



2015 Annual Report REVIEW

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Susan Mills
3.	Phone number of person preparing report:	951-328-3738
4.	E-mail of person preparing report:	susan.mills@rcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 18,259 Fall 2013: 17,798 Fall 2012: 16,740
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	17,279
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,894
9.	Number of courses offered via distance education:	Fall 2014: 113 Fall 2013: 112 Fall 2012: 102
10.	Number of programs which may be completed via distance education:	5
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 6,644 Fall 2013: 6,400

		Fall 2012: 6,239
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer		
14a.	What is your Institution-set standard for successful student course completion?	66 %		
14b.	Successful student course completion rate for the fall 2014 semester:	63.5 %		
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i>			
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;"></td> <td style="text-align: center;">2419</td> </tr> </table>		2419
		2419		
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;"></td> <td style="text-align: center;">1558</td> </tr> </table>		1558
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;"></td> <td style="text-align: center;">861</td> </tr> </table>		861	
	861			
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,776		
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,558		
16c.	Number of students who received a certificate in the 2013-2014 academic year:	861		
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,428		
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,428		
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No		
18b.	If yes, please identify them:	N/A		
19a.	Number of career-technical education (CTE) certificates and degrees:	75		
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment	75		

	standards and other standards, including those for licensure and certification:																	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2																
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3																
20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																	
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>511601</td> <td>state</td> <td>85 %</td> <td>91.8 %</td> </tr> <tr> <td>LVN</td> <td>511613</td> <td>state</td> <td>85 %</td> <td>100 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Registered Nursing	511601	state	85 %	91.8 %	LVN	511613	state	85 %	100 %	
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21.	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:																	
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22.	Please list any other institution set standards at your college:																	
	<table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard													
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>The College conducted analysis projects identifying student success strategies. Volume analysis, cohort analysis, and the analysis of pilot programs lead to the creation of a more structured, cohort-based pathways model for successful degree completion. Additionally, the College is updating and revising its key performance indicators as part of the current Strategic Planning process. Riverside City College is aligning its metrics with the State's Nine Metrics as well as indicators framework that has been introduced by the Institutional Effectiveness Partnership Initiative. Internal Scan Summary and External Scan Summary documents developed in Fall 2014 are being used to inform standards and goal setting at the College. The Institutional Effectiveness Leadership Council has evaluated the program review process and provided recommended changes to the process and template that will assist in the development of specific targets for student achievement at the discipline level. The College plans to move the program review process to an online system that will provide monitoring and reporting capabilities to ensure alignment to standards and quantify progress towards institutional goals.</p> </div>																	

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	680
	b.	Number of college courses with ongoing assessment of learning outcomes	626
		Auto-calculated field: percentage of total:	92.1
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	100
	b.	Number of college programs with ongoing assessment of learning outcomes	82
		Auto-calculated field: percentage of total:	82
26.	Student and Learning Support Activities		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	22
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	22
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://academic.rcc.edu/assessment/progassessresults.htm	
28.	Number of courses identified as part of the general education (GE) program:	506	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	96.2 %	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	100	
32.	Number of Institutional Student Learning Outcomes defined:	5	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	97 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	
	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).		

35.

The College has created a cohort-based, block model pathway for student success. The model will reduce time to remediation and shorten the time for graduation. The College is also working with the RCC feeder school districts. The combination of this high school partnership and the pathways model is expected to not only improve the capture rate for feeder schools but also increase the academic preparation of entering students. The College is integrating student support services including the library, counseling, and tutorial and supplemental instruction under the Dean, Student Success providing integrated, compressive academic student services. In partnership with area high schools and the University, we've established an executive coordinating committee to strengthen partnerships with educational institutions. This initiative includes the establishment of Early College High School including the design of professional pathways to Law, Medicine, Business, Education, etc. The College is strengthening its Business Administration Services to explore energy and utilization saving measures, introducing facilities rental services and implementing initiatives designed to improve grant and other external funding sources.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

Alignment of course SLOs with program and degree PLOs is based on the principle that all courses required for the completion of a certificate or degree contribute to the introduction, development, and/or mastery of the PLOs. Currently, for CTE programs, course SLOs are mapped to certificate PLOs. For AA/AS Degrees, courses are mapped to Gen Ed SLOs. For Area of Emphasis AA/AS Degrees, courses are mapped to the PLOs. The District Curriculum Committee is developing a process to evaluate requests by disciplines to have courses added to Areas of Emphasis (AOEs) and Gen Ed degree programs. As a result, curriculum for AOEs and Gen Ed is being reviewed by Curriculum Committee subgroups to evaluate course alignment with program learning outcomes. A District Gen Ed Workgroup has been formed to review proposed changes and discuss the alignment of the curriculum within the Gen Ed Program to the Gen Ed SLOs. The degree profile that was developed by the English discipline as part of the Degree Qualifications Profile Project during 2013-14 is being used in a pilot for faculty advising. Members of the English discipline have worked with Counselors to define roles for advising, develop training, and create a faculty advising toolkit.

37.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).

Riverside City College uses the Student Learning Outcomes Assessment website to share SLO assessment results with external audiences. The recent implementation of the TracDat system for the data collection and reporting of assessment results will provide the College with enhanced reporting capabilities to further facilitate communication with external constituencies. As of Spring 2015, assessment results are being collected in TracDat per discipline-developed schedules. The discussion of assessment results and actions for improvement takes place at Department and Discipline meetings, Committee meetings, Flex Day workshops, Workgroup meetings, and meetings of the Riverside Assessment Committee (RAC). RAC is a Department-represented committee. All disciplines and departments participate and guide assessment activities at the college. Information comes to the RAC from its members and is disseminated back to the departments and disciplines through its members. RCC publishes an Annual Report Card that discusses the assessment results of the Institution Level Outcomes (College Goals). The Report Card examines Key Performance Indicators and is utilized at all levels of Strategic Planning.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).

38.	<p>Student success is discussed regularly on many levels within the College. Discussions include course, program, and General Education Learning Outcomes assessment results as well as student success metrics. The Riverside Assessment Committee includes members from each of the academic departments, meeting monthly to discuss assessment and share best practices. Discipline and department meetings include discussion at the course and program levels. The Assessment Coordinator and Dean, Institutional Effectiveness also regularly present assessment, program review, and student success metrics at FLEX days, department meetings (instructional, student services, and administrative units), discipline meetings, Associate Faculty workshops, individual meetings, and CTE retreats. In Fall 2014, the College conducted a strategic planning retreat to evaluate the rubrics used by each of the four Leadership Councils for planning prioritization. As part of the recognition of the importance of linking assessment to planning, Riverside's Program Review template has been revised to incorporate on-going assessment results with short-term and long-term planning and resource requests linked to the College's Strategic Planning Goals.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>The Riverside Assessment Committee (RAC) provides a forum for the discussion of assessment activities and best practices at the College. Students enrolled in Nursing programs at RCC develop portfolios containing examples of their work that demonstrate the extent to which they have achieved the stated outcomes. Students reflect on how they met SLOs through their seminar, skills lab, and clinical experiences. Student portfolios are reviewed by the Nursing discipline as part of their ongoing assessment of Nursing courses and programs. Another example of successful assessment practices comes from the Math Department. A Math faculty member attended a presentation centered on the book, The New Science of Learning by Terry Doyle and Todd Zakrajsek. Using the learner centered approach presented in the book she restructured the topics in her Intermediate Algebra course. She developed a means of assessing student learning gains on particular concepts tied to outcomes both before and after the restructuring. As a result sharing the results additional Math faculty members are attempting to restructure topics in the courses they teach following this model.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 1 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Culinary and music programs will move in future.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Culinary Academy

43.	List all of the institutions instructional sites out of state and outside the United States:	N/A
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Go To Question #: 2

The Annual Report must be certified as complete and accurate by the CEO (Dr. Wolde-Ab Isaac). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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