

# **Peer Review Team Report**

Riverside City College  
4800 Magnolia Avenue  
Riverside, CA 92506

This report represents the findings of the peer review team that visited  
Riverside City College from March 2-5, 2020.

Cheryl A. Marshall, Ed.D.  
Team Chair

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**Riverside City College  
Comprehensive Evaluation Visit**

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## Summary of Evaluation Report

INSTITUTION: Riverside City College

DATES OF VISIT: March 2-5, 2020

TEAM CHAIR: Cheryl A. Marshall, Ed.D.

An eleven-member accreditation peer review team visited Riverside City College (RCC) from March 2 to 5, 2020, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission policies, and U.S. Department of Education (USDE) regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement and commendations for achievements that exceed the standards.

The peer review team received the College's self-evaluation document and related evidence in late December, more than 60 days prior to the site visit. The information was comprehensive in detailing how the College meets the Eligibility Requirements, Commission Standards, Commission Policies, and United States Department of Education regulations. The team also found that the College provided a very thoughtful self-evaluation, containing several self-identified action plans and a Quality Focus Essay for institutional improvement.

In preparation for the visit, the team chair attended a workshop on December 2, 2019. The entire peer review team participated in training conducted by ACCJC staff on February 2, 2020. The team chair conducted pre-visit telephone meetings with the Chancellor and RCC President in December. A face-to-face pre-visit occurred on February 20 at the RCC campus; the team chair and team assistant held meetings with the President, Accreditation Liaison Officer, and Chancellor to discuss meeting and additional evidence requests.

On Monday, March 2, 2020 the visit began with a reception where team members were welcomed by members of the College community and then participated in a tour of the campus. Meetings and interviews commenced on Monday afternoon and continued through Wednesday, March 4. During the visit, team members met with approximately 15 committees and more than 20 individuals on the campus, held two open forums, and reviewed numerous materials supporting the self-evaluation report in the team room and electronically. Four members of the Riverside City College Peer Evaluation Team, along with one member from each of the other college teams visited the District office on Monday afternoon, March 2. Meetings were held with the Chancellor, District staff, District Budget Advisory Council, and Board members to assess areas such as finance, physical facilities, human resources, technology resources, and governance. The College's two off campus sites were visited and an assessment made on the availability of support services. The team confirmed that representatives of the College community, including faculty, staff, students, and administration participated in the self-evaluation report development and confirmed evidence submitted with the Institutional Self-Evaluation Report.

The team greatly appreciated the cooperation and full access to the College from employees throughout the visit. The team valued the assistance of the Accreditation Liaison Officer, the President's Executive Assistant, and other key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. Campus staff members met every request.

The team found a number of extraordinary and effective programs, practices, and approaches, warranting a number of commendations. The team found the College satisfies the vast majority of the Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations, but issued some recommendations related to improvement and compliance with the Standards.

## **Major Findings and Recommendations of the 2020 External Evaluation Team**

### **College Commendations**

College Commendation #1: RCC is commended for building a culture of inclusion, transparency equity-mindedness and student-centeredness as indicated in its revised mission statement and its attitude of **#TigerPride**. (I.A.1, I.B.1)

College Commendation #2: The College is to be commended on its collegial and effective program review process. All stakeholders have a clearly defined role in the governance of the College and their expertise drive initiatives concerning policies, planning, and budget for the College. (I.B.5, IV.A.2)

College Commendation #3: The College is commended for its ability to effectively utilize faculty, librarian, and student support professionals' expertise and collaboration evident in the engagement centers that inspire students to advance their education, personal development, and quality of life. (II.B.2)

### **College Recommendations**

#### **Recommendation to Meet Standards**

College Recommendation #1: In order to meet the standard, the team recommends that the College systematically evaluate employees at stated intervals. (III.A.5)

#### **Recommendation to Improve Quality:**

College Recommendation #2: In order to increase effectiveness, the team recommends that the College plan systematic cycles of assessment which analyze results at the program level for both student support services and learning support services and use the results for improvement. (II.B.3, II.C.2)

## **District Commendations**

District Commendation #1: The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

## **District Recommendations**

### **Recommendations to Meet Standards:**

None

### **Recommendations to Improve Quality:**

District Recommendation #1: In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board Policies. (IV.C.7)

District Recommendation #2: In order to improve institutional effectiveness, the District should formalize Board professional development including new trustee orientation, in their policies and practice. (IV.C.9)

District Recommendation #3: In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)



## **Introduction**

Riverside City College is one of three colleges in the Riverside Community College District and was the first in the District. Norco College and Moreno Valley Colleges became independently accredited in 2009. Established in 1916, Riverside City College (RCC) is the seventh oldest two-year college in the State and has provided continuous service to the communities of Riverside and its surrounding areas for the past 103 years.

The beautiful campus encompasses close to 1.5 million gross square feet with 81 buildings. In 2016, the Henry W. Coil Sr. and Alice Edna Coil School for the Arts, and the Culinary Arts Academy and District Office buildings opened in downtown Riverside.

RCC serves a diverse community with a population of 446,204. Approximately 27% of the population age 25 and over in the College's service area has attained an associate's degree or higher. In fall 2018, 33.0 percent of RCC students were first generation, 2.2 percent were foster youth, one percent participated in the CalWorks program, and 3.6 percent were veterans. Over the past five years, RCC's unduplicated headcount has increased from 26,612 in 2014-2015 to 30,082 in 2018-2019 with 17,337 full-time equivalent students. RCC is designated as a Hispanic Serving Institution (HSI) and the student demographics are representative of the surrounding community. The College offers a comprehensive and diverse array of programs leading to certificates, associate degrees, and transfer. In 2017-2018, RCC awarded 2,656 degrees and 489 state-approved certificates.

The College's commitment to closing equity gaps and increasing student completion is clearly evident through its implementation of the Guided Pathways framework and student-centered culture. Institutional effectiveness is another clear priority with significant progress over the past five years on integrated planning, collegial consultation, and evidence-based decision-making.

## **Eligibility Requirements**

**1. Authority** – The team confirmed that Riverside City College is a comprehensive two-year community college in a multi-college district authorized to operate a postsecondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of the Riverside Community College District. The College has maintained continuous accreditation since its inception in 1916.

**Conclusion:** The College meets ER 1.

**2. Operational Status** – The team confirmed that the College is operational and provides educational services to approximately 30,000 students each year who are enrolled in degree applicable credit courses at the main campus and the College’s three remote locations that offer 50 percent or more of a certificate or degree. In the 2018-2019, the College awarded 2,656 degrees and 489 state-approved certificates.

**Conclusion:** The College meets ER 2.

**3. Degrees** – At Riverside City College, a substantial portion of the educational offerings are programs that lead to degrees many of which are two years in length. A significant number of students are enrolled in degree programs.

**Conclusion:** The College meets ER 3.

**4. Chief Executive Officer** – Riverside City College has a CEO who has been appointed by the Board, who has the authority to administer Board Policies, and whose full-time responsibility is to the institution. This CEO does not serve as the chair of the Governing Board.

**Conclusion:** The College meets ER 4.

**5. Financial Accountability** – It is confirmed that Riverside City College engages a qualified external auditor to conduct audits of all financial records and federal programs. All audits are certified. There have been no financial, internal control or compliance findings the past three years. The resulting audit reports are made available on the District’s website.

**Conclusion:** The College meets ER 5.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Riverside City College has notified the public of the evaluation team visit through a variety of means. The College posted the dates of the site visit on the accreditation webpage of the College’s website on January 14, 2019. The RCCD Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019 meeting. Information on the evaluation team visit has been continuously included in the College’s strategic planning newsletters since the November/December 2017 issue and posted on the College website. A link for third party comments had been posted on the website. ACCJC received no third party comments.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The Institution has established institution-set standards for student achievement in the areas of course completion, certificate completion, associate degree completion, transfer, examination pass rates in programs for which students must pass a licensure examination in order to work, as

well as for and job placement for specific CTE degrees. Examples include pass rates for licensure in Registered Nursing, Licensed Vocational Nursing, and Cosmetology. Institution-set standards are analyzed and evaluation as part of the local goal alignment with the State Chancellor’s Vision for Success goals, the District Strategic Plan, and the Guided Pathways framework to ensure continuous assessment and improvement.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Riverside City College awards college credit based on Board policies, developed in conjunction with the Academic Senate, which conform to common practice in higher education. Course outlines of record are reviewed by the Curriculum Committee according to guidelines published in the Curriculum Handbook. Credit hours and degree program lengths are published in the Course Catalog. The College has clear policies for defining credit hours which follow general education standards. The College does not offer clock-hour based courses. Tuition is consistent

across degree programs and is published in the Course Catalog. The College adheres to the Commission Policy on Institutional Degrees and Credits.

**Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Information about transfer policies at Riverside City College are publicly available in the College Catalog, the Transfer Center website, and the Student Handbook. Policies clearly outline the requirements for transfer and articulation agreements with other institutions are regularly updated and assessed. The College uses the online student transfer information system, ASSIST, to clarify for the public articulation agreements between colleges. The Curriculum Committee updates articulation agreements annually and ensures transparent communication of any changes.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.

<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:**

Institutional standards for regular and substantive interaction between students and instructor are clearly outlined in a District policy adopted in December 2019. While the online courses reviewed from fall 2019 appear to meet the minimum standards previously set, a significant percentage of the reviewed courses would not have met the expectations under the more recently approved District requirements. The institution demonstrates availability of comparable learning support services and student support services, yet there is limited evidence that these services are aligned or systematically implemented and evaluated. The team encourages the institution to continue its implementation of District policy and to align the College Distance Education Plan (2020-2023) and the District Distance Education Program Review and Plan (2019-2024).

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Student complaint information is available on the website and has the forms for students to file complaints. It provides the forms and also the links to the California Community College Chancellor's Office (CCCCO) Complaint and Accrediting Commission for Community and Junior College (ACCJC). Policies are published in the 2019-2020 Course Catalog on pages 26 and 27.

Several Board policies address student complaints and conduct: Board Policy (BP) 5500, Standard of Conduct; Administrative Procedure (AP) 5520, Student Discipline Procedures; BP 7100, Commitment to Diversity; BP 3410, Nondiscrimination; BP 3430, Prohibition of Harassment and Retaliation; and BP 3310, Records Retention and Destruction.



**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

RCC provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies via the Riverside City College Catalog, as well as via their college website; a link to the College Catalog is available on the homepage of the College website. The catalog is reviewed annually through a collaborative process, with addendums published as required. RCC complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status, and posts information on its accredited status on the College accreditation webpage.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to

	timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

Riverside City College undergoes an external audit annually. There have been no findings related to Title IV in each of the past three years: 2016-17, 2017-18, and 2018-19. There have been no issues identified by the USDE. The student loan default rate of 10.5% is well below the federal requirement. The College has no contractual relationships that offer educational, library, and support services requiring a substantive change. All contracts are issued in accordance with Board Policy (BP) 6340, Bids and Contracts; BP 6345, Bids and Contracts Under the UPCCAA; and BP 6360, Contracts – Electronic Systems and Materials. The College is in compliance with Title IV.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

Riverside City College (RCC) adopted its mission statement as part of its strategic planning process that culminated in Board of Trustees (BOT) approval on January 21, 2020. The mission statement describes the institution's education purpose, intended student population, and the types of degrees and certificates offered. The process reflects a regularly scheduled review of analyzed data that is embedded in the institution's planning process.

##### Findings and Evidence:

RCC's mission, vision, and values were updated during the 2019-2020 academic year as part of its regularly scheduled mission review cycle, which is in alignment with the institution's Strategic Plan update. Participation in the review process demonstrated the College's culture of inclusiveness and members of the campus community were fully engaged. RCC's newly adopted mission statement reflects the College's commitment to Guided Pathways and equity-mindedness. The team observed that the College is driven by their new mission statement. Their values reflect their T I G E R Pride and student-centered focus. (I.A.1)

Data reviewed in conjunction with the mission statement include an Annual Strategic Planning Report Card, other disaggregated data included in Program Review, and the Student Equity and Achievement Plan. (I.A.2)

The team reviewed the institution's Program Review and Plan (PRaP) template and annual updates of the five-year Strategic Plan, both which embed the mission statement. Efforts at alignment are noted at each step of the PRaP process. Interviews revealed next-steps RCC anticipates to further align the newly revised mission statement into decision-making and planning processes. (I.A.3)

The team validated the institution's mission statement is widely published, as evidenced in their signage, catalog, website, and planning documents. A regular mission statement review occurs as part of its five-year planning cycle; an off-cycle review is triggered should any updates be needed. A detailed Mission Statement, Vision, and Values Review Process delineates the process for revision that is grounded in the College's leadership councils and is inclusive and transparent. (I.A.4)

##### Conclusions:

The College meets the Standard.

**College Commendation #1:** RCC is commended for building a culture of inclusion, transparency equity-mindedness and student-centeredness as indicated in its revised mission statement and its attitude of **#TigerPride**. (I.A.1, I.B.1)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### General Observations:

Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. This cycle is demonstrated through concerted efforts to link planning and resource support with classroom-level activities. Intentional efforts focusing on college student disaggregated data aim to support conversations leading to data-informed decision-making related to institutional-set standards and goals. Effort also is placed into documenting the effectiveness of the planning process, which can facilitate continuous improvement efforts.

### Findings and Evidence:

#### *Academic Quality*

RCC produces an annual Strategic Planning Report Card that communicates progress towards meeting its student achievement and equity outcomes, demonstrating a commitment to the use of data to support systematic evaluation and quality improvement. Participation in the California Guided Pathways Project has led to increased alignment of goals and priorities, and supported more robust data analysis. The College demonstrates multiple and varied opportunities for dialogue related to student learning and achievement, including flex days, retreats, and discipline/department meetings. These conversations are sustained throughout the five-year strategic planning cycle and appear to be a key component of the governance process, fostering a climate of inclusion and student-centeredness. The Program Review and Plan (PRaP) process also emphasizes a review of student outcome and equity data to measure progress and effectiveness of each unit's proposed action plans. Further analyses of the quality of educational programs and services, including disaggregated equity data, are facilitated through the Program Review and Plan process. (I.B.1)

The Riverside Assessment Committee (RAC) supports the five-year Program Review and Plan (PRaP) process by fostering “engagement in student learning outcomes assessment, encouraging dialogue related to pedagogy and curriculum, and supporting college-wide assessment efforts.” The College notes that the overall SLO assessment completion rate is approximately 80%. The College notes that service area outcomes are defined and measured via services delivered and met, as well as through customer service satisfaction surveys. The team was able to view evidence of assessment taking place within Nuventive Improve, the system used by the College to collect and track SLO assessment and planning. While the College presented evidence of a rotation plan for outcomes assessment, including how these results are considered and applied to programs and general education, there was limited documentation indicating that a systematic cycle is being observed for learning support services and student support services. (I.B.2)

RCC reports on institution-set standards for course completion, number of degrees, number of certificates, number of transfers, licensure pass rates, and job placement rates for CTE degrees and certificates as part of its annual ACCJC reporting, and in alignment with their stated mission. Efforts are made to ensure alignment and currency with State Chancellor’s Office initiatives—as demonstrated through the institution’s use of the annual report card. The College’s efforts are timely and responsive. Institution-set standards are incorporated into RCC’s key performance indicators as part of its efforts to align their strategic goals with their local Vision for Success goals. (I.B.3)

RCC has a comprehensive Assessment Plan that is aligned horizontally and vertically. The College uses assessment data collected through course assessments, Program Review, and survey data on support services in order to identify improvements that further support students learning and achievement. Responsibilities of the Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ), include “review progress on assessment goals and activities at the course, program, degree, and institutional levels; evaluate college performance related to student achievement; and recommend actions toward improvement.” The Constitution and Bylaws for RCC’s Strategic Leadership Councils list the responsibilities of the Colleges leadership councils. Part of the College’s Assessment Plan mission is “to improve student success and learning, thus helping the College fulfill its educational mission.” The Plan establishes that the primary purpose of assessment is improvement of student learning. Assessment is overseen by RCC’s Riverside Assessment Committee (RAC), as established in the Academic Senate Bylaws. The College has well-documented processes that shares data measuring the institution’s progress on its goals and targets, such as its institution-set standards, as evidenced by its Strategic Planning Report Card and various related presentations. (I.B.4)

### ***Institutional Effectiveness***

The Guided Pathways framework has encouraged the College to become intentional in its approach to assessing progress toward the mission by reframing discussions about student learning and achievement more holistically to include the entire student experience. This student life-cycle, beginning from initial interest, allows for a broader perspective of experiences that may affect whether progress in college goals and objectives occur. RCC’s program review process is coordinated from the discipline level through the managers, deans, vice presidents, and governance groups, and requires an extensive analysis of data on course offerings, student success, assessment, staffing, and curriculum. The Office of Institutional Effectiveness provides disaggregated data on course offerings, retention, success rates, delivery times, modality, and faculty type. The College’s explicit focus on student equity and identifying the gaps in achievement outcomes is supported by updated language in the mission, vision, and values statements along with alignment efforts with the state chancellor’s Vision for Success and Equity Plan metrics. As such, many programs have made significant progress in using disaggregated program- and course-level outcomes data, along with SLO data to improve student learning. The team recognizes the College’s ongoing efforts at institutional improvement as evidenced by efforts at improved communication (related to the program review process); adoption of dashboards (to increase data access/dissemination); and a revised program review template. (I.B.5)

RCC disaggregates and analyzes learning outcomes and achievement for subpopulations of students as evidenced by their commitment to Guided Pathways, the alignment of their strategic plan with the Vision for Success goals, and their commitment to equity. Through the Program Review and Plan (PRaP) process, disciplines and departments identify any performance gaps and develop initiatives/projects to address them. These initiative/projects may include resources requests, which are reviewed and prioritized by the Educational Program Oversight Committee and the Accreditation Steering Committee. As a final step, the recommendations are sent to the president. Disaggregated data should continue to inform institutional decision-making and planning. (I.B.6)

The College recognizes the planning structure and processes are living and fluid; therefore, efforts to review and make changes are ongoing. As such, the governance and planning structure is currently undergoing assessment and evaluation as a regular component to the strategic planning process. The GEMQ leadership council evaluates the policies and practices through an annual assessment. This practice informs subsequent planning cycles. Data are also collected through an annual Leadership Council Survey. Evidence demonstrates that RCC uses these mechanisms to identify areas needing improvement to better support academic quality and accomplishment of the mission. The team observed that the College supports an inclusive feedback effort, and is not afraid to make changes to better meet College and constituent needs. (I.B.7)

The College broadly communicates the results of assessment and evaluation activities to all constituency groups through various means, including its annual/Winter Report Card, Strategic Planning Newsletter, strategic planning website, committee reports, workshops, retreats, Office of Institutional Effectiveness Document Repository, and the annual President's Leadership Team Report. There is institutional support to share disaggregated data and the recent Director of Institutional Effectiveness hire may further the data education process among all constituents. As part of its commitment to effective communication, RCC began a communication audit in fall 2019 in order to identify opportunities for communication improvement opportunities with its various stakeholders. (I.B.8)

The College provided evidence documenting its evaluation and planning efforts, as the institution has established a consistent regularly scheduled review cycle for existing processes. RCC engages in a continuous, broad based, systematic evaluation and planning in alignment with its ten-year Educational Master Plan. The comprehensive Program Review and Plan (PRaP) process follows the five-year Strategic Plan, and integrates program review, planning, and the prioritization of resource allocations. Initiatives/projects, spanning over one to three years, are aligned with institutional goals to ensure the accomplishment of the College's mission. Additional plans include Technology Resources, Enrollment Management, Human Resources Staffing Plan, Professional Development, and the Student Equity Plan, all of which are made available to the public on the Strategic Planning page of the College's website. (I.B.9)

### Conclusions:

The College meets the Standard.

See College Commendation #1.

**College Commendation #2:** The College is to be commended on its collegial and effective program review process. All stakeholders have a clearly defined role in the governance of the College and their expertise drive initiatives concerning policies, planning, and budget for the College. (I.B.5, IV.A.2)

## **I.C. Institutional Integrity**

### General Observations:

RCC practices integrity and transparency in their policies, actions, and communication. The catalog is annually updated to provide the institution's mission, accreditation, student learning outcomes (SLOs), academic calendar, as well as numerous other important information. The curriculum handbook, strategic planning handbook, and Board policies also include information about key processes such as academic freedom and professional ethics. The team noted evidence demonstrating the administration, faculty, staff, and board members act honestly, ethically, and fairly in the performance of their duties.

### Findings and Evidence:

The institution provides accurate information to prospective students, personnel, and the community. Evidence of this practice includes the institution's established annual review of curriculum, catalog, addendum timeline, class schedules, faculty guide, and student handbook. Updated, accurate information on RCC's accreditation with ACCJC is in the catalog and on its website, along with information about its status with program accreditors. The team's review of course syllabi and institutional planning documents further support this conclusion. The review of information is performed by the institution's Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ) as confirmed by its minutes and the Revised Mission Review Process 2019-20 document. (I.C.1)

The institution publishes a catalog for both prospective and current students that contains the necessary information as required in this Standard. This document is available online and in print. Copies from the current and prior years are available at the RCC library. The team notes that the catalog does not currently list specific student fees; the institution added an online addendum to the catalog during the peer review visit that listed student fees. (I.C.2)

The team confirms that academic quality is communicated to students and the public through different and varied processes. The institution relies on the evaluation of student learning and student achievement to ensure academic quality to constituencies. These student performance metrics are tracked, evidenced in the team review of the annual strategic report card, the institutional effectiveness webpage, the Riverside Assessment Committee's (RAC) annual report, and the Community College Survey of Student Engagement (CCSSE) results. The institutional self-evaluation report (ISER) states RCC is committed to ongoing discussion and

dissemination of information related to academic quality as part of ongoing planning and the implementation of Guided Pathways. (I.C.3)

The institution's catalog describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The team reviewed additional evidence of program mapping to specific certificates and degrees under the eight instructional Guided Pathways. The institution will publish this information through the EduNav system for increased student accessibility. (I.C.4)

The institution is engaged in regular review of institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. While the team observes District Board Policies (BPs) are not being regularly reviewed, the institution does conduct regular reviews of its catalog, website, and mission statement. Review timelines for departmental operations, policies, and procedures are incorporated into the recently updated Curriculum Committee Handbook and the Strategic Planning Handbook currently in development. (I.C.5)

The institution's website and catalog provide prospective and current students information regarding the total cost of education, including tuition and fees outlined within Board Policy (BP) and Administrative Procedure (AP) 5030, Student Fees, and other required expenses. The team observed that the Net Price Calculator allows students to better understand the total cost of education. The institution's bookstore website includes course materials costs through the "Find My Course Materials" tool. Additional evidence regarding program costs, specifically for Career Technical Education (CTE) certificates and degrees are available on the program websites. (I.C.6)

The team observed evidence that the institution assures institutional and academic integrity through Board Policy (BP) 4030, Academic Freedom. The catalog provides expanded detail on academic freedom, ensuring a free pursuit and dissemination of knowledge and intellectual freedom for faculty and students. Students are also informed of this institutional commitment to "free inquiry and free expression" in the student handbook. (I.C.7)

The student handbook, catalog, class schedules, and WebAdvisor list a student code of conduct from Board Policy (BP) 5500, Standards of Student Conduct. The faculty handbook includes a recommendation that course syllabi include policies about academic honesty, responsibility and consequences for students. Consequences for employee dishonesty are addressed in BP 7360, Discipline and Dismissal-Academic Employees; BP 7365, Discipline and Dismissal-Classified Employees; and BP 7368, Discipline and Dismissal-Management, Supervisory and Confidential Employees. (I.C.8)

Board Policy (BP) 4030, Academic Freedom stipulates that "academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom" The College Catalog's statement on academic freedom clearly articulates the expectation to distinguish between personal conviction and professionally accepted views. The College



identifies this topic as appropriate for review by the Academic Standards Committee, which has not met for quite some time. The team suggests that this committee be reinstated. (I.C.9)

As an open access public institution, RCC does not seek to instill specific beliefs or world views. Codes of conduct are guided by Board Policies and Administrative Procedures. (I.C.10)

The College does not operate in foreign locations, therefore Standard I.C.11 is not applicable. (I.C.11)

The institution demonstrates that it complies with Eligibility Requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes as evidenced by the accreditation page on the College's website. This website includes information on the upcoming visit, a link to third party comments, current and past accreditation reports, and an outline of the accreditation process. No third party comments were received. (I.C.12)

As evidenced in Standards I.C.1, I.C.2, and I.C.3, the College demonstrates honesty and integrity in its communications with the public. The accreditation page of the College's website demonstrates that the college communicates any changes in its accredited status to the Commission, students, and the public. Outside accrediting agencies, such as California Board of Registered Nurses, Californian Board of Vocational Nursing and Psychiatric Technicians, and the California Department of Public Health, are listed on the website. (I.C.13)

The College demonstrates that its commitment to high quality education, student achievement, and student learning are paramount to other objectives through its planning processes. The Educational Master Plan, the Strategic Plan, and the College's Mission Statement, Vision, and Values Review Process, highlight the College's ongoing commitment to student success and equity above all else. RCC does not have investors, parent organizations, or other external interests. (I.C.14)

#### Conclusions:

The College meets the Standard.

## **Standard II**

### **Student Learning Programs and Support Services**

#### **II.A. Instructional Programs**

##### General Observations:

Riverside City College (RCC) offers instructional programs appropriate to higher education and all degree programs contain general education requirements. The College's efforts seek to ensure its programs are conducted at levels of quality and rigor appropriate for higher education. Educational quality is assessed, and its results are used in an ongoing effort to improve courses and programs. Faculty lead curriculum development and the institution has formal processes in place through its College Curriculum Committee to ensure that courses are aligned with the mission and contain the program and student learning outcomes necessary to frame instruction. The College Curriculum Committee works in conjunction with the RCCD Curriculum committee to maintain a Curriculum Handbook which guide committee efforts. Faculty play a key role in the design and improvement of the learning experience, ensuring that student learning outcomes are identified and assessed. Student achievement data examines outcomes by subpopulations and mode of delivery; these data inform evaluation of course-, program-, and general education-level outcomes and identify improvement plans that facilitate success among all students. As part of the continuous improvement process, identifying standards for student achievement and demonstrating how they are used in evaluation and planning will continue. The College recognizes that ongoing effort will be needed to further clarify the program review and prioritization process, integrating it with governance, and strengthening its alignment with the College's mission and goals.

##### Findings and Evidence:

The College offers courses consistent with its mission and culminating in attainment of identified student outcomes, regardless of location or means of delivery. Degree programs lead to certificates (96 programs), associate degrees (8 area of interest degrees), and associate degrees for transfer (27 degrees). The RCCD (District) Office of Distance Education working with the College Curriculum Committee and the College Distance Education Committee has an established review process to ensure that all courses and programs are consistent and appropriate. The Curriculum Handbook details a separate approval process for distance education (DE) courses with established criteria. Information about establishing student learning outcomes (SLOs) and creating course and program outlines of record (COR/POR) are also documented in the Handbook. Course and program currency and appropriateness are also ensured during a regular cycle of review. A quarterly report from Curriculum Committee tracks each program's review cycle process and timeline. Students' progress toward outcomes, including achievement of degrees, certificates, employment, or transfer to other higher education programs, are tracked and documented. (II.A.1)

All faculty participate in a formal improvement of instruction process, which include regular and ongoing engagement with the program review and planning cycle. Faculty serve on the Curriculum Committee and collaborate to ensure course content, SLOs, and methods of instruction are defined. Collective ownership is developed among full- and part-time program faculty through the program review and SLO assessment processes. Faculty review disaggregated student achievement data and make data-informed decisions for continuous enhancement of teaching/learning. The current Program Review and Planning (PRaP) process requires units to propose action plans that are aligned with the strategic goals and aim to address inequities and improve student outcome measures. All these efforts document a systematic and inclusive process that aims to continuously improve and promote teaching, learning, and student success. (II.A.2)

The team reviewed the “RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education”, as well as the College Curriculum Handbook, to determine College standards for regular and effective contact. Most online courses reviewed appear to meet the minimum standards set by the institution. However, the team noted that a significant percentage of courses reviewed –from fall 2019– would not have met the District’s requirement that methods used to achieve regular effective contact be stated on the course syllabus, which was adopted in December 2019. The team encourages professional discussions of best practices to exceed minimum standards for regular effective student contact in distance education, and to infuse discussions of equity in distance education planning and evaluation. (II.A.2)

The College has identified and defined a process for developing, approving, and assessing course outlines that include student learning outcomes (SLOs). This effort is clearly defined as part of the curriculum development process and can be found in the Curriculum Handbook. Information regarding the learning outcomes assessment is documented. Students receive information about learning outcomes through class syllabi and the College Catalog, where both course- and program- level outcomes are detailed. Outcomes for courses taught in multiple modes of instruction are the same, regardless of mode. (II.A.3)

The College distinguishes the pre-collegiate from college level curriculum where the course elements and status (e.g. basic skills vs. transfer level) are identified on the course outline of record (COR). Additional documentation shows the various course sequences in math, English, and English as a Second Language. Students encounter these curriculum distinctions through oft-referenced and widely available documents such as the Schedule of Classes and the College Catalog. English and math support courses are provided to help students learn the necessary skills and knowledge to complete transfer-level coursework. (II.A.4)

The team reviewed evidence that the College meets all applicable standards and that degrees and programs follow appropriate guidelines related to length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Minimum degree requirements are 60 semester credits or equivalent at the associate level. The Curriculum Handbook details the legal codes, regulations, and policies informing these practices. (II.A.5)

The development of program maps, as part of the Guided Pathways effort, facilitates student course selection through their first 15 units, allowing for academic exploration without delaying progress toward a program goal. The College's Strategic Enrollment Management Plan and Enrollment Management Dashboard (EMD) are used to schedule courses in a reasonable and accessible manner, allowing students to complete their programs within established expectations in higher education. Daily tracking of enrollment statistics, including registration, waitlists, and fill rate patterns help facilitate program completion. Additionally, course offering patterns are reviewed to ensure a two-year rotation of all offerings and reflective of student demand. (II.A.6)

The College's ongoing equity efforts demonstrate its commitment to ensuring teaching methodologies and learning support services reflect the needs of its students. This is evidenced in the renaming of the Academic and Career Technical Programs and Instructional Support (ACTPIS) leadership council to the Teaching and Learning (TL) leadership council, showing the critical relationship between teaching and equity. The College uses disaggregated data to identify achievement outcomes and communicates these data to various stakeholders on campus. These efforts are increasing in frequency and occurring with more intention. The Curriculum Committee uses a separate process to ensure courses offered for online instruction are appropriate for this delivery mode. Students enrolling in online courses are provided assistance through Canvas, given access to student wellness support via a Wellness Central web link, and directed to online tutoring as appropriate. Information about online learning practices and regulations are available to faculty, along with instructional design and educational technology training. Faculty are also supported in their efforts to use online tools that support regular and substantive contact with students. The College assesses the effectiveness of various instructional modalities. (II.A.7)

Where the College utilizes third-party vendor examinations to place students, they are validated by the vendors, while examination parameters are set by the college needs. The institution is currently undergoing processes for content and cut score validity, specifically for the Chemistry examination, as part of its regular three-year cycle. (II.A.8)

The College assesses student learning outcomes at the course-, program-, and general education levels. Accepted standards guiding institutional policies are formalized through board policy and comply with regulations and legal requirements for higher education. The Curriculum Handbook details the requirement that every course outline of record (COR) include expected learning outcomes, units of credit awarded, and hours of work associated. The College follows federal standards when determining units of credit in relation to hours of work for every course. (II.A.9)

The College has clearly defined transfer-of-credit policies which students can locate in the College Catalog, Student Handbook, and on the Transfer Center website. Articulation agreements also facilitate this process. Students can access this information through ASSIST, an online transfer information system. Articulation agreements, monitored through the Career and Technical Education Management Application (CATEMA), have been established with secondary education courses to ensure that high school students are able to earn college credit as they matriculate to the College, streamlining their educational experience. Information (including special credit policies) is maintained and updated for currency by the College's articulation officer. (II.A.10)

The College has adopted General Education Student Learning Outcomes (GESLOs) which are aligned with communication competency, information competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives and other program-specific learning outcomes. As part of the curriculum development process, all general education courses must align GESLOs with course-level SLOs. There is an established review cycle for each of the College's four identified GESLOs: Critical Thinking; Information Competency and Technology Literacy; Communication; and Self-Development and Global Awareness. (II.A.11)

The College documents its associate degree requirements and includes a general education (GE) requirement, which can be satisfied through one of three plans. The governing board has a policy that defines the philosophy and criteria for general education, although that policy is not included fully in the College Catalog. Faculty play key roles in determining the appropriateness of student learning outcomes and competencies as related to the degree level. Students must complete at least 18 units of core coursework within their declared area of study to receive an associate degree or associate degree for transfer. All program and degree requirements are publicly listed in the Course Catalog. (II.A.12)

College policy, following California regulatory requirements, states that students enrolled in any degree program must complete at least 18 units of core coursework within their area of study. Course- and program-level student learning outcomes are reviewed by the Curriculum Committee and assessed by department/discipline faculty to ensure mastery of key theories and practices within each field of study. (II.A.13)

The College ensures Career Technical Education (CTE) students meet employment standards, including preparation for external licensure and certificate, through each program's Industry Advisory Committee. The advisory members include those with direct knowledge of industry standards, practices, and expectations. Advisory Committee feedback help faculty improve courses and programs so graduates can better meet industry needs. Outside accreditors for specific programs also ensure that appropriate technical and professional competencies are included in program outcomes. Information documenting student success outcomes are publicly accessible through the CTE Launch Board and the Perkins Core Indicator reports. External licensure requirements and other factors related to CTE programs and employment are provided on program websites. (II.A.14)

The College follows Board Policies/Administrative Procedures (BP/AP) regarding program viability and discontinuance. The team reviewed evidence of broad-based, public, and transparent conversations regarding program alignment with the College mission. The process is inclusive, open, and data informed. In line with board procedure, the College ensures that any student enrolled in a discontinued program will be able to complete their program of study in a timely manner. (II.A.15)

Program quality and currency are monitored by faculty through an established process that is used for all programs, regardless of program type. Faculty play key roles in designing, assessing, and improving upon student learning outcomes (SLOs) and course- and program-level achievement outcomes. Programs undergo comprehensive review every five years (two years for CTE programs). The program review process is initiated at the department/discipline level, then

discussed at broader levels including the Program Review Committee (PRC) and at the appropriate leadership councils. The timeline for these processes is documented and shared widely, and faculty are engaged successfully in this systemic continuous improvement process. There is evidence that the program evaluation results are used in institutional planning. However, because many of the changes resulting from these evaluations are recent, they have not yet been evaluated for their effectiveness. (II.A.16)

Conclusions:

The College meets the Standard.

## **II.B. Library and Learning Support Services**

General Observations:

The College offers a variety of library and learning support services in support of student learning and achievement. The team reviewed evidence that tutoring services and supplemental instruction are offered both on and off campus, in addition to online services to complement in person offerings. Learning support services are aligned with the College's Guided Pathways framework, and Engagement Centers are connected firmly to instructional pathways and allow for collaboration between students and services on campus. Engagement Centers are physical spaces that are vibrant hubs for students to gather on the main campus and receive services such as counseling and tutoring. Engagement Centers are being discussed at the Coil School for the Arts and Culinary Arts campuses, while online services such as Smarthinking tutoring, Zoom appointment capabilities for academic support services, and the learning management system (LMS) Canvas are available to all students regardless of location.

Findings and Evidence:

The library has an extensive array of electronic resources which are available both on and off campus. A chat service is available to provide reference assistance to online students. The team noted the age of the library's print collection, with 90% of print materials published prior to 2010, and questions whether it provides adequate currency of materials for student learning needs. Library resources are evaluated in a variety of ways, including recent student focus groups, to determine their quality and depth, including consultation with discipline faculty, surveys of faculty and students, and analysis of collection use. The Library appears to have an adequate number of faculty, and those faculty are engaged in the selection and evaluation of library resources to support instruction at the College. (IIB.1)

The Library has a voting seat on the Curriculum Committee to ensure that its collection is developed and maintained in alignment with curricular changes, and the team reviewed evidence showing that faculty outside the library are consulted for input on selection of appropriate library resources to support student learning. The College has a robust Academic Support program that aligns closely with the College's Guided Pathways project. Academic Support faculty/staff and librarians are also included in numerous shared governance bodies and planning committees. The

College maintains a number of student Engagement Centers linked to pathways, and extensive learning support services are offered in these centers following the College's philosophy of "meeting students where they are" - including counseling, advising, tutoring, faculty office hours, and more. Evidence was reviewed showing that the learning support services offered in these learning spaces have been developed with input from discipline faculty. Both supplemental instruction and peer tutoring are used to provide additional learning support to students. Minutes of the Guided Pathways core group show evidence of in-depth discussion and consideration of the needs of different disciplines. It is not clear that the Library and Academic Support have a regular cycle of replacement for equipment and materials, which over time could negatively impact the College's ability to provide adequate support for students. (IIB.2)

Both the Library and Academic Support participate in the five-year Program Review cycle. There is evidence of assessment and evaluation of academic support services, and there is also evidence that the results of the assessment are used to guide changes in those services. Courses taught by the library as well as supplemental instruction courses taught through Academic Support assess SLOs regularly. The library surveys both students and faculty about their use of and satisfaction with library materials and services, using the survey results to guide acquisition of new resources such as the Hispanic American Periodicals Index database. The library also conducts a survey of faculty teaching online to assess their awareness and use of library resources in online courses. However, the team finds that the library does not regularly assess its program-level impact on student learning. Direct evaluation of some other learning support services appears to be primarily assessment of utilization rates, rather than an assessment of their impact on student learning outcomes, and assessment of discipline labs and learning centers is left to departmental assessment of course student learning outcomes (SLOs) and does not systematically disaggregate the impact of different learning support services on students, making it difficult to show how they contribute to the attainment of student learning. (IIB.3)

Formal agreements are in place with outside institutions and/or sources of material used by the library and academic support services for their instructional programs. Some evidence was reviewed showing that services provided from external sources are evaluated for quality. The College provides evidence that resources intended to support instruction are being utilized and available securely to students through login and use of a proxy server. The team did not see any evidence showing that resources provided online are evaluated for accessibility to users with disabilities and the online services offered may benefit from such an evaluation. (IIB.4)

### Conclusions:

The College meets the Standard.

**College Recommendation #2:** In order to increase effectiveness, the team recommends that the College plan systematic cycles of assessment which analyze results at the program level for both student support services and learning support services and use the results for improvement. (II.B.3, II.C.2)

## **II.C. Student Support Services**

### General Observations:

The College provides extensive and appropriate student services programs consistent with its student demographics and mission. Through the implementation and continuous evaluation of data reports provided by the Office of Institutional Effectiveness as evidenced in program reviews, the College evaluates the quality of student support services to ensure equitable access to services supporting student learning, regardless of location or means of delivery. However, this cycle of evaluation appears not to be systematic. The College does identify and assess outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Counseling and advising orient students and support student development. Student records are maintained in accordance with board policy and all laws and regulations.

### Findings and Evidence:

The College identifies and assesses both student services learning outcomes (SSLOs) and service area outcomes (SAOs). The quality of services is regularly evaluated through the Program Review and Plan (PRaP) process. Services are assessed and appropriately modified to ensure effectiveness regardless of the means of delivery, and interviews revealed changes in practice based on findings from evaluation, such as modified hours of service or changes in the modality of service. The College offers a substantial array of services for students online or by phone, as well as in person. Annual systematic planning is coordinated through the Student Access and Success (SAS) leadership council. Student support services' (student services and academic support) goals and outcomes are mapped to the College Strategic Goals and the College Mission. The College uses various mechanisms and tools to evaluate and assess the quality of student support services and programs; the Community College Survey of Student Engagement (CCSSE) is an example of a third-party evaluation tool used. Student voice is collected through online surveys, focus groups and feedback forms, but the documented use of these results on program planning and service improvement appears to be less systematic. (II.C.1)

The College uses the results of the various assessment methods to analyze what works and what does not work to better improve the overall success and the day-to-day learning experience for students, although there appears to be a lack of systematic cycle. The team found evidence that includes establishing and tracking shared indicators to assess the effectiveness of initiatives



specifically designed to help under-represented students on campus. Additional evidence shows identifying the number of students missing educational plans and efforts to take services to where the students are located (e.g. classes and Engagement Centers) in order to increase education plan completion rates. Along with the individual program assessments, the College tracks cohorts of students disaggregated by a variety of characteristics over multiple years to identify trends. In fall 2018, the College participated in the Survey of Entering Student Engagement (SENSE) as part of its Guided Pathways implementation, which provided information on first-time student experiences. The survey results helped inform changes and improvements to the College's services in several areas such as Admissions and Records, and the Center for International Students and Programs. The 2015-2020 Strategic Plan and Educational Master Plan initiatives and goals inform the program reviews of the divisions of Student Services and Student Success and Support. The College is developing plans for regular evaluation and assessment of their data and is working towards implementation of the use of evaluation results, with an upcoming California Community Colleges' Partnership Resource Team (PRT) visit to further assist in achieving this goal. (II.C.2)

The team finds that the College provides student support services to reach its students, and the college is committed to providing student support regardless of location. The College Catalog provides detailed information about the availability of student support services, including counseling services, online student orientation, EduNav, and Smarthinking online tutoring. Although the delivery methods vary, more than half of support services are online, with others offered in person and by phone. The College has adaptive computer technology in computer labs, providing equitable access for all students. Counseling and enrollment services are provided in off-site locations, including for their dual enrollment partnerships, as well as workshops at the off-site centers. (II.C.3)

The team finds that the college provides robust co-curricular programs and activities through the Office of Student Life/Student Activities to support student personal growth and development. The team also visited the Coil School of the Arts and the Culinary Academy where student services are provided. The location is off-site, about a mile away from the main campus so most students access services on the main campus. The Coil and Culinary Academy locations provides services on Mondays when all students are present. The workshops/presentations are led by educational advisors, Career Technical Education (CTE) counselors, financial aid staff, and job developers. The College anticipates establishing a future engagement center with permanent staff at the off-campus site. These all-inclusive activities are planned to support Guided Pathways implementation. Explorations of global awareness, self-reflection and workplace skills can be seen in the Riverside City College Art Gallery exhibit space, the Performing Arts department offerings, Model United Nations, and the Honors Program. The College uses the Student Equity Plan to address student needs and work in coordination with student activities to further their efforts and reach their goals. The College offers 18 intercollegiate athletic programs. Evidence shows that the athletics program maintains high academic standards that directly relate to the mission of the college and that these standards are evaluated annually. (II.C.4)

The College has a full counseling program. The team finds that designated instructional pathway-based counselors are part of an integrated structure incorporating learning and student support with educational advising and counseling. With the help of instructional faculty advisors,

students receive continued support and guidance to meet completion and transfer goals. The College's classified educational advisors, especially through the College Promise program, encourage students to complete their comprehensive student educational plan (SEP) after completing the first 15 units. The College's counselors receive comprehensive orientation and training through extensive professional development. The Counseling division holds regular monthly meetings for all counselors, including those outside of general counseling, as well as faculty advisors and classified educational advisors, where concerns, practices, policies, and procedures are reviewed. (II.C.5)

Board policies focusing on admissions policies are found in a wide range of college publications, including the Catalog, class schedule, and the Admissions and Records website. The College publishes clear pathways to degree completion, transfer, or certifications and the Counseling staff and faculty advises students on how to be successful in these areas. These pathways are consistent with College mission. With the Guided Pathways-aligned redesign initiative, student support teams provide comprehensive services within their instructional pathway. Mandatory orientation and counseling are required for first-time college students, and a follow-up welcome email message is sent confirming student enrollment status, email address, student identification number, and WebAdvisor login information. Each instructional pathway defines the specific wrap-around student support needed for degree and certificate completion, and transfer (II.C.6).

The team reviewed evidence finding that the institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College uses CCCApply, administered by the state Chancellor's Office and adopted statewide, to facilitate the admissions process. With the implementation of AB 705 in fall 2019, the College no longer issues placement tests for English and math. The college also uses a locally-designed instrument, the Proficiency Test in English as a Second Language (PTESL), to measure the student's knowledge of the English language and readiness to take college-level classes. The results of PTESL exam help inform students about options for enrollment in ESL coursework. Through regular evaluation, the College determined that the PTESL is free of cultural bias and valid and deemed appropriate cut scores. Additionally, the Admissions and Records department adheres to the annual program review process and assesses current practices and protocols to validate effectiveness. (II.C.7)

The team finds that the College meets all requirements for records retention according to Board Policy (BP) 3310, Records Retention and Destruction, which outlines procedures to assure the retention and destruction of all district records, including student records, in compliance with Title 5. The district's Information Services back up and maintain student files in the student information system, Ellucian Colleague. The team also finds that the College publishes and follows its established policies for the release of student records. In compliance with FERPA, vendors verify the identity of students and require student consent to release records. In alignment with BP and Administrative Procedure (AP) 5040, the College Catalog clearly identifies the rights of students with respect to their educational records. FERPA regulations and policies are also provided to students and published in the Catalog and on the website (II.C.8)

Conclusions:

The College meets the Standard.

See College Recommendation #2.

## **Standard III**

### **Resources**

#### **III.A. Human Resources**

##### General Observations:

Riverside City College has a well-defined process for the selection of faculty, management, and classified positions. The District Human Resources department provides equal employment opportunity training for all members of hiring committees. Applicant and employee demographics are collected throughout the hiring process and the data is disaggregated into an annual District Equal Employment Opportunity Update Workforce and Applicant Data Report. Additionally, the data is provided to the Human Resource Committee at the College and used to identify means for making progress towards a more diversified workforce. Job descriptions are reviewed by the hiring authority and Human Resources before the position is posted. The hiring practices include several steps including paper screening, first-level interviews, second-level interviews, and final interviews (when deemed necessary). The hiring committees include appropriate representation from various constituent groups and an Equal Employment Opportunity representative from District Human Resources. The applicant's potential contribution to the institutional mission and goals, as well as, their ability to perform the requisite duties, is examined in the process. The College employs an adequate number of qualified personnel to support programs and services. Employee evaluation due dates are tracked by District Human Resources and notices are sent out to the immediate supervisors when evaluations are due. Overall, full-time faculty were evaluated at stated intervals, but evaluations for classified professionals, administrators and part-time faculty were not completed within prescribed timelines. The College has various methods for providing professional development opportunities to all classifications of employees. There are documented policies and procedures for all aspects of human resources management.

##### Findings and Evidence:

Riverside City College has well established policies and procedures for the recruitment and selection of qualified faculty, classified professionals and administrators in order to meet the institution's needs in serving its student population. The policies and procedures are readily available on the Riverside Community College District's website and serve as a model for outlining how the planning for human resources and the approval process for positions is integrated into the College's strategic planning through the use of program reviews. Job announcements clearly outline the educational qualifications and experience required for each position, along with the position duties and responsibilities that align with the College's mission and goals. Screening materials for hiring committees provide clear instructions for evaluating a candidate's education and experience against qualifications outlined in published job announcements and job descriptions. (III.A.1, III.A.2, III.A.3).

Full-time faculty job announcements meet or exceed minimum standards as stated in the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators handbook and include the responsibility for curriculum development and the assessment of student learning outcomes. (III.A.2)

While adopted procedures outline the process for recruitment and hiring of part-time faculty, the majority of part-time faculty job announcements do not articulate any requirements other than the state adopted minimum educational qualifications and a desire for teaching experience. Furthermore, the majority of the announcements do not include any outlined responsibilities, such as the assessment of student learning outcomes, or the requisite skills for effectively teaching students in the posted discipline. However, these are captured and assessed during the interview phase of recruitment. (III.A.2)

The College uses appropriate hiring standards, through the establishment of both minimum and desirable qualifications, for its educational managers and classified professionals to reflect the preparation needed to sustain institutional effectiveness and academic quality for its programs and services. (III.A.3)

The College has sufficient policies and procedures to verify the academic qualifications of personnel. The District verifies domestic degrees are from accredited institutions and requires candidates with degrees from non-U.S. institutions to submit a transcript evaluation demonstrating the equivalency of their credentials. Faculty candidates who do not meet minimum qualifications may undergo a review by an equivalency committee made up of three members from the relevant discipline with representation from all three colleges in the District. Verification of required degrees from recognized United States accrediting agencies or by non-U.S. equivalency agencies are verified by the hiring committee or the department chair, in the case of part-time faculty, during the selection process. The team found evidence that faculty credentials were verified and maintained in employee files in Human Resources. (III.A.4)

The College has negotiated or created evaluation procedures for all employees that include timelines and criteria to be evaluated. The team found that the College was late on evaluating 3 (2%) full-time faculty members; 201 (43%) part-time faculty members; 29 (70%) management employees; 2 (50%) probationary management employees; and 96 (33%) of classified employees. Although mostly current on full-time faculty evaluations, the College has not completed all the evaluations of part-time faculty, classified, management, and probationary management within the prescribed timelines. (III.A.5)

Standard III.A.6 is no longer applicable. (III.A.6)

The College utilizes its Human Resources Staffing Plan, coupled with adopted policies and procedures, for the identification of full and part-time faculty positions needed to fulfill faculty responsibilities to achieve the institution's mission and provide quality educational programs and services. Through its program review and planning process, the College identifies, prioritizes, and addresses full-time faculty hiring needs in alignment with the District's Budget Allocation Model ensuring that the institution meets the full-time faculty obligation. In addition, the District has a goal of achieving a 75/25 ratio of full-time to part-time faculty and is allocating resources

each year to make progress. The College demonstrated a clear framework for identifying and prioritizing faculty resources. (III.A.7)

The College has negotiated evaluation procedures and compensation for professional development for part-time faculty and developed a Faculty Guide to provide information on policies, procedures, expectations, and support for their roles at the institution. The Riverside City College Academic Senate also recognizes the important role of part-time faculty, by ensuring through its bylaws the election of a part-time faculty representative. (III.A.8)

Based upon a review of the College's organization chart, the College has a sufficient number of staff and administrators with appropriate qualifications to support the College operations. Staffing decisions are derived from the department program reviews and flow through the planning process. New positions have been created when prioritized by the planning process. As evidenced in the EEO update to the Board, the College increased the number of classified, executive, and full-time faculty from 990 to 1,036 between 2015-16 and 2017-18. (III.A.9, and III.A.10)

The College has several Board Policies and Administrative Procedures that relate to Human Resources and support diversity and equity in the employment process. These policies and procedures include a non-discrimination procedure, a commitment to diversity, and the development of an Equal Opportunity Employment Plan. The College also has a clear commitment to equity and diversity as demonstrated by Administrative Procedure (AP) 3445, Handling Accommodations for Persons with Disabilities for Non-Classroom Related Activities which requires appropriate language and notifications be included on all event flyers to ensure accessibility and AP 3447, Reasonable Accommodation Process for Employment which call out the interactive process for employees and candidates. These policies and procedures are clearly articulated and readily available on the District website and introduced to employees through new hire orientations. With support from the District Office of Diversity, Equity and Compliance (DEC), monthly and annual reports are provided that analyze the College's record on employment diversity. In further support of pursuing equity in hiring, in June 2018 the College sent several administrators, classified professionals and faculty to the Equity in Hiring at Community College training provided by the University of Southern California (USC) Center for Urban Education (CUE). The College demonstrated putting this training into practice through the inclusion of equity-minded components in all areas of the faculty hiring process which includes updating job descriptions and the rubric used to evaluate candidates. (III.A.11, III.A.12)

The College has a number of different policies and procedures that outline requirements of employees and members of the Board of Trustees to engage in professional and ethical conduct, however, Board Policy (BP) and Administrative Procedure (AP) 3050, Institutional Code of Professional Ethics, does not contain any consequences for violation. Furthermore, none of the policies or procedures guiding discipline for faculty or classified employees identify a violation of the code of ethics as an action leading to discipline as they do for management, supervisory, and confidential employees. (III.A.13)

The College provides a variety of professional development opportunities, particularly focused on faculty and classified professionals, each academic year. Over the last several years there has

been a particular focus on making improvements in the coordination and diversity of offerings. In 2017, the College adopted a Professional Development Plan based on a college-wide needs assessment that outlined principles, areas of foci, and planning responsibilities through its adopted committee and subcommittee structure. The College further demonstrated its commitment through the prioritization and funding of a classified college-wide professional development coordinator position that was hired in October 2019. As noted in the Quality Focus Essay, the College has identified the need to fully implement, monitor and assess progress toward its adopted Professional Development Plan and should continue to make ongoing professional development for all employees a key priority consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs of its students. (III.A.14)

All personnel files are maintained electronically. The College has procedures to ensure that all personnel records are secure and confidential, and that access to them is controlled through security permissions granted within the system based upon each individual's role. (III.A.15)

#### Conclusions:

The College meets the Standard, except Standard III.A.5.

**College Recommendation #1 (Compliance):** In order to meet the standard, the team recommends that the College systematically evaluate employees at stated intervals. (III.A.5)

### **III.B. Physical Resources**

#### General Observations:

Riverside City College is one of the three colleges within the Riverside Community College District. The College operates its main campus along with three other locations: the Culinary Academy and District Offices (CAADO), Coil School of the Arts, and the Rubidoux Annex.

The College completed its Facilities Master Plan in 2018 which addresses their facilities needs as informed by the 2015-2025 Educational Master Plan. The Facilities Master Plan identifies new construction, renovations, landscaping, and pedestrian and vehicular access in four phases. It also identifies projects that will potentially qualify for State matching funds.

The College's ISER recognizes a need to focus on refining its Emergency Operations Center policies and procedures, as well as, providing ongoing training within the College.

While visiting Riverside City College's facilities, it was apparent to team members that staff and students take great pride in their facilities. Campus facilities are operated in a safe, secure manner and provide access to students during expected hours of operation. Facilities planning is tied to strategic plans, and the College has a collection of planning documents that fit with its strategic themes. There are long range plans in place to address the main campus facilities,

although it is clear that another bond campaign or other funding source may be needed to address the Facilities Master Plan 2018 project list.

Findings and Evidence:

The College has hired a College Safety and Emergency Planning Coordinator who oversees safety, security, disaster control, and emergency preparedness. The College conducts several safety inspections throughout the year and shares the semi-annual safety report with the Safety Committee. The College Safety and Emergency Planning Coordinator tracks completion of all issues identified during the safety inspections. College employees are able to submit safety issues and work orders electronically which is then reviewed and followed up on by Facilities, Maintenance and Operations Director. The College just recently created an Incident Management and Communications Flow Matrix that stipulates the various actions and timing during an emergency. They are in the process of developing an Emergency Operations Plan. The College is commended for installing emergency boxes throughout campus that hold emergency materials needed for earthquakes and/or fires. Team members noted the lack of evidence to document campus security in the College's ISER, although independent review of campus crime statistics (the Clery Act Reports) found on the website provided clear evidence of a safe campus environment. (III.B.1)

The College has a Facilities Master Plan covering the long-range plans and the 5-Year Capital Outlay Plan covering the short-range plans for construction and renovation as identified in the Facilities Master Plan and Program Review and Plan (PRaP). The College also completes the Scheduled Maintenance Plan annually. The College developed a building system and equipment database that identifies the estimated useful life and replacement cycle for each item identified. The College utilizes their PRaP to identify urgent needs that are then prioritized by the college leadership councils. (III.B.2)

PRaP and 25 Live Pro reports provide evidence that the College is keeping tabs on the ability of its buildings and equipment to meet the effectiveness of instructional and support programs. Faculty and staff can flag facilities and equipment needs in the Service Desk system or PRaP reports, resulting in a regular collection of data on problem areas and needs for building improvements. Interviews with campus leaders indicated that health and safety concerns raised in the Safety Committee, work orders submitted in the Service Desk, or PRaP requests are pulled out of those documents and addressed with the college leadership if the need for repair is immediate. Another source of regular evaluation of facilities and equipment comes through the efforts of facilities, maintenance and operations staff monitoring and reporting on the status of equipment and buildings in both the Facilities Utilization Space Inventory Options Network (FUSION) database and the building system and equipment database. Furthermore, using both FUSION and 25 Live Pro they are able to track room and building utilization patterns. (III.B.3)

The Facilities Master Plan provides the College with a road map of what they want the College to look and feel like in the next twenty years. Utilizing the Educational Master Plan, the Facilities Master Plan identified several buildings that need to be demolished, constructed and renovated; however, these plans are on hold until funding streams can be secured. The College has developed a spreadsheet to capture the total cost of ownership of new facilities and equipment



that is processed through the PRaP cycle moving through the leadership councils and ultimately prioritized amongst all resource requests for each budget development cycle. (III.B.4)

Conclusions:

The College meets the Standard.

### **III.C. Technology Resources**

General Observations:

Technology is one of the key components of the College's strategic planning goals. The Technology Support Services Information Technology and Instructional Media Departments provide technology infrastructure and technical support to the College. The Faculty Development Committee and the Classified Leadership and Success Committee provides training to faculty and staff on identified areas of need. The College has a Technology Resource Committee (TRC) that informs the Resource Development and Administrative Services Leadership Council (RDAS), a robust backup and disaster recovery system, and a Technology Plan to assure adequate technology infrastructure and support to meet the needs of the College.

Findings and Evidence:

The Technology Support Services Information Technology and Instructional Media Departments support technology services, facilities, hardware, and software through a variety of resources ensuring that they meet the needs and that it is adequate to support the College, its academic programs, teaching and learning environment, and support services. The College has developed practices to ensure that the needs of the departments and programs are met continuously. They send out surveys and integrate any identified themes into the Program Review and Plan (PRaP) process. The College is moving towards more uniformity in equipment and technology standards and has deployed local hosted private cloud technologies to increase economies of scale and provide better services for students. (III.C.1)

The College developed a five-year Technology Plan 2019-2024 that provides guidelines for life cycle replacements to keep instructional and non-instructional equipment up-to-date and ensures its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services. The College also has a technology inventory and lifecycle database that it utilizes in conjunction with the Technology Plan for replacement of equipment. Two participatory governance committees, the Technology Resource Committee and the Resource Development and Administrative Services Leadership Council, also review campus technology needs and make recommendations regarding technology. Whenever possible, the College funds equipment replacement with grants so as to alleviate the burden from the operating budgets. (III.C.2)

The College provides, maintains, and supports technology at all of its locations and ensures that is reliable, accessible, safe, and secure. They have a robust backup and disaster recovery system and maintain redundant WAN connections, as well as, two Internet connections. The Technology

Support Services Department closely communicates with the College's departments and programs to make sure that the support services are meeting the needs of users, regardless of their locations. Servers are incrementally backed up daily with a full synthetic backup each week. Critical enterprise applications backups are sent to Moreno Valley College so that it is geographically distinct from the College. Distance Education courses use Canvas which is fully backed up to ensure consistent delivery of instruction with minimal loss of services and/or data in case of a disaster. (III.C.3)

The Technology Resource Committee sent out a survey to gauge how well Technology Support Services is supporting faculty, staff, and administrators. In 2018, 238 respondents indicated that their technology needs were being met with an average rating of 3.4 out of 5. Both the faculty development committee and the Classified Leadership and Success subcommittee are provided the surveys so they can review any training requests arising out of the surveys. The survey provided information on training needs requested by the employees which informed the workshops provided on flex day. These workshops include trainings on the use of technology and technology systems related to the programs, services, and operations of the College, such as Canvas and 25Live. (III.C.4.)

The College has Board Policies and Administrative Procedures in place that guide the appropriate use of technology in teaching and learning. The policy is referenced within both the Student Handbook and College Catalog and employees are required to sign a statement indicating that they have received the procedure. (III.C.5)

#### Conclusions:

The College meets the Standard.

### **III.D. Financial Resources**

#### General Observations:

The Riverside Community College District (the District) fared well under the new Student Centered Funding Formula (SCFF). The College is one of three colleges within the District and represents over 44% of the general fund budget while generating around 54% of the total full-time equivalent students (FTES) for the District. They have planning processes in place that allow for ample input by the College community and tie planning to resource allocations. The members of the District Budget Advisory Council stated that newly adopted resource allocation model is fair, equitable, and transparent. Their budget reflects both their short-term and long-term obligations along with sufficient revenues to cover them.

#### Findings and Evidence:

The College has sufficient resources to support and sustain student learning programs and services and improve institutional effectiveness. They have several Board Policies and Administrative Procedures in place regarding reserve levels, delegation of authority, fiscal and

budget management, and reporting back to the Board. These policies and procedures instill an expectation of integrity within all actions and help ensure financial stability. The budget is prepared utilizing a Board-approved calendar and follows the model developed by the District Budget Advisory Council (DBAC). Any augmentation requests are aligned with the institutional priorities and come through the Program Review and Plan (PRaP) process in prioritized order. The Strategic Planning Council determines which resource requests will be funded and assigns the priority order. Once the Strategic Planning Council establishes the prioritized listing, the President's Leadership Team is informed and a letter is submitted to the College President. College participation is well documented through the various committees including the Strategic Planning Council, the Educational Planning and Oversight Committee (EPOC), and the Resource Development and Administrative Services Leadership Council (RDAS). The Board is apprised of quarterly and annual financial reports. (III.D.1, III.D.2, III.D.3)

The District's and the College's budgets reflect a realistic assessment of financial resource availability and expenditure requirements. The ending fund balance has remained around 20 percent the last few years, well above the 5% reserve level required by board policy. As a result, the College maintains adequate cash reserves in order to meet its cash flow needs. (III.D.4, III.D.9)

The College maintains internal controls through segregation of duties and through limiting software access to employees for only the areas needed by the employee. As required, the District and College undergo an external audit each year which includes a review of their Title IV Federal Financial Aid programs and performance review of their Measure C Bond program. In a review of the audit reports covering fiscal years 2017-18 and 2018-19, the District received unmodified opinions, the highest opinion available. In addition, the team found that both of the audit reports contained no audit adjustments nor identified any issues or concerns with internal controls in federal and/or state programs. (III.D.5, III.D.6, III.D.7, III.D.8)

The College maintains specific accounts in accordance with the Budget and Accounting Manual to monitor financial aid, grants, and auxiliary organizations. The College has Board policies and administrative procedures dictating oversight, accounting, fiscal management, grants, and purchasing/contracting. All grants and contracts are approved by the Board and are reviewed to assess whether they meet the College strategic objectives. As mentioned earlier, the College has not had any issues identified within their external audit reports related to financial oversight. (III.D.10 and III.D.14)

The District and College have several sources of long-term debt including: general obligation bonds, other post-employment benefits, load banking and vacation liabilities. The general obligation bonds are repaid through property taxes collected and maintained by the County of Riverside. The District maintains an irrevocable trust for their other post-employment benefits liability of \$44 million and contributes to the fund annually based upon the negotiated agreements with the bargaining units. In April 2015, the Board of Trustees adopted a plan to fund their other post-employment benefits liability consisting of the "pay-as-you-go" amount plus a minimum of \$250,000 annually. For fiscal year 2018-2019, the District contributed \$4,679,405 to the Plan, of which \$2,322,522 was used for current premiums and \$2,356,883 was used to fund the OPEB Trust. Of this amount, \$2,039,868 was disbursed as a reimbursement to the

District for current year OPEB premiums. The load banking and vacation liabilities are accounted for in the General Fund. Each of the short-term and long-term obligations are budgeted within the appropriate funds. (III.D.11, III.D.12, III.D.13)

The College Cohort Default Rate is 10.5%, well below the federal requirement of less than 30 percent. The College maintains all financial aid programs within the Student Federal Grants and State of California Student Grants Funds. There have been no findings reported related to financial aid programs in each of the audit reports covering fiscal years 2016-17 through 2018-19. (III.D.15)

The College has specific Board policies and procedures related to purchasing and contracts as evidenced by Board Policy (BP) 6340, Bids and Contracts, BP 6345, Bids and Contracts Under the UPCCAA, and BP 6360, Contracts – Electronic Systems and Materials. All contracts are reviewed by the District’s general counsel and further reviewed by the Vice President of Business Services to ensure that it meets the College’s mission and goals. Depending on the dollar value, they are then reviewed by either the College President or the Vice Chancellor of Business and Financial Services before submission to the Board of Trustees for approval. (III.D.16)

Conclusions:

The College meets the Standard.

# Standard IV

## Leadership and Governance

### IV.A. Decision-Making Roles & Processes

#### General Observations:

Riverside City College (RCC) demonstrates a commitment to participatory governance and has developed a thoughtfully designed governance structure that is inclusive of administration, faculty, classified and students. All members of the campus community have ample opportunity to access and engage in decision-making processes, both as part of formal councils and committees and through a variety of informal avenues. It was clear that the college community is committed to student success and equity and takes decision-making seriously in promoting the overall health of the institution. There are sufficient opportunities for all members of the campus community to submit items and bring innovative ideas for consideration as evidenced by the creation of the Association of Latinx Advocating for Student Success (ALASS). As a Hispanic Serving Institution (HSI), faculty identified the need to provide more culturally relevant events and scholarship support for Latinx students on campus support and worked collaboratively with students, classified professionals and administrators through the governance committee structure to bring the organization to fruition. RCC promotes student success and sustains academic quality, integrity, fiscal stability, and continuous improvement of the institution. There is tremendous buy-in across campus that reflects **#TigerPride**.

#### Findings and Evidence:

Based on the previous cycle of institutional self-evaluation, RCC worked collaboratively to reconceptualize strategic planning and more thoughtfully assure opportunities for feedback and innovative ideas across constituency groups. The College formed Strategic Planning Leadership Councils (SPLC) to help formulate and implement adopted plans and activities that aim to achieve the College's goals. The SPLC structure consists of committee and subcommittees clustered into oversight areas aligned with the College's strategic goals. This committee structure provides the formal process for bringing ideas or suggestions to the Education Planning Oversight Committee (EPOC) that directs the general work of the committees, monitors institutional progress toward achieving college goals, and provides recommendations to the College President. The College also demonstrated ways it engages stakeholders who are not formally members of college committees around institutional improvement and bringing ideas forward through summits, retreats and meetings. Numerous examples of innovative ideas percolating through the process were provided that illustrated college-wide support of this student-centered planning process. (IV.A.1)

Board policy, administrative procedures, and college procedures outline how administrators, faculty, classified professionals and students participate in the local decision-making process. Board Policy (BP) 2510 and its related Administrative Procedure (AP) 2510, Participation in Local Decision-Making outline the overarching institutional governance structure as adopted by

the Board. The Riverside Strategic Planning Leadership Councils Constitution and Bylaws provide detailed information on the purpose, constituency group roles, and composition, charge and responsibilities of each council and aids in strategic and operational decision-making at the College. As evidence of further integration, the Academic Senate also updated its Constitution and Bylaws to reflect the adopted strategic planning structure and to further align its roles and responsibilities for committee appointments and participation in institutional policies, planning and budget development. The College should be commended for significant buy-in and support of RCC's collegial and effective planning process as evidenced through multiple meetings with the visiting team. Interviews confirmed that administration, faculty, classified professionals and students have clear sense of ownership in decision-making and that RCC has continuously improved its governance process. (IV.A.2, IV.A.3, IV.A.5, IV.A.6)

Provisions for student participation in strategic planning and decision-making are codified in the College's SPLC process with student co-chairs for each of the committees, allowing for formalized leadership and input. Students have a seat on each leadership council and are encouraged to bring ideas forward as well as report back. The governing board also contains a student representative who, although not a voting member, gives input in decisions. Student leaders shared direct examples of how they survey student needs to identify areas of foci for initiatives and recommendations. There were clear examples of student-initiated recommendations through the College's adopted participatory governance structure that resulted in campus improvements to traffic and safety. (IV.A.2)

Through policy and procedure, administrators and faculty have clearly defined roles for substantive participation in institutional governance and policy, planning, and budgeting processes in the Constitution and Bylaws of the SPLC. Representation on college councils and committees ensures faculty and administrators have formalized input that support their respective roles and expertise and is aligned to board policies and administrative procedures that outline these responsibilities. (IV.A.3)

Board Policy (BP) and Administrative Procedure (AP) 4020, Program and Curriculum Development, as well as the newly updated Curriculum Handbook identifies the College's responsibility for developing programs and curriculum relevant to community and student needs, as well as regular evaluation for quality and relevance. Both the College and District have implemented participatory governance structures for curriculum review and approval that demonstrates their responsibility for recommendations regarding curriculum. (IV.A.4)

Numerous methods are used to communicate college-wide decisions. The agendas and meeting minutes from leadership councils and college committees are posted to the College's website, but do need to be kept up-to-date. Through interviews, it was verified that members are encouraged to report back to constituent groups as well as bring ideas forward. The College also strategically utilizes periodic newsletters, strategic planning report cards and regular President's Leadership Team Reports to document and communicate discussions and decisions across the institution. The Strategic Planning Report Card provides good background on the progress being made across the institution on adopted strategic goals and provides a framework of guided questions for moving the college forward. (IV.A.1, IV.A.6)

The College provides strong evidence of a structure for assessing the integrity and effectiveness of the institution's governance and decision-making policies, procedures and processes, particularly through the GEMQ leadership council. (IV.A.7)

Conclusions:

The College meets the Standards.

## **IV.B. Chief Executive Officer**

General Observations:

Riverside City College has the appropriate policies and procedures assigning the authority and responsibility over the institution to the College President through the Chancellor. The College President serves as the institution's chief executive officer and has been delegated the authority to administer board policies and execute all Board decisions requiring administrative action. The College has established administrative and participatory governance structures, board policies, and administrative procedures allowing the President to provide effective leadership in planning, organizing, and assessing institutional effectiveness.

The President along with college leadership ensure that practices within the institution are aligned with the mission and establish policies through collegial consultation and review by all constituent groups. Planning functions, control of the budget and expenditures, selecting and developing personnel, and assessing institutional effectiveness are achieved through delegation to administrative leaders and oversight within the organizational structure of the institution.

Findings and Evidence:

Board Policy (BP) 2430, Delegation of Authority to Chancellor and Presidents, designates that authority flows from the Board of Trustees through the Chancellor to the College Presidents. The College President is given the responsibility for carrying out district policies and has the administrative authority at the College level. The related Administrative Procedure (AP) 2430 and the job announcement for the College President clearly outline the responsibility for the overall quality of the institution and to provide leadership for campus-level discussions and prompt communication of decision-making. As demonstrated by the Strategic Planning Leadership Councils Bylaws and Constitution and the College's organizational charts, the President executes authority to appropriate administrators and participatory governance committees by delegating the oversight for the development, implementation and assessment of various institutional planning processes and adopted plans, including budgeting, selecting and developing personnel. (IV.B.1)

To ensure primary responsibility for the quality of the institution, the President ensures institutional practices are consistent with the mission and policies of the College through the integrated planning process and the oversight of both the Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) and the Governance, Effectiveness,

Mission, and Quality (GEMQ) leadership council. The President has established an organizational structure that provides for effective participatory governance and the administration of programs and services offered by the College. The duties and responsibilities for each council, committee, and administrative position indicate how the President delegates his authority. The President also convenes regular meetings with union leadership, faculty and student senate representatives, and weekly standing meetings with the executive leadership team to review policies, procedures and operational areas impacting the institution's effectiveness. Based on an identified need for stronger support around the College's effectiveness and monitoring of its adopted strategic plan, the president led a reorganization to create a new vice president position to oversee the Office of Institutional Effectiveness, the Division of Student Success and Support, and the Department of Grants. (IV.B.2)

The President further supports the improvement of the teaching and learning environment through the program review and resource allocation process, delineated in the College's Strategic Plan, that requires units to develop a data-driven, five-year plan and annually assess progress toward articulated goals, which is then integrated into divisional area plans. Resource needs and goals are prioritized and presented to the Joint Council and then recommended to the President. (IV.B.3)

Through the well establish participatory governance structure, the College has coupled alignment of the accreditation standards with institutional effectiveness, accountability and transparency as a central focus. The President played a primary role in the self-evaluation process through participation in weekly EPOC/ASC meetings with faculty, classified professionals, and administrators across the campus. The President also held regular meetings with the Accreditation Liaison Officer and senior administrative staff to monitor and communicate progress through presentations and newsletters distributed to the campus community. The College took particular care to create six pamphlets outlining the basics of accreditation and the focus of each Standard contextualized locally for the campus community. (IV.B.4)

The President assures the implementation of statutes, regulations, and governing board policies and that institutional practices are consistent with the institutional mission and policies, including effective control of budget and expenditures through oversight and participation in the Governance, Effectiveness, Mission, and Quality (GEMQ) leadership council and the Resource Development and Administrative Services (RDAS) leadership council. Following meetings of the President's leadership team, a regular newsletter is published and disseminated to the campus that details policies and procedures at the College, District, and statewide level that have implications for the college community in terms of its mission, policies and budget, including any action that was taken. (IV.B.5)

The President hosts an annual President's Dinner where community leaders learn about the College and its partnerships with the community. Additionally, the President actively serves on local boards and connects with community-based organizations such as the Chamber of Commerce, Rotary, and unified school districts, which create venues for keeping the community apprised of initiatives at the College and opportunities to learn more about community needs. (IV.B.6)



### Conclusions:

The College meets the Standard.

## **IV.C. Governing Board**

### General Observations:

The Riverside Community College District has a five-member Board of Trustees elected by the citizens of the District, and a non-voting student trustee determined through an election by all enrolled students. The Board enthusiastically supports the District, its students and the Inland Empire community they serve. Through their twice monthly meeting structure, the Board devotes one meeting per month for focused study on issues relevant to the District community that are driven through Board committees that were recently aligned to reflect the District's strategic plan. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the one business-focused meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. While many policies have not been updated, the Board recently established a policy tracker for the regular review and revision of policies. The Chancellor reports directly to the Board and has delegated authority to implement and administer board policies. The Board holds the Chancellor accountable for the operations of the District through an annual performance evaluation.

### Findings and Evidence:

The Board of Trustees has authority and responsibility for policies to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District as outlined in Board policies (BP 2010, Board Membership; BP 2200, Board Duties, Responsibilities and Privileges; BP 2410, Policy and Administrative Procedure). The five-member governing board, elected every four years at staggered elections, actively ensures effective student learning and financial stability as demonstrated by their five committees and the approval of the mission and plans for the three colleges and the District. The role and function of the committees of the Board are delineated in Board Policy (BP) and Administrative Procedure (AP) 2220 and serve to provide advice in areas that assist the Board in its responsibilities and effectuate the goals of shared governance. The Board's commitment to institutional effectiveness is further demonstrated by BP 3225, Institutional Effectiveness, which requires each college to adopt goals related to accreditation, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. Furthermore, the Board asserts that the goals should not only be challenging and quantifiable, but focused on addressing achievement gaps for underrepresented populations and aligned with the workforce and economic needs of the State. Ample evidence was provided of presentations, workshops, and reports on student learning programs and services, institutional plans and effectiveness, and the financial status of the District. (IVC.1, IVC.5, IVC.8)

Board Policy (BP) 2200, Board Duties, Responsibilities and Privileges outlines the roles and responsibilities for Trustees including acting “as a whole to represent the communities served by the District” and separating their roles as individuals from their role as a board member. Trustees are precluded from using district resources to support ballot measures or candidates in BP 2716, Political Activity. (IVC.2, IVC.4)

The Board followed its adopted policies and procedures for the selection of the Chancellor and the two College Presidents selected in the last three years (Board Policy 2431, Chancellor Selection and Board Policy and Administrative Procedure 7121, President Recruitment and Hiring). The Chancellor is evaluated at least annually as described in Board Policy (BP) 2435, Evaluation of Chancellor. (IVC.3)

Board policies, administrative procedures, meeting minutes, and related materials are published on the District’s website, as outlined in Board Policy (BP) 2410. (IVC.6)

The Board acts in a manner consistent with its policies. However, a review of Board policies indicates that many policies are outdated and need to be reviewed and revised to ensure alignment with the District’s mission and its quality, integrity and effectiveness. For example, Board Policy (BP) 1200, District Mission includes the mission statements for the District and colleges. It was last revised in 2013 and 2014 and needs to be updated to reflect the changes in the District and RCC mission statements. The Board and Chancellor have recently established a process for the regular review and revision of policies. A policy tracker is currently being developed and the Board approved a new architecture for reordering and renumbering the policies to provide more clarity. (IVC.7)

The Board receives regular reports and presentations regarding student learning and achievement and institutional plans that guide improving academic quality. Regular review on the key indicators of student learning and achievement are conducted through annual presentations on the Student Success Scorecard as well as other presentations on relevant information regarding student achievement and instructional quality. A review of Board meeting minutes confirm that the Board regularly reviews and approves major planning documents and is kept informed of ongoing initiatives, student achievements, and institutional progress through regular presentations from staff. (IV.C.8)

Board Policy (BP) 2740, Board Education outlines the commitment to board member education, including providing an orientation for new trustees. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The District would benefit from a focused orientation customized towards RCCD for new members, as well as intentional professional development plans/activities for ongoing education for all Board Members. The need for improved Board professional development was identified in the Board’s recent self-evaluation. Board member terms of office are also outlined in BP 2100, Board Elections, which outlines staggered terms to ensure continuity of leadership. (IVC.9).

Board Policy (BP) 2745, Board Self-Evaluation, outlines the commitment to assessing and improving the Board’s functioning in its fiduciary responsibility to meet the learning needs of the

district community. The Board conducts their self-evaluation annually prior to the end of June, however, due to the transition of the chancellor, evaluations were not conducted in 2017 or 2018. In September 2019, a consultant from the Association of Community College Trustees facilitated the self-evaluation process and the results were reviewed in October 2019. The assessment tool included four categories that align with the seven dimensions outline in adopted policy. In order to ensure completion of the assessment cycle, the Board should use the results to identify areas and actions to continuously improve. (IVC.10)

Board Policy (BP) 2715, Code of Ethics Standards of Practice provides a code of ethics for the Board that includes a clearly defined policy for dealing with members that violate its code. BP 2710, Conflict of Interest also establishes a conflict of interest policy. The adopted board policy that aligns the conflict of interest code to the Political Reform Act was last revised in November 2008 and should be updated. (IVC.11)

Board Policy (BP) 2430, Delegation of Authority to Chancellor and Presidents delegates authority to the Chancellor and College Presidents. The Chancellor provides regular updates to the Trustees. (IVC.12)

As outlined in Board Policy (BP) 3200, Accreditation there was evidence that the Chancellor keeps the Board informed about accreditation and ensures they are involved in the process. The Board reviewed the institutional self-evaluation reports, substantive change reports, and presentations and workshops regarding the Board's responsibilities in the accreditation process. (IVC.13)

#### Conclusions:

The College meets the Standard.

**District Recommendation #1:** In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)

**District Recommendation #2:** In order to improve institutional effectiveness, the District should formalize Board professional development including new trustee orientation, in their policies and practice. (IV.C.9)

### **IV.D. Multi-College Districts or Systems**

#### General Observations:

Within the last seven years, the Riverside Community College District has evolved in its policies and procedures, to become a more robust and fully developed multi-college district supporting a District Office and three independently accredited colleges. Through established board policies, the Chancellor is charged with setting and communicating expectations for educational excellence and integrity and works collaboratively with the college presidents to ensure the District Office supports the ability of the colleges to meet their identified goals and missions

through the delegation of authority and responsibility, as well as mapping college and district functions to ensure clarity of roles, decision-making and communication. Through the adoption of a districtwide strategic plan, aligned with the plans at each of the three colleges, the District regularly plans and evaluates resources and services to ensure effectiveness of operations and the sustainability of the Colleges and the District.

#### Findings and Evidence:

The Riverside Community College District is composed of three colleges as described in Board Policy (BP) 1100, The Riverside Community College District. The Chancellor provides leadership in setting expectations through regular communication with the Colleges including open forums, open office hours, and presentations. Support for the Colleges is provided through centralized district services such as educational services, business and financial services, human resources and employee labor relations, and advancement and economic development. The District's recently developed strategic plan established common goals that are aligned with the colleges' goals. Roles and responsibilities are defined in BP 2430, Delegation of Authority to Chancellor and Presidents and through a recently updated and detailed functional map. (IV.D.1, IV.D.2)

To ensure that the Colleges are receiving adequate services, the District Office developed a five-year program review process that aligns with the adopted strategic plan. Another purpose is to implement a service-oriented approach from the District Office to support the Colleges. In spring 2018, a survey was administered seeking input on strengths, weaknesses, opportunities, and threats. On a five-point scale, ratings for the quality of District support services ranged from 2.82 to 3.45. (IV.D.2)

Each month, the Board of Trustees receives reports on finances comparing current and prior year activity and an executive summary of capital projects associated with Measure C. Quarterly and annual financial reports for the State Chancellor's Office are also shared with the Board and presentations on all tentative and final budgets are given prior to approval. (IV.D.3)

The District Budget Advisory Council (DBAC) provides "a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the Riverside Community College District." DBAC membership is broadly representative of all colleges and constituent groups, including a student representative. As documented in the minutes and through discussions, DBAC worked over a two-year period to revise the Budget Allocation Model focusing on developing FTES exchange rates for broad categories such as, Liberal Arts, STEM, and CTE, as well as, unique areas, such as Nursing. The model is in its infancy yet all members of DBAC indicated that they believe the model accomplished their goal of providing a fair, equitable and transparent allocation model that will support the effective operations of the Colleges. The District is commended for diligently working through various iterations and scenarios before finalizing the Budget Allocation Model to ensure that the model is both informative and supports decision-making. (IV.D.3)

The Chancellor delegates full responsibility and authority to the College Presidents to implement policies without interference and holds them accountable for college operations. Board Policy (BP) 2430, Delegation of Authority to Chancellor and Presidents outlines this delegation of authority and BP and Administrative Procedure (AP) 6100, Delegation of Authority further empowers the College Presidents to handle business procedures including signing grant applications and public works contracts under \$125,000. (IV.D.4)

The new District Strategic Plan, approved in October 2019, is integrated with the strategic plans from each of the three colleges. Development began in 2017 with internal and external environmental scans, analysis of strengths, weaknesses, opportunities, and threats (SWOT), and the creation of a new District mission statement. A Guided Pathways Framework was used to align the colleges' and District mission, vision, values and goals. Furthermore, minimum annual standards for access, success, and equity across the District were set and the colleges' strategic planning targets were aligned. (IV.D.5)

Communication between the Colleges and the District to ensure effective operations and decisions takes place through committees, Chancellor's Cabinet, and regular meetings between the District Vice Chancellors and the corresponding College Vice Presidents. The Chancellor holds monthly forums and open office hours at each campus. Planning information is shared through District committees including the Strategic Planning Council, the District Budget Advisory Council, the District Academic Senate, and the District Curriculum Committee. (IV.D.6)

In spring 2017, the District Strategic Plan Development Team assessed the 2013 RCCD Strategic Plan and made recommendations to clearly define the District and its services through functional mapping and alignment of the strategic plans for the District and the three colleges. Additionally, recommendations were made to inventory and align districtwide committees directly with planning processes to ensure institutional effectiveness and provide timelines, and targets to assess, evaluate and monitor the achievement of adopted goals. In fall 2017, the Budget Allocation Model was assessed and recommendations were made to revise the model. The District Strategic Planning Council charged the District Budget Advisory Council with the responsibility to revise the model. During the spring and fall of 2018, the Functional Map Taskforce clarified the roles and responsibilities of the District Office and the Colleges, with a focus on aligning as one district. Out of these discussions, the decision was made to use the District Strategic Plan as an overarching framework for the College plans and to delineate how the District Office would support college goals. While the District Strategic Plan is still in its infancy, the District has made great strides towards implementation and should continue with the assessment cycle moving forward. (IV.D.7)

#### Conclusions:

The College meets the Standard.

**District Commendation #1:** The team commends the District and the District Budget Advisory Council for their vigorous, data-driven, process to finalize a Budget Allocation Model that provides clear information and rationale for decision-making that is perceived by all constituents as fair, equitable and transparent. (IV.D.2, IV.D.3)

**District Recommendation #3:** In order to improve institutional effectiveness, the District should continue implementation of the new leadership roles, governance committees, and decision-making practices and conduct an evaluation of their integrity and effectiveness to complete the cycle. (IV.D.7)

## Quality Focus Essay

Riverside City College (RCC) demonstrates its intentionality of mission and commitment to continuous improvement through its implementation of the Guided Pathways framework. Drawing on existing plans (College Educational Master Plan; Student Equity Plan; Guided Pathways Framework and California Chancellor's Office Vision for three key projects:

### Quality Focus Essay Project #1: Program Mapping:

Project 1 develops program maps and involves full implementation of EduNav during the 2019-2020 academic year, a software system that provides online student support for navigating their educational pathway. The data from these mapping efforts aim to inform an enrollment management instrument to increase efficiency in class scheduling, which in turn is anticipated to increase student completion of momentum points.

### Quality Focus Essay Project #2: Integrated Academic Support Model:

Project 2 calls for an integrated academic support model with a redesign of the student support model and the development of an academic engagement center plan. This effort includes the creation of student success teams, where each team is aligned with an academic engagement center mapped to an instructional pathway. The redesign emphasis highlights the revision of early alert, development of faculty advisors, and implementation of a case-load management system.

### Quality Focus Essay Project #3: Sharpening the Focus on Teaching and Learning:

Project 3 emphasizes the strengthening of teaching and learning with the revitalization of the Glen Hunt Center for Teaching Excellence and institutionalization of faculty professional development for training, research, and inquiry. This plan calls for a focus on culturally responsive teaching practices along with an exploration of how to create in-house materials, deliver content, establish communities of practice, and share effective practices in an ongoing, systematic way.

RCC established ambitious, numerically-measurable goals with specific timelines as outcomes for these projects. One measure of success of the QFEs is tied to student completion of momentum points with specified goals for student completion of Transfer level Math and English courses; completion of 15 and 30 units and persistence from fall to spring semesters. These goals are listed for three years: 2019-2020, 2020-2021, and 2021-2022.

The team finds that these projects have defined action plans with implementation strategies and the needed resources identified. Appropriate responsible parties are attached to each project to ensure accountability. All project efforts are aligned with the institution's strategic planning and governance structure through the leadership councils and related/supporting committees.

The team encourages ongoing review of proposed project timelines, as the majority of the action plans seem to be targeted for completion by 2020. Building out recurring development over multiple years may promote additional opportunities for evaluation and reflection. This approach may facilitate ongoing planning related to the proposed projects with continued integration with existing planning that is broad-based over multiple years.

The team recommends further consideration of the evaluation approach for these proposed projects, to demonstrate that the action plans have the anticipated effect on the identified student momentum metrics. Many of the implementation strategies appear focused on operational projects; clarification regarding incorporation with institutional level planning efforts can promote institutionalization and facilitate a stronger culture for teaching and learning. These clarification details can include implementation strategy goals/targets, governance processes, assessment methodologies, and data for continuous improvement.