder to be completed by _____.

The Facilities Master Plan was developed by the Division of Business Services in consultation with college constituents and the greater Riverside community (FMP pages 4-17). Once it is drafted, the strategic planning process requires the FMP to be vetted and approved by multiple campus bodies which are co-chaired by representatives from the three primary employment categories (faculty, classified staff, and administrators). The Educational Planning and Oversight Committee (EPOC) has final approval before it goes before the college president. This process was followed precisely and thoroughly, with constituents and the community having ample opportunities to provide input in the development of the FMP. As the FMP itself follows the Educational Master Plan (rather than the other way around), the latter guides the former, ensuring that the college only invests in facilities and equipment that will improve the college's identified goals, including student access, equity, success, and completion. Of course, since some new facilities require local and state funding and/or extensive state approval processes, those projects, despite strong planning, will remain on hold pending the release of acquired funds .

EVIDENCE – List documents that are most relevant to the standard
- Facility Condition Index Scores/Review of State Chancellor's Office (Report: January 2018)
- FUSION Space inventory (Census date October 2017)
- Measure C Funded Project List (Updated May 2018)
- Future Bond Funded Priorities List (Summer 2019)

- TCO Initiative (various buildings)
- Facilities Master Plan report/document (anticipated fall 2018)
- FPP Submission/Minutes to the state – Physical Sciences/Life Sciences renovation.

General Comments

- Well done! Your evidence and evaluation is appropriate for each section.
- Reviewing the evidence against the possible evidence suggested in the draft ACCJC Handbook may help you decide which documents are most essential for the narrative.
- When looking at the gap analysis, identify recurrent themes that relate to areas that need improvement. Those issues will need to be included in the summary at the end of the section.

STANDARD III: RESOURCES

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C. TECHNOLOGY RESOURCES

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

    EVIDENCE – List documents that are most relevant to the standard
    - College Strategic Planning Goals
    - The Technology Plan 2016
    - The Technology Plan 2018
    - Technology Plan Assessment (2015-16)
    - District Strategic Technology Plan
    - College Program Review and Plan (PRaP) documents
    - Technology replacement invoices, memos, etc.
    - Technology Use Survey
    - Technology Training Survey
    - The Five Master Inventory Databases of Technology
    - District IT Audit 2011
    - IT org charts for college and district
    - District IT Organization chart
    - RCC Business Services organization chart
    - Distance Education Committee minutes
    - RD&AS LC minutes
    - Technology Resource Committee minutes

- Professional Development documents (Professional Development Plan and its subplans for administrators, faculty, and classified professionals; committee minutes, FLEX workshop calendars, FLEX exit surveys, CLAS minutes and documents, etc.)
- District Board Policy AP 3720 (Computer and Network Use)
- District Board Policy BP 3410 (Nondisrimination)
- District Board Policy AP 4105 (Distance Education)
- TSS Policies & Procedures
- Office365.com, Nuventive, EduNav, WebAdvisor, Ellucian Colleague,, 25Live, Galaxy, MyPortal, OpenCampus.com, Blackboard, Canvas, etc. documents: vendor contracts, feedback surveys, and faculty and classified staff training, policies, and procedures
- District Disaster Recovery Plan

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
Each section has two parts: 1) Evidence of meeting the standard and 2) Analysis and Evaluation. Refer to the ISER Template for more information on structure.

Evidence of Meeting the Standard

Riverside City College has identified technology as a key component of one of its five strategic planning goals, "Resource and Learning Environment Development" (Strategic Goals 4.3). It uses a variety of technology, from hardware to software, to facilitate communication, instruction, research, and operational activities by all college constituents. In every department, classroom, engagement center, and office across the college, technology improves operational efficiency and effectiveness, and the college has dedicated a substantial portion of its financial and staffing resources to ensure that students, classified staff, faculty, and administrators have the technology needed to fulfill the college's educational mission and strategic goals. Evidence citations needed for above paragraph.

How does the college ensure that its various types of technology needs are identified? How does the institution regularly evaluate the effectiveness of its technology in meeting its range of needs? How does the institution make decisions about technology services, facilities, hardware, and software? Does this process include input from faculty, staff, and students? How does the college make decisions about use and distribution of its technology resources?

To that end, the college works hard to monitor, evaluate, and assess its technology usage through college-wide surveys (sent to students, classified professionals, faculty, and administrators), and it works hard to identify gaps in technology resource planning and allocation. Every year, the Office of Institutional Effectiveness conducts a college-wide survey of technology usage by classified staff, faculty, and administrators. A similar survey on technology training is likewise administered. The results drive extensive discussion in the Technology Resources Committee and the Resource Development and Administrative Services Leadership Council, contributing to our strategic planning and assessment activities as they relate to technology. The training survey, for example, influences the creation and implementation of FLEX training activities in various technology areas, from desktop software to department- or job-specific programs (e.g., Colleague, 25Live) to distance education platforms (Canvas or Blackboard). In addition, the college gathers information about technology usage and needs from Program Review and Plan (PRaP) documents submitted by disciplines, departments, and divisions. The latter documents directly connect technology resource requests to strategic initiatives to fulfill stated college goals and help drive financial resource allocation discussions across the college.

Because technology infrastructure needs to be compatible between the colleges in the district for efficiency, many decisions about the college's technology acquisition and usage are understandably influenced by the Information Technology & Learning Services committee, which advises and informs the

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Chancellor's Executive Cabinet and the district Strategic Planning Council on priorities and strategic decisions involving the provision of information services and technology to advance the institutional goals of the district and its three colleges (RCCD ITLS flow chart).

But in the last few years, the college has made substantive inroads in this area, making a more systematic and concerted effort to document and track technology use in five master databases, which are living documents that will allow Facilities and TSS to know exactly what technology is where, what its current life cycle is, and what budgetary considerations are necessary to allow for replacement at the end of a given piece of equipment's life cycle (Life-cycle Databases). TSS staff are members of the TRC and other leadership groups. This helps identify and coordinate the needs of the faculty, staff and students with the technicians on a regular basis.

The college is focusing much more of its efforts on greater uniformity in technology adoptions, more awareness of the importance of the system-wide integration of technology, and improving the user's experience with technology. As an example, the college has adopted Office365 for students, faculty, administrators, and classified staff (TRC Minutes 101118). This has allowed all constituents to move much of their computing to the cloud and not be as constrained to individual computers. Students in particular have benefited given that a significant portion of our students lack access to up-to-date software for writing essays and reports, communicating via email, creating spreadsheets, and the like. In addition, the college adopted Blackboard as a hosting platform for online and web-enhanced course work to be used by students, faculty, and staff (Blackboard_C6212_ex.12.31.18, page 10).

In CTE each of the disciplines are required to maintain an industry advisory group that meets annually for the purpose of evaluating curriculum and technology. This is helpful in identifying emerging technology and other resources that need to be incorporated into the program. From Nursing to Auto to graphic technology many systems are updated and replaced to give students the most up to date program.

How does the institution make decisions about technology services, facilities, hardware, and software? Does this process include input from faculty, staff, and students? How does the college make decisions about use and distribution of its technology resources?

The Technology Resource Committee (TRC) meets monthly throughout the academic year to review the college's strategic planning and implementation of technology. It is made up of faculty, classified staff, administrative, and student representatives and reports out and makes recommendations directly to one of the four leadership councils that are integral to strategic planning (RD&AS). It serves a variety of purposes. First and foremost, it drafts, maintains, and assesses the college's Technology Plan (TRC Minutes 030818). When necessary, it advises other college bodies as appropriate . As an example, the TRC coordinates with the Distant Education Committee regarding technology and training of online, hybrid, and web-enhanced instruction. The TRC also contributes to decision-making regarding the various forms of technology that are used by the four major divisions of the college (Business Services, Academic Affairs, Students Services, and Strategic Planning). Once its input has been reported out to the Resource Development & Administrative Services Leadership Council, that council body (which has representation from all four direct constituent groups of the college) weighs in and makes a determination. Its input directly influences RD&AS's integrated action plans, which are a record of the resource- related tasks to be completed by the college's faculty, classified staff, and administrators in the current fiscal year. Those action plans are revised and updated by the RD&AS voting membership and then sent to Education Planning and Oversight Committee (EPOC) for final approval (RDAS Minutes 051718). They then become tasks to be completed by the designated leads. Over the course of the year, such technology-focused tasks are brought back to RD&AS membership as needed for further input and/or revision . Should the tasks need to be significantly changed or revised, the TRC's input would be sought, if warranted.

In addition to the TRC's input on technology usage, the Office of Institutional Effectiveness (as mentioned earlier) distributes a survey and produces a report that articulates the survey's results and recommendations (TRC Minutes 101118). Should there be a specific trend or request that involves individual training (say, additional training in use of the Galaxy software platform), the Faculty Development Committee and Classified Leadership and Success (CLAS) committee may choose to offer such training. In addition, if enough disciplines or departments require a particular piece of equipment to fulfill a strategic initiative (for example, overhead document cameras), the requests will be funneled through to RD&AS and/or EPOC for approval.

What are the provisions for reliability, disaster recovery, privacy, and security, whether technology is provided directly by the institution or through a contractual arrangement?

The district provides a system for backup and disaster recovery using backup hardware and software resources. The district's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN which is located on the Moreno Valley College campus. Synthetic full backups are also created once weekly to maintain backup integrity and reliability and to speed recovery times in the event of a disaster. Backups retention is based on critically index with the backups of the most critical systems being retained for 14 days. A full tape backup of the student information system, Ellucian Colleague, is performed on a monthly basis with the tape stored at in fire resistant safe at the district office.

Departmental file shares located on District servers are backed up using the Catalogic backup software. Backups for file shares are stored on a NetApp SAN at the Riverside City College campus. The retention time for file share backups is a 30-day period. File level restores are also available through the Catalogic software for departmental files and servers supporting departmental file shares.

In addition to enterprise application VM incremental backups more granular backup and recovery options are maintained. Application specific backups via the VEEAM suite are maintained for our time-critical services such as Ellucian Colleague, SharePoint and the district's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. Finally, file level restores are also available through the VEEAM software for granular file system recovery of enterprise applications and servers supporting enterprise applications.

To facilitate disaster recovery, the district sends critical enterprise applications backups to repository in a geographically distinct location, located on the Moreno Valley College campus, the VEEAM Backup and Replication suite sends backups to this location daily. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Also, each of the district's sites has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at any of the locations. Finally, the district contracts for a rapid hardware replacement service. This service allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur.

File share backups are also sent to a geographically distant location on a nightly basis utilizing the data fabric of the NetApp SAN devices. The file share backups are distributed across the three primary sites of Norco College, Moreno Valley College, and Riverside City College. This allows for the recovery of departmental and user data in the event of catastrophic failure or disaster at one of the college campuses.

Analysis and Evaluation
GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

The college has not yet identified/generated standards for staffing ratios that will help the college know

the correct amount of classified staff need to serve/support its existing technology. This information is crucial for the college to understand how future technology acquisitions may or may not impact classified hiring decisions.

Our equipment life cycles at times end sooner than our technology replacement budget allows for new technology to be acquired. This is indirectly the result of the college's past, rather haphazard approach to technology acquisition, tracking, and upkeep. In other words, the college's budget did not allow for sustainable equipment replacements and upgrades. That sobering fact is what is driving a significant portion of the college's technology-focused decisions in the last and current academic years. RCC today is working much more actively to create a culture of sustainable equipment acquisitions such that the replacement cycles outlined in the Technology Plan can be honored as closely as possible.

The college and the district need to work harder to inform classified staff, faculty, students, and administrators what technology policies and procedures are in place in case of disaster. Furthermore, there should be more mandatory, concentrated training on security and privacy for faculty, classified staff, and students, beyond basic FERPA training. To be fair, the college and the district have the ability and have been administering web-based cybersecurity training to our faculty and staff. However, students especially are at risk and not nearly as cognizant of the threats to their privacy and their professional lives created by their own risky decisions and/or ignorance.

The college has struggled in the past to document and track all of the technology used across all departments. This lack of complete and accurate information made it challenging to determine if the college was accurately identifying technology needs, which rippled out to influence the strategic planning process, classified staff hiring, and fiscal stability.

In prior years, the adoption of technology often occurred in silos, with minimal consideration of the technology's ability to integrate with existing college systems and minimal consideration of whether TSS staff were trained in maintenance/upkeep of that tech. That is changing. The Technology Resource Committee hopes to foster broader discussion and communication, and the new survey of students, faculty, classified professionals, and administrators is a good first step.

A modest and predictable budget should be adopted campus wide to fund the annual replacement plan. Historically technology funding has been erratic and many times driven by single program grants making it difficult to implement campus wide.

You have provided an extensive amount of information for this first standard. Some of the analysis and evaluation may be intermixed with the evidence of meeting the standard, especially the examples. At this point, I would not recommend removing any information, but it might be helpful to identify what information best fits in each section.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

EVIDENCE – List documents that are most relevant to the standard
- Technology Replacement Plan 2013
- The Technology Plan 2016
- The Technology Plan 2018
- Technology Plan Assessment (2015-16)
- District Strategic Technology Plan
- College Program Review and Plan (PRaP) documents
- Technology replacement invoices, memos, etc.
- Technology Use Surveys
- The Five Master Inventory Databases of Technology
- District IT Audit
- ~~Network Specialist job description~~ IT org charts for college and district
- Technology Resource Committee minutes
- Professional Development documents (plan, committee minutes, FLEX workshop calendars, FLEX exit surveys, CLAS minutes and documents, etc.)
- District Board Policy AP 4105 (Distance Education)
- TSS Policies & Procedures
- Office365.com, Nuventive, EduNav, WebAdvisor, Ellucian Colleague,, 25Live, Galaxy, MyPortal, OpenCampus.com, Blackboard, Canvas, etc. documents: vendor contracts, faculty and classified staff training, policies, and procedures

Evidence of Meeting the Standard

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

What provisions have been established to ensure a robust, current, sustainable, and secure technical infrastructure is maintained that provides maximum reliability for students and faculty?

  The college, in conjunction with the district, has spent significant financial capital in designing, building, and maintaining its technology infrastructure to provide students, faculty, classified staff, and administrators with the hardware and software required for the completion of their duties in fulfillment of the college's mission and strategic planning goals. The Technology Plan, as stated earlier, provides clear guidelines for life cycle replacements to ensure technology across the college is reasonably current and adequate for its constituents (TRC 2018 Plan pg. 10). With the advent of the revised Technology Plan and the five technology inventory databases,

the college going forward is much more strategically placed to monitor the technology in use and to budget for all replacements (Life-cycle Databases). As well, the college has shifted to more cloud-based information processing and storage for its constituents, which has increased reliability and currency of that software.

Ideally, equipment will always be replaced at the end of its life cycle. But if that is not fiscally viable, the college's Technology Plan has in place a clear procedure for making decisions in lean budgetary times. The college can take resources that were dedicated to planning and implementing new technology and reallocate those resources to maintaining and extending the lifecycles of current technologies. For example, rather than buying a new server and software, technicians could now focus on maintaining existing servers with less expensive hardware repairs, and programmers could focus on translating code from current systems rather than relying on a new program to do that. In addition many technology needs, especially in CTE, are supported through federal and state grants such as Perkins and Strong Workforce. This allows programs to replace outdated equipment regularly without putting a burden on the college's general fund budget.

As well, the college recognizes in its strategic planning process that occasionally there will be equipment/technology needs that require replacement or upgrade more urgently than others, which may trump the replacement of other, less strategic equipment that has reached the end of its life cycle (RCC Technology Replacement Plan 2013). In a college that has a robust Applied Technology/CTE division and an impressive School of Nursing, this is to be expected, and our Technology Plan and our strategic planning processes account for these occasional "out of cycle" replacement costs (RCC Technology Replacement Plan 2013).

Where feasible, the network layout at Riverside City College includes redundant fiber optics link to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The district also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a 4-hour time span.

WAN services for Riverside City College are redundant to Norco College and Moreno Valley campuses, having backup secondary connections should the primary link fail. In the event this happens, services automatically roll over to the backup connection allowing the district's operations to continue.

The district maintains two Internet connections for reliability and redundancy. CENIC delivers Internet connectivity to the Riverside City College campus and the Moreno Valley College campus. The Internet connections are maintained in an active-active configuration with both circuits being utilized to serve students, faculty, and staff. In the event of a lost connection at either site, Internet traffic will failover to the remaining connection.

Analysis and Evaluation

How does the college use the results of evaluation of program and service needs to make technology decisions? What process does the institution use to prioritize needs when making decisions about technology purchases?

As part of the strategic planning process, the college regularly evaluates program and service efficiencies to identify where improvements can be made and where its needs are. Specifically, each department and its administrators/managers are primarily responsible for identifying its inefficiencies or service gaps. Those departments can then determine if technology resources (tied directly to initiatives and requested in PRaP documents) will help them improve their students' academic progress or their department's services. Initiatives then move to the division level for consideration by division deans and department leads who will prioritize all submitted PRaP initiatives in a division plan. Division plans proceed to the appropriate vice president, where they are synthesized with other division plans submitted to that same VP. The vice presidents' plans are then forwarded to the joint leadership councils for consideration and input. Once all initiatives are finalized, the joint

leadership councils' voting members complete an online prioritization of all initiatives (which may include technology resource requests). The individual online rankings are collated by the Office of Institutional Effectiveness to identify a preliminary collective ranking, which is debated and then finalized in a public, open forum meeting (votes by leadership council voting members only). This approved ranking goes to EPOC for additional input and approval before it is sent to the desk of the president for his or her adjustment and approval.

It might be helpful to provide some examples of technology decisions or priorities that came out of these processes as an analysis of the college's performance in this area.

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

- One of the things missing in the technology plan is a decision making rubric to help with prioritization. Feedback from staff concludes that we need a better prioritization policy that helps guide decisions in a transparent and fair manner to avoid the appearance of have and have nots.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

EVIDENCE – List documents that are most relevant to the standard
- The Technology Plan 2016
- The Technology Plan 2018
- Technology Plan Assessment (2015-16)
- District Strategic Technology Plan
- College Program Review and Plan (PRaP) documents
- Technology replacement invoices, memos, etc.
- Technology Use Surveys
- Technology Training Surveys
- The Five Master Inventory Databases of Technology
- District IT Audit
- Distance Education Committee minutes
- Technology Resource Committee minutes
- ~~Network Specialist job description~~ IT org charts for college and district
- Professional Development documents (plan, committee minutes, FLEX workshop calendars, FLEX exit surveys, CLAS minutes and documents, etc.)
- District Board Policy AP 3720 (Computer and Network Use)
- District Board Policy BP 3410 (Nondisrimination)
- District Board Policy AP 4105 (Distance Education)
- TSS Policies & Procedures
- Office365.com, Nuventive, EduNav, WebAdvisor, Ellucian Colleague,, 25Live, Galaxy, MyPortal, OpenCampus.com, Blackboard, Canvas, etc. documents: vendor contracts, faculty and classified staff training, policies, and procedures

Evidence of Meeting the Standard

This part of the standard highlights "all locations," so demonstrating how the replacement/repair/upgrade cycles and processes apply to all locations is important.

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

What resources are allocated by the institution for the management, maintenance, and operation of its technological infrastructure and equipment?

The college and district together employ a significant amount of human resources to manage, maintain, and operate the college's and district's technological infrastructure and equipment, from network specialists to instructional media technicians to IT analysts to technology support managers (college and district) to the associate vice chancellor of Information Technology (RCCD ITLS org chart and RCC Business Services org chart). These individuals are responsible for the integrity of technology across the college (and, for some, the district) so that students, faculty, classified staff, and administrators can perform their task efficiently and well. The college regularly assesses said performance of these individuals. The district likewise provides part of the financial resources for network infrastructure. For computers systems and other hardware, the college is developing a funding model for a five-year computer replacement plan (Technology Replacement Plan 2013).

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Analysis and Evaluation

I think most of the below narrative would fit under the analysis and evaluation section.
Does the college provide an appropriate system for reliability and emergency backup?

Reliability and backups are crucial to every institution, and Riverside City College takes this quite seriously. the district provides a system for backup and disaster recovery using backup hardware and software resources.
The district's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN which is located on the Moreno Valley College campus. Synthetic full backups are also created once weekly to maintain backup integrity and reliability and to speed recovery times in the event of a disaster. Backups retention is based on critically index with the backups of the most critical systems being retained for 14 days. A full tape backup of the student information system, Ellucian Colleague, are performed on a monthly basis with the tape stored at in fire resistant safe at the district office.

Departmental files shares located on District servers are backed up using the Catalogic backup software. Backups for file shares are stored on a NetApp SAN at the Riverside City College campus. The retention time for file share backups is a 30-day period. File level restores are also available through the Catalogic software for departmental files and servers supporting departmental file shares.

In addition to enterprise application VM incremental backups more granular backup and recovery options are maintained. Application specific backups via the VEEAM suite are maintained for our time-critical services such as Ellucian Colleague, SharePoint and the district's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. Finally, file level restores are also available through the VEEAM software for granular file system recovery of enterprise applications and servers supporting enterprise applications.

To facilitate disaster recovery, the district sends critical enterprise applications backups to repository in a geographically distinct location, located on the Moreno Valley College campus, the VEEAM Backup and Replication suite sends backups to this location daily. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Also, each of the district's sites has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at any of the locations. Finally, the district contracts for a rapid hardware replacement service. This service allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur.

File share backups are also sent to a geographically distant location on a nightly basis utilizing the data fabric of the NetApp SAN devices. The file share backups are distributed across the three primary sites of Norco College, Moreno Valley College, and Riverside City College. This allows for the recovery of departmental and user data in the event of catastrophic failure or disaster at one of the college campuses.

Where feasible, the network layout at Riverside City College includes redundant fiber optics link to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The district also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a 4-hour time span.

WAN services for Riverside City College are redundant to Norco College and Moreno Valley campuses, having backup secondary connections should the primary link fail. In the event this happens, services automatically roll over to the backup connection allowing the district's operations to continue.

The district maintains two Internet connections for reliability and redundancy. CENIC delivers Internet connectivity to the Riverside City College campus and the Moreno Valley College campus. The Internet connections are maintained in an active-active configuration with both circuits being utilized to serve students,

faculty, and staff. In the event of a lost connection at either site, Internet traffic will failover to the remaining connection.

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

The college needs to develop staffing ratios to inform hiring of employees across the IT spectrum at the college to maintain and operate the college's technological infrastructure and equipment.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

EVIDENCE – List documents that are most relevant to the standard
- The Technology Plan 2016
- The Technology Plan 2018
- Technology Plan Assessment (2015-16)
- District Strategic Technology Plan
- Technology Use Survey
- Technology Training Survey
- Distance Education Committee minutes
- Professional Development documents (plan, committee minutes, FLEX workshop calendars, FLEX exit surveys, CLAS minutes and documents, etc.)
- District Board Policy AP 3720 (Computer and Network Use)
- District Board Policy BP 3410 (Nondisrimination)
- District Board Policy AP 4105 (Distance Education)
- TSS Policies & Procedures
- Office365.com, Nuventive, EduNav, WebAdvisor, Ellucian Colleague,, 25Live, Galaxy, MyPortal, OpenCampus.com, Blackboard, Canvas, etc. documents: vendor contracts, faculty and classified staff training, policies, and procedures
- District Disaster Recovery Plan

Evidence of Meeting the Standard

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

How does the college assess the need for information technology training for students and personnel?

  The college monitors, evaluates, and assesses its technology usage through training surveys sent to students, classified professionals, faculty, and administrators (Technology Survey 2018). The Office of Institutional Effectiveness conducts regular college-wide surveys to determine technology training needs. The training survey influences the creation and implementation of FLEX training activities in various technology areas, from desktop software to department- or job-specific programs (e.g., Colleague, 25Live) to distance education platforms. In addition, the college gathers information about technology usage and needs from Program Review and Plan (PRaP) documents submitted by disciplines, departments, and divisions. Technology training is outlined and discussed in all three professional development plans in the context of requisite job training and succession planning (Professional Development Plan Drafts). As an example, faculty department chairs need sufficient training in use of Galaxy Purchasing System software in order to understand how to make purchase requisitions and monitor department budgets.

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What resources are allocated for information technology training for faculty, students, and staff?

The college provides voluntary training for faculty and classified staff in use of software and equipment that they encounter in their daily work, from Galaxy training to Excel use to website creation to document camera operation and more (Proof of Training Sessions?). Most of these opportunities for faculty are offered in FLEX training workshops throughout the two primary semester terms and are organized and coordinated by the office of the Faculty Development Coordinator. In addition, the Classified Leadership and Success subcommittee (under the Human Resources committee, which falls under the purview of the RD&AS Leadership Council) provides and encourages training opportunities for classified professionals at RCC to maintain employee skills for new and emerging technology, as well as individualized, specific, ongoing, and appropriate activities for professional development and growth. Both the faculty development coordinator position has general fund budgets with which to offer information technology training for faculty. The library also provides a technician to assist with light technical issues for students, such as connecting to Wi-Fi or accessing library databases.

In terms of training for students, the college can provide two forms: training and orientation for use of academic/college software and interaces, and training in computer systems and software for work environments. CIS, Applied Tech, CTE, etc are all good examples of how robust our academic programs provide training for students in the use of the latter technology.

The library also provides some training on the use of online research tools including the online library catalog, library databases, and citation helpers. Talk to the Standard IIB leads for more information. Academic Support may also provide some student technology training.

Analysis and Evaluation

Begin by talking about how the College meets the standard first before going into the areas for improvement. Are any of the items below areas where we can start to make some progress now?

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

Professional development budgets are too small for large-scale, effective information technology training.

The college should provide organized orientation or training to assist new students in navigate our system and using academic/college software, such as WebAdvisor, Blackboard/Canvas, MyPortal, Office 365, registration, and the like.

For students, new engagement centers can provide resources for students to use technology and provide training and orientation.

The college has not provided CLAS with a general fund budget line with which to provide professional development training for classified staff.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

    EVIDENCE – List documents that are most relevant to the standard
    - College Strategic Planning Goals
    - The Technology Plan 2016
    - The Technology Plan 2018
    - Technology Plan Assessment (2015-16)
    - District Strategic Technology Plan
    - College Program Review and Plan (PRaP) documents
    - Technology replacement invoices, memos, etc.
    - Technology Use Survey
    - Technology Training Survey
    - Distance Education Committee minutes
    - Technology Resource Committee minutes
    - Professional Development documents (plan, committee minutes, FLEX workshop calendars, FLEX exit surveys, CLAS minutes and documents, etc.)
    - District Board Policy AP 3720 (Computer and Network Use)
    - District Board Policy BP 3410 (Nondisrimination)
    - District Board Policy AP 4105 (Distance Education)
    - TSS Policies & Procedures
    - Office365.com, Nuventive, EduNav, WebAdvisor, Ellucian Colleague,, 25Live, Galaxy, MyPortal, OpenCampus.com, Blackboard, Canvas, etc. documents: vendor contracts, faculty and classified staff training, policies, and procedures

Evidence of Meeting the Standard

The key words in the standard are "appropriate use of technology," so the evidence should point to policies and procedures published or displayed in some form that outline acceptable use. The focus of the narrative in this section seems to miss the mark a bit. Look at pp. 86-87 in the ACCJC Guide for what to include here.

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

What processes does the college use to make decisions about the appropriate use and distribution of its technology resources?

Through the college's strategic planning process, department and division initiatives are submitted in Program Review and Plan (PRaP) documents. These initiatives are often accompanied by resources requests, including technology (software and equipment) that may be necessary for the initiative's success. The initiatives are then prioritized by the Institutional Effectiveness, Teaching & Learning, and RD&AS leadership councils. The prioritized initiatives (and their requisite resources) are then forwarded to EPOC and finally the college president. At the president's level of approval, budgetary considerations come more directly into play, which may require adjustments to the technology and equipment resources requested. Any substantial technology requests require consultation (including, at times, with the district Office of Information Technology) to ensure that any new requests meet the standards of compatibility, security, and maintenance established by the college and the district. As an example, if an initiative were to require the purchasing of a software package like EduNav, the

college alone cannot make this decision since that technology would have to be shared by all colleges in the district in order for the different counseling and admissions offices of the district to remain seamlessly integrated.

The technology replacement policy in the Technology Plan standardizes and upgrades technology in classrooms across campus (RCC Technology Replacement Plan 2013). . Once this is done regularly over the next several years, then equipment will be up-to-date and improve the classroom experience of students. It will also help focus program review requests onto emerging needs instead of old and neglected needs.

How does the institution publicize these policies and processes?

The general strategic planning process for approving initiatives is well publicized since nearly all faculty, classified staff, and administrators participate at some level in Program Review and Plan (PRaP) generation.
Additional information can be found in board policies, but these are likely not as well known or publicized.

Analysis and Evaluation

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

Not sure how public the policies are, and we have a lot of them. I'm certain when I was department chair that some policies which applied to my daily duties were not shared with me, nor did I even know enough of their existence to go through the effort to research them. Expecting individuals to pick through board policies for those that apply to their work is naïve and foolish, to say the least.

Acceptable use policies and procedures could be found in Board Policy. I know that there is a BP for Computer and Network Use (3720).

Conclusions on Standard III.C Technology

[insert response]

Improvement Plan(s)

[insert response if applicable]

Draft #2 General Comments
1. Marked improvement from Draft #1 in terms of describing the evidence and gaps – Great work!
2. Some confusion regarding what should be included in *Evidence of Meeting the Standard* and the *Analysis and Evaluation* (refer to ACCJC Guide p.25 for guidance). There needs to be some shuffling of the content to ensure that the narrative is in the appropriate section.
   a. Evidence – Describe and document the facts that show how the college's policies or practices align with the standard. Factual claims should be supported by evidence.
   b. Analysis – How well does the College perform in relation to the standard. Reflect on the degree to which the evidence demonstrates how well the policies and practices align to the standard. Discuss accomplishments and outcomes achieved not just structures or processes.
3. Use an appreciative inquiry approach to the "Analysis and Evaluation" section by using a success as a springboard for discussing what could be improved. This section is not just about the gaps, but performance in general.
4. Some factual claims were not supported by evidence; Refer to the citation guide.
5. At the end of Standards III.C.1-5 be sure to include a Conclusions section and Improvement Plan(s).

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See the ISER Template and the ACCJC Guide (p.25) for more information on what goes in these sections.
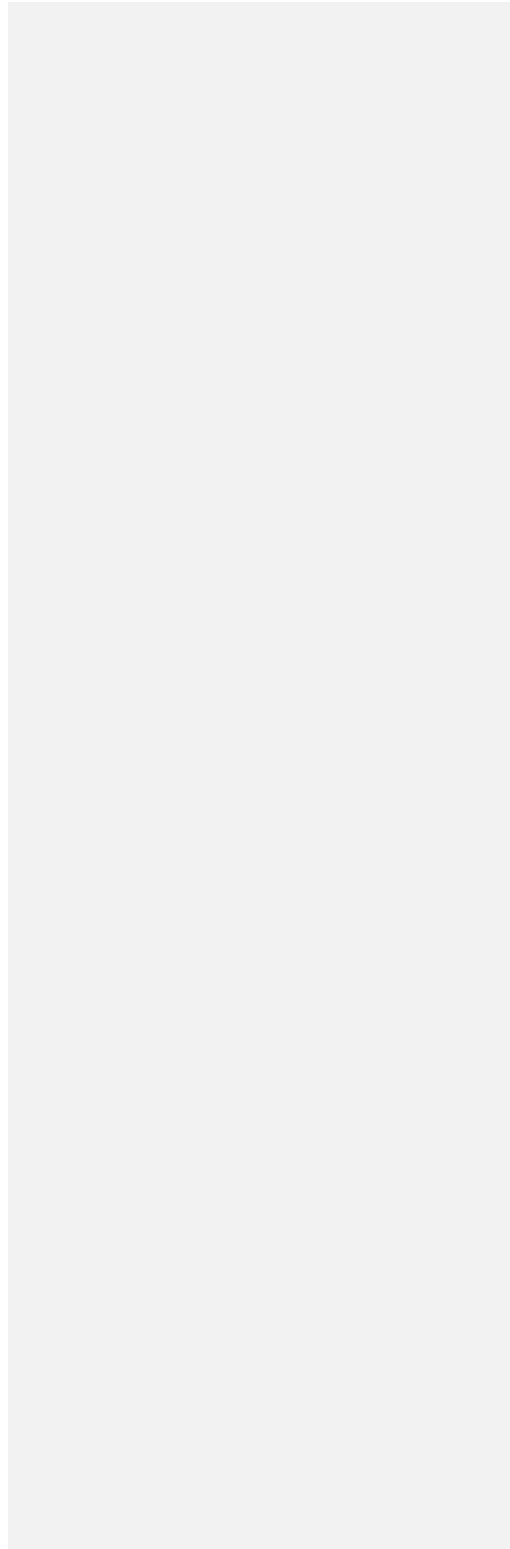
STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

D. FINANCIAL RESOURCES

PLANNING

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

> *Evaluation Criteria Questions:*
>
> - *Does the institution have sufficient revenues to support educational improvement and innovation?*
> - *How are the institution's finances managed with integrity in a manner that ensures financial stability?*
> - *How does the college's resource allocation process provide a means for setting priorities for funding institutional improvements?*
> - *Are institutional resources sufficient to ensure financial solvency?*

EVIDENCE – List documents that are most relevant to the standard

- District annual financial reports
- District audited financial reports
- District BAM (link to DBAC page with documents linked on bottom)
- District BAM principles (link to DBAC page with documents linked on bottom)
- BP 6250, Budget Management
- BP/AP 6300, Fiscal Management

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
-
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- Changes to state funding model/impacts to District budgeting
- New BAM development with DBAC – will need to include minutes/data on this new initiative, as this will be a major change in how we distribute the Districts resources.

•

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

> *Evaluation Criteria Questions:*
>
> • *Does the institution review its mission and goals as part of the annual fiscal planning process?*
> • *Does the college identify goals for achievement in any given budget cycle?*
> • *How does the institution establish priorities among competing needs so that it can predict future funding? Are institutional plans clearly linked to financial plans, both short-term and long-range?*
> • *Does the financial planning process rely primarily on institutional plans for content and timelines?*
> • *What evidence exists of past fiscal expenditures that have supported achievement of institutional plans?*
> • *How does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning?*
> • *Is the ending balance of unrestricted funds for the immediate past three years is sufficient to maintain a reserve needed for emergencies?*
> • *Does the institution's process for receiving revenues pose cash-flow difficulties? Does the college have a process to rectify cash-flow issues?*
> • *Does the institution have sufficient insurance to cover its needs? If the institution is self-funded in any insurance categories, does it have sufficient reserves to handle financial emergencies?*

EVIDENCE – List documents that are most relevant to the standard

- [BP 6200, Budget Preparation](#)
- [District strategic plan](#)/ educational master plan
- [District BAM](#) (link to DBAC page with documents linked on bottom)
  - [District BAM principles](#) (link to DBAC page with documents linked on bottom)
    -
    -

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

-
-
-

GAP ANALYSIS – Identify what can be resolved now and what will require a longer-term solution

- Will need to pull out information to look at "District" vs. "College" mission/vision statements.
- Will need to look at policies specific to the District vs. those related the College.

- Will need to look at the strategic planning structure/operations for RCC – include information about Financial Resources Committee.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evaluation Criteria Questions:

- *What are the college's established processes for financial planning and budget development, which are made known to college constituents?*
- *What institutional mechanisms or processes are used to ensure constituent participation in financial planning and budget development?*

EVIDENCE – List documents that are most relevant to the standard

- BP 6200, Budget Preparation
- District budget planning calendar
- District guidelines and processes for financial planning and budget development.
- DBAC roster (link to DBAC page)
- DBAC minutes showing established planning and budget development processes (link to DBAC page)
- Budget presentations and proposals presented to the Board and to the public (including BOT minutes—will need to find specific meeting dates)
  -
  EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
  -
  -
  GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
    - Will need to look at policies specific to the District vs. those related the College.
    - Will need to look at the strategic planning structure/operations for RCC – include information about Financial Resources Committee.
    - Information on the new BAM will be important here as it relates to financial planning & budget development.

FISCAL RESPONSIBILITY AND STABILITY

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evaluation Criteria Questions:

- *Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments?*
- *How does the college establish funding priorities in a manner that helps the institution achieve its mission and goals?*

EVIDENCE – List documents that are most relevant to the standard

- Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
- District multi-year revenue projections (including DBAC minutes where discussions took place)
- District budget documents showing expected revenues and expenditures
- College multi-year revenue projections/College budgeting documents
- Strategic planning funding prioritizations

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

> *Evaluation Criteria Questions:*
>
> - *How are funds allocated in a manner that will realistically achieve the institution's stated goals for student learning?*
> - *Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?*
> - *Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?*

EVIDENCE – List documents that are most relevant to the standard

- BP 6300, Fiscal Management
- (Possibly) 311 reports
- District evaluation instruments for assessing effectiveness and integrity of financial management practices and results of such evaluations
- RCC Cash Handling Policies
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

   > *Evaluation Criteria Questions:*
   >
   > - *Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?*
   > - *Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?*

   EVIDENCE – List documents that are most relevant to the standard

   - BP 6200, Budget Preparation
   - BP 6300, Fiscal Management
   - District BAM (link to DBAC page with documents linked on bottom)
   - District budget versus actual variance reports and analyses
   - Annual District external audit reports and findings
   - Foundation audit

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   EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
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   GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
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7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

   > *Evaluation Criteria Questions:*
   >
   > - *Is information about budget, fiscal conditions, financial planning, and audit results provided throughout the college?*
   > - *Is budget information, including the fiscal condition, financial planning, and audit results, sufficient in content and timing to support institutional and financial planning and financial management?*
   > - *Does the institution provide timely corrections to audit exceptions and management advice?*
   > - *Have any audit findings or negative reviews during the last six years been addressed in a timely manner?*

EVIDENCE – List documents that are most relevant to the standard

- Formal District responses to annual audit of financial statements
- [Minutes of BOT meetings](#) when audits and findings are discussed and responses are planned
- Minutes of meetings ([BOT](#), [DBAC](#)) where above reports are disseminated
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

> *Evaluation Criteria Questions:*
>
> - *Are the institution's special funds audited or reviewed by funding agencies on a regular basis?*
> - *Do audits demonstrate the integrity of financial management practices?*
> - *Are expenditures from special funds made in a manner consistent with the intent and requirements of the funding source? Are bond expenditures consistent with regulatory and legal restrictions?*
> - *Does the institution review its internal control systems on a regular basis? Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner?*

EVIDENCE – List documents that are most relevant to the standard

- [BP 6400, Audits](#)
- [GO Bond audit reports](#)
- Auditors' reports addressing District's internal control systems
- Financial reports subsequent to audit findings, and subsequent audit reports and findings

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

> *Evaluation Criteria Questions:*
>
> - *Is the institution's level of unrestricted fiscal reserves adequate to meet financial emergencies and unforeseen occurrences?*

EVIDENCE – List documents that are most relevant to the standard

- District policy or procedure that defines minimum reserve expectations
- BP 6250, Budget Management
- BP/AP 6300, Fiscal Management
- Reports of District reserves, special reserve accounts, etc.
- Policies or procedures for risk management (possibly including BP/AP 6307, Debt Issuance and Management)
- District reports of insurance policies, funds, payments, etc.
- District records of self-insurance for health benefits, workers compensation, and unemployment,
- District contingency plans for financial emergencies

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

> *Evaluation Criteria Questions:*
>
> - *What processes has the institution established to assess its use of financial resources?*
> - *Does the institution demonstrate compliance with Federal Title IV regulations and requirements?*
> - *How does the institution assess its use of financial resources systematically and effectively?*
> - *How does the institution use results of the evaluation as the basis for improvement?*

EVIDENCE – List documents that are most relevant to the standard

- BP/AP 3280, Grants
- AP 3281, Grants—Federally Funded Guidelines
- AP 3282, Grants—Time and Effort Reporting for Federally Funded Grants
- AP 3283, Grants—Cost Transfers
- AP 3284, Grants—Participant Support Costs
- AP 3285, Grants—Implementation
- BP/AP 3820, Gifts
- BP 6320, Investments
- BP/AP 6340, Bids and Contracts
- BP/AP 6740, Citizens' Bond Oversight Committee
- Financial reports and audits for District grants, externally funded programs, contractual relationships, etc., including Measure C bond
- Foundation audits

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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LIABILITIES

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

> *Evaluation Criteria Questions:*
>
> - *What process does the institution use to conduct short-term and long-term fiscal planning and develop priorities?*
> - *Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?*
> - *Does the institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations?*

EVIDENCE – List documents that are most relevant to the standard

- District cash-flow forecasts and analyses
- Procedure for short-term and long-range management of District's cash and capital structure
- Employment agreements, collective bargaining agreements (CTA, CSEA) and management contracts showing obligations for future total employee expenditures
- District: institution's credit rating

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

> *Evaluation Criteria Questions:*
>
> - *Does the institution fully funds its annual OPEB obligation (Annual required contribution [ARC])?*

EVIDENCE – List documents that are most relevant to the standard

- Annual valuation report for pension and OPEB
- Records of annual required contributions for pension and OPEB obligations
- Collective bargaining agreements (CTA, CSEA)
- Leave accrual policies and records
- Notes to financial statements dealing with employee benefit plans, commitments and contingencies

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

> *Evaluation Criteria Questions:*
>
> - *Does the institution determine the level of locally incurred debt and make appropriate plans to address the debt?*
> - *Does the institution ensure that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations?*

EVIDENCE – List documents that are most relevant to the standard

- Documentation of debt repayment schedules
- Independent evaluation reports or other documents that demonstrate the District's record or history of debt repayment (incl. Measure C)
- BP/AP 6307, Debt Issuance and Management

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

> *Evaluation Criteria Questions:*
>
> - *Does the institution have an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures stable finances?*
> - *Does the institution ensure that the financial operations of all auxiliary activities are appropriately monitored?*

EVIDENCE – List documents that are most relevant to the standard

- District financial statements audits
- Reports for District grants, Foundation, and fund-raising, showing expenditures consistent with intended use of funds
- Bond funding records
- Prop 39/Measure C audits
- Foundation audits
- Other records from grants, bonds, including audit reports (Financial Records)
- Minutes from Citizens' Bond Oversight Committee

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
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The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evaluation Criteria Questions:

- *Is the institution's three-year default rate within federal guidelines?*
- *What is the college's plan to reduce the default rate if it exceeds federal guidelines?*
- *Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with Federal Regulation?*

EVIDENCE – List documents that are most relevant to the standard
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EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)
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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution
- Need to work with Elizabeth Hllton on getting this information. Our default rates are really low by comparison with peer institutions.

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CONTRACTUAL AGREEMENTS

15. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

> *Evaluation Criteria Questions:*
>
> - *Are the college's contractual agreements consistent with institutional mission and goals?*
> - *Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?*
> - *Are external contracts managed in a manner to ensure that federal guidelines are met?*

EVIDENCE – List documents that are most relevant to the standard

- [BP/AP 6340, Bids and Contracts](#)
- Copies of contractual agreements with external entities, highlighting consistency with District and College mission and goals

EVALUATION – Evaluate the standard based on the evidence (use the suggested questions above)

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GAP ANALYSIS – Identify what can be resolved now and what will require a longer term solution

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Aligning Strategic Goals with Vision for Success
Retreat Worksheet (2021-2022 Draft Metrics)

Derived from January 10, 2019 Retreat

1.0 Student Success

1.1. Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear Pathways for achieving certificates, degrees, and transfer-ready status.

1.2. Consistently use data to make decisions and to understand and support evolving student needs.

2.0 Student Access

2.1 Ensure that all students have equitable access to the college's programs, courses, and services.

2.2 Enhance integrated academic support.

2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.

RCC's Key Performance Indicators (KPIs)				Vision for Success		
Goal 1 COMPLETION – Statewide goal: Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skills sets.						
Metric	Institutional Set Standard	2016-2017 Metric	2017-2018 Metric (% change)	2021-2022 Metric Goal Number	2021-2022 Metric Goal % Change from 2016-2017	Goal Setting Rationale
Completion of associate degree	1,179	2,114	2,656 (25.6%)	5260	149% increase from 2016-2017	20% year over year increase. College must consider the need for additional staff to be able to process those students.

Completion of CCCCO-approved certificates	447	429	489 (13.9%)	1067	149% increase from 2016-2017	20% year over year increase. College must consider the need for additional staff to be able to process those students. CTE programs are increasing so the 2021-2022 goal is not necessarily out of line with industry and area changes.

Goal 2 TRANSFER – Statewide goal: Increase by 35% the number of CCC students system wide transferring annually to a UC or CSU.

Metric	Institutional Set Standard	2016-2017 Metric	2017-2018 Metric (% change)	2021-2022 Metric Goal Number	2021-2022 Metric Goal % Change from 2016-2017	Goal Setting Rationale
Completed Associate Degrees for Transfer (ADT)		304	525 (72.7%)	756	149% increase from 2016-2017	20% year over year increase. RATIONALE: Working with ADT's and Guided Pathways (Note this is unique headcount) Concerns that there are transfer problems because some ADT's work against students who want to transfer and enroll in certain programs at CSUSB. Need help from state to articulate.
Number of transfers to UC/ CSU (Transfer Volume Cohort)		865	953 (10.2%)	2152	149% increase from 2016-2017	20% year over year increase. Proportionality is 2 to 1 CSU to UC Transfer. Also meets the chancellor's goal of doubling transfer within 5 years.
Transfer students to all 4 year colleges / universities (Transfer Volume Cohort)	1702	1373	1564 (13.9%)	3416	149% increase from 2016-2017	20% increase year over year

Goal 3 UNIT ACCUMULATION – Statewide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.						
Metric	**Institutional Set Standard**	**2016-2017 Metric**	**2017-2018 Metric (% change)**	**2021-2022 Metric Goal Number**	**2021-2022 Metric Goal % Change from 2016-2017**	**Goal Setting Rationale**
Average units earned per completed associate degree		95	83.3 (-12.3%)	79	-17%	Decrease of 17% from 2016-2017 baseline and 5% decrease from 2017-2018. Set to match state's unit accumulation goal.
Goal 4 WORKFORCE – Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%, and increase of 10%.						
Metric	**Institutional Set Standard**	**2016-2017 Metric**	**2017-2018 Metric (% change)**	**2021-2022 Metric Goal Number**	**2021-2022 Metric Goal % Change from 2016-2017**	**Goal Setting Rationale**
Median annual earnings of exiting students		$41,600.00	$45,656.00 (9.75%)	$66,239.34	59.2%	9.75% increase year over year Median living wage for IE is $12.30/hr (Center of Excellence) CTE trained students have significant increase in earnings, but still entry level isn't at living wage. $ includes nursing. New industries are coming into Riverside which will increase opportunities. Additional programs (Cyber security, etc.)
Number of exiting students earning a living wage		238	261 (9.75%)	379	59.2%	9.75% increase year over year CTE Outcomes Survey in combination with research conducted by Center of Excellence
Percentage of exiting CTE students who report		68.8%	71.0% (3.5%)	87%	25.8%	3.5% increase year over year

| being employed in their field of study | | | | | | |

Metric	Institutional Set Standard	2016-2017 Metric	2017-2018 Metric (% change)	2021-2022 Metric Goal Number	2021-2022 Metric Goal % Change from 2016-2017	Goal Setting Rationale
African American						
Completion of associate degrees		130 (6.1% of degrees awarded)	154 (18.5% increase from 2016-2017)	366 (7.0% of certificates awarded)	182% increase from 2016-2017	23% year over year increase. Degrees awarded to African American students are 6.1% of the overall degrees awarded in 2016-2017 while this population is 8% of the college's student body. Increasing degrees awarded by 23% year over year will close the gap by 2026-2027 (10 years).
Completion of CCCCO-approved certificates		25 (5.8% of certificates awarded)	36 (44.0% increase from 2016-2017)	73 (6.9% of certificates awarded)	193% increase from 2016-2017	24% year over year increase.
Completed Associate Degrees for Transfer (ADT)		25 (8.2% of ADTs awarded)	16 (-36.0% decrease from 2016-2017)	62 (8.2% of ADTs awarded)	149% increase from 2016-2017	20% year over year increase. Goal set to match 2016-2017 proportionality of ADT awards (8.2%) as it slightly surpasses 8% population proportionality.
Number of transfers to UC/ CSU		42 (4.9% of transfers)	45 (7.1%% increase from 2016-2017)	133 (6.2% of transfers)	217.6% increase from 2016-2017	26% increase year over year.
Average units earned per completed associate degree		88.9	82.9 (-6.7%)	79	-12.5%	College and state unit accumulation goal.
Hispanic						
Completion of associate degrees		1245	1657	3163	154% increase from 2016-2017	20.5% year over year increase.

		(58.9% of degrees awarded)	(33.1% increase from 2016-2017)	(60.1% of degrees awarded)		Degrees awarded to Hispanic students are 58.9% of the overall degrees awarded in 2016-2017 while this population is 61.4% of the college's student body. Increasing degrees awarded by 20.5% year over year will close the gap by 2026-2027 (10 years).
Completion of CCCCO-approved certificates		264 (61.5% of certificates awarded)	287 (8.7% increase from 2016-2017)	657 (61.5% of certificates awarded)	149% increase from 2016-2017	20% year over year increase.
Completed Associate Degrees for Transfer (ADT)		189 (62.2% of ADTs awarded)	371 (96.3% increase from 2016-2017)	470 (62.2% of ADTs awarded)	149% increase from 2016-2017	20% year over year increase.
Number of transfers to UC/ CSU		455 (52.6% of transfers)	514 (13.0% increase from 2016-2017)	1230 (57.1% of transfers)	170.3% increase from 2016-2017	22% year over year increase.
Average units earned per completed associate degree		94.0	83.5 (-11.2%)	79	-16%	College and state unit accumulation goal.
American Indian						
Completion of associate degrees		5 (0.2% of degrees awarded)	11 (120% increase from 2016-2017)	14 (0.3% of degrees awarded)	182% increase from 2016-2017	23% year over year increase. Degrees awarded to American Indian students are 0.2% of the overall degrees awarded in 2016-2017 while this population is 0.3% of the college's student body. Increasing degrees awarded by 23% year over year will close the gap by 2026-2027 (10 years).
Completion of CCCCO-approved certificates		2 (0.5% of certificates awarded)	3 (50.0% increase from 2016-2017)	5 (0.5% of certificates awarded)	149% increase from 2016-2017	20% year over year increase.
Completed Associate Degrees for Transfer (ADT)		1 (0.3% of ADTs awarded)	1 (0% increase from 2016-2017)	2 (0.3% of ADTs awarded)	149% increase from 2016-2017	20% year over year increase.
Number of transfers to UC/ CSU		0	2 (200%)	5 (0.2% of transfers)	500% increase from 2016-2017	24% year over year increase.

Average units earned per completed associate degree		109.5	97.2 (-11.2%)	79	-28%	College and state unit accumulation goal.
Native Hawaiian/Pacific Islander						
Completion of associate degrees		8 (0.4% of degrees awarded)	5 (37.5% decrease from 2016-2017)	20 (0.4% of degrees awarded)	149% increase from 2016-2017	20% year over year increase. Degrees awarded to Native Hawaiian/ Pacific Islander students are 0.4% of the overall degrees awarded in 2016-2017 matching the student population.
Completion of CCCCO-approved certificates		0	1 (100%)	2 (0.2% of certificates awarded)	200%	25% year over year increase.
Completed Associate Degrees for Transfer (ADT)		0	1 (100%)	2 (0.3% of ADTs awarded)	200%	20% year over year increase.
Number of transfers to UC/ CSU		4 (0.5% of transfers)	3 (-25.0%)	10 (0.5% of transfers)	200%	20% year over year increase.
Average units earned per completed associate degree		90.6	66.3 (-26.8%)	79	-12.8%	College and state unit accumulation goal.
Students with Disabilities						
Completion of associate degrees		188 (8.9% of degrees awarded)	238 (27% increase from 2016-2017)	468 (8.9% of degrees awarded)	149% increase from 2016-2017	20% year over year increase. Degrees awarded to students with disabilities are 8.9% of the overall degrees awarded in 2016-2017 just over the 5.4% student population.
Completion of CCCCO-approved certificates		48 (11.2% of certificates awarded)	54 (12% increase from 2016-2017)	119 (11.2% of certificates awarded)	149% increase from 2016-2017	20% year over year increase.
Completed Associate Degrees for Transfer (ADT)		21 (6.9% of ADTs)	51 (142.9%)	52 (6.9% of ADTs)	149% increase from 2016-2017	20% year over year increase.
Number of transfers to UC/ CSU		56 (6.5% of transfers)	49 (-12.5% from 2016-2017)	139 (6.5% of transfers)	149% increase from 2016-2017	20% year over year increase.

Average units earned per completed associate degree		109.8	88.3 (-19.6%)	79	-28%	College and state unit accumulation goal.
Foster Youth						
Completion of associate degrees		29 (1.4% of degrees awarded)	34 (17.2% increase from 2016-2017)	89 (1.7% of degrees awarded)	205.2% increase from 2016-2017	25% year over year increase. Degrees awarded to foster youth students are 1.4% of the overall degrees awarded in 2016-2017 while this population is 2.2% of the college's student body. Increasing degrees awarded by 25% year over year will close the gap by 2026-2027 (10 years).
Completion of CCCCO-approved certificates		9 (2.1% of certificates awarded)	7 (-22.2%)	22 (2.1% of certificates awarded)	149% increase from 2016-2017	20% year over year increase.
Completed Associate Degrees for Transfer (ADT)		2 (0.7% of ADTs)	7 (250.0%)	9 (1.2% of ADTs)	348%	35% year over year increase.
Number of transfers to UC/ CSU		3 (0.3% of transfers)	8 (166.7%)	19 (0.9% of transfers)	541%	45% year over year increase.
Average units earned per completed associate degree		97.8	85.1 (-13.0%)	79	-19%	College and state unit accumulation goal.

*Goal 5 metrics assume consistency of population proportionality. Changes in population proportionality at RCC will require annual adjustments to achieve 10 year goal to eliminate equity gaps.

3.0 Institutional Effectiveness

3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.

3.2 Integrate research, assessment, and program review to enhance understanding of student learning.

3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

4.0 Resource and learning Environment Development

4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.

4.2 Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.

4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.

5.0 Community Engagement

5.1 Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.

5.2 Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.

5.3 Offer programs and services that enrich the community.

ACTION PLAN

#	Implementation Strategies	Clarify	Enter	Stay	Learn	Responsible Parties	Timeline	Progress
						Student Success, Equity, and Access		
1	Program Mapping	X	X	X		Department Chairs, VPAA Disciplines, Deans, Counselors, Guided Pathways Coordinator/Dean CLASS	Urgent/ On fire	
2	Trailhead Development		X			Guided Pathways Coordinator/ Counselors/Faculty	Urgent	Draft reviewed at 1/11 retreat
3	Finalize GP Designs for Instructional Pathways		X			Monique, Monica, Carol	Urgent/ On fire	Draft #2
4	AB705 Implementation		X	X	X	A & R Counseling, English, Math, Reading, ESL, ISCC IASSC	Fall 2019	IE, Equity Faculty Tutors
5	Redesign Student Onboarding		X			Onboard work groups Monica Green	On Fire 4/1	Intake steps redesigned, website redesigned, connect w/success teams
6	Summer Mini-Welcome Days by Pathway		X	X		Faculty, Dean of Student Services, Ed Advisors, Counselors, Engagement Centers, Facilities, TSS, Food Services, Department Chairs	URGENT (Summer 2019)	Beginning Plans
7	Academic Engagement Center Open House Events		X			Division Dean, Faculty, Staff	Mid Term	Inez
8	Update procedure for abbrev SEP for new students	X	X			Counseling; Monique	Urgent/On Fire	
9	Redesign Student Support Model			X	X	Engagement Centers, Divisions Department, Student Services	Fall 2019	SAS ACTPIS Technology
10	Academic Engagement Center Plan		X	X		Integrated Student Support Committee SAS	5 yrs	4 currently -> Expand to 8
11	Define Roles/Resource for Student Success Teams in Acad. Engagement Ctrs							

#	Task					Responsible	Status	Notes
12	Creation of Campus Communication Plan			X		GEMQ; Admin.	Urgent	
13	Intrusive Monitoring for Student Going Off the Path			X		Counseling; Ed Advisor; Faculty Advisor	Urgent/ On Fire	IT assistance needed
14	Develop Program SLOs with Connection with Career Competencies				X	CTE Guided Pathway- ACTPIS VP Academic Affairs Dept/Division Career		GEMQ Program Review, ACTPIS
15	Completion of Critical Thinking Assessment Project				X	GEMQ Assessment Committee	Completed	Need Final Document
16	Develop Milestones that Include Career/ Co-Curricular Learning Activities				X	Faculty, Career Center, Counselors	Midterm	In Planning
17	Establish Professional Development Plan (Equity Pedagogy in Curricular/Co-curr)			X		Professional Development Chair/coordinator		On-going
18	Define What it Means to be a Hispanic Serving Institution (HIS)	X	X	X	X	Institution-Wide	On Fire	Community, parents involvement
19	Establish Guided Pathways KPI Goals	X	X	X	X	GEMQ, ACTPIS Academic Senate VPAA, VP's, Deans, Strategic Planning		
	IMPLEMENTATION STRATEGIES FROM JANUARY 10, 2019 RETREAT							
20	Student Satisfaction Survey							
21	Dev. specific training for FT/Adj. Faculty around Guided Pathways and Equity							
22	How do we assure that our strategic process is connecting with the student as an end user							
23	Reduce unit credits							
24	Caring campus- classified staff							

#	Item							
25	Early Engagement with k-12 partner, specifically Middle and High School							
26	Assumptions about what we "think" students know about college and what they actually know							
27	Triage: "What do we want to be known for?" –or, "Where do we want to stand out among our peer institutions?"							
28	Reevaluate 101 Process							
29	Stronger Faculty relationship w/k-12		X					
30	Re-Entry Programs		X			Kris, Thea	Urgent	
31	Current Workers					Chamber of Commerce		
32	Internal workforce development conversations				X		Long Term	
33	Reorganize prof. Development to broader perspective and around GP							

Riverside City College

A Five-Year Strategic Professional Development Plan

for

Classified Professionals

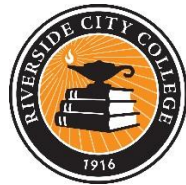
Prepared by

Classified Leadership and Success

November 2017

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I. Executive Summary

When the California Community College system budget cuts occurred, Riverside City College (RCC) employees were impacted either by layoff or by being displaced from their departments as a result of seniority bumping rights. Since then, an atmosphere of low morale, high stress, and increased anxiety has settled over the campus community. Furthermore, retirements associated with the latest golden handshake have resulted in a loss of institutional knowledge impacting program continuity and efficiency, ultimately hurting students. In response, the college has acknowledged the need for succession planning, mentoring, and leadership development for the current classified professionals to continue the work of accomplishing institutional goals.

Riverside City College recognizes the special skills, indisputable value, and unique talents of its classified professionals and is committed to developing, maintaining, and enhancing employee skills. In an effort towards achieving organizational goals and objectives, the classified professional development program will build institutional capacity while creating a path of upward mobility and promoting leadership development through learning opportunities.
In the spring of 2017, the Human Resources Committee generated an overarching professional development plan and identified Classified Leadership and Success (CLAS) as the subcommittee responsible for the "implementation of professional development for classified staff in alignment with the Professional Development Principles" with an added charge to "establish and maintain an annual classified staff professional development calendar." This document outlines a five-year strategic plan that will recommend programs, staffing, funding, and other resources necessary to accomplish the development of classified professionals of the college.

Riverside City College Mission Statement

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Riverside City College 2015 - 2020 Strategic Goals

➢ Student Success
➢ Student Access
➢ Institutional Effectiveness
➢ Resource and Learning Environment Development
➢ Community Engagement

II. Overview

Classified Leadership and Success (CLAS)

The Classified Leadership and Success committee is a standing subcommittee of the Human Resources Committee operating under the direction of the Resource Development and Administrative Services Leadership Council. The primary charge of this subcommittee is to contribute expertise in the development of the Human Resources and Professional Development Plans from the perspective of the classified professionals of Riverside City College, administer the college's classified employee recognition programs, and encourage employee engagement in an effort to promote enthusiasm and positive action towards the achievement of the college's strategic goals.

CLAS Mission Statement

The mission of the Classified Leadership and Success subcommittee is to promote employee engagement and recognition, professional growth, upward mobility, and leadership development of its classified professionals in an effort to support the college's strategic goals while encouraging intellectual curiosity and lifelong learning.

CLAS Vision

To create a dynamic workforce of classified professionals at Riverside City College.

CLAS Value Statement

The Classified Leadership and Success subcommittee at Riverside City College will:

- Improve productivity in the workplace through employee engagement
- Maintain employee skills for new and emerging technology
- Support classified professional development and promote employee retention
- Provide individualized, specific, ongoing and appropriate activities (professional development, employee recognition, and professional growth)
- Offer opportunities for advancement in the workplace
- Embrace the value of all college employees

Working Assumptions

CLAS has adopted several working assumptions regarding the professional development needs of Riverside City College classified professionals:

1. While the specific needs of classified professionals are being addressed through this plan, there are varying types of employee groups to be served. The planning of the professional

development program must be attentive to the similarities and differences of the needs of each group.

2. Professional development activities, programs, and services need to be inclusive and accessible. All suggestions, ideas, and recommendations are valued and considered vital towards the development of a dynamic and relevant program. There is an assumption of full support from administrators and frontline supervisors for employees who are interested in participating in the program.

3. All activities, programs, and services need to be regularly evaluated to ensure the goals of the professional development plan are being met. Additionally, CLAS must meet regularly to analyze collected data from evaluations and help determine future training options. Opportunities should be sought that are well supported by existing college resources while identifying outside funding sources.

4. Recommendations contained within this plan may require additional negotiation and collaboration with the California Schools Employees Association Chapter 535.

Accomplishing Institutional Goals

RCC is currently one of 20 community colleges in the state participating in the California Guided Pathways Project. The project aims to increase certificate and degree completion by restructuring how students are guided in the process of enrollment through degree or certificate completion. This project is more than a new initiative it is re-envisioning of a college-wide approach to providing integrated academic support modeled around four pillars: Clarity, Intake, Support, and Learning. This model will become the framework through which the college's strategic planning goals will be accomplished.
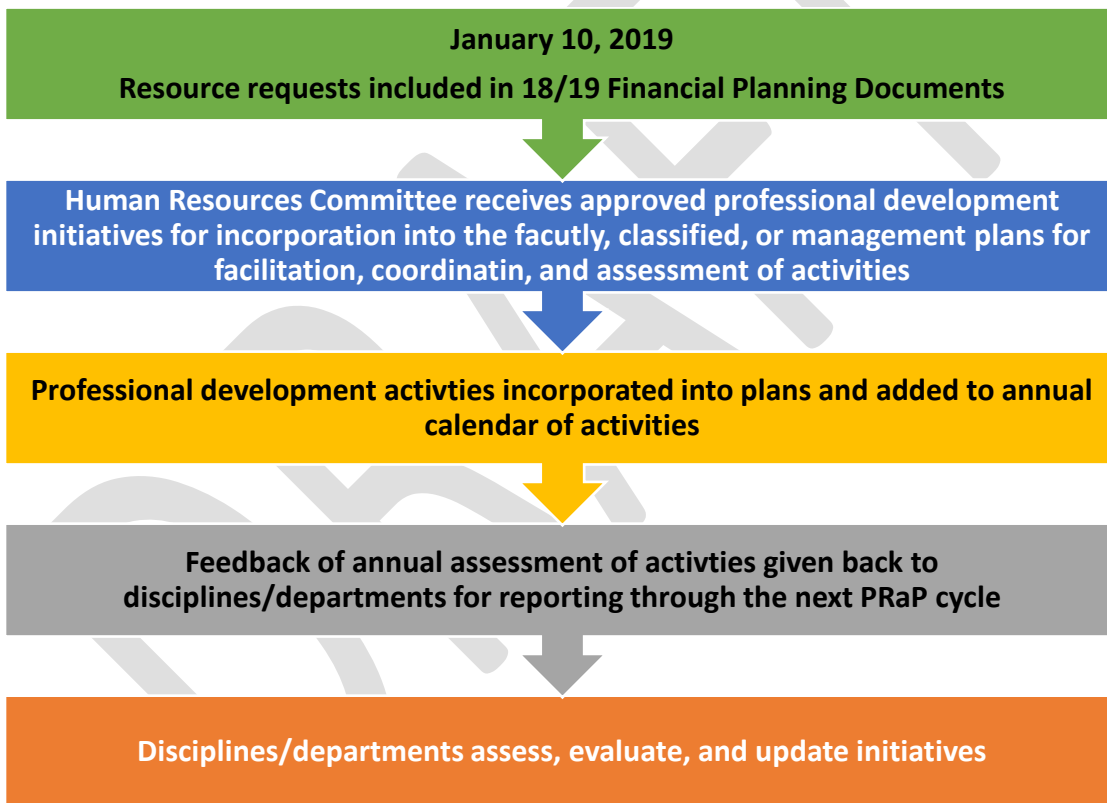
In a report by the American Association of Community Colleges, Mt. San Jacinto College was noted for its efforts to "engage everyone at the college (including classified staff) in thinking about barriers to student success and how to eliminate them." While many faculty and administrators have been involved in the conversations surrounding Guided Pathways, many frontline staff members are not aware of how their roles are an integral part of these projects. The ability to successfully change the college's culture will require an investment of each employee's time, creativity, dedication, and energy.

This plan focuses on building upon employee's existing strengths, fostering opportunities for leadership development, and strengthening employee engagement and dedication towards helping the college meet these new initiatives. Additionally, as the college continues to build momentum towards full integration of the pathways model special attention to and commitment for strategic and specific professional development for all college constituents is necessary to achieve this redesign.

Strategic Planning Integration

The Classified Professional Development Plan identifies programs and activities to support classified professionals in the achievement of RCC's strategic planning goals. It was developed in response to a request received by the Classified Leadership and Success committee from the Human Resources Committee in early 2017. The goals outlined in this document were identified as a starting point following a SWOT analysis conducted by members of CLAS.

Professional development goals and activities will be updated and modified in response to the needs identified through the program review and planning (PRaP) process. The strategic planning process will in turn facilitate integration of those needs into the professional development plans of the impacted constituent group (classified, faculty, or management).

<div style="text-align:center">

January 10, 2019
Resource requests included in 18/19 Financial Planning Documents

↓

Human Resources Committee receives approved professional development initiatives for incorporation into the facutly, classified, or management plans for facilitation, coordinatin, and assessment of activities

↓

Professional development activties incorporated into plans and added to annual calendar of activities

↓

Feedback of annual assessment of activties given back to disciplines/departments for reporting through the next PRaP cycle

↓

Disciplines/departments assess, evaluate, and update initiatives

</div>

Programs and activities will be assessed on an annual basis with feedback looping back to disciplines for incorporation of the next iteration of the program review and planning process. This will be accomplished while adhering to the professional development principles as outlined in the college's overarching Professional Development Plan and will be in line with the current contract between Chapter 535 of the California School Employees Association (CSEA) and Riverside Community College District (RCCD).

III. Current Climate

SWOT Analysis

During the 2017 summer, members of CLAS conducted a SWOT analysis of Riverside City College's readiness for and ability to implement a Classified Professional Development program (Appendix I). The analysis revealed the following insights:

Strengths – RCC's diverse workforce and in-house professionals are competent in developing new programs and services. Employees demonstrate dedication to RCC through long-term service to the college.

Weaknesses – There is evidence of low morale and employee engagement as reflected by the few staff development surveys received. Additionally, the acclimation period for new employees is lengthy due to a lack of supportive resources and a new employee onboarding process.

Opportunities: There is an opportunity for collaboration among faculty and staff across departments for information/skill sharing which can lead to improved communication, strengthened relationships, and increased engagement.

Threats: If morale and employee engagement is not addressed, RCC students can be negatively affected with a potential loss in the success of programs such as the College Promise and Guided Pathways. Additionally, there could be a loss of skilled workers and potential leaders if opportunities for growth and upward mobility are not developed.

This analysis demonstrates there is an opportunity to collaborate with in-house programs and personnel to provide training on specific topics. For example, the District currently provides ALLY training, Student Equity facilitates Cultural Proficiency Training, and Communication Studies faculty as well as other discipline faculty are supportive in providing subject matter training and expertise when requested. The most notable opportunity for professional development resides within the college's shared governance process. Committee participation provides classified staff with an opportunity to develop communication, leadership, project management, and organizational skills which are all transferrable and can be used to address department specific needs.

Employee Needs Assessment Results

The president's office conducted a survey of employee professional development needs in the spring of 2017. Classified employees as well as managers were asked a series of questions regarding the interest in, type of, and support for professional development for classified staff. After review and analysis of both the staff and management survey results several key parallels are noted to exist between the stated needs of classified staff and those identified by management.

First, it worthy to note that out of the 271 classified staff members at Riverside City College only 28 completed the survey. This represents only 10% of staff participation and can be perceived as an indication of low engagement. Interestingly, employee engagement was ranked highly between both classified and management survey responders requesting employee engagement as a component of leadership development. Employees who are not engaged will not seek professional development opportunities. Beginning in February 2017, the college began administering an Employee Recognition Program (ERP) that has been well received and will contribute towards improving morale among classified employees. Additional components of the ERP will be introduced including the Employee of the Year Award and the Tiger-Rific Thank You program. It will be interesting to see how these morale building programs and other engagement opportunities improves employee interest in professional development opportunities.

Demographic Information

The majority of classified participants (76.57%) indicated they have been employed with the college for more than five years. This demonstrates senior classified members' desire to continue to improve their knowledge and skill set and are motivated to do so through professional development opportunities. The departments that participated in the classified survey included: Academic Support, Admissions & Records, Auxiliary Business Services, Career and Technical Education, Counseling, Disability Resource Center, Languages, Humanities, and Social Sciences, Library, Nursing, Student Financial Services, Student Services, and Technology Support Services. Unfortunately, no responses were received from areas such as Academic Affairs, Business Services, Fine and Performing Arts, Food Services, Maintenance & Operations, or STEM/Kinesiology. Additional surveys will need to be distributed with a concerted effort to encourage participation from these vastly different employee groups in order to better define specialized needs for these areas.

Leadership/Management Skill Development

In terms of leadership and management development activities for classified staff, both groups demonstrated an interest in several associated topics. For example, the top management development topics among classified staff included Leadership (73.91%), Recognizing and Resolving Workplace Conflict (65.22%), Strategic Focus (43.48%), and Assessment/Evaluation (34.78%). Among managers the top categories included Leadership (72.73%), Recognizing and Resolving Workplace Conflict (72.73%), and Coaching for Improvement (68.18%). It appears classified employees desire to understand a manager's role as much as managers desire classified employees to understand this perspective. Adaptive, influential, and situational leadership skill development was rated highest by both groups.

Preferred Days/Times

In terms of identifying what day of the week/time of day would be most desirable for participation in professional development opportunities, there are strong similarities between staff and management responses. For example, while 46.43% of classified participants indicated

a one day retreat would be desirable, 54.55% of managers also approved of an all-day event. It is interesting to note when comparing a preferred time of day for activities to take place, 37.71% of classified staff indicated a preference for activities scheduled during a traditional lunch hour (12:00pm – 2:00pm) only 27.27% of managers selected this time of day. In fact, this timeframe received the lowest score among managers. It can be theorized classified staff are assuming they will receive greater support from managers if an activity is scheduled during a time when their lunch can be taken for the activity. Both groups agreed Friday was the most desirable day of the week to participate in activities with Wednesday being the next day preferred.

Technical Skills

The desire to improve general technical skills received the highest ranking from both classified employees and managers. The top two technical skills identified by both parties as being most desirable to receive additional training were spreadsheets and database management. As the college has begun utilizing data to drive initiatives, strategies, and programs, this is not an unusual result to observe.

Summary

Upon completion of the survey analysis five key areas of professional development were identified that will be instrumental in cultivating employee engagement, addressing professional development needs, and improving overall employee morale. Those five areas are:

- Health &Wellness
- Job Specific Skills
- Leadership Development
- Management
- Technical Skills

There is a unanimous desire from both classified professionals and managers to make professional development for classified employees a more intricate part of RCC workplace culture. This can be achieved by encouraging staff to participate in activities that will either improve current job skills or by encouraging participation in quarterly workshops, online webinars, and campus student equity and cultural diversity events.

This type of large scale participation of classified staff in offered activities will only be supported if managers support through actions the unanimous affirmative answer given to the first management survey question of "Do you support professional development opportunities for the classified staff under your supervision?" Ensuring across the board buy-in and demonstrated support from management will play a very important part towards encouraging and assisting employees with an ambition and desire moving from having job to developing a career. This type of management support will result in improved employee engagement so that staff at RCC will feel valued and part of an institution that is not only dedicated to serving its students and the community but also the employees that help make RCC the institution it is today.

IV. Classified Professional Development Goals

The following goals were developed with an emphasis on accomplishing institutional goals and in support of the Guided Pathways framework; adherence to the professional development principles set forth in the college's overarching professional development plan; and providing personal and career growth opportunities as identified through the employee needs assessments. The recommended actions were developed with an intent to harness existing resources as a method for developing a five-year strategic plan that is realistic to implement.

Goal #1:

To identify and provide accessible resources, learning opportunities, and upward mobility for classified staff.

Program Learning Outcomes:

- Increase awareness of, interest in, and participation in professional development opportunities

Actions:

- Produce annual calendar of activities
- Update and enhance webpage
- Develop marketing plan for offered activities
- Produce bi-annual newsletter
- Explore development of employee tuition assistance program
- Coordinate Professional Development Day during CSEW week

Measures/Targets:

- Increase # of activities offered annually to a minimum of one activity per month
- Achieve a 10% increase in classified participation rate per activity

Addresses:

- Content Area Development
- Institutional Effectiveness
- Student Success
- Resource and Learning Environment Development

Timeframe: Year 1 - 5

Goal #2:

To allocate appropriate financial, physical, and human resources for successful execution and assessment of programmed activities.

Program Learning Outcomes:

- Provide clerical support, administrative leadership, and primary point of contact for classified professional development program
- Ability to plan activities based upon systematic assessment of activities
- Identify gaps between what is offered and what is needed
- Incentivize employee towards completion of educational goals

Actions:

- Assess and evaluate prior year program offerings
- Modify activities offered in response to assessment data
- Identify availability of local community resources for potential partnerships (RCOE, County Office of Education, Public Health Office)
- Identify Classified Staff Development Coordinator
- Find program space and develop operational budget

Measures/Targets:

- Able to successfully execute events
- Resources were utilized efficiently

Addresses:

- Institutional Effectiveness
- Community Engagement
- Resource and Learning Environment Development

Timeframe: Year 2 - 5

Goal #3:

To facilitate leadership development for individuals in an effort to address the need for succession planning, to protect continuity, and to avoid extended vacancies in key positions.

Program Learning Outcomes:

- Identify individuals interested in growth and leadership opportunities
- Increase classified professional knowledge of strategic planning goals and processes of the college
- Develop leadership skills in areas of communication, planning, problem solving, emotional intelligence, cultural proficiency, and employee management

Actions:

- Develop mentor program (manager to employee, employee to employee)
- Generate and distribute classified specific strategic planning surveys
- Develop Strategic Planning committee onboarding workshop (Strategic Planning 101)
- Increase committee participation of classified through integration of council/committee participation as eligible activity of CSEA negotiated Professional Growth Program

Measures/Targets:

- Develop, launch, and achieve a 5% participation rate in mentor program
- Increase classified attendance at strategic planning council meetings/subcommittees/workgroups

Addresses:

- Institutional Effectiveness
- Leadership Development

Timeframe: Year 3 - 5

Goal #4:

To develop, enhance, and nurture a positive organizational culture among all college constituents by promoting collaboration and knowledge-sharing among employee groups.

Program Learning Outcomes:

- Foster collegiality among employee groups
- Realize campus wide understanding of how to be a culturally proficient organization
- Contribute towards student success by removing interpersonal barriers

Actions:

- Generate and distribute campus culture/employee engagement survey
- Develop RCC Classified Resource Guide
- Create onboarding/orientation process for new RCC employees
- Provide two student equity trainings per Fall and Spring semesters

Measures/Targets:

- Attain 25% participation of classified employees in cultural proficiency training annually
- Achieve 45% completion of climate surveys by classified employee

Addresses:

- Institutional Effectiveness
- Organizational Development
- Student Success

Timeframe: Year 2 - 5

Goal #5:

To foster a healthy workplace environment by cultivating the physical, emotional, and mental wellbeing of employees in an effort to increase employee engagement and contribute towards student success.

Program Learning Outcomes:

- Increase employee retention
- Improve productivity and engagement

Actions:

- Develop healthy living/workplace program
- Identify community resources availability for facilitation of programed activities

Measures/Targets:

- Achieve a 5% reduction in employee absenteeism
- Achieve a 15% participation rate in offered activities

Addresses:

- Institutional Effectiveness
- Career/Personal Development

Timeframe: Year 1 - 5

V.   Recommendations

The following program and resource recommendations have been developed and identified in an effort to achieve the stated five year strategic goals.

Recommended Programs

Annual Workshops (Goal #1) – An annual calendar has been created to ensure each month a workshop will be coordinated on one of the five areas of interest (Health & Wellness/Job Specific/Leadership/Management/Technical Skills) in rotating order (Appendix II). Post-activity surveys will be completed after each training and will be assessed at the end of each academic year.

Employee Tuition Assistance Program (Goal #1) – Classified employees seeking upward mobility often times are prevented from taking advantage of promotional opportunities because they do not meet a specified educational requirement. While some employees have held positions with the District for many years and possess the required experience to meet minimum qualifications, they may not have had an opportunity to complete their educational goals. In an effort to facilitate the achievement of these goals, it is recommended to explore development of an employee tuition assistance program. RCC employees are already able to receive priority registration; however, any courses that are taken must be taken on personal time or after work hours. One option might be to provide employees with a tuition scholarship and release time to attend courses. Other options may include undergraduate and graduate degree tuition assistance funded through donations or scholarships which could be funneled through the RCCD Foundation.

Healthy Workplace (Goal #5) – Organizations that foster a healthy workplace culture benefit from reduced absenteeism, improved employee morale, and increased productivity. A healthy workplace program should be developed with a focus on occupational safety and health, as well as the personal health and wellness of employees. Activities can include workshops on nutrition, stress management, and simple office movement exercises. Classified employees are currently able to enroll in the District's Health and Welfare program which allows employees an additional 30 minutes of college time to be added to their scheduled lunch time, for a maximum of three (3) times per week for exercise. Promotion of this opportunity while urging management support is certainly encouraged.

Mentor Program (Goals #1 & #3) – RCC employees have expressed an interest in leadership and management development and can benefit from the experience of the college's management team. A mentor program will facilitate leadership and management development, knowledge transfer (for when employees retire), boost retention, and improve customer service. Establishing a mentor program is certainly a more cost effective alternative compared to formal training programs developed by an outside agency. Our supervisors, managers, and administrators come with years of RCC specific experience that is an invaluable resource readily available. Not only will a mentor program positively impact employee engagement it also provides managers an opportunity to grow as leaders.

New RCC Employee Onboarding Program (Goal #4) – When an employee begins work at Riverside City College, often times they are unaware of the college's rich history, the organizational structure, or the types and locations of on-campus resources available. Starting a new job can be stressful and overwhelming, and how the employee first engages with the college community can either contribute towards or reduce the level of stress associated with adjusting to his or her role within the department and organization. Establishing a new employee onboarding program designed specifically for assimilating employees to RCC will shorten the learning curb and provide an opportunity for peer mentorship. The creation of a Classified Resource Guidebook along with quarterly orientations will further assist classified professionals in adapting to life at RCC. This program will differ from the District new employee orientation by focusing on topics such as strategic planning at RCC, event planning, and catering requests.

Strategic Planning 101 (Goals #1, #3, & #4) – One of the greatest opportunities classified professionals have for professional development exists within the college's shared governance and strategic planning processes. Participation of classified staff in strategic planning councils and committees provides staff with an opportunity to engage in the shared governance processes of the college, learn how to run and participate in a college committee, develop and enhance interpersonal communication skills, develop project management skills, and broaden their understanding of how the college is working towards the achievement of strategic goals.

Currently, classified representatives are appointed by CSEA to serve based upon expressed interest and willingness to serve. Once appointed to serve on a committee however, classified staff are often times not provided with information regarding any ongoing assignments or projects being undertaken by the council/committees they have been appointed to. Classified participants are also at times unclear as to how their role as a classified representative is valuable to the work being done by the committee. Additionally staff often shy away from committee work for fear of being viewed as there only to provide clerical support. Finally, there is no reporting back requirement or mechanism to hold employees accountable for attending the meetings. By providing an overview of the strategic planning process, facilitating an onboarding process, and creating a system by which employees are required to report back on the actions or of the committee RCC can harness committee participation as a mechanism for professional development. An opportunity also exists to integrate committee participation as part of the method by which professional growth achievement steps can be earned in accordance with Article XXIX of the collective bargaining agreement between RCCD and CSEA Chapter 535.

Funding

For 2017/2018, the California State Budget included an increase of $183.6 million to "support increased community college operating expenses in areas such as employee benefits, facilities, *professional development*, converting faculty from part-time to full-time, and other general expenses." At RCCD, those funds were allocated for areas other than professional development, leaving no definitive method by which to fund a professional development program.

The college president has informally earmarked $10,000 annually which primarily funds the Employee Recognition program expenses and the Professional Development Funding Request program on a case-by-case basis. The Classified Leadership and Success committee is now ready to begin communicating the availability of funding for professional development activities however not having an exact operating budget will prevent aggressive marketing attempts.

In anticipation of increased offerings of activities and workshops, development of new programs, and marketing of existing programs, the following operational budget is recommended:

Object	Decription	Amount
2119	Classified Full-Time Salary*	$11,508 - $13,795
3xxx	Fixed Costs	2,660 - 3,188
4555	Printing - brochures, handbooks, flyers, etc.	1,500
4590	Office Supplies	1,000
5220	Travel - line item for awarding of professional development funding requests	7,000
5890	Other Services - facilitators, speakers, etc.	2,000
	Total Requested	**$25,668 - $28,483**

*This cost is based upon a .20 estimation of salary and benefits for a classified position not yet within the CSEA bargaining unit.

Upon completion of year one activity and program assessments, a request for budget augmentation may be necessary to support the growing needs of what is hoped to become a successful program.

Physical Space

This plan identifies a calendar of events that will address various topics on a monthly basis. The need for workshop space will also increase. Currently, workshops are scheduled around availability of both classroom and conference room space. While this method is satisfactory at the moment, a consistent space for workshops to be held along with computer lab space for online trainings will be needed. Additionally, there is no existing space for the Classified Leadership and Success documents, files, and supplies to be housed. These items are stored among the various committee members. A centralized location to house these items is needed.

Staffing

The coordination of activities is currently being undertaken by CLAS committee members and performed either during normal working hours or on a voluntary basis after hours. The implantation of this five year strategic plan will require the devotion of one individual designated to act as lead coordinator.

Ideally, a full-time classified professional development coordinator is needed to coordinate the specialized activities, trainings, and workshops to address the personal and professional development needs unique to classified employees. This individual would also be responsible for developing, updating, and implementing the Professional Development Plan, establishing goals and objectives to align with institutional goals, collaborating with various individuals, departments and outside organizations, and year-end program assessment (Appendix III).

Until assessment data can be gathered and analyzed that supports a full-time coordinator, the needs of the program can be met with a .20 reassigned classified coordinator which will alleviate some of the emerging needs as the work of implementing the five year strategic plan begins. Additionally, it is recommended a .475 Administrative Assistant I be provided for clerical support and duties, including webpage development and maintenance, creation of flyers and other documents, and database management.

VI. Professional Development Funding Request Process

Classified Leadership and Success (CLAS) began administering the Professional Development Funding Request process during the 16/17 academic year. This program allows classified staff members to seek full or partial funding for professional development workshops, trainings, or conferences. The program is funded on a case-by-case basis through the President's office and a total of $3,735.22 has been awarded to staff members. The current objective for this process is to secure permanent funding within a program budget and begin marketing availability of funds to classified employees.

Funding will awarded based upon:

- Availability of funds
- Workshops, courses, and projects that support the college's strategic goals and objectives

Requests for Professional Development funds will only be considered after applicants have first requested funding through the Riverside Community College District Professional Development Program. The form may be obtained through the Human Resources and Employee Relations page of the employee intranet site (intranet.rccd.net). For more information about the District program, please contact Rosa Espinoza-Leal in the Human Resources/Employee Relations department.

Request Process

After receiving a decision from the RCCD Professional Development Committee, classified employees will complete the RCC Request for Classified Professional Development Funds form. Staff must obtain approval from their immediate supervisor. Upon completion please send the application materials to the CLAS committee chair (see the webpage for current chair contact information).

All forms should be submitted one month prior to the event to provide time for the approval process to be completed. If approval is not obtained prior to the event, the classified employee will not receive reimbursement.

For funding approval, at least three members of the CLAS committee must review and approve completed application forms. Requests will be evaluated utilizing the professional development rubric and will be approved based upon how well the conference, training, or workshop will

improve the employee's ability to further the college's goals by addressing content area, instructional, career/personal, leadership, and organizational development (Appendix IV). The requests supporting all five goals or the request with the largest number of goals being met will receive approval. Approval notices and/or requests for additional information are sent via email to the applicant by the CLAS committee chair. Employees will be asked to submit a post-activity attendance report to the committee.

Appeal Process

Employees who wish to appeal the committee's decision must submit an appeal form no later than seven business days upon receipt of the committee decision. Any appeal request received by the CLAS Committee after the seven business days will be automatically denied. The amount requested on the appeal form cannot exceed the original amount requested. Appeals should include any additional information, which may have been missing on the original request and outlines how the activity will meet the college's strategic goals. Applicants can refer to CLAS Professional Development Rubric for further clarification.

In the event that the CLAS Committee requests additional information from the appeal applicant, requested information must be received within three business days from CLAS Committee request being sent. Failure to reply by the appeal applicant within given timeframe will result in application being automatically denied. Only one appeal will be considered per activity, and the final decision will stand. The appeal applicant will be notified of the CLAS Committee's decision within three business days after the application has been received.

VII.   Annual Program Assessment

The annual assessment of the professional development program will be comprised of various components. Upon formal approval of the professional development plan, a campus climate/employee engagement survey should be administered. This will establish a baseline on employee engagement prior to the execution of strategies contained within this plan. At the end of year five, the survey should be administered once again in order to review how effectively the plan addressed the need to improve employee engagement and morale.

Throughout the year, a formative assessment process will be followed. A standardized survey will be administered to participants upon completion of each activity, training, or workshop attended. These surveys will collect demographic participant data such as name, job title, and department and will also request feedback about the presenter, the presentation itself, and the workshop in general (Appendix V). The surveys will be collected at the end of the academic year and will provide valuable input on how well the activities were attended and overall effectiveness of the offerings to address professional development needs.

In addition to the formative assessments, a summative assessment will be conducted at the end of each academic year. This assessment will provide an overview of the annual activities and will gather information from attendees to determine the types of activities attended, webinars or other electronic resources accessed, length of time spent by employees on professional development activities as well as information on the results of the new employee orientation and the mentor program. The office of Institutional Effectiveness' will be consulted for assistance in developing the climate/engagement survey as well as the summative assessment to ensure questions are created to provide the best results and most useful data possible.

Assessment results for activities identified and prioritized as a result of the college's strategic planning process will be shared with applicable disciplines/departments for reporting on the success and/or shortfalls of the professional development activities. These assessments will also guide any stop-gap responses found to be necessary and will assist in planning of subsequent year activities.

VIII.   References

2016 Industry Training Report

2017 – 2018 California State Budget

California Schools Employees Association Collective Bargaining Agreement Professional
  Growth Article XXIX

Danville Community College 2017 – 2018 Professional Development Plan

Fresno City College Professional Development Plan 2014 - 2017

Implementing Guided Pathways: Early Insights from the AACC Pathways Colleges April 2017
Report

McHenry County College Professional Development Strategic Plan | 2015–2018

Mt. San Antonio College Professional Development Plan 2016 - 2018

Redesigning America's Community Colleges: A Clearer Path to Student Success, Thomas R.
Bailey),Shanna Smith Jaggars, and Davis Jenkins

Riverside City College Strategic Plan 2015- 2020

Riverside City College Professional Development Plan, May 9, 2017

San Diego Mesa College Campus Employee Development Strategic Plan 2015 - 2016

September/October 2017 RCC Strategic Planning Newsletter

IX.   Appendix I – SWOT Analysis

ANALYSIS OBJECTIVES
To conduct an analysis of Riverside City College's readiness for and ability to implement a Classified Professional Development plan.

INTERNAL FACTORS	
STRENGTHS (+)	**WEAKNESSES (-)**

➢ Faculty and staff available as resources for instruction/training
➢ Diverse workforce
➢ Competent at new program creation
➢ Strong set of support services for students
➢ New employees = new ideas
➢ Employees demonstrate dedication to RCC through long-term service to the college.
	➢ Low engagement/participation
	   • absenteeism
	   • low productivity
	   • low morale
	➢ Low support perceived by classified from managers
	➢ Acclimation period for new employees is lengthy due to lack of supportive resources (mentors, orientation/training)

EXTERNAL FACTORS	
OPPORTUNITIES (+)	**THREATS (-)**
➢ Collaboration between faculty, classified, and administrators for information/skill sharing ➢ Improve communication among departments/programs ➢ Building relationships ➢ Improve morale, increase engagement, and improve retention	➢ Loss of skilled workforce to other organizations ➢ Lower productivity as a result of low morale/engagement ➢ Deficient in skills and knowledge needed by employees to maintain current in field (ex: IT) ➢ Loss of students to other schools

EVALUATION OF OBJECTIVES
The analysis resulted in key observations. First, the college has an opportunity to harness the creativity and dedication of its strongest asset – the employees whom have chosen to devote themselves to the institution. Investment in addressing low morale and low engagement will result in improvement of services to students, enhanced leadership and communication skills of the classified professionals, and increased retention and productivity.

Appendix II – Classified Professional Development Annual Calendar

July
- Technical Skills Workshops (Excel, Galaxy, Ellucian, etc.)
- RCC New Employee Onboarding Workshop

August
- Leadership Workshops (Conflict Management, Listening for Success, Emotional Intelligence, Diversity, Strategic Planning 101)

September
- Job Specific Workshops (IDS, Ed Advisors, Facilities, Financial Aid, IT etc. training topics)

October
- Employee Engagement Activities (Team Building, ALLY, Crucial Conversations, Listening for Success)
- RCC New Employee Onboarding Workshop

November
- Health & Wellness Activity (Office Workout, Stress Reduction Techniques, Healthy Eating, etc.)

December
- Management Workshops (Understanding Employment Contracts, Conflict Resolution, Project Management)

January
- Technical Skills Workshops (Excel, Galaxy, Ellucian, etc.)
- RCC New Employee Onboarding Workshop

February
- Leadership Workshops (Conflict Management, Listening for Success, Emotional Intelligence, Diversity, Strategic Planning 101)

March
- Job Specific Workshops (IDS, Ed Advisors, Facilities, Financial Aid, IT etc. training topics)

Professional Development Annual Calendar continued

April
- Employee Engagement Activities (Team Building, ALLY, Crucial Conversations, Listening for Success)
- RCC New Employee Onboarding Workshop

May
- Health & Wellness Activity (Office Workout, Stress Reduction Techniques, Healthy Eating, etc.)
- CSEW Professional Development Day or Weeklong Activities

June
- Management Workshops (Understanding Employment Contracts, Conflict Resolution, Project Management)
- RCC New Employee Onboarding Workshop

RIVERSIDE COMMUNITY COLLEGE DISTRICT

CLASSIFIED POSITION DESCRIPTION

JOB TITLE: Classified Professional Development Coordinator

BASIC FUNCTION: Under the general supervision of the Vice President of Planning and Development, develops, implements, manages, and evaluates professional development programs, events, and activities for various classified professionals.

PROVIDES WORK OR LEAD DIRECTION TO: Classified, Short-Term employee(s) and/or Work Study student(s).

REPRESENTATIVE DUTIES:

1. In coordination with the Classified Leadership and Success Committee, develop, update, and implement the Professional Development Plan, establish goals and objectives to align with institutional goals; facilitate and develop related programs throughout the year.
2. Plan and coordinate professional development activities including the design and production of promotional materials and web pages, event logistics, serving as master of ceremonies at general sessions, oversight of budget, contract services and speakers, tracking classified attendance, and conducting post-event assessment.
3. Plan and coordinate orientation programs for new staff; oversees the maintenance of a database containing records of professional development initiatives.
4. Monitor State Professional Development budget; gather and compile data for the Chancellor's Office Expenditure Report; evaluate proposals and advise staff on related State and District policies.
5. Collaborate with various college departments and constituent groups to address institutional and departmental training needs; design and conduct related annual needs assessment; prepare flyers, announcements and assessments tools for individual workshops.
6. Develop and monitor budgets; ensures compliance with related district policies, maintains memberships and liaison relationships with state and national professional development organizations.
7. Serves as a resource to teachers, administrators, and other staff to identify and access professional literature, training materials, and training opportunities.
8. Informs and advises employees about the division's tuition reimbursement program and other professional development benefits.
9. Participates in District-provided in-service training programs.
10. Maintains a friendly, supportive atmosphere for students, staff, faculty, and the public.
11. Performs other duties, related to the position, as assigned.

EDUCATION: Possession of a bachelor's degree in education, human resources development, or a related field required. Master's degree in organizational management or related field is preferred.

EXPERIENCE: Minimum of three years of closely related experience with the coordination and planning of events; participation in and understanding of the strategic planning processes of the college; experience in developing and monitoring budgets for activities and events.

LICENSES/CERTIFICATIONS: None.

KNOWLEDGE OF: Principles of professional development and training trends in community college programs; adult education principles and theory; public speaking and presentation techniques; office methods and practices including filing, proofreading, formatting, report writing and basic bookkeeping and fiscal management, proper English usage, spelling vocabulary, and grammar; meeting facilitation; event coordination; marketing principles, practices and techniques; current office technology, including webpage maintenance, operation of personal computer software programs including word processing and spreadsheet tools, and standard office equipment**.**

ABILITY TO: Coordinate the activities of a comprehensive professional development program; perform difficult, complex and detailed planning, reporting and communicating with multiple constituency groups, senior management, and outside entities; work under pressure to meet deadlines; analyze situations accurately and take appropriate action; identify problems and recommend solutions; compose correspondence and reports; communicate effectively; follow and give oral and written directions; act as a lead worker to other Classified staff in the area; supervise student assistants and short-term employees; interact with faculty, staff and the public in a helpful, courteous and friendly manner; perform public speaking in front of small and large audiences; develop and maintain processes and procedures; work independently with a minimum of supervision; interpret, apply and initiate District policies and procedures; maintain cooperative working relationship.

OTHER: Candidate must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, staff and the community.

CONTACTS: Community members, co-workers, students and other college departmental administrators, faculty, and staff.

PHYSICAL EFFORT: None.

WORKING CONDITIONS: Normal office environment.

Appendix IV – Post Activity Survey

Classified Leadership and Success
Post-Workshop Questionnaire

We invite you to provide feedback on the workshop you attended in order to assist us in maintaining and improving the quality and relevance of the material presented. We value your honest opinions.

Please state the extent to which you agree or disagree with the following statements.
(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree)

PLEASE TELL US ABOUT YOURSELF

Name:
Department:
Title:
Date/Time/Title of Workshop:

ABOUT THE PRESENTER

(choose one per question)

Question 1.	SA	A	N	D	SD
	1	2	3	4	5
A. The presenter communicated the information clearly.	O	O	O	O	O
B. The presenter made the subject matter compelling.	O	O	O	O	O
C. The presented was able to answer questions.	O	O	O	O	O

ABOUT THE PRESENTATION (choose one per question)

Question 2.	SA				SD
	1	2	3	4	5
A. The workshop was relevant to me.	O	O	O	O	O
B. The workshop was interesting.	O	O	O	O	O
C. The workshop met my purpose in attending.	O	O	O	O	O
D. The workshop motivated me to take action.	O	O	O	O	O
E. I want to tell others about what was presented.	O	O	O	O	O
F. The handouts/supporting material were useful.	O	O	O	O	O
G. I have the confidence to use the knowledge gained from the workshop in my life.	O	O	O	O	O

ABOUT THE WORKSHOP IN GENERAL (choose one per question)

Question 3.	SA				SD
	1	2	3	4	5
A. The venue was conveniently located.	O	O	O	O	O
B. The duration of the workshop was right for me.	O	O	O	O	O
C. The workshop was well organized.	O	O	O	O	O
D. The time of day impacted my decision to attend this workshop.	O	O	O	O	O
E. The day of the week impacted my decision to attend the workshop.	O	O	O	O	O

Question 4. What was the best aspect of the workshop?

Question 5. What aspect of the workshop needs improvement?

Appendix V - Professional Development Funding Request Rubric

CLAS Professional Development Rubric				
Student Success	Student Access	Institutional Effectiveness	Resource & Learning Environment Development	Community Engagement
• Increase student engagement, learning, and success by demonstrating a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-reading status • Demonstrates consistent use of data to make decisions and to understand and support evolving student needs	• Ensure that all students have equitable access to the college's programs, courses, and services • Enhance integrated academic support • Counsel and advise students to help them plan for and progress toward their individual educational objectives	• Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency • Integrate research, assessment, and program review to enhance understanding of student learning • Facilitate accountability, transparency, and evidence-based communication to improve student success and completion	• Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events • Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued • Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff	• Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels • Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities • Offer programs and services that enrich the community
☐ Content Area Development ☐ Instructional Development ☐ Career/personal Development ☐ Leadership Development ☐ Organizational Development	☐ Content Area Development ☐ Instructional Development ☐ Career/personal Development ☐ Leadership Development ☐ Organizational Development	☐ Content Area Development ☐ Instructional Development ☐ Career/personal Development ☐ Leadership Development ☐ Organizational Development	☐ Content Area Development ☐ Instructional Development ☐ Career/personal Development ☐ Leadership Development ☐ Organizational Development	☐ Content Area Development ☐ Instructional Development ☐ Career/personal Development ☐ Leadership Development ☐ Organizational Development

Faculty Development Five Year Plan 2018-2023

Laura Greathouse and Tonya Huff

I.   Introduction to Riverside City College

Riverside City College Mission Statement

Riverside City College (RCC) provides a high-quality affordable education to a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. Based on a learner-centered philosophy, the college fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness. To help students achieve their goals, the college offers comprehensive learning and student support services, student activities, and community programs. Riverside City College empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.

Riverside City College Goals

1. Student Success
2. Student Access
3. Institutional Effectiveness
4. Resource and Learning Environment Development
5. Community Engagement

Riverside City College Values

Student Centeredness:

To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

Learning Environment:

To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.

Teaching Excellence:

To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives and grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

Tradition:

To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

II.   Overview of Faculty Development at Riverside City College

The RCC Faculty Development Committee Mission Statement

The Faculty Development Committee (FDC) of Riverside City College seeks to encourage the professional development of faculty through collegially supported learning opportunities that share the vision and values of RCC.

Section 1. Committee Representation

The Committee shall consist of seven voting members - one faculty member representing each of the academic divisions listed below plus one member representing Associate Faculty. The Faculty Development Coordinator will be chosen from among the division representatives. The representatives will be chosen by each division through nomination and vote. The Associate Faculty member shall be chosen at the first meeting of the academic year by the committee members in attendance from those faculty who express interest in serving by September 1 of that academic year. Non-voting members may also participate on the committee, working toward the goal of full-participation by all members.

Academic Divisions (One representative from each):
Career and Technical Education
Fine and Performing Arts
Languages, Humanities, and Social Sciences
Library, Counseling, and Academic Support
Math, Science and Kinesiology
School of Nursing

Section 2. Committee Executive Positions

A. Faculty Development Coordinator

The Faculty Development Coordinator shall be a full-time faculty member who is currently a member of the FDC. The FDC will forward a qualified candidate for the position of coordinator to the Riverside City College Academic Senate for confirmation. The Senate shall forward the candidate to the Riverside City College President for final approval. The Coordinator's duties shall be determined by the job description found in Appendix I The Coordinator's primary duties shall be to facilitate professional development activities, manage the FDC budget, oversee the Glenn Hunt Center for Teaching Excellence, serve as administrative liaison, and co-chair the FDC meetings.

The term of the position shall be two consecutive academic years (July 1-June 30). The Coordinator shall have the option to seek reappointment for one additional 2-year term. A faculty member may hold the position again after sitting out at least one 2-year term.

In the event that the Faculty Development Coordinator cannot fulfill the duties of the position, the faculty development committee shall choose a qualified candidate to act as an interim Faculty Development Coordinator for the remainder of the term.

B. Faculty Co-Chair

One voting member of the committee shall act as the Faculty Co-Chair and shall be charged with collaborating with the coordinator to create the agenda, overseeing the faculty development website, managing travel requests, reporting to the Riverside Academic Senate on committee events and issues, and assisting the coordinator with duties as needed. The Faculty Co-Chair shall be elected by the Committee during the first meeting of the academic year and shall serve a one-year term.

C. Secretary

One member of the Committee shall act as the committee's Secretary and shall be charged with keeping accurate records, recording minutes, and posting minutes to the faculty development website. The Secretary shall be elected by the committee during the first meeting of the academic year and shall serve a one-year term.

Section 3: Voting Members

Voting members shall attend all scheduled meetings of the FDC and shall serve as liaisons to the divisions/areas/faculty groups they have been elected/nominated to serve. Any voting committee member who misses two meetings without cause may be reported to the division Dean for replacement. The membership shall also participate in active discussions (both at meetings and via email) and provide feedback on all agenda items. The membership may add items to the agenda by alerting the faculty development coordinator one week in advance of the next scheduled meeting.

Section 4. Distribution of Funds

The procedure for the distribution of all funds shall be determined by discussion and committee vote, contingent upon the budget and consistent with the goals of the FDC.

Section 5. Meeting Dates and Times

The FDC meets on the first Tuesday of every month (September-December and March-June) from 2:00-3:30 p.m. in The Glenn Hunt Center for Teaching Excellence. There is also a retreat held during the winter intersession at a mutually agreed upon time and date.

III.   Glen Hunt Center for Teaching Excellence

The Glenn Hunt Center for Teaching Excellence is the center of faculty professional development at RCC. The center's physical space is located on the fourth floor of the Digital Library. It is open to all full- and part-time faculty members and staff during the library's open hours. Faculty and staff may gain access to the area through a keypad and code, thus tracking utilization of the area.

The Center houses a small computer lab with ten computer stations for faculty to work on projects, class work and collaborative activities, as well as online class trainings. Additionally, a small conference room is available for department, faculty, or staff meetings. The Faculty Development Committee also meets in this location. The outer area offers desks and chairs, five additional computers, and materials necessary for completion of teaching duties such as scantron machines (2), scantron materials, scratchers, and a

selection of books / texts on teaching practices. Many of these items require constant repair, replacement, and/or updating.

In addition to this space for faculty, Flex activities take place in various campus locations spread out to encourage participation by all faculty.

IV.   Scheduling, Promotion, and Assessment of Flex Events

Scheduling and Promotion

Faculty Professional Development activities are scheduled at times that are most convenient to the demanding schedules of faculty. Needs assessment surveys and workshop evaluations are used to determine optimal scheduling and maximal participation. While timing does vary, the annual Flex Days allow us to reach the broader group of faculty and complete certain college-wide goals.

All employees are informed of and invited to campus-based workshops. Promotion for professional development workshops is primarily handled via email and flyers placed in the Glen Hunt Center.

Assessment

Several mechanisms are necessary in order to evaluate the faculty development programming. First, evaluation forms are provided to all Flex event attendees to be filled out at the conclusion of the event. Attendees can give feedback about the value of the event's content, organization and clarity of the presentation, and can give suggestions for future events.

Second, a survey is sent to all full- and part-time faculty members every two years. This survey gauges the timing, topic and response for the offerings of Flex workshops as well as requesting the survey taker describe times and topics they would like to see. The results of the 2015 evaluation is attached in the appendix. The most important detail gleaned from the survey is the issue of timing of events. Most indicate that on Tuesdays and Thursdays, during the "college hour", 12:50-1:50, most faculty would be available to attend a Flex workshop. The second most popular time is Friday mornings. Most faculty obligations on Fridays are late morning, or early afternoon, therefore there is a window of time for faculty to participate. This survey also highlights the difficulty, with so many meetings on campus, in addition to teaching and departmental duties, in getting a large number of people to participate in flex. We believe a solution to this is digitizing the events and uploading them to the webpage for faculty to view when they have time. This would create a library of information for faculty to view, on their own time, while meeting the intent of flex workshops.

Finally, an annual professional development summary report focuses on the following:
- Attendance, participation and completion of all training venues: face to face and online options (Distance Education)
- A review of the goals of the coming year's programming
- Descriptions and summaries of the evaluations of each of the events conducted during the year
- A budget analysis that includes the amounts spent for each of the FD activities during the current year as well as qualitative analysis that includes cost of activity, number of attendees and the evaluation results.

V. Constituency to be Served

This plan assumes that all full-time and associate faculty members should have opportunities to access professional development services. The goal of professional development for faculty is to improve teaching through the acquisition and enhancement of classroom skills, teaching techniques, and content-specific knowledge, and the expansion of interests related to academic pursuits. Flex events are provided to enable full-time faculty members to complete their contractual 24 hours of professional development. Also, as associate faculty teach nearly 50% of the classes at RCC, they are important stakeholders in professional development. Therefore we have been working at including more information that is tailored to associate faculty by using polling and surveys. The goal is to create a more substantial set of professional development programs for our associate faculty, thus bringing more parity in the classroom.

VI. Fiscal Resources

Current Budget

The Faculty Development Committee oversees a current budget of $4,800.00. This budget contributes to the maintenance and operation of the Glenn Hunt Center for Teaching Excellence located on the fourth floor of the Digital Library. Additionally, these funds contribute to the Flex days in Fall and Spring, as well as supporting speakers, faculty resource needs, and events on campus.

Proposed Budget

The Faculty Development Committee seeks additional funding to fulfill our mission of professional development for faculty in the spirit of research, student engagement, and collegiality. The additional funding will be geared for faculty travel to conferences, upgrades to the current system with digitizing most presentations for access, honorariums to bring in 2 speakers per year, and maintenance of the existing center.

Travel

In the past, faculty members were allotted $200.00 each for travel expenses, kept in a pool by departments. In that situation, individual faculty members had access to that money to use for travel. Or, if they were not planning a conference they could donate the money to a member of their department to assist in paying for that person's travel. With this spirit in mind, the Faculty Development Committee requests that $50,000.00 be granted to the committee for travel funding for full- and part-time faculty members. (Note: In maintenance of past protocol, this amount accounts for approximately $200 per full-time faculty member employed at RCC. However, the funds would be divided among both full-and part-time faculty.) This line of funding would allow greater travel for more faculty thereby increasing their subject matter skills sets , allowing for learning of new teaching techniques, and helping them to maintain currency in their discipline. The committee also proposes that faculty who receive such funding will report the information gained through the travel at department meetings, committee meetings or a Flex event for the entire college.

Flex Events and Instructional Supplies

We request $5,000.00 to be used for Fall and Spring Flex events, new faculty orientation workshops, open house events at the Glen Hunt Center, and recognition of the Glenn Hunt Outstanding Faculty

Service Award winner. Additionally, these funds will be used to support the purchase of books and supplies for Communities of Scholars and other faculty-led development opportunities. Lastly, these funds will be used for instructional materials such as pens, paper, ink for printers, and scantron and scratcher forms.

Website / Video Development

To work toward Goal #1 (see below), we request an additional $5,000.00 to be spent on website updates, recording and archiving of Flex events, and the development of an opportunity for Flex to be completed via the internet. The money would help support our mission of faculty development by making all Flex events accessible to all of the campus community.

Speaker Fees

Our final request is for outside speaker fees. Faculty Development would like $10,000.00 to pay for outside speakers on the subjects of teaching, assessment, accreditation, and current events. These funds would be split over the academic year, with one speaker in the fall and one in the spring. By bringing in outside speakers, we hope to motivate the faculty with new ideas, teaching techniques and more.

Faculty Development Coordinator and Administrative Assistant Release Time

Currently, the Faculty Development Coordinator position is compensated with 0.2 release time (the equivalent of 7 hours per week). After keeping track of actual hours worked by the FD Coordinator over the past year, we have determined that this is not an adequate amount of time to properly accomplish all that is required. The current coordinator has spent, on average, 12-15 hours per week in order to fulfill the duties of the position. Therefore, we are proposing that the position be compensated with 0.4 release time in the future.

In the past, a 0.475 Administrative Assistant position has been allocated to Faculty Development. This person helped to maintain the day-to-day operations of the Glenn Hunt Center, process Flex hours, gather and verify evidence for those Flex hours, prepare travel authorizations, process associate faculty payments for flex and assessment, schedule rooms, create fliers, maintain the Glenn Hunt Center, among other duties. Recently the amount of time allocated for the FD Administrative Assistant has been dramatically reduced. This is creating even more work for the FD Coordinator (for which they are not being compensated). Hence, we are requesting that the prior 0.475 position be restored.

Summary of Requested Budget

Object	Description	Amount
	Travel	$50,000
	Flex Events and Instructional Supplies	$5,000
	Videography / Online Archiving of Flex Events	$5,000
	Outside Speaker Fees	$10,000
	0.4 Release Time for FD Coordinator	67035.00 (based on Faculty Schedule H-22-could be lower depending on the coordinator's tenure and degree at RCC)
	0.475 Administrative Assistant Position	20,046 per year
	Total Requested	

VII.   Professional Development Goals

The Faculty Development Committee at RCC has been actively working on programs that will enhance student success through the work of the faculty. To that end, we have designed a five-year plan based on a series of five goals. Our five goals work with the strategic plan of the college, as well as the Guided Pathways. Below, we have listed each of our goals, and with each there is justification as well as the appropriate information to demonstrate that these goals reflect the greater goals of Riverside City College.

Goal #1:

To identify and provide accessible resources and learning opportunities for full- and part-time faculty (Strategic Plan, Guided Pathways)

Program Learning Outcomes:

- Increase awareness of, interest in, and participation in professional development opportunities
- Increase access to professional development activities by making them available via the internet

Actions:

- Produce annual calendar of activities-advance planning of events with tie-in to strategic planning and Pathways
- Update and enhance webpage-provide clarity for faculty and staff
- Develop marketing plan for offered activities-increase attendance at events
- Coordinate Fall and Spring Flex days for faculty, staff and administration (administration has set times to provide instruction, and can make suggestions for additional events, to highlight the strategic plan, as well as Guided Pathways)
- Video archive all Flex events
- Develop efficient system for online completion of Flex (with archived events)

Measures / Targets:

- Increase # of activities offered annually to two activities per month
- Achieve a 10% increase in faculty participation rate per activity

Strategic Goal Alignment:

- Content Area Development
- Institutional Effectiveness
- Student Success
- Resource and Learning Environment Development

Timeframe: Years 1 - 5

Goal #2:

To allocate appropriate financial, physical, and human resources for successful execution and assessment of Flex activities

Program Learning Outcomes:

- Provide support, administrative leadership, and primary point of contact for Faculty Development
- Gain the ability to better plan future activities based upon systematic assessment of current activities
- Identify gaps between what is offered and what is needed
- Bring new teaching techniques and subject matter expertise to the RCC campus by increasing attendance by faculty at conferences, symposia, and workshops

Actions:

- Assess and evaluate prior year program offerings through the use of surveys
- Modify activities offered in response to assessment data
- Identify availability of local community resources for potential partnerships (UCR, RCOE, County Office of Education, Public Health Office)
- Develop operational budget
- Facilitate and streamline the travel request process for faculty

Measures / Targets:

- Successful execution of Flex events
- Surveys completed by at least 75% of program attendees
- Majority of appropriate travel requests fulfilled

Strategic Goal Alignment:

- Institutional Effectiveness
- Community Engagement
- Resource and Learning Environment Development

Timeframe: Years 1 - 5

Goal #3:

To facilitate career and leadership development for individuals in an effort to address the need for new faculty training, to enable succession planning, to protect continuity, and to avoid extended vacancies in key positions.

Program Learning Outcomes:

- Identify individuals interested in growth and leadership opportunities
- Increase faculty professional knowledge of strategic planning goals and processes of the college
- Develop leadership skills in areas of communication, planning, problem solving, emotional intelligence, cultural proficiency, and employee management

Actions:

- Develop mentor program for all untenured faculty
- Continue to improve and refine the year-long training program for first-year faculty to learn about the college, district and the policies that impact faculty teaching and work
- Plan and implement biannual meetings for second-year faculty to ensure that these faculty members feel supported and fully understand their duties and obligations to the college
- Generate and distribute faculty-specific strategic planning surveys
- Develop a series of events on committee participation, organization and formation
- Increase committee participation of faculty through integration of council/committee participation
- Develop training activities and mentoring opportunities specific to those faculty who are interested in future Department Chair or administrative positions

Measures / Targets

- Develop, launch, and achieve a 10% participation rate (by tenured faculty) in mentor program
- Increase faculty attendance at strategic planning council meetings / subcommittees / workgroups

Strategic Goal Alignment:

- Institutional Effectiveness
- Leadership Development

Timeframe: Years 3 - 5

Goal #4:

To develop, enhance, and nurture a positive organizational culture among all college constituents by promoting collaboration and knowledge-sharing among employee groups as directed by California Education Code

Program Learning Outcomes:

- Foster collegiality and collaboration among employee groups
- Realize campus-wide understanding of how to be a culturally proficient organization
- Contribute towards student success by removing interpersonal barriers

Actions:

- With the classified staff committee, generate and distribute campus culture/employee engagement surveys
- Include organizational cultural proficiency training in first-year faculty workshops
- Engage with the administration professional development committee and the classified staff development committee for a minimum of 2 events per term

Measures/Targets:

- Achieve 45% completion of culture/engagement surveys by faculty
- One division per semester specifically targeted for engagement with administration and classified staff

Strategic Goal Alignment:

- Institutional Effectiveness
- Organizational Development
- Student Success

Timeframe: Years 2 - 5

Goal #5:

To support implementation of the California Guided Pathways framework at RCC and contribute toward an institution-wide approach to student success

Program Learning Outcomes:

- Increase awareness and knowledge of the California Guided Pathways model among all faculty until it is seen as the framework for all further endeavors.
- Provide resources for faculty to participate in implementation of the four pillars of the Guided Pathways model with particular emphasis on "Support" and "Learning"
- Continued improvement and refinement of the California Guided Pathways structure at RCC

Actions:

- Include information about RCC's progress toward implementation of the California Guided Pathways model at Spring and Fall Flex events
- Work with coordinators to generate activities and outreach, as well as reporting back to the greater college community with information on Pathways.
- Once implementation has progressed sufficiently, plan 3 Flex events specific to the "Support" and "Learning" pillars during both Fall and Spring semesters
- Provide trainings to familiarize faculty with actions that are taken to build the "Clarity" and "Intake" pillars, so that these become second nature for faculty and staff.
- Include questions on the FDC biennial survey specific to Guided Pathways implementation

Measures/Targets:

- Increased understanding of the California Guided Pathways model among faculty
- Completion of biennial survey by at least 30% of faculty members

Strategic Goal Alignment:

- Institutional Effectiveness
- Organizational Development
- Student Success
- Student Access

Timeframe: Years 1 - 5

VIII.   Recommendations

The following program and resource recommendations have been developed and identified in an effort to achieve the five-year strategic goals.

New Faculty Trainings (Goals #1 and #3)

In the Fall of 2017 and continuing through 18-19, "Third Fridays" (a year-long training for new faculty) was developed to track and assist new faculty in their navigation through the college and district systems. This is in addition to the full-day training that occurs before the Fall semester begins. This extended program is designed to assist new faculty in all aspects of their professional career at Riverside City College. The program is a pilot program and assessment of all aspects of it will be done at the end of the Spring term. Assessment results will be used to improve and refine the program for next year.

In the Fall of 2019, new faculty training will be supplemented with one meeting per semester for second-year faculty. Since the first year is a bit overwhelming, these meetings are meant to help remind new faculty members of college structure, policies, and procedures and to provide an opportunity for questions to be answered and problems to be solved. The goal of these meetings is to ensure that new faculty are taking as smooth a path as possible through the tenure process.

The Faculty Development Committee will continue to have specialized meetings for untenured faculty, by their year of hire, until they receive tenure. The committee believes that all untenured faculty could make use of these sessions to reinvigorate their teaching and campus service, as well as fill in any gaps in knowledge they may have pertaining to policies and practices for the college and district.

Along with the training of new faculty, the committee will also create and maintain a mentor program that pairs one untenured faculty member with a tenured faculty member who can assist them in the navigation of the college. The recommendation is that the faculty mentor will be from outside of the untenured faculty member's discipline / department, allowing a freedom of discussion on various topics. New faculty are also encouraged to communicate with their department colleagues in addition to their mentor.

The mentoring program will be extended to include a professional training system whereby tenured faculty will be mentored by a department chair or an administrator to help the faculty member understand the department chair/administrative position and duties. We hope that this training system will generate many faculty members who will be able to fill administrative positions within the college and district when necessary.

Flex Events and Calendar of Events (Goal #1)

Flex Days are days selected to accommodate the State's program for continuing education. Each Fall, there are three Flex days held during the week before classes begin. One of those days is highlighted as "College Day" during which the administration presents the State of the College Address and highlights the upcoming year's initiatives. The remainder of the time, 6 hours per day, is spent in sessions that highlight teaching innovations, grading tips, understanding the student population, and improving faculty professionalism. The spring is marked by one day of Flex activities. The morning is reserved for the State of the College Address and the afternoon spent in professional development events.

The continuing education of faculty is through various sessions on a variety of topics throughout the year, highlighting teaching, research, development of curricula, and other topics. Of particular note are the monthly "TigerTalks" lectures which are meant to have broad appeal and provide information about new and innovative research or activities on and around our campus and community.

The goal for the committee is to create a standing arrangement of Flex activities one year in advance, so that faculty may plan accordingly. Currently, Flex events are planned and implemented by (a) self-selection (faculty member contacts committee with a topic to present), (b) travel application and reporting out for faculty who have received funding for travel to conferences or workshops, (c) request by faculty for information on a topic. This final pattern, requests, highlight areas that may not be as visible in many programs, initiatives or activities, and therefore are treated with a greater sense of need, as it highlights an area where the information is not present.

The committee would like to institute a year-round calendar with distinct topics slated for different times. Presenters may be specifically engaged to work on particular topics or the committee will initiate a search for individuals to present on said topics. This calendar would be flexible, given the circumstances of presentations, but the topics would be stable. Additional topics may be offered in addition to those scheduled.

Survey of Flex Activities (Goal #2)

The Faculty Development Committee sends out an electronic survey every two years to all stakeholders to assess the effectiveness of the Flex offerings. This survey is extensive provides a great deal of feedback on faculty interests in topics, times, dates and styles of presentation (see most recent questions and results in Appendix 2). The survey is voluntary, however participation rates are typically fairly high. The survey is currently under review and will be sent out to stakeholders in the Spring term of 2019. In addition to the biennial survey, assessments are done after each flex event. The committee hopes to make the assessments electronic, thus reducing cost and increasing the speed at which such assessments can be utilized for future events.

Engagement with Administrative and Staff Professional Development Committees (Goal #4)

As directed by Educational Code of the State of California, all three professional development committees will work together for engagement activities and to utilize the experience and skill sets of all three professional groups. To this end, Faculty Development and Staff Professional Development (CLAS) have begun working together to produce joint events that will bring the two groups together. The first of these events was a Halloween Costume Contest for faculty, staff, and students. This event was well attended, with 25+ participants. The resulting engagement between faculty and staff has encouraged the design of additional events where these groups would be able to benefit from the skill sets of the others. This engagement will be reflected in an ongoing series of events for both FDC and CLAS. We hope to engage the administrative professional development in future events.

California Guided Pathways (Goal #5)

Faculty Development is actively engaged with the California Guided Pathways state wide initiative. To that end, the Faculty Development Committee is working to create a series of Flex workshops dedicated

to educating the faculty and staff on the California Guided Pathways, and helping to develop clear and concise documents to assist faculty engaged in advising our students on the path that they should take, as well as educating students about potential career paths with this degree. We are working with the coordinator for planning and assessment.

Digitizing Flex Events for Faculty (Goal 1, 2 and #4)

Analysis through various meetings, Flex events and surveys have indicated that many faculty are either engaged with class or committee work, or are travelling to another campus, as is the case with many of our associate faculty. While the importance of flex events is not lost on these individuals, the means to access this information is not currently available. We propose that by recording the events in real time and digitally uploading them to the Faculty Development Website, more faculty will gain access to important and useful information to assist their teaching, committee service and service to their students.

By creating a digital database of events, more faculty will make use of these events to enhance the classroom experience, to educate themselves on changes in policy, to educate themselves on the various programs available for our students and many more.

This will also help to alleviate stress between full-time faculty and associate faculty. As associate faculty, access to many events on campus is limited due to travel concerns / drive time to the next location. By digitizing the events, we believe that access will be enhanced, and also should demonstrate the equality we strive for among associate faculty and full-time faculty.

Appendix I

Job Description: RCC Faculty Development Coordinator

1. Facilitate implementation of faculty development activities and ensure their broad publication
   a. Coordinate and facilitate Fall & Spring Flex Days, New Faculty Orientation and Associate Faculty Orientation
   b. Coordinate any other Faculty Development Events (i.e. Discovery Lecture, Flex Fridays, Communities of Scholars, Distance Education Academy)
   c. Assist Administrators, Faculty, Staff with the planning and advertisement of individual Flex events.
2. Work in conjunction with the new position for 18-19, Professional Development and Training Coordinator, on Flex Scheduling, as well as events for two or more Professional Development organizations.
3. Oversee Flex schedule and activities, contribute to the preparation of the required Flex documentation for the state
4. Coordinate Campus New Faculty Orientation programs and provide mentoring as desired to new faculty
5. Monitor the faculty development budget in coordination with the appropriate administrator
6. Serve on the Faculty Development Committee and as liaison with other college and district committees as needed to facilitate faculty development
7. Attend state and national conferences related to faculty development and give presentations promoting successful college programs
8. Work in collaboration with the Grant Office to maintain a knowledge of grant funding for faculty development projects, and seek such funding
9. Communicate with faculty and appropriate campus constituencies regarding budget, constituency decisions, state policies, etc.
10. Maintain regular liaison with the Academic Senate and other important committees
11. Survey faculty and disciplines to ensure faculty development needs are being met (to the degree resources permit), and serve as liaison between faculty and administration as needed to meet those needs
12. Work in collaboration with the Office of Academic Affairs to maintain the Faculty Guidebook
13. Be familiar with legal issues and accreditation issues related to Faculty Development
14. Engage in regular assessment of faculty development activities as required by accreditors and to ensure the continued improvement of programs and services
15. Oversee the Glenn Hunt Center for Teaching Excellence including its staff and supplies, track patrons, and ensure that adequate resources are provided and maintained for faculty in the Center
16. Collaborate with the Office of Academic Affairs to oversee www.flextrack.org and ensure that all flex hours are tracked, recorded and reported to Human Resources

Appendix II

FDC/Faculty Needs Assessment Survey - Spring 2015

Q1 Are you a Full-Time or Part-Time Faculty?

Answer Choices Responses
Full-Time **57.01%** 61
Part-Time **42.99%** 46

Q2 In total, how many years have you taught at RCC?

Answer Choices Responses
Less than one year **3.74%** 4
1-5 years **11.21%** 12
6-11 years **29.91%** 32
12-17 years **32.71%** 35
18 years or more **22.43%** 24

Q3 In which field do you primarily teach (discipline)?

A good one: 1
Administration of Justice: 1
American Sign Language: 1
Art: 1
Automotive Technology: 2
Business: 4
Chemistry: 1
CIS: 5
Communication Studies: 7
Community Education: 1
Cosmotology: 1
Culinary Arts: 1
Early Childhood Education: 3
Economics: 1
Engineering: 1
English: 22
Film Studies: 1
Guidance Counseling: 10
Health Science: 1
History: 3
Humanities: 1
Information Technology: 1
Kinesiology: 4
Library: 5
Mathematics: 9
Microbiology: 1
Music: 2
Nursing: 7
Psychology: 1
Reading: 2
Sociology: 3
STEM: 1
World Languages: 1

Q4 Are there other fields in which you teach? If yes, please list them.

Answ er Choices Responses
Yes **14.02%** 15
No **85.98%** 92

1 However, I have FSA's in other areas, completing another one in Business management, political science and
4/30/2014 10:57 AM
2 His 4/30/2014 10:54 AM
3 Biology, Health, Environmental Science, Anatomy and Physiology 4/29/2014 3:38 PM
4 History 4/29/2014 9:57 AM
5 philosophy 4/29/2014 9:16 AM
6 English 4/29/2014 8:31 AM
7 Anatomy and Physiology, Human Reproduction and Sexual Behavior 4/25/2014 2:39 PM
8 But hold teaching credentials or MA degrees in Educational Admin., Public Admin., and Behavioral Sci.
4/22/2014 12:11 PM
9 EDU 4/22/2014 10:00 AM
10 English, Business English, Special Programs 4/14/2014 1:30 PM
11 management and CIS 4/9/2014 8:16 AM
12 Used to teach PoliSci, but unlikely to again 4/8/2014 3:37 PM
13 Humanities 4/8/2014 12:44 PM
14 Engineering 4/8/2014 11:54 AM
15 Film Studies 4/8/2014 10:52 AM
16 business, history 4/8/2014 10:38 AM
17 Counseling 4/8/2014 9:48 AM

Q5 Have you attended an event sponsored by Faculty Development held in the 2013-2014 academic year?

Answer Choices Responses
Yes **50.94%** 54
No **40.57%** 43
Unsure **8.49%** 9

Q6 If your answer was "No" for the previous question, why did you not attend? (check all that apply)

Answer Choices Responses
Time/schedule conflict **86.05%** 37
Not interested in the event topic **11.63%** 5
No compensation provided to attend **13.95%** 6
Already met FLEX requirements/not needed **18.60%** 8
 # Other (please specify)
1 There are usually other priorities. I could make it work, but usually come up with the "I'm too busy" excuse.
4/30/2014 9:59 AM
2 Up until just recently I lived relatively far away from RCC; and so I would try to avoid the commute down whenever I could
4/29/2014 12:30 PM
3 Our department always schedules mandatory meetings during flex days/timesand our department does not honor college hour.
4/29/2014 9:18 AM
4 Commute to campus 4/25/2014 3:30 PM
5 Not applicable 4/22/2014 12:11 PM

6 Nusing always has it own meeting 4/10/2014 7:44 AM

7 I have other assignments at other institutions so the trying to fit in any other thing is always a challenge. But if I coud afford it, I'd certainly love to participate. Thanks to Amber, do read Faculty Focus and such when time permits.

Q7 When would you be most likely to attend a faculty development workshop? (check all that apply)

Answer Choices Responses
Monday-Thursday morning (9:00 a.m.-12:00 p.m.) **15.53%** 16
Monday-Thursday afternoon (2:00 p.m.-4:00 p.m.) **21.36%** 22
College Hour Tuesday (12:50 p.m.-1:50 p.m.) **34.95%** 36
College Hour Thursday (12:50 p.m.-1:50 p.m.) **33.98%** 35
Monday-Thursday evening (4:00 p.m.-6:00 p.m.) **29.13%** 30
Friday morning (9:00 a.m.-12:00 p.m.) **34.95%** 36
Friday afternoon (12:00 p.m.-4:00 p.m.) **25.24%** 26

Q8 What is your preferred medium for Teaching and Learning workshops? (please rank order)

1 2 3 Total Average Ranking
In Person/Face-to-Face **80.00%** 84
11.43% 12
8.57% 9

Video Tutorials **11.43%** 12
59.05% 62
29.52% 31

Webinar **8.57%** 9
29.52% 31
61.90% 65

Q9 What is your preferred medium for Technology Training workshops? (please rank order)

1 2 3 Total Average Ranking
In Person/Face-to-Face **76.70%** 79
11.65% 12
11.65% 12

Video Tutorial **5.53%** 16
63.11% 65
21.36% 22

Webinar **7.84%** 8
25.49% 26
66.67% 68

Q10 What is your preferred medium for workshops to assist your Work-Life?

(please rank order)

1 2 3 Total Average Ranking
In Person/Face-to-Face **69.31%** 70
20.79% 21
9.90% 10

Video Tutorial **18.81%** 19
56.44% 57
24.75% 25

Webinar **11.88%** 12
22.77% 23
65.35% 66

Q11 What is your preferred medium for workshops related to Student Issues? (please rank order)

1 2 3 Total Average Ranking
In Person/Face-to-Face **76.70%** 79
13.59% 14
9.71% 10

Video Tutorial **14.56%** 15
64.08% 66
21.36% 22

Webinar **8.74%** 9
22.33% 23
68.93% 71

Q12 About which of the following Teaching and Learning issues would you like more information? (check all that apply)

Answer Choices Responses
Improving Student's Writing Skills **21.70%** 23
Improving Student's Reading Skills **23.58%** 25
Improving Student's Study Skills **45.28%** 48
Bloom's Revised Taxonomy **22.64%** 24
Service Learning/Volunteerism **22.64%** 24
Student's Learning Styles **13.21%** 14
Active Learning Strategies (i.e. team-based, problem-based, or project-based learning; interactive lecture) **39.62%** 42
Collaborative Learning **57.55%** 61
How to provide effective feedback in student grading **36.79%** 39
Classroom Management **32.08%** 34
Writing a Student-Centered Syllabus **15.09%** 16
Learning Communities **33.02%** 35
Adult/Non-Traditional Student Learning **16.04%** 17
Effective use of technology
 # Other (please specify) 61.32% 65
1 I saw something in the CHE about completely rethinking syllabi and I think that might be a fun workshop.
4/30/2014 9:26 AM
2 Share with other English instructors & norm score papers 4/29/2014 9:46 AM
3 Student vs teacher responsibilities 4/29/2014 9:00 AM
4 affective domain 4/25/2014 3:30 PM
5 Specific and detailed methods of doing SLO and PLO assessment 4/22/2014 2:41 PM

6 "Plug-ins" devices for using own laptop in class 4/14/2014 1:30 PM
7 The Common CORE Standards 4/9/2014 1:56 PM
8 diversity of thought compared to political correctness or indoctrination 4/8/2014 2:50 PM

Q13 About which of the following topics related to Technology in the Classroom would you like more information? (check all that apply)

Answer Choices Responses
Use of social media in the classroom (Facebook, Twitter, Instagram) **41.18%** 42
Beginning Power Point (constructing slides, embedding pictures, simple animations) **7.84%** 8
Advanced Power Point (voice overs, embedding videos, advanced animations) **42.16%** 43
Excel (gradebook, data collection, graphing) **34.31%** 35
Outlook (email sorting/organizing, archiving email) **17.65%** 18
Word (mail merge, labels, converting a document to PDF) **10.78%** 11
Youtube and other video sites **26.47%** 27
Web 2.0 (wikis, blogs) **17.65%** 18
Student surveying or Polling software; Clickers **22.55%** 23
Basic lecture capture (Jing, Screencast-o-matic) **33.33%** 34
Advanced lecture capture (Camtasia, Mediasite) **24.51%** 25
Use of tablets and smart phones in the classroom **37.25%** 38
Teaching apps **46.08%** 47
 # Other (please specify) Date
1 I'm interested in learning more about any of the new technology related tools and/or methods that may help me to engage my students better. Specifically I'm interested in how feasible it would be for me to implement these things, and whether it would be distracting if I tried new things in order to experiment with how effective certain technology related tools/methods are.
4/29/2014 12:30 PM
2 Share hybrid tips with other instructors 4/29/2014 9:46 AM
3 Ideas for great online classes 4/22/2014 10:00 AM
4 story telling from life events 4/8/2014 2:50 PM
5 my own website 4/8/2014 9:58 AM

Q14 About which of the following topics related to Assessment would you like more information? (check all that apply)

Answer Choices Responses
RCC assessment guidelines (frequency, submission) **27.84%** 27
How to create effective student learning outcomes **30.93%** 30
Basic classroom assessment techniques **34.02%** 33
New or interesting assessment techniques **77.32%** 75
 # Other (please specify) Date
1 Interested in strategies for reducing the time I spend grading a certain assessment without significantly sacrificing the effectiveness of that assessment
4/29/2014 12:30 PM
2 Show us how to do this: Specific and detailed methods of doing SLO and PLO assessment 4/22/2014 2:41 PM
3 Formative Assessment using "Clickers" 4/9/2014 1:56 PM
4 I do not believe our assessment tool is valid 4/8/2014 2:50 PM

Q15 About which of the following Curriculum-related issues would you like more information? (check all that apply)

Answer Choices Responses
What is CurricuNet **24.32%** 18
How to use CurricuNet **43.24%** 32

Updating courses in CurricuNet **25.68%** 19
The review process (timelines and stages) **31.08%** 23
Matriculation of new courses **29.73%** 22
Transfer Model Curriculum (TMC) **47.30%** 35
 # Other (please specify) Date
1 Requirements for courses-what does an instructor "Have to" do 4/29/2014 9:00 AM
2 C-ID Review Process 4/9/2014 1:56 PM
3 moving guidance 48 from a 2 unit course to 3 units 4/8/2014 2:50 PM

Q16 About which of the following topics related to Students would you like more information? (check all that apply)

Answ er Choices Responses
Student application process **30.30%** 20
Student graduation process **34.85%** 23
Student demographics **74.24%** 49
 # Other (please specify) Date
1 REQUIREMENT FOR COURSES 4/30/2014 12:54 PM
2 Resources for homeless students 4/30/2014 10:13 AM
3 Student responsibilites in a course 4/29/2014 9:00 AM
4 Basic Skills student demographics 4/25/2014 3:30 PM
5 none 4/10/2014 7:44 AM
6 Clubs 4/9/2014 1:56 PM
7 why do some students achieve and others don't? honest discussion 4/8/2014 2:50 PM
8 Navigating through this generation of students - apathy, low attention span, lack of discipline 4/8/2014 1:12 PM
9 student assessment 4/8/2014 10:22 AM

Q17 About which of the following topics related to Student-Diversity would you like to more information? (check all that apply)

Answ er Choices Responses
Disabilities **53.95%** 41
Gender and Sexuality **28.95%** 22
Veterans **50.00%** 38
Socioeconomic status **48.68%** 37
Cultural differences within ethnic groups **53.95%** 41
 # Other (please specify) Date
1 Demographics 4/29/2014 9:00 AM
2 none 4/10/2014 7:44 AM
3 generations 4/9/2014 11:21 AM
4 PSTD training 4/8/2014 8:16 PM
5 how about what unites us and not what divides us 4/8/2014 2:50 PM
6 international 4/8/2014 9:48 AM

Q18 About which of the following Student Support Services at RCC would you like to more information? (check all that apply)

Answer Choices Responses
Counseling **41.57%** 37
Financial Aid **30.34%** 27
Disabled Resource Center (DRC) **30.34%** 27
Veteran Affairs Center **23.60%** 21
Puente **10.11** 9
Outreach **15.73%** 14
Workforce Preparation **15.73%** 14

EOPS **21.35%** 19
Gateway **16.85%** 15
Pathways to Excellence **28.09%** 25
Honors **19.10%** 17
CAP Program **13.48%** 12
Health Services Office **13.48%** 12
Student Homelessness **39.33%** 35
Parking/Transportation **8.99%** 8
Associated Students of RCC (ASRCC) **4.49%** 4
(Advising) Student Clubs **6.74%** 6
Writing Center **14.61%** 13
Center for Communication Excellence **11.24%** 10
Tutorial Services **28.09%** 25
Math Learning Center **15.73%** 14
STEM Center **16.85%** 15
Supplemental Instruction (SI) **13.48%** 12
H.O.M.E. Room **13.48%** 12
Ujima Project **11.24%** 10
International Students **11.24%** 10
Study Abroad **6.74%** 6
Athletics **4.49%** 4
Library Resources **35.96%** 32
 # Other (please specify) Date
1 I don't even know what a lot of those programs are, so I guess most of them 4/29/2014 9:57 AM
2 single family homes and abuse (physical,emotional,drugs,sexual etc 4/8/2014 2:50 PM

Q19 which of the following topics related to Faculty would you like more information? (check all that apply)

Answer Choices Responses
Grant writing **37.93%** 33
Writing recommendation letters for students/peers **32.18%** 28
Community events **24.14%** 21
Conference attendance in my field: How to complete travel requests **33.33%** 29
Conference attendance in my field: How to apply for monies to travel **48.28%** 42
Scholarship of Teaching and Learning (publishing, presenting educational research) **34.48%** 30
 # Other (please specify) Date
1 If someone actually knows the current, proper steps on travel, I would LOVE to hear about that. What a mystery this has been.

Q20 About which of the following topics related Faculty Work-Life would you like to know more information? (check all that apply)

Answer Choices Responses
The Glenn Hunt Center for Teaching Excellence (access and resources) **23.46%** 19
WebAdvisor **13.58** 11
RCC e-mail lists **13.58%** 11
Strategic Planning committees (structure and function) **25.93%** 21
Academic Senate committees **23.46%** 19
Conflict Resolution with students (Behavioral Intervention Resource Team: BIRT) **32.10%** 26
Current issues facing community colleges **56.79%** 46
Faculty Association **20.99%** 17
Academic Senate **14.81%** 12
Equal Employment Opportunity **8.64%** 7
Department Chair Training **22.22%** 18
Emergency Procedures **24.69%** 20

Emergency Preparedness **23.46%** 19
Emergency Notification System **11.11%** 9
 # Other (please specify) Date
1 DataTel 4/22/2014 9:19 AM
2 none 4/10/2014 7:44 AM
3 team building from coaches that doesn't just focus on winning 4/8/2014 2:50 PM

Q21 About which of the following topics related to Personal Development would you like more information? (check all that apply)

Answer Choices Responses
Nutrition **26.14%** 23
Exercise **31.82%** 28
Stress Reduction **48.86%** 43
Employee Book Club **15.91%** 14
Personal Finance **12.50%** 11
Work/Life Balance **22.73%** 20
Time Management **21.59%** 19
Services for Faculty at the RCC Health Center **32.95%** 29
Retirement Planning (CalSTRS) **46.59%** 41
Retirement Planning (CalPERS) **11.36%** 10
Retirement Planning (403b) **19.32%** 17
Retirement Planning (trusts/estates) **14.77%** 13
Health Insurance Options **20.45%** 18
Vision Service Plan (VSP) **21.59%** 19
AFLAC Dependent Care Reimbursement **3.41%** 3
AFLAC Medical Care Reimbursement **6.82%** 6
 # Other (please specify) Date
1 Would like a teacher activity center. Ping Pong? 4/22/2014 9:53 AM
2 none 4/10/2014 7:44 AM
3 Gym Access 4/8/2014 9:26 PM
4 Retirement planning from other faculty not the "officials" 4/8/2014 1:12 PM
5 yoga classes 4/8/2014 9:58 AM

Q22 About which of the following topics related to the Learning Management System (Blackboard) would you like more information? (check all that apply)

Answer Choices Responses
Getting started/creating a class **40.58%** 28
Quizzes, exams, surveys **40.58%** 28
Assignments **30.43%** 21
Rubrics **40.58%** 28
Constructing effective discussion boards **52.17%** 36
Scoring discussion boards **34.78%** 24
Grade keeping **36.23%** 25
Email within Blackboard **17.39%** 12
Creating groups **27.54%** 19
ADA Compliance **24.64%** 17
Tracking student progress **33.33%** 23
 # Other (please specify) Date
1 Benefits of Blackboard over other learning management systems or websites (edmodo, blogs, wikis) 4/30/2014 9:59 AM
2 Have trouble uploading exams 4/22/2014 9:53 AM
3 I have never utilized Blacboard 4/22/2014 9:19 AM
4 what is the level of "cheating" in online courses 4/8/2014 2:50 PM

5 I do not use BB. I use Bedford's Compclass course website. 4/8/2014 10:52 AM
6 None 4/8/2014 9:50 AM

Q23 About which of the following topics related to Distance Education would you like more information? (check all that apply)

Answer Choices Responses
Differences between face-to-face/hybrid/online courses **20.83%** 15
How to create instructor "presence" in an online course **52.78%** 38
How to create a "community" among students in an online course **45.83%** 33
First week tips **40.28%** 29
Creating clear/effective deadlines **20.83%** 15
Effective communication in an online course **41.67%** 30
Alternatives to lecture **58.33%** 42
 # Other (please specify) Date
1 what is the level of faculty response to content ?'s 4/8/2014 2:50 PM
2 how to effectively teach a hybrid course 4/8/2014 10:22 AM

Q24 The Faculty Development Committee and the DLLRC sponsor the "Discovery Lecture Series" annually. The "Discover Lecture Series" highlights current issues and topics of interest. Please suggest topics for the annual "Discovery Lecture Series":

Answ ered: 24 Skipped: 83
 # Responses Date
1 Panel presentations by various groups of students in panel presentations - athletes, veterans, international students, respective student interest groups/clubs, and also students in respective disciplines/areas of study, etc.
4/30/2014 11:16 AM
2 A lecture that covers a local or state election issue would be great in October. 4/30/2014 10:54 AM
3 How to motivate students 4/30/2014 9:49 AM
4 I think a lot of our colleagues in the English Department, such as Jo Scott Coe and Christine Sandoval have been publishing their own work. I'd love to hear them read/speak about their experiences.
4/30/2014 9:26 AM
5 I'm interested in lectures concerned with discoveries related to fractals, quantum mechanics, timespace, light, black holes, holograms, and other math/science related discoveries. I'm also interested in discoveries related to how we think and/or how the brain works (i.e. psychology, neuroscience, education research, etc.)
4/29/2014 12:30 PM
6 topics related to history, culture, and health. 4/29/2014 10:32 AM
7 Changing paradigms in Education 4/29/2014 9:46 AM
8 The second career working student 4/29/2014 9:18 AM
9 reigniting your passion; how to plan a sabbatical 4/29/2014 9:16 AM
10 Student Responsibilities 4/29/2014 9:00 AM
11 Pedagogy 4/29/2014 8:31 AM
12 Student Success Initiative Pathways Initiative 4/29/2014 8:31 AM
13 affective domain 4/25/2014 3:30 PM
14 Art or Music 4/22/2014 4:15 PM
15 Green technology & sustainability Data and privacy 4/22/2014 10:05 AM
16 Tape them and let us watch them online! 4/22/2014 8:47 AM

17 'Sorry. I usually have no time to attend. 4/14/2014 1:30 PM

18 DREAM Act Cultural Diversity Latino Issues 4/11/2014 3:39 PM

19 Art 4/9/2014 1:56 PM

20 campus resources 4/9/2014 8:16 AM

21 Culture and Gender Leadership Skills Bullying 4/8/2014 8:16 PM

22 Cloud learning. 4/8/2014 3:41 PM

23 Educating the Y generation 4/8/2014 1:12 PM

24 Should the emphasis be on "Community" or "College?" 4/8/2014 10:38 AM

Q25 Please list topics you feel should be covered in a new Full-Time faculty orientation.

Answ ered: 29 Skipped: 78

 # Responses Date

1 Disabled Students 4/30/2014 11:37 AM

2 But I'm sure these already are: institutional service requirements, committee structure (continues to
be quite confusing) and opportunities for participating
4/30/2014 11:16 AM

3 Mentoring with tenured staff to create a smooth transition and clarification of all expectations in
teaching students. Review of technology used within the department.
4/30/2014 10:24 AM

4 The structure of the college / departments and who is responsible for what. 4/30/2014 9:59 AM

5 N/A 4/29/2014 12:30 PM

6 Organizational skills 4/29/2014 10:44 AM

7 Tour of the campus. 4/29/2014 10:42 AM

8 deciphering job descriptions and accessing support services 4/29/2014 9:18 AM

9 School policies and academic services to instructors 4/29/2014 9:00 AM

10 Pedagogy 4/29/2014 8:31 AM

11 Overview of student services Ongoing assessment of SLO's FAQ's about RCC - helpful information
Who to Go To - List of resources
4/29/2014 8:31 AM

12 N/A 4/25/2014 3:30 PM

13 Curriculum development, course development, classroom management and survival skills. 4/22/2014 4:15 PM

14 explain DataTel, CurricCunet, and the 'lingo' that is used by faculty in reference to various
committees
4/22/2014 9:19 AM

15 Who to contact to ensure FLEX, pay, etc. is done right. 4/22/2014 8:47 AM

16 What new FTF? 4/14/2014 1:30 PM

17 Adherence to CORs Teaching to SLOs Book/resource selection 4/11/2014 3:39 PM

18 Committee work 4/9/2014 1:56 PM

19 campus resources 4/9/2014 8:16 AM

20 Classroom Management Creating a Syllabus/class schedule Intro to Web Advisor Microsoft Office 4/8/2014 2:59 PM

21 1) The college runs on email 2) Find a system for organizing email before your box gets full and
you are locked out. 3. Our committee structure and use of acronyms is crazy. - Don't expect to
learn it all quickly.
4/8/2014 1:12 PM

22 Web Advisor Classroom Management Attendance Policies 4/8/2014 12:11 PM

23 Professional responsibility Obligation that goes beyond teaching 4/8/2014 11:54 AM

24 Library Resources such as orientation and databases 4/8/2014 11:38 AM

25 classroom management/discipline--the faculty members role. A video about disaster preparedness
that each instructor should show their classes at the beginning of the term.
4/8/2014 10:44 AM

26 Why are we here? -or- What's the point of teaching? 4/8/2014 10:38 AM

27 Obligations of FT vs. PT faculty members; CORs inside one's discipline; student-faculty
boundaries/considerations when employing social media
4/8/2014 9:59 AM

28 Early Alert, Census, Enrollment management, Adding students, how/why to drop students 4/8/2014 9:50 AM

29 WebAdvisor use 4/8/2014 9:44 AM

Q26 Please list topics you feel should be included in a Part-Time (Associate Faculty) orientation.

Answered: 41 Skipped: 66

Responses Date

1 Disabled Students 4/30/2014 11:37 AM

2 Support and services to part-time faculty - and this more for those full time and presenting these orientations toward realizing how much needs to be done, improved in this regard - and here's hoping, committing to make this happen accordingly.
4/30/2014 11:16 AM

3 Access to blackboard. Ability to post to students for clinical expectations and emails. 4/30/2014 10:24 AM

4 Classroom management Understanding CORs Preparing for Evaluation Working with Community College Students
4/30/2014 10:13 AM

5 The structure of the college / departments and who is responsible for what. 4/30/2014 9:59 AM

6 How to engage students How to motivate students 4/30/2014 9:49 AM

7 Setting up courses, creating websites, writing syllabus, location of important places, where to go for common problems,
4/30/2014 8:34 AM

8 .Strategies for effective teaching. 4/29/2014 3:19 PM

9 Structure of RCC--who/where/what 4/29/2014 2:19 PM

10 What resources are available (i.e. library, technology/software, getting copies, etc.) 4/29/2014 12:30 PM

11 we should know more about how students are counseled, requirements in our areas, how students can access reading and writing help, how to obtain an SI or Tutor
4/29/2014 9:57 AM

12 Go over the handbook 4/29/2014 9:46 AM

13 student grading and accessing support services available 4/29/2014 9:18 AM

14 Instructor rights & Student Rights 4/29/2014 9:00 AM

15 Pedagogy 4/29/2014 8:31 AM

16 Overview of student services Ongoing assessment of SLO's 4/29/2014 8:31 AM

17 How to have a presence on campus 4/25/2014 3:30 PM

18 Aligning syllabi and assignments with RCC's requirements, not all colleges. 4/23/2014 8:05 PM

19 The Survival Guide 4/23/2014 5:19 PM

20 Course development, support services,survival skills. 4/22/2014 4:15 PM

21 Brochure on where to go for help, resource availability and accessibility. For example, the media center. Where is it, what time are they open, and how can they be of service.
4/22/2014 9:53 AM

22 ? 4/22/2014 8:47 AM

23 Alternative Careers 4/14/2014 1:30 PM

24 Adherence to CORs Teaching to SLOs Book/resource selection 4/11/2014 3:39 PM

25 Rooms to work and conduct office hours. 4/9/2014 1:56 PM

26 campus resources 4/9/2014 8:16 AM

27 Nuts and bolts of teaching here. Keys (where do we get them), SLO, grading, syllabus (effectiveness)
4/8/2014 5:49 PM

28 How to get a full-time position. 4/8/2014 3:41 PM

29 Microsoft Office Classroom management 4/8/2014 2:59 PM

30 1) RCC runs on email. Please check daily. 2) Understanding the contract. 4/8/2014 1:12 PM

31 Web Advisor Classroom Management Attendance Policies 4/8/2014 12:11 PM

32 Library Resources such as orientation and databases 4/8/2014 11:38 AM

33 Effective classroom management, Conflict resolution training SLO Assessments 4/8/2014 11:36 AM

34 Census reports 4/8/2014 11:15 AM

35 Sticking to Course outlines & scoring essays 4/8/2014 10:44 AM

36 Adjunct unionization. 4/8/2014 10:38 AM

37 Emergency procedures 4/8/2014 10:24 AM

38 What services are available for evening instructors Early Alert (not sure if covered already) Overview of state of college
4/8/2014 10:22 AM

39 Obligations of FT vs. PT faculty members; CORs inside one's discipline; student-faculty boundaries/considerations when employing social media; resources available for on-campus use;

role of faculty advisors
4/8/2014 9:59 AM
40 Early Alert, Census, Enrollment management, Adding students, how/why to drop students 4/8/2014 9:50 AM
41 WebAdvisor use 4/8/2014 9:44 AM

Appendix III: Travel Request Application

Riverside City College
Faculty Development Travel Request Application

Faculty Name/Title:_____

Name of Event/Activity:_____

Date(s) of
Event/Activity:_____

Please check one: Attendee_____   Presenter/Panelist_____

<u>Nine Criteria of Professional Growth</u>

Please underline/circle that apply to the event/activity

1.   Improvement of teaching
2.   Maintenance of current academic & technical knowledge or skills
3.   In-service training for vocational education and employment preparation programs
4.   Re-training to meet changing institutional needs
5.   Inter-segmental exchange programs (shared activities among UC, CSU, K-12 and other CCC)
6.   Development of innovations
7.   Computer and technological proficiency programs
8.   Courses and training implementing affirmative action and upward mobility programs
9.   Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges including, but not necessarily limited to, programs designed to develop self-esteem.

<u>Professional Growth Description</u>

In approximately one-to-two paragraphs, please provide a description of how this activity/event will:
- Enhance your effectiveness as an instructor
- Update your instructional methods
- Be disseminated to the campus for other faculty (i.e. Flex Workshop)

_____
_____
_____
_____
_____
____

Appendix IV: Needs Assessment

The Professional Development Team at RCC wants to provide the best opportunities for you as we all work together to ensure excellence in teaching and student success. We value the expertise you bring to RCC and your opinions regarding how professional development opportunities can be tailored to meet your needs. Please consider taking approximately fifteen minutes of your time to complete this survey.

The survey results will be tabulated and analyzed by the Office of Institutional Research and shared with the Professional Development Team. Future training opportunities will be planned in response to your input.

First, please tell us a little information about yourself:

1. How long have you been Employed at RCC?
       a. This is my first year
       b. 2-4 years
       c. 5-8 years
       d.More than 8 years

2. In which division(s) do you currently teach?
       a. Language/humanities/social sciences
       b. STEM
       c. CTE
       d. School of Nursing
       e. School of the Arts
       f. Counseling/Library

3. Have you participated in the February and/or August FLEX Workshops?
       a. Yes
       b. No

4. In general, how important are professional training activities to you?
       a. Very important
       b. Important
       c. Somewhat important
       d. Not important

5.   Please indicate your level of INTEREST in learning about the following topics:

	Very Important	Important	Somewhat Important	Not Important
New faculty orientation				
FERPA				

Instructional support/Student Retention				
Syllabus development				
Engaging the online learner				
Classroom management				
Innovative teaching styles				
Teaching to different learning styles				
Assessing student learning				
Adult vs. traditional learners				
Content/discipline area development				
Curriculum development				
Peer mentoring/coaching/advisement				
Learning Management System (Black Board)				
Outlook				
Word				
Excel				
Adobe				

TracDat				
Service excellence				
Team building				
Effective communication				
Conflict Management				
Health & wellness/Stress Management				
Safety & security/BIRT/CERT training				
Leadership development/Dept Chair training				
Civility & Ethics in the Work Place				
Emotional intelligence				
Accreditation/compliance				
SLO/PLO assessment				
Time management				
Retirement financial/Educational planning				

6. What other topics would you like to see included in our professional development offerings?

7. Which format would you most prefer for training? (Please check all that apply)
   a. Attend an in-person class, workshop, seminar, or conference at RCC
   b. Attend an off-site in person class, workshop, seminar or conference
   c. Online modules to suit my schedule

d. Watch a presentation online, DVD (speaker presenting)
e. Participate in a webinar (phone or online)
f. Participate in a teleconference
g. Self-study with practice (articles, books, manuals, etc.)
h. One-on-one instruction with an expert/mentor
i. Training accessed using mobile devices
j. Tips by email
k. Informal "brown bag" lunches
l. Other, please specify

8. What time of day is the most convenient for you to attend a face-to-face training session?
   a. Morning
   b. Afternoon
   c. Evening
   d. Other, please explain

9. What day of the week is most convenient for you to attend a face-to-face training session? (Please check all that apply)
   a. Monday
   b. Tuesday
   c. Wednesday
   d. Thursday
   e. Friday
   f. Saturday
   g. Sunday

10. What times during the year are best for you to attend a face-to-face training session? (Please check all that apply)
    a. Beginning of the semester
    b. Middle of the semester
    c. End of the semester
    d. During intersessions

11. What training length do you prefer?
    a. 1 hour
    b. 3 hours
    c. Half day
    d. Full day

12. Which of the following would most likely encourage you to attend a professional development workshop?
    a. Certificate of completion to personnel file, Dean, or Department Chair
    b. Recognition in Department or Division
    c. Satisfies requirements for individual or departmental GOALS
    d. FLEX Credit

13. How familiar are you with the current offerings provided by the RCC Professional Development Team?
    a. Very familiar
    b. Somewhat familiar
    c. Not familiar at all

14. How would you like to be informed about training opportunities? (Please check all that apply)
    a. Emails from Professional Development
    b. Co-workers or friends
    c. Supervisor
    d. Professional publications
    e. Mailings or brochures
    f. Other

15. Have you participated in any type of training opportunity through RCC Professional Development within the last two years?
    a. Yes
    b. No

16. Have you participated in any type of training/educational opportunities outside RCC within the last two years?
    a. Yes
    b. No

17. If yes, what were your reasons for pursuing these training/educational opportunities in the last two years? (Please check all that apply)
    a. Obtain credit toward a degree or certificate
    b. Work towards possible job advancement
    c. Fulfills requirements for individual or departmental goals
    d. Department Chair/Dean suggested it
    e. Colleague suggested it
    f. Gain or refresh skills in current job
    g. Personal growth or interest
    h. Other, please specify

18. What would be your reasons for pursuing training/educational opportunities in the future? (Please check all that apply)

    a. Obtain credit toward a degree or certificate
    b. Work towards possible step advancement
    c. Current job requirements
    d. Fulfills requirements for individual or departmental GOALS
    e. Department Chair/Dean suggested it
    f. Colleague suggested it
    g. Gain or refresh skills in current job
    h. Personal growth or interest

      i.   Other, please specify

19. Please rate the importance of each of these training purposes with "1" being high and "5" low:
    a.   Becoming a better instructor
    b.   Increasing student success
    c.   Feeling connected at RCC
    d.   Understanding student needs
    e.   Learning a new skill or perspective
    f.   Staying current in my job responsibilities
    g.   Supporting college-wide initiatives
    h.   Expanding my knowledge
    i.   Expanding my curriculum base

20. Please share the possible reasons for NOT PARTICIPATING in training opportunities through RCC Professional Development:

21. What other comments do you have for us?

22. If you would be interested in helping the Professional Development Team at RCC in one of the following ways, please provide your name below so we can communicate via your RCC email:

_____I would like to participate on a HRC
_____I would like to offer my resources and expertise as a presenter for Professional Development
_____I would be willing to serve as a mentor for other Faculty at RCC
Name: _____

Thank you for taking the time to give us your feedback.
Look for upcoming changes in our training opportunities!

Appendix V: Faculty Guidebook

The Faculty Guidebook is an online tool that allows faculty, both full and associate, to access the information necessary to teach on campus. The Guidebook can be printed, and is printed and bound for new faculty entering RCC. It can be found online in the following location:
http://www.rcc.edu/facultydev/Documents/RCC%20Faculty%20Guide%20Book.pdf

Appendix VI: Faculty Development Agendas and Minutes from meetings

The Faculty Development Committee is in line with the transparency of all meetings, and thus all meeting agendas and minutes are posted on the Faculty Development Website, at
http://www.rcc.edu/facultydev/Pages/cte.aspx

Appendix VII: Fall Flex Days Sample

FALL FLEX AGENDA 2017 Wednesday, August 23rd, 2017

Workshops		
9:00 am - 10:00am		
ADT: QUAD 101	Blackboard: DL 206	Foster Youth : Quad 103
Associate's Degree for Transfer (ADT): Do you have students who are pursuing this degree path? Do you want to learn more about it as an option for your students? This workshop will explain the benefits and the "fine print" of the ADT.	Learn how to get the most out of the Grade Center, including weighted totals and more!Presented by: Vincent Alonzo	Gain a better understanding of this community of students and how we as faculty can be of assistance in this group's academic success. Presented by: Maria Maness
10:15am-11:15am		
Grants Meeting: Quad 101	Canvas Update: Quad 102	Campus Safety #1:Classroom Evacuation: Quad 103
11:15am-1:00pm Lunch on Your Own		
1:00pm-2:00pm		

TRACDAT Updates: DL 206	Poverty and Homelessness in the Classroom: Quad 102	Efficient Paper Grading: Quad 103
2:00pm-3:00pm		
DRC Primer: QUAD 101	Fieldtrips: Quad 102	25 Live: DL 205
EPOC RETREAT		
8:00am-12:00pm		
Location: Hall of Fame		
**For RCC's Distance Education Academy: Intro to Canvas see specific schedule provided by the D.E. Committee		

FALL FLEX AGENDA 2017 Thursday, August 24th,2017 Breakfast Pastries, Coffee, and Tea!

8:00am-8:30am
Location: Cafeteria
Breakfast provided by School's First Credit Union.

Welcoming Announcements		
8:30 am - 9:15am		
WELCOME TO THE 2017-2018 ACADEMIC YEAR	**WELCOME NEW FACULTY&GLENN HUNT AWARD PRESENTATION**	**WELCOME FROM ACADEMIC SENATE & RCCDFA**
Cultural Proficiency		
9:15am-10:15am		
Presented by: Wendy McEwen, Marc Sanchez, and Kristi Woods		
CA Guided Pathways		
10:15am-12:15pm		
Presented by: Carol Farrar, Wendy McEwen, Susan Mills, and Kathleen Sell		
12:15pm-1:15pm Lunch at the Cafeteria Provided by Academic Affairs		
Breakout Division Meetings		

1:15pm-3:00pm		
Division	**Location**	**Presenter**
Languages, Humanities, and Social Sciences	Cafeteria	Kristi Woods
Fine & Performing Arts	Cafeteria	Carol Farrar
Math, Science, & Kinesiology	MTSC 146	Arun Goyal
Career & Technical Education	Heritage	Kristine DiMemmo
Library, Counseling, & Academic Support	Cafeteria	Allison Douglas-Chicoye
Nursing**	NUR 154	Sandy Baker
** To be held 12:00pm-4:30pm		

FALL FLEX AGENDA 2017 Friday, August 25th, 2017
Workshops

9:00am-11:15am

New Science of Learning: Math Faculty Training: MTSC 111	
9:00 am - 10:00am	
Coping with Passive Aggressive Behaviors: Quad 102	**Social Media for Your Classroom: DL 205**
10:15am-11:15am	
Campus Safety #2: Active Shooter: Quad 102	**Curriculum Institute: Next Steps: Quad 103**
Lunch provided for those who attend the RCCDFA Updates	
12:00pm-1:00pm	
Location: AD 122	
1:00pm-2:00pm	
WRC Open House: MLK 119	**Flip or Flop: Quad 101**
2:00pm-3:00pm	
Mediasite: Streaming from Your Desktop: Quad 102	**Library Services: DL 205**

Appendix VIII: New Faculty Orientation sample

RCC New Faculty Orientation

Tuesday, August 22, 2017
8:30 a.m.-6:00 p.m./Bradshaw-Hall of Fame

8:15-8:30 a.m.	**Welcome Check in: Coffee/Danishes**
8:30-9:30 a.m.	**Campus Tour**
9:30-10:30 a.m.	**Who are you serving?** **Wendy McEwen/Dean Institutional Effectiveness**

10:30-12:30 p.m.   Nuts & Bolts of Being a New Faculty
List Serves & Communication (handout)
Course Outlines of Record (15)
Web Advisor/Parking Permits (30)
Textbook Ordering/Copy Center/Mailboxes (15)
Faculty Resources (Flip Book/Faculty Guide)
Technology Training/Access (handout)
Flex Requirements (30)

12:30-1:30 p.m.	**LUNCH**
1:30-2:30 p.m.	**Classroom Management/BIRT Process** Cecilia Alvarado/Vice President Student Services
2:30-3:30 p.m.	**Understanding Student Pathways & Faculty Advising** Dr. Wolde-ab Isaac/President RCC Kathleen Sell/Associate Professor-English
3:30-3:45 p.m.	**COFFEE/TEA BREAK**

BREAK OUT SESSIONS

	Associate Faculty	Full-Time Faculty
3:45-4:45 p.m.	**Improvement of Instruction Process** Laura Greathouse	**Tenure Process for Full-Time Faculty** Carol Farrar Vice President of Academic Affairs