INSTITUTIONAL SELF-EVALUATION REPORT

RCC
RIVERSIDE CITY COLLEGE

2020

SERVING OUR COMMUNITY FOR OVER 100 YEARS

Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299

to

Accrediting Commission for Community and Junior Colleges
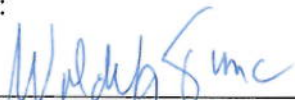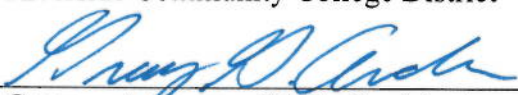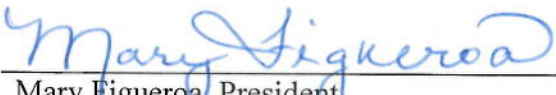Western Association of Schools and Colleges

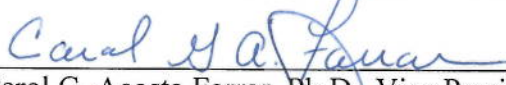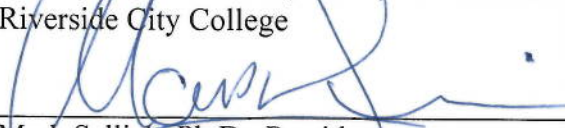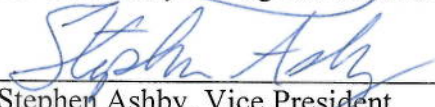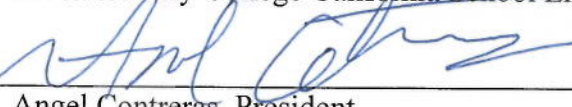December 2019

Certification

To: Accrediting Commission for Community and Junior Colleges
           Western Association of Schools and Colleges

From: Gregory Anderson
          Riverside City College
          4800 Magnolia Avenue
          Riverside, CA 92506-1299

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Wolde-Ab Isaac   12/10/2019
Wolde-Ab Isaac, Ph.D., Chancellor   Date
Riverside Community College District

Gregory Anderson   10 December '19
Gregory Anderson, Ed.D., President   Date
Riverside City College

Mary Figueroa   12/10/2019
Mary Figueroa, President   Date
Riverside Community College District Board of Trustees

Carol G. Acosta Farrar   12-10-19
Carol G. Acosta Farrar, Ph.D., Vice President of Academic Affairs and ALO   Date
Riverside City College

Mark Sellick   12-11-19
Mark Sellick, Ph.D., President   Date
Riverside City College Academic Senate

Stephen Ashby   12-11-19
Stephen Ashby, Vice President   Date
Riverside City College California School Employees Association Chapter 535

Angel Contreras   12/11/19
Angel Contreras, President   Date
Associated Students Riverside City College

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A. Introduction

College History

Established in 1916, Riverside City College (RCC) is the seventh oldest two-year college in the state. RCC has provided continuous service to the communities of Riverside and its surrounding areas for the past 103 years. During its first year the College enrolled 114 students, and the first graduating class in 1918 consisted of 14 students. Originally known as Riverside City College, or Riverside Junior College, the institution changed its name to Riverside Community College in the 1960s. In 2008, the Board of Trustees readopted the name Riverside City College.

RCC classes were initially held at the Riverside Polytechnic High School until 1965 when the College took over the campus and the high school was demolished and relocated. As enrollment increased, the campus expanded to meet student need. In 1924, the east and north wings of the Quadrangle, now historic landmarks, were completed to add necessary instructional space. Named after RCC's first president, A.G. Paul, the Quadrangle was completed in the 1950s and modernized in 2010. The Wheelock Stadium, Field, and Gymnasium were built in 1928 and renovated in 2012 to support the College's various championship athletic programs.

In 1985, the Board of Trustees acquired 142 acres of property in the city of Norco. RCC received a donation of 100 acres in the city of Moreno Valley in 1986 for the development of a campus. The Norco and Moreno Valley Campuses were dedicated on RCC's 75th anniversary, March 12, 1991. In 2008-09, the Riverside Community College District served 31,712 full-time equivalent students. Norco College and Moreno Valley College became independently accredited in 2009.

Riverside City College now encompasses close to 1.5 million gross square feet and has 81 buildings. In March 2004 voters approved Measure C which generated $350 million in bond funding for the acquisition, design, construction, renovation, and modernization of classroom buildings and other facilities within the district.

Since 2000, RCC has added four new buildings, including the Salvatore G. Rotella Digital Library/Learning Resource Center, the Charles A. Kane Student Services and Administration Building, Math and Science, and the School of Nursing. The Riverside Aquatics Complex, a world class training facility, was completed in 2011 as part of a broad community partnership. 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. In addition to these off-campus sites, the College offers classes at the Rubidoux Annex in the city of Jurupa Valley.

Over the past five years, RCC's unduplicated headcount for 2018-2019 has increased to 30,083, with 17,337 full-time equivalent students. RCC is designated as a Hispanic Serving Institution, and the student demographics are representative of the surrounding community. The College demonstrates its commitment to student learning and achievement by offering 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.

Under the current leadership of the College's 12th president, Gregory Anderson, Ed.D, RCC has moved forward on a number of large-scale reforms designed to increase student completion, close equity gaps, and encourage students' economic mobility. Since the 2014 institutional self-evaluation, the College has continued work on a number of important initiatives aligned with the Guided Pathways framework and the state chancellor's Vision for Success.

Major Developments and Initiatives (2014-Present)

- *Integrated Strategic Planning*
RCC's 2015-2020 Strategic Plan was the product of a thorough, college wide evaluation, discussion, and improvement of structures, responsibilities, and processes in response to previous accreditation recommendations, and the student success and student equity agenda. The revised structure vertically and horizontally integrates college planning and operations. Responsibilities outlined in the Strategic Planning Constitution and Bylaws simultaneously differentiate and connect the College's strategic and operational components. The College's Program Review and Plan (PRaP) process and the prioritization process are systematically evaluated and have matured to better align planning and resource allocation decisions with college goals. RCC has developed and updated a number of plans to reflect the College's long-term vision outlined in the Educational Master Plan 2015-2020, including the Facilities Master Plan, the Strategic Enrollment Management Plan, the Technology Plan, the Human Resources Plan, the Professional Development Plan, and the Student Equity and Achievement Plan.

- *Guided Pathways Implementation*
Following up on RCC's initial development of a local pathways model, the College was accepted as one of 20 college participants in the California Guided Pathways Project in 2017. The planning and implementation of strategies related to the four pillars of the Guided Pathways framework continues the College's previous efforts toward improving student success and completion, and closing student equity gaps. As a result of using the Guided Pathways framework as an organizing principle for strategic planning, the College has developed program maps, created instructional pathways, established cross-functional success teams, implemented faculty advising, redesigned the onboarding process, refined academic support, and strengthened partnerships with K-12 and four-year universities. With the support of a district grant from the College Futures Foundation, RCC is collaborating with 12 community colleges in Riverside, San Bernardino, and Kern counties to share experiences, successes, challenges, and strategies related to Guided Pathways adoption.

- *Institutional Research and Inquiry*
RCC is systematically using data to guide and monitor the effectiveness of college reforms as a result of strategic planning improvements, Guided Pathways implementation, local goal alignment with the state chancellor's Vision for Success, and an emphasis on student equity. Since 2016, RCC has produced an annual Strategic Planning Report Card that indicates the status of planning efforts and measures progress on achieving college goals using key performance indicators. RCC has engaged in broad, deep, and inclusive dialogue regarding student success and student equity data, and refined the principles underlying institution-set standards and targets in line with the Vision for Success, the College's Strategic Plan, and the District Strategic Plan. Data from the Strategic Planning Report Card along with additional metrics from the Office of Institutional Effectiveness are essential components of the planning process and inform proposed strategies and resource allocation.

- *Student Equity Focus*
Beginning in 2015, RCC adopted the state's student equity proportionality indicators to measure student access based on ethnic and racial categories as well as other identified characteristics. RCC now regularly reviews and discusses student success and access data
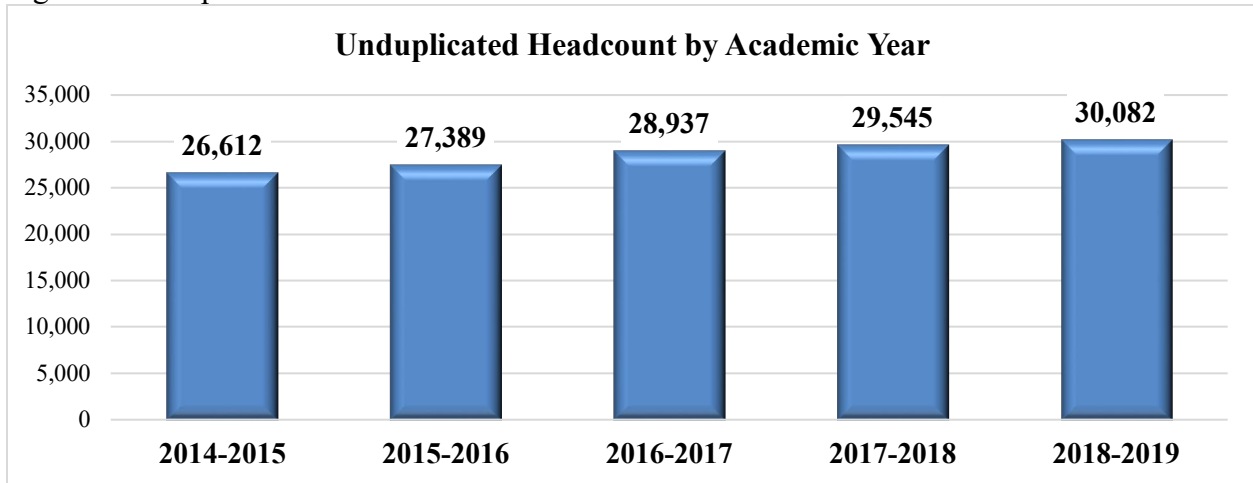
disaggregated by these student populations to inform all aspects of planning, program development, and assessment. The Student Equity Committee has developed a mission statement and specific goals to foster a culture of equity-mindedness across the College through culturally-proficient policies and practices. Student equity plans are broadly shared and discussed and student equity principles, goals, and strategies are incorporated into Guided Pathways discussions and strategic planning assessments, including regular reviews of the strategic plan and the College's mission, vision, and values statements.

- *English, Math, and English as a Second Language (ESL) Assessment and Placement*
  In 2016-2017, RCC participated in the Multiple Measures Assessment Project (MMAP) pilot, which assessed and placed first-time student using their high school performance data. RCC discontinued the use of all testing for assessment and placement into English and math in response to California State Assembly Bill 705. Full implementation of AB 705 for English and math occurred in 2019. RCC appointed faculty coordinators in both English and math to assist with the assessment, evaluation, and refinement of AB 705 reforms and facilitate professional development opportunities. Full implementation of AB 705 for ESL will take place in fall 2020 following the deployment of a guided self-placement (GSP) instrument. The GSP will be used in conjunction with the locally-designed instrument, the Proficiency Test in English as a Second Language (PTESL), to inform students about options for enrollment in ESL coursework. Curricular changes supporting AB 705 implementation include the development of co-curricular support courses for English, math, and ESL. RCC has focused on providing support and guidance to students who are increasingly enrolling in transfer-level English and transfer-level math during their first year.

- *Dual Enrollment*
  Following the passage of California State Assembly Bill 288, RCC expanded dual enrollment to include College and Career Access Pathways (CCAP), providing seamless pathways from high school to community college. Though RCCD, RCC entered into agreements with three feeder high school districts, including nine high schools: two from Alvord Unified School District, two from Jurupa Unified School District, and five from Riverside Unified School District. The CCAP program was launched in 2018 and follows a three-year plan to allow high school students to complete their first year of college coursework while still in high school. The CCAP goal of shortening students' time to completion and transfer aligns well with the Guided Pathways implementation, college goals, and district goals.

Student Enrollment Data

Riverside City College's unduplicated headcount has continued to increase since 2014-2015. The College serves over 30,000 students annually. During the fall and spring terms RCC enrolls over 20,000 students.

Figure 1. Unduplicated Headcount

Unduplicated Headcount by Academic Year

Academic Year	Headcount
2014-2015	26,612
2015-2016	27,389
2016-2017	28,937
2017-2018	29,545
2018-2019	30,082

Source: Datamart

In response to the increasing number of students enrolling at RCC, the College has increased the number of sections offered in all formats. The largest growth is apparent in the number of online courses taught (642), which reflects a 49 percent change since 2014-2015.

Figure 2. Sections by Instruction Type

Number of Sections Taught by Instruction Type

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Face-To-Face	3015	3153	3269	3464	3650
Hybrid	328	331	362	365	385
Online	432	432	520	569	642
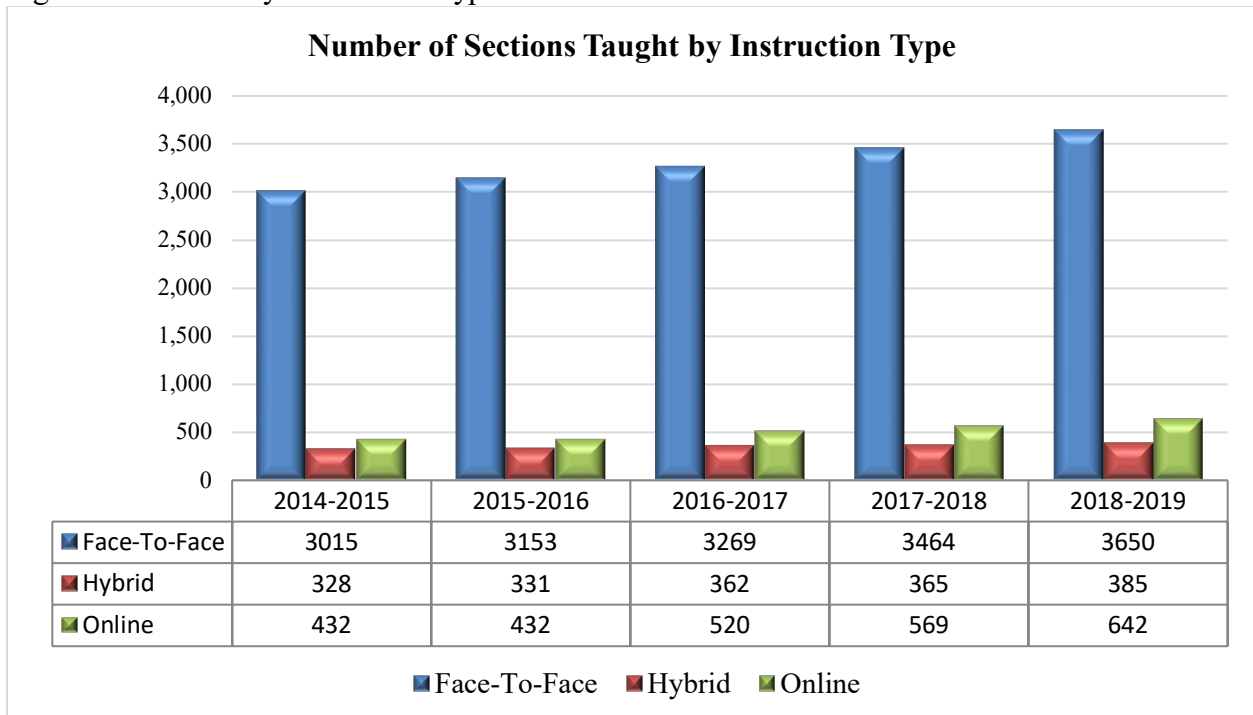
Source: Enrollment Management Dashboard

Correspondingly, RCC's annual Full-Time Equivalent Students (FTES) has increased over the past five years from 15,203 in 2014-2015 to 17,337 in 2018-2019.

Figure 3. FTES by Academic Year

Trend in FTES by Academic Year (Residential and Non-Residential)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FTES	15,203	15,618	16,426	16,952	17,337
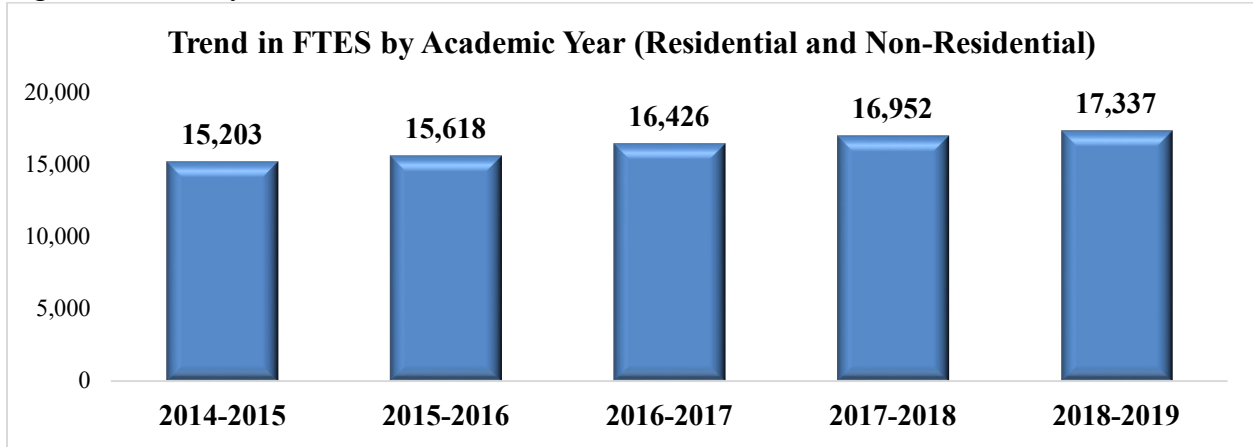
Source: Enrollment Management Dashboard

Service Area

Riverside City College is located in the center of the northwest part of Riverside County, which, at 7,206 square miles, is the fourth largest county in California. The county lies to the southeast of Los Angeles and borders Arizona on the east, San Bernardino County to the north, Orange County to the west, and San Diego and Imperial Counties to the south.

Figure 4. Service Area
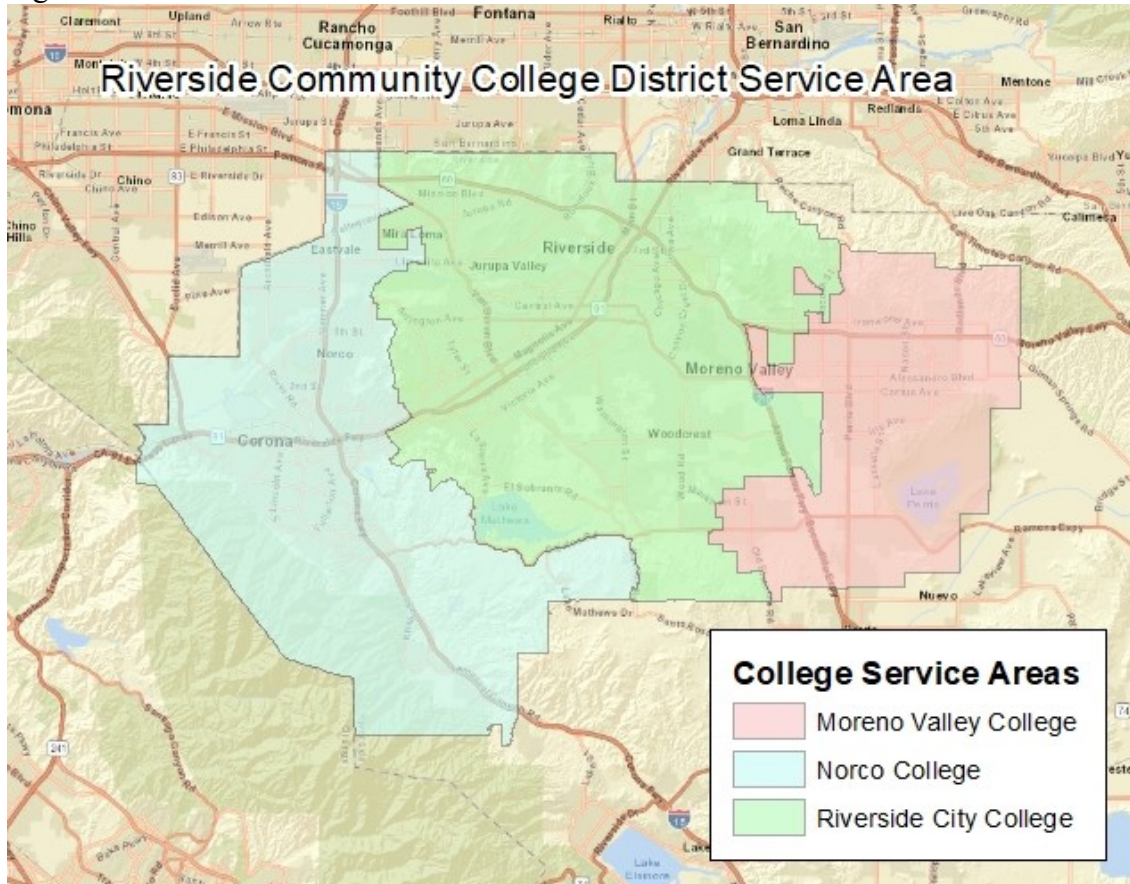
Source: 2012-2016 American Community Survey (5-Year Estimates)

Riverside City College is the largest of the three colleges within the Riverside Community College District serving a population of 446,204. RCC serves approximately 30,000 students annually originating from the cities of Riverside and Jurupa Valley, and the census-designated places (CDP) of Highgrove, Lake Mathews, and Woodcrest.

Fed by the Alvord Unified, Jurupa Unified, and Riverside Unified school districts, RCC offers students educational pathways leading to degree and certificate attainment, and transfer to a four-year university. The top five transfer destinations are California State University, San Bernardino; the University of California at Riverside; California Baptist University; California State University, Fullerton; and California Polytechnic University, Pomona.

Labor Market Data

According to an Environmental Scan conducted by the Riverside Community College District Office in 2018, the county's population is expected to increase through 2060. This anticipated increase in population will continue creating a strong need for living-wage jobs in the region.

The trends in unemployment rates of nearly every city and CDP within the Riverside City College service area mirror national and statewide trends, showing an overall decline in unemployment rates since 2015. The 2017 average unemployment rate for Riverside County was 5.3 percent. In the two most populous cities in the RCC service area, the Jurupa Valley unemployment rate (5.9 percent) is consistently greater than the county average, and the Riverside unemployment rate (5.1 percent) is consistently less than the county average.

Middle-skill occupations are projected to provide living wage opportunities for entry-level workers and may identify opportunities for the college to provide occupational training education in demand by local employers. The living wage estimate for Riverside County is $12.30 per hour for a single adult.

The top middle-skill occupations requiring some college or higher degree across the three service areas are:

- Registered nurse
- Teacher assistants
- Bookkeeping, accounting, and auditing clerks

The top industries listed for each region are projected to increase in job count over the next five years. The location quotient quantifies how concentrated a particular industry is in an area as compared to the nation as a whole. Higher location quotients translate to industries that make this area unique in comparison to the national average.

The table below shows the top middle-skill job openings in the Riverside City College region over the next five years.

Table 1. Top Region Middle-Skill Occupations

Occupation	2012 Jobs	5-Year Openings (2017-22)	Entry to Experienced Entry Earnings Range*	Typical Entry-Level Education
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,289	2,121	$14.88 to $22.68	High school diploma or equivalent
Customer Service Representatives	1,984	1,566	$13.30 to $21.67	High school diploma or equivalent
Teacher Assistants	2,391	1,492	$13.19 to $18.07	Some college, no degree
Registered Nurses	3,053	1,353	$37.53 to $54.69	Bachelor's degree
Carpenters	2,482	1,279	$13.95 to $24.64	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,953	1,177	$19.34 to $39.19	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	1,974	1,160	$15.33 to $23.65	Some college, no degree
First-line Supervisors of Office and Administrative Support Workers	1,711	1,039	$20.80 to $31.81	High school diploma or equivalent
Maintenance and Repair Workers, General	1,450	900	$14.08 to $24.63	High school diploma or equivalent
ALL OCCUPATIONS **RCC Region**	185,214	126,371	-	-

Source: EMSI 2018.1
* Entry hourly is 25th percentile wage, experienced is 75th percentile wage.

Demographic Data
The cities and CDPs within the College's service area are ethnically diverse. According to the most recent RCCD Environmental Scan, Hispanic/Latino is the principal ethnic group in the region at 55.3 percent. The city of Riverside has the largest number of Hispanic residents (165,670), followed by Moreno Valley (114,120), Corona (69,843), and Jurupa Valley (69,725). The next largest population by ethnicity is White at 30.9 percent. The Black and Asian populations are similar in proportion at 5 percent and 5.7 percent respectively.

Table 2. Population Proportion by Ethnicity

Area	Hispanic/ Latino	White	Black	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Some Other Race	Two or More Races
California	38.6%	38.4%	5.6%	0.4%	13.7%	0.4%	0.2%	2.9%
Riverside County	47.5%	37.2%	5.9%	0.4%	6.0%	0.3%	0.2%	2.5%
RCCD	53.0%	28.3%	8.0%	0.3%	7.7%	0.3%	0.2%	2.4%
RCC Region	55.3%	30.9%	5.0%	0.3%	5.7%	0.2%	0.2%	2.4%

Source: 2012-2016 American Community Survey (5-year Estimates)

The Hispanic proportion of the student population has increased over the last several years, and the proportion of white students has decreased slightly over this same time period. Adding to the College's diversity, almost 2 percent of RCC students attend RCC on an international student visa (F-1 or J-1).

Figure 5. Race/Ethnicity of Students
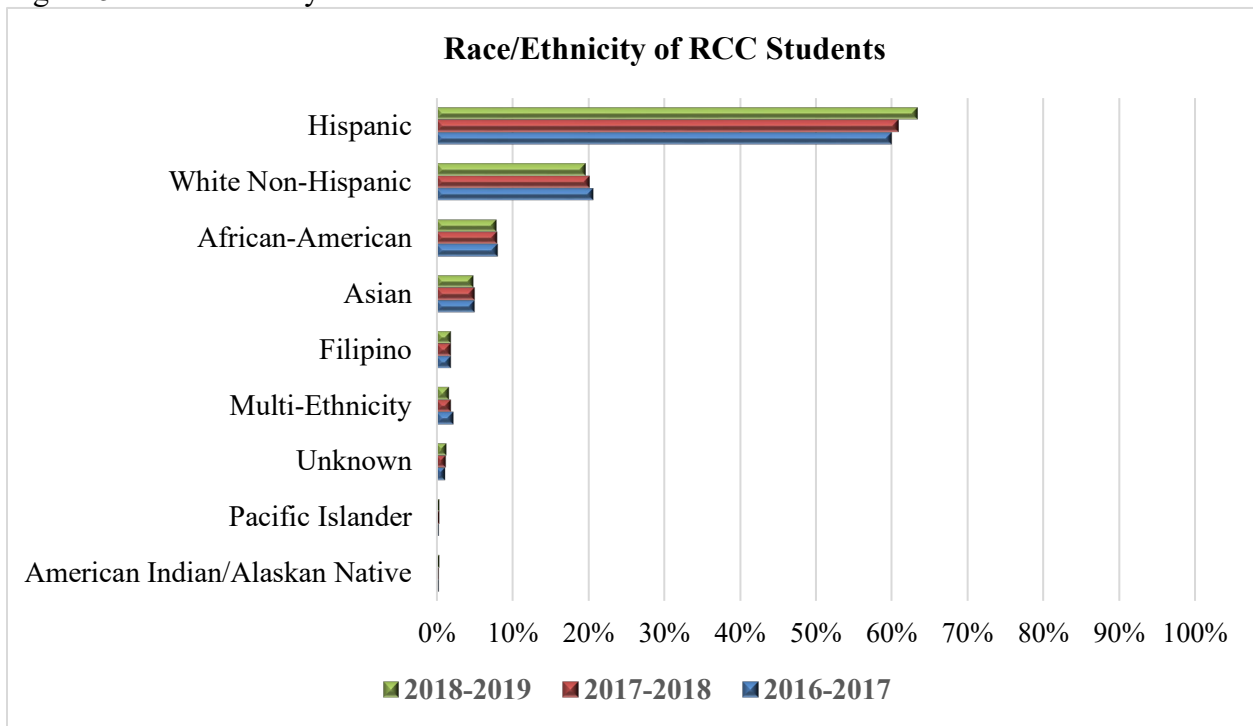
Source: Datamart

Over the past several years, RCC's student body has changed slightly from a ratio of 56 percent female, 44 percent male to 57 percent female, 42 percent male, and 1 percent other. In summer 2018, RCC began collecting information on students' gender identification and sexual orientation. This data will inform conversations about student support for special populations.

The median ages for the RCC region range from 31.5 to 38.6 and demonstrate a slightly younger-aged population in comparison to California and Riverside County.

Table 3. Population Proportion by Age

Area	Under 5 Years	5 to 24 Years	25 to 44 Years	45 to 64 Years	65 to 84 Years	85 Years and Older
California	6.5%	27.4%	28.1%	25.1%	11.1%	1.8%
Riverside County	6.8%	30.0%	26.3%	23.7%	11.6%	1.6%
RCCD	7.0%	32.5%	28.1%	23.2%	8.0%	1.0%
RCC Region	6.7%	32.9%	27.3%	23.0%	8.9%	1.3%

Source: 2012-2016 American Community Survey (5-year Estimates)

Partially in response to strong efforts from the College's outreach team, RCC students' age distribution has seen a slight increase in students enrolling directly from high school. Overall, student age has remained fairly consistent over time.

Figure 6. Age of Students
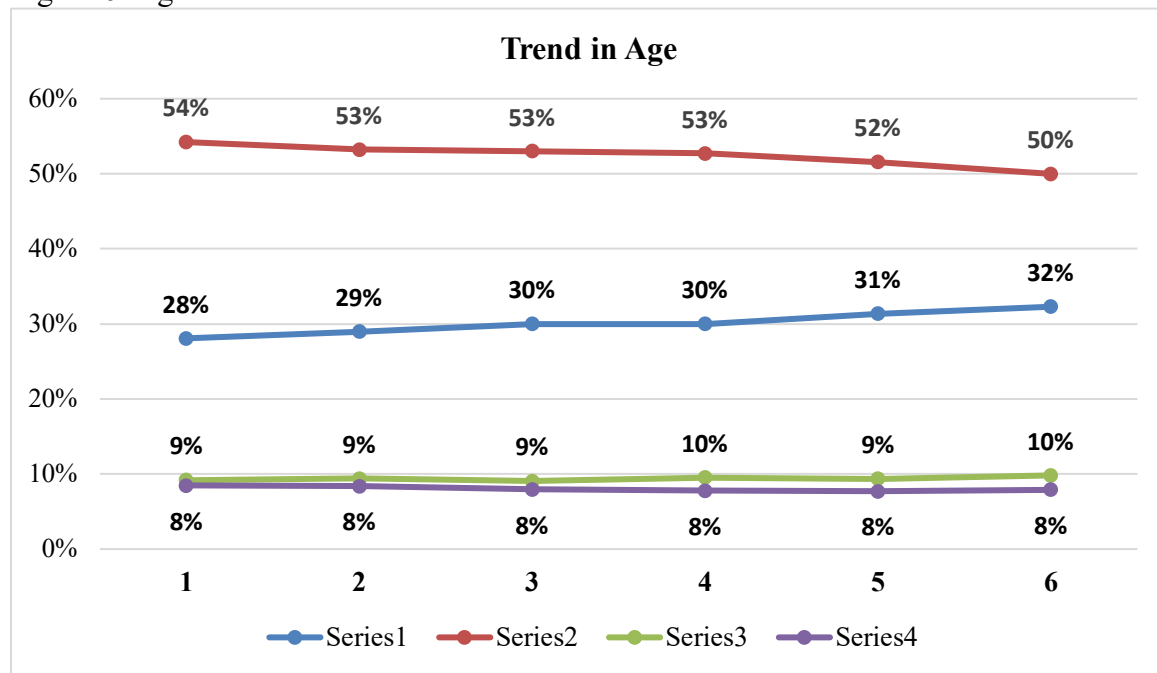
Source: Datamart

Socioeconomic Data

According to the 2012-2016 American Community Survey estimate only 27.1 percent of the RCC region's total population age 25 years and over has attained an associate's degree or higher. The per capita income for Riverside city is $23,061 while the region ranges from a low of $18,104 (Highgrove CDP) to a high of $30,173 (Woodcrest CDP).

RCC students' financial profiles reflect in RCC's student demographics. 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.

In alignment with the county's financial profile, the majority of RCC's students receive financial aid while attending the college through the Promise program and/or the Board of Governor's Waiver.

Figure 7. Financial Aid Recipients

Financial Aid Recipients

Category	Series1	Series2
5	65%	35%
4	66%	34%
3	71%	29%
2	72%	28%
1	71%	29%
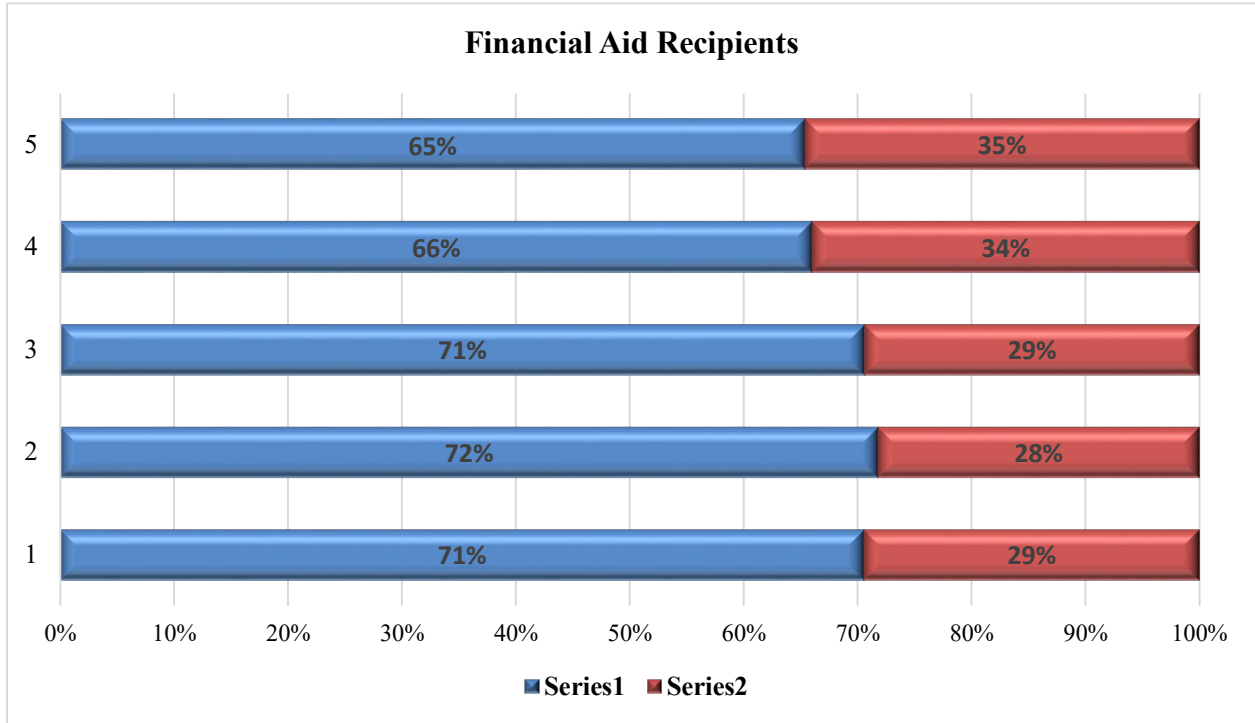
Source: Datamart

Sites

The following is a list of RCC remote locations where 50 percent or more of a program, certificate, or degree is available to students:

Rubidoux Annex
4250 Opal Street
Jurupa Valley, CA 92509

Coil School for the Arts
3890 University Avenue
Riverside, CA 92501

Culinary Academy
3801 Market Street
Riverside, CA 92501

Specialized or Programmatic Accreditation

Riverside City College offers several programs with specialized programmatic accreditation.

Table 2. Specialized or Programmatic Accreditation

Discipline	Program	Accreditor
Applied Digital Media	Electronic Publishing and Design Applied Digital Media and Printing Basic Graphic Communication Basic Graphic Design	PrintED administered by the Graphic Arts Education and Research Foundation (GAERF)
Business Administration Computer Information Systems	Accounting Computer Applications and Office Technology-Executive Office Management Computer Programming Computer Science Associate Degree for Transfer Entrepreneurship General Business Human Resources Management Marketing Paralegal	Accreditation Council for Business Schools and Programs (ACBSP)
Early Childhood Education	Child Development Center	National Association for the Education of Young Children (NAEYC)
Nursing	LVN Registered Nursing	Accreditation Commission for Education in Nursing

Source: Department-supplied data

B. Presentation of Student Achievement Data and Institution-set Standards

College Metrics, Institution-set Standards, and Goals

Table 3. College Strategic Plan, District Strategic Plan, and Vision for Success

Metric	Institution Set Standard	Baseline Year	Baseline Performance	2021-2022 Vision Goal	Change	2024-2025 Strategic Plan Goal
Course Success Rate	66.0%	2016-2017	67.3%	71.0%	+5%	TBD
All Students Who Earned Associate Degrees	1179	2016-2017	2114	5260	148.8%	9,090
All Students who Earned an ADT	*In Progress*	2016-2017	304	756	148.8%	1,307
All Students who Earned State-Approved Certificates	447	2016-2017	429	1067	148.8%	1,845
All Students Who Transferred to UC/CSU	*In Progress*	2016-2017	865	2152	148.8%	3,719
Avg. Units Completed by Associate Degree Earners	79	2016-2017	95	79	-16	79
Employed in Field of Study	*In Progress*	2016-2017	68.8%	87.0%	+19%	TBD

Source: Course Success Rate from EMD; Degrees, Certificates, and Units from MIS; Transfer from National Student Clearinghouse; and Employment from CTEOS

Table 4. Student Equity

Metric	Institution Set Standard	Baseline Year	Baseline Performance	Goal by 2021-2022	Change	2024-2025 Strategic Plan Goal
All Students Who Transferred to Any 4 Year Institution	1702	2016-2017	1373	3416	148.8%	TBD
Vision Goal Completion (Degree, Certificate, and/or Transfer)	*In Progress*	2016-2017	1790	4116	129.9%	TBD
Transfer Math & English Completion in First Year	*In Progress*	2015-2016	476	987	107.4%	TBD
Students Who Enrolled in Fall and Subsequent Spring (Retention)	*In Progress*	2016-2017	68.30%	TBD	TBD	TBD
Applicants Who Enrolled At RCC (State Chancellor's Office Access Metric)	*In Progress*	2016-2017	27,192	TBD	TBD	TBD

Source: State Chancellor's Office Student Equity Plan. Metrics and data source were prescribed by the Chancellor's Office

Course Retention and Course Completion

The College continues to focus on course retention rates and course success rates (pass rates) as measures of student success. Disaggregated by equity groups, teaching methodology, and faculty type, course retention rates and course success rates vary significantly.

Table 5. Course Retention Rates

Retention			Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average
	Overall		87%	83.3%	85.2%	85.1%	84.5%
Course Retention Rate	Race / Ethnicity	Amer Indian / Alaska Native	87%	79.8%	88.1%	86.2%	84.7%
		Asian	87%	86.5%	87.8%	87.3%	87.2%
		Black / African American	87%	81.3%	83.9%	83.0%	82.7%
		Hispanic	87%	83.9%	84.1%	84.1%	84.1%
		International*	87%	92.8%	94.9%	95.5%	94.4%
		Native Hawaiian / Pac Islander	87%	84.4%	90.2%	85.4%	86.7%
		Other / Declined	87%	55.7%	87.7%	86.6%	76.7%
		Two or More	87%	82.6%	85.1%	84.1%	83.9%
		White	87%	83.5%	86.8%	86.6%	85.6%
	Other Equity Groups	Female	87%	82.7%	85.1%	85.1%	84.3%
		Male	87%	84.5%	85.2%	85.0%	84.9%
		Other	87%	75.1%	87.4%	86.4%	83.0%
		Veteran	87%	86.6%	85.4%	86.3%	86.1%
		Not Veteran	87%	83.1%	85.2%	85.0%	84.4%
		Foster Youth	87%	78.8%	80.5%	80.2%	79.8%
		Not Foster Youth	87%	83.4%	85.3%	85.2%	84.6%
		Disability	87%	84.5%	85.7%	85.7%	85.3%
		No Disability	87%	83.2%	85.2%	85.0%	84.5%
			Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average
	Teaching	Face-To-Face	87%	79.0%	80.6%	81.8%	80.5%
		Hybrid	87%	82.5%	81.0%	81.2%	81.5%
		Online	87%	81.4%	81.5%	79.5%	80.8%
		FT	87%	80.3%	81.9%	82.8%	81.7%
		PT	87%	78.4%	79.1%	79.8%	79.1%

Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type
*International includes students on an F-1 or J-1 visa

Table 6. Course Completion Rates

Completion		Institution Set Standard	Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average
Course Completion Rate	**Overall**	66%	71%	65.8%	66.9%	67.3%	*66.7%*
Race / Ethnicity	**Amer Indian / Alaska Native**	66%	71%	57.1%	71.1%	64.2%	*64.1%*
	Asian	66%	71%	74.5%	75.6%	75.4%	*75.2%*
	Black / African American	66%	71%	58.9%	60.4%	59.6%	*59.6%*
	Hispanic	66%	71%	65.1%	64.2%	65.0%	*64.8%*
	International*	66%	71%	79.4%	82.0%	82.6%	*81.3%*
	Native Hawaiian / Pac Islander	66%	71%	66.4%	69.3%	63.4%	*66.4%*
	Other / Declined	66%	71%	37.2%	69.2%	70.2%	*58.9%*
	Two or More	66%	71%	65.8%	68.2%	67.1%	*67.0%*
	White	66%	71%	70.2%	73.3%	73.1%	*72.2%*
Other Equity Groups	**Female**	66%	71%	65.7%	67.3%	67.8%	*67.0%*
	Male	66%	71%	66.4%	66.4%	66.6%	*66.5%*
	Other	66%	71%	55.3%	71.0%	67.9%	*64.7%*
	Veteran	66%	71%	70.2%	66.8%	68.6%	*68.5%*
	Not Veteran	66%	71%	65.6%	66.9%	67.3%	*66.6%*
	Foster Youth	66%	71%	55.6%	54.5%	52.9%	*54.4%*
	Not Foster Youth	66%	71%	66.0%	67.2%	67.6%	*67.0%*
	Disability	66%	71%	66.7%	67.1%	67.4%	*67.1%*
	No Disability	66%	71%	65.7%	66.9%	67.3%	*66.6%*

		Institution Set Standard	Stretch Goal (2021-22)	2018-19	2017-18	2016-17	3 Year Average
Teaching	**Face-To-Face**	66%	71%	65.9%	66.8%	68.1%	*66.9%*
	Hybrid	66%	71%	64.4%	61.7%	62.0%	*62.7%*
	Online	66%	71%	64.9%	62.6%	59.4%	*62.3%*
	FT	66%	71%	66.9%	67.0%	67.8%	*67.2%*
	PT	66%	71%	63.5%	64.1%	64.9%	*64.2%*

Source: MIS files including SX, ST, and SG and Enrollment Management Dashboard for Teaching Type
*International includes students on an F-1 or J-1 visa

Completion and Awards

Riverside City College continues to increase the number of Associate Degrees for Transfer (ADT) awarded. The College currently offers 27 ADT's. As part of the implementation of the Guided Pathways framework, the College began creating program maps for each of these programs and is working closely with colleagues in the California State University system to ensure students completing ADT's have a smooth transition to a four-year institution. The numbers below are duplicated headcount (i.e., if a student is awarded more than one degree and/or certificate, they are counted multiple times).

Figure 8. Awards by Type

RCC Awards

	AA / AS Degree	AA-T / AS-T Degree	State Approved Cert.	Locally Approved Cert.
2015-2016	1667	189	376	358
2016-2017	1810	304	429	348
2017-2018	2339	317	489	443
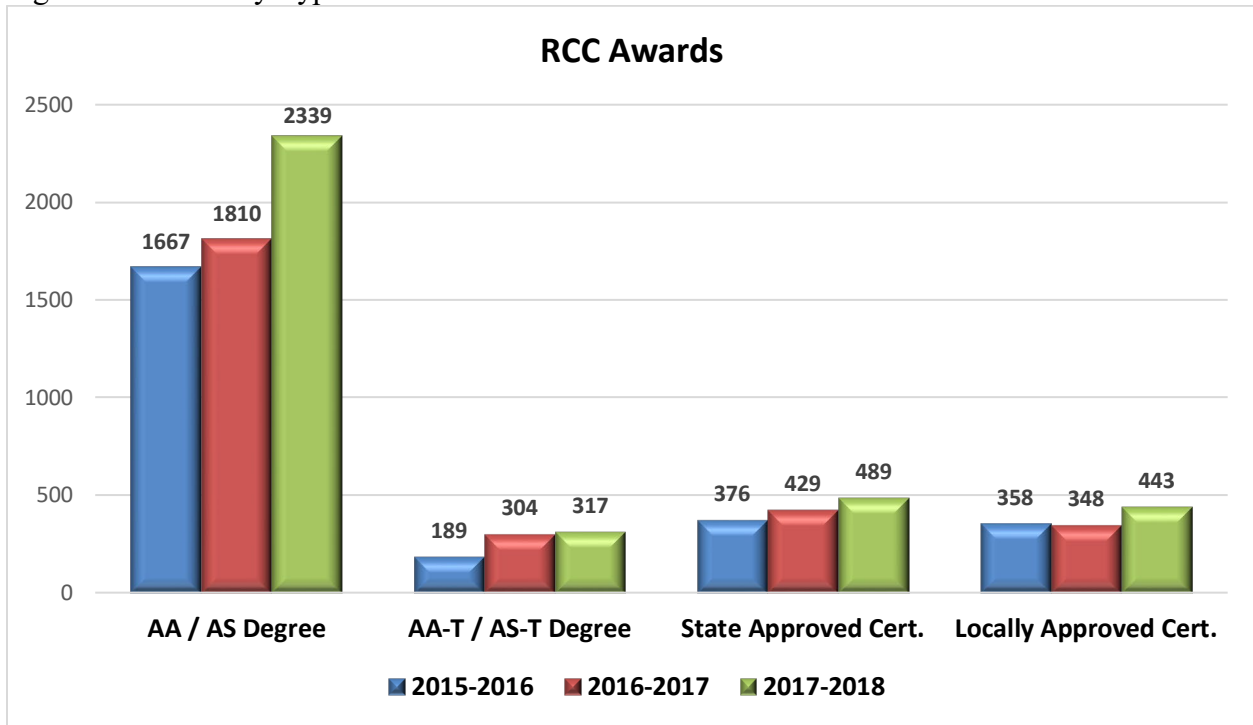
Source: MIS SP file. 2018-2019 not yet available

As the overall number of awards has increased, the proportion of Hispanic students who have received awards has increased, while other populations have seen a proportional decrease.

Figure 9. Overall Awards

RCC Awards (Unique Headcount)

Legend: Amer Indian / Alaska Native, Asian, Black / African American, Hispanic, International*, Native Hawaiian / Pac Islander, Other / Declined, Two or More, White
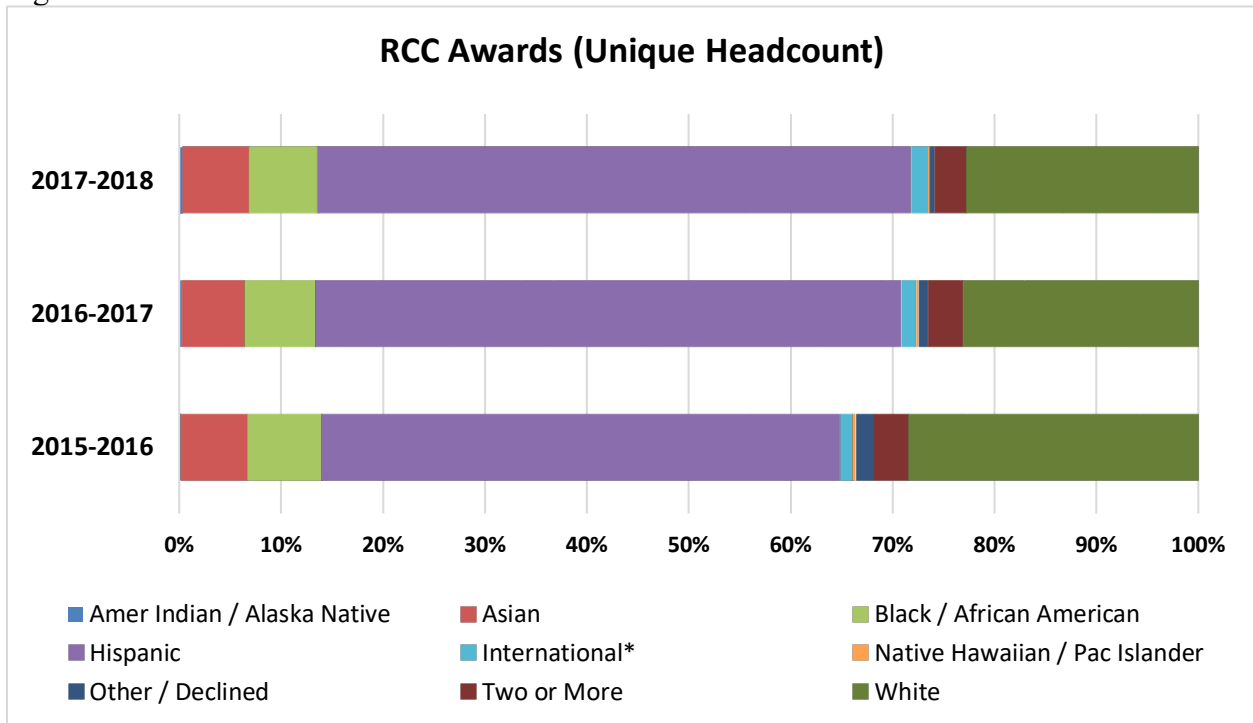
International includes students on an F-1 or J-1 visa
Source: MIS SP File and ST for race / ethnicity

Overall, more women than men were awarded degrees and certificates, which is in line with the College's overall gender enrollment.

Table 7. Percentage of Awards By Gender

Gender	2015-16	2016-17	2017-18
Female	66.1%	63.7%	61.9%
Male	33.2%	35.7%	37.4%
Other / Declined	0.8%	0.6%	0.7%

Source: MIS SP File and ST for gender

The RCC's Scorecard cohort completion rates show little change over the past four years. White students complete at a higher rate than African American or Hispanic students. As RCC continues to align with the Guided Pathways framework and works to improve success, the College anticipates that completion rates will rise.

Figure 10. Completion Rates
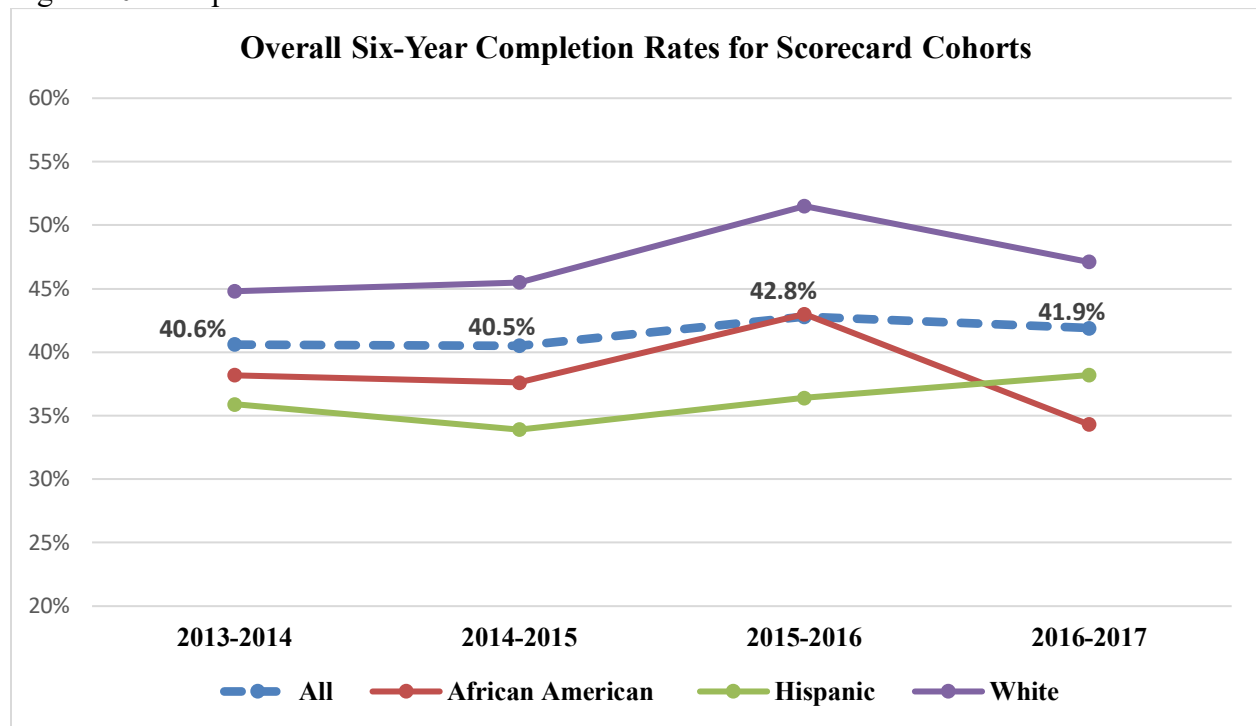
Source: Datamart

One of the ways the College tracks transfers is via a transfer volume metric. This metric looks at first-time freshmen who enrolled at RCC and then transferred within six months of leaving the College based on National Student Clearinghouse data. The year designates the students' last year of enrollment at RCC. The number of students in this transfer volume metric has been consistent year over year. However, the mix of transfer school types has changed slightly with an increase in both the CSU and UC system transfers.

Table 8. Transfer Volume

Transfer System	2013-14	2014-15	2015-16	2016-17	2017-18
CSU System	525	588	653	587	649
UC System	251	210	257	278	304
Out of State Public	116	135	166	144	136
Private	522	469	475	364	475
Total	**1414**	**1402**	**1551**	**1373**	**1564**

Source: Datamart Scorecard and National Student Clearinghouse

The College has a large number of students who transfer to private colleges and universities. California State Baptist University is the second-highest receiving institution after CSU San Bernardino.

Figure 11. Transfer Volume
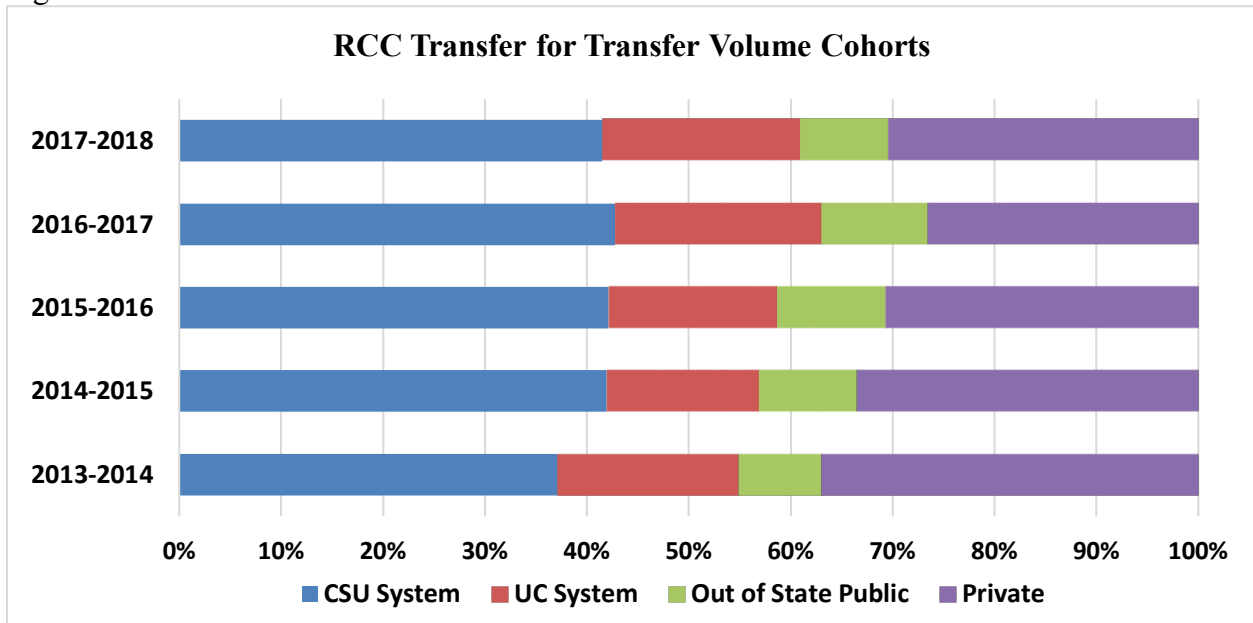
Source: National Student Clearinghouse

Career and Technical Education (CTE) Workforce Goals

The College's Career and Technical Education (CTE) programs continue to focus on providing pathways to students in high-demand, high-skill, and high-paying jobs. The College is tracking many CTE-based metrics including workforce goals, which are part of the state chancellor's Vision for Success.

Table 9. CTE Metrics

Metric	2016-17	2017-18 (% change)	2021-22 Goal Number	2021-22 Goal % Change from 2016-17	Goal Setting Rationale
Median annual earnings of exiting students	$41,600.00	$45,656.00 (9.75%)	$66,239.34	59.2%	9.75% increase year over year
Number of exiting students earning a living wage	238	261 (9.75%)	379	59.2%	9.75% increase year over year
Percentage of exiting CTE students who report being employed in their field of study	68.8%	71.0% (3.5%)	87%	25.8%	3.5% increase year over year

Source: CTE Outcomes Survey 2016-2017

Students in Registered Nursing, Licensed Vocational Nursing, and Cosmetology must pass licensure exams in order to work in their field of study. The tables below show the current examination pass rates and job placement rates for these programs.

Table 10. Licensure Examination Rates

Program	CIP Code	Examination	Institution set standard	Pass Rate		
				15/16	16/17	17/18
Registered Nursing	51.38	state	85%	95.5%	96.2%	94.3%
LVN	51.39	state	85%	100.0%	95.0%	86.0%
Cosmetology	120401	State	80%	100.0 %	100.0%	100.0%

Source: Department-supplied data

Table 11. Job Placement Rates

Program	CIP Code	Institution set standard	Job Placement Rate		
			15/16	16/17	17/18
Registered Nursing	511601	90%	98.0%	92.0%	94.0%
LVN	511613	60%	68.0%	65.0%	65.0%
Cosmetology	120401	80%	96.0%	89.0%	89.0%

Source: Department-supplied data

C. Organization of the Self-Evaluation Process

In fall 2017, the RCC Academic Senate approved the appointment of Dr. Hayley Ashby, professor, Library as the faculty chair of the Accreditation Steering Committee. Dr. Wolde-Ab Isaac, president named Dr. Susan Mills, vice president, Planning and Development as the accreditation liaison officer (ALO). In 2018, Dr. Wolde-Ab Isaac became chancellor of Riverside Community College District and Dr. Susan Mills became vice chancellor, Educational Services and Strategic Planning. Interim president Dr. Irving Hendrick then selected Dr. Monica Green as the new ALO when she was hired as the vice president, Planning and Development. In 2019, Dr. Gregory Anderson became the 12th president of RCC, and in June 2019 Dr. Monica Green was selected as the interim president at Norco College. Dr. Anderson appointed Dr. Carol Farrar, vice president of Academic Affairs, as the ALO in July 2019.

Accreditation Structural Alignment

As a result of revisions to the strategic planning process implemented after the last institutional self-evaluation, the College was able to, for the first time, leverage strategic planning leadership councils and committees to conduct the self-evaluation. RCC's strategic planning process is grounded in California Education Code §70901 and Accreditation Standards IV.A.1 and IV.A.2, which call for shared governance and participative processes in decision-making. The composition of the Educational Program Oversight Committee/Accreditation Steering Committee (EPOC/ASC) and the leadership councils is inclusive of all college stakeholders including administration, faculty, staff, and students.

In addition to overseeing and directing strategic planning efforts, EPOC/ASC oversees the College's institutional self-evaluation process. The four leadership councils are Governance, Effectiveness, Mission, and Quality (GEMQ); Resource Development and Administrative Services (RDAS); Student Access and Support (SAS); and Teaching and Learning (TL). The leadership councils have both operational and strategic responsibilities. The strategic responsibilities of each leadership council include the assumption of responsibility for one or more sections of the Accreditation Standards. Committees under the four leadership councils may also be assigned responsibilities for particular sections of the Standards as indicated by their charge.

Table 12. Accreditation Standards Aligned with RCC Leadership Councils and Subcommittees

Accreditation Standard	Leadership Council	Committee
Standard I	Governance, Effectiveness, Mission, and Quality	-
A. Mission	Governance, Effectiveness, Mission, and Quality	-
B. Quality and Effectiveness	Governance, Effectiveness, Mission, and Quality	-
C. Institutional Integrity	Governance, Effectiveness, Mission, and Quality	-
Standard II	Teaching and Learning Student Access and Support	-
A. Instructional Programs	Teaching and Learning	-
B. Library and Learning Support Services	Student Access and Support	Integrated Academic Support
C. Student Support Services	Student Access and Support	Student Life and Services
Standard III	Resource Development and Administrative Services	-
A. Human Resources*	Resource Development and Administrative Services	Human Resources
B. Physical Resources	Resource Development and Administrative Services	Physical Resources
C. Technology Resources*	Resource Development and Administrative Services	Technology Resources
D. Financial Resources*	Resource Development and Administrative Services	Financial Resources
Standard IV	Governance, Effectiveness, Mission, and Quality	-
A. Decision-Making Roles and Processes	Governance, Effectiveness, Mission, and Quality	Governance
B. Chief Executive Officer	Governance, Effectiveness, Mission, and Quality	Governance

| C. Multi-College Districts or Systems* | Governance, Effectiveness, Mission, and Quality | Governance |
| D. Governing Board* | Governance, Effectiveness, Mission, and Quality | Governance |

Requires input and collaboration with the District Office

Roles and Responsibilities

The faculty accreditation chair, the faculty strategic planning chair, the ALO, and the college president identified potential leads for each Standard and worked with the appropriate approving bodies to assign three responsible leads: one administrator, one faculty member, and one staff member. Whenever possible, the leads were drawn from the membership of the leadership councils. The tri-leads were responsible for engaging the councils and committees in the self-evaluation of the College in relation to the Standard. The following specific responsibilities were also assigned to each lead role:

- *Administrative Lead – Standard Chair*
  The vice president serving as the administrative lead organizes leadership council and committee efforts to evaluate the Standard. The Standard chair provides administrative support, attends EPOC/ASC meetings to communicate progress, oversees the direction of the standard draft, and works with the other leads to submit evidence and drafts.

- *Faculty Lead – Lead Writer*
  The faculty member serving as the faculty lead synthesizes input from the leadership council and committee(s) and area experts, prepares drafts of the standard, and incorporates feedback from EPOC/ASC into subsequent drafts.

- *Staff Lead – Support*
  The staff member supports the overall efforts toward evaluating the Standard by collecting evidence and reviewing drafts.

In addition to the standard tri-leads, resource individuals were identified based on expertise to support the tri-leads in conducting the self-evaluation. District Office personnel also provided information and evidence, and reviewed components of Standard III and Standard IV. Finally, accreditation leadership across the district collaborated to norm narratives and evidence for Standard IVA and Standard IVB to ensure consistency when appropriate.

Table 13. Accreditation Standard Tri-leads and Standard Experts

Standard I	Standard II	Standard III	Standard IV
A. Mission B. Assuring Academic Quality and Institutional Effectiveness C. Institutional Integrity	A. Instructional Programs B. Library and Learning Support Services C. Student Support Services	A. Human Resources B. Physical Resources C. Technology Resources D. Financial Resources	A. Decision-Making Roles and Processes B. Chief Executive Officer C. Governing Board D. Multi-College Districts or Systems
Tri-leads: Kristine DiMemmo Debbie Cazares Malika Bratton	Tri-leads: Carol Farrar; FeRita Carter Kathleen Sell Sharice Fox	Tri-leads: Raymond "Chip" West Tucker Amidon Natalie Halsell	Tri-leads: Kristine DiMemmo Mark Sellick Stephen Ashby
Resource Individuals: Wendy McEwen	Resource Individuals (A): Kristi Woods	Resource Individuals (A): Terry Hampton (District)	Resource Individuals (B): Gregory Anderson

| | Kristine DiMemmo
Victor Sandoval
Sharice Fox

Resource Individuals (B):
Allison Douglas-Chicoye
Inez Moore
Jacqueline Lesch
Allyssa Ybarra

Resource Individuals (C):
Kyla O'Connor
Ellen Brown-Drinkwater
Garth Schultz
Tucker Amidon
Vevesi Save | Resource Individuals (C):
Christopher Blackmore
(District)

Resource Individuals (D):
Aaron Brown (District) | Resource Individuals (C):
Susan Mills (District)
Lijuan Zhai (District)

Resource Individuals (D):
Susan Mills (District)
Lijuan Zhai (District) |

Timeline of the Self-Evaluation Process

The following timeline summarizes the major activities and events throughout the various stages of the self-evaluation process from preparation to the site visit. The faculty accreditation chair and the ALO provided continuous updates to all college contingency groups at regularly scheduled governance and planning meetings. The faculty strategic planning chair provided support for embedding accreditation discussions and activities into strategic planning meetings and retreats. As the presiding chair of EPOC/ASC, the faculty strategic planning lead also reviewed Standard drafts and provided feedback on the overall self-evaluation process.

Table 14. Accreditation Timeline

Date	Activity or Event
Fall 2017	• Academic Senate selected a faculty accreditation chair and the college president appointed the accreditation liaison officer. • The College aligned leadership councils and committees with the Accreditation Standards. • Accreditation leadership identified Standard leads, and defined roles and responsibilities. • The faculty accreditation chair provided an accreditation kickoff presentation at the Fall Strategic Planning Retreat.
Winter 2018	• The faculty accreditation chair developed resources to support the development of the ISER including an assessment glossary, an evidence inventory spreadsheet, an evidence protocol, and standard draft worksheets. • The College contacted the vice president liaison to ACCJC and requested onsite ISER training for all tri-leads, EPOC/ASC members, and leadership council chairs. • Accreditation leadership arranged an Accreditation Spring Training Day and collaborated on the development of meeting outcomes, an agenda, and presentations.
Spring 2018	• The faculty accreditation chair presented an accreditation update at Spring Flex Day. • The College identified tri-leads representing the college constituency groups (administration, faculty, and staff) for each standard in alignment with the strategic planning structure. • The College conducted a spring 2018 Training Day that included an ACCJC update, an ISER and QFE overview, a review of the Standards in context, a description of evidence protocols, and team development strategies. • The tri-leads submitted Draft #1 of the Standards, which consisted of bulleted lists of evidence,

	identified gaps, and potential areas for improvement.
	• EPOC/ASC reviewed Draft #1 and provided feedback to the Standard leads.
Summer 2018	• Accreditation leadership reviewed each Standard Draft #1 in detail and provided both general comments and Standard-specific feedback.
	• At ACCJC's request, the faculty accreditation chair reviewed a draft Guide to Institutional Self-Evaluation, Improvement, and Peer-Review and provided feedback.
	• The College reviewed the requirements for the ISER front matter and began brainstorming on QFE topics based on a review of institutional data and gaps identified in the Standard drafts.
Fall 2018	• The faculty accreditation chair presented an accreditation update at Fall Flex Day.
	• The College convened a tri-leads meeting that focused on reviewing feedback on the Standard drafts, organization, and transitioning to writing Standard narratives in accordance with the newly released ACCJC Guide.
	• The faculty accreditation chair provided individual and group training on the Accreditation 2020 SharePoint site that was created for collaboration, and draft and evidence submission.
	• The College discussed Project 1 (Program Mapping) and 2 (Integrated Academic Support) at the Fall Strategic Planning Retreat.
	• Accreditation leadership gathered feedback on communication preferences from faculty, staff, and students to facilitate current and future accreditation conversations.
	• The tri-leads submitted Draft #2 following review and discussion at the leadership councils.
Winter 2019	• Editors reviewed and provided general comments and Standard-specific feedback on Draft #2.
	• Tri-leads participated in two Winter Writing Workshops to review feedback and further refine the Standard drafts.
	• RCC accreditation leads met with District Office, Moreno Valley College, and Norco College representatives to coordinate on Standards III and IV.
	• Editors began outlining the ISER front matter including the institution-set goals aligned with the state Chancellor's Office Vision for Success.
	• Accreditation leadership set the schedule and agendas for the spring EPOC/ASC meetings.
Spring 2019	• The faculty accreditation chair presented an accreditation update at Spring Flex Day.
	• The College discussed QFE Project 3 (Teaching and Learning Strategies) at the Spring Strategic Planning Retreat.
	• Accreditation leadership attended the 2019 ACCJC Conference.
	• Tri-leads submitted Draft #3 for review and feedback at EPOC/ASC dedicated to each Standard.
	• The faculty accreditation chair started to compile all Standards into a complete ISER draft.
Summer 2019	• Editors finalized the QFE projects and action plans.
	• The faculty accreditation chair met with Standard leads to review Draft #3 and collect revisions.
	• The faculty accreditation chair met with district accreditation leadership from the District Office, Moreno Valley College, and Norco College to edit sections of Standard III and Standard IV.
	• Accreditation leadership identified ISER highlights and prepared presentations for Chancellor's Cabinet, the Board of Trustees Committee Meeting, Fall Flex Day, and classified staff training.
	• The faculty accreditation chair and ALO presented ISER highlights and the QFE to the Chancellor's Cabinet and the Board of Trustees Committee.
Fall 2019	• The faculty accreditation chair presented an accreditation update at Fall Flex Day and conducted a workshop for classified staff.

	• Accreditation leadership met with a marketing consultant to refine communication materials including the accreditation primer, *Tiger Notes*. • In coordination with the ACCJC vice president, the College conducted advanced ISER training to prepare for the site visit. • Accreditation leadership reviewed the College website and made final updates to pages. • The College finalized the ISER and evidence. • The faculty accreditation chair and ALO presented the ISER at college governance and planning meetings for review and local approval. • The College held workshops to discuss the ISER. • The College submitted the ISER to the District Office for review. • Accreditation leadership presented the ISER at District Strategic Planning, Chancellor's Cabinet, and the Board of Trustees Committee Meeting. • Accreditation leadership finalized changes to the ISER based on feedback and re-submitted the ISER for Board approval. • The College prepared USB thumb drives with the ISER and supporting evidence for the team. • Accreditation leadership made preparations for the site visit.
Winter 2020	• Accreditation leadership makes final preparations for the site visit. • Accreditation leadership develops primers by Standard for college wide distribution. • The faculty accreditation chair prepares the presentation for Spring Flex Day.
Spring 2020	• The faculty accreditation chair presents an accreditation update at Spring Flex Day. • The peer review team visits March 2-5, 2020.
Summer 2020	• The College receives the action letter from the Commission.

D. Organizational Information

Organizational Charts
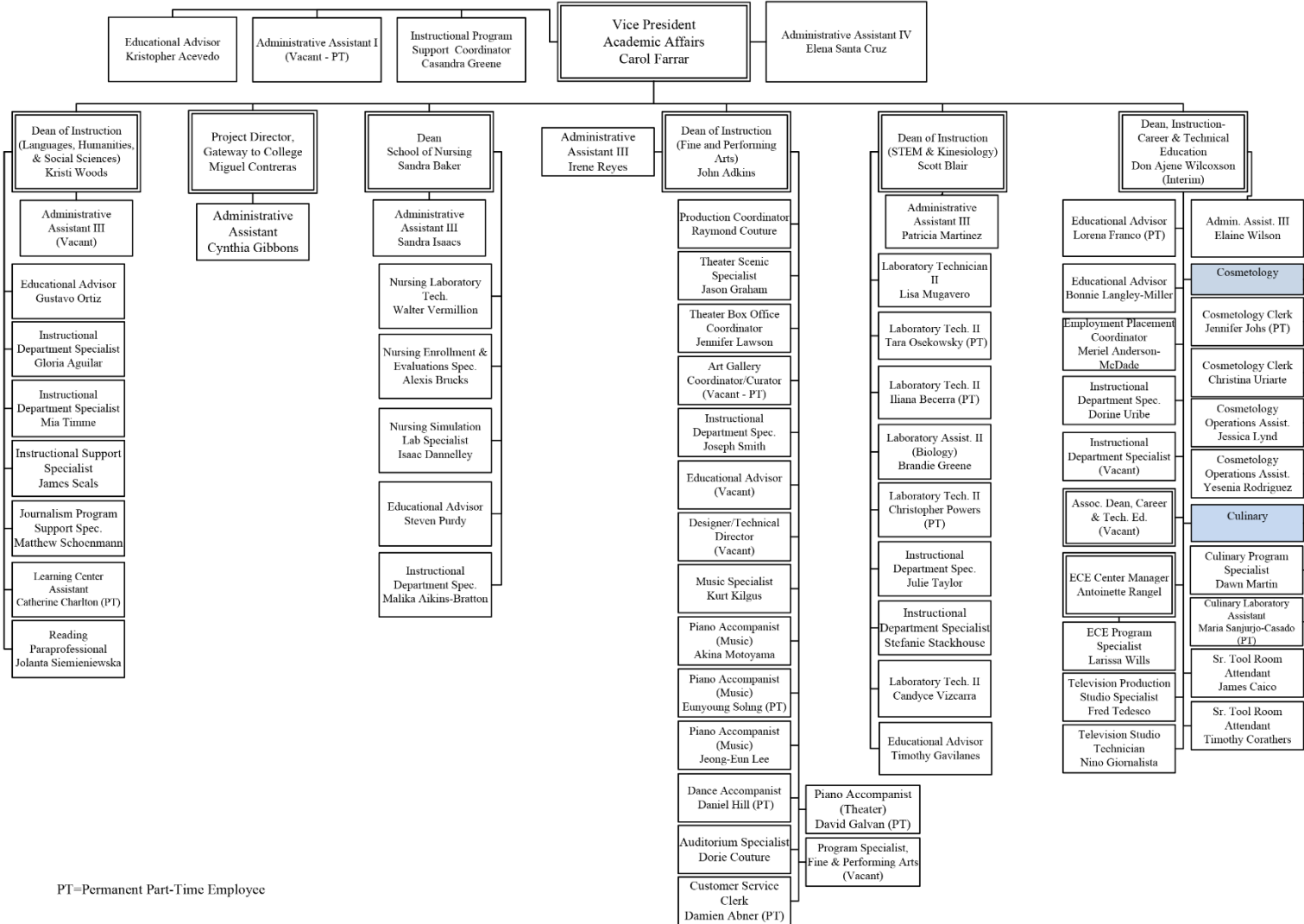
Riverside Community College District
Riverside City College – President's Office
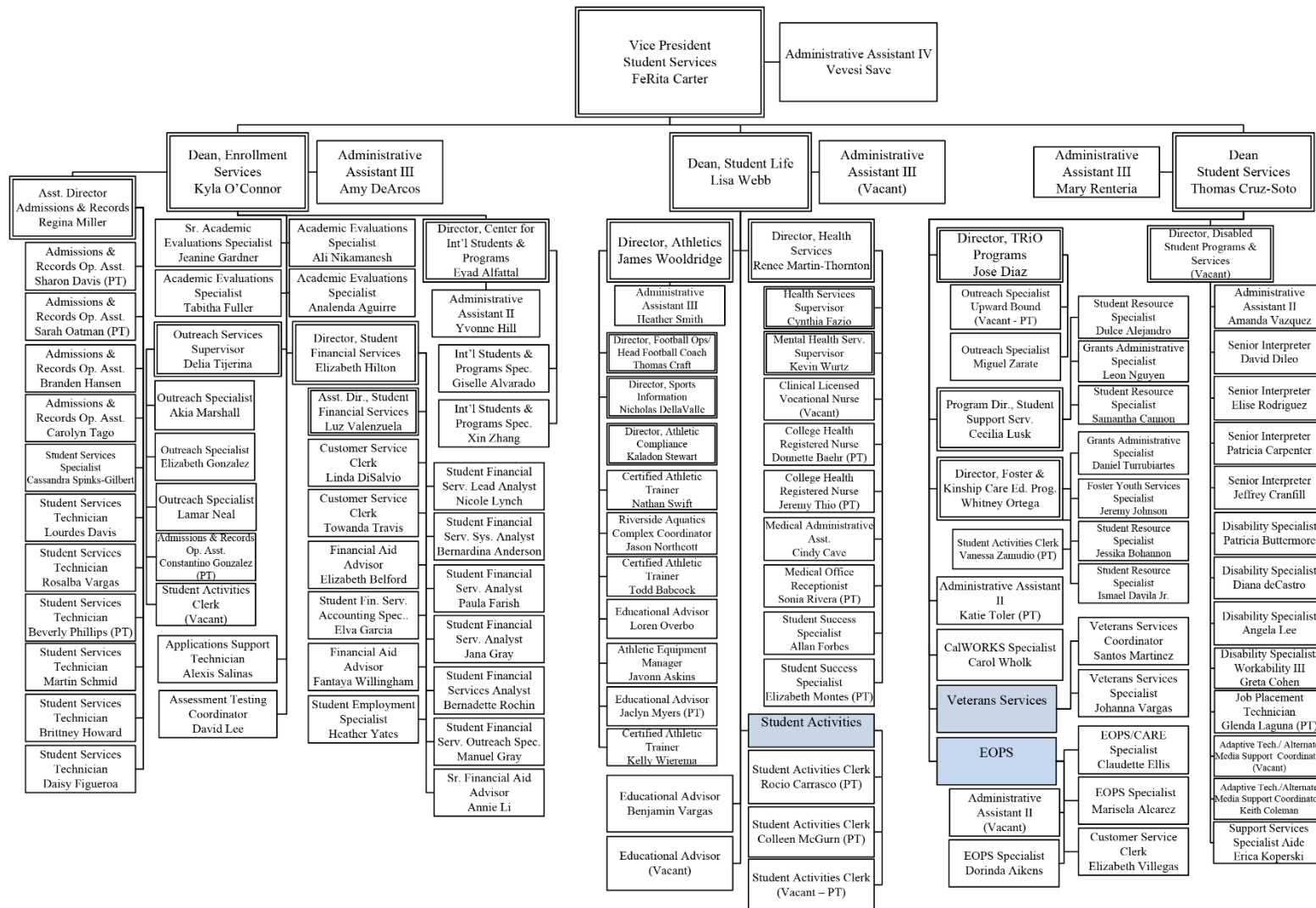

President
Riverside City College
Gregory Anderson

Executive Administrative Assistant
Heidi Gonsier

Vice President Business Services
Raymond West

- Director, College Business Services — Elizabeth Tatum
- Director Food Services — Cheryl Ruzak
- Sergeant Safety & Police — Thomas Shenton
- Instructional Media Center Supervisor — Henry Bravo
- Manager, Business Services — Sherrie DiSalvio (Interim)
- Director, Facilities, Maintenance, & Operations — Mehran Mohtasham
- Manager, Facilities, Grounds & Utilization — David Cooper
- Asst. Custodial Manager — Roy Bailey
- Campus Administrative Support Ctr. Sup. — Juan Lopez
- Warehouse Supervisor — Eduardo Quintero
- Asst. Director, Facilities, Maint. & Op. — Martin Morozowsky (Interim)
- Grounds Supervisor — Jeffrey McClintock
- Maintenance Manager — Daniel Gomez

Vice President Academic Affairs
Carol Farrar

- Dean of Instruction (STEM & Kinesiology) — Scott Blair
- Dean of Instruction (Fine & Performing Arts) — John Adkins
- Dean, School of Nursing — Sandra Baker
- Dean of Instruction (Languages, Humanities & Social Sciences) — Kristi Woods
- Dean, Instruction – Career & Technical Ed. — Don Ajene Wilcoxson (Interim)
- Assoc. Dean, Career & Tech. Ed. (Vacant)
- ECE Center Mgr — Antoinette Rangel
- Project Director, Gateway to College — Miguel Contreras

Vice President, Planning & Development
Kristine DiMemmo (Interim)

- Dean, Student Success and Support — Allison Douglas-Chicoye
- Library/Learning Resources Admin. Mgr. — Terry Welker
- Director, Academic Support — Inez Moore
- Dean, Institutional Effectiveness — Wendy McEwen
- Director, Institutional Research — Brandon Owashi
- Dean, Grants & Academic Resource Development — Rachel Weiss

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Vice President Student Services
FeRita Carter

- Dean, Enrollment Services — Kyla O'Connor
- Outreach Services Supervisor — Delia Tijerina
- Asst. Director Admissions & Records — Regina Miller
- Director, Student Financial Svcs. — Elizabeth Hilton
- Asst. Dir., Student Financial Services — Luz Valenzuela
- Director, Center for Int'l Students & Programs — Eyad Alfattal
- Director, Foster & Kinship Care Ed. Prog. — Whitney Ortega
- Prog. Dir., Student Support Serv. — Cecilia Lusk
- Director, TRiO Programs — Jose Diaz
- Director, Disabled Stud. Prog. & Srvcs (Vacant)
- Dean, Student Services — Thomas Cruz-Soto
- Dean, Student Life — Lisa Webb
- Director, Athletic Compliance — Kaladon Stewart
- Director, Sports Information — Nicholas DellaValle
- Director, Football Ops/Head Football Coach — Thomas Craft
- Director, Athletics — James Wooldridge
- Director, Health Services — Renee Martin-Thornton
- Health Services Supervisor — Cynthia Fazio
- Mental Health Serv. Supervisor — Kevin Wurtz

r10/2019

Riverside Community College District

Riverside City College – Academic Affairs

Vice President Academic Affairs
Carol Farrar

- Educational Advisor
Kristopher Acevedo
- Administrative Assistant I (Vacant - PT)
- Instructional Program Support Coordinator
Casandra Greene
- Administrative Assistant IV
Elena Santa Cruz

Dean of Instruction (Languages, Humanities, & Social Sciences)
Kristi Woods

- Administrative Assistant III (Vacant)
- Educational Advisor
Gustavo Ortiz
- Instructional Department Specialist
Gloria Aguilar
- Instructional Department Specialist
Mia Timme
- Instructional Support Specialist
James Seals
- Journalism Program Support Spec.
Matthew Schoenmann
- Learning Center Assistant
Catherine Charlton (PT)
- Reading Paraprofessional
Jolanta Siemieniewska

Project Director, Gateway to College
Miguel Contreras

- Administrative Assistant
Cynthia Gibbons

Dean School of Nursing
Sandra Baker

- Administrative Assistant III
Sandra Isaacs
- Nursing Laboratory Tech.
Walter Vermillion
- Nursing Enrollment & Evaluations Spec.
Alexis Brucks
- Nursing Simulation Lab Specialist
Isaac Dannelley
- Educational Advisor
Steven Purdy
- Instructional Department Spec.
Malika Aikins-Bratton

Administrative Assistant III
Irene Reyes

Dean of Instruction (Fine and Performing Arts)
John Adkins

- Production Coordinator
Raymond Couture
- Theater Scenic Specialist
Jason Graham
- Theater Box Office Coordinator
Jennifer Lawson
- Art Gallery Coordinator/Curator (Vacant - PT)
- Instructional Department Spec.
Joseph Smith
- Educational Advisor (Vacant)
- Designer/Technical Director (Vacant)
- Music Specialist
Kurt Kilgus
- Piano Accompanist (Music)
Akina Motoyama
- Piano Accompanist (Music)
Eunyoung Solng (PT)
- Piano Accompanist (Music)
Jeong-Eun Lee
- Dance Accompanist
Daniel Hill (PT)
- Auditorium Specialist
Dorie Couture
- Customer Service Clerk
Damien Abner (PT)
- Piano Accompanist (Theater)
David Galvan (PT)
- Program Specialist, Fine & Performing Arts (Vacant)

Dean of Instruction (STEM & Kinesiology)
Scott Blair

- Administrative Assistant III
Patricia Martinez
- Laboratory Technician II
Lisa Mugavero
- Laboratory Tech. II
Tara Osekowsky (PT)
- Laboratory Tech. II
Iliana Becerra (PT)
- Laboratory Assist. II (Biology)
Brandie Greene
- Laboratory Tech. II
Christopher Powers (PT)
- Instructional Department Spec.
Julie Taylor
- Instructional Department Specialist
Stefanie Stackhouse
- Laboratory Tech. II
Candyce Vizcarra
- Educational Advisor
Timothy Gavilanes

Dean, Instruction- Career & Technical Education
Don Ajene Wilcoxson (Interim)

- Educational Advisor
Lorena Franco (PT)
- Educational Advisor
Bonnie Langley-Miller
- Employment Placement Coordinator
Meriel Anderson-McDade
- Instructional Department Spec.
Dorine Uribe
- Instructional Department Specialist (Vacant)
- Assoc. Dean, Career & Tech. Ed. (Vacant)
- ECE Center Manager
Antoinette Rangel
- ECE Program Specialist
Larissa Wills
- Television Production Studio Specialist
Fred Tedesco
- Television Studio Technician
Nino Giornalista

- Admin. Assist. III
Elaine Wilson

Cosmetology
- Cosmetology Clerk
Jennifer Johs (PT)
- Cosmetology Clerk
Christina Uriarte
- Cosmetology Operations Assist.
Jessica Lynd
- Cosmetology Operations Assist.
Yesenia Rodriguez

Culinary
- Culinary Program Specialist
Dawn Martin
- Culinary Laboratory Assistant
Maria Sanjurjo-Casado (PT)
- Sr. Tool Room Attendant
James Caico
- Sr. Tool Room Attendant
Timothy Corathers

PT=Permanent Part-Time Employee

r10/2019

Riverside Community College District
Riverside City College – Student Services

Vice President
Student Services
FeRita Carter

Administrative Assistant IV
Vevesi Save

Dean, Enrollment Services
Kyla O'Connor

Administrative Assistant III
Amy DeArcos

Dean, Student Life
Lisa Webb

Administrative Assistant III
(Vacant)

Administrative Assistant III
Mary Renteria

Dean Student Services
Thomas Cruz-Soto

Asst. Director Admissions & Records
Regina Miller

Admissions & Records Op. Asst.
Sharon Davis (PT)

Admissions & Records Op. Asst.
Sarah Oatman (PT)

Admissions & Records Op. Asst.
Branden Hansen

Admissions & Records Op. Asst.
Carolyn Tago

Student Services Specialist
Cassandra Spinks-Gilbert

Student Services Technician
Lourdes Davis

Student Services Technician
Rosalba Vargas

Student Services Technician
Beverly Phillips (PT)

Student Services Technician
Martin Schmid

Student Services Technician
Brittney Howard

Student Services Technician
Daisy Figueroa

Sr. Academic Evaluations Specialist
Jeanine Gardner

Academic Evaluations Specialist
Tabitha Fuller

Outreach Services Supervisor
Delia Tijerina

Outreach Specialist
Akia Marshall

Outreach Specialist
Elizabeth Gonzalez

Outreach Specialist
Lamar Neal

Admissions & Records Op. Asst.
Constantino Gonzalez (PT)

Student Activities Clerk
(Vacant)

Applications Support Technician
Alexis Salinas

Assessment Testing Coordinator
David Lee

Academic Evaluations Specialist
Ali Nikamanesh

Academic Evaluations Specialist
Analenda Aguirre

Director, Student Financial Services
Elizabeth Hilton

Asst. Dir., Student Financial Services
Luz Valenzuela

Customer Service Clerk
Linda DiSalvio

Customer Service Clerk
Towanda Travis

Financial Aid Advisor
Elizabeth Belford

Student Fin. Serv. Accounting Spec.
Elva Garcia

Financial Aid Advisor
Fantaya Willingham

Student Employment Specialist
Heather Yates

Director, Center for Int'l Students & Programs
Eyad Alfattal

Administrative Assistant II
Yvonne Hill

Int'l Students & Programs Spec.
Giselle Alvarado

Int'l Students & Programs Spec.
Xin Zhang

Student Financial Serv. Lead Analyst
Nicole Lynch

Student Financial Serv. Sys. Analyst
Bernardina Anderson

Student Financial Serv. Analyst
Paula Farish

Student Financial Serv. Analyst
Jana Gray

Student Financial Services Analyst
Bernadette Rochin

Student Financial Serv. Outreach Spec.
Manuel Gray

Sr. Financial Aid Advisor
Annie Li

Director, Athletics
James Wooldridge

Administrative Assistant III
Heather Smith

Director, Football Ops/ Head Football Coach
Thomas Craft

Director, Sports Information
Nicholas DellaValle

Director, Athletic Compliance
Kaladon Stewart

Certified Athletic Trainer
Nathan Swift

Riverside Aquatics Complex Coordinator
Jason Northcott

Certified Athletic Trainer
Todd Babcock

Educational Advisor
Loren Overbo

Athletic Equipment Manager
Javonn Askins

Educational Advisor
Jaclyn Myers (PT)

Certified Athletic Trainer
Kelly Wierema

Educational Advisor
Benjamin Vargas

Educational Advisor
(Vacant)

Director, Health Services
Renee Martin-Thornton

Health Services Supervisor
Cynthia Fazio

Mental Health Serv. Supervisor
Kevin Wurtz

Clinical Licensed Vocational Nurse
(Vacant)

College Health Registered Nurse
Donnette Baehr (PT)

College Health Registered Nurse
Jeremy Thio (PT)

Medical Administrative Asst.
Cindy Cave

Medical Office Receptionist
Sonia Rivera (PT)

Student Success Specialist
Allan Forbes

Student Success Specialist
Elizabeth Montes (PT)

Student Activities

Student Activities Clerk
Rocio Carrasco (PT)

Student Activities Clerk
Colleen McGurn (PT)

Student Activities Clerk
(Vacant – PT)

Director, TRiO Programs
Jose Diaz

Outreach Specialist Upward Bound
(Vacant - PT)

Outreach Specialist
Miguel Zarate

Program Dir., Student Support Serv.
Cecilia Lusk

Director, Foster & Kinship Care Ed. Prog.
Whitney Ortega

Student Activities Clerk
Vanessa Zamudio (PT)

Administrative Assistant II
Katie Toler (PT)

CalWORKS Specialist
Carol Wholk

Veterans Services

EOPS

Administrative Assistant II
(Vacant)

EOPS Specialist
Dorinda Aikens

Student Resource Specialist
Dulce Alejandro

Grants Administrative Specialist
Leon Nguyen

Student Resource Specialist
Samantha Cannon

Grants Administrative Specialist
Daniel Turrubiartes

Foster Youth Services Specialist
Jeremy Johnson

Student Resource Specialist
Jessika Bohannon

Student Resource Specialist
Ismael Davila Jr.

Veterans Services Coordinator
Santos Martinez

Veterans Services Specialist
Johanna Vargas

EOPS/CARE Specialist
Claudette Ellis

EOPS Specialist
Marisela Alcarez

Customer Service Clerk
Elizabeth Villegas

Director, Disabled Student Programs & Services
(Vacant)

Administrative Assistant II
Amanda Vazquez

Senior Interpreter
David Dileo

Senior Interpreter
Elise Rodriguez

Senior Interpreter
Patricia Carpenter

Senior Interpreter
Jeffrey Cranfill

Disability Specialist
Patricia Buttermore

Disability Specialist
Diana deCastro

Disability Specialist
Angela Lee

Disability Specialist/ Workability III
Greta Cohen

Job Placement Technician
Glenda Laguna (PT)

Adaptive Tech./ Alternate Media Support Coordinator
(Vacant)

Adaptive Tech./Alternate Media Support Coordinator
Keith Coleman

Support Services Specialist Aide
Erica Koperski

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Riverside Community College District

Riverside City College – Business Services

Bookstore (Contract)**

Director of Construction**

Sr. HR Liaison**
Martha Arellano

Budget Analysts**
Cristina Ambriz
Cynthia Gundersen

Vice President Business Services
Raymond West

Administrative Assistant IV
Jennifer Bielman

College Safety & Emergency Planning Coordinator
Sean DiSalvio

Coordinator, Professional Development
Natalie Halsell

Director Food Services*****
Cheryl Ruzak

- Food Service Worker IV — Cindy Andrade
- Food Service Worker IV — Aracely Mendoza
- Food Service Worker III — Flor Mazzacua
- Food Service Worker III — Abigail Hermosillo
- Food Service Worker III — Alissa Cana (PT)
- Food Service Worker III — Danielle Elizondo (PT)

Facility Access and Utilization Coordinator
Janelle Wortman

Asst. Director, Facilities, Maint. & Op.
Martin Morozowsky (Interim)

Grounds Supervisor Jeffrey McClintock
- Sr. Groundsperson — Mariano Mateo
- Sr. Groundsperson — Roberto Curiel
- Groundsperson — Miguel Arias
- Groundsperson — Frank Valadez
- Groundsperson — Andre Rule
- Groundsperson — Raul Macias
- Groundsperson — Enrique Castaneda
- Groundsperson — Juan Carrillo
- Groundsperson — Juan Rangel
- Groundsperson — Sergio Ballou-Ferreira
- Groundsperson — (Vacant)
- Grounds Equip. Repairperson/Op. — Salvador Ibarra
- Athletic Field Caretaker — Hanalei Hanohano
- Athletic Field Caretaker — Tony Law
- Sprinkler Repairperson — Abelardo Gonzalez

Director, Facilities, Maintenance & Operations
Mehran Mohtasham

Maintenance Manager Daniel Gomez
- Maint. Mechanic (Equip. Repair) — Benny Effendi
- Maint. Mechanic (Electrician) — Pedro Lomas
- Maint. Mechanic (HVAC) — Guy Bird
- Maintenance Mechanic (HVAC) — Tibor Juhasz
- Maintenance Mechanic (General) — John Taack
- Maintenance Mechanic (General) — Michael King
- Maint. Mechanic (General) — Ronald Kluth
- Maint. Mechanic (General) — Tyler Wortman
- Maint. Mechanic (Plumber) — Marc Carbajal
- Maint. Mechanic Painter — Anthony Calvillo
- Maint. Mechanic (General) — Dale Miller
- Maint. Mechanic (Electrician) — (Vacant)

Administrative Assistant III
Lynn Brookens

Manager, Facilities, Grounds & Utilization David Cooper

- Sr. Custodian (Vacant)
- Custodian Rudolfo Zaragoza
- Custodian Michael Charles
- Custodian Enrique Cuellar
- Custodian Brandon Evelyn
- Custodian Kathleen Krysta
- Custodian Juan Ramirez
- Custodian Tammy Rosas

Asst. Custodial Mgr. Roy Bailey

- Floor Crew — Paul Ker
- Sr. Custodian — Leonard Payne
- Sr. Custodian — Raul Macias-Sanchez
- Custodian — Gabriel Acosta
- Custodian — John Anaya
- Custodian — Joe Barrera
- Custodian — Juanita Campos
- Custodian — Adolfo Canchola
- Custodian — Juan Carrillo
- Custodian — Robert Castor
- Custodian — Dorinda Chairez
- Custodian — Meg Anne Cruz

- Floor Crew — Jesus Morales
- Sr. Custodian — Ralph Velasquez
- Sr. Custodian — (Vacant)
- Custodian — Silvia Duarte
- Custodian — Sarah Gonzalez
- Custodian — Raul Gutierrez Lucio
- Custodian — Anthony Jaramillo
- Custodian — Jared Storar
- Custodian — Angel Tinoco Garibay
- Custodian — Micah Villareal
- Custodian — Kenneth Walker

- Custodian (Vacant)
- Custodian (Vacant)

Manager, Business Services
Sherrie DiSalvio (Interim)

- Financial & Technical Analyst — Elia Blount
- Financial & Technical Analyst — (Vacant)

Instructional Media Center Mgr.
Henry Bravo

- Administrative Assistant I — Leslie Thomas (PT)
- Multi-Media Op. Spec. — Stephen Ashby
- Multi-Media Graphic Artist/Web Tech — Anthony Rizo
- Media Serv. Repair Tech. — Jeffrey Clark
- Inst'l Media Coordinator — George Brucks
- Inst'l Media/Broadcast Coord. — Gustavo Segura
- Inst'l Media Tech. — Armando Castro
- Inst'l Media Asst. — Andy Contreras (PT)
- Inst'l Media Aide — Ellie Dormani (PT)
- Inst'l Media Asst. — Oscar Gonzalez (PT)
- Inst'l Media Aide — Albert Lee (PT)
- Inst'l Media Aide — Aleksandra Kyoseva (PT)
- Inst'l Media Aide — Travis Sheffler (PT)
- Library Network/Web Development — Leo Pan

Technology Support Services Information Technology

- Information Technology Analyst — William Manges
- Information Technology Analyst — Kevin Elwood
- Information Technology Analyst — Timothy Ragusa
- Information Technology Analyst — Louis McCarthy
- Information Technology Analyst — James Mitchell
- Computer Technician — Erick Fonseca (PT)
- Information Technology Analyst — Kwong Lai
- Information Technology Analyst — Bryan Hardie
- Information Technology Analyst — Ernie Arellanes

Director, College Business Services
Elizabeth Tatum

Campus Administrative Support Center Supv. Juan Lopez
- Copy Center Operator — Gregory Brown
- Information Support Operator — Justin Borden
- Information Support Operator — Donna Palmer

Warehouse Supervisor Eduardo Quintero
- Warehouse Assistant — Diego Sanchez
- Warehouse Assistant — Oscar Ariza
- Warehouse Assistant — Christopher Baldonado
- Cashier/Clerk — Jaime Bean
- Cashier/Clerk — Krystin Juarez
- Cashier/Clerk — Jennifer Valencia (PT)
- Student Account Specialist — Dana Chamberlin

Printing & Graphics
- Production Graphic Designer — Deborah Ferguson
- Production Graphic Designer — Kristina LoVerso
- Production Printing Specialist — Everett Long
- Production Printer — John Leonti
- Production Printer — Daniel Gregory
- Photo Lab Assistant — Nancy Carenen (PT)

Administrative Assistant II
Alice Awe

Sergeant Safety & Police
Thomas Shenton

- Senior Officer Safety & Police — Octavio Rojas
- Officer Safety & Police — Jason Johnston
- Officer, Safety & Police — Matthew Goddard
- Officer Safety & Police — Jeffrey Senior
- Community Service Aide I — Isaac Campos
- Community Service Aide I — Isaiah Campos
- Community Service Aide I — Jessica Diaz
- Community Service Aide I — Fernando Vasquez (PT)
- Community Service Aide I — (Vacant - PT)

- Senior Officer Safety & Police — Angelo Jackson
- Officer Safety & Police — Chad Price
- Officer Safety & Police — Richard Goldstein
- Officer, Safety & Police — Desiree Reyes
- Community Service Aide I — Daniel Arredondo
- Community Service Aide I — Briana Medina (PT)
- Community Service Aide I — Kimberly Simpson (PT)
- Community Service Aide I — Christopher Vargas (PT)
- Community Service Aide I — (Vacant - PT)

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*Temporary Re-Assignment   **Centralized service with a dedicated staff person to serve Riverside City College
***Centralized service with 2 FT positions to serve Riverside City College
***Centralized service with 2 FT positions to serve and located at RCC, along with PT positions.
****District-wide contract   *****District-wide responsibilities   PT=Permanent Part-Time Employee

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Riverside Community College District

Riverside City College – Planning and Development

Vice President
Planning & Development
Kristine DiMemmo (Interim)

Administrative Assistant
IV
Melinda Miles

Dean, Institutional
Effectiveness
Wendy McEwen

Dean, Grants & Academic
Resource Development
Rachel Weiss

Dean, Student Success and
Support
Allison Douglas-Chicoye

Administrative Assistant III
Allyssa Ybarra

Administrative Assistant
III
Bryn Glover

Grants Administrative
Specialist
Veronica Mendoza

Student Success & Support
Program (Matriculation)

Grants Administrative
Specialist
Nader Ghopreal

Library/Learning Resources
Admin. Mgr.
Terry Welker

Director
Academic Support
Inez Moore

Director, Institutional
Research
Brandon Owashi

Student Success &
Support Program Asst.
Michelle Dassow

Counseling

Administrative
Assistant II
Melody Fries

Administrative
Assistant II
Bobbi Diaz

Matriculation Specialist
Laura Lozano

Counseling Clerk II
Jacqueline Robinson

Library/Learning
Resources

Tutorial Services
Technician
Jennifer Drake

Counseling Clerk II
Lily Martinez

Library Clerk I
Gilbert Finch

Tutorial Services
Technician
Emile Bradshaw

Counseling Clerk III
Rafal Helszer

Library Clerk I
Sabrina Simmons (PT)

Admin. Assistant I
Cheyenne Martin-Corbett
(PT)

Educational Advisor
Kheesa Slaughter

Library Clerk I
(Vacant - PT)

Educational Advisor
Cinthya Gonzalez

Educational Advisor
Anthony Escalera

Library Technical
Assistant II
Linda Sing

Inst'l Support
Specialist
Ted Tetirick

Counseling Clerk II
Maria de Jesus
Gallegos

Library Catalog Clerk
John Latham

Supplemental Inst. (SI)
Coord.
Rebecca Moon-Stone (PT)

Instructional
Department Specialist
(Vacant)

Library Operations
Assistant
Barbara VanTomme

Learning Ctr Assistant
Sandra Rosas-Lopez
PT)

Educational Advisor
Sharice Fox

Library/IMC Op.
Coordinator
(Vacant)

Inst'l Support
Specialist
Norma Rodriguez

Educational Advisor
Stefanie Hernandez

Grants Administrative
Specialist
Kanani Hoopai

Educational Advisor
Lilia Acevedo

Educational Advisor
(Vacant)

PT=Permanent Part-Time Employee

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Functional Maps

The Functional Maps, revised in spring 2019 with broad participation through the districtwide governance process, delineate and clarify the scope and roles of the three colleges and of the Riverside Community College District Office. After assessing the previous Functional Maps, the colleges and District Office identified the need for a more detailed approach to function mapping beyond simply indicating primary (P), secondary (S), and shared (SH) responsibilities. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support that flows from the District to the three colleges, and to increase alignment with the revised accreditation Standards. In addition to describing the responsibilities of the District Office in providing adequate resources to the colleges, the maps detail critical regulatory, advocacy, coordination, guidance, and leadership functions. The Functional Maps are living documents, and the District Strategic Planning Council will review and revise them as necessary each academic year (FM-01, FM-02, FM-03, FM-04).

Evidence List

Citation	Document Name
FM-01	Standard I Mission, Academic Quality and Institutional Effectiveness and Integrity
FM-02	Standard II Student Learning Programs and Support Services
FM-03	Standard III Resources
FM-04	Standard IV Leadership and Governance

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Riverside City College (RCC) is accredited by the Accrediting Commission for Community and Junior, Colleges Western Association of Schools and Colleges and is authorized to operate as a post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Riverside Community College District (ER1-01). The College received reaffirmation of accreditation in 2014 (ER1-02). RCC was established in 1916 and is the oldest of three community colleges in the Riverside Community College District (RCCD), which includes five areas for trustee representation as described in Standard IV.C.

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Riverside City College has been in continuous operation since 1916. The College had an unduplicated headcount of 30,083 students in 2018-2019, which reflects a 13.04 percent increase in enrollment over the last five years (ER2-01). RCC offers a comprehensive and diverse array of degree programs (ER2-02, ER2-03). In 2017-2018, the College awarded 2,656 degrees as shown in the annual report submitted to ACCJC (ER2-04). The schedule of classes (ER2-05) and the College Catalog (ER2-06) also provide evidence of RCC's ongoing operational status. Information on RCC's degree programs and increasing rates of student achievement in line with the College's mission is located in Standard I and Standard II.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Aligned with its mission, Riverside City College offers eight, two-year area of emphasis (AOE) associate of arts and associate of science degrees, 27 associate degrees for transfer (ADT), and 86 certificates (ER3-01, ER3-02). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can be completed by a full-time student in two years. Degree requirements are published in the College Catalog (ER3-03). In 2017-2018, the total unduplicated headcount of students enrolled in degree applicable credit courses was 29,793 with 2,656 degrees awarded, 489 certificates awarded, and 2,126 student transfers to four-year colleges or universities (ER3-04). The College's degree offerings are further addressed in Standards I.A, I.C, and II.A.

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Gregory Anderson, Ed.D., was appointed the 12th president of Riverside City College by the RCCD Board of Trustees (BOT) on November 13, 2018 (ER4-01). The president reports directly to chancellor Wolde-Ab Isaac, Ph.D., who reports to the Board. Per Board Policy 2430: Delegation of Authority to Chancellor and Presidents, the Board of Trustees delegates authority to administer District policies to the chancellor at the district level and the president at the college level (ER4-02). Trustee Mary Figueroa currently serves as the BOT president and was selected following Board Policy 2210: Officers (ER4-03). The College informed ACCJC of the change in chief executive officer. Further information on the president's scope of responsibility as delegated by the RCCD Board of Trustees can be found in Standard IV.B and Standard IV.C.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

RCCD undergoes an annual external audit for the District and its colleges by a contracted certified public accounting firm (ER5-01). The Board of Trustees reviews the annual District audit reports (ER5-02), which are publicly available on the District's website (ER5-03). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College's Annual Fiscal Report to ACCJC (ER5-04).

Evidence List

Citation	Document Name
ER1-01	RCCD Board Policy 1100
ER1-02	RCC ACCJC Action Letter
ER2-01	Enrollment Metrics Winter 2019
ER2-02	RCC Catalog 2019-2020 Curricular Patterns
ER2-03	RCC Catalog 2019 Addendum
ER2-04	2019 ACCJC Annual Report
ER2-05	RCC Schedule of Classes Fall 2019
ER2-06	RCC Catalog 2019-2020
ER3-01	RCC Catalog 2019-2020 Degrees Certificates
ER3-02	RCC Catalog 2019 Addendum
ER3-03	RCC Catalog 2019-2020 Grad Requirements
ER3-04	2019 ACCJC Annual Report
ER4-01	Board of Trustees Meeting Minutes 11-12-2018
ER4-02	RCCD Board Policy 2430
ER4-03	RCCD Board Policy 2210
ER5-01	District Audit 2017-2018
ER5-02	Board of Trustees Committee Meeting Minutes 12-04-2018
ER5-03	RCCD Business and Financial Services Webpage
ER5-04	ACCJC Annual Fiscal Report

F. Certification of Continued Institutional Compliance with Commission Policies

Riverside City College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and

Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).
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 (CR-01). The RCCD Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019 meeting (CR-02). 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's website (CR-03, CR-04). In addition, links to accreditation updates and presentations given at various college meetings were posted to the resources section of the accreditation website (CR-05). In preparation for the evaluation team visit, the ACCJC page of the accreditation website was updated on January 9, 2019 to include a link to the Third Party Comments form on the Commission website (CR-06). Additional information related to public notification of the visit and third-party comment is provided in Standard I.C.12.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
Using its strategic planning process, RCC established institution-set standards, based on the college mission and strategic goals, which are aligned with District goals and the state chancellor's Vision for Success. The College used baseline data from 2016-2017 to develop five-year goals for associate degree completion, certificate completion, transfer, unit accumulation, and workforce measures. In addition, the College set goals for reducing equity gaps for disproportionately impacted groups. RCC's goals were approved by the Board of Trustees and submitted to the state Chancellor's Office (CR-07, CR-08). The College reports to the Commission institution-set standards and stretch goals compared to actual results for course completion, certification completion, degree completion, and transfer (CR-09). The 2019 ACCJC Annual Report also includes institution-set standards for licensure examination pass rates and job placement for certificate programs and career-technical education degrees.

RCC produces a Strategic Planning Report Card on an annual basis to report on its student achievement metrics and monitor the College's progress toward its goals (CR-10). The College uses its strategic planning council and committee structure to discuss student achievement data from the annual report card. An analysis of the data informs planning and resource allocation at the discipline level, department level, and division level through the Program Review and Plan (PRaP) process. The PRaP aligns improvement strategies with the goals defined in the Strategic Plan and Educational Master Plan. Initiatives and related resource requests are developed and evaluated based on expected outcomes linked to student achievement. More detailed information and analysis can be found in responses to Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.
Credit-hour assignments and degree program lengths at Riverside City College are within the range of good practice in higher education. Board Policy (BP) 4100: Graduation Requirements for Degrees and Certificates establishes the minimum number of credits as 60 units for a degree and 18 units for a certificate (CR-11). Degree and certificate requirements are also described in the College Catalog (CR-12). RCC follows the processes set forth in the District's Curriculum Handbook, which is consistent with the California Community Colleges' Program and Course Approval Handbook (CR-13). Adherence to curriculum processes ensures that credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. BP 4020: Program, Curriculum, and Course Development governs the development of curriculum at the District's colleges and defines a credit hour (CR-14). The District's Curriculum webpage and the College's Curriculum Committee webpage provide a variety of resources including a link to a Course Hour / Unit Calculator (CR-15, CR-16). Additional information on credits and programs is included in Standard II.A.5.

The enrollment fee for California residents is established by state statute. Nonresident tuition is set by BP 5020: Non Resident Tuition following state guidelines and regulations (CR-17). The College Catalog and college website inform students of tuition and fees as described in Standard I.C.6.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).
Riverside City College discloses transfer policies to students and to the public primarily through the College Catalog (CR-18). These policies contain information about the criteria used to accept credits for transfer. The Admissions and Records section of the college website also provides a link to evaluations and graduation information posted on the District website (CR-19, CR-20). Additionally, the counseling section of the RCC's website provides transfer information for students (CR-21). Further information on RCC's transfer policies can be found in Standard II.A.10.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.
At Riverside City College, Standards for student learning in distance education courses are the same as those in face-to-face classes (CR-22). The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Administrative Procedure (AP) 4020: Program, Curriculum, and Course Development (CR-23). The College adheres to policies and procedures for classifying courses as distance education in accordance with AP 4105: Distance Education (CR-24). These policies and procedures align with USDE definitions and are described in the RCCD Curriculum Handbook (CR-25). This information is available on the District's Distance Education Faculty webpage (CR-26). AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook (CR-27). The College does not offer correspondence education courses. The process for the approval of distance education courses is further discussed in Standards II.A.2 and II.A.7.

RCCD faculty who teach distance education courses must acknowledge that they have read two documents addressing student contact: The RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education ([CR-28](#)) and the Summary of Regulations for Regular and Substantive Contact ([CR-29](#)). Both documents are available on the District's Distance Education Faculty webpage.

In 2018, RCCD transitioned from the Blackboard learning management to Canvas. As of January 2019, all distance education classes in the District are taught using Canvas. As required by AP 4105, RCC has appropriate means and consistently applies those means to verify the identity of a student who participates in a distance education course. All courses are hosted through Instructure, an educational technology company and the developer of Canvas, and are administered through secure login, with information between the browser and website encrypted. In addition, there is password protection for each individual user account. Faculty may also use district-provided anti-plagiarism software, Turnitin.com. Further explanation of student authentication in distance education can be found in Standard I.C.8.

The College ensures that the technology infrastructure is sufficient to maintain and sustain the distance education offerings through participation in the California Community Colleges Online Education Initiative (OEI). Instructure is responsible for the hosting and uptime of the entire OEI and participating colleges using Canvas. Colleges in the District also rely on Information Technology infrastructure that houses student and faculty data, to maintain a secure environment for the District's technology equipment and information ([CR-30](#)). More information on the technology infrastructure for sustaining distance education is provided in Standard III.C.1.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.
Riverside City College's policies and procedures for handling student complaints are explained in AP 5522: Student Grievance Process for Instruction and Grade Related Matters; AP 5524: Student Grievance Process for Matters Other Than Instruction, Grades or Discipline; and AP 3435: Handling Complaints of Unlawful Discrimination, Harassment, or Retaliation ([CR-31](#), [CR-32](#), [CR-33](#)). The Student Information section of the College Catalog contains grievance procedures and forms ([CR-34](#)). The RCC website includes a link in the footer of every page, including the homepage to the Complaint Procedures webpage ([CR-35](#)). The Student Handbook also provides grievance policies and procedures ([CR-36](#)). The College's policies and procedures for handling student complaints are further detailed in Standard I.C.2.

Student files are maintained by the vice president of Academic Affairs for instruction or grade-related complaints; the vice president of Planning and Development for complaints concerning matters other than instruction or grades in counseling services, library and learning resources, and academic support; and the vice president of Student Services for complaints related to matters other than instruction or grades in student support services. Files of complaints related to discrimination or harassment are maintained by the district compliance officer in Human Resources and Employee Relations. Complaint files demonstrate that procedures are implemented as described in the administrative procedures. An analysis of student complaint files has not identified any issues that suggest noncompliance with accreditation Standards.

The College's Complaint Procedures webpage also links to the District's Discrimination/Harassment Complaint Reporting page, the California Community Colleges

Chancellor's Office Complaint Process Notice page, and ACCJC's Complaint Process page ([CR-37](#)).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.
The Riverside City College Catalog provides accurate, current, and appropriately detailed information to students and the public about RCC's programs, locations, and policies. The College Catalog is accessible through a link on the homepage ([CR-38](#)). The College Catalog is reviewed annually for accuracy and revised thorough a collaborative process involving District and college personnel. The vice chancellor, Educational Services and Strategic Planning provides curriculum review, catalog, and addendum timelines to the District's colleges via a memorandum ([CR-39](#)). The College's website, which is in the process of being redesigned, also provides accurate, thorough, and current information about programs, locations, and policies to students and to the public. More information on the College Catalog is available in Standard I.C.2.

A link to the statement of the College's accredited status is located on the homepage of the RCC website ([CR-40](#)). In addition to the statement of accredited status, the Accreditation webpage provides a link to ACCJC's action letter reaffirming accreditation, information on the Commission, and a description of the self-evaluation process ([CR-41](#)). The College further describes how it provides required information concerning its accredited status in Standard I.C.1.

Title IV Compliance
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.
Riverside City College provides evidence of compliance with required components of the Title IV program through the District's annual financial audit process ([CR-42](#)). An independent auditor provides reports on compliance requirements, findings and questioned costs, and recommendations, which are presented annually to the Board of Trustees. The 2017-2018 District audit did not result in any findings. The College's student loan default rates are 15 percent or lower over the most recent three year reporting period ([CR-43](#)). RCC's default rates are lower than the national average rates for public, two-year institutions and fall within the acceptable range as defined by the United States Department of Education. Compliance with Title IV regulations is also addressed in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

The College aligns with accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships do not require a substantive change proposal. Further information can be found in Standard III.D.16 and Standard II.B.4.

Evidence List

Citation	Document Name
CR-01	RCC Accreditation 2020 Webpage
CR-02	Board of Trustees Meeting Team Visit Announcement 09-17-19
CR-03	RCC Strategic Planning Newsletter Nov-Dec 2017
CR-04	RCC Strategic Planning Newsletters Presentations Webpage

CR-05	RCC Accreditation Resources Webpage
CR-06	RCC Accreditation ACCJC Webpage
CR-07	Board of Trustees Presentation 05-21-2019 Local Goal Alignment
CR-08	Board of Trustees Meeting Minutes 05-21-2019
CR-09	2019 ACCJC Annual Report
CR-10	RCC Strategic Planning Report Card 2019
CR-11	RCCD Board Policy 4100
CR-12	RCC Catalog 2019-2020 Unit Requirement
CR-13	RCCD Curriculum Handbook Intro
CR-14	RCCD Board Policy 4020
CR-15	RCCD Curriculum Webpage
CR-16	RCC Curriculum Committee Webpage
CR-17	RCCD Board Policy 5020
CR-18	RCC Catalog 2019-2020 Transfer
CR-19	RCCD Evaluations Webpage
CR-20	RCCD Graduation FAQ Webpage
CR-21	RCC Counseling Transfer Webpage
CR-22	RCCD Curriculum Handbook DE Curriculum
CR-23	RCCD Admin Policy 4020
CR-24	RCCD Admin Policy 4105
CR-25	RCCD Curriculum Handbook
CR-26	RCCD DE Faculty Webpage
CR-27	RCCD Curriculum Handbook DE Approval
CR-28	RCCD DE Guide Regular Substantive Contact
CR-29	RCCD DE Summary Regulations Regular Substantive Contact
CR-30	RCCD Technology Plan Security
CR-31	RCCD Administrative Procedure 5522
CR-32	RCCD Administrative Procedure 5524
CR-33	RCCD Administrative Procedure 3435

CR-34	RCC Catalog 2019-2020 Grievance Process
CR-35	RCC Homepage Complaint Link
CR-36	RCC Student Handbook 2019-2020 Grievance
CR-37	RCC Complaint Procedures Webpage
CR-38	RCC College Catalog Webpage
CR-39	Curriculum Review Publication Timeline Memo
CR-40	RCC Homepage Accreditation Link
CR-41	RCC Accreditation Webpage
CR-42	RCCD Audit 2017-2018
CR-43	RCC Loan Default Report

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. 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. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Riverside City College's mission describes the College's broad educational purpose, intended student population, and the types of degrees and certificates offered. The mission expresses the College's commitment to student learning and student achievement with its "student-centered philosophy." The College serves a "diverse community of learners" and offers "locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer." RCC's values of student centeredness, learning environment, teaching excellence, and tradition further emphasize the focus on student success both inside and outside of the classroom ([IA1-01](#)).

Analysis and Evaluation
The College's mission addresses its educational purpose, the population it serves, and the types of degrees and certificates it offers. Together the mission statement, values, and vision clarify the College's commitment to student learning and student achievement. RCC's mission, vision, and values are in the process of review and will be updated during the 2019-2020 academic year as part of the regularly scheduled mission review cycle in alignment with the update of the College's Strategic Plan ([IA1-02](#)).

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
RCC's mission directs the College's priorities in meeting students' educational needs through the strategic goals and objectives stated in the Educational Master Plan and the Strategic Plan ([IA2-](#)

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

01, IA2-02). The Strategic Plan, 2015-2020 includes five goals: Student Success, Student Access, Institutional Effectiveness, Resource and Learning Environment Development, and Community Engagement. Each goal has sub-goals that further detail the College's priorities in alignment with the mission. In addition, the College has identified strategies for each goal and sub-goal and established key performance metrics and targets to monitor, evaluate, and assess its progress (IA2-03). In 2019, RCC reviewed its college goals for consistency with the state chancellor's Vision for Success goals, and revised its metrics and targets accordingly (IA2-04, IA2-05). College metrics and goals were also aligned with District strategic goals and key performance metrics (IA2-06, IA2-07). The College presented the revised metrics and targets to the Board of Trustees (IA2-08). The Board routinely receives presentations that apprise them of the College's progress in meeting its goals (IA2-09).

An annual Strategic Planning Report Card provides a mechanism for the College to regularly review student achievement data and gauge how effectively it is achieving its mission (IA2-10, IA2-11). The Report Card presents data by college goal and measures institutional effectiveness using identified metrics and targets. The College uses the Report Card and other disaggregated data reports to determine department and division priorities through the Program Review and Plan process, which are then reviewed and ranked by the college as a whole (IA2-12, IA2-13). Evidence of the use of achievement data is also apparent in the Student Equity and Achievement Plan and in the process outlined for the use of equity data in the comprehensive program review process (IA2-14, IA2-15).

Analysis and Evaluation
The use of the Strategic Planning Report Card and other means of providing data enables the College to monitor, evaluate, and assess how effectively it is accomplishing its mission. The student success metrics used over the life of the current college strategic plan have evolved and been sharpened in response internal changes as well as changes from the state and district. These revised metrics are informing the 2020-2025 Strategic Plan. Refined college targets, based on a clear, logical analysis of data, are also helping disciplines develop strategies and targets that will move the College forward with its student access, success, and equity goals.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
RCC's Strategic Plan and overarching planning process provides institutional direction and ensures the process is aligned with the college mission, vision, and values. The College's mission served as the framework for the five-year Strategic Plan and the production of the strategic planning goals of Student Success, Student Access, Institutional Effectiveness, Development of Resource and Learning Environment, and Community Engagement (IA3-01). The college has a Program Review and Plan (PRaP) process aligned with the five-year strategic planning cycle. The alignment and coordination of the planning process, grounded in the college mission and goals, provides an integrated mechanism for decision-making, planning, and resource allocation informed by the institutional goals for student learning and achievement.

Each discipline and/or department must analyze data and develop strategies that help improve attainment of college goals through the annual update of a five-year plan (IA3-02). Units create initiatives/strategies and goals with a three to five-year timeframe with annual action plans for

accomplishing these goals. These annual plans are then reviewed and integrated by the division deans. Vice presidents integrate the plans for each division and/or area within their purview. Vice president plans are presented at joint leadership council meetings for review and discussion before the councils convene again to prioritize initiatives from the plans on the basis of alignment with and support of college goals (IA3-03). The prioritization process results in a recommendation to the Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC) and the college president (IA3-04, IA3-05, IA3-06, IA3-07, IA3-08). Vice president plans are distributed via email and posted to the college website for all college stakeholders to view (IA3-09, IA3-10, IA3-11, IA3-12, IA3-13). The process is also posted on RCC's website (IA3-14). Once the prioritization process is complete, the president's letter identifying funding priorities is widely communicated and posted to the college website (IA3-15). Data assessment is an integral part of planning and program review (IA3-16, IA3-17).

Analysis and Evaluation
The College's work to integrate the planning processes at each level and to center plans explicitly around college goals rather than making disconnected resource requests, has led to robust, wide-spread conversations with all stakeholders. These efforts have strengthened links between strategies and initiatives to help the college work towards accomplishing its goals and make resource allocation clearer and more transparent for the entire college community.

The process is also formally evaluated each year to facilitate continuous improvement. The prioritization process itself and annual reflection on the process has allowed for open and honest conversations about college priorities, resource allocation, and how discipline initiatives support college goals. The Governance, Effectiveness, Mission, and Quality (GEMQ) leadership council has primary responsibility for taking the lead on assessing and recommending improvements to the process as the college matures in its understanding of strategic planning and integration at all levels. As a result of increased coordination between the chairs of EPOC/ASC and the leadership councils, this year's process included more in-depth training for all participants along with a question and answer session regarding the vice president plans (IA3-14).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
Riverside City College widely publishes the mission statement in a variety of locations including the College Catalog, the Strategic Plan, the Educational Master Plan, and the Student Handbook (IA4-01, IA4-02, IA4-03, IA4-04). The college mission statement is also posted to the RCC website (IA4-05).

The College's mission review process is synchronized with the strategic planning cycle. This coordination of review cycles provides college stakeholders with the ability to evaluate the mission alongside RCC's strategic goals, strategies, and key performance metrics. The Riverside City College mission was revised during the 2015-2016 academic year as part of the development of the 2015-2020 Strategic Plan and approved by the Board of Trustees on November 15, 2016 (IA4-06).

The mission review process allows for careful and substantive evaluation on a regular basis including input from the college community and is part of the College's five-year planning process ([IA4-07](#)).

Analysis and Evaluation

At the Strategic Planning Summit on August 22, 2019, the College initiated the review process of RCC's mission, vision, and values as part of the development of the 2020-2025 Strategic Plan ([IA4-08](#)). Preliminary notes from the summit on the mission were recorded and forwarded to the Governance, Effectiveness, Mission, and Quality (GEMQ) leadership council where they were reviewed on September 12, 2019 ([IA4-09](#)). Following the mission review process, GEMQ forwarded the draft mission to the Educational Planning Oversight Committee (EPOC/ASC) for review and approval. Once EPOC/ASC, approves the draft, it will be included in the draft of the 2020-2025 Strategic Plan for further review and discussion through college governance processes.

Conclusions on Standard I.A. Mission

The College's mission review process is aligned with the strategic planning process and includes input from the college community. By beginning the conversation with EPOC/ASC as a whole at the August 2019 retreat, GEMQ already has a broad cross-section of input as it moves a revitalized mission, vision, and values through college processes. RCC's participation in the California Guided Pathways Project, implementation of AB 705, and focus on closing student equity gaps have created an opportunity to ensure that the revised mission, vision, and values fully reflect the College's commitment to student learning and achievement for all students. The strategic planning process is robust and structured to ensure thoughtful planning and communication at multiple levels. The college mission, vision, and values are clearly connected to RCC's student access and success goals.

Improvement Plan(s)
None

Evidence List

Citation	Document Name
IA1-01	RCC College Catalog 2019-2020
IA1-02	EPOC Agenda 08-22-2019
IA2-01	RCC Strategic Plan 2015-2020 Goals
IA2-02	RCC Ed Master Plan 2015-2025 Goals
IA2-03	RCC Strategic Plan 2015-2020 KPIs
IA2-04	Vision for Success Goal Alignment JAN2019
IA2-05	2019 Strategic Planning Retreat Presentation 10JAN2019
IA2-06	RCCD Strategic Plan 2019-2024 Goals
IA2-07	RCCD Strategic Plan 2019-2014 KPIs

IA2-08	Local Goal Alignment Vision for Success 05-17-2019
IA2-09	RCCD Board Presentation Student Success Scorecard 03-05-2019
IA2-10	RCC Strategic Planning Report Card 2018
IA2-11	RCC Strategic Planning Report Card 2019
IA2-12	Joint Councils Prioritization Recommendations 2018
IA2-13	PRaP Year 4
IA2-14	RCC Student Equity Plan 08-21-2019
IA2-15	Comprehensive Program Review Overview
IA3-01	RCC PRaP Template 2015-2020
IA3-02	Joint Leadership Councils Agenda 12-07-2017
IA3-03	Joint Leadership Councils Agenda 10-18-2018
IA3-04	Joint Councils Recommendation 2017
IA3-05	Joint Councils Recommendations 2018
IA3-06	President's Response 2016
IA3-07	President's Response 2017
IA3-08	President's Response 2018
IA3-09	Academic Affairs PRaP 09-12-2018
IA3-10	Business Services PRaP 09-12-2018
IA3-11	Student Services PRaP 09-12-2018
IA3-12	Planning and Development PRaP 09-12-2018
IA3-13	RCC Program Review Webpage 11-15-2018
IA3-14	Prioritization 101
IA3-15	LGA VFS Presentation
IA3-16	RCCD Board Presentation
IA3-17	RCCD Board Presentation Student Success Scorecard – March 2019
IA4-01	Catalog page 8
IA4-02	Strategic Plan 2015-20 Mission page 6
IA4-03	EMP Mission page 6
IA4-04	Student Handbook Mission page 2

IA4-05	RCC About Mission Webpage 2019
IA4-06	Board of Trustees Meeting Minutes – 11/15/2016
IA4-07	Mission Process
IA4-08	EPOC Agenda 08-22-2019
IA4-09	GEMQ Agenda 09-19-2019

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Dialog around student outcomes, equity, academic quality, and student learning is ongoing and sustained at multiple levels at the College: within the strategic planning process, through all college events such as Flex days, through retreats, and at the discipline and department levels, where analysis of student learning outcomes is part of the ongoing work of program review and assessment.

The current Strategic Plan analyzed static patterns and set out a framework for improvement. Since the Strategic Plan's implementation, RCC has produced an annual analysis of the College's progress on meeting its student achievement and equity outcomes in its annual Report Card (IB1-01). Also, the analysis and discussion of data to set meaningful targets reaccelerated during the 2018-2019 academic year as the college embarked on an analysis of and alignment of college targets with the sate chancellor's Vision for Success goals. During the 2019-2020 academic year, the college is working to align its goals with the student access, success, and equity goals outlined in the District Strategic Plan as RCC develops its 2020-2025 Strategic Plan (IB1-01, IB1-02, IB1-03, IB1-04, IB1-05). The institution-set standards in the District Strategic Plan and the college's alignment to these standards necessitates annual reviews across the board of student outcome and equity data to measure progress and the effectiveness of devised strategies to improve student outcomes.

This alignment and annual review will also be reflected within individual disciplines and departments through program review. Data are provided for disciplines and departments in the document repository of Nuventive Improve. GEMQ, through its Methods and Metrics Committee, is developing a quick guide on district and college goals and targets for all departments and disciplines to use while conducting comprehensive program review this year (IB1-06, IB1-07).

Dialog about student outcomes and equity also occurs regularly during Flex days and other periodically-scheduled events. Most recently, the fall 2019 Flex days included an Equity Retreat (IB1-08). During the 2018-2019 academic year, the district, spearheaded by the RCC Student Equity Committee, hosted two equity retreats bringing together faculty, administrators, staff

from all three colleges ([IB1-09](), [IB1-10](), [IB1-11]()). Also, during the 2018-2019 academic year, intensive work was done to inform the college community as a whole about the data behind AB 705 reforms and the important impact that the College's changes in placement and development of co-requisite courses in English and math would have on student outcomes ([IB1-12](), [IB1-13]()).

In fall 2018, RCC participated in Institute for Evidence Based Change coaching sessions on Caring Campus. Caring Campus recognizes the vital role of classified staff in student success and has provided a platform for more intentionally bringing staff into conversations about student outcomes and success so that they can see how the work they do is central to the College's student success initiatives ([IB1-19]()).

Analysis and Evaluation

This is an exciting time right now in terms of the ongoing and robust conversations around student outcomes as participation in the California Guided Pathways framework has provided a more structured, systematic, and thorough guide for data analysis. RCC is using the Guided Pathway framework to have open, honest discussions about the opportunities and challenges the College faces as it evaluates and redesigns its programs and services. Similarly, AB 705 implementation has led the College to intensify its analysis of student outcomes in math and English in particular, which have resulted in changes to placement, curricular redesign, and sustained work on professional development to improve learning and outcomes for students.

Moreover, the College's Student Equity Committee with wide representation from faculty, administrators, and staff, has taken the lead in bringing a more urgent focus to the need to address equity in all aspects of the student experience at the College. This focus to improve learning outcomes, is evidenced by the two equity retreats last fall 2018 and spring 2019, as well as the equity retreat during the Fall 2019 Flex Day ([IB1-14](), [IB1-15](), [IB1-16]()). The 2019 student equity plan uses the insights gained from this work and broad engagement across the college and district to create clear strategies for moving forward on closing equity gaps. The dialogue and urgency around closing equity gaps is also clear in the work of the strategic planning leadership councils in systematically reviewing data and setting measurable, aspirational targets aligned with the state chancellor's Vision for Success goals.

As part of the annual Program Review and Plan process, equity data is shared and discussed. Disaggregated data down to the course level is shared and discussed with respect to progress toward achieving equity goals ([IB1-17]()). The College is supporting these equity discussions with training for faculty, administrators, and staff, and this work is being embedded in each of the college goals in the 2020-2025 Strategic Plan. A large number of individuals have participated in several equity training opportunities including multiple sessions of Cultural Proficiency training and attendance at the University of Southern California's Center for Urban Excellence institutes and workshops ([IB1-18]()).

Conversations around student learning and outcomes, and around student equity, have reached into every level of the work being done at RCC as evidenced by the College's efforts in revising the mission, vision, and value statements, and aligning college goals and targets with the District Strategic Plan. Additionally, as RCC writes its 2020-2025 Strategic Plan, every discipline, department, and area are also completing their 2020-2025 Comprehensive Program Review and Plan. This process includes the development of the five-year integrated Guided Pathways plan, which aligns the 2020-2025 college goals with each pillar of the Guided Pathways framework.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
The College recognizes a need to define and assess both academic assessment and co-curricular, or learning support assessment. Student learning outcomes and assessments are established for all courses and programs. Program learning outcomes (PLO) for associate of art and associate of science degrees, and certificate programs are published in the RCC catalog (IB2-01). The Riverside Assessment Committee (RAC) is charged with ensuring that regular assessment is occurring at all levels including student learning outcomes (SLO), program learning outcomes (PLO), general education student learning outcomes (GESLO), and service area outcomes (SAO) and has developed a rotation plan for 2016 through 2020 (IB2-02). Finally, institutional level outcomes (ILO) are assessed annually as part of the College's Report Card (IB2-03).

Analysis and Evaluation
The College defines and assesses learning outcomes at the program and learning support levels. SLO assessment occurs at the department and discipline levels. Currently, the College has an overall SLO assessment completion rate of approximately 80% with results entered into Nuventive Improve with corresponding direct evidence, including musical performances, essays, speeches, and direct writing assignments (IB2-04). As disciplines and departments assess each SLO for efficacy, they consider the recommendations for improvement along with the corresponding goals and timelines. As referenced in Standard II.A, the College should consider additional engagement strategies and processes to address any gaps in student learning.

The College regularly uses SLO assessment results to evaluate and update courses. For example, based on assessment results for SLO #2 for the EAR-24: Introduction to Curriculum course, Early Childhood Education changed the template for writing lesson plans for the fall 2016 semester and beyond (IB2-05).

On the program level, the Riverside Assessment Committee (RAC) has recommended that every program be assessed at least once within each five-year Program Review and Plan cycle. Several disciplines in Career and Technical Education such as Computer Information Systems and Business assess programs even more frequently. Seven programs are scheduled to complete a PLO assessment in 2018-2019 and seven are scheduled for 2019-2020 (IB2-06). Examples of PLO assessments include Music, Registered Nursing, Welding, and Business. A report on the PLO assessment completed by Music, includes assessment methods, results and recommendations for improvement (IB2-07).

SAOs are also regularly assessed. Assessment results drive planning and changes to improve student outcomes and college services. RAC sponsored a workshop on developing and assessing SAOs, and support service representatives are encouraged to attend RAC meetings to participate in assessment discussions (IB2-08). During one such discussion, the College analyzed and evaluated the processes by which degrees were awarded and what institutional obstacles lead to students not being awarded degrees despite having completed all the requirements for a degree. This evaluation led to a significant changes in processes that ultimately increased the number of students being awarded degrees and certificates (IB2-09).

Academic and learning support services similarly engaged in a thorough review of services (IB2-10). In fall 2018, the Academic Support department administered an assessment to the faculty

throughout campus to ascertain faculty's awareness and perceptions of contextualized and integrated academic support at RCC. The assessment results indicated that, on a Likert scale from 1-10, faculty rated their satisfaction and perceived effectiveness of RCC's integrated academic support activities at an average of 6.2. The quantitative results suggested that faculty were somewhat satisfied with the effectiveness of academic support; however, qualitative data from this assessment revealed that many faculty were unaware of the quantity and depth of academic support services. These data prompted the department to implement several initiatives to improve the awareness and overall effectiveness of academic support services including improving the dissemination of department information, streamlining faculty requests and recommendations, centralizing and standardizing peer instruction, creating a certified peer instruction training program, and prioritizing customer service.

Finally, the Administrative Support Center that provides a variety of services including duplication, mail services, and ParScore grading; and the switchboard sends out a twice a year customer service survey to all stakeholders to gather assessment information based on their identified SAOs (IB2-11).

From courses to programs to student services to college services, RCC engages in regular systematic assessment that leads to more effective planning and a focus on continuous improvement.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
At the beginning of the 2014-2015 strategic planning cycle, the College established goals, strategies, and key performance indicators (KPI) (IB3-01). This framework was aligned with the District Strategic Plan goals (IB3-02). The annual Report Card is used to report on RCC's progress toward achieving institution-set standards, and regular progress reports are provided to the Board of Trustees (IB3-03, IB3-04, IB3-05). The metrics the College has used for progress monitoring have evolved over the life of the current strategic plan. Initially they were tracked and reported on as part of the annual program review and planning update (i.e., the Report Card) and reported on as part of the annual winter KPI update (IB3-06). Shortly after these goals, strategies, and KPIs were established, the state established Institutional Effectiveness Partnership Initiative (IEPI) metrics that included one year and five year goals. The IEPI metrics aligned with RCC's previously-established KPI's, and IEPI reporting was incorporated as part of the annual Board of Trustees update (IB3-06, IB3-07). Over the past year, the College analyzed and evaluated its institution-set standards again as part of the local goal alignment with the state chancellor's Vision for Success goals (IB3-08). This alignment work served as a springboard for a thorough and ongoing assessment of the College's institution-set standards. Ongoing assessment remains key as the College continues to develop the 2020-2025 Strategic Plan according to the established strategic planning timelines and process (IB3-09). Additionally, through the work of EPOC/ASC, the College is aligning college goals with the District Strategic Plan and the Guided Pathways framework to ensure that they are measurable and will result in continuous improvement (IB3-09).

Analysis and Evaluation
RCC's process for discussing and setting institution-set standards and using this methodology to drive planning and identify areas of needed improvement has matured over time. The Board receives annual updates/reports on RCC's performance on College Scorecard metrics (IB3-05).

RCC's set standards as reported to ACCJC in the annual report were initially established based on a five-year historical average (IB3-06). This initial analysis provided baseline data. During the current strategic planning cycle, RCC's goals were to increase metrics by 1.0% a year or more (IB3-07, IB3-10). RCC's progress is communicated as part of the annual planning process. Using the Guided Pathways framework, the College is taking into consideration momentum metrics including passing transfer-level math and transfer-level English within the first year and the number of units completed in the first semester and first year.

The College's Report Card, the Vision for Success Goal alignment work, and the district Strategic Plan grounded in the Guided Pathways framework, are informing not just the next Strategic Plan, but also discipline and department plans (IB3-10, IB3-11). A built-in cycle for assessment and evaluation, through the annual Report Card and annual program review updates, facilitates conversations and guides next steps when an institution-set standard is not met or a strategy has not produced the expected outcomes. Consistency and transparency about the institution-set standards and metrics supports this work and provides accountability for ongoing efforts to meet targets and improve students' learning experience and outcomes.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
RCC has processes in place for the regular review of data to facilitate continuous improvement as demonstrated in the College's Program Review and Plan process; the links embedded in the process to the college goals and targets as outlined in the Strategic Plan; the annual updates to program review required of every discipline, department, and area; the annual Report Card's reporting on progress through the analysis of outcomes data; the schedule for SLO, PLO, and SAO assessments; and in the work underway to develop the College's 2020-2025 Strategic Plan in alignment with the District Strategic Plan and Vision for Success goals. Moreover, through the strategic planning structure, strategies derived from discipline and department program reviews and outcomes assessment filter up through the prioritization process each year so that college planning is integrated from the discipline and department level, up through the division, and into the vice president plans (IB4-01, IB4-02, IB4-03, IB4-04).

Analysis and Evaluation
Riverside City College extensively uses data to monitor, evaluate, and assess how effectively it is accomplishing its mission. The Office of Institutional Effectiveness produces an annual Strategic Planning Report Card which is shared college wide (IB4-05, IB4-06). This Report Card is organized by institutional learning outcome (ILO) and provides data to assist the College in tracking its progress in meeting its goals.

The student-centered framework of Guided Pathways has reframed many of the conversations around student outcomes and prompted a more thorough analysis and review not just of results of learning outcomes assessment, but also of other aspects of the student experience that significantly impact outcomes, such as onboarding. The Guided Pathways Committee and

Onboarding Redesign Workgroup undertook a thorough going analysis of how students move from initial interest in the College to attendance in a first day of class. This evaluation led to significant changes to the student onboarding process that have simplified and clarified the experience for students (IB4-07).

SLO assessment is scheduled and completed on a regular cycle (IB4-08). Assessment results are compared with quantitative data on course retention and success as part of the Program Review and Plan process and also as part of program-level assessment. This combination of quantitative and qualitative data provides opportunities for discussion at the discipline, department, committee, and leadership council levels. Recent discussions at each level have acknowledged the current efforts toward ongoing assessment and have expanded to consider how faculty can take what is known and provide more meaningful assessment to impact student learning and success (IB4-09). Recent discussions regarding general education outcomes assessment provide evidence of these expanded discussion. In spring 2018, the Assessment Committee engaged in a robust process to assess RCC's Critical Thinking general education (GE) outcome. This GE outcome assessment included evidence from four different disciplines: Humanities, English, Welding, and Music. The process not only evaluated the Critical Thinking outcome, but also the methodology used to evaluate this outcome. Assessment Committee meeting minutes provide documentation of this crucial dialogue (IB4-10). The GE Critical Thinking assessment provides additional, detailed information on the results (IB4-11). The Assessment Committee intends to apply the insights gleaned from this experience to assess the College's other general education outcomes and to further extend the discussion around general assessment.

The College is working to provide more robust and intentional opportunities for assessment discussions and take a more holistic approach to understanding what impacts student outcomes in and out of the classroom in the context of the Guided Pathways framework, accreditation, and strategic planning.

Institutional Effectiveness
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
The College has established a culture of data-informed monitoring, evaluation, and assessment which guides the Program Review and Plan process. The college mission drives the goals outlined in the strategic plan and those goals are incorporated into the program review template. Comprehensive program review occurs on a five-year cycle for every discipline, department, and area with a required annual update during each year of the cycle

The College has a detailed and robust Program Review and Plan process using Nuventive Improve's platform to collect and report on plans at the discipline, department, division, and vice president level. The College's PRaP Quick Start Guide provides a detailed step-by-step process for the planning cycle (IB5-01). Deans incorporate components of the discipline and department initiatives into division plans, and in turn, the division plans are integrated into the vice president plans. The vice president plans are posted publicly and reviewed as part of the annual planning and prioritization process (IB5-02, IB5-03, IB5-04, IB5-05). Once the prioritization process is

complete, the president distributes a letter college wide via email and the web that identifies the funding priorities informed by this process (IB5-06).

As part of the first year of a five-year cycle, each unit completes a comprehensive program review which requires an extensive analysis of data on course offerings, student success, assessment, staffing, and curriculum. Additionally, each unit is asked to create initiatives and goals with a three-year to five-year timeframe and action plans for accomplishing these goals.

This planning process is coordinated from the discipline level through the managers, deans, vice presidents, and governance groups. This structure encourages communication about how discipline and department goals and initiatives support the College's goals. The process is structured to foster conversations about initiatives and priorities between discipline and department leadership, division deans, and vice presidents. This structure supports broad, multi-directional communication regarding resource allocation and long-term planning.

The process is formally evaluated and refined each year. Communication and the coordination of initiatives from the discipline level to the vice president level continue to be the focus of this process as the College begins its fourth year of implementation (IB5-07).

The Office of Institutional Effectiveness produces reports allowing for the disaggregation of course offerings, retention, and success rates by equity categories, delivery times, delivery modes, and faculty type. Reports are provided in Microsoft Excel-based tools through Nuventive Improves' document repository. Faculty use these reports to better understand enrollment management needs as well as student learning (IB5-08, IB5-09).

The next cycle of comprehensive program review is currently underway, and the College has widely distributed an overview of the process with the refinements that have been incorporated based on the evaluation of the previous cycle (IB5-10). The new template went live on October 1, 2019, and data for analysis, evaluation, and discussion is already available in Nuventive Improve. The College is in the process of adopting a new data tool, Power BI, to allow college stakeholders to more easily engage and interact with data (IB5-11). The College has also hired a director of institutional research to facilitate productive discussions of data at the discipline and department levels, particularly data related to workforce goals and equity.

Analysis and Evaluation
This year, the College enters its next round of five-year comprehensive program review and is developing the 2020-2025 Strategic Plan with a robust framework for the discussion of data, setting goals and targets, and developing strategies with clearly articulated outcomes. The District Strategic Plan, the College's alignment with the Vision for Success goals, and the Guided Pathways framework provide a much clearer direction for disciplines, departments, and areas to connect their work to improve student outcomes to the larger college goals centered around student success and equity (IB5-12). The College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include the allocation or reallocation of human, fiscal, and other resources to mitigate those gaps, and evaluates the efficacy of those strategies.

Many disciplines and departments have made significant progress in using course-level and program-level outcomes data, often disaggregated, along with assessment data to improve

student learning. For example, the BIO-1: General Biology course serves thousands of students per academic year and the Biology discipline uses a common lab exam with embedded questions to assess its SLOs. This approach provides the discipline with the ability to compare student learning across multiple sections. As a result of this assessment, the discipline re-evaluated lab activities and how they were contributing to achieving student learning outcomes. This reflection has resulted in adjustments to lab activities aimed at better serving students (IB5-13).

As another example, the Welding discipline worked directly with industry partners to assess whether its curriculum was adequately preparing students to meet industry needs. As a result of this assessment, the discipline developed three new classes. During Welding's advisory group meetings, the faculty discussed the program's curriculum and student learning outcomes. Additionally, the assessment data is helping to align programmatic needs with additional funding streams (IB5-14, IB5-15, IB5-16).

RCC will further refine the assessment of the College's achievement of its mission and evaluation of goals, objectives, and student outcomes, along with accountability for this assessment/evaluation, as it develops the 2020-2025 Strategic Plan.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The College's analysis of student learning and achievement data routinely includes disaggregated data; and analysis of this disaggregated data is central to Guided Pathways implementation and RCC's alignment with the Vision for Success goals in preparation for the development of the 2020-2025 Strategic Plan. The framework provided in the District Strategic Plan also includes the analysis of disaggregated data and specific targets designed to eliminate equity gaps.

The Office of Institutional Effectiveness provides course-level data disaggregated in several ways via Microsoft Excel reports (IB6-01). This data can be reviewed from the district level down to the course level. The Office of Institutional Effectiveness also administers an exit survey to graduating students. The survey responses inform college wide conversations about student achievement and support (IB6-02).

As part of the five-year planning process, disciplines are asked to review this data, provide an analysis, and detail plans to increase student success. The disciplines of Theatre and English included a discussion about disaggregated data and incorporated an analysis into their most recent Program Review and Plans (IB6-03, IB6-04).

Similarly, the process of determining resource prioritization includes collaborative discussions between the four leadership councils. After the councils identify priorities, EPOC/ASC reviews and provides recommendations to the president. The president, in coordination with his executive team, determines funding priorities based on the information provided in the Joint Leadership Council summary (IB6-05). The final results of this decision are communicated through a formal letter from the President's Office (IB6-06, IB6-07).

Linking the initiatives to resource requests is part of the PRaP Process. The Resource Development and Administrative Services (RDAS) leadership council provides guidance on resource requests by providing cost projections, estimating the total cost of individual requests, recommending alternative funding sources to offset partial or the total cost involved, and working with requestors to adjust resource requests if the full requested amount is not available/viable (IB6-08).

Analysis and Evaluation
As part of the PRaP process, the College provides data to disciplines and departments with the ability to be disaggregated to the course level. Using interactive files, individuals can look at success by equity groups as well as by delivery type (i.e., online, hybrid, and face-to-face), offerings by time of day, and courses taught by full-time versus part-time faculty. This data is a starting point for conversations about where additional support might be needed.

The College's work on analyzing disaggregated data and setting its own targets to align with the Vision for Success and the District Strategic Plan means that metrics are discussed college wide and inform program review. The College has established goals for overall metrics as well as goals for targeted equity groups. These goals are designed to close equity gaps within 10 years. The Governance, Effectiveness, Mission, and Integrity (GEMQ) leadership council is developing a brief, simple supplemental data guide that incorporates the district and college goals to further facilitate conversation around student outcomes (IB6-09, IB6-10). This supplemental guide provides clarification to all disciplines and departments about college targets and equity gaps. Additionally, this guide provides assistance to departments as they write more focused program reviews articulating strategies with clear targets and action plans that anticipate the impact on closing equity gaps and achieving student outcomes.

Moreover, the Prioritization 101 Guide is being distributed to the entire college community to help everyone, not just leadership council members, more fully understand the links between comprehensive program reviews and plans, college goals, strategies and initiatives, and resource allocation (IB6-10).

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Regular monitoring, assessment, and evaluation is built into the College's assessment and planning processes. Work within the Guided Pathways framework has renewed the impetus to review college policies and practices across the board to evaluate where institutional barriers may exist that create obstacles for students or impede institutional effectiveness.

The College's planning process is reviewed annually. One of the primary responsibilities of the GEMQ leadership council is to monitor, evaluate, and assess the annual Program Review and Plan process. At the end of each cycle, members of GEMQ work with the members of the Program Review Committee to identify opportunities as well as positive outcomes of the process. This feedback informs refinements to the next planning cycle. The recommendations of GEMQ are approved and presented to EPOC/ASC. For example, the feedback from fall 2017

process resulted in the inclusion of a survey to proactively gather feedback from the vice president recommendations (IB7-01, IB7-02).

The College also solicits planning feedback from a wide constituency via annually-administered surveys for each of the leadership councils and for overall strategic planning (IB7-03, IB7-04). This feedback provides each of the council's information on effectiveness and also provides an ability to longitudinally track improvement in the strategic planning process.

The Strategic Planning Constitution and Bylaws were reviewed and updated in 2018-2019 in response to assessments (IB7-05). Councils carefully reviewed and discussed their charges and strategic and operational responsibilities along with membership and policies governing how membership is determined. One result of this was the creation of an ex officio position on EPOC/ASC for a Faculty Association representative. At the end of each academic year, EPOC/ASC assesses what the next year's priorities will be and on that basis, determines who should fill the three at-large faculty positions. In 2017-2018, the chair of the Physical Resources Committee filled one of these spots during the height of work on the Facilities Master Plan. In 2018-2019, the chair of the Technology Resources Committee occupied one of these positions as the Technology Plan was undergoing assessment, review, and updating. In 2019-2020, EPOC/ASC determined that the faculty development coordinator should fill one of these spots as the College emphasizes work on pillar four of the Guided Pathways framework and professional development.

The governance and planning structure is undergoing review again as part of the process of assessment and evaluation in advance of developing the 2020-2025 Strategic Plan and as part of the efforts to continuously streamline and improve (IB7-06).

The assessments and evaluations of the ways in which degrees are awarded, as discussed in Standard I.B.2, and the assessment and evaluation of the onboarding process for students, as described in I.B.4, provide examples of the culture of ongoing assessment and evaluation of policies and processes used to plan for and implement change to improve outcomes for students.

Analysis and Evaluation
The College has made significant progress in institutionalizing the expectation for continued monitoring, assessment, evaluation, and improvements as a result of those processes.

The strategic planning structure and processes are not static and have been reviewed and updated throughout the life of the 2015-2020 Strategic Plan as the College matures in its understanding and implementation of effective and integrated planning.

As can be seen from each year's revised process map, the PRaP has changed and evolved to meet college needs and in response to intentional assessment and stakeholder feedback (IB7-07). This iterative improvement cycle is demonstrated by the refinements to leadership council structures and roles that the College made as a result of needs identified through the planning process. In 2017-2018, new college bylaws were adopted which included revised leadership council charges as well as name changes (e.g. Institutional Effectiveness Leadership Council became the Governance, Effectiveness, Mission, and Quality Leadership Council and the Academic and Career Technical Programs and Instructional Support Leadership Council became the Teaching and Learning Leadership Council) (IB7-05).

Individual disciplines, departments, and divisions are benefitting from the lessons learned as a result of this iterative planning process. One example is that the Science, Technology, Engineering, and Math (STEM) division has been working on their strategic plan in collaboration with the National Science Foundation program to increase funding to community colleges. As a part of that process, the division has reflected on significant gaps in STEM achievement among student populations. The Office of Institutional Effectiveness has provided data supporting these discussions including course-level outcomes, momentum point data, and completion outcomes disaggregated by equity categories. While the College took on this task as part of a project to secure external funding, the results are guiding internal planning and equity decisions as well ([IB7-08](IB7-08), [IB7-09](IB7-09)).

This data-informed and intentionally-structured planning process is helping each department, division, and area view the strategic planning process as a way to achieve the goals set out in their plans and in the College's plan. The Guided Pathways framework's and AB 705's emphasis on transformation have prompted the College to turn a critical, student-centered lens on policies and procedures from onboarding to student support and placement to awarding of degrees to make genuinely transformative changes at RCC. These changes as a result of evaluating how the College does business and why it does it in a particular way are expected to improve students' experiences and outcomes.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College communicates its progress on a regular basis in a variety of ways, including the Strategic Planning Report Card, Flex presentations, strategic planning retreats, newsletters distributed to all constituency groups, and regular reports to the Academic Senate and Board of Trustees ([IB8-01](IB8-01), [IB8-02](IB8-02), [IB8-03](IB8-03), [IB8-04](IB8-04), [IB8-05](IB8-05)). The Report Card, which provides data-driven feedback on the College's progress in achieving the strategic planning goals, is sent to the entire college community and posted to the strategic planning website ([IB8-03](IB8-03)).

Analysis and communication about the College's strengths and weaknesses have also been a central part of the Guided Pathways work. The teams attending the California Guided Pathways Institutes complete homework in advance, discuss the initial assessments with the Guided Pathways Committee and the Strategic Planning Working Group, which meets weekly ([IB8-06](IB8-06), [IB8-07](IB8-07), [IB8-08](IB8-08)). Moreover, participation in Guided Pathways has also included the completion of an annual scale of adoption assessment which requires a careful assessment of how far along the College is in making planned improvements identified through the Guided Pathways work ([IB8-09](IB8-09)).

Data on college, division, discipline, and course-level success and retention, including data disaggregated by equity categories, is available for departments to analyze and review as part of the Program Review and Plan process. The Office of Institutional Effectiveness has made equity reports available to individual faculty upon request to facilitate a closer look at success and retention through an equity lens ([IB8-10](IB8-10)).

Analysis and Evaluation

RCC communicates assessments and evaluations regularly and broadly through reports, presentations, and publications. The launch of the new college website in spring 2020 will significantly improve the ease with which all constituencies can readily find presentation materials, or documents as part of their role in planning and decision-making. The president's effort to regularly report out on President's Leadership Team (PLT) meetings is also a vital step in providing another vehicle for the clear and consistent communication of important conversations taking place around all aspects of the College that impact student outcomes (IB8-11, IB8-12). In Fall 2019, the College began a communication audit to identify effectiveness of the frequency and modes of communication and to identify ways to improve communication to all stakeholders. While the College meets the Standard, RCC is engaged in an ongoing effort to further improve in this area.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Riverside's planning process begins with the Educational Master Plan (EMP) and the Strategic Plan that works to implement the vision of the EMP in five year increments, with annual assessments of progress documented in annual Report Cards (IB9-01, IB9-02, IB9-03). The Strategic Planning Constitution and Bylaws detail the roles and responsibilities for each council and ensure the representation of all constituencies in the planning process. The effectiveness of this planning and governance structure is itself assessed regularly, resulting in revisions to the Constitution and Bylaws (IB9-04).

Figure 1. Program Review and Plan Process
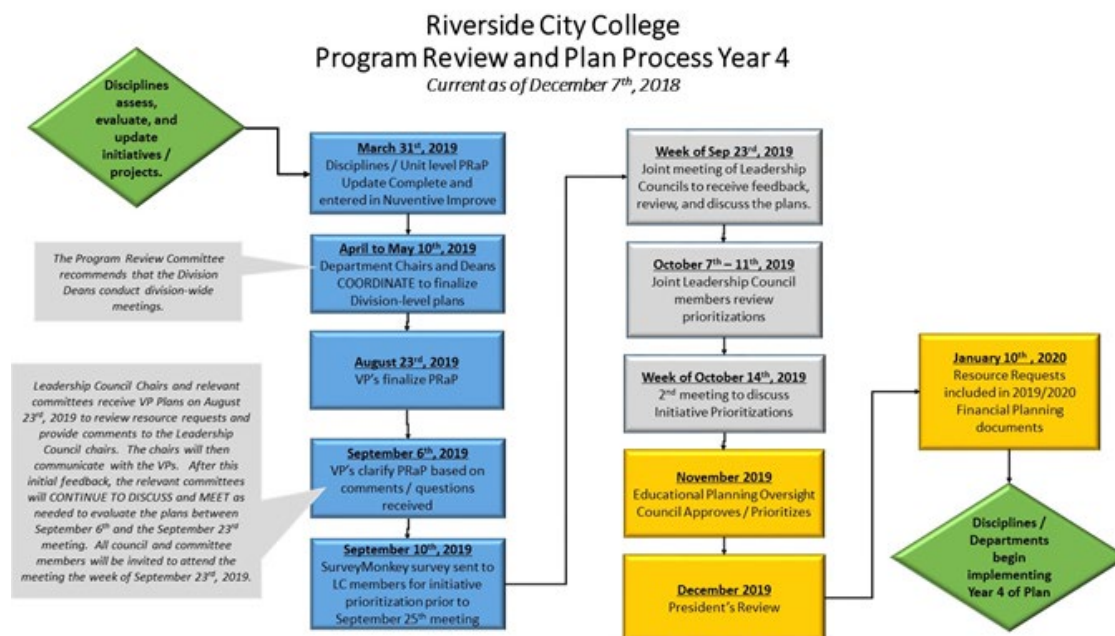
The College's Program Review and Planning cycle operationalizes planning, which moves from the discipline to department/area through divisions to vice president plans to prioritization and resource allocation (IB9-05). Participation in this process is broad-based and inclusive (IB9-06).

Figure 1 shows the process in detail including the different entities involved as well as the vertical integration and horizontal alignment. The Program Review Committee of the GEMQ leadership council is responsible for evaluating the process and implementing any changes it recommend to EPOC/ASC for review and approval (IB9-07).

Analysis and Evaluation

Long-range planning overlaps and integrates with strategic planning as shown in Figure 2. The College completed the Educational Master Plan in fall 2015 and then implemented the 2015-2020 Strategic Plan and revised PRaP process to synchronize all disciplines, department, and college planning cycles.

Figure 2. Integration of College Plans

The entire college community is well-versed on how strategic plans and processes are integrated. When discussing new initiatives and strategies at planning meetings, stakeholders often ask, "Have you included it in your PRaP?" which demonstrates how these planning principles have become an integral part of how the College operates.

As RCC fully integrates the work associated with Guided Pathways, accreditation, and equity into the planning process, clarity on the roles of leadership councils and committees, and their

responsibilities has become essential. RCC has developed an infographic (Figure 3) that has been shared at college wide meetings to visualize how the leadership councils and committees are connected and how they align with efforts to increase student learning and achievement.

Figure 3. Council and Committee Roles and Responsibilities

Educational Planning Oversight Committee / Accreditation Steering Committee (EPOC/ASC)

Student Access and Support (SAS)
Accreditation Standards: II.B, II.C
Guided Pathways Pillars: 2 and 3
Committees: Integrated Academic Support, Guided Pathways*, Student Life and Services, Integrated Student Support

Governance, Effectiveness, Mission, and Quality (GEMQ)
Accreditation Standards: I, IV
Guided Pathways Pillar: 4
Committees: Assessment, Program Review, Metrics/Methods, Governance

Resource Development and Administrative Services (RDAS)
Accreditation Standards: III
Guided Pathways Pillars: 1-4
Committees: Physical Resources, Financial Resources, Human Resources, Technology Resources, Distance Education*, Faculty Development*

Teaching and Learning (TL)
Accreditation Standards: II.A
Guided Pathways Pillars: 1 and 4
Committees: Enrollment Management, Guided Pathways*, Curriculum Department Leadership, Distance Education*, Faculty Development*

SAS GEMQ EQUITY RDAS TL

*Shared Committee

Riverside City College's progress on equity and closing achievement gaps is discussed in greater detail in Standard II. Based on an analysis of the data, the College realizes that there is still work to be done to embed equity into the foundation of every college discussion at multiple levels. Efforts to accelerate progress in this area have already begun through setting clear targets aligned with the Vision for Success and updating the 2020-2025 Strategic Plan to include college goals/targets that are consistent with the District Strategic Plan. RCC is also using more explicit equity language in its revised college mission, vision, and values, which will be approved in 2020 along with the 2020-2025 RCC Strategic Plan (IB9-08, IB9-09, IB9-10, IB9-11).

Planning at RCC is substantial and ongoing. During the 2018-2019 academic year, the College completed the Facilities Master Plan, and assessed and updated plans for Technology Resources, Enrollment Management, and Professional Development (IB9-12). While RCC's progress on assessing and refining plans demonstrates alignment with the Accreditation Standards, the College aims to better align some of these plans with the planning process. One gap the College identified in year three of the Program Review and Plan (PRaP) process was the misalignment of the Human Resources Plan with the PRaP. The Human Resources Plan was written prior to the

most recent iteration of PRaP and directed the Human Resources Committee to provide final recommendations to the President's Leadership Team on hiring (IB9-13). According to the current strategic planning process, hiring is based on the leadership councils' prioritization of initiatives. Once this discrepancy was identified, the Program Review Committee collaborated with the Human Resources Committee on a recommendation to EPOC/ASC to ensure that the plan reflected the current process. These changes are in the process of being implemented and the Human Resources Plan will be assessed and updated during the 2019-2020 academic year (IB9-14).

RCC's institutional planning addresses the short-term and long-range needs of educational programs and services for human, physical, technology, and financial resources through the comprehensive and annual program review processes. Moreover, the completion of work on life-cycle databases for technology, equipment, and furnishings have simplified the replacement process for routine, ongoing needs. Requests to satisfy operational needs are no longer bundled with new strategic initiatives, but are handled through a regular schedule of replacement. To further improve and clarify existing processes, the College is developing a Strategic Planning Handbook that is being written in tandem with the 2020-2025 RCC Strategic Plan that will include information about precisely how these processes work (IB9-15, IB9-16). (ER 19)

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness
RCC's work to improve academic quality and institutional effectiveness by integrating academic assessment into the strategic planning process has been guided by the Educational Master Plan, Strategic Plan, and Program Review and Planning Process implemented in 2015. Plans are transparent and widely communicated. Decisions are recommended based on broad and inclusive discussions about how initiatives and their associated resources align with college priorities. Each year, the effectiveness of these processes has increased through continuous review, evaluation, and refinement. The College's work has been shaped by both internal forces and external forces, which have converged to sharpen the focus on continuous assessment and improvement. The College's participation in the California Guided Pathways Project, the work on all aspects of the College impacted by AB 705 (e.g., placement, student records, and curriculum), the implementation of strategies to support Caring Campus, and the College's robust discussions around alignment with the state chancellor's Vision for Success and the District Strategic Plan demonstrate RCC's continued focus on academic quality, student outcomes, and institutional effectiveness.

The College is currently working to more effectively link planning and resource support with classroom-level activities, however, the implementation of AB 705 in math and English provide a model for how to proceed going forward. Moreover, improving the alignment of faculty development with Guided Pathways is helping to integrate the four pillars across the college.

The College regularly engages in data-informed discussions. RCC sets goals and measures, monitors, and reports on progress on an ongoing and systematic basis. Data is used to inform discussions about strategies to improve student outcomes and make decisions regarding the allocation of resources to support those strategies.

Improvement Plan(s)

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 plan to complete the College's transition to a full Guided Pathways institution	Completed Fall 2020	VPPD, Faculty Coordinator Guided Pathways	College Goal(s) All of 2 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2
I.B.3	Aligning with and developing strategies to meet the institution-set standards in the District Strategic Plan. This alignment could be incorporated into the updated Strategic Plan and the Program Review and Plan template.	Fully aligned college/ district targets in college's 2020-2025 Strategic Plan; revised program review template	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ, Co-chairs, Program Review Committee	College Goal(s) All
I.B.9	Improve the link between department, division, and vice president plans and increase the alignment of planning and resources with college goals and targets.	Increased transparency, improved integration through a revised program review template	Fall 2020	VPPD, Faculty Chair Strategic Planning, Faculty Chair GEMQ, Co-chairs, Program Review Committee	College Goal(s) 3.2, 3.3, 3.4, 3.6, 4.1,

Evidence List

IB1-01	Report Cards, 2018, 2019
IB1-02	Vision for Success January 19 agenda
IB1-03	Vision for Success Alignment document
IB1-04	District Strategic Plan
IB1-05	EPOC Fall 2019 Calendar
IB1-06	RCC Nuventive Improve PRap Document Repository

IB1-07	GEMQ minutes Sept. 19, 2019
IB1-08	Equity Retreat Fall 2019
IB1-09	Equity Retreat Fall 2018
IB1-10	Equity Retreat Agenda Spring 2019
IB1-11	RCCD Presentation – Equity Retreat Spring 2019
IB1-12	Presentation AB705 March 2019
IB1-13	AB705 Presentation Dates
IB1-14	CUE Student Equity Planning Institute Agenda
IB1-15	Equity Summit Agenda – 10/2018
IB1-16	Equity Summit Agenda – 3/2019
IB1-17	RCC Nuventive Improve PRaP Document
IB1-18	CUE Student Equity Planning Institute
IB1-19	Caring Campus
IB2-01	Catalog Sample Page with PLOs
IB2-02	Outcomes Assessment Rotation Schedule
IB2-03	Report Card Final- Mar2019
IB2-04	Student Learning Outcomes Assessment Report
IB2-05	EAR 24 Sample SLO Assessment
IB2-06	RAC Minutes-20APR2018
IB2-07	Music 4 Column PLO
IB2-08	SAO Assessment Summary
IB2-09	Degrees and Certificates awarded 2011-12 to 2017-18
IB2-10	Academic Support Faculty Satisfaction Survey
IB2-11	Administrative Support Center Customer Survey-Spring 2018
IB3-01	Goals Strategies and KPIs-Dec2016
IB3-02	District Strategies and KPIs-Dec2016
IB3-03	Report Card-Feb2018
IB3-04	Standard KPIs, Goals, and Targets Spring 2017
IB3-05	RCCD Board of Trustees Meeting Scorecard Presentation

IB3-06	ACCJC -Annual Report Submission-2018
IB3-07	Board of Trustees IEPI Approval – May 2017
IB3-08	Vision for Success Alignment Document
IB3-09	EPOC-ASC Calendar – Fall 2019
IB3-10	The Strategic Planning website and presentations
IB3-11	Strategic Planning – Agenda – Vision for Success
IB4-01	Assessment Plan-Sep2015
IB4-02	Constitution and Bylaws for Senate
IB4-03	SLO Assessment Results
IB4-04	RAC Minutes 10-4-19
IB4-05	Board of Trustees Meeting Scorecard Presentation
IB4-06	ACCJC Annual Report Submission
IB4-07	GP Onboarding redesign workgroup meeting
IB4-08	RCC Assessment Report
IB4-09	RAC Agenda 9-6-19
IB4-10	Assessment Committee Minutes-20APR2018
IB4-11	GE Critical Thinking Assessment Report
IB5-01	PRaP Quick Start Guide
IB5-02	VP Academic Affairs PRaP-12SEP2018
IB5-03	VP Business Services PRaP-12SEP2018
IB5-04	VP Planning and Development PRaP-12SEP2018
IB5-05	VP Student Services PRaP-12SEP2018
IB5-06	President's Letter Strategic Initiatives PRaP-03DEC2018
IB5-07	PRaP Process Feedback Program Review Committee-Dec2018
IB5-08	Equity Success
IB5-09	Course Sections
IB5-10	Program Review Process 30SEP2017
IB5-11	GEMQ Minutes – September 2019
IB5-12	Vision for Success Alignment Document

IB5-13	Bio 1 Assessment
IB5-14	Welding Advisory Minutes 6-9-17
IB5-15	WEL- 35 COR
IB5-16	WEL 75B COR – as a result of Advisory meeting
IB6-01	Course Sections Data File - Sample page
IB6-02	StudentExitSurvey-Summer2017
IB6-03	Theater PRaP-26APR2018
IB6-04	English PRaP-Spring2018
IB6-05	Joint Leadership Council's Recommendation
IB6-06	Joint LC Decisions President's Letter-Fall 2017, Spring 2018
IB6-07	President's Response Letter- Fall 2018
IB6-08	Resource Development Administrative Services
IB6-09	2019-2020 PRaP Process
IB6-10	RCC Prioritization 101
IB7-01	Process evaluation- Fall 2017
IB7-02	Survey Monkey VP Initiatives
IB7-03	Leadership Councils Process Assessment- Summer2018
IB7-04	Strategic Planning Feedback
IB7-05	Constitution and Bylaws for Senate-14FEB2019
IB7-06	EPOC Retreat Agenda 22AUG2019
IB7-07	Program Review Process 4 Year
IB7-08	Spring 2019 Math and English Update
IB7-09	Promise Student Data for NSF HSI Grant Revised 2-2-18
IB8-01	FLEX Presentation Spring 2018
IB8-02	Strategic Planning Newsletter April 2019
IB8-03	Strategic Planning Webpage
IB8-04	RCC Academic Senate Agenda 16SEP2019
IB8-05	RCC Board Presentation – Student Success Scorecard
IB8-06	GP Institute 6 Homework 16AUG2019

IB8-07	GP Core Group Agenda 31MAY2019
IB8-08	EPOC-ASC Agenda 29May2019
IB8-09	RCC-SOAA 30APR2019
IB8-10	RCC Nuventive Improve Document Repository
IB8-11	PLT Report 27FEB2019
IB8-12	PLT Report 27MAR2019
IB9-01	Educational Master Plan
IB9-02	Riverside City College Strategic Plan
IB9-03	Strategic Planning Report Card – March 2019
IB9-04	Constitution and Bylaws – Senate
IB9-05	Trac Dat PRaP Quick Start Guide-Feb 2019
IB9-06	Prioritization Meeting Notes Fall 2019
IB9-07	Program Review Minutes – Dec2018
IB9-08	RCCD – Strategic Plan Draft – 2019-2024
IB9-09	RCC Mission, Vision, Values Draft 16SEP2019
IB9-10	GEMQ Minutes – 9-19-19
IB9-11	EPOC Strategic Planning Agenda 9-22-19
IB9-12	RCC Strategic Planning Documents webpage
IB9-13	2015 HR Plan
IB9-14	Human Resources Committee Minutes
IB9-15	Strategic Planning Handbook Draft
IB9-16	Business Services Vice President Program Review

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
Riverside City College reviews materials and publications regularly to ensure accuracy, clarity, and integrity in its communications with students, personnel, and the community.

The District's Educational Services and Strategic Planning departments collaborate in the process for yearly curriculum review and catalog revision (IC1-01). For college-specific elements of the catalog, the vice president of Academic Affairs and counselors work together to revise and seek input from the various area mangers to ensure clarity, accuracy, and integrity of all information. The responsibility for college elements in the catalog lies with the vice president, Academic Affairs, and for district elements, with the Office of Educational Services. Moreover, an addendum is published as needed to the annual catalog (IC1-02).

Class schedules are available on the college website (IC1-03). Department chairs and instructional department specialists (IDS) build and review the schedules, which are reviewed by division deans. Once the information is uploaded by district Information Technology directly from the Ellucian Colleague system, chairs and IDS's conduct another review to ensure accuracy of the schedule and other accompanying information such as hours of operations for labs and special programs (IC1-04). The schedule of courses is available to students through WebAdvisor where class availability is updated daily from data pulled from Colleague (IC1-05).

Many of RCC's publications are reviewed annually. The College Catalog, Summer/Fall Schedule, Winter/Spring Schedule, Faculty Guide and Student Handbook review dates are listed in the inside back cover of the catalog (IC1-06).

Riverside City College publishes current information about its accreditation status through the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. The website is updated with the College's accreditation status and information is also published in the College's catalog (IC1-07).

The College's Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQ) leadership council includes students, faculty, and staff in the regular mission, vision, and values review process (IC1-08).

Learning outcomes are also communicated clearly and included for students in course syllabi (IC1-09). Learning outcomes are also publicly available through course outlines of record, overseen by the Curriculum Committee, and available on CurricUNET (IC1-10). The College regularly reviews learning outcomes for courses (SLOs) and programs (PLOs) (IC1-11, IC1-12)

Analysis and Evaluation
The College has clear processes in place to ensure the accuracy, clarity, and integrity of the information provided to students, personnel, and the public. The College Catalog is the primary front-facing document used by students. The catalog is updated annually and is reviewed and revised extensively to ensure alignment and accuracy. The review process includes gathering input from academic and co-curricular staff. As a result of Guided Pathways implementation and the development of program maps, along with AB 705 related changes to placement and curriculum, the College Catalog and Student Handbook were significantly revised in 2018-2019. Because of the significant changes to placement, the College collaborated with the District Office and the other colleges within the District to communicate new policies regarding placement and enrollment in college-level math and English, so that all students would be aware of the changes (IC1-13).

The vice president of Academic Affairs works with the district vice chancellor of Educational Services and Strategic Planning to meet publication deadlines as well as ensure that the College

Catalog reflects the college and district curriculum. The College's vice president of Business Services has put forward an initiative to purchase a catalog module for the College's new website, scheduled to go live this spring, to help ensure that changes to the catalog are reflected everywhere the information appears (IC1-14). The Faculty Guide, which has not been updated as regularly as other publications, will be completed fall 2019 and will then be back on cycle to be reviewed annually (IC1-15). The timeline and process for the review of documents and processes will be included in the Strategic Planning Handbook, which is under development in the 2019-2020 academic year along with the 2020-2025 Strategic Plan.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER20)

Evidence of Meeting the Standard
Riverside City College provides an online catalog that is updated annually by the appropriate departments (IC2-01). The institution also provides online catalogs for all previous academic years (IC2-02, IC2-03). Additionally, RCC's library also has the current print catalog along with an archive of previous years. Evidence that the catalog contains all required information is summarized in the table below:

Table 1. College Catalog Required Information

1. General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	IC2-04
Educational Mission	IC2-05
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	IC2-06
Course, Program, and Degree Offerings	IC2-07, IC2-08, IC2-09, IC2-10
Student Learning Outcomes for Programs and Degrees	IC2-08, IC2-09, IC2-10
Academic Calendar and Program Length,	IC2-11
Academic Freedom Statement	IC2-12
Available Student Financial Aid	IC2-13
Available Learning Resources	IC2-14, IC2-15
Names and Degrees of Administrators and Faculty	IC2-16, IC2-17
Names of Governing Board Members	IC2-18

2. Requirements	
Admissions	IC2-19
Student Tuition, Fees, and Other Financial Obligations	IC2-20
Degrees, Certificates, Graduation, and Transfer	IC2-21, IC2-22, IC2-23
3. Major Policies and Procedures Affecting Students	IC2-24
Academic Regulations, including Academic Honesty	IC2-25, IC2-26
Nondiscrimination	IC2-27
Acceptance and Transfer of Credits	IC2-28, IC2-29, IC2-30, IC2-31
Transcripts	IC2-32
Grievance and Complaint Procedures	IC2-33, IC2-34
Sexual Harassment	IC2-35, IC2-36
Refund of Fees	IC2-37
4. Locations or Publications Where Other Policies may be Found	IC2-38

Analysis and Evaluation
The catalog publishes all required information and that information is made available both online and in print and is reviewed and updated annually to ensure accuracy. One area the College is working to improve is electronic support that can more effectively link curriculum changes with catalog updates and course offerings. Often changing one course requires changes to the print catalog, online catalog, the state chancellor's office system, the assessment platform, the curriculum management software, CurricUNET Meta, and Ellucian Colleague. The proposal in the vice president Business Services Plan would facilitate ensuring any changes are accurately reflected across all platforms (IC2-39).

3.   The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER19)

Evidence of Meeting the Standard
Riverside City College communicates matters of academic quality, student achievement data, to all constituencies in a number of ways.

The Board receives annual updates through presentations on student outcomes and scorecard data (IC3-01, IC3-02), through ACCJC Annual Report submissions (IC3-03), through the College's annual Report Cards (see Standard I.A.2), as well as through links provided on the Institutional Effectiveness webpage of the College website, which contains Scorecard

information, Gainful Employment, CCCSE Survey results, research reports, and student success information (IC3-04). All of this material is publicly accessible.

The College clearly collects and communicates student achievement data, and the discussion and analysis of that data is an integral part of the planning around Guided Pathways and equity initiatives (IC3-05).

Secondly, the College has clear processes for documenting the assessment of student learning. The Riverside Assessment Committee (RAC) creates and publishes an annual assessment report (IC3-06). Assessment success stories are also featured on the assessment section of the college website (IC3-07).

The College's most important assessment work occurs at the individual discipline and department levels, and at RAC. RAC discusses student learning and outcomes, and improvements indicated by assessment results.

The College has several programs which highlight student learning and achievement including the Business & Information Systems Technology department and Nursing (IC3-08, IC3-09). The Career and Technical Education (CTE) division at the College hosts an annual division wide Advisory Committee meeting at which CTE initiatives and goals, as well as an update on the Strong Workforce program, enrollment and success data, and labor market information is shared with advisory groups (IC3-10).

Analysis and Evaluation
As part of the state chancellor's Institutional Effectiveness Partnership Initiative (IEPI) and Vision for Success, the College has broadly discussed goals and outcomes including presenting them to the Board of Trustees (IC3-01). The recent completion and implementation of the District Strategic plan will further these conversations as the College works to further align its metrics and targets with those in the District Strategic Plan.

The most meaningful discussions linking metrics to student learning occurs at the discipline and department levels. However, the College has also conducted general education learning outcomes assessments (IC3-11, IC3-12, IC3-13). These reports demonstrate how the College has matured in its understanding of learning outcomes assessment as it has moved from course-level assessment to program-level assessment to the assessment of skills that cross curricular and disciplinary boundaries.

As part of Guided Pathways implementation and Vision for Success alignment, the College has demonstrated renewed urgency and focus on improving student success at entry through AB 705 and improved onboarding, at momentum points, and for completion outcomes and job attainment. The College remains committed to publishing, presenting, discussing, and analyzing data on student learning and achievement to guide continuous improvement.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The Riverside City College Catalog outlines each degree and certificate and the courses needed to complete each award. This information can be found in the catalog on pages 43-47 which describe the AA and AS degrees, pages 69-84 which include all the information on ADTs, and

on pages 103-156 which describe curricular patterns in CTE ([IC4-01](#), [IC4-02](#), [IC4-03](#)). Moreover, as the College more completely transforms to a Guided Pathways institution, "clarifying the path" for the students' educational goals is critical. Beginning in spring of 2018, college faculty collaborated across disciplines and created the first drafts of the College's program maps, which include expected learning outcomes and sequenced course-taking patterns. In fall of 2018, faculty reconvened to refine the program maps including finalizing milestones and career information ([IC4-04](#)). This phased process includes producing and publicizing program maps as well as working to ensure that the EduNav system provides accurate information to help students understand and enroll in the courses necessary to meet their educational goals.

Analysis and Evaluation

The College clearly describes its certificates and degrees, including program learning outcomes, in the catalog. Descriptions of degrees and certificates also include required course work and any pre-requisites. As the College continues its Guided Pathways work, the aim is to make finding such information easier and to present it in ways that are more accessible for students. For example, as program maps are loaded into EduNav, they are linked on the Counseling website under instructional pathways ([IC4-05](#)). This work is in progress, but the ultimate goal with the new college website design and the continued work on uploading program maps, is to make the information more accessible and user friendly ([IC4-06](#)).

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Riverside City College reviews its procedures, and publications to assure integrity in all representations of its mission, programs, and services and follows all district policies.

District wide policies on matters such as admission, grievance, costs and refunds, and academic integrity are provided in the College Catalog, the Student Handbook, and on the college website. Such materials are regularly reviewed and updated as part of the process of regular review of college publications as described in Standard I.C.5. The Academic Senate plays an important role in the regular review of policies. Article II.5 of the Academic Senate Constitution states that the Senate shall "Participate with Governing Board representatives in the joint development of institutional policies such as minimum qualifications, equivalencies, and hiring procedures; and, with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas)" ([IC5-03](#)).

The Curriculum Committee Handbook is revised as needed and underwent a substantial revision in the fall of 2019. The handbook clearly outlines curriculum policies and procedures ([IC5-04](#)).

All academic departments are also required to have departmental operations, which fall under the purview of the instructional dean over that department ([IC5-05](#)). The Strategic Planning Handbook that is currently in development will include timelines for the regular review of departmental operations ([IC5-06](#)).

Standard I.C.1 describes the process for the regular review of college publications, including the catalog.

Analysis and Evaluation

The college regularly reviews and updates policies, procedures, and publications. To further improve transparency and clarity around these reviews, the College is preparing a Strategic Planning Handbook in tandem with the updated 2020-2025 Strategic Plan. This handbook will collate in one place the expectations for the regular review and updating of college publications, policies, and procedures (IC5-06). For the most part, the review and updating process is built into existing structures and in the handful of instances where it is not (e.g., the Faculty Handbook) the expectation and timeline will be included in the new Strategic Planning Handbook.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Riverside City College informs current and prospective students about the cost of their education in a number of different ways in accordance with BP/AP 5030: Student Fees, which describes where such information must be made available (i.e., printed in the catalog, class schedule, and on the website) (IC6-01). The cost of student fees, including parking fees, is published on the Admissions and Records webpage and various departments' webpages on the college website (IC6-02, IC6-03). Moreover, the College Catalog and Schedule of Classes provides information about fees and refunds (IC6-04, IC6-05). The Financial Aid webpage has resources to help students understand the cost of college and the kinds of aid available to them, and also provides a Net Price Calculator to give students an interactive tool to more fully understand the total cost of education (IC6-06, IC6-07). Finally, the bookstore's website provides students with costs for books and course materials through their Find My Course Materials tool (IC6-08).

Analysis and Evaluation

The College informs current and prospective students about the total cost of education, identifying key information, including tuition, fees, estimated costs, and books/materials costs on the website and in other publications. Moreover, the College has worked to provide students with the tools to better understand and plan for their educational costs and to develop financial literacy through interactive tools such as the net price calculator and other resources available through the Financial Aid office.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Riverside City College assures institutional and academic integrity through BP 4030: Academic Freedom, which is published on the Board Policies webpage of the district website and through information published on RCC's commitment to academic freedom in the catalog and Student Handbook (IC7-01, IC7-02). In the catalog, Riverside City College publishes information on academic freedom and responsibility that references BP 4030 which discusses academic freedom (IC7-03). BP 3050: Institutional Code of Professional Ethics also establishes the expectation that "Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall

confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior" (IC7-04). The Student Handbook also has a statement about the institution's commitment to "free inquiry and free expression" along with its commitment to academic responsibility and honesty (IC7-05). Board policy speaks not only the importance of academic freedom as "fundamental to the protection of the right of the teacher in teaching and the student's right in learning," but also to the responsibility of faculty who should "be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

Analysis and Evaluation
The College is guided by and adheres to board policies on academic freedom and professional ethics. College publications available on the website uphold the commitment to academic freedom by referencing relevant board policy.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
Riverside City College follows established board policies on ethical behavior for all constituencies (IC8-01). The Student Code of Conduct as well as discipline procedures from board policies are detailed in the Student Handbook and the catalog, and are briefly explained to students before they can register for classes (IC8-02, IC8-03, IC8-04, IC8-05). The College's Schedule of Classes also contains specific language about academic honesty (IC8-06). Moreover, students are asked to read and sign a statement about ethical and honest content as they register for classes through a form on WebAdvisor (IC8-07). The College ensures the authenticity of student identity in distance education courses through Instructure, the company that has created and maintains Canvas and hosts all distance education courses. Canvas is a secure course management system that uses unique logins for both faculty and students and is password protected. The only means of students appearing on course rosters within Canvas is through Ellucian Colleague, which requires students to enter unique usernames and passwords. The District also offers the anti-plagiarism software, Turnitin, in Canvas to ensure that the work students submit is original.

The Faculty Handbook recommends that course syllabi also include policies detailing academic honesty responsibilities and consequences for students (IC8-08, IC8-09).

Moreover, individual disciplines and departments may conduct training and facilitate discussions around best practices for preventing and handling instances of academic dishonesty in their classes (IC8-10).

Employee conduct and the consequences of dishonesty are addressed in BP 3050: Institutional Code of Professional Ethics as well as board policies, including 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, which address the consequences for dishonesty for each class of employees (IC8-11, IC8-12, IC8-13).

Analysis and Evaluation

From the College's adherence to district policies that promote academic honesty, integrity, and responsibility to the publication of those expectations in a variety of college publications to faculty syllabi and workshops and training around best practices for preventing and managing academic dishonesty, RCC clearly values and makes clear its commitment to academic honesty and integrity.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

BP 4030: Academic Freedom stipulates that faculty adhere to the Course Outlines of Record for the courses that they teach (IC9-01). The College Catalog's statement on academic freedom clearly articulates the expectation to distinguish between personal conviction and professionally accepted views (IC9-02).

Analysis and Evaluation

The College adheres to the board policies on academic freedom and professional ethics and demonstrates its commitment to academic freedom and responsibility in its published materials. While the College aligns with the Standard, a more systematic and regular process of review and updating of academic freedom, honesty, responsibility, and professional ethics is precisely the kind of task that the Academic Standards Committee, a standing committee of the Academic Senate, would typically undertake. Unfortunately, that committee has been largely inactive for some time. The Academic Senate aims to revitalize this committee and clarify its charge. Moreover, the Strategic Planning Handbook currently under development in conjunction with the 2020-2025 Strategic Plan will be an ideal place to establish regular review cycles for these policies.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

While Riverside City College is not a religious institution which seeks to require specific beliefs, the College does have core values and codes of conduct for students, faculty, staff, and administrators. These codes of conduct are clearly guided by board policies (IC10-01, IC10-02, IC10-03, IC10-04, IC10-05).

Analysis and Evaluation

The College's expectations for codes of conduct are provided in district publications.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

This standard does not apply to RCC because the College does not operate in foreign locations.

Analysis and Evaluation
None required.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
Riverside City College continues to meet all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements to maintain its accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC). The College is committed to continuous quality improvement as demonstrated by the structural alignment of Accreditation Standards with strategic planning responsibilities and processes. The 2014 Institutional Self-Evaluation report led to a comprehensive assessment of the College's decision-making rubrics and its strategic planning processes. As a result, accreditation was embedded into RCC's integrated strategic planning model as articulated in the Strategic Plan, 2015-2020 and the Educational Master Plan, 2015-2025 (IC12-01, IC12-02, IC12-03). The College's decision-making roles and processes are further described in Standard IV.A.1.

The College's accreditation webpage, which is one click away from the RCC homepage, provides information on current and past accreditation activities going back to 2007 (IC12-04). The accreditation archive provides links to correspondence with the Commission that demonstrates that the College meets its deadlines; files its annual, midterm, and substantive change reports; and discloses information about accreditation to the public, the college community, and the Commission (IC12-05). RCC posted the dates of the site visit on the accreditation webpage of the College's website on January 14, 2019 (IC12-06). The RCCD Board of Trustees publicly announced the upcoming accreditation team visit at its September 17, 2019 meeting (IC12-07). In preparation for the site visit, the ACCJC page of the accreditation website was updated on January 9, 2019 to include a link to the Third Party Comments form on the Commission website (IC12-08). This link will be deactivated on January 27, 2020, 35 days before the first day of the team visit.

Analysis and Evaluation
Riverside City College takes the institutional self-evaluation process seriously and complies with all ACCJC requirements as evidenced by the College's accreditation website. The College has integrated the Accreditation Standards into its strategic planning process to ensure a continuous cycle of evaluation and improvement.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Riverside City College clearly communicates its accredited status to the public and to the college community through the website and through the College Catalog (IC13-01, IC13-02). The action letters from the Commission posted on the accreditation website demonstrate that the College is in compliance with all ACCJC requirements (IC13-03).

Evidence that the College demonstrates honesty and integrity in all its communications with the public is provided in Standards I.C.1, I.C.2, and I.C.3. The College also complies with all federal and state mandates, as well as regulations from the California Community College Chancellor's Office.

Analysis and Evaluation

The College's accreditation website demonstrates its commitment to honesty and integrity in its relationship with ACCJC. The evidence provided in Standard I.C demonstrates the College's honesty and integrity in communicating with other agencies and the public.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Riverside City College's planning documents include the mission, vision, values, and goals and demonstrate the College's commitment to high quality education (IC14-01, IC14-02). The revisions to the college mission, vision, and values (IC14-03) demonstrate RCC's commitment to continuous self-reflection and improvement. The College also adheres to BP 2710: Conflict of Interest (IC14-04). As a public community college, Riverside City College does not have investors, parent organizations, or other external interests that would have a say in how the College determines the quality of its programs, and student outcomes and learning.

Analysis and Evaluation

Riverside City College demonstrates its commitment to high quality education in all of its planning documents and in its mission, vision, and values.

Conclusions on Standard I.C. Institutional Integrity

RCC's commitment to high quality education, student achievement, and student learning is evidenced in the body of evidence provided for this Standard, from the Educational Master Plan to the college Strategic Plan to the annual Report Cards that assess the College's progress in improving student outcomes. The work to align the college goals with Vision for Success, the District Strategic Plan, student equity goals, and Guided Pathways also illustrate how RCC strives to improve the quality of its programs and outcomes for all students.

Improvement Plan(s)

None

Evidence List

Citation	Document Name
IC1-01	Curriculum Review and Publication Timeline
IC1-02	Addendum

IC1-03	Class Schedules
IC1-04	Lab Times and Special Programs
IC1-05	Open Class List
IC1-06	Publication Dates
IC1-07	Accreditation Website and Catalog
IC1-08	Revised Mission Review Process
IC1-09	Sample Syllabus
IC1-10	COR Sample and Public Search
IC1-11	SLO Assessment Results and 2018-2019 Assessment Report
IC1-12	RAC Minutes 10.4.19
IC1-13	AB705 Documentation
IC1-14	19-20 VPBS Summary
IC1-15	2017 Faculty Handbook
IC2-01	Publication Timeline Memo
IC2-02	Catalog Webpage
IC2-03	Catalog Archive on Webpage
IC2-04	RCC Catalog 2019-2020 Official Contact p. IV
IC2-05	RCC Catalog 2019-2020 Educational Mission p. 2
IC2-06	RCC Catalog Accreditation Status p.15
IC2-07	RCC Catalog 2019-2020 Courses Offered p. 159-294
IC2-08	RCC Catalog 2019-2020 p. 69-84
IC2-09	RCC Catalog 2019-2020 Transfer Requirements p. 69-84
IC2-10	RCC Catalog 2019-2020 Curricular Patterns p. 103-156
IC2-11	RCC Catalog 2019-2020 Academic Calendar p. vii
IC2-12	RCC Catalog 2019-2020 Academic Freedom Statement p. 2-3
IC2-13	RCC Catalog 2019-2020 Catalog Financial Aid p. 17-21
IC2-14	RCC Catalog 2019-2020 DRC p. 15-16
IC2-15	RCC Catalog 2019-2020 Learning Resources p. 23
IC2-16	RCC Catalog 2019-2020 Administrators p. 10

IC2-17	RCC Catalog 2019-2020 Faculty p. 309-319
IC2-18	RCC Catalog 2019-2020 Board Members p. 2
IC2-19	RCC Catalog 2019-2020 Admissions p. 3-4
IC2-20	RCC Catalog 2019-2020 Tuition, Fees, Financial Obligations p. 8-9
IC2-21	RCC Catalog 2019-2020 ADTs p. 67-88
IC2-22	RCC Catalog 2019-2020 Grad Requirements p. 39-47
IC2-23	RCC Catalog 2019-2020 Certificates p, 103-156
IC2-24	RCC Catalog 2019-2020 Major Policies p. 25-35
IC2-25	RCC Catalog 2019-2020 Academic Honesty p. 12
IC2-26	RCC Catalog 2019-2020 Standards of Scholarship p. 25-35
IC2-27	RCC Catalog 2019-2020 Nondiscrimination Policy
IC2-28	RCC Catalog 2019-2020 AP Credit p. 52-59
IC2-29	RCC Catalog 2019-2020 p. 60-63
IC2-30	RCC Catalog 2019-2020 Articulated Courses p. 90
IC2-31	RCC Catalog 2019-2020 p.31
IC2-32	RCC Catalog 2019-2020 Transcripts p. 10
IC2-33	RCC Catalog 2019-2020 Complaint Procedure p. 31-33
IC2-34	RCC Catalog 2019-2020 Complaint Procedure p. 321-325
IC2-35	RCC Catalog 2019-2020 Sexual Harassment p. 26
IC2-36	RCC Catalog 2019-2020 Sexual Harassment p. 33
IC2-37	RCC Catalog 2019-2020 Refund of Fees p. 9-10
IC2-38	RCC Catalog 2019-2020 How to find Other Policies Inside Covers Front and Back
IC2-39	VPBS 19-20 Summary
IC3-01	IEPI Presentation to RCCD Board of Trustees
IC3-02	Student Success Presentation to RCCD Board of Trustees
IC3-03	ACCJC Annual Report Submission
IC3-04	Institutional Effectiveness Webpage
IC3-05	Spring 2019 Strategic Planning Retreat

IC3-06	RCC Assessment Report 2017-2018
IC3-07	Assessment Success Stories
IC3-08	ACBSP Candidacy
IC3-09	ADN Program Outcomes
IC3-10	CTE Division-wide Advisory Meeting
IC3-11	Communications Department Minutes
IC3-12	Fall 2018 Critical Thinking GE SLO
IC3-13	Spring 2019 Info Competency and Tech Literacy
IC4-01	AA/AS Degrees
IC4-02	ADT's
IC4-03	Certificates and Degrees
IC4-04	Program Maps Phases and Timelines
IC4-05	Program Maps
IC4-06	Guided Pathways Website
IC5-01	Catalog – Policies
IC5-02	Student Handbook – Policies
IC5-03	Academic Senate Constitution
IC5-04	Curriculum Handbook Draft
IC5-05	Department Operations CTA Contract
IC5-06	Strategic Planning Handbook
IC6-01	Fees
IC6-02	Fees Admissions Website
IC6-03	Fees Various websites
IC6-04	Catalog Fees
IC6-05	Schedule of Classes Fees
IC6-06	Student Financial Services Website
IC6-07	Net Price Calculator
IC6-08	Bookstore
IC7-01	BP 4030

IC7-02	BP District Website
IC7-03	Catalog Academic Freedom
IC7-04	BP 3050
IC7-05	Fee Inquiry
IC8-01	BP 3050
IC8-02	BP 5500
IC8-03	AP 5520
IC8-04	Conduct Student Handbook
IC8-05	Conduct Catalog
IC8-06	Conduct Schedule of Classes
IC8-07	Student Code of Conduct
IC8-08	Faculty Handbook pg. 11 Fall 2015
IC8-09	Sample Syllabus
IC8-10	English Plagiarism
IC8-11	BP 7360
IC8-12	BP 7365
IC8-13	BP 7368
IC9-01	BP 4030
IC9-02	Catalog Academic Freedom
IC10-01	BP 2710
IC10-02	BP 2712
IC10-03	BP 2715
IC10-04	BP 3050
IC10-05	BP 5500
IC12-01	RCC Ed Master Plan 2015-2025 Accreditation
IC12-02	RCC Strategic Plan 2015-2015 Accreditation
IC12-03	RCC Strategic Plan Constitution Bylaws
IC12-04	RCC Accreditation Webpage
IC12-05	RCC Accreditation Archive Webpage

IC12-06	RCC Accreditation 2020 Webpage
IC12-07	Board of Trustees Meeting Team Visit Announcement 09-17-2019
IC12-08	RCC Accreditation ACCJC Webpage
IC13-01	Accreditation Website
IC13-02	Accreditation in the Catalog
IC13-03	Accreditation Action Letters
IC14-01	Education Master Plan
IC14-02	RCC Strategic Plan
IC14-03	Revised Mission process
IC14-04	BP 2710

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard
RCC offers instructional programs in fields of study consistent with the College's mission of offering "courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer […]" to four-year institutions of higher education (IIA1-01). A comprehensive list of all programs is found in the College Catalog and Addendum which includes 27 associate degrees for transfer (ADTs), eight area of emphasis associate degrees, and 96 certificate programs. Of the certificate programs some are terminal, some stackable, and many with the completion of additional coursework culminate in an associate degree (IIA1-02).

The College Curriculum Committee has authority over curriculum matters and through the review process detailed in the RCCD Curriculum Handbook ensures that courses and programs

are of sufficient rigor to meet the standards of higher education and are consistent with the college mission. The committee workflow is described in the Curriculum Handbook and requires that all courses and programs identify student learning outcomes which become part of the Course Outlines of Record and the Program Outlines of Record, respectively (IIA1-03, IIA1-04). As part of the work of the Curriculum Committee to maintain currency and appropriateness, all career and technical education courses are on a 2-year review cycle; all other courses are on a 5-year review cycle (IIA1-05). The College Curriculum Committee has established a quarterly report to assist faculty in keeping abreast of all review cycles (IIA1-06).

To facilitate monitoring and evaluating, the College's Office of Institutional Effectiveness (OIE) in collaboration with the offices of Planning and Development, Student Services, and Academic Affairs produces a Strategic Planning Report Card to inform the college community of progress made on college initiatives which includes information about students' attainment of educational goals and momentum points and the numbers of students progressing through instructional pathways annually to attain certificates, transfer to four-year institutions and to receive associate degrees in identified majors (IIA1-07).

In addition, as the implementation of the College's academic engagement centers becomes more established and the instructional pathway success teams better defined, each academic engagement center success team receives a report generated by OIE detailing the names and contact information of declared pathway students. Success teams are then able to manage the caseload of students within each instructional pathway to engage students in activities and opportunities for integrated academic support (IIA1-08, IIA1-09).

The College maintains appropriate standards and rigor of its instructional courses and programs regardless of location or means of delivery, including distance education. The Curriculum Handbook details the separate approval process for courses before they can be offered using distance education (DE). The separate DE proposals must explain how instructor-initiated regular and effective contact will take place within the course. All distance education course must include "regular effective contact" and maintain the "same standards of course quality that are applied to traditional classroom courses" (IIA1-10). In addition, the RCC District Office of Distance Education working closely with the College Curriculum Committee and the College Distance Education Committee developed and revised the RCCD Summary of Regulations for Distance Education and the RCCD Guide to Recommend Best Practices to Achieve Regular and Substantive Contact in Distance Education (IIA1-11, IIA1-12). To ensure that the College's standards are maintained every college faculty member is required to read both documents and certify having done so each time they accept an assignment to teach distance education courses.

The college does not offer correspondence education as a means of delivery.

Analysis and Evaluation
Regardless of location or means of delivery, the College offers instructional programs in fields of study that are aligned to the college mission and that culminate in attainment of identified student learning outcomes and the achievement of certificates, degrees, employment, or transfer. Courses and programs are vetted through the curriculum development process and reviewed/updated on a regular cycle which ensures the aforementioned alignment to mission and identification of learning outcomes as well as appropriateness to higher education.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
Faculty, both full-time and part-time, regularly ensure that the content and methods of instruction meet generally accepted academic and professional expectations through adherence to well-defined curriculum development processes, regular participation in the formal Improvement of Instruction process, and continuing ongoing participation in regular cycles of integrated program review and planning.

The faculty ensure the quality of courses through development of the Course Outline of Record (COR) for every course offered at the College. As described in section II.A.1, faculty members of the College Curriculum Committee have authority over the development of the COR which includes elements defining course content, student learning outcomes, and methods of instruction (IIA2-01). During the curriculum development process, broad collaboration between discipline and department faculty is required (IIA2-02).

All faculty members, whether full-time or part-time, have a primary assignment in a specific department and in a specific discipline. Each faculty member is responsible for providing course instruction in alignment with the identified COR. All faculty are provided the tools to participate in course-level and/or program-level assessment projects through collaboration with the Assessment Committee and access to the online platform used for tracking assessment projects (Nuventive Improve). Adherence to the COR and participation in assessment are elements of evaluation addressed during the regular Improvement of Instruction process in which all faculty (both full-time and part-time) participate (IIA2-03). Participation in assessment projects is an activity for which part-time faculty are additionally compensated (IIA2-04).

Faculty conduct systematic and inclusive program review that utilizes disaggregated student achievement data to continuously improve instructional courses and programs. This process includes systematic and regularly scheduled course and program assessment integrated into discipline and departmental annual and comprehensive program review cycles (IIA2-05, IIA2-06). The Program Review and Plan (comprehensive and annual updates) requires faculty to review disaggregated student outcomes data (retention and success), propose improvement plans, and where necessary, propose efforts to address identified inequities in student achievement (IIA2-07).

These plans (including the results of student and program learning outcomes assessment) are reported and discussed broadly to identify effective strategies to improve teaching and learning, and student outcomes (IIA2-08, IIA2-09). Faculty share success stories and challenges to improve teaching and learning strategies and promoting student success (IIA2-10).

Analysis and Evaluation
Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards through their authority over the curriculum development process and

participation in the College's formal Improvement of Instruction process. In addition, faculty conduct systematic and inclusive program review that incorporates the use of student achievement data. Together, the curriculum development process, Improvement of Instruction process, and the assessment, review, and resulting planning contribute to continuous improvement of instructional courses and programs ensuring program currency, improvements in teaching and learning strategies, and promotion of student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using procedures established through the College Curriculum Committee and the Riverside Assessment Committee (RAC). The College Curriculum Committee establishes standards and policies requiring the identification of student learning outcomes for all courses and program learning outcomes for all programs as part of the curriculum development process detailed in the RCCD Curriculum Handbook and program proposal forms (IIA3-01, IIA3-02, IIA3-03, IIA3-04).

RAC establishes institutional procedures to regularly assess these outcomes through creation of a five-year assessment cycle for SLOs and PLOs detailed in the RCC Assessment Committee – Assessment Guide and the Program Learning Outcomes Assessment Schedule (IIA3-05, IIA3-06). RAC produces an annual report detailing progress on course and program-level assessment with the assessment projects and results entered into an online platform (Nuventive Improve) and reviewed and shared as described in section II.A.2 (IIA2-07, IIA2-08, IIA2-09).

Students are made aware of PLOs through the College Catalog and are made aware of SLOs via the course syllabus made available within each class section (IIA3-07). For every class section, faculty develop a course syllabus that includes student learning outcomes from the College's officially approved Course Outline of Record and make the document available to all students. The syllabi for each section are to be submitted each term to the offices of the division deans and archived. During each faculty member's regularly scheduled Improvement of Instruction process, the syllabi for each course is reviewed to ensure that the documents contain SLOs from the course outline of record and other accurate course information (IIA3-08). The Riverside City College Faculty Guide supports faculty with syllabus development and criteria, which include the guidance to include student learning outcomes in syllabi, and submitting syllabi for the purposes of archiving (IIA3-09).

Analysis and Evaluation
While the Curriculum Committee ensures that all course, programs, certificates and degrees identify learning outcomes; the Assessment Committee establishes institutional procedures to ensure that these outcomes are assessed regularly. The RAC report noted the successful use of professional development opportunities to increased faculty conversations about assessment and disaggregated course-level success as a promising practice to improve student learning. In addition, the report also noted plans to improve dialog between faculty to strengthen the connection between assessment and curriculum refinement (IIA2-08). Through the RCC Faculty

Guide and the Improvement of Instruction process, the College establishes a procedure to ensure that students in every class section receive a course syllabus that includes learning outcomes from the institution's officially approved course outline of record.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Evidence of Meeting the Standard
The College offers pre-collegiate level curriculum in English as a Second Language (ESL), English composition, math, and reading. The coursework is distinguished from college-level curriculum during the curriculum development process where "basic skills" and "prior to college level" course elements are identified (IIA4-01). This distinction is clarified for students in well-publicized information in the college Schedule of Classes and in the College Catalog (IIA4-02, IIA4-03). As illustrated, the College offers two transfer routes in math: (1) the Science Technology Engineering, and Math (STEM) route prepares students with coursework required for associate degrees in science and related transfer patterns and (2) the Statistics and Social Science Math (SLAM) route prepares students who intend to transfer in Humanities or Social Science related majors (IIA4-02). Additionally, the routes through ESL and English composition are also well-illustrated for students (IIA4-02). Finally, the pre-collegiate course in reading (REA-83) allows an option for students to demonstrate reading competency required to attain some of the associate degree patterns at the College (IIA4-04).

The College directly supports students in learning the knowledge and skills necessary to advance and to succeed in college-level curriculum through careful alignment of between pre-collegiate level curriculum and college-level curriculum; specifically, alignment of student learning outcomes in the pre-collegiate Course Outlines of Record with entrance skills in the college-level course outlines of record (one example is the alignment between SLOs in pre-collegiate ENG-50: Basic English Composition COR with entrance skills in college-level ENG-1A: English Composition COR) (IIA4-05, IIA4-06). In addition, to maximize the probability that students can complete transfer-level coursework in a timely manner in alignment with AB705, faculty in English and in Math have developed support courses for college-level curriculum for students determined to need such support. These support courses are designed to provide students co-requisite review of skills development to master concepts in the target college-level course (as an example see ENG-91: Academic Support for English 1A COR as support for ENG-1A: English Composition and MAT-112: Corequisite Support for Math 12 COR as support for MAT-12: Statistics) (IIA4-07, IIA4-08).

Analysis and Evaluation
The College offers pre-collegiate level curriculum that is distinguished from college-level curriculum via the established curriculum approval process. Students are directly supported in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum through careful alignment of pre-collegiate learning outcomes with college-level entrance skills. In addition, support courses in English and in math also provide well-designed support for students.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree

requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
The College's degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. These practices are facilitated by the College's Curriculum Committee which bears primary responsibility for curriculum development. The RCCD Curriculum Handbook provides an overview of the guiding legal codes, regulations, and policies that inform the Curriculum Committee (IIA5-01). The California Education Code informs the California Code of Regulations Title 5, which guided the compilation of the Program and Course Approval Handbook (PCAH); a handbook produced by the California Community College Chancellor's Office in collaboration with the California State Academic Senate. The RCCD Board of Trustees has adopted policies informed by state-level code and regulations in support of quality curriculum development (IIA5-02).

The College's associate degrees require the completion of 18 semester units or more in a certificate pattern, major, or area of emphasis; completion of a general education pattern; and electives and basic skills competency requirement for a minimum of 60 units of college coursework (IIA5-03, IIA5-04). A full-time student can typically complete 60 semester units in two years.

The College does not offer baccalaureate-level degrees or programs.

Analysis and Evaluation
Through processes established by the Curriculum Committee in alignment RCCD board policies/administrative procedures and state code and regulations, the College develops degrees and programs that follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. In addition, the College ensures that associate-level degrees require a minimum of 60 semester credits.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
The College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. The College's Strategic Enrollment Management Plan provides guidelines, policies, and procedures for schedule development, including collaborative discussion about balance course offerings to maintain instructional pathways for degrees and certificates, attention to fill ratios, review and refinement of two-year course rotation, and critical evaluation of waitlist data (IIA6-01). Review of course offering patterns revealed a two-year rotation of all course offerings for evaluation (IIA6-02). In addition, in alignment with implementation of the Guided Pathways framework, the College has developed program maps for most college degrees and certificates patterns (IIA6-03). For students who recognize only generally their instructional pathway, the College has developed "trailhead" course taking to help students navigate through their first 15

or so units that will allow students to explore possible majors within their anticipated area of study without going "off-path" (IIA6-04).

The vice president of Academic Affairs, deans, department chairs, and faculty leaders have access to an Enrollment Management Dashboard (EMD) and can utilize this data and generate reports to inform schedule development (IIA6-05). Data from the EMD provides daily updates on enrollment statistics, specific reports detailing college achievement of enrollment target, waitlist information, daily course-level registrations, enrollments by general education requirement, and college growth evaluation and need (IIA6-06, IIA6-07, IIA6-08, IIA6-09, IIA6-10).

Analysis and Evaluation
Informed by principles of the College Strategic Enrollment Management Plan, student program maps, enrollment data and reports, the College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
To best meet the needs of a diverse student population, the College uses a variety of delivery modes and teaching methodologies, including face-to-face, online, and hybrid. These various modes of delivery support the variety of learning styles and instructional delivery needs of the College's student population. As noted in the presentation of student data, about 78 percent of the courses are offered in the face-to-face format, 14 percent online, and 8 percent via the hybrid format.

The College Curriculum Committee determines which courses are appropriate for online and hybrid instruction through a separate process (IIA7-01, IIA7-02). Students are supported in the online environment before deciding to enroll, to discern if online learning fits their needs and during the course through online tutoring (IIA7-03, IIA7-04). In addition, if needed, all online courses have an embedded link to Wellness Central that supports student wellness along six dimensions: physical, mental, financial, spiritual, academic, and emotional (IIA7-05).

Faculty are supported with district wide recommendations regarding best practices for distance education and also information about education code, regulations, and accreditation requirements for distance education (IIA7-06, IIA7-07). All college faculty also have access to instructional design and educational technology training through onsite support (IIA7-08). Both workshops and drop-in office hours provide faculty with assistance in utilizing tools available in the online environment to support the maintenance of regular and substantive contact with students. In addition, the College's Academic Support program provides an array of tutoring services as well as opportunities for distance education faculty to have online supplemental instruction (IIA7-09).

The College demonstrates that it understands and works to meet the needs and learning styles of its students, by identifying and monitoring student achievement by subpopulations. The disaggregated data that identifies student success outcomes is portrayed in the Student Equity Proportionality Gap Success Indicators chart distributed annually by the Office of Institutional

Effectiveness (IIA7-10). The 2017-2019 Student Equity Plan Executive Summary addresses the needs and proposes strategies for those students who are not meeting proportional success and these efforts continue with the 2019-2022 Student Equity Plan (IIA7-11, IIA7-12).

In hosting the Black Minds Matter webinar in the fall 2017 semester, the Student Equity Committee was encouraged by the attendance as an indication of efforts and interest among the faculty and student services staff to address effective teaching and service provision strategies/methodologies for a specific equity group (IIA7-13). The Student Equity Committee sponsored a community of practice on Mindset and Grit, trained students to become advocates for Growth Mindset and sponsored a Mindset and Grit institute for students as a tool and skillset for academic success (IIA7-14). In Fall 2018 and Spring 2019, the Student Equity Committee joined with Moreno Valley College and Norco College to host a district wide Student Equity Summit which brought faculty, staff and administrators together to talked about systemic barriers to student success that negatively impact student outcomes based on race or ethnicity, gender and/or group status (IIA7-15, IIA7-16).

Finally, the college acknowledged the critical relationship between equity and teaching by changing the name of the Academic and Career Technical Programs and Instructional Support (ACTPIS) leadership council to the Teaching and Learning (TL) leadership council to lend clarity and to house discussions that delve into the relationship between equity and teaching methodologies and modes of delivery (IIA7-17).

Analysis and Evaluation
Supporting equity in success for all students, the College effectively employs various delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students. The College offers courses that are traditionally face-to-face, as well as in online and in hybrid modalities. Students and faculty are both supported in this teaching and learning endeavor by the work of the Curriculum Committee, the Student Equity Committee, the Distance Education Committee, the Assessment Committee, the Program Review Committee, and the Integrated Academic Support Committee. With the support of the Student Equity Committee, the Assessment Committee and Program Review Committee, the College evaluates disproportionate student success metrics, identifies systemic barriers, and proposes strategies for improvement.

As the College more completely implements the Guided Pathways framework, ensuring student learning (pillar IV) becomes increasingly paramount as evidenced in the College's Strategic Planning Newsletter and activities at the spring 2019 strategic planning retreat (IIA7-18, IIA7-19).

Although the College aligns with the Standard and utilizes strategies to employ various delivery modes and teaching methodologies, the application of an equity lens to the College's refinement of teaching and learning efforts is an area for further improvement. Therefore, an improvement plan for "Sharpening the Focus on Teaching & Learning" is proposed as Project 3 of the Quality Focus Essay.

8. The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College uses department wide course examinations to measure foundational competencies and assess prior learning. RCC uses examinations to assist students in Spanish, in French, and in Chemistry.

The examinations for Spanish and for French are Computer Adaptive Placement Exams (WebCAPEs) from a third-party vendor, Perpetual Technology Group ([IIA8-01](#)). Test items are selected based upon the student's response to the previous question, thereby adapting to the student's level of ability and accurately determining the student's competency level. Studies conducted by the vendor confirm that test validity correlation coefficients for Spanish and for French indicate strong predictive relationships between the WebCAPE (exam) scores and classroom performance ([IIA8-02](#)). The College calibrates the cutoff scores through a process involving giving the exam to students who have just completed the target language courses ([IIA8-03](#)). The last district wide calibration was fall 2018.

Another third-party vendor provides the testing instrument used by the College in Chemistry. The College uses the American Chemical Society's (ACS) California Chemistry Diagnostic Test (CCDT) to determine students' preparedness for CHE-1A: General Chemistry, the course identified for science majors. The CCDT is widely used for chemistry placement across the University of California (UC), California State University (CSU), and California Community College (CCC) systems. The CCDT was collaboratively developed by faculty of the UC, CSU, and CCC systems in 1995, widely vetted at 25 campuses among the three systems, and found to be valid and without disproportionate impact or bias system wide and specifically at RCCD ([IIA8-04](#), [II8A-05](#), [IIA8-06](#)). A recent study from Sacramento City College found that the test continues to be valid and found no evidence of disproportionate impact on special student populations ([IIA8-07](#)). RCC Chemistry faculty reviewed the test in the 2018-2019 academic year and determined that the instrument continues to be an appropriate indicator of preparedness for CHE-1A with respect to lecture material.

Analysis and Evaluation

When used, the College validates the effectiveness of department wide course and/or program examinations, and ensures that processes are in place to reduce test bias and enhance reliability. In this spirit of maintaining a continuous cycle of improvement in fall 2019 the District drafted a plan to work with discipline faculty and the colleges to ensure content and cut score validity for the chemistry diagnostic test. Chemistry faculty will review the content and cut score of the test every three years to see if it is still an appropriate instrument to measure students' prior learning in order to enroll in CHE-1A. The Office of Institutional Effectiveness at the College and the District Office will develop a local validation study of the CCDT.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Riverside City College awards course credit, degrees, and certificates based upon commonly accepted standards for higher education and the attainment of identified student learning outcomes.

The standards applied by the College are formalized in the policies of the RCCD Board of Trustees. RCCD board policies are guided by California Education Code and subsequent California Code of Regulations (Title 5) and are developed in collaboration with the RCC Academic Senate, the local governing body upon which the Board primarily relies for such academic and professional matters. BP 4020: Program, Curriculum and Course Development and BP 4025: Criteria for Associate Degree and General Education define standards for awarding course credit and degrees (IIA9-01, IIA9-02). The RCCD Curriculum Handbook details the required elements of courses, Course Outlines of Record (COR) and programs, Program Outlines of Record (POR).

Every COR clearly outlines the expected learning outcomes, units of credit awarded, and hours of work associated with every course in the College's inventory. The RCCD Curriculum Handbook details the expectations of that process and the COR for a geography course provides an example (IIA9-03, IIA9-04). A calculation tool has been developed to ensure adherence to college/district standards and consistency with regard to the units of credit as related to hours of work (IIA9-05).

In alignment with accepted norms of higher education and under California Code of Regulations Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units of general education (GE) coursework. The College has identified four General Education Student Learning Outcomes (GESLOs): critical thinking; information competency and technology literacy; communication; and self-development and global awareness (IIA9-06). To ensure that associate degrees are awarded based upon attainment of these GE learning outcomes, all courses designed to satisfy a general education graduation requirement must align one or more course-level learning outcomes directly to one or more GE learning outcome. The alignment of course-level learning outcomes to GESLOs occurs during course development within the purview of the curriculum committee as illustrated in the RCCD Curriculum Handbook and exemplified in established CORs (IIA9-07, IIA9-08). In addition, as the College develops programs, every POR must have identified Program Learning Outcomes (PLOs). The POR template illustrates the expectation of PLOs and college COR provides an example (IIA9-09, IIA9-10).

To ensure that learning outcomes are meaningfully attained, the college assessment committee has established an assessment cycle for GESLOs and PLOs (IIA9-11).

Analysis and Evaluation
Through alignment with California Education Code and California Code of Regulations and working through its Board of Trustees, the College develops policies and procedures to award course credit, degrees, and certificates based upon commonly accepted standards for higher education. RCCD Board policies facilitate the development of procedures to support and the establishment of the senate committee to oversee the required identification of learning outcomes for every course, degree, and certificate.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Transfer of credit, and articulation of courses and programs is one of the founding principles in the College's mission statement and one of the central themes of the Guided Pathways framework (IIA10-01). One of the goals of the Guided Pathways framework is to ensure that students enter onto a path, stay on that path and complete their educational outcomes, including transfer to 4-year universities (IIA10-02). The College Catalog provides an entire section that focuses on transfer requirements to CSU, UC, and private colleges and universities (IIA10-03). Each year the updated CSU general education and IGETC-approved course lists are included in the catalog, and ADT requirements designed for transfer to the CSU system are also listed (IIA10-03). The College Catalog also explains ASSIST, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the statewide course identification system (C-ID), if the course is transferable to CSU or UC, and whether it is approved for a C-ID designation (IIA10-04). The C-ID descriptors can be found throughout the College Catalog in the Course Descriptions section. For example, the courses within Administration of Justice, English, Math and Theatre show CSU and UC transferability as well as C-ID designation (IIA10-05). The College's articulation officer, a voting member on the Curriculum Committee as required by committee bylaws updates articulation agreements annually and ensures that these updates appear in the Catalog and on ASSIST (IIA10-06, IIA10-07, IIA10-08).

The RCC College Catalog describes and communicates the process of accepting courses from other institutions in the sections titled Official Evaluation of Credit Completed at Other Schools (IIA10-09). The process requires a student to complete a student request for official evaluation and to meet with a counselor once the outside transcripts have been received (IIA10-10). The Evaluations Office evaluates incoming transcripts to ensure expected learning outcomes are comparable to those offered at Riverside City College. The Evaluations Office consults with the articulation officer, discipline faculty, and department chairs for guidelines and when questions arise.

The Evaluations Office also uses the Course Identification Numbering System (C-ID) website, which provides a common course numbering system to assure that a course with the same C-ID descriptor will articulate throughout the California Community College system, as described in the College Catalog (IIA10-04, IIA10-11). Riverside City College currently has 216 C-ID approvals (IIA10-11). The College submits new courses to C-ID or submits courses for new C-ID descriptors each year and updates the C-ID designations annually in the catalog course descriptions.

Special credit policies such as Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), Military Credit, Credit by Exam, and Credit for Extra Institutional Learning are also described in the College Catalog (IIA10-12). Each year the District articulation officers update the AP, CLEP, and IB charts. When there are new or significantly modified exams, these are sent to district discipline faculty to determine subject and general education credit.

As stated in AP 4100: Graduation Requirements for Degrees and Certificates, RCCD students pursuing an associate's degree who hold a bachelor's degree from a regionally accredited United States institution are exempt from general education requirements (IIA10-13).

Additionally, in alignment with BP/AP 4050: Articulation, the College participates regularly, through faculty and discipline input, in articulation agreements that outline which courses (secondary and post-secondary) are "equivalent" in content and student learning outcomes with the College's (IIA10-14). These agreements ensure that high school students gain college credit as they transition from high school into Riverside City College (IIA10-15). These agreements are monitored through the Career and Technical Education Management Application (CATEMA) and handbooks are provided for clarity in process and protocols (IIA10-16). These agreements also guarantee that high school students are seamlessly transitioning into college with college credit and the need to repeat coursework, which then helps them to complete their educational outcomes in a more continuous fashion.

Other sources for information about transfer are the Student Handbook and the College's Transfer Center webpage. The Student Handbook includes a dedicated page for information on the Associate Degree for Transfer (IIA10-17). Additional information can be found on the Transfer Center webpage, where students can find links to advising sheets listing course requirements for CSU GE, IGETC, and all of the associate's degrees and certificates (IIA10-18). The Transfer Center website also provides links to Articulation which directs students to ASSIST and transfer agreements with private colleges and universities for students' reference (IIA10-19).

Analysis and Evaluation
The College adheres to relevant board policies to publish transfer-of-credit policies to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements. The College has developed, implemented, and regularly assesses articulation agreements with other institutions.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
College programs includes student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, as appropriate. This is achieved by the alignment of the College's General Education Student Learning Outcomes (GESLOs) with appropriate course-level learning outcomes during the curriculum development process (described in detail in Standard II.A.9). The College's GESLOs align with the requirements of the Standard and include: critical thinking; information competency and technical literacy; communication; and self-development and global awareness (IIA11-01). Through the curriculum development process every course that fulfills a general education requirement must align GE learning outcomes to course-level outcomes (IIA11-02).

The college Assessment Committee is charged with ensuring regular outcomes assessment is occurring for GESLOs as well as learning outcomes at the program and course-level. The Committee sends its meeting minutes to the department chairs for dissemination and discussion, and provides annual reports regarding progress on all levels of assessment (IIA11-03).

For general education outcomes, the Committee completed an assessment of the Critical Thinking GESLO in 2018 using direct evidence of student work in four disciplines: Welding, Music, Philosophy, and English. The Information Competency and Technology Literacy GESLO will be assessed in Spring 2019, followed by Communication in Spring 2020, and Self-development and Global Awareness in Spring 2021 (IIA11-04).

Analysis and Evaluation
The College has integrated communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives into its GESLOs, which are assessed by direct and indirect methods for continuous improvement. The GESLOs are listed in the College Catalog for the public to view, and the GESLOs are regularly reviewed and revised through the College's curriculum process.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, math, and social sciences. (ER 12)

Evidence of Meeting the Standard
The College's requirements for an associate's degree include specific courses in an area of emphasis or major area of study and courses comprising the general education or breadth requirement. These requirements can be met in one of three ways: the RCCD General Education Plan (Plan A), the CSU General Education Pattern (Plan B), or the IGETC (Intersegmental General Education Transfer Curriculum) Pattern (Plan C) as described in the College Catalog (IIA12-01). To fulfill these requirements students must complete units from across five breadth areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health Education and Self-Development (IIA12-01). The GE requirements are designed to provide students with a broad knowledge base consistent with the College's General Education Student Learning Outcomes (GESLOs).

RCCD BP 4025: Criteria for Associate Degree and General Education authorizes the local Curriculum Committee to rely on faculty expertise to determine the appropriateness of each course and program for inclusion in the general education curriculum (IIA12-02). This work is conducted by faculty from departments across campus who serve on the college Curriculum Committee. The Curriculum Committee review all proposals for new courses or programs to determine their appropriateness in the overall college curriculum, including placement in GE categories (IIA12-03).

Analysis and Evaluation
The College Catalog clearly states the GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve course work and create programs that fulfill the general education requirements. The learning outcomes demonstrate that students who successfully completed a degree or certificate at RCC are equipped with lifelong learning skills that prepare them as responsible participants in civil society.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
All degrees offered by the College include one major area of study. The College requires students to complete at least 18 units of core coursework within their declared area of study in order to earn an associate's degree, either an Associate Degree for Transfer (ADT) or a local associate degree (IIA13-01). The College Catalog describes the learning outcomes for each program (IIA13-02).

College degree programs are developed by faculty and vetted through the college Curriculum Committee. During program development, the Curriculum Committee ensures that all discipline courses included in the program have identified learning outcomes and course objectives appropriate to the program's core competencies. Standards for lower division education are maintained through the formal articulation process with University of California and California State University partners.

The continual assessment of course SLOs, coupled with the continual assessment of the PLOs, assures that students in these programs master the key theories and practices within that level of the field of study.

Analysis and Evaluation
All degree programs offered at the College include focused study in at least one area of inquiry. Curriculum is developed by faculty and vetted through the college Curriculum Committee. Objectives and learning outcomes are embedded within each course to ensure appropriate content mastery.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
All Career and Technical Education (CTE) programs are built around the industries they serve, and meet annually with an Industry Advisory Committee, as required by BP 4102: Career and Technical Education Programs (IIA14-01). The Industry Advisory Committees include community members who represent a mix of educators, employers, equipment manufacturers, government officials, small business owners, suppliers, and unions. Advisory committee members have firsthand knowledge of industry standards and expectations for technical competency, professionalism, and licensure that students will need to meet. One of their most important roles is to provide feedback to CTE faculty about industry needs and how Riverside City College can modify programs and courses to meet these needs. The CTE faculty value this input and utilize it to make informed decisions about program structure and content. The advisory minutes kept at the department and dean-level repositories and are currently being placed on the CTE website (IIA14-02, IIA14-03, IIA14-04).

The CTE programs (certificate and degree patterns) are precise and align with the College's adopted Guided Pathways framework. Many of the certificate patterns are stackable, where appropriate, and the length of the CTE pathways may range between one semester and eight semesters depending on the program and whether the student is full time or part time. All of the CTE pathways are available on the website under Instructional Pathways and under each CTE Program website (IIA14-05, IIA14-06). The certificate and degree pathways for all CTE pathways are developed with industry needs in mind and are scheduled so that students can complete technical and professional competencies to efficiently enter the workforce with the skills needed to be successful.

Outside accrediting or regulatory agencies establish standards for some occupational programs and require external licensure and certification for employment. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, Centers for Excellence and the California Employment Development Department (IIA14-07, IIA14-08, IIA14-09, IIA14-10). External licensure requirements and pass rates are clearly noted on websites for programs like Nursing and Cosmetology (IIA14-11, IIA14-12).

College Core Indicator Information by four-digit TOP Codes is available and is used for Perkins IV Grant planning and reporting for CTE programs. The Perkins IV Grant, Title 1, Part C Local Application show completion rates and progress in certification completion (IIA14-14). The information provided by the state of California identifies special population outcomes and compares them to the general college and state-negotiated population outcomes, and provides areas of improvement for CTE programs to focus on. Additionally, with the implementation of the CTE Launch Board outcomes data tracking portal through "Doing What Matters," the College can utilize database tools to more properly align students' needs with curriculum and labor market data for higher student success measurements (IIA14-10).

Analysis and Evaluation
Through the curriculum process as well as through industry advisory committees, the College ensures that graduates completing CTE certificates and degrees demonstrate current technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard
The College has established procedures regarding program viability and discontinuance delineated in the RCCD Curriculum Handbook in alignment with the RCCD Board of Trustees Administrative Procedure (IIA15-01, IIA15-02).

Program viability is considered in response to growing misalignment with the college mission, with university transfer, with higher education standards (Title 5 or federal regulations), and/or when insufficient resources and declining program enrollment challenge program success.

The College engaged in this process in fall of 2017 when several certificate programs were discontinued. Following the college policy and procedures, students and the public were broadly

notified that the College was considering program discontinuance; public meetings were convened; and meeting minutes detailing decline in labor market need, enrollment decline, and the plan to provide academic planning support to the remaining few students was documented (IIA15-03, IIA15-04).

Analysis and Evaluation
When programs are discontinued, the College takes steps to ensure that enrolled students may complete their educational goals in a timely manner by careful implementation of Riverside Community College Board Procedure.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard
The College's committee structure ensures continuous, broad- based, systemic evaluation and improvement of the quality and currency of all RCC instructional programs, regardless of delivery mode or location. The Program Review Committee works in conjunction with other campus committees and departments to provide a robust process, facilitating through careful documentation and analysis the process for instructional programs to reflect on program effectiveness, to develop goals and action plans, and to work toward enhancing programs to achieve improved quality (IIA16-01).

Standard II.A.2 explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a five year cycle; faculty work within their disciplines to develop a comprehensive five-year program review with systematic annual updates (IIA16-02). Every year, the Program Review and Plan Process is reviewed and approved by the Program Review Committee, shared through the Governance Effectiveness Mission and Quality (GEMQ) leadership council, then reviewed and broadly disseminated through the Educational Planning Oversight/Accreditation Steering Committee (EPOC/ASC) (IIA16-03, IIA16-01, IIA16-04). An archive of instructional program reviews since 2014, available on the Instructional Program Review webpage, shows that program review is a regular process (IIA16-05).

The ongoing, systematic work of the Program Review Committee and the Office of Institutional Effectiveness is described more completely within Standard I.A and Standard I.B. Standard II.A.2 and Standard II.A.3 describe more completely the College's program review process, curriculum review process, faculty evaluation process, and professional development efforts. Combined, the work of these committees and the resulting processes ensure the following:

- Regular, objective, and consistent evaluation and assessment of the effectiveness of all our courses and programs, regardless of the type of program or mode of delivery (general education, Career and Technical Education, and Noncredit) to improve quality. Systematic updates to curriculum occur at least every six years (Standard II.A.2). As described in Standard II.A.1., all new programs and courses are vetted by the Curriculum Committee through a faculty-driven process, both at the college and district level.

Additionally, modifications to curriculum must also be approved through an established process, which is detailed in the Curriculum Handbook (IIA16-06).

- Learning outcomes at both the course and the program level are relevant, appropriate, and are assessed through established curriculum and assessment protocols to inform institutional planning. As a result of these protocols, faculty in a discipline submit modifications to curriculum, which are vetted by the college and district Curriculum Committees. An example of this alignment between Program Review and curriculum modifications can be found in the English Program Review and Plan, which discusses the implementation of AB 705, followed by the curriculum modifications through established Curriculum approval protocols, and finally a review of the appropriate English data to ensure that the curriculum modifications would align with the needs reflected in the data (IIA16-07, IIA16-08, IIA16-09).

- Courses and programs are kept current with regard to content and teaching methodologies as well as community needs and employment requirements and continually assess their effectiveness. An example of this planning can be found within the Business department, for which the department updated their Program Review and Plan to identify curriculum, met with an Advisory committee to discuss curriculum relevance and currency, and then modified the curriculum to meet industry needs to ensure that students are prepared for employment (IIA16-10, IIA16-11) .

Analysis and Evaluation

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs at the institution, regardless of delivery mode or location. Although the College aligns with Standard II.A.16, further work is in progress to strengthen the program review and prioritization process in the ongoing work of continuous improvement. In fall 2019 the Program Review Committee, GEMQ, and EPOC/ASC began work to improve the prioritization process, including providing streamlined vice presidents plans (that integrated discipline, department and division Program Reviews and Plans), an RCC Prioritization 101 document that provided direction as to the prioritization protocols, and a report that provided college growth data for data-driven decision making (IIA16-12, IIA16-13, IIA16-14, IIA16-15, IIA16-16, IIA16-17). Stronger clarification of the connections between college-level program review, Vision for Success, Guided Pathways, and the District Strategic Plan goals will be a key element during the development of both the College 2020-2025 Strategic Plan and the refinement of the College's governance process. Improved alignment of these plans and each plans' data will facilitate support of decision making, allowing the College to engage more robustly in the cycle of assessment and improvement that enhance programs and courses to improve learning outcomes and student success.

Conclusions on Standard II.A. Instructional Programs

Curriculum development, learning outcomes assessment, and program review processes support continuous quality improvement in all of the College's instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. As part of this continuous improvement, the College is evaluating its planning and governance structures to mitigate potential gaps in outcomes assessment through intentional restructuring designed to improve/strengthen college wide processes; and embed equity-mindedness into the governance structures of the College.

Faculty-led curriculum processes ensure that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs include a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment ensures that courses and degrees are the culmination of student attainment of identified student outcomes.

Improvement Plan(s)

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
II.A.3	Analyze gaps in SLO and PLO assessment to identify underlying process issues and target areas for improved engagement. Evaluate and strengthen the link between the Riverside Assessment Committee (RAC) and planning/governance groups (e.g., TL, GEMQ, DLC, and CC) to increase substantive and strategic conversations about pedagogy based on assessment results.	Broad conversations at all levels (discipline, department, college) about assessment and pedagogy, documented in meeting minutes, as a result of structural improvements and membership changes. Increased percentages of SLO and PLO results entered following the set schedule due to process adjustments and targeted engagement.	Completed Fall 2020	RAC chairs, VPPD, Faculty Chair Strategic Planning, Co-Chairs, TL and GEMQ	College Goal(s) 2.2, 2.4, 2.5, 2.10
II.A.7	Integrate equity into planning structures and responsibilities to ensure the participation of all stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college-wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.8, 3.1, 3.2, 4.6

Evidence List

Citation	Document Name
IIA1-01	College Mission excerpted from College Catalog
IIA1-02	College Catalog excerpt comprehensively listing College certificate and degree programs
IIA1-03	RCCD Curriculum Handbook excerpts to document process
IIA1-04	College Catalog excerpts illustrating sample programs with learning outcomes
IIA1-05	Curriculum Committee Minutes identifying current work of 2-year and 5-year review cycle
IIA1-06	Curriculum Committee Quarterly Report Course Review
IIA1-07	Strategic Planning ReportCard-March2019
IIA1-08	communication from CTE engagement center success team to all CTE students
IIA1-09	communication from CTE engagement center success team to Business students
IIA1-10	Curriculum-Handbook excerpt regarding Distance Education
IIA1-11	RCCD Summary of Regulation for Distance Education 2019 - draft revision
IIA1-12	RCCD Guide to Recommended Best Practices to Achieve Regular and substantive Contact in Distance Education - draft revision
IIA2-01	Sample COR illustrating inclusion of course content and other elements
IIA2-02	RCCD-Curriculum-Handbook excerpt-broad faculty engagement
IIA2-03	Template for full and part-time Improvement of Instruction process- alignment to COR
IIA2-04	Page from Faculty Association Agreement 2015-18
IIA2-05	Schedule of program learning outcomes assessment
IIA2-06	Schedule of College Wide Program Review and Planning
IIA2-07	Proposed Program Review and Plan format for 2020
IIA2-08	RCC Assessment Report 2017-18
IIA2-09	RCC General Education Assessment Report - Information Competency and Technology Literacy - Spring 2019
IIA2-10	SLO Assessment - sharing impact on student learning and achievement
IIA3-01	RCCD Curriculum Handbook – Required Outcomes
IIA3-02	Program Outline of Record template

IIA3-03	Sample Course Outline of Record
IIA3-04	Sample Program Outline of Record with Program Level Outcome
IIA3-05	RCC Assessment Committee Assessment Guide 2019
IIA3-06	RCC Program Learning Outcome Assessment Schedule
IIA3-07	RCC Catalog 201-2020 Program Learning Outcomes
IIA3-08	Full and Part Time Improvement of Instruction
IIA3-09	RCC Faculty Guide syllabus guidelines
IIA4-01	RCCD Curriculum Handbook course development
IIA4-02	Fall RCC Schedule of Classes Moving through English and Math
IIA4-03	RCC Catalog 2019-2020 Moving through English and Math
IIA4-04	RCC Catalog 2019-2020 Reading Competency
IIA4-05	Course Outline of Record – English 50 SLOs
IIA4-06	Course Outline of Record – English 1A Entrance Skills
IIA4-07	English 91 Support Course COR
IIA4-08	MAT 112 Support Course COR
IIA5-01	RCCD Curriculum Handbook legal codes
IIA5-02	RCCD BP/AP 4020: Program, Curriculum, and Course Development
IIA5-03	RCCD Curriculum Handbook 60-unit degree requirement
IIA5-04	RCCD AP 4100: Graduation Requirements for Degrees and Certificates
IIA6-01	RCC Strategic Enrollment Management Plan
IIA6-02	Two Year Rotation of Courses
IIA6-03	Sample Program Map – Communication Studies ADT
IIA6-04	Sample Trailhead – Language and Humanities Instructional Pathways
IIA6-05	Sample Enrollment Management Dashboard
IIA6-06	RCC FTES Model 2015-2019
IIA6-07	Waitlist Information
IIA6-08	Daily Enrollment Section Eval
IIA6-09	Enrollment by Gen Ed Area
IIA6-10	College Growth Evaluation and Need

IIA7-01	DE Course Approval list
IIA7-02	RCCD Curriculum handbook Distance Ed Approval
IIA7-03	Support for Online Students - Readiness
IIA7-04	Online Tutoring for Students
IIA7-05	Screenshot of Wellness Central Online Resource
IIA7-06	RCCD Guide to Regular- Substantive Contact
IIA7-07	Distance Education Summary of Regulations – Regular and Effective Communication
IIA7-08	Distance Education Faculty Training memo
IIA7-09	Opportunity for Online Supplemental Instruction
IIA7-10	Student Equity Visuals Winter 2019
IIA7-11	Student Equity Plan Executive Summary 2017-2019
IIA7-12	RCC Student Equity Plan 21 Aug 2019
IIA7-13	Black Minds Matter Fall 2017 Flyer
IIA7-14	Summary of GRIT Mentoring Program 2017
IIA7-15	Equity Summit Agenda 26 Oct 2018
IIA7-16	Spring Student Equity Summit Agenda 15 Mar 2019
IIA7-17	EPOC Meeting Minutes 4 Oct 2018
IIA7-18	Strategic Planning Newsletter April 2019 p. 6
IIA7-19	Strategic Planning Retreat Presentation Spring 2019
IIA8-01	Perpetual Technology Group WebCAPE Language Exams
IIA8-02	Test Validity for Spanish and French
IIA8-03	Suggested Calibration of WebCAPE
IIA8-04	Validating the CCDT
IIA8-05	ACS CCDR 1197 Composite Norms
IIA8-06	CA Chemistry Diagnostic Test
IIA8-07	CCDT Bias and Validity
IIA9-01	RCCD Board Policy 4020
IIA9-02	RCCD Board Policy 4025

IIA9-03	RCCD Curriculum Handbook – COR Elements
IIA9-04	Course Outline of Record for GEG
IIA9-05	RCC Curriculum Committee Unit – Time Calculator
IIA9-06	RCC Catalog 2019-2020 GE SLOs
IIA9-07	RCCD Curriculum Handbook – Linking Courses SLOs to GESLOs
IIA9-08	Course Outline of Record SLO to GESLO alignment
IIA9-09	POR Credit Program
IIA9-10	POR Education Human Development and Special Needs
IIA9-11	Cycle of GESLO and PLO Assessment
IIA10-01	Mission Statement from the Catalog
IIA10-02	Guided Pathways Website
IIA10-03	Catalog Pages 67-68 Transfer
IIA10-04	C-ID Catalog
IIA10-05	Course Descriptions - CID
IIA10-06	Curriculum Bylaws
IIA10-07	Curriculum Membership
IIA10-08	Curriculum Membership - Website
IIA10-09	Eval of Credit Completed at other schools
IIA10-10	Evaluation Request Form
IIA10-11	CID Website - Riverside
IIA10-12	Special Programs AP CLEP IB Credit by Exam UC
IIA10-13	AP 4100
IIA10-14	BP/AP 4050
IIA10-15	Articulation Website
IIA10-16	Articulation Handbook – October 2018
IIA10-17	Student Handbook on ADT's
IIA10-18	Transfer Center Website
IIA10-19	Articulation and Transfer Website
IIA11-01	RCC Catalog 2019-2020 GE SLOs

IIA11-02	RCCD Curriculum Handbook linking courses SLOs to GESLOs
IIA11-03	RCC Assessment Report
IIA11-04	Schedule of Program Learning Outcome Assessment
IIA12-01	RCC Catalog 2019-2020 GE Requirements
IIA12-02	RCCD Board Policy 4025
IIA12-03	RCCD Curriculum Handbook – Course Inclusion in GE
IIA13-01	RCC Catalog 2019-2020 pgs 43, 69 18 units in area of study
IIA13-02	RCC Catalog 2019-2020 pgs 43, 69 PLOs for all degrees
IIA14-01	RCCD Administrative Policy 4102
IIA14-02	2017 Advisory minutes
IIA14-03	2018 Advisory minutes
IIA14-04	2019 Advisory minutes
IIA14-05	CTE Instructional Pathways
IIA14-06	CTE Ready website with Air Conditioning example
IIA14-07	Bureau of Labor Statistics - Riverside
IIA14-08	COE Home – Centers of Excellence
IIA14-09	EDD Data Library
IIA14-10	Cal-PASS Plus-LaunchBoard
IIA14-11	School of Nursing Overview - Licensure
IIA14-12	Cosmetology Licensure
IIA14-13	Plainaide – FY18-29 Perkins Activity Request Form
IIA14-14	Core Indicator Report 2018-2019 Riverside
IIA15-01	RCCD Curriculum Handbook- Program Viability and Discontinuance
IIA15-02	RCCD Board Administrative Policy 4021
IIA15-03	Program Discontinuance Notice 2017 Fall
IIA15-04	Program Discontinuance Schedule 2017 Fall
IIA16-01	Program Review Website
IIA16-02	Automotive PRaP
IIA16-03	2019-2020 PRaP Stand Alone process

IIA16-04	EPOC Agendas and Minutes
IIA16-05	Archived Program Review Plans
IIA16-06	RCC Curriculum Handbook
IIA16-07	English PRaP
IIA16-08	AB705 English 91 COR and Curriculum Minutes
IIA16-09	Spring 2019 Math and English Data
IIA16-10	Business PRaP
IIA16-11	Business Advisory Minutes and POR's
IIA16-12	RCC Prioritization 101
IIA16-13	19-20 College Growth Overview
IIA16-14	19-20 Summary - VPSS
IIA16-15	19-20 Summary - VPPD
IIA16-16	19-20 Summary - VPAA
IIA16-17	19-20 Summary - VPBS

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard
Riverside City College offers a variety of library and learning support services to support student learning and achievement. The Salvatore G. Rotella Library provides print materials, electronic resources, learning technology, and services that are sufficient in quantity, currency, depth, and variety to support educational programs both on and off campus. The Academic Support department, located in the Martin Luther King, Jr. Teaching and Learning Center (MLK TLC), provides an array of current and comprehensive resources and services on site through learning centers, computer labs, and engagement centers, and online via webpages and tools. Information on library and academic support resources and services is available in the College Catalog, the Class Schedule, the Student Handbook, the Faculty Guide, and online via department webpages (IIB1-01, IIB1-02, IIB1-03, IIB1-04, IIB1-05).

Library services include information literacy instruction, research support, wayfinding, material check-in/check-out, and computer assistance. The Library provides ample study and instructional spaces with 1,296 seats, 18 study rooms, two technology-enabled classrooms, lounges, study tables, and study carrels. An open computer commons provides access to 396 desktop computers and laptops, as well as scanners, printers, and photocopiers.

Library print collections are available in-person during stated library operating hours (IIB1-06). The Library is open 59 hours per week during the fall and spring semesters, and 40 hours per week during winter and summer intersessions. Electronic materials are accessible to students on and off campus 24 hours a day, seven days a week through the library's webpage (IIB1-07).

Table 1. Library Statistics, 2017-2018

Measure	2017-2018
Print Book Titles Held	44,556
Electronic Book Titles Held	44,391
Print Periodical Subscriptions	165
Audiovisual Titles	9,806
Book Titles Circulated	20,479
Reserve Titles Circulated	36,965
Audiovisual Titles Circulated	1,437
In-House Use	3,941

Source: Annual Library Data Survey 2017-2018

The Library reports holdings and circulation statistics every year to external agencies via statistical surveys (IIB1-08, IIB1-09). The Library purchased 2,212 print book titles in 2017-2018. Sixty-eight percent of the collection was published prior to 2000 and 90 percent was published before 2010 (IIB1-10).

The Library's online, electronic collection includes 44,391 e-books, 7,642 streaming video titles, and 59 online databases containing full-text articles from periodicals and reference sources (IIB1-11). In 2018, library users conducted 1,536,525 searches through the online, electronic resources.

The Library department provides instruction in the following forms:

- *LIB 1 - Introduction to Information Literacy*, a one-unit course offered in face-to-face, hybrid, and online formats that presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information online and in print; and to answer research questions and develop new ones. Students develop an understanding of access to, and the ethical use of information using retrieval systems (IIB1-12, IIB1-13). In 2017-2018, the library offered 11 sections to 249 students with an average retention rate of 90 percent and an average success rate of 77 percent (IIB1-14).

- *Customized orientations* presented by librarians in the library or in the classrooms to address information needs and research strategies for a specific class or assignment (IIB1-15). In 2017-2018, the library conducted 179 orientations serving an estimated 5,370 students (IIB1-16).

- *One-on-one research instruction* with librarians at the reference desk or by phone during all hours of operation (IIB1-17). Starting in fall 2017, the Outreach Librarian provides instruction at the Ujima Home Room, La Casa, the Honors Center, and the Writing and Reading Center.

- *Online research guides* developed by librarians in consultation with discipline faculty that curate resources by subject, topic, or course. Library research guides are accessible online through the library's webpage ([IIB1-18](#)).

Aligned with the Guided Pathways framework, the College offers a variety of academic support resources and services to help students stay on their path. Learning centers and labs across the campus provide students with computer access, including:

- 193 computers in the Library Computer Commons;
- 329 computers in the Martin Luther King, Jr. Technology Center;
- 35 computers in the World Languages Lab;
- 80 computers in the School of Nursing

In addition, the College offers student learning support resources and services through a variety of engagement centers aligned with RCC's instructional pathways: Career and Technical Education; Languages, Humanities, and Social Sciences; Science, Technology, Engineering, and Math; Nursing; and Fine and Performing Arts ([IIB1-19](#)). Each engagement center provides students with access to a success team that includes a center coordinator, counseling faculty, faculty advisors, educational advisors, and peer mentors. Engagement centers provide resources including study space, computer workstations, and textbooks for courses within the pathway. These centers provide services in the form of tutoring, success workshops, faculty office hours, counseling, financial aid support, and collaboration opportunities ([IIB1-20](#)).

The Academic Support department provides student learning support through designated study areas, instructional spaces, and computer labs in the MLK TLC ([IIB1-21](#)).

Table 2. Academic Support Services

Student Support Service	Description	In-Person	Online
CAT/CIS/CSC Computer Lab (CCC)	The CCC offers support for information processing and basic computer applications to all students. Students can complete required lab hours for CIS, CAT, BUS, and ACC courses.	X	
Center for Communication Excellence (CCE)	The CCE is an open lab that assists students with speeches and presentations for communication studies and assignments for other courses.	X	
Math Learning Center (MLC)	The MLC offers support and faculty tutoring in the area of math and computation skills in support of math courses.	X	
Science Technology Engineering Math (STEM) Center	The STEM Center is open to all STEM students and students in STEM-related courses. The center provides study space, computers, select textbooks, and calculators.	X	
Supplemental Instruction (SI)	SI leaders offer collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. An SI leader is assigned to a specific section of a course and is required to attend every class session, take notes, and exemplify model student behavior. The SI leader works with faculty and meets with fellow students outside of class to facilitate discussion.	X	X
Tutorial Services	Tutorial Services offers free one-to-one and small group tutoring sessions to assist students in achieving academic	X	X

	success through the use of peer tutors. Subject areas for tutoring change each semester, but may include math, chemistry, history, psychology, anthropology, biology, anatomy, and geography.		
Writing and Reading Center (WRC)	The WRC provides faculty and tutorial support for students completing required lab hours for English, ESL, and reading courses. Students enrolled in content-area courses can receive support from the lab through enrollment in supervised tutoring and WRC clinic courses.	X	

Analysis and Evaluation

The College regularly assesses the effectiveness of its library and learning support services in terms of quantity, quality, depth and variety to support the needs of students.

In spring 2019, the Library engaged students in an evaluation of library space and furniture by conducting a student focus group (IIB1-22). The librarians used input gathered from focus group to inform recommendations for changes in the library (IIB1-23). Online library resources and services are especially critical for evening students and distance learners, who primarily access collections and research services through the library website. Based on an identified need for increased online access to resources and services, the Library purchased a virtual reference tool (LibChat) and a knowledge base solution (LibAnswers) in December 2018. The Library is also developing a library orientation module to be deployed within the College's learning management system, Canvas, to provide students with online access to library instruction (IIB1-24). In 2017, the Library evaluated its circulating book collection, resulting in the withdrawal of numerous titles that had not been checked out in the last 10 years. Based on this evaluation, the library found that print books on the subjects of sociology, history, American literature, psychology, and philosophy and religion had the highest rates of circulation in 2018-2019 (IIB1-25). The results of this evaluation were used to guide collection development.

Faculty and staff with discipline or area expertise coordinate academic support services and resources in the various learning centers and labs. Faculty serve as coordinators and liaisons, who work across the college to identify needs, select educational equipment and materials, and implement services. Faculty coordinators and liaisons ensure sufficient quantity, currency, depth, and variety by aligning services and resources to the courses they support. Units within Academic Support evaluate the sufficiency of materials and services by routinely soliciting feedback and evaluating utilization data (IIB1-26, IIB1-27, IIB1-28). The results of this assessment are also reviewed at college planning meetings to stimulate discussion and further improve academic support services and resources (IIB1-29).

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The mission of the Library is to "promote student engagement and success by providing instructional opportunities to foster information literacy; acquiring a wide variety of information resources to support career-technical, transferable, and pre-college college courses; and offering library resources and services as an essential component of academic support available at low or no-cost to the students" (IIB2-01).

The College employs six full-time librarians and four part-time associate librarians. Librarians seek to maintain a balance between various subject areas and between standard and current works. The criteria used for the selection of materials may include reviews from professional journals and websites; requests from faculty and students; knowledge of the college curricula; author/publisher authority, reliability, scope, treatment, arrangement, readability; format; cost of materials; and knowledge of the library's existing holdings.

Librarians encourage discipline faculty members to regularly examine library holdings in their subject field, assess sufficiency with respect to current teaching emphasis, and recommend new titles for purchase (IIB2-02). To provide for greatest budgetary flexibility, no allotment of acquisition funds is made to individual departments. A faculty librarian with full voting rights sits on the College's Curriculum Committee to develop and maintain the library's collection in alignment with curricular changes such as new courses, new programs and course/program modifications (IIB2-03). In addition, the Library collaborates with discipline faculty to ensure the collections meet the criteria of various accrediting bodies such as the California Board of Registered Nursing (BRN), and the National League of Nursing (NLN), and the Accreditation Council for Business Schools and Programs (ACBSP) for College's School of Nursing and the Business, Information Systems and Technology Department (IIB2-04).

The mission of Academic Support is to "provide free student centered support services for a diverse student population enrolled in academic college coursework" and to "engage the [college] community to empower students to succeed by encouraging interdepartmental communication and collaboration" (IIB2-05).

Academic Support selects and maintains educational equipment and materials in line with the college mission by providing resources that support direct instruction as required by specific courses, and supplemental instruction. Academic Support formally collaborates with faculty coordinators and liaisons as content experts to sustain and improve labs, learning centers, and programs. The procurement of educational equipment and materials is guided by such considerations as the population of students served, the course and/or discipline-specific needs, and available budget.

Academic Support engages with college stakeholders to develop and maintain appropriate academic support resources and services. Personnel from both the library and academic support solicit feedback through participation on the Integrated Student Support Committee of the Student Access and Support Leadership Council (IIB2-06). The Academic Support department also meets regularly with the RCC Tutoring Committee to discuss specific campus wide learning supports such as peer tutoring (IIB2-07).

RCC's engagement centers "support students in academic pathways by creating access to relevant technological, academic, and career resources; fostering relationships through collaborative learning by strengthening student, staff, and faculty engagement; providing space to study collaborate and nurture a sense of belonging" (IIB2-08).

Each division dean in coordination with the engagement center success team is responsible for selecting and maintaining the center's equipment and materials. The student population served, course and program needs, and available budget guide the selection of equipment and materials. The division deans in collaboration with the College's Guided Pathways coordinator and the vice

president, planning and development gather feedback on what equipment and materials should be offered in the engagement centers through the Guided Pathways Committee (IIB2-09).

Analysis and Evaluation

Librarians and Academic Support staff work across the college to develop and maintain appropriate resources to support student learning and enhance the achievement of the mission. The Library and Academic Support departments participate in shared governance and strategic planning committees to leverage additional expertise when selecting educational resources. The College's implementation of Guided Pathways, AB705, and student equity initiatives have increased opportunities for librarians and academic support personnel to collaborate with college stakeholders, and deepened discussions about how to meet students' learning support needs. Nevertheless, RCC has recognized the need to better integrate and infuse academic support across the College, and has included strategies to this end in college plans as described in more detail in the Quality Focus Essay.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

RCC routinely assesses the effectiveness of library and learning support services to assure their adequacy in meeting student needs. The Library and Academic Support evaluate services on a regular basis through the comprehensive Program Review and Plan process that takes place every five years and is updated on an annual basis. In addition, both departments use various assessment instruments to determine the effectiveness of library and learning support services.

The library completed its last comprehensive Program Review and Plan in 2015-2016 (IIB3-01). Librarians review LIB-1 course retention and student success rates compared to overall college rates as part of the annual update process. In addition, the library faculty assess students in LIB-1 courses every fall and spring semester using a common final exam. The Library's representative on the College's Assessment Committee collates and records the results of LIB-1 student learning outcomes (SLO) assessments and reviews the data with the librarians during department meetings (IIB3-02, IIB3-03).

The Library analyzed results from the 2015 Community College Survey of Student Engagement (CCSSE) that included three library-specific questions (IIB3-04). The CCSSE results showed that students, who used the library, looked for books or articles related to something they read at higher rates than those students who never used the library. These results suggested a correlation between library use and information literacy. Results also indicated that students perceive the Library as an optional resource that they are not required to use to complete their assignments. As a result of these findings, the librarians are more closely collaborating with discipline faculty and discussing how best to offer information literacy instruction following a Guided Pathways model.

The Library also conducts in-house surveys to assess service area outcomes (SAOs) to evaluate its overall effectiveness in meeting student needs. In 2017-2018, library survey results revealed that computer equipment and print resources are the two most important library services, and 90 percent of respondents were either satisfied or very satisfied with these services. In addition, 73

percent of survey respondents indicated that they frequently find the information they are looking for in the library (IIB3-05). In 2017 a library database survey of college employees revealed the need for Latino online resources (IIB3-06). The Library subsequently acquired a subscription to the Hispanic American Periodicals Index and some documentary series, and requested a custom link to a major newspaper vendor's Spanish language content. In response to a library distance education (DE) survey conducted in 2018, 73 percent of DE faculty indicated that the library supports students' access to textbooks costing over $40 through course reserves and encourages the adoption of low or no cost resources. Also, 76 percent of respondents stated that they would include online information literacy research tutorials, if available, in their courses (IIB3-07). The results of the library distance education survey have encouraged the Library's deeper involvement in open education resources and inspired the development of a library orientation module for Canvas.

The Academic Support department assesses the effectiveness of services in alignment with college goals through the Program Review and Plan process (IIB3-08). Labs and learning centers that support students taking classes in specific disciplines, like the Math Learning Center, evaluate their services as part of the discipline/department program review (IIB3-09). Discipline labs and learning centers are assessed based on course SLOs using the assessment processes described in Standard IIA.3.

Academic Support routinely collects usage data for learning support resources and services to inform stakeholders of the coverage needs of the department (IIB3-10). Staff from various academic support units meet to discuss evaluation data to determine the impact of services on student learning and strategies for improvement (IIB3-11, IIB3-12). Additionally, learning support units routinely evaluate the sufficiency of materials by soliciting student feedback (IIB3-13). The information gained from these efforts are also used to revise existing practices, protocols, and procedures (IIB3-14).

Analysis and Evaluation
The College use a variety of methods to continuously evaluate and improve its library and other learning support services. Library and Academic Support evaluate the impact of services on student success as part of the Program Review and Plan process. As part of that process, the departments develop strategies for improvement with measureable targets linked to college goals, and report on their progress through an annual update. Librarians and Academic Support staff assess identified SLOs and SAOs and discuss the results at meetings to guide department plans and initiatives. The College's library and learning support services use assessment instruments in the form of surveys and feedback forms to answer critical questions regarding student success and access.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College relies on various third-party agreements for library and learning support services and assumes responsibility for the security maintenance, and reliability of contracted services.

The Library and Academic Support departments monitor the usage and performance of third-party services and incorporate evaluation into program reviews (IIB4-01, IIB4-02, IIB4-03).

Table 3. Contracted Services and Evaluation Methods

External Agency	Service Description	Evaluation Method
Advance Copy	Pay-for-print services for the library and learning centers (IIB4-04)	The district office and all three colleges review the district contract prior to renewal
California Community Colleges Chancellor's Office and CCC Technology Center	Cloud-based library services platform (LSP) funded by the state to support California community colleges system wide (IIB4-05)	The RCC library collaborated with other libraries in the district to evaluate the LSP Taskforce recommendation and will use this process for future evaluations prior to renewal
Community College Library Consortium and Council of Chief Librarians (CCL)	Library database subscriptions offered through a cooperative purchase program (IIB4-06)	The RCC library evaluates databases prior to adoption/ renewal based on usage data, curriculum needs, survey data, and professional reviews
EBSCO	Humanities International Complete database for literary and scholarly research; Current Biography Illustrated (H.W. Wilson) database for biographical information (IIB4-07)	The RCC library evaluates databases prior to adoption/ renewal based on usage data, curriculum needs, survey data, and professional reviews
Infobase Learning	American History Online database for access to historical reference materials (IIB4-08)	The RCC library evaluates databases prior to adoption/renewal based on usage data, curriculum needs, survey data, and professional reviews
Innovative Interfaces, Inc.	Integrated library system (ILS) maintenance and upgrades (IIB4-09)	The RCC library evaluates the ILS against alternative systems prior to end-of-life equipment replacement
Online Computer Library Center (OCLC)	Cataloging support and interlibrary loan for RCC faculty and staff (IIB4-10); EZProxy remote authentication subscription for access to electronic resources (IIB4-11)	The RCC library evaluates vendor services prior to renewal or end-of-life equipment replacement
Pearson, Inc.	Smarthinking online tutoring for students (IIB4-12)	RCC Academic Support evaluates the service based on usage data prior to renewal
ProQuest	Ancestry Library Edition database for genealogical and historical research (IIB4-13)	The RCC library evaluates the subscription prior to adoption/renewal based on usage data, curriculum needs, survey data, and professional reviews
SurveyMonkey	Cloud-based online survey tool for library assessment and evaluation (IIB4-14)	The RCC library evaluates the service prior to renewal based on usage data and need

Analysis and Evaluation

The Library and Academic Support departments evaluate the performance and usage of third-party services provided through contractual agreements to ensure their effectiveness. District general counsel reviews outside contracts for library and learning support services equipment and services. RCC coordinates with the District Office, Moreno Valley College, and Norco College to evaluate contracted services and to employ economies of scale when appropriate.

Conclusions on Standard II.B. Library and Learning Support Services

RCC's Library and Academic Support departments provide resources and services aligned with the mission and college goals. Library and learning support services, collections, and equipment are comprehensive and provide the quantity, currency, depth, and variety necessary to support all students regardless of location and mode of instruction. The College's redesign efforts based on the Guided Pathways framework have led to increased collaboration between library and learning support services professionals and discipline faculty. The Library and Academic Support departments' participation in shared governance and strategic planning has also resulted in broader conversations that inform the selection and evaluation of materials and equipment in support of student success. Library and learning support services use a number of assessment methods to gather input from students and other college stakeholders, which has resulted in changes to procedures, processes, resources, and services. Through the assessment of SAOs and SLOs, Library and Academic Support personnel are able to use data to make positive improvements that contribute to student learning and achievement. Going forward, these departments will continue to focus on the development and implementation of plans to more tightly integrate and infuse student support structures across the College.

Improvement Plan(s)

None

Evidence List

Citation	Document Name
IIB1-01	Riverside City College Catalog 2019-2020
IIB1-02	RCC 2019 Summer Fall Schedule
IIB1-03	RCC Student Handbook 2019-2020
IIB1-04	RCC Faculty Guide 2017
IIB1-05	Library Academic Support Webpages 2019
IIB1-06	Library Hours Summer Fall 2019
IIB1-07	Library E-Resources Password Webpage 2019
IIB1-08	Annual Library Data Survey 2017-2018
IIB1-09	ACRL Academic Library Trends Statistics Survey
IIB1-10	Annual Library Data Survey 2017-2018 Age of Collection
IIB1-11	Library E-Resources Webpage 2019

IIB1-12	LIB-1 Course Outline Record
IIB1-13	LIB-1 DE Course Outline Record
IIB1-14	LIB-1 Course Sections Data 2017-2018
IIB1-15	Library Faculty Services Webpage 2019
IIB1-16	Library Orientation Statistics 2017-2018
IIB1-17	Library Resources Handout
IIB1-18	Library Research Guides Webpage 2019
IIB1-19	Academic Engagement Center Map
IIB1-20	BOG RCC Guided Pathways Presentation 09-13-19
IIB1-21	Academic Support Brochure
IIB1-22	Library Student Focus Group 2019
IIB1-23	Recommendations Changes Library
IIB1-24	Library Orientation Canvas Module
IIB1-25	Top 5 Subjects 2018-2019
IIB1-26	MLC Feedback Survey
IIB1-27	SI Self Evaluation Form
IIB1-28	SmarTHINKING Utilization Oct 2018
IIB1-29	RCC Strategic Planning Retreat Fall 2018
IIB2-01	Library Program Review Plan Mission
IIB2-02	RCC Library Faculty Services Collection Development Webpage 2019
IIB2-03	RCC Curriculum Committee Membership Webpage 2019
IIB2-04	Nursing Educational Technology Resources Committee Minutes
IIB2-05	Academic Support Homepage 2019
IIB2-06	Integrated Student Support Committee Membership
IIB2-07	Tutoring Committee Meeting 02-23-18
IIB2-08	BOG Engagement Centers Description
IIB2-09	Guided Pathways Core Group Minutes 03-25-19
IIB3-01	Library Program Review Plan 2016
IIB3-02	Library Department Minutes 12-07-2017

IIB3-03	Librarian Report Assessment 10-02-2019
IIB3-04	CCSSE Student Responses Library 2015
IIB3-05	Library Survey Student 2017-2018
IIB3-06	Library Databases Survey Response 2017
IIB3-07	Library Distance Education Survey 2018
IIB3-08	Academic Support Program Review Plan
IIB3-09	Math Program Review and Plan
IIB3-10	Tutorial Services Utilization Report 11-06-2018
IIB3-11	Tutoring Committee Presentation 02-23-2018
IIB3-12	SI Success Effectiveness Report 2016-2017
IIB3-13	Math Learning Center Feedback Survey
IIB3-14	Academic Support Minutes 10-24-2017
IIB4-01	Library Program Review Plan
IIB4-02	Academic Support Program Review Plan Smarthinking
IIB4-03	Library Database Use 2017-2018
IIB4-04	Advance Copy Contract
IIB4-05	Library Services Platform Participation Agreement
IIB4-06	CCL Consortium Invoice
IIB4-07	EBSCO Invoices
IIB4-08	Infobase Invoice
IIB4-09	Innovative Interfaces Invoice Contract
IIB4-10	OCLC Cataloging Invoice
IIB4-11	OCLC EZProxy Invoice
IIB4-12	Pearson Smarthinking Contract
IIB4-13	ProQuest Invoice
IIB4-14	SurveyMonkey Invoice

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Riverside City College provides its diverse community of learners with comprehensive student support services aligned with its mission. The Student Services division regularly evaluates the quality of its services following the Program Review and Plan (PRaP) process described in Standard I.B.2 and Standard I.B.5 (IIC1-01, IIC1-02). Services are regularly assessed and appropriately modified through the program review process to ensure effectiveness regardless of the means of delivery (IIC1-03). Student Support Services' (Student Services and Academic Support) goals and outcomes are mapped to one or more of the college strategic goals and the college mission. This alignment includes, for example, an annual review and integration of the data provided in the Graduation Survey, which provides student feedback on multiple student support services (IIC1-03). As a result, department program reviews provide opportunities for improvement and further assessment (IIC1-04, IIC1-05, IIC1-06, IIC1-07).

In addition to the regular assessment of programs, BP/AP 4105: Distance Education, Title 5, and California Education Code guide the assessment of the distance education component of the College's offerings. The distance education assessment includes an annual review by the Distance Education Committee of the Accessibility Plan, Guide to Regular-Substantive Contact, and a review of the internal college Canvas Guides for faculty, along with the Distance Education Survey conducted by the California Community Colleges Chancellor's Office (IIC1-08, IIC1-09, IIC1-10, IIC1-11, IIC1-12, IIC1-13, IIC1-14). The College also participates in the external Community College Survey of Student Engagement (CCSSE), which provides feedback and assistance in evaluating student support services (IIC1-15).

The College uses the horizontal alignment of area and departmental plans and the vertical integration of divisional and vice president plans to connect the college Strategic Plan, Educational Master Plan, and the mission to assess the quality of student support services and the impact they have on institutional student learning outcomes (IIC1-16, IIC1-17, IIC1-18, IIC1-19).

Analysis and Evaluation

Riverside City College has an extensive offering of student support services through a multitude of different delivery methods as shown in Table 1 (IIC1-01). Annual systematic planning is coordinated through the Student Access and Success Leadership Council, and regular evaluations and assessment occurs through the annual Student Exit Survey and individual department assessments and program reviews (IIC1-20, IIC1-03). The College identifies and assesses both Student Services learning outcomes (SSLOs) and service area outcomes (SAOs) to gauge what students know or should learn after receiving specific services or participating in particular programs (IIC1-21, IIC1-04, IIC1-05, IIC1-06, IIC1-07). In addition, the College uses various mechanisms/tools to evaluate and assess the quality of student support services and programs that reflect the student's viewpoint including online surveys, focus group responses, and feedback forms (IIC1-03, IIC1-22, IIC1-23, IIC1-24, IIC1-25, IIC1-26).

Table 1. Student Support Services and Delivery Methods

	Service Delivery		
Student Support Services	**Online**	**Phone**	**In-Person**
Admissions and Records	x	x	x
Academic Counseling Services	x	x	x
Career and Transfer Center Services	x	x	x
Child Care			x
Enrollment Services	x	x	x
Outreach/Welcome Center	x	x	x
Athletic Engagement Center		x	x
CalWorks		x	x
Center for Communication Excellence (CCE)		x	x
Center for International Students and Programs	x	x	x
The Community for Academic Progress (CAP)		x	x
Disability Resources Center (DRC)	x	x	x
Extended Opportunities Programs & Services (EOPS)	x	x	x
Enrollment Services	x	x	x
Financial Aid	x	x	x
Foster & Kinship Care Education Programs	x	x	x
LaCasa		x	x
Library and Learning Resources	x	x	x
Math Learning Center (MLC)	x	x	x
Student Health and Psychological Services (SHPS)	x	x	x
Student Employment	x	x	x
Student Life/Student Senate/Associated Students of Riverside City College (ASRCC)	x	x	x
Supplemental Instruction (SI)	x	x	x
TRIO Student Support Services (SSS) Program		x	x
Tutorial Services (TS)	x	x	x
Ujima		x	x
STEM Engagement Center		x	x
LHSS Engagement Center		x	x
CTE Engagement Center		x	x
Veterans Resource Center	x	x	x

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Riverside City College has identified student learning support outcomes, referred to as service area outcomes (SAOs) and designed appropriate assessments strategies and tools. 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. This includes establishing and tracking shared indicators to assess the effectiveness of initiatives specifically designed to help under-represented students on campus. Examples of programs with individual SAO's include CalWorks, EOPS, Upward Bound, and the Disability Resource Center (IIC2-01, IIC2-02, IIC2-03, IIC2-04). In addition to these individual program assessments, the College tracks cohorts of students disaggregated by a variety of characteristics over multiple years to identify trends (IIC2-05). 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 (IIC2-06). This student survey has helped inform changes and improvements to the College's services.

The initiatives and goals in the 2015-2020 Strategic Plan and Educational Master Plan inform the program reviews of the divisions of Student Services and Student Success and Support. These programs are assessed and updated annually through the established program review process (IIC2-07, IIC2-08). In addition, the College uses assessment instruments that reflect a student perspective such as online surveys, focus group responses, and feedback forms (IIC2-06, IIC2-09). The College has a program review cycle that is driven by its mission and informed by data to make decisions to improve programs. Documented conversations about data for improvement purposes demonstrate that the unit plans, area reports, and program reviews are created with input from all stakeholders (IIC2-10). The 2015-2020 Strategic Plan outlines the initiatives and goals used to implement, assess, and monitor those long-range plans on a yearly basis (IIC2-08, IIC2-11).

Analysis and Evaluation

The College identifies and assesses student engagement and achievement as well as co-curricular support of student learning through institution-set metrics, program-specific service area outcomes, and student surveys. Providing a baseline for the College's Guided Pathways framework, the fall 2018 SENSE survey identified opportunities for improvement as well as highlighted students' positive experiences. The College assesses and evaluates programs annually through the strategic planning process, the program review process, and planning/governance bodies to ensure that the results of SAO assessment are reviewed and discussed for feedback, information, and action as needed. Representatives of the College's co-curricular support programs also attend the College's monthly Assessment Committee meeting to share what is working and to encourage cross-divisional conversations about student success (IIC2-12).

Service area outcomes and annual plans within the division of Student Services and Academic Support are maintained and updated in Nuventive Improve (IIC2-07, IIC2-08). As programs are assessed, the department chairs, with input from stakeholders, update departmental plans to reflect goals and strategies for the upcoming year. Programs work with the Office of Institutional Effectiveness to gather information on program effectiveness and student success factors including Grade Point Average (GPA), progress, graduation, retention, and persistence. Likewise, categorically-funded programs annually plan, evaluate, and assess student success based on grant-mandated success factors (IIC2-13). Student Services programs that work with

students in equity groups refer to the RCC Equity Report to assess what student populations are disproportionately impacted and where targeted intervention is recommended ([IIC2-14](#)). The College uses disaggregated data to assess equity strategies so that improvement can be made to support disproportionately impacted populations. To ensure that students' voices are heard, the College hired the RP Group to conduct a series of eight focus groups in spring of 2017 to better understand the needs of minority male students to increase student success within this group ([IIC2-15](#)).

Integrated Academic Support routinely conducts assessment and evaluation activities to measure the effective of the College's academic support units. These activities are geared towards answering critical questions regarding student success and access. The information gained from these efforts are also used to revise and modify existing practices, protocols, and procedures. Academic Support staff work with faculty to identify needs; and hire and train tutors and supplemental instruction leaders to support student achievement in the classroom. The most recent assessments for Academic Support Services focused on identifying the success rate of students taking advantage of academic support resources ([IIC2-16](#)). This assessment suggested a goal of how many times students should seek academic services to increase their likelihood of academic success. This information has been crucial for student outreach to help students understand how to get the most from the College's academic services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
The Student Information section of the College Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method ([IIC3-01](#)). The College provides appropriate, comprehensive, and reliable services to students both online and on the campus, including limited services at the Coil School of the Arts and the Culinary Academy located in downtown Riverside, and the Rubidoux Annex. Table 1 provides reference to the support services the college provides and the service delivery method; however, additional online tutoring is available through Smart Thinking that provides online tutoring for multiple subjects ([IIC3-02](#)).

The College is committed to meeting the needs of its students and its service areas by providing equitable access to all students. This includes service to students with disabilities by providing adaptive computer technology hardware and software in the high-tech center and in various labs across campus.

In addition, the College provides access to applications for admission, enrollment and registration, financial aid (with an online chat component) and tutoring which are available both online and in person. The following services are available through various methods including:

- CCCApply ([IIC3-03](#))
- EduNav ([IIC3-04](#))
- Online Student Orientation ([IIC3-05](#))
- Counseling services: in person and online (through WebAdvisor) ([IIC3-06](#), [IIC3-07](#))
- My Portal ([IIC3-08](#))
- Canvas ([IIC3-09](#))

- WebAdvisor ([IIC3-10](#))
- FASFA ([IIC3-11](#))
- Smart Thinking ([IIC3-12](#))

Although the delivery methods vary, the College has committed to providing student support regardless of location. Riverside City College utilizes technology to deliver quality student support services as appropriate. As referenced above, web pages, social media networks, online intake processes, online chat components, texts and emails are common ways that our students receive support services in addition to face-to-face peer mentoring, flyers, and phone calls.

In addition, counseling and enrollment services continue to be offered at off-site locations to ensure equitable access to all students regardless of location, including visits to our dual enrollment K-12 partner schools. The College also provides workshops and additional support to students at the Rubidoux Annex, Culinary Academy, and Coil School of the Arts ([IIC3-13](#), [IIC3-14](#)).

Analysis and Evaluation
By providing both online and in-person student support services, Riverside City College ensures equitable access to all of its students, regardless of service location or delivery method.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
The College provides co-curricular programs and activities through the Office of Student Life/ Student Activities to support the growth of students ([IIC4-01](#), [IIC4-02](#)). The College provides opportunities for students to participate in many service organizations and engage in outreach in the community. Specific programming examples that contribute to the social, cultural, creative, intellectual, and economic development of communities and student/club/organizations include, but are not limited to, participating in Student Government, clubs, events, study abroad, Ujima, La Casa and opportunities provided through Guided Pathways implementation in the new student academic engagement centers ([IIC4-03](#), [IIC4-04](#), [IIC4-05](#), [IIC4-06](#), [IIC4-07](#), [IIC4-08](#), [IIC4-09](#), [IIC4-10](#), [IIC4-11](#)). Likewise, the College provides opportunities for students to develop critical thinking, effective communication, community and global awareness, self-efficacy, and workplace skills. Examples include the Riverside City College Art Gallery exhibit space, the Performing Arts department offerings, Model United Nations, and the Honors Program ([IIC4-12](#), [IIC4-13](#), [IIC4-14](#), [IIC4-15](#)). The College also demonstrates its commitment to holistic student development through the comprehensive Student Equity Plan ([IIC4-16](#)). These specific programming examples are annually assessed through established program review processes ([IIC4-01](#)).

The College provides athletics programs that directly relate to the mission of the college by providing opportunities and programs that are conducted following strict educational policies and held to high standards of integrity ([IIC4-17](#), [IIC4-18](#), [IIC4-19](#)).

Analysis and Evaluation

All campus clubs and organizations are sponsored by the Associated Students of Riverside City College (ASRCC) and operate under the administrative supervision of the dean of student life/Office of Student Activities with finances regulated by BP 5420: Associated Students Finance (IIC4-01, IIC4-17, IIC4-20, IIC4-21). Within ASRCC, the College provides individual students with engagement opportunities including, student government, programming events, lobbying efforts, conference attendance, and programs such as study abroad (IIC4-02, IIC4-04, IIC4-05, IIC4-22, IIC4-23, IIC4-24).

The College offers 18 intercollegiate athletic programs. The programs are housed within the Athletics division and are managed by an athletics director (IIC4-18, IIC4-19, IIC4-25). Each year the College submits the annual form R-4: Equity in Athletics Data Analysis report as required by the California Community College Athletics Association (CCCAA) (IIC4-26, IIC4-27, IIC4-28). The athletic programs are evaluated annually and participate in the strategic planning process (IIC4-25). Additionally, revenues from athletic and co-curricular ticket sales are deposited into the general fund to offset program costs, which are monitored and reported through strict guidelines set forth by BP 5420 (IIC4-17).

Athletics works to comply with Title IX and gender equality to provide well-rounded dimensions within its programs (IIC4-29). Currently athletic team gender percentages are 55.87% male and 44.13% female. Athletes must adhere to academic eligibility requirements of the CCCAA, therefore, the compliance coordinator performs weekly eligibility checks which the CCCAA monitors (IIC4-27, IIC4-28). The close relationship between athletics and ASRCC provides regular evaluation and accountability of integrity and adherence to standards.

Through board policies, Office of Student Life and Athletics procedures and evaluations, and the Athletics department program review, the College ensures that co-curricular and athletics programs fit the institution's mission and contribute to students' educational experience. Additionally, the College's policies and procedures set forth through ASRCC and in alignment with board policy and college goals, show that the College ensures programmatic responsibility with integrity and transparency.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College maintains a full, self-contained counseling and student support program that are in alignment with Guided Pathways and reviewed and assessed annually through established program review processes grounded in extensive dialogue, research and evaluation (IIC5-01, IIC5-02, IIC5-03, IIC5-04, IIC5-05, IIC5-06, IIC5-07, IIC5-08). In addition to general counseling, the College provides counseling in Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Cal Works, Disability Resource Center (DRC), Puente, TRiO Programs, Ujima, La Casa and the Veterans Center. Following the Guided Pathways framework, counseling has recently identified specific counseling teams to support each of the academic engagement centers (IIC5-09, IIC5-10).

Additionally, Counseling works with student focus groups and provides a myriad of student success workshops where data is gathered, reviewed, and used to inform practices, services, and programs (IIC5-11). With the implementation of the Guided Pathways framework, counselors are being assigned to the eight instructional pathways to provide wrap-around support for students. Designated instructional pathway-based counselors are part of an integrated structure that incorporates 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 (IIC5-12).

Riverside City College classified educational advisors, especially through the College Promise program (IIC5-13), encourage students within their caseload to complete their comprehensive student educational plan (SEP) after completing the first 15 units. Working collaboratively with the counselors, educational advisors help students identify respective instructional pathways to ensure that comprehensive educational plans are completed as discussed in Standard II.C.6 (IIC5-14, IIC5-15, IIC5-16).

To ensure that students receive timely, useful, and accurate information, counselors participate in ongoing professional development through local, state and federal conferences, webinars, and various trainings focused on the implementation of wrap-around student support, EduNav, and other topics (IIC5-17, IIC5-18, IIC5-19, IIC5-20, IIC5-21). All new full-time and part-time counselors receive comprehensive orientation and training. Counseling holds regular monthly meetings for all counselors, including those outside of general counseling, faculty advisors and classified educational advisors, to review concerns, practices, policies, and procedures (IIC5-22). For example, collaboration within Counseling has included the evaluation of course retention, success, and persistence rates and transfer data, which has led to plans to address equity groups' success specifically within Guidance courses (IIC5-23, IIC5-24, IIC5-25, IIC5-26). As a result, efforts and activities have been designed to increase the success of foster youth, Disabled Resource Center students, and veterans equity groups (IIC5-27, IIC5-28).

Analysis and Evaluation
Riverside City College provides counseling and academic advising programs to support student development and success using the Guided Pathways framework, as evidenced by the assignment of counselors and educational advisors to the instructional pathways and engagement centers. Furthermore, as evidenced by orientation, assessment, and advising programs referenced in Standard II.C.1, the College provides counseling as well as academic and career advising to diverse populations of students to orient them to the requirements related to their programs of study. Through ongoing faculty and staff training and the assessment and evaluation of services, RCC strives to ensure that students are provided accurate information and extensive support to assist them in meeting their academic goals.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard
The College adheres to admissions policies that specify the qualifications of its students and are consistent with the mission of the College. Admissions policies are specified in BP/AP 5010: Admissions, and are found in a wide range of college publications, including the catalog, class

schedule, and the Admissions and Records website ([IIC6-01](#), [IIC6-02](#), [IIC6-03](#)). In addition, the College defines clear pathways to degree completion, transfer, or certifications and advises students on how to be successful in these areas ([IIC6-04](#)). This part of the mission is embedded in BP/AP 5052: Open Enrollment ([IIC6-05](#)). The College is in the process of implementing an online degree planner utilizing EduNav, which provides students with immediate access to program maps based on their educational goal ([IIC6-06](#)). With the redesign of the College to support Guided Pathways, student support teams provide comprehensive services to students within their instructional pathway.

The admissions process begins with the completion of the statewide student application, through CCCApply, which collects information from prospective students ([IIC6-07](#)). Through the application process, students indicate their desired academic goals, whether it is completion of a degree or a certificate, and a program of study. Students also provide biographical information and historical information related to previously-attended institutions. Mandatory orientation and counseling are required for first-time college students, as explained in Standard II.C.5, and a follow-up welcome email message is sent to students confirming their enrollment status, email address, student identification number, and WebAdvisor login information ([IIC6-08](#)).

As a result of high school partnerships, including dual enrollment programs such as the California College and Career Access Pathways (CCAP) and high school concurrent enrollment, RCC has separate admissions policies to ensure seamless transition to college courses ([IIC6-09](#), [IIC6-10](#)).

To support students' completion of their educational goals, Riverside City College adopted the Guided Pathways model in 2015. The development of the instructional pathways in fall 2018 further supported steering students in the direction of clear pathways to completion ([IIC6-11](#)). Organized around college divisions, the eight instructional pathways provide a structure to help advise students and support their completion of degrees and certificates, and transfer. Each instructional pathway includes smart start courses and specific programmatic details to help students begin and complete their educational journey.

Operating within the Guided Pathways framework, RCC utilizes counselors, educational advisors and technology to direct students to pathways to completion. Counseling faculty assist students with the identification of potential career goals aligned to the eight instructional pathways and helps them complete educational plans. In addition to counseling faculty, classified educational advisors provide assistance to students from matriculation through the first year of college with abbreviated one-semester educational plans. Records are maintained in the student information system, Ellucian Colleague, which also blocks registration for students who do not complete each step of the matriculation process (refer to Standard II.C.4). Additional student support with regard to Guided Pathways implementation includes the integration of EduNav, a degree-planning educational tool that helps students navigate their educational path through graduation. EduNav helps students plan and register based on their individualized instructional pathway and provides feedback and course correction as the student completes the program ([IIC6-12](#)).

Analysis and Evaluation
Riverside City College adheres to district admissions policies consistent with the college mission while providing appropriate guidance for students to complete their educational goals through established instructional pathways. The College's commitment to Guided Pathways is further

supported by the establishment of the eight instructional pathways and the introduction of EduNav. Each instructional pathway defines the specific wrap-around student support needed for degree and certificate completion and transfer.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
The College uses the California Community College system-adopted CCCApply, which is administered by the state Chancellor's Office, to facilitate the admissions process (IIC7-01). RCC also uses examinations to assist students in English as a Second Language (ESL).

As one example of the regular evaluation of admissions and placement instruments, the College's Office of Institutional Effectiveness works with data provided by the assessment and placement center. Institutional effectiveness provides a yearly analysis of incoming student placement using a template based on the 3CSN recommendation combined with college enrollment data (IIC7-02, IIC7-03, IIC7-04). Using the same template year after year allows the College to track the progress of overall placement as well as compare placement by race and ethnicity in an unbiased fashion. Additionally, the Office of Institutional Effectiveness provides regular reports on students' course success by placement and enrollment. Following the implementation of AB 705, the College no longer issues placement tests for English and math as noted in Standard II.A.8, and the data provided through these annual reports informs new onboarding processes for students. Additionally, the Admissions and Records department adheres to the annual program review process and assesses current practices and protocols to validate effectiveness (IIC7-05).

RCC 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. In addition, the College determined appropriate cut-scores (IIC7-06).

Analysis and Evaluation
RCC regularly evaluates the instruments used to place students in various courses. In addition, the College evaluates existing placement practices to test the validity of practices and instruments to minimize bias and maximize testing effectiveness.

The College fully implemented AB 705 in math and English in fall 2019. In math, all students receive a transfer-level placement based on courses taken in high school and cumulative Grade Point Average (GPA). For students who select a STEM pathway, they may place into a pre-transfer-level class. All students with an RCC placement in math or English on or before spring 2019 received a letter both electronically and by mail from the District notifying them of the option to take a survey within the student portal to receive a new placement (IIC7-07, IIC7-08). RCC will continue to evaluate success rates of students being placed through AB 705 with a focus on the success of students within equity groups.

To meet the requirements of AB 705 for placement into ESL courses, the district ESL discipline is creating a guided self-placement (GSP) instrument for use in fall 2020 when new Course

Outlines of Record are in place and the corresponding courses are offered. The GSP will ask students to answer approximately ten questions regarding language and academic background, persistence, and use of language skills. The GSP instrument will provide reading and writing samples reflecting course-level work, and will ask students which they are most comfortable with. Until more specific direction from the state Chancellor's Office becomes available, the discipline will continue offering the PTESL in addition to the GSP instrument.

Riverside City College's evaluation of tools utilized for admission and placement, especially through the established program review process, are periodic and demonstrate effectiveness.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
The College meets all requirements for records retention as stipulated in 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 ([IIC8-01](#)). RCCD Information Services backs up and maintains student files in the student information system, Ellucian Colleague. The college digitally images documents and forms not held in Colleague in OnBase, a document management system. Archive management holds historical data on microfiche, while the college holds microfiche scans on CD ([IIC8-02](#), [IIC8-03](#)). Supervisors monitor document imaging practices and review confidentiality policies with new and current employees in accordance with AP 3720: Computer and Network Use, which includes the District's acceptable use policy ([IIC8-04](#)). As explained in this policy and procedure, all users of district technology equipment must review and acknowledge their understanding of this policy and other job-appropriate information technology security standards on an annual basis.

Per BP/AP 5040: Student Records, Directory Information and Privacy, the release of student records is only authorized when students have given consent ([IIC8-05](#)). Students participating in a dual enrollment program complete a Parent/School Approval form which allows for information sharing between the high school and the College ([IIC8-06](#)). To release information to a third party/parent/guardian, students must consent via the RCC Privacy Consent Form ([IIC8-07](#), [IIC8-08](#)). For enrollment verifications, students must complete the Enrollment Verification request and present photo identification ([IIC8-09](#)). Per the Family Educational Rights and Privacy Act (FERPA) guidelines, district employees may only view student information if there is a legitimate educational interest. Internal systems (i.e, WebAdvisor, MyPortal, and Colleague) have secure algorithms monitored by District Information Technology to ensure the identity of students. Outside vendors that share and have access to student information, including Credentials used for transcripts and the National Student Clearinghouse used for verification of attendance and degrees, also have security measures in place. In compliance with FERPA, vendors verify the identity of students and require student consent to release records ([IIC8-10](#), [IIC8-11](#)).

In alignment with BP/AP 5040, the College Catalog clearly identifies the rights of students with respect to their educational records under FERPA. The College also provides FERPA information on the college website through a link at the bottom of the homepage and in the Student Financial Services Consumer Guide ([IIC8-12](#), [IIC8-13](#), [IIC8-14](#), [IIC8-15](#)).

Analysis and Evaluation

As demonstrated in policies, procedures, and protocols, Riverside City College maintains records permanently, securely, and confidentially in accordance with laws and regulations pertaining to record-keeping and the release of student records. FERPA regulations and policies are provided to students and published in the catalog and on the website.

Conclusions on Standard II.C. Student Support Services

RCC has an extensive offering of student support services. The College provides 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 regularly evaluates the quality of student support services to ensure equitable access to services supporting student learning, regardless of location or means of delivery. The College identifies and assesses 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. Student support services are consistent with the college mission.

Improvement Plan(s)

None

Evidence List

Citation	Document Name
IIC1-01	Webpage – Student Services
IIC1-02	Strategic Planning website and Plans
IIC1-03	RCC Student Exit Survey Report Summer 2019
IIC1-04	Student Activities PRaP
IIC1-05	Student Services Division Plan
IIC1-06	Academic Support Plan
IIC1-07	Athletics Plan
IIC1-08	RCC Distance Education Committee
IIC1-09	Distance Education Summary of Regulations, Regular, and Effective Communication
IIC1-10	RCCD Guide to Regular – Substantive Contact
IIC1-11	RCCD DE Accessibility Plan
IIC1-12	AP 4105
IIC1-13	2018 RCCD Online Canvas Academy
IIC1-14	Distance Education Survey – CCC 2017-2018

IIC1-15	Community College Survey of Student Engagement (CCSSE) – Key Findings
IIC1-16	Riverside City College Strategic Plan 2015-2020
IIC1-17	Educational Master Plan
IIC1-18	19-20 Plan Summary Vice President of Student Services
IIC1-19	19-20 Plan Summary Vice President of Planning & Development
IIC1-20	Student Access and Support Website
IIC1-21	PRaP Cycle
IIC1-22	RCC Guardians Scholars Survey
IIC1-23	ASRCC Fee Survey
IIC1-24	Upward Bound SAO Assessment
IIC1-25	CalWorks SAO Assessment and End of Semester Student Services Report
IIC1-26	2019 Time and Effort Log for Peer Mentors and Mentees
IIC2-01	Cal Works SAO Assessment
IIC2-02	EOPS Plan
IIC2-03	Upward Bound SAO Assessment
IIC2-04	DRC Plan
IIC2-05	Student Equity Visuals Winter 2019 Report
IIC2-06	Fall 2018 SENSE Exec Summary
IIC2-07	Academic Support Services Plan
IIC2-08	Student Services Division Plan
IIC2-09	RCC Student Exit Survey Report
IIC2-10	RCC Strategic Planning Survey Spring 2019
IIC2-11	Integration of Guided Pathways and the Strategic Plan
IIC2-12	RAC Minutes 09.06.19
IIC2-13	DSPS Success Summer 2018
IIC2-14	RCC Student Equity Plan
IIC2-15	RCC Male Minority Focus Group Report 5.12.17
IIC2-16	2019 Peer Mentor Time-Effort Log
IIC3-01	College Catalog Student Support

IIC3-02	Smart Thinking tutoring all subjects
IIC3-03	Getting Started – First Time College Students
IIC3-04	EduNav
IIC3-05	Counseling
IIC3-06	Counseling appointments and online appointments
IIC3-07	WebAdvisor Online Counseling
IIC3-08	My Portal Main Menu
IIC3-09	Distance Ed – Student Page
IIC3-10	WebAdvisor – Student Menu
IIC3-11	Financial Aid Home
IIC3-12	Online Tutoring
IIC3-13	Rubidoux Annex Homepage
IIC3-14	Culinary Academy
IIC4-01	Student Activities PRaP
IIC4-02	Student Activities Calendar
IIC4-03	Student Services
IIC4-04	Student Government
IIC4-05	ASRCC InterClub Council and Clubs
IIC4-06	Study Abroad
IIC4-07	Guided Pathways
IIC4-08	La Casa
IIC4-09	Ujima Project
IIC4-10	Career Center Home
IIC4-11	CTE Promise and Engagement Center
IIC4-12	Art Gallery
IIC4-13	Performing Arts
IIC4-14	Model United Nations (MUN)
IIC4-15	Honors Program
IIC4-16	RCC Student Equity Plan

IIC4-17	BP 5420
IIC4-18	Athletics web page
IIC4-19	Athletics 5-year plan
IIC4-20	ASRCC Advisor Guide
IIC4-21	Sample Agenda Packet
IIC4-22	ASRCC Clubs
IIC4-23	Student Activities PRaP
IIC4-24	ASRCC Fee Survey
IIC4-25	Athletics PRaP
IIC4-26	2017 Statement of Compliance Title IX Gender Equity and EADA Certificate
IIC4-27	CCCAA Bylaw 2
IIC4-28	CCC Athletic Association Constitution
IIC4-29	About Title IX
IIC5-01	Counseling
IIC5-02	Counseling, Library and Academic Support Program Review
IIC5-03	Counseling Look at the Data – 2018
IIC5-04	Counseling 2018-2019 Action Plan
IIC5-05	Counseling Retreat Agenda
IIC5-06	Summary of GRIT Mentoring Program Data 2017
IIC5-07	Counseling Action Plan
IIC5-08	2018-2019 Activities and Goals for Counseling
IIC5-09	Counseling Faculty Advising and Ed Advising Agenda
IIC5-10	Instructional Pathways and Counseling
IIC5-11	Student Success Workshops
IIC5-12	Instructional Pathways and Counseling
IIC5-13	CTE Promise and Engagement Center
IIC5-14	College Promise Web Page
IIC5-15	Instructional Pathways and Student Support within Engagement Centers
IIC5-16	Guided Pathways PowerPoint 9-2018

IIC5-17	Instructional Pathways and Student Support within Engagement Centers
IIC5-18	Counseling Discipline Agenda 9-2018
IIC5-19	Flex 2018 Agenda
IIC5-20	Quiet Book – Counseling
IIC5-21	Welcome Day Brief
IIC5-22	Counseling Department Meeting Minutes
IIC5-23	2018-2019 Activities and Goals for Counseling
IIC5-24	Equity Data
IIC5-25	Equity Success
IIC5-26	Transfer PowerPoint
IIC5-27	Counseling Action Plan
IIC5-28	2018-2019 Activities and Goals for Counseling
IIC6-01	Admissions and Records Site
IIC6-02	College Catalog – Admissions
IIC6-03	Fall Schedule of Classes
IIC6-04	Instructional Pathways and Counseling
IIC6-05	BP 5052
IIC6-06	EduNav
IIC6-07	Getting Started – First Time College
IIC6-08	Welcome to Riverside City College
IIC6-09	Concurrent Enrollment High School Students
IIC6-10	CCAP – Dual Enrollment Form
IIC6-11	Instructional Pathways and Student Support within Engagement Centers
IIC6-12	EduNav
IIC7-01	Getting Started – First Time College
IIC7-02	Student Placement in Curriculum – fall 2018
IIC7-03	First Time Freshman Math and English – AB705 Implementation
IIC7-04	Placement and Success
IIC7-05	Admissions and Records PRaP

IIC7-06	Bias and Cutscore Report Summary Final
IIC7-07	Student Portal
IIC7-08	Letter from District
IIC8-01	BP 3310
IIC8-02	FERPA Staff PowerPoint
IIC8-03	FERPA Tutorial
IIC8-04	BP-AP 3720
IIC8-05	BP 5040
IIC8-06	CCAP – Dual Enrollment Form
IIC8-07	RCC 18-19 Consumer Guide FERPA
IIC8-08	Privacy Consent Form
IIC8-09	Enrollment Verification Form
IIC8-10	BP 5040
IIC8-11	FERPA Tutorial
IIC8-12	RCC 18-19 Consumer Guide FERPA
IIC8-13	Family Educational Rights and Privacy Act (FERPA)
IIC8-14	Riverside City College FERPA Link
IIC8-15	College Catalog FERPA

Standard III: Resources

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

A. Human Resources

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

institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
Riverside City College employs qualified academic and classified personnel in accordance with state and District board policies (BP) and administrative procedures (AP) (IIIA1-01). All human resources functions are coordinated and administered from the District Office of Human Resources and Employee Relations (HRER). Administrative procedures are in place to identify the recruitment and hiring procedures for each category of employee, including the persons responsible and screening tools for faculty, for classified and confidential staff, and for management staff (IIIA1-02, IIIA1-03, IIIA1-04, IIIA1-05, IIIA1-06). Applicants are screened according to job descriptions, which include state-mandated minimum qualifications as well as specifically required and preferred qualifications, as illustrated by HRER screening documents (IIIA1-07). The administrative procedure for part-time faculty hiring and the intent to hire form for associate (part-time and substitute) faculty show that faculty are screened for minimum qualifications (IIIA1-08, IIIA1-09).

In accordance with administrative procedures, positions are advertised in standard publications and websites, including the District's website, and possibly other venues depending on the position, with the goal of encouraging a broad and diverse applicant pool. This process ensures that all job descriptions address the needs of the College and the needs of the discipline and that job descriptions are directly related to the mission (IIIA1-10, IIIA1-11).

The criteria and procedures for hiring academic employees are established and implemented in accordance with the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College system (IIIA1-12). Faculty job announcements and job descriptions clearly indicate requirements of discipline expertise; effective teaching abilities; and participation in committee work, curriculum and program development, and student activities. These traits are exemplified in full-time math faculty job announcement for 2018 as well as the part-time math faculty job posting (IIIA1-13, IIIA1-14).

For classified, confidential, and management staff, job announcements and job descriptions clearly indicate requirements for appropriate education, training, and experience. Examples of this practice can be found in the classified, confidential, and management job descriptions (IIIA1-15, IIIA1-16, IIIA1-17).

Analysis and Evaluation
The criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated and address the needs of the College serving the student population. Management, faculty, confidential, and classified employee hiring procedures are published in respective documents located on the RCCD Human Resources website (IIIA1-18). Job descriptions and recruitment brochures accurately reflect position duties, responsibilities, and authority.

Through administrative procedures in alignment with board policies, the College employs personnel who are qualified by appropriate education, training, and experience. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in job descriptions, which directly relate to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

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

Evidence of Meeting the Standard
The procedures for full-time faculty recruitment and hiring, delineated in AP 7120c: Full-Time Faculty Recruitment and Hiring and for part-time faculty recruitment and hiring in AP 7120d: Part-Time Faculty Recruitment and Hiring ensure that faculty selected for hire have adequate and appropriate knowledge of their subject matter (IIIA2-01, IIIA2-02). Academic employees always possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College system in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges Handbook, published by the California Community Colleges Chancellor's Office (IIIA2-03). The process for full-time faculty hiring indicates that transcripts are verified by HRER at the time of hiring (IIIA2-04). All job descriptions posted by Riverside City College for both full-time and part-time faculty include state-mandated minimum qualifications as well as specifically required and preferred qualifications. This is evident, for example, in the 2019 full-time Nursing faculty job posting, the 2019 full-time Auto Collision Technology faculty job posting, and the part-time Math faculty job posting (IIIA2-05, IIIA2-06, IIIA2-07). These and all faculty job announcements for both part-time and full-time faculty, are written by subject matter experts and directly support the College's mission and its students. Faculty job descriptions also include responsibility for curriculum oversight and student learning outcomes assessment.

Faculty applicants must meet minimum qualifications published by the California State Chancellor's Minimum Qualifications Handbook or equivalent requirements verified through the equivalency process of the RCCD Academic Senate (IIIA2-08, IIIA2-09). As evidenced in the hiring procedures, faculty candidates are evaluated on the basis of subject area knowledge, teaching effectiveness, ability to enhance overall college effectiveness, and sensitivity to the racial and cultural diversity of the community.

Analysis and Evaluation
Faculty job descriptions include support for the college mission as well as responsibility for curriculum and student learning outcomes assessment. Through administrative procedures, Riverside City College has established and follows a consistent process to verify that faculty have adequate and appropriate knowledge of the subject matter. Job descriptions include appropriate factors of qualification as well as responsibility for curriculum and assessment.

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

Evidence of Meeting the Standard
Through its hiring process, the College ensures the employment of qualified academic and classified personnel in accordance with district and state policies and procedures. District administrative procedures identify the recruitment and hiring process for each category of employee, including administrators, and classified and confidential staff (IIIA3-01, IIIA3-02). This is evident in the 2016 job announcements and job descriptions for the administrative

position of vice president of Academic Affairs and for the job announcement for the hiring of an instructional departmental specialist, which includes the job description, as well as the job description for confidential employees (IIIA3-03, IIIA3-04, IIIA3-05).

Educational administrators hired by the Riverside City College must possess the minimum qualifications pursuant to California Education Code. Classified managers, classified staff, and confidential staff must possess the minimum education and experience requirements, or the equivalent, as outlined in the classification.

Analysis and Evaluation
The College follows established district procedures by which it ensures that administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality. The search committee will carefully consider minimum qualifications, and/or desired qualifications, and departmental needs during the screening and interviewing of applicants (IIIA3-06). Minimum and desirable qualifications are established to consider the institution's needs related to effectiveness, efficiency, and service quality.

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

Evidence of Meeting the Standard
The College ensures that the degrees required of its faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Administrative procedures for the recruitment and hiring procedure for each category of employee, including faculty, classified and confidential staff, and management include steps for verifying the qualifications of applicants and newly hired personnel (IIIA4-01, IIIA4-02, IIIA4-03, IIIA4-04, IIIA4-05). HRER Full-Time Tenure Faculty Recruitment procedures indicate the determination of the screening committee regarding applicants' qualifications or need for equivalency (IIIA4-06). These procedures specify that official transcripts and verifications of experience are part of the new-hire paperwork for full-time faculty (IIIA4-07).

The equivalency process follows AP 7211: Minimum Qualifications, and Equivalencies and is described on the HRER document and forms used by the equivalency committee (IIIA4-08, IIIA4-09). As explained in a memorandum to applicants regarding foreign degree/transcript evaluation, equivalency of degrees from institutions outside the United States must be verified by a certified service that evaluates foreign credentials; this evaluation is the responsibility of the applicant (IIIA4-10).

Analysis and Evaluation
By following administrative procedures as facilitated by the Office of Human Resources and Employee Relations, the College ensures that degrees held by faculty, administrators, and other employees are from accredited U.S. institutions or, when applicable, that degrees from non-U.S. institutions are verified for equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation

processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The intervals, criteria, and evaluation processes are set forth by BP/AP 7150: Employee Evaluations, collective bargaining agreements, and employee handbooks (IIIA5-01). Human Resources and Employee Relations is responsible for tracking and sending timely performance evaluations notifications for all applicable RCCD employees in alignment with established timelines.

Faculty

As stipulated in AP 7150, Riverside City College follows written criteria for evaluating faculty found in the Improvement of Instruction and Tenure Review process outlined in Article XI: Improvement of Instruction and Tenure Review in the collective bargaining agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA (IIIA5-02, IIIA5-03). Further clarification for contract faculty is found in a memorandum of understanding dated January 25, 2016 and for categorically funded faculty in a memorandum of understanding dated November 2, 2017 (IIIA5-04, IIIA5-05). As demonstrated in the name of the process and the opening statement, faculty evaluation "for the purposes of continuous improvement is foundational to the life of teaching and learning." Procedures for evaluating full-time (regular and contract faculty) and part-time (hourly) faculty are spelled out in the agreement, including timelines and persons responsible. The deans of instruction employ district forms and checklists for this process (IIIA5-06, IIIA5-07, IIIA5-08).

For contract untenured faculty (temporary full-time, categorically funded, and tenure track), an evaluation committee is formed and meets during the first six weeks of employment. Every contract faculty member is evaluated formally during the first semester of employment and in the fall semester of each of the following three years (IIIA5-09). These faculty are identified as "N" (untenured, tenure-track) or "O" ("other," meaning temporary or categorical) on the full-time faculty evaluation list from the human resources office (IIIA5-10). For tenure-track faculty, following each of the contract faculty member's evaluations, the evaluation committee recommends to the college president renewal or nonrenewal of the faculty member's contract. If nonrenewal is selected, the College follows contract language for termination. At the end of the fall of the third or fourth year, the committee makes a recommendation to the administration for the faculty member's tenure.

Regular (tenured) faculty are evaluated once every three years in the spring semester. On the full-time faculty evaluation list from the human resources office, these faulty are identified with a "T" (IIIA5-10). The 2017 memorandum of understanding explains the frequency of the process for categorically funded faculty, which matches that of full-time contract faculty (employed for one through three years) and regular faculty (having served the District four or more full years). Part-time faculty are evaluated their first term of employment and once a year for the next two years; subsequently, they are evaluated once every three years (IIIA5-05). However, some part-time faculty evaluations that appear past due may reflect the instructors' not having a recent teaching assignment, as part-time faculty remain in the part-time pool for two years. Faculty receive a copy of the evaluation upon the conclusion of the evaluation process. If a faculty member disagrees with the evaluation, he or she can submit a written rebuttal. The Agreement between RCCD and CCA/CTA/NEA and the Contract Faculty Evaluation MOU clearly state the

process to be followed if a faculty member receives a "need for improvement" (IIIA5-11). In human resources records, a follow-up will show as the next evaluation due. Therefore, records of actions taken will show up within the report on evaluations due and completed, ensuring that follow-ups are formal, timely, and documented. Records of faculty Improvement of Instruction evaluations, cited above, show that the process is in place.

Classified and Confidential

Also identified in AP 7150 (IIIA5-12), classified and confidential employee evaluations are conducted in accordance with Article XII, titled "Performance Evaluation," of the Agreement between Riverside Community College District and Riverside Community College Classified Employees, Chapter 535, an affiliate of the California School Employees Association (IIIA5-13). The Agreement also establishes a timeline for evaluations, which is followed by human resources (IIIA5-14). The performance of a confidential employee is reviewed and evaluated as also described in the Confidential-Classified Employees Handbook (IIIA5-15). The performance evaluation for a classified employee is also described in the Personnel Handbook for Classified Employees (IIIA5-16). As stated in the CSEA Agreement, classified and confidential staff employees receive a written evaluation at least once each year, using the Classified/Confidential Employee Evaluation form (IIIA5-17). Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Evaluations for newly hired, probationary classified employees utilize the Performance Evaluation for Classified Probationary Employees form (IIIA5-18). Promoted employees receive written evaluations at the end of the second and fifth months in their new positions. Evaluations for promoted probationary classified employees utilize the Performance Evaluation for Classified Promotional Employees form (IIIA5-19). The supervisor discusses the evaluation with the employee and provides the employee with a copy at that time. If the employee receives a rating of "improvement needed" or "unsatisfactory," the supervisor will include an explanation of the reason(s) for such markings and provide written expectations for ways to improve performance. In this case, as required by Article XII of the CSEA Agreement, "Expectations shall be outlined and discussed with the employee to give opportunity for improvement." The employee may submit comments or a rebuttal statement regarding the evaluation if the employee believes the evaluation is incorrect.

Administrators/Management

As established by AP 7150 (IIIA5-20), management evaluations are conducted following the guidelines in the Management Handbook (IIIA5-21, IIIA5-22). The RCCD Management Leadership Association's Management Evaluation Process webpage details procedures as well as timelines and persons responsible. Forms for management evaluations can be found linked on the Management Evaluation Process webpage (IIIA5-23). During the management employee probationary period of nine months, supervisors receive a notice to provide employees with performance feedback at the second, fifth, and eighth month of employment via the Performance Evaluation for Probationary Employees form (IIIA5-24). Permanent and contract management employees are evaluated annually in years one and two, and comprehensive evaluations completed every three years (IIIA5-25). The criteria included in the Management Evaluation Process measures employee performance in six distinct competency areas. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor, subject to the approval of the president or designee. As the process shows, the College and District employ a formal evaluation process that is systematic, timely, and objective; recognizes management

strengths; and is designed to address deficiencies and improve management performance when necessary. Human resources employee evaluations records indicate a follow-up as the next evaluation due, ensuring that evaluations and follow-ups are formal, timely, and documented.

Analysis and Evaluation
By following established District policy and procedure, the College has established evaluation processes in place to accurately measure the effectiveness of personnel and lead to improvement of job performance. Procedures in place ensure formal, timely, and documented follow-up actions. Records show that the College evaluates all personnel on a regular basis.

6. Deleted by the Commission

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

Evidence of Meeting the Standard
Riverside Community College District has policies and procedures in place to ensure that there are an appropriate number of full-time and part-time faculty, and that faculty needs are identified and addressed. AP 7120c: Full-Time Faculty Recruitment and Hiring outlines a procedure to identify and prioritize the hiring of full-time faculty (IIIA7-01). AP 7120d: Part-Time Faculty Recruitment and Hiring outlines a procedure to identify and address part-time faculty needs (IIIA7-02).

In addition, the Faculty Obligation Number is analyzed annually to further determine any unmet need for faculty positions. The number of faculty to be hired each year is based on the data in program review and the analysis of the Faculty Obligation Number as determined by the state Chancellor's Office.

Informed by the College's Human Resources Staffing Plan and through its strategic planning process, the College has a procedure whereby it identifies, prioritizes, and addresses full-time faculty hiring needs (IIIA7-03). These needs are identified by the departments and justified in the College's instructional Program Review and Plan process prioritized by faculty voting members of the leadership councils each fall and are submitted by the Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC) to the college president for final prioritization and approval (IIIA7-04, IIIA7-05). The number of full-time faculty hires is determined by the District each year, based on funding from the state and the District's Budget Allocation Model (IIIA7-06).

As evidenced by AP 7120d, there is also a policy in place with regard to the recruitment and hiring of part-time faculty to support quality educational programs at the College (IIIA7-07).

Analysis and Evaluation
The District has established procedures to determine appropriate staffing levels for faculty to assure effective support for programs and services. As part of the College's commitment to continuous improvement, the RCC Human Resources Staffing Plan is undergoing review and update. Adhering to administrative policies and following its strategic planning and prioritization process, Riverside City College follows a clear procedure to identify, prioritize, and hire the requisite number of qualified full-time and part-time faculty to achieve its mission and purposes.

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

Evidence of Meeting the Standard
As stipulated in the Agreement between RCCD and the Faculty Association, part-time faculty are evaluated regularly based on their subject matter mastery, preparation for teaching, and classroom instructional methods, and they are supported in conducting student learning outcomes assessment and other professional development (IIIA8-01).

The Agreement between RCCD and the Faculty Association also specifies that part-time faculty can be compensated up to three hours of time to take part in professional development opportunities and an additional three hours for discipline assessment (IIIA8-02). Part-time faculty are invited to Flex days, such as those prior to each semester (IIIA8-03). Part-time professional development documents document participation in these programs (IIIA8-04). The institution provides all personnel with appropriate opportunities for continued professional development, consistent with college mission and based on identified teaching and learning needs. The Faculty Guide provides an overview of the institution for all faculty, both full-time and part-time (IIIA8-05). In addition, as shown in Article VI of the Riverside City College Academic Senate Bylaws, a part-time faculty representative is elected to participate on the Academic Senate (IIIA8-06). In addition, as evidenced by Article VIII of the Riverside Community College District Faculty Association Bylaws, a part-time representative is an elected member of the Faculty Association Executive Board (IIIA8-07). As noted earlier, part-time faculty are systematically evaluated at stated intervals.

Analysis and Evaluation
Riverside City College has policies and practices that provide for the orientation, oversight, evaluation, and professional development of part-time faculty. Through professional development and discipline assessment, along with shared governance, part-time faculty are provided opportunities for integration into the life of the institution and participation in key academic processes.

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

Evidence of Meeting the Standard
To ensure that RCC has sufficient staff with appropriate qualifications to support the institution, the College adopted strategic planning processes to ensure that institutional planning, unit/program review, and resource allocation are all fully integrated. Unit program reviews may include requests for more staff. For example, in fall 2017, a new position was requested within the Business Services area (IIIA9-01). This position went through the department program review, was prioritized within the area and division program review and brought to EPOC/ASC for consideration and ranking. As the position had secured partial funding and was ranked high within the prioritization process, it moved forward to consideration by the college president. The president, who serves as the final decision-maker for the college, approved the position for recruitment. AP 7120b: Classified and Classified-Confidential Recruitment and Hiring, establishes procedures to ensure the hiring of staff with appropriate qualifications to support the

operations of the College ([IIIA9-02](#)). College organizational charts show the roles and numbers of staff members in support positions.

The College's integrated planning guidelines, the Human Resources Staffing Plan ([IIIA9-03](#)), resource allocation guidelines, and district board policies and administrative procedures provide the structure and method for hiring qualified employees and ensuring that there are sufficient staff to manage operations.

Analysis and Evaluation
The participatory governance structure, integrated planning structure and Resource Allocation Manual serve as the basis for ensuring sufficient and qualified staff are in place. As part of the College's commitment to continuous improvement, the RCC Human Resources Staffing Plan is undergoing review and update. Through its prioritization and hiring processes, Riverside City College maintains a sufficient number of staff with appropriate qualifications to support the operations of the institution.

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

Evidence of Meeting the Standard
The institution's organizational charts, found in Section D in the beginning of this self-evaluation report, shows that the College employs a sufficient number of managers and administrators to provide leadership and ensure services to support the college mission. Any determined need for additional administrators is articulated in instructional and/or administrative unit program review documents and informed by the College's Human Resources Staffing Plan ([IIIA10-01](#)). For example, in its 2018-2019 program review the Business Services department included a request for a college professional development coordinator position. The position was prioritized through the process and has moved through the recruitment process with the Board of Trustee's appointment to take place in October 2019 ([IIIA10-02](#), [IIIA10-03](#)). The college president is the final decision-maker in regards to the positions that will ultimately be funded. This process is detailed in the Riverside City College Strategic Plan ([IIIA10-04](#)).

Administrative Procedure 7120a: Academic and Classified and Administrators Recruitment and Hiring establishes procedures to ensure the hiring of administrators with appropriate preparation and expertise ([IIIA10-05](#)). The College's planning, governance, and resource allocation processes, along with board policies and administrative procedures, provide the structure and method for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations.

Analysis and Evaluation
Following the District's administrative procedures and the College's strategic planning processes, RCC maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services. As part of its commitment to continuous improvement, the College is reviewing and updating the RCC Human Resources Staffing Plan.

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

Evidence of Meeting the Standard

Riverside Community College District's written personnel policies and procedures are publicly available on the HRER Board Policies webpages, which lists relevant board policies and administrative procedures (IIIA11-01). All policies and procedures also are publicly available on the RCCD Board of Trustees Policy Manual webpage and changes to policies and procedures are publicized electronically and disseminated district wide (IIIA11-02, IIIA11-03).

Employees are provided with information in employee orientations, such as the new employee orientation for staff and managers, as shown in the agenda from October 11, 2019 (IIIA11-04) and First Fridays for new faculty, during which subjects such as Improvement of Instruction evaluations, technology use, and diversity are addressed (IIIA11-05).

RCCD board policies and bargaining unit contracts are available for all employees online via the district website. Employees are given hard copies of these contracts as well as links to important informational areas during the new hire orientation. The District regularly reviews its personnel policies. Board policy sections are regularly reviewed and revised, if necessary, as discussed in detail in Standard IV.C.7.

Analysis and Evaluation

The District's planning processes, resource allocation processes and participatory governance structure ensure that adequate staffing is provided at the College. Riverside City College, in collaboration with the District's HRER, establishes, publishes, and adheres to written personnel policies and procedures that are accessible, fair, and equitably and consistently administered.

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

Evidence of Meeting the Standard

Through the District's and College's policies and practices, Riverside City College District creates, implements and maintains a continuous cycle of support for its diverse workforce. District personnel policies that support diversity and equity include employment process procedures BP/AP 3410: Non Discrimination; BP/AP 3420: Equal Employment Opportunity along with the Riverside Community College District Equal Opportunity Employment Plan, 2017-2020; AP 3445: Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities; AP 3447: Reasonable Accommodation Process for Employment; BP 7100 Commitment to Diversity (IIIA12-01, IIIA12-02, IIIA12-03, IIIA12-04, IIIA12-05, IIIA12-06). The District Office of Diversity, Equity and Compliance (DEC) leads this effort (IIIA12-07). The director of DEC collaborates with the College to offer a number of professional development opportunities that include diversity-related workshops and training (IIIA12-08). The District Office also facilitates Equal Employment Opportunity (EEO) training throughout the year to ensure college personnel have the proper training to participate in search committees used to screen and interview applicants for employment opportunities at the College (IIIA12-09).

DEC collects data and provides monthly and annual reports about the District's and Colleges' employment diversity record. Since 2010, the DEC Office has been collecting data about employment recruitments and applications, analyses of employment applications, and the number of applications received that have been forwarded to the search committee.

In addition to district-level compliance, Riverside City College has further pursued employment equity by sending several members of the administration, staff, and faculty to the University of Southern California (USC) Center for Urban Education (CUE) Equity in Hiring at Community Colleges training in June 2018. This training has resulted in changes in job descriptions, as shown in the "before" (2017) and "after" (2018) job descriptions for English faculty (IIIA12-10, IIIA12-11). One hiring committee performed a pilot run of rubric usage in the evaluation of equity-minded components of applications and the interview process. In response, adjustments to the rubric have been made, as shown in the spring 2018 screening rubrics for the position of assistant professor of Biology/Anatomy and Physiology (IIIA12-12).

As prescribed by the California Community College Chancellor's Office, the District participates in the Equal Employment Opportunity Fund Multiple Measures Allocation Model and the Equal Employment Opportunity Fund District Expenditure Report which are components of implementing programs and activities designed to promote and facilitate equal employment opportunity within the District's and its Colleges' workforces.

Analysis and Evaluation
Through the District's policies and procedures in addition to campus-based programs and initiatives, Riverside City College creates and maintains appropriate programs, practices, and services that support its diverse personnel. As part of the College's ongoing commitment to equity-mindedness and in the spirit of continuous improvement, an improvement plan is proposed to best embed principles of equity-mindedness into the College's strategic planning. The College's current procedures and programs help the College determine the kinds of support its personnel need, and regular HRER reports as well as committee reports evaluate the effectiveness of these programs and services to ensure that personnel are treated fairly. The HRER/DEC office has collected employment equity data to monitor and improve the equity and diversity for its employees since 2010 (IIIA12-13). The reports generated by this office are comprehensive and provide a detailed breakdown of the applicants and those who are hired by the college to ensure the College's employment equity and diversity are consistent with its mission.

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

Evidence of Meeting the Standard
The District has a number of policies and procedures that dictate professional ethics for its employees and foster an atmosphere of respect and trust for its students, staff, administrators, and faculty. The District sustains its ethics codes through its policies and procedures, employee education and supervision. BP 7310: Nepotism and BP/AP 3430: Prohibition of Sexual Harassment and Retaliation provide clarity and guidance for employee professional conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment (IIIA13-01, IIIA13-02). BP/AP 2712: Conflict of Interest Code, requires board members and designated employees to disclose economic interests and disqualify themselves from decisions that result in conflicts of interest

(IIIA13-03). BP/AP 3410: Nondiscrimination and 3430: Prohibition of Harassment and Retaliation also provide guidance with professional conduct regarding diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination (IIIA13-04, IIIA13-05). District policies include procedures for ethics violations. In addition, BP/AP 7360: Discipline and Dismissal, Academic Employees and BP/AP 7365: Discipline and Dismissal—Classified Employees address procedures for employee violations (IIIA13-06, IIIA13-07). When allegations of unethical conduct are brought forth, the District conducts fair and impartial administrative inquiries to determine the facts. Employees who are determined to have violated the District's policies and procedures are subject to disciplinary action up to and including termination.

Furthermore, the Riverside City College Faculty Guide addresses instructors' responsibilities in classrooms and laboratories, incorporating such specific guidelines as the California Education Code and the California Code of Regulations Code (Title 5) (IIIA13-08).

Analysis and Evaluation
The District has policies and procedures which require all employees and members of its Board of Trustees to engage in professional and ethical conduct. Riverside City College follows district policies and procedures that uphold a written code of professional ethics for all personnel and clearly stipulate consequences for violation.

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

Evidence of Meeting the Standard
RCCD has specified that faculty are obligated to complete 24 hours of Flex activities during the course of an academic year, but has not issued a Flex requirement for classified staff (IIIA14-01). Members of the College's Human Resources Committee (HRC) created a Professional Development Plan using survey results from a college wide needs assessment disseminated in the spring of 2017 (IIIA14-02). This plan addresses professional development for faculty, managers, administrators, and classified staff.

On average, six hours of professional development offerings are provided monthly by the Faculty Development Committee. These presentations focus on meeting the needs of faculty, aligning faculty efforts inside and outside the classroom with the College's strategic plan, and understanding the role of faculty and staff in Guided Pathways, as well as providing a variety of teaching and student success workshops, some with outside speakers (IIIA14-03). Some faculty development needs stem from data analysis of equity issues in the classrooms, as well as student success measures. Where a deficit is identified, the Faculty Development Committee will be notified.

The Classified Leadership and Success (CLAS) subcommittee, also under the Human Resources Committee, provides training opportunities for the classified professionals of the college. These opportunities are also available to faculty and managers. The Classified 5-Year Professional Development Plan, which articulates CLAS's efforts in this area, was approved through the College's strategic planning process (IIIA14-04).

Major themes identified through professional development survey results (IIIA14-05) determine workshop topics. All workshops and trainings align with the College's overarching Professional Development plan (IIIA14-06) and with the College's strategic planning goals. Workshops are assessed, and CLAS committee members evaluate attendance, effectiveness, and employee satisfaction of the workshops (IIIA14-07) at the end of each fiscal year (IIIA14-08). Members of the committee perform workshop coordination, marketing, and assessments in addition to regularly assigned duties. Additionally, workshops are all facilitated by college administrators, faculty, or other classified employees.

In the fall of 2018, the College approved a professional development coordinator classified position to address the identified need to manage the professional development needs of the College as a whole. This position will work alongside the faculty development coordinator and college constituents to identify themes and resources for best delivery of offerings (IIIA14-09).

In addition to efforts on the College campus, the District offers professional growth programs for its employees. Confidential and classified employees are supported in identifying academic and professional activities designed to further develop and improve job skills and knowledge. The goal of the program is to assist employees in attaining new skills and proficiencies beyond those presented at the time of initial employment. For faculty, Professional Growth-Full Time Faculty-Salary Advancement and Sabbatical Leave defines professional growth as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry.

Analysis and Evaluation
Riverside City College provides a variety of professional development opportunities throughout each academic year to enhance teaching and learning and best support its personnel in meeting the mission of the College and thus this Accreditation Standard. Through participant evaluations and discussion in the HRC, FDC, and CLAS committees, the institution evaluates professional development programs and uses the results of these evaluations as the basis for improvement. However, this professional development work can be improved. The College needs to implement, monitor, and assess its recently approved Professional Development Plan. The College also needs a line item in the general fund budget for professional development for faculty, classified staff, and managers. Currently, faculty development activities are funded through "soft money" and funds are requested on an as-needed basis from the vice president of Academic Affairs. For classified professional development workshops, committee members must identify volunteers in the college community to facilitate them. A lack of designated workshop space can make it challenging to offer hands-on training on college systems such as Galaxy, ServiceDesk, Digital Store Front, which requires the use of computers and must be scheduled at a time when classes are not being held. Lastly, the College could offer more management-specific workshops or trainings.

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

Evidence of Meeting the Standard
The security and confidentiality of personnel files is ensured by the District's Human Resources and Employee Relations department (HRER). All personnel files held and managed by HRER

are secured from unauthorized access and are kept under lock and key. Access to personnel files is governed by AP 7145: Personnel Files (IIIA15-01). Employees have the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code (IIIA15-02), Education Code 87031 (IIIA15-03), and the bargaining unit agreements. Per the Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA, Article XII (IIIA15-04) and the Agreement between RCCD and the RCCD CSEA Chapter 535, Article XIII (IIIA15-05) personnel files will be available for inspection during regular office hours each day the human resources office is open for business.

All personnel records are maintained in either physically locked cabinets or are electronically encrypted in a cloud-based data management system and secured from unauthorized access under the supervision of the vice chancellor of Human Resources and Employee Relations.

The District's procedures strictly prohibit access to employee personnel files by anyone other than HRER staff, an employee, or an authorized Collective Bargaining Association representative except for management employees, law enforcement agencies (applies only to current or former employees applying for a peace officer position) and official persons presenting court orders to release information contained in a personnel file. Additionally, the collective bargaining agreements between the District and classified employees (IIIA15-06) and faculty (IIIA15-07) contain guidance on the content and inspection of personnel files.

Analysis and Evaluation
The College, through the District's Human Resources and Employee Relations department, complies fully with this Standard by ensuring the security and confidentiality of its personnel records as governed by administrative procedure. Employees have access to their personnel records upon request in accordance with laws, regulations, and bargaining unit agreements.

Conclusions on Standard III.A. Human Resources
Riverside City College effectively invests in its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Through board policies and administrative procedures, the College facilitates in collaboration with the District, the recruitment and on-boarding process of all of its employees as well as ongoing performance evaluations with the focus on continuous employee improvement. The College uses data throughout its strategic planning processes to inform decision-making with regards to staffing requirements for evolving program needs and also maintains and reviews staffing levels to provide sufficient staff to meet educational goals. Over the past year, the College has successfully implemented a new professional development program, approved through shared governance, which has resulted in new resources and training for faculty (full-time and part-time), classified, and management staff with the goal of providing greater access for students, improving equity outcomes, and facilitating student success at all levels.

Improvement Plan(s)

Standard	Improvement Needed	Expected Outcome(s)	Timeline	Responsible Leads	Strategic Planning Alignment
III.A.7 III.A.9	Update the Spring 2015 Human Resources Staffing	Updated Human Resources Staffing Plan and annual	Completed Fall 2020	Co-Chairs, RDAS-LC; Co-Chairs Human	College Goal(s)

III.A.10	Plan to analyze and evaluate the college's progress in meeting the staffing goals in that plan and to establish/reset targets for appropriate staffing levels that can continue to be monitored, evaluated, and assessed.	assessment of the targets in the plan		Resources Committee	4.2, 4.5, 4.6, 4.7
III.A.12	Integrate equity into college planning structures and responsibilities to ensure the participation of all college stakeholders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring, professional development) college wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress; revised structure for councils/committees	Completed Fall 2020	VPPD, Faculty Chair Strategic Planning, Co-Chairs, Student Equity Committee	College Goal(s) 1.1, 2.10, 3.1, 3.2, 4.7

Evidence List

Citation	Document Name
IIIA1-01	BP/AP7120-11.25.14
IIIA1-02	AP7120c-01.07.13
IIIA1-03	AP7120d-01.07.13
IIIA1-04	AP7120b-01.07.13
IIIA1-05	AP7120e-01.07.13
IIIA1-06	AP7120a-01.07.13
IIIA1-07	HR Screening Sheets
IIIA1-08	AP7120d-01.07.13
IIIA1-09	PT Faculty Intent To Hire Form

IIIA1-10	AP7120abcde-JobPosting
IIIA1-11	AP7120abcde-JobCriteria
IIIA1-12	AP7211-06.16.15
IIIA1-13	FT Math Faculty Job Posting
IIIA1-14	PT Math Faculty Job Posting
IIIA1-15	Custodian Job Description
IIIA1-16	Executive Administrative Assistant Description
IIIA1-17	Dean of Grants job posting
IIIA1-18	Diversity Human Resources Website-09.14.19
IIIA2-01	AP7120c-01.07.13
IIIA2-02	AP7120d-01.07.13
IIIA2-03	Chancellor's Office Minimum Qualifications Handbook
IIIA2-04	Faculty Hire Checklist
IIIA2-05	FT Nursing Faculty Job Posting
IIIA2-06	FT Auto Collision Faculty Job Posting
IIIA2-07	PT Math Faculty Job Posting
IIIA2-08	Chancellor's Office Minimum Qualifications Handbook
IIIA2-09	AP7211-06.16.15
IIIA3-01	AP7120a-01.07.13
IIIA3-02	AP7120b-01.07.13
IIIA3-03	VP Academic Affairs Job Description
IIIA3-04	Instructional Department Specialist Job Announcement
IIIA3-05	Executive Administrative Assistant JD
IIIA3-06	HRER Screening Instructions
IIIA4-01	AP7120a-01.07.13
IIIA4-02	AP7120b-01.07.13
IIIA4-03	AP7120c-01.07.13
IIIA4-04	AP7120d-01.07.13
IIIA4-05	AP7120e-01.07.13

IIIA4-06	HRER Pre-interview Worksheet
IIIA4-07	HRER Checklist
IIIA4-08	AP7211-06.16.15
IIIA4-09	HRER Equivalency Form
IIIA4-10	HR Foreign Transcripts Evaluation Memo
IIIA5-01	BP 7150
IIIA5-02	AP 7150
IIIA5-03	Improvement of Instruction and Tenure Review
IIIA5-04	MOU between RCCD and CTA
IIIA5-05	MOU RCCD – CTA 11-2017
IIIA5-06	Regular Faculty IOI
IIIA5-07	Contract Faculty IOI
IIIA5-08	Associate Faculty Evaluation Cover Sheet
IIIA5-09	Faculty IOI Committee Report
IIIA5-10	Full time Faculty Improvement of Instruction – RCC Fall 2019
IIIA5-11	CTA Contract – Needs Improvement
IIIA5-12	Employee Evaluations – Classified
IIIA5-13	Performance Evaluations
IIIA5-14	Districtwide Classified – Confidential Staff Evaluation List
IIIA5-15	Confidential Performance Evaluations
IIIA5-16	Performance Evaluation Classified Employees
IIIA5-17	Classified – Confidential Employee Evaluation Form
IIIA5-18	Performance Evaluation for Probationary Employees
IIIA5-19	Promotional Performance
IIIA5-20	AP 7150 - Management
IIIA5-21	RCCD Management Handbook Personnel Matters
IIIA5-22	Management Performance Evaluation
IIIA5-23	Management Evaluation Process
IIIA5-24	Performance Evaluation for Probationary Management Employees

IIIA5-25	Goals and Objectives Setting Form
IIIA7-01	AP7120c-01.07.13
IIIA7-02	AP7120d Part-time faculty recruitment and hiring
IIIA7-03	RCC Human Resources Staffing Plan
IIIA7-04	RCC Faculty Prioritization Worksheet Spring 2019
IIIA7-05	Joint Council Prioritization Letter-25OCT2018
IIIA7-06	RCCD-Budget Allocation Model-2018-19
IIIA7-07	AP7120d-01.07.13
IIIA8-01	RCCD Faculty Association Agreement-2015-18
IIIA8-02	RCCD CTA Agreement Article X.J.5-2015-18
IIIA8-03	Spring-Fall FLEX Agenda2019
IIIA8-04	FLEX Event Sign-In Sheet
IIIA8-05	RCC Faculty Guide -2017
IIIA8-06	RCC Academic Senate Bylaws Article VI
IIIA8-07	CTA Bylaws
IIIA9-01	VP Business Services Program Review-04DEC2017
IIIA9-02	AP7120b-01.07.13
IIIA9-03	RCC Human Resources Staffing Plan
IIIA10-01	RCC Human Resources Staffing Plan
IIIA10-02	VP Business Services Program Review-09.12.18
IIIA10-03	Joint Council Prioritization Letter-25OCT2018
IIIA10-04	RCC Strategic Plan-2015-20
IIIA10-05	AP7120a-01.07.13
IIIA11-01	HRER Board Policies Webpage-10.01.19
IIIA11-02	RCCD Board of Trustees Board Policies Webpage-10.01.19
IIIA11-03	RCCD Board Committee Agenda-05FEB2019
IIIA11-04	HRER New Employee Orientation Agenda-11OCT2019
IIIA11-05	First Friday Agenda Email
IIIA12-01	BP-AP3410-10.15.12

IIIA12-02	BP-AP3420-06.16.15
IIIA12-03	BP3420-10.16.07
IIIA12-04	AP3445-06.17.13
IIIA12-05	AP3447-06.17.13
IIIA12-06	BP7100-10.16.07
IIIA12-07	RCCD Diversity Equity Compliance Website-08OCT2019
IIIA12-08	RCCD Diversity Equity Compliance Workshops
IIIA12-09	Title V EEO Training Acknowledgement Form
IIIA12-10	English Faculty Posting Before Equity Language
IIIA12-11	English Faculty Postings with Equity Language
IIIA12-12	HRER Screening Form
IIIA12-13	EEO Update Board of Trustees Presentation-30OCT2018
IIIA13-01	BP7310-12.09.08
IIIA13-02	BP/AP3430-09.24.12
IIIA13-03	BP-AP2712-11.18.08
IIIA13-04	BP-AP3410-10.15.12
IIIA13-05	BP/AP3430-09.24.12
IIIA13-06	BP-AP7360-05.15.12
IIIA13-07	BP-AP7365-05.15.12
IIIA13-08	RCC Faculty Guide-2017
IIIA14-01	RCCD FLEX Webpage-10.01.19
IIIA14-02	RCC Professional Development Plan-05.09.17
IIIA14-03	Faculty Development Workshop Flyer
IIIA14-04	EPOC Minutes-05.02.19
IIIA14-05	Classified Professional Development Survey Results-2014
IIIA14-06	RCC Professional Development Plan-05.09.17
IIIA14-07	CLAS Post Workshop Assessment
IIIA14-08	CLAS Retreat Agenda-01.11.19
IIIA14-09	Coordinator Professional Development Job Description

IIIA15-01	AP7145-09.28.19
IIIA15-02	CA Labor Code Section 1198.5
IIIA15-03	CA Education Code8 7031-10.01.19
IIIA15-04	RCCD CTA Agreement-2015-18 Article XII, pp38-39
IIIA15-05	RCCD CSEA Agreement-2015-18 Article XII, p 29
IIIA15-06	RCCD CSEA Agreement-2015.2018
IIIA15-07	RCCD Faculty Association Agreement-2015-18

B. Physical Resources

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

Evidence of Meeting the Standard

To ensure that facilities are safe and sufficient for all constituents at all locations, Riverside City College has multiple practices to identify and address issues relevant to the access, safety, security, and healthful learning and working environment.

The Facilities, Maintenance, and Operations (FM&O) department implements facilities scheduled maintenance using a building system and equipment database which is updated annually by FM&O staff (IIIB1-01). FM&O also contracts specific safety inspections of college facilities and equipment from multiple vendors, including but not limited to: semi-annual safety inspections, a three-year Fire Inspection Report, Hazardous Inspection Report, Fire Alarms, Sprinkler System Reports, Elevator Testing Reports, and Pathway trip-fall annual inspection report (IIIB1-02, IIIB1-03, IIIB1-04, IIIB1-05, IIIB1-06, IIIB1-07, IIIB1-08). Facilities coordinates routine building maintenance included within the Five-Year Construction Plan presented to the Board of Trustees in June 2019, and the Facilities Master Plan presented to the Board of Trustees in December 2018 (IIIB1-09, IIIB1-10).

The College's safety coordinator provides periodic hazardous material and safety inspections (IIIB1-11). The District's third-party insurance administrator provides additional information when needed, as shown in the December 2018 report example (IIIB1-12). The Facilities Condition Assessment (FCA) report of 2017 provides additional reports on facilities condition and assessment (IIIB1-13). This is part of an integrated planning process, which identifies building and infrastructure needs, taking into account relevant fire, seismic, and environmental health requirements as well as life-cycle status to guide resource allocation. The FCA Report provides a reliable third-party assessment used by the District in state-scheduled maintenance planning and allocation, which is integrated into the state Chancellor's Office FUSION database for tracking purposes (IIIB1-14). The vice president of Business Services regularly reviews plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities (IIIB1-15). The College's Resource Development & Administrative Services leadership council is the participatory governance body that receives information and provides

feedback on major facilities improvements and other facility-related matters, as explained on the council's webpage (IIIB1-16).

The Facilities, Maintenance and Operations department also facilitates a monthly Safety Committee meeting (IIIB1-17), which includes participation from faculty, staff and students throughout the College.

The Safety Committee and Physical Resources Committee (a subcommittee of RDAS) foster dialogue with the College's community and encourage its constituents to provide feedback on issues of safety (IIIB1-18). One such example in 2018 was when the Safety Committee requested to have safety boxes purchased and installed in multiple location on campus. This task was completed by the end of August 2018. Our formal structure and processes ensure that we remain steadfast in meeting safety and maintenance needs in all facilities and all campuses including the Riverside campus, CAADO, Coil School of the Arts, and the Rubidoux Annex. Personnel and students can report facility emergencies or safety hazards to College's facilities department 24 hours a day, seven days a week, using the electronic work order form Service Desk, as described on the "Submit a Work Order" webpage These reports are investigated by the director of Facilities, Maintenance, and Operations or his designee. For routine college maintenance and custodial services, departments also submit work requests using the Service Desk program via the college portal, which allows users to track safety issues and emergency repair work, as illustrated in an example from a work order in February 2019 (IIIB1-19).

The College safety coordinator addresses physical safety issues brought forward by community members, identified in the Service Desk system, and/or reported to OSHA/Cal OSHA (IIIB1-20). The safety coordinator then converts identified issues into work orders to be addressed (IIIB1-21). Reports and documentation are available for review in RCC FM&O and electronically stored on Service Desk. This supports the College's efforts to address in a proactive and timely manner any safety issues which may arise. Lastly, Business Services/FM&O work to maintain a safe infrastructure through strategic planning that occurs in compliance with OSHA and ADA standards. The division of Business Services, in conjunction with RCCD Facilities Development, provides support of these areas to ensure that facilities are maintained through deferred maintenance projects, capital outlay, and other state funding and that the College's strategic priorities align with the physical development and maintenance of the campus. Likewise, the District in conjunction with RCC leaders recently completed crisis communication training and created the Crisis Communication Quick Reference Guide to report safety and/or emergency issues on campus (IIIB1-22, IIIB1-23). In sum, the Safety Committee, Facilities personnel, and the division of Business Services work in concert to address any safety issues in the College's physical facilities as quickly and proactively as possible.

The College regularly evaluates its physical resources to ensure they are sufficient for providing a safe and effective educational and work environment. To do so, the college uses FUSION Space Inventory (IIIB1-24) to track the current condition of facilities, assess the need for maintenance and renovation, and outline budgets for planned projects that will address and improve the College's physical resources and thus its mission (IIIB1-25). This procedure informed the development of the current Facilities Master Plan, which articulates how the College envisions its facilities evolving over the next fifteen years.

Analysis and Evaluation

With the new college safety coordinator position in place in fall 2018, the College expects to further develop its culture of safety on campus through formalized documentation of policies and procedures for reporting incidents/issues and through ongoing training within the College. In this vein, the Crisis Communication Quick Reference Guide will make more formal and efficient the identification and reporting of safety and/or emergency issues, which is critical to continually improve the safety of college physical facilities (IIIB1-26). Lastly, Riverside City College is working closely with the District to further refine its Emergency Operations Center (EOC) policies and procedures and anticipates completing this initiative over the coming year (IIIB1-27).

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

Evidence of Meeting the Standard

Guided by the College's mission and the Educational Master Plan Riverside City College broadly identified the needs of the institution's programs and services as part of the development of the Facilities Master Plan (FMP) in 2018 (IIIB2-01, IIIB2-02). This long-range facilities plan is the result of an extensive, collaborative processes that included significant participation of faculty, staff, students, administration, as well as the community stakeholders, as shown in scheduled meetings during its development and the development process (IIIB2-03, IIIB2-04). This process prioritized and examined needs of current and future RCC programs. Engagement took many forms, from Q&A sessions, open forums, to FMP presentations to district constituents, to open calls for feedback, and input from constituents (IIIB2-05). The FMP outlines the transformation of the college campus over the next two decades, including multiple demolition and new construction projects. Most construction will require local and state funding and/or have long state process and approvals prior to implementation; thus, despite a strong and collaborative planning process, these projects will be on hold pending the release of new funds.

In accordance with the priorities outlined in the FMP, the College works to implement capital outlay projects that will maintain, upgrade, and/or replace physical resources. In accordance with the priorities outlined in the FMP, the College works to implement capital outlay projects that will maintain, upgrade, and/or replace physical resources. To ensure the needs of programs and services are considered in building planning, the annual Program Review and Plan (PRaP) process provides areas, departments, and divisions the opportunity to identify resource needs to meet their intended outcomes and the College's mission (IIIB2-06). All resource requests are directly tied to the College's mission and goals, as required in PRaP documents. Every fall, the college leadership councils jointly evaluate requests in program review plans produced by division deans and area vice presidents and then generate a prioritized list of initiatives and their corresponding resource requests. While the annual resource allocation request process is used to ensure program and service needs are met related to facility, equipment, and technology, unexpected emergencies and funding are processed through the area vice presidents and are mitigated utilizing contingency reserves (IIIB2-07). A specific reserve is set aside for instructional equipment breakdown and replacement to maintain instructional continuity.

In addition, the College uses the following primary documents to ensure that the needs of programs and services across the college are duly considered when planning construction and renovation projects, allocating funds for maintaining, replacing, or purchasing new equipment: the Educational Master Plan, TCO projections, FUSION Space Inventory, Facility Condition Index Scores, technology databases, and department and division PRaP documents. As well, professional consultants, architects, and engineers participate in program planning and design of capital projects and, when appropriate, evaluate existing facilities and building conditions (IIIB2-08). Outside consultants also participate in the College's life-cycle assessments to determine whether it is more fiscally responsible to maintain current equipment and/or facilities or replace said physical resources with new ones (IIIB2-09). Each of these information sources influence facilities planning across the College, allowing the division of Business Services to identify necessary technology and equipment purchases, plan for the renovation and construction of facilities to fulfill the College's educational mission, budget for all such capital outlays, and target relevant local and state sources to help the College fund these needs.

In fall 2017, the division of Business Services developed databases to capture various technology, furniture, building systems, and other equipment that had an anticipated life cycle and/or replacement horizon (IIIB2-10). These databases directly feed into the Technology Plan and the Facilities Master Plan, and thus help to identify future replacement needs and prioritize funding for such replacements (IIIB2-11). As a result of the development of these databases, the College now knows that a substantive portion of its furniture, technology, building systems, and other equipment have already exceeded industry-standard life cycles (IIIB2-12). Technology planning and budget processes will also be informed by submitted department and division PRaP documents which articulate technology needs which support program initiatives within each academic program and service unit across the college. Business Services is working out a plan to prioritize and budget for technology replacement sustainability (IIIB2-13).

In alignment with the College's strategic planning process, ongoing capital outlay projects, including Prop 39, Scheduled Maintenance, and Measure C, align with institutional priorities and are the result of engaged deliberation with college constituents and relevant planning bodies (IIIB2-14). As well, the division of Business Services has instituted a Total Cost of Ownership (TCO) Initiative to better inform project planning and post-construction budgetary considerations (IIIB2-15). The Financial Resources Committee and the Resource Development and Administrative Services Leadership Council have used these three TCO's to refine the TCO template so that it will be more easily applied to existing and future building remodels and new construction.

Of greatest priority in the Scheduled Maintenance Project List are projects related to immediate safety and ADA/OSHA compliance issues. The College works diligently to identify and prioritize these projects, adjusting future budget allocations as needed to reconcile any unexpected costs associated with unforeseen safety and compliance expenditures (IIIB2-16).

When new buildings are prioritized for construction and funding (for example, in the Final Project Proposal, or FPP), the division of Business Services works closely with faculty and staff in the assigned areas, along with outside consultants, to ensure department needs are addressed and fit with the college mission outlined in the Educational Master Plan (IIIB2-17).

Analysis and Evaluation

Riverside City College's formal structure ensures that the needs of programs and services are considered for maintenance and future facility improvements. Guided by the Facilities Master Plan, the combined efforts of college strategic planning and implementation are effective to meet the needs of students, faculty, and staff. The College will continue to expand its TCO implementation as it proceeds with future facilities planning initiatives (IIIB2-18).

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

Evidence of Meeting the Standard

Riverside City College evaluates and assesses the use of its facilities through several initiatives, including the Facilities Master Plan, information included within the FUSION database, and the Enrollment Management Dashboard. Utilizing cap-load ratios, college leaders are able to determine the efficiency and/or use of lecture, laboratory, office and support spaces throughout the campus (IIIB3-01). Data shows the usage (time and capacity) of spaces throughout the campus and is used to identify under-utilized, fully-utilized, and over-utilized instructional facilities. By finding such variances in facilities use, the College has identified opportunities to increase usage, models of efficiency, and areas where additional capital outlay is justified. Data points informed the development of the Facilities Master Plan to foster the renovation and construction of appropriately sized classroom facilities that align better with contractual class caps.

The College also utilizes 25 Live Pro reports and generated Service Desk maintenance work orders to evaluate the effectiveness of its physical resources (IIIB3-02). The College will continue to develop feedback loops within the community to assess constituent satisfaction with and service of the physical resources of the campus. Such assessments will assist the College in fulfilling its educational mission and maximizing its fiscal and physical resources. The College also plans to look at existing facility use policies and procedures in further evaluating opportunities to improve facility usage, scheduling blocks, and other operations (IIIB3-03).

Analysis and Evaluation

The College's processes for facilities planning, ongoing maintenance, and upgrading or replacing physical resources ensures inclusive participation, effective utilization, and the continuing quality necessary to support programs and services and to fulfill the College's mission. Guided by the Facilities Master Plan, and the combined efforts of college planning and implementation ensure that the College effectively to adequately meets the needs of the campus community.

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

Evidence of Meeting the Standard

The Facilities Master Plan aligns with and is driven by the Educational Master Plan, so that long-range capital plans, including renovation of existing facilities and new construction, all fully support the educational goals of the College. This process ensures the maintenance of fiscal responsibility once the renovation and/or new construction has been completed. As part of the strategic planning process, the College ensures that future capital projects support the educational mission. Likewise, such clear alignment as demonstrated in the Facilities Master

Plan allows the College to acquire local and state funding support for long-range projects, while maintaining fiscal responsibility. For example, the previous Facilities Master Plan allowed the College to leverage Measure C funds to construct the Charles A. Kane Student Services building to provide one-stop student services for recruiting and onboarding new students and support current students as they progress through their chosen pathways (IIIB4-01). As well, in response to emerging trends in automotive technology, the College has recently expanded facilities and purchased new equipment for improving its green vehicles technician training program. This also influenced the planning and development of the upcoming Advanced Technology facility included within the FMP (IIIB4-02).

Additionally, through the development of Total Cost of Ownership templates for various buildings on campus, the College has identified classified employment standards such as the number of custodians per square foot of assignable space, rising energy costs, maintenance and upkeep, mandated program demands, and expected facility and equipment life-cycles as key metrics in determining what the long-range, post-construction cost of a facility will be (IIIB4-03).

The Facilities Master Plan was developed in consultation with college constituents and the greater Riverside community (IIIB4-04). In alignment with the strategic planning process, the FMP was vetted and approved by multiple campus bodies which are co-chaired by representatives from the three primary employment categories (faculty, classified staff, and administrators). EPOC/ASC approved the document, which the college president then forwarded to the Board of Trustees for final approval in December 2018 (IIIB4-05, IIIB4-06). This process was followed precisely and thoroughly with constituents and the community having multiple opportunities to provide input throughout the development of the FMP. As the FMP itself follows the Educational Master Plan, ensuring that the College only invests in facilities and equipment that will improve the College's identified goals, including student access, equity, success, and completion. As proposed new and renovated facilities require local and state funding and/or extensive state approval processes, those projects, despite strong planning, will remain on hold pending the release of required funds.

Analysis and Evaluation
The College's Facilities Master Plan, Five-Year Construction Plan, and budgets show that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Conclusions on Standard III.B. Physical Resources
Riverside City College provides safe, secure, and sufficient physical resources in support of its diverse programs and services, providing both a positive learning and healthy working environment in alignment with its mission, vision, and values. Major new initiatives include the development of the Facilities Master Plan, ongoing creation of Total Cost of Ownership for College's Facilities, Lifecycle Physical Inventory databases of all building furniture and equipment, and FUSION updates with college space inventories including Building Condition Indexes audited by the state. As mentioned previously the new Facilities Master Plan (FMP), aligns with the College's Educational Master Plan and District Strategic Plan and outlines the long-term physical growth of the College over the coming two decades. The FMP process was broad and inclusive, with participation from multiple community members and groups. The new Life Cycle databases inform decision making and ongoing maintenance, operations and other

physical improvements needed to meet the evolving programmatic needs of the College. The Total Cost of Ownership for campus facilities informs resource requests and staffing needs to maintain the quality and ongoing safety of the College's physical resources.

Improvement Plan(s)
None.

Evidence List

Citation	Document Name
IIIB1-01	Building Systems Equipment Database-03.04.19
IIIB1-02	Safety Net Report-03.06.19
IIIB1-03	Fire Inspection Report-07.10.19
IIIB1-04	Hazardous Inspection Report-06.10.19
IIIB1-05	Fire Alarms Report-08.14.18
IIIB1-06	Fire Sprinkler Report--08.14.18
IIIB1-07	Elevator Inspection Report-05.20.19
IIIB1-08	Precision Concrete CuttingInvoice-06.13.19
IIIB1-09	RCCD Board of Trustees -Agenda-06.11.19
IIIB1-10	RCCD Board of Trustees -Agenda-10.30.18
IIIB1-11	Safety Coordinator Inspection Report-05.08.19
IIIB1-12	JPA Report Sample-12.07.19
IIIB1-13	Facilities Condition AssessmentReport-08.20.19
IIIB1-14	RCCD Scheduled Maintenance Planned Projects
IIIB1-15	RDAS-Minutes-03.18.19
IIIB1-16	RDAS-Webpage-08.08.19
IIIB1-17	Safety Committee Minutes-04.30.18
IIIB1-18	Safety Committee Minutes-08.28.18
IIIB1-19	Safety Correction Workorder-07.09.19
IIIB1-20	Safety Coordinator Job Description
IIIB1-21	Safety Correction Workorder-07.09.19
IIIB1-22	RCCD Crisis Communications Reference Guide
IIIB1-23	Hazard Reporting Form Draft
IIIB1-24	FUSION Space Inventory Example

IIIB1-25	RCC Mission
IIIB1-26	RCCD Crisis Communications Reference Guide
IIIB1-27	RCCD Emergency Operations Plan-2018
IIIB2-01	Educational Master Plan-2015-2025
IIIB2-02	RCC FMP Document-2018
IIIB2-03	RCC FMP Document-2018 p.20
IIIB2-04	FMP Process-2018
IIIB2-05	FMP Forum- Email-08.30.18
IIIB2-06	VP Academic Affairs-PRaP-09.12.18
IIIB2-07	Police Report-03.03.17
IIIB2-08	FMP-2018 Page 60
IIIB2-09	RCC FMP Document-2018, p.115
IIIB2-10	Furniture Lifecycle Database Example
IIIB2-11	RDAS-Minutes-03.18.19
IIIB2-12	Building Systems Equipment Database-03.04.19
IIIB2-13	VPBS 19-20 Program Review Summary
IIIB2-14	RCC FMP Document-2018, pp.10 through 16
IIIB2-15	RCC TCO SSA
IIIB2-16	FUSION Scheduled Maintenance Approved Projects-2017
IIIB2-17	Educational Master Plan-2015-2025
IIIB2-18	RCCTCOCOIL
IIIB3-01	RCC FMP Document, p.42
IIIB3-02	25Live DailyOptsReport-04.01.19
IIIB3-03	RCCD Board Policy-6700
IIIB4-01	RCC FMP Document-2008
IIIB4-02	RCC FMP Document-2018, p.102
IIIB4-03	RCCTCOCOIL
IIIB4-04	RCC FMP Document-2018, p.20
IIIB4-05	EPOC Minutes-10.4.18
IIIB4-06	RCCD Board of Trustees-Agenda-10.30.18

C. Technology Resources

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

Evidence of Meeting the Standard
Riverside City College ensures through a variety of resources that its technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's functions, programs, mission, and support services First, the College identifies technology as a key component of one of its five strategic planning goals, "Resource and Learning Environment Development," which then drives planning and implementation (IIIC1-01). RCC uses a variety of technology, from hardware to software, to facilitate communication, instruction, research, and operational activities by all college constituents. In every department, classroom, engagement center, and office across the College, technology improves operational efficiency and effectiveness, and the College has dedicated a substantial portion of its financial and staff resources to ensure that students, classified staff, faculty, and administrators have the technology needed to fulfill the College's mission and strategic goals.

The College works diligently to identify its technology needs and monitor, evaluate, and assess its technology usage through college wide surveys of students, classified professionals, faculty, and administrators, using the survey results to identify gaps and redundancies in technology resource planning and allocation (IIIC1-02). As an example, the Office of Institutional Effectiveness conducts a college wide survey of technology usage by classified staff, faculty, and administrators. Likewise, the Faculty Development Committee Faculty Needs Assessment Survey asks questions about technology training for faculty (IIIC1-03). The results drive extensive discussion in the Technology Resources Committee and the Resource Development and Administrative Services Leadership Council (IIIC1-04). The training survey, for example, influences the creation and implementation of Flex training activities in various technology areas, from desktop software to department-specific or job-specific programs (e.g., Colleague, 25Live) to distance education platforms (IIIC1-05). In addition, the College addresses its technology requirements through the program review and strategic planning process, documented in Program Review and Plan (PRaP) submissions from disciplines, departments, divisions, and vice president offices. The PRaP documents directly connect technology resource requests to strategic initiatives to fulfill stated college goals and help drive financial resource allocation discussions across the College (IIIC1-06).

Because technology infrastructure needs to be compatible between the colleges in the district for efficiency, many decisions about the College's technology acquisition and usage are understandably influenced by the district-level Information Technology Strategy Council (ITSC) committee, which advises and informs the Chancellor's Executive Cabinet and the district Strategic Planning Council on priorities and strategic decisions involving the provision of information services and technology to advance the institutional goals of the district and its three colleges (IIIC1-07).

In terms of decision-making for technology purchases, the College is focusing on greater uniformity in technology adoptions, more awareness of the importance of the system wide integration of technology, and improvement of the user's experience with technology. As an example, the College has adopted Office365 for students, faculty, administrators, and classified

staff (IIIC1-08). This has allowed all constituents to move much of their computing to the cloud and not be as constrained to individual computers. Students in particular have benefited given that a significant portion of our students lack access to up-to-date software for writing essays and reports, communicating via email and creating spreadsheets. In addition, the College adopted Blackboard as a hosting platform for online and web-enhanced course work to be used by students, faculty, and staff (IIIC1-09). Blackboard has since been superseded by the Canvas online instruction platform.

The Technology Resources Committee (TRC) meets monthly throughout the academic year to review the College's strategic planning and implementation of technology. The TRC is made up of faculty, classified staff, administrative, and student representatives and reports out and makes recommendations directly to the Resource Development & Administrative Services Leadership Council (RDAS) leadership council (IIIC1-10). TRC serves a variety of purposes. First and foremost, the committee drafts, maintains, and assesses the College's Technology Plan (IIIC1-11). The TRC also contributes to decision-making regarding the various forms of technology that are used by the four major divisions of the College (Business Services, Academic Affairs, Students Services, and Strategic Planning). Once its input has been reported out to RDAS, the Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC), which has representation from all four direct constituent groups of the College, weighs in and makes a determination. As an example, the TRC developed and implemented a Campus Technology Survey (IIIC1-12). The results of this survey were brought to RDAS to inform its decision-making (IIIC1-13).

The TRC's work informs RDAS's discussions and thus the completion of its integrated action plans, which are a record of the resource-related tasks to be completed by the College's faculty, classified staff, and administrators in the current fiscal year. Those action plans are revised and updated by the RDAS voting membership and then sent to EPOC/ASC for final approval (IIIC1-14). They then become tasks to be completed by designated leads. Over the course of the year, such technology-focused strategic planning and operational tasks are brought back to RDAS membership as needed for further input and/or revision (IIIC1-15). Should the tasks need to be significantly changed or revised, the leadership council seeks the input of the TRC, if warranted.

In addition to the TRC's input on technology usage, the Office of Institutional distributes a survey and produces a report that articulates the survey's results and recommendations (IIIC1-16). Should there be a specific trend or request that involves individual training (e.g., additional training in use of the Galaxy software platform for department chairs and IDS's), the Faculty Development Committee and Classified Leadership and Success (CLAS) committee may choose to offer such training (IIIC1-17). In addition, if enough disciplines or departments require a particular piece of equipment to fulfill a strategic initiative, for example, overhead document cameras in classrooms, the requests will be funneled through the Program Review and Plan documents to the joint leadership councils for approval (IIIC1-18).

The District provides a system for backup and disaster recovery using backup hardware and software resources. The District's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. Servers are incrementally backed up each day to the SAN which is located on the Moreno Valley College campus (IIIC1-19). Synthetic full backups are also created once weekly to maintain backup integrity and reliability and to speed

recovery times in the event of a disaster. Backups retention is based on criticality index with the backups of the most critical systems retained for 14 days. A full tape backup of the student information system, Ellucian Colleague, is performed on a monthly basis with the tape stored at in fire resistant safe at the District Office (IIIC1-20).

Departmental file shares located on district servers are backed up using the VEEAM Backup and Replication Suite. Backups for file shares are stored on a NetApp SAN at Riverside City College. The retention time for file share backups is 30-days. File level restores are also available through the Catalogic software for departmental files and servers supporting departmental file shares (IIIC1-21).

In addition to enterprise application VM incremental backups more granular backup and recovery options are maintained. Application specific backups via VEEAM are maintained for time-critical services such as Ellucian Colleague, SharePoint and the District's other databases operating in a full recovery model. These backups occur every few hours to allow exact point-in-time recovery of critical information. Finally, file level restores are also available through the VEEAM software for granular file system recovery of enterprise applications and servers supporting enterprise applications (IIIC1-22).

To facilitate disaster recovery, the District sends critical enterprise applications backups to repository in a geographically distinct location, located on the Moreno Valley College campus; the District's enterprise application virtual machine (VM) servers are backed up using the VEEAM Backup and Replication Suite sending backups to a NetApp storage area network (SAN) as the storage repository. This provides a remote recovery source if the primary location is subject to physical damage or disaster. Also, each of the district's sites has a server infrastructure running VMWare which allows VMs to be migrated temporarily to other sites should a long-term outage occur at any of the locations (IIIC1-23). Finally, the District contracts for a rapid hardware replacement service. This service allows for replacement within 24 hours of critical infrastructure should a catastrophic failure or disaster occur (IIIC1-24).

File share backups are also sent to a geographically distant location on a nightly basis utilizing the data fabric of the NetApp SAN devices. The file share backups are distributed across the three primary sites of Norco College, Moreno Valley College, and Riverside City College. This allows for the recovery of departmental and user data in the event of catastrophic failure or disaster at one of the college campuses (IIIC1-25).

The institution has a robust Distant Education (DE) program that serves thousands of students each term, offered in web-enhanced, hybrid, and fully online options. These courses are administered or co-administered through the OpenCampus.com website that was primarily using the Blackboard online instructional platform, though as of December 2018 that system has been phased out in favor of Canvas. All faculty who teach DE courses must complete an Online Training Academy on the use of the Canvas platform, which includes accessibility requirements, and online grading. The hardware and software infrastructure of the College as a whole, including the DE system, is fully backed up to ensure consistent delivery of instruction with minimal loss service and/or data in case of disaster.

Analysis and Evaluation
RCC has not yet identified or generated standards for staffing ratios that will help the College know the correct amount of classified staff need to serve and support its existing technology.

This information is crucial for the College to understand how future technology acquisitions may or may not impact classified hiring decisions.

In the last few years, the College has made substantive inroads in this area, making a more systematic and concerted effort to document and track technology use in five lifecycle databases, which are living documents that will allow Facilities and Technology Support Services to know exactly what technology is where, what its current life cycle is, and what budgetary considerations are necessary to allow for replacement at the end of a given piece of equipment's life cycle (IIIC1-26).

As with most California community colleges, Riverside City College's equipment life cycles, at times, end sooner than its replacement budgets allow for new/replacement technology to be purchased. That common reality is what is driving a significant portion of the College's technology-focused decisions. The College uses its strategic planning process to identify occasional budgetary limitations that may impact its ability to satisfy all technology needs, and the process of prioritizing needs sometimes results in the postponement of technology purchases. RCC today is working actively to create a culture of sustainable equipment acquisitions and informed strategic prioritizations (including technology) such that the replacement cycles outlined in the Technology Plan can be honored as closely as possible (IIIC1-27).

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

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

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

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

Evidence of Meeting the Standard
The College, in conjunction with the District, has spent significant financial capital in designing, building, and maintaining its technology infrastructure to provide students, faculty, classified staff, and administrators with the hardware and software required for the completion of their

duties in fulfillment of the College's mission and strategic planning goals. The Technology Plan, as stated earlier, provides clear guidelines for life cycle replacements to ensure technology across the College is reasonably current and adequate for its constituents (IIIC2-01). With the advent of the 2019 draft of the Technology Plan and the five college wide technology inventory and lifecycle databases, the College going forward is much more strategically placed to monitor the technology in use and to budget for all replacements (IIIC2-02). As well, the College has shifted to more cloud-based information processing and storage for its constituents, which has increased the reliability and currency of that software.

Ideally, equipment will always be replaced at the end of its life cycle, but that is not always fiscally reasonable. Every fall, the College uses its strategic planning process to prioritize its budgetary decisions through deliberation and voting by the joint leadership councils. As well, the College's Technology Plan outlines the process for making prioritization decisions when the budget is inadequate to fund all technology needs (IIIC2-03). The College can take resources that were dedicated to planning and implementing new technology and reallocate those resources to maintaining and extending the lifecycles of current technologies. For example, rather than buying a new server and software, technicians can now focus on maintaining existing servers with less expensive hardware repairs, and programmers can focus on translating code from current systems rather than relying on a new program to accomplish that task. In addition, some technology needs, especially in Career and Technical Education (CTE), are supported through federal and state grants such as Strong Workforce and Perkins (IIIC2-04, IIIC2-05). This allows programs to replace outdated equipment regularly without putting a burden on the College's general fund budget.

The college recognizes through its strategic planning process that occasionally there will be equipment or technology needs that require replacement or upgrade more urgently than others, which may require replacement prioritization over less strategic equipment which has reached the end of its lifecycle (IIIC2-06). In a college that has a robust Applied Technology/CTE division and an impressive School of Nursing, this is to be expected, and the strategic planning process accounts for these occasional "out of cycle" costs (IIIC2-07).

Where feasible, the network layout at Riverside City College includes redundant fiber optics links to each facility. Spare network switches are maintained for each core location allowing rapid replacement when necessary. The district also maintains support agreements on critical network infrastructure with Cisco Systems that guarantee replacement in a 4-hour time span (IIIC2-08).

WAN services for Riverside City College are redundant to Norco College and Moreno Valley campuses, having backup secondary connections should the primary link fail. In the event this happens, services automatically roll over to the backup connection allowing the District's operations to continue (IIIC2-09).

The District maintains two Internet connections for reliability and redundancy. CENIC delivers Internet connectivity to the Riverside City College campus and the Moreno Valley College campus. The Internet connections are maintained in an active-active configuration with both circuits being utilized to serve students, faculty, and staff. In the event of a lost connection at either site, Internet traffic will failover to the remaining connection (IIIC2-10).

As part of the strategic planning process, the College regularly evaluates program and service efficiencies to identify where improvements can be made and where its needs are. Specifically, each department and its administrator(s) and manager(s) are primarily responsible for identifying that department's inefficiencies and/or service gaps. That department can then determine if technology resources (tied directly to initiatives and requested through the annual PRaP process) will help it improve its students' academic progress and its department's services. Initiatives then move through the joint prioritization process. This approved ranking goes to EPOC/ASC for additional input and approval before it is sent to the desk of the president for his adjustment and approval.

Analysis and Evaluation
The college Technology Plan and the technology inventory and lifecycle database along with well established strategic planning processes, allow the College to continuously plan for, update and replace technology. These plans and processes ensure that the college technological infrastructure, quality and capacity are adequate to support the mission, operations, programs, and services.

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

Evidence of Meeting the Standard
The College and District together employ a significant amount of classified staff and administrators to manage, maintain, and operate the College's and District's technological infrastructure and equipment, from network specialists to instructional media technicians to IT analysts to technology support managers to the associate vice chancellor of Information Technology (IIIC3-01). These individuals are responsible for the integrity of technology across the College (and, for some, the District), so that students, faculty, classified staff, and administrators can perform their task efficiently and well. The College regularly assesses the performance of these individuals. The District likewise provides part of the financial resources for network infrastructure. For computer systems and other hardware, the College has developed a funding model for a five-year Computer Replacement Plan and is in the process of revising it (IIIC3-02).

Reliability and backups are crucial to every institution, and Riverside City College takes this quite seriously. As stated earlier, the district provides a robust system for backup and disaster recovery using backup hardware and software resources, storage area network (SAN), synthetic full backups, and full tape backups of student information.

Analysis and Evaluation
RCC needs to develop staffing ratios to inform hiring of employees across the IT spectrum at the College to maintain and operate its technological infrastructure and equipment.

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

Evidence of Meeting the Standard

The College monitors, evaluates, and assesses its technology usage through training surveys sent to students, classified professionals, faculty, and administrators (IIIC4-01). The Office of Institutional Effectiveness conducts regular college wide surveys to determine technology training needs. The training survey influences the creation and implementation of Flex training activities in various technology areas, from desktop software to department-specific or job-specific programs (e.g., Colleague, 25Live) to distance education platforms (IIIC4-02). In addition, the College gathers information about technology usage and needs from Program Review and Plan documents submitted by disciplines, departments, and divisions. Technology training is outlined and discussed in all three professional development plans in the context of requisite job training and succession planning (IIIC4-03). As an example, faculty department chairs need sufficient training in the use of Galaxy Purchasing System software to understand how to make purchase requisitions and monitor department budgets.

The College provides voluntary training for faculty and classified staff in the use of software and equipment that they encounter in their daily work, from Galaxy training to Excel use to website creation to document camera operation (IIIC4-04). Most of these opportunities for faculty are offered in Flex training workshops throughout the two primary semester terms and are organized and coordinated by the faculty development coordinator (IIIC4-05). In addition, the Classified Leadership and Success subcommittee under the Human Resources committee of the RDAS leadership council provides and encourages training opportunities for classified professionals at RCC to maintain employee skills for new and emerging technology, as well as individualized, specific, ongoing, and appropriate activities for professional development and growth (IIIC4-06). The professional development coordinator position has general fund budgets with which to offer information technology training for faculty (IIIC4-07). The Library also provides a technician to assist with minor technical issues for students in the library, such as connecting to Wi-Fi or accessing library databases (IIIC4-08).

In terms of training for students, the College provides two forms: training and orientation for use of college software and interfaces, and training in computer systems and software for work environments. Computer Information Systems and Applied Technology are examples of robust academic programs at the College that provide training for students in the use of technology (IIIC4-09).

Analysis and Evaluation

Currently, professional development budgets are insufficient for large-scale, effective information technology training for faculty, administrators, and staff. The College should provide additional orientations or training to assist new students in navigating the College's digital platforms, such as WebAdvisor, Canvas, MyPortal, Office 365, and EduNav registration.

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

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

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

Evidence of Meeting the Standard

The College through the RCCD Board of Trustees has established policy, specifically BP 3720: Computer and Network Use, for the appropriate use of technology in the teaching and learning environment (IIIC5-01). This policy includes the computer network use form that all District employees sign when they are hired (IIIC5-02). The policy is also included in the Student Handbook and in the College Catalog (III5C-03, III5C-04).

Analysis and Evaluation

The College has established policies and procedures to guide the appropriate use of technology in teaching and learning.

Conclusions on Standard III.C. Technology Resources

Riverside City College ensures that technology services are appropriate and adequate to support the institutions management and operational functions, academic programs, teaching and learning, and support services. The College tracks program technological needs through its Total Cost of Ownership and Lifecycle Technology and AV databases, and uses its Technology Plan, to inform the appropriate upgrade, replacement, and ongoing maintenance and support of technology each year aligned with its mission, operations, programs and services. The College provides, maintains, and supports technology at all of its locations and ensures that it is reliable, accessible, safe, and secure. The College, in collaboration with the District, provides board policies and administrative procedures to guide the appropriate use of technology for all community members. RCC is currently engaged in a fundamental redesign of its website, which will align its digital footprint with the Guided Pathways framework to provide appropriate and compliant access in support of the college mission, vision, and values.

Improvement Plan(s)

None.

Evidence List

Citation	Document Name
IIIC1-01	RCC Strategic Planning Webpage-10.02.19
IIIC1-02	Technology Survey Results-01NOV2018
IIIC1-03	Faculty Professional Development Plan Appendix II-04.29.19
IIIC1-04	Technology Resources Committee Minutes-05.08.18
IIIC1-05	Canvas Training Email-07.29.19
IIIC1-06	STEM and Kinesiology Division Program Review and Plan-11.07.17
IIIC1-07	Information Technology and Learning Resources Webpage-10.02.19
IIIC1-08	Technology Resources Committee Minutes-10-11-18
IIIC1-09	Blackboard Contract 62 12-31DEC2018
IIIC1-10	Technology Resources Committee Membership List-18-19
IIIC1-11	Technology Resources Committee Minutes-03.08.18

IIIC1-12	Technology Resources Committee Minutes-10-11-18
IIIC1-13	RD&AS Minutes-11.29.18
IIIC1-14	RD&AS Agenda-05.17.18
IIIC1-15	Technology Resource Committee Minutes-08NOV2018
IIIC1-16	Technology Resources Committee Minutes-10-11-18
IIIC1-17	CLAS Workshop Flyer
IIIC1-18	Technology Resources Committee Agenda-08MARCH2018
IIIC1-19	Production Backup Log
IIIC1-20	Ellucian Tape Backup
IIIC1-21	VEEAM Backup logs - 18-19
IIIC1-22	VEEAM Backup_9_5_user_guide_vsphere 16
IIIC1-23	HA Database
IIIC1-24	CCSC Disaster Recovery Service Contract
IIIC1-25	NetApp Snap Mirror Datasheet
IIIC1-26	RCC Desktop Office Technology Database
IIIC1-27	Technology Replacement Plan04.29.19
IIIC2-01	Technology Replacement Plan, p.13-04.29.19
IIIC2-02	RCC Desktop Office Technology Database
IIIC2-03	Technology Replacement Plan, p.13-04.29.19
IIIC2-04	RCC Strong Workforce Local Share
IIIC2-05	Approved Perkins Budget 2019-2020
IIIC2-06	Technology Replacement Plan, p.13-04.29.19
IIIC2-07	Discretionary Budget Expenditure Example Apple Financial Services-Aug2021
IIIC2-08	Cisco Datasheet
IIIC2-09	RCCD WAN Environment
IIIC2-10	RCCD CENIC Connection Status Page Screenshot
IIIC3-01	RCCD ITL Sand RCC Business Services Org Chart
IIIC3-02	Computer Replacement Funding Model
IIIC4-01	RCC TechnologySurvey-2018

IIIC4-02	FLEX Agenda-Fall2018
IIIC4-03	Classified Professional Development Plan-04.29.19
IIIC4-04	Fall Flex Agenda 2017
IIIC4-05	Fall Flex Agenda 2017
IIIC4-06	CLAS Workshop Flyer
IIIC4-07	Coordinator Professional Development Job Description
IIIC4-08	Library Technician Assistant I Job Description
IIIC4-09	RCC Catalog 2019-2020, p.100-103
IIIC5-01	RCCD Board Policy 3270- Computer and Network Use
IIIC5-02	RCCD Board Policy 3720 – Computer and Network Use Agreement
IIIC5-03	RCCD Student Handbook – Code of Student Conduct
IIIC5-04	RCCD College Catalog – Code of Student Conduct and Computer Use

D. Financial Resources

Planning

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

Evidence of Meeting the Standard
Riverside City College is one of three colleges in the Riverside Community College District, with district financial services provided in a centralized manner. The Board of Trustees has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices are codified as BP 6200: Budget Preparation; BP 6250: Budget Management; BP 6300: Fiscal Management; BP 6307: Debt Issuance and Management; and BP 6320: Investments (IIID1-01, IIID1-02, IIID1-03, IIID1-04, IIID1-05). BP 6200 establishes the budget preparation criteria found within each year's adopted budget as the guiding principles used in budget preparation within the District (IIID1-06). The District employs the concept of a fund balance target in the budget development process, which applies to the unrestricted general fund budget and will be equal to a minimum of five percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year (IIID1-07). The fund balance target amount is the first item funded in the budget in any fiscal year.

The District Budget Advisory Council (DBAC) is a standing participatory governance committee which serves as the primary advisor on fiscal and budget matters to the District Strategic

Planning Council (DSPC) ([IIID1-08](#), [IIID1-09](#)). 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 RCCD. DBAC works toward continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of the District.

The District Budget Allocation Model (BAM) is the computational tool used to allocate general fund unrestricted resources to the colleges ([IIID1-10](#)). The former foundation of BAM was based on an FTES model which reflects how resources are allocated to the colleges from the state, modified to take into consideration the costs associated with the colleges' unique instructional programs and organizational structures to derive the known actual cost of producing FTES. The individual FTES rates per college were then applied against the target FTES for each college.

The District identified the need to make substantive changes to the BAM as the colleges and District transitioned to the new Student-Centered Funding Formula (SCFF). More importantly, the District sought to develop a model that was centered around the core principles of fairness, equity, and transparency. DBAC embarked on a year-long effort in 2018-2019 to develop a new model based on these core principles ([IIID1-11](#)). The core principles have been defined as follows:

Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.

Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements: efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.

Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups; and the model is simple, and is as easy to administer and communicate as possible.

While the new SCFF changes the process by which the state allocates apportionment to the districts, the primary portion of the formula is still based on FTES (70 percent). Therefore, the revised BAM was developed with FTES as the primary allocation basis, using the concept of "FTES as Currency" whereby each FTES generated has a value or currency that can be assigned based on a standard or "exchange rate" for each instructional program or discipline. In general, the BAM uses the "exchange rates" to allocate resources to the colleges. For example, a Nursing program exchange rate is different than a Political Science program exchange rate due to different cost structures for each program. Ultimately, the College will develop a similar methodology to allocate within the disciplines at the College. The DBAC spent 2018-2019 gathering historical discipline cost and FTES data, developing methodology, and testing different methodology scenarios, culminating in the Board of Trustees adopting phase one implementation of the BAM in June 2019 ([IIID1-12](#)). DBAC agreed that phase one implementation would not result in budget modifications to the colleges in 2019-2020 to allow for the development of the "exchange rates" per discipline while the other components of the BAM are being assessed and developed. By the end of the 2019 fall term, DBAC expects to perform the following for implementation in the 2020-2021 budget: 1) develop discipline exchange rates; 2) provide a

factor for comprehensive college progress; 3) consider factoring-in the equity and student success components of the SCFF; 4) treat District Office costs based on agreed upon service-level expectations; 5) accommodate the scaling of the Guided Pathways and; 6) ensure the alignment of resource allocation with strategic objectives (IIID1-13).

The District Enrollment Management Committee (DEMC) is a standing participatory governance committee which serves as the primary advisor on enrollment related matters to the District Strategic Planning Council (DSPC). Through DEMC, the College and the District work together closely to determine FTES calculations prior to the submission of CCFS320 reports to ensure FTES are reflected accurately (IIID1-14). RCC efficiently and prudently manages its financial resources within the division of Business Services. During budget planning, the College always considers the relationship between ongoing revenue and expenditures. As a result, the College has sufficient resources to support existing instructional programs and support services and has allocated resources to address institutional planning. The College has consistently ended the fiscal year with a healthy ending balance, as shown in the Three-Year Ending Balance Report, which has supported the District's strong ending balance and contingency funding (IIID1-15). The District complies with the state's 50 percent law. In addition to the College's unrestricted general fund, the College receives restricted funds within multiple areas including, but not limited to federal grants, state-funded categorical programs, and local income such as material fees, parking, Health Center revenue, local auxiliary-related commission revenue, and student fees. In recent years, the College has placed increased focus on revenue generation from grants, a method which has increased available resources throughout the College. The College's restricted and unrestricted general fund budget for the 2018-2019 fiscal year totaled $103,303,969 (IIID1-16). The district budget for all total available funds was $427,637,410 (IIID1-17).

In compliance with the California Community College Chancellor's Office (CCCCO) and in alignment with the CCCCO's criteria for fiscal health, the District has established a minimum contingency balance of five percent of unrestricted general funds compared to expenditures (IIID1-18). Beyond this reserve, the District has sequestered additional funds in fiscal year 2018-2019 as a hedge against the increasing fixed costs anticipated in future years.

Analysis and Evaluation
One of the College's strengths is the way in which it approaches financial planning. College finances are managed conservatively to ensure students' needs are met on both a short-term and a long-term basis. Benchmarks for fiscal stability are met and are often exceeded (IIID1-19). College funds are sufficient to support educational improvement and innovation guided through the College's strategic planning process. The College's budget development process ensures that funding is set aside for resource needs in support of college wide initiatives, in alignment with the College's Strategic Master Plan, the student success and completion initiative goals and objections, and in response to departmental plans developed through the assessment and program review processes (IIID1-20, IIID1-21, IIID1-22). Resource allocation requests connected to program review are first prioritized by departments. Those Program Review and Plan (PRaP) initiatives and if applicable associated resource requests are then prioritized again and collated into division plans by the college deans. In addition, area vice presidents complete their own PRaP documents which include initiatives and resource requests (IIID1-23, IIID1-24, IIID1-25, IIID1-26). The vice president plans are then sent to the constituent-based college leadership councils for prioritization each fall term (IIID1-27). In conjunction with the prioritization process, the resource allocation requests are categorized into areas of need, including facilities,

technology, equipment, personnel, and other resource needs (IIID1-28). Ultimately, the joint leadership council recommendations are reviewed by EPOC/ASC and sent to the college president for final prioritization and approval (IIID1-29).

The District's Audit Report confirms the financial stability of both RCC and RCCD (IIID1-30). The College has a sufficient funding base and financial plans to support programs and services and improve institutional effectiveness.

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

Evidence of Meeting the Standard

RCC's mission and goals are the basis for all financial planning and decision-making. As described in Standard I.A.3, the College's strategic planning process begins with the review and revision of the mission statement, which forms the foundation from which all strategic goals, objectives, and action steps are developed. Planning within academic programs and administrative units also begins with the college mission. Each department develops objectives to achieve the mission through the program review process (IIID2-01). The College's budget development and planning processes ensure that financial resources are adequately used to support college planning (IIID2-02). The process of institutional planning and the integration of those plans are institutionalized within the college culture. The College's Resource Development and Administrative Services leadership council (RDAS) and EPOC/ASC processes ensure that requests for funding are supported by assessment results and other data (IIID2-03, IIID2-04). Financial decisions related to program review and resource allocation requests go through the participatory governance structure outlined above. The president has final funding approval in alignment with budget priorities, while ensuring these priorities can be accomplished within a balanced budget.

College strategic planning is designed to lay the foundation for all resource decisions. The College's Educational Master Plan and the Strategic Plan reflect a strategic assessment of what will best support institutional and student needs now and in the future and how existing programs need to be adjusted to better address changing needs (IIID2-05, IIID2-06). Comprehensive Program Review and Plans are conducted every five years by all academic, service, and functional areas. These reviews are central for both short-term and long-term planning. Additionally, program reviews are the baseline documents for programs and units to outline resources. On an annual basis, through the needs assessment process, resources are requested via the resource allocation request process via Nuventive Improve (IIID2-07).

Resource allocation decisions are informed by the Strategic Plan in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed program reviews (IIID2-08). For example, all funding requests and allocation requests must include a justification that demonstrates an alignment between a Strategic Plan goal(s) and a specific program review initiative. All resource allocation requests are submitted via Nuventive Improve and reference the relevant sections of the College's Strategic Plan (IIID2-09). After resource requests are extracted from program reviews by division deans, the college functional areas preliminarily prioritize the list. After this list is reviewed by the area vice president, it is sent to the college leadership councils for review and analysis (IIID2-10). After the leadership councils

provide input, EPOC/ASC reviews the consolidated list. EPOC/ASC reviews the leadership council recommendations to ensure accuracy and adherence to the process and forwards priority recommendations to the President's Leadership Team (PLT) and then to the college president (IIID2-11). Annual budget augmentations are developed as an outcome of the planning process and are reviewed and discussed in the college leadership councils. The Governance Effectiveness Mission and Quality (GEMQ) leadership councils discusses potential process improvements (IIID2-12).

Due to insufficient information from the state prior to the adoption of the annual budget, and the uncertainty of the state-level revisions to the budget during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the mission, the current strategic planning goals and objectives, the Educational Master Plan, and the Facilities Master Plan (IIID2-13, IIID2-14).

Analysis and Evaluation
The College has a reputation for excellence in academics and service to students. Financial planning at the college is integrated with all institutional planning. The College's financial planning processes are structured to reflect and support the College's mission and institutional plans. Adequate policies and procedures are in place to ensure sound financial practices and financial stability. Leaders in the participatory governance process are integral to RCC's planning and budget process. Using participatory governance processes, the College disseminates appropriate financial information college wide in a timely manner (IIID2-15).

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

Evidence of Meeting the Standard
Both RCC and RCCD follow clearly defined policies, guidelines, and processes for financial planning and budget development. The District's budget is driven by the District Budget Advisory Council's (DBAC) charge, and thus the District's budget allocation model, which allocates state-funded apportionment to the colleges based upon specific historical FTES-related criteria (IIID3-01, IIID3-02). DBAC is the district wide participatory governance council charged with making recommendations to the District Strategic Planning Council for the income allocation model upon which the budget is based. DBAC is also tasked with developing and overseeing the allocation process for unrestricted general funds.

DBAC consists of district and college administrators, faculty, and classified team members. The purpose of the council is to:

- Develop an equitable resource distribution model that best serves the needs of students in a three-college district
- Enhance predictability of college and district support area resources resulting from FTES growth or decline
- Integrate college strategic planning committees more fully in the resource allocation process
- Develop straightforward resource allocation policies and procedures
- Respond to accreditation recommendations

DBAC ensures a fair and equitable distribution of unrestricted general funds to the three colleges and district operations and services. College representatives from all constituent groups share information, policy changes and/or decisions which take place at DBAC with members of the campus community. For example, over the development of the new BAM process, college representatives brought information back to multiple groups at RCC including but not limited to the Financial Resources Committee, RDAS, Academic Senate, ASRCC, and Dean's Council.

In addition, the College's RDAS leadership council reviews and monitors resources and expenditures and makes recommendations to PLT and the college president related to discretionary budget availability and its relation to budget augmentation requests via the program review process. The College's participatory governance processes ensure that requests for funding are supported by intended outcome results and other data, and that funded requests are in alignment with the college mission, Educational Master Plan, Facilities Master Plan, and five-year strategic planning goals and objectives.

Analysis and Evaluation
The College's processes for financial planning and budget development are clearly defined and widely communicated through board policies and administrative procedures, DBAC's charge, and the College's budget development and resource allocation processes (IIID3-03, IIID3-04). Each of the district and college committees include comprehensive constituency group representation. Council information is available on the college and district websites (IIID3-05).

The College's constituent groups and strategic and academic planning bodies will continue to be included as the BAM is revised in response to the new state funding model. This ongoing effort will create a more dynamic budget allocation model requiring both RCC and RCCD to adapt to ensure student and instructional needs are met equitably district wide (IIID3-06).

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard
The college budgeting and assessment process is continuous throughout the year. Assessment of available resources is an ongoing, year-round, multiyear process at the College. Funding for college programs and services is realized through multiple funding sources. The primary funding source is the general fund unrestricted allocation. A portion of the District's total state revenue is used to fund RCCD operations and services, such as payroll, accounting, human resources, budget, and other centralized functions. Additionally, contingency funding for RCCD and district wide general expenditure items are funded first.

In addition to local funding through state apportionment, the College also receives funds from additional sources, such as state categorical programs, local revenue, grant revenue from federal, state and local sources, and student fees. Nonresident tuition FTES income, based on prior-year actual receipts, is added to the income formula. Local income, such as parking revenue or health fee income, is budgeted at prior-year actual income levels. Student fee income is budgeted using estimated enrollment levels and takes into consideration prior-year income. Budgets are established for grant activities when formal grant award or partnership agreements are received and approved by the Board of Trustees. College Auxiliary Services revenue, such as food and childcare services is calculated using the minimum guaranteed income derived from vending,

parent fees, and other appropriate sources, as well as an estimate of revenue to be earned through sales goals.

College departments constantly adjust their budgets by aligning them with their expenditure needs to achieve their goals (IIID4-01). Some budget adjustments are temporary to account for one-time necessities, while others are permanent budget adjustments to account for ongoing needs. There are also participatory governance councils, like DBAC and the RDAS leadership council, which meet regularly throughout the year to discuss budget, process, and the distribution of available funding (IIID4-02).

The budget is developed using reasonable assumptions based on available information, COLA, growth, negotiated contract increases, and recurring and one-time funding commitments, as evidenced by the district budget assumptions and budget development calendar (IIID4-03, IIID4-04). During this same budget process, the College's division of Business Services makes ongoing adjustments to discretionary accounts as appropriate.

Monthly general fund cash-flow monitoring takes place at RCCD and is reported to PLT by the vice president of Business Services (IIID4-05). The College monitors cash flow of all Auxiliary/Special Revenue Funds such as food services, child care, financial aid and ASRCC. Quarterly budget performance reports are produced and reported to PLT, as well as RDAS and EPOC/ASC (IIID4-06). The College develops year-end balance in March so that proper and reasonable institutional financial planning can occur (IIID4-07).

The budget development and planning processes of the College ensure that financial resources are used to support college plans. EPOC/ASC processes ensure that requests for funding are supported by data and that funded requests are in alignment with the college mission and the strategic planning goals (IIID4-08). Resource allocation decisions at RCC are informed by the Strategic Plan, the Facilities Master Plan, and instructional programs/administrative units program reviews. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the college plans and a specific resource allocation request.

Analysis and Evaluation
The planning and budgeting process is transparent. Information about available funds is provided to planners and decision makers throughout the process, and this access results in planning that reflects realistic assessments of financial resource availability. The District's overall budget and the College's resource allocation process ensure that institutional plans in support of the Strategic Plan and Facilities Master Plan are funded with available resources. The College plans in accordance with a realistic assessment of available funds, continuously monitors available financial resources, and provides reports at regular intervals.

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

Evidence of Meeting the Standard

The College uses an accounting software program called Galaxy, managed by the Riverside County Office of Education, to account for budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those responsible for the accounts related to those specific transactions (IIID5-01). Purchase requisitions are created electronically by the College via Galaxy with purchase orders produced by the district Purchasing team. Purchase requisitions go through an automated approval process, and those approval requirements are built into the system based on account code structure (IIID5-02). Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. Approvals are in place for all requisitions depending upon the classification of the expenditure and origin of the budget. For example, all requisitions using restricted funding sources, such as instructional fee-based supplies, are routed to a funding source manager to ensure they are appropriate. All departments have access to the Galaxy financial system, and any college employee can request access to the system. Users have access to the Galaxy financial system and can develop real-time reports if needed (IIID5-03). If departments or employees request or require reports that are more complex than the reports that Galaxy provides, college Business Services is available to assist.

Both RCC and RCCD have controls in place that ensure effective oversight of all financial matters. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by the appropriate administrator. The College's division of Business Services, in conjunction with the District, monitors expenditures to make certain that they comply with Board Policy, regulations, the terms and conditions of the agreements, and other relevant accounting standards. Reporting is completed in accordance with agreement specifications.

All contracts are reviewed by the district's general counsel and executed by either the vice chancellor of Fiscal and Business Services or the college president. Per BP 6100: Delegation of Authority to the Chancellor and BP 6340: Bids and Contracts the vice chancellor is given the authority to approve contracts in accordance with board policy (IIID5-04, IIID5-05). The vice chancellor submits a report to the Board of Trustees on a monthly basis listing all contracts that have been approved for board ratification (IIID5-06).

An independent certified public accounting firm annually conducts a financial and compliance audit of the District's financial activity in accordance with California Education Code 8848 (IIID5-07). The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. An example of the review of internal control is the development of the Cash and Cash Equivalent that was developed in response to qualitative data and feedback related to handling gift cards and cash equivalent items at the College (IIID5-08). While this was not an audit finding, communication between RCC and RCCD's controller, enabled a team approach to implement a new internal control.

During the annual external financial audit process, accounting principle application is verified and ensures that management's estimates provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole. As part of the audit process, the adopted budget is compared to actual expenditures to identify variances, if any. The College

is required to explain variances of any significance to the auditors to determine if funds were expended on educational programs and activities as originally planned and intended.

Analysis and Evaluation
The internal control structures in place at RCC and RCCD demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.

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

Evidence of Meeting the Standard
The District's financial management system, which includes the systems for accounting (General Ledger) and budgeting, is Galaxy, a system maintained and operated through a contract with the Riverside County Office of Education (RCOE). The system is used to process vendor and payroll warrants. Pursuant to state law and Board of Trustees policy, the Board of Trustees approves all changes to the approved budget plan, changes between major object codes, and transfers from reserve accounts. Periodic financial and budget reports are prepared from information contained in the Galaxy system, including monthly financial reports, CCFS-311 and CCFS-311Qs, Budget Adjustments, Education Protection Account, Gann Limit, Tentative and Final Budgets, and Project Commitments Summary Reports (IIID6-01, IIID6-02, IIID6-03, IIID6-04). These reports are submitted to the Board of Trustees, Citizen's Bond Oversight Committee, state Chancellor's Office, grant agencies, Securities and Exchange Commission, and Single Audit Clearing House. A rigorous review process adhering to internal controls, including segregation of duties, is maintained in the preparation of financial documents. Internal controls are audited annually by the contracted external audit firms who perform audits of the District, Foundation, and Measure C expenditures.

An audit of the District's financial statements and supplementary information, including reports on compliance is conducted in the fall of each year. An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the District's internal controls over financial reporting, a consideration which includes examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation (IIID6-05).

Analysis and Evaluation
The College's financial management system and processes have a high degree of credibility as demonstrated in the BAM, regular and transparent budget performance reporting, and district financial audit reports.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
As described in Standard III.D.6, an audit of the District's financial statements and supplementary information, including reports on compliance is conducted annually by an independent certified public accounting firm .The Board of Trustees regularly receives reports regarding the District's and colleges' budget, fiscal conditions, financial planning, and audit results (IIID7-01). The Board of Trustees Resources Committee is charged with monitoring the audit process and reviewing the final audits (IIID7-02). All board agendas, attachments, and minutes are publicly available on the district website (IIID7-03).

The District's audit findings over the past six years have been few, and since the previous accreditation, all audits have resulted in unmodified reviews. Any minor questions that have been identified within the audit were resolved in a timely manner. The results of these audits and the resolution of findings are made part of subsequent audit reports and are available on the District's website (IIID7-04).

Analysis and Evaluation
The District responds to and corrects any audit findings in a timely manner. RCC and RCCD budget information, fiscal conditions, including audit results are provided college wide and district wide on a regular basis (IIID7-05).

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

Evidence of Meeting the Standard
The District contracts with an accounting firm to perform annual audits of all funds of RCCD including special, categorical and grant funds, and the local general obligation bond (Measure C) expenditures. The auditors prepare the statements and findings to provide the district feedback on its processes. Also included in the audit are findings and recommendations for internal control weaknesses. Recommendations and corrective action responses to audit findings include the timeframe projected for implementation of corrective action. The auditors conduct exit interviews to discuss all findings and weaknesses, if any. The auditors also present the audit reports to the Board of Trustees in order to provide clarity regarding the financial statements (IIID8-01).

At the College, financial and internal controls are routinely audited. The College, for example reconciles grants and categorical programs on a monthly basis and shares that information with various grant administrators. Updates in controls for gift cards, vouchers, and meal tickets have also recently undergone process and control improvements to both streamline use and control resources.

Staff responsible for categorical and grant-funded programs attend state, regional, and national conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff professional development include federal procurement guidelines as well as time and effort reporting improvements (IIID8-02).

Analysis and Evaluation
The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the College's financial and internal control systems to be sound, RCC and RCCD staff regularly assess and refine processes.

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

Evidence of Meeting the Standard
RCC, in conjunction with RCCD, maintains sufficient cash flow and reserves to sustain financial stability (IIID9-01). Long-term financing has been achieved in the form of general obligation bonds (IIID9-02).

The five percent reserve level has been established by the California Community College Chancellor's Office as a prudent level. The Board of Trustees has a policy in place to specify the minimum reserve level. The District has met the reserve threshold, and in recent years, exceeded the reserve, specifically in the FY 18-19 budget year with a significant funded reserve beyond the five percent (IIID9-03).

District reserve levels for the prior three fiscal years are show below (Table 1).

Table 1. District Reserve Levels

Riverside Community College District					
Annual General Fund Total Available Funds to Percentage of Ending Balance					
FY	General Fund Beginning Balance	*General Fund Total Revenue	*General Fund Total Expenditures	General Fund Ending Balance	Ending Balance Percentage of ^TAF
2016-17	$ 36,517,184	$ 180,548,317	$ 173,944,405	$ 43,121,096	19.87%
2017-18	$ 43,121,096	$ 188,337,433	$ 186,159,080	$ 45,299,449	19.57%
2018-19	$ 45,299,449	$ 214,088,597	$ 205,678,789	$ 53,709,257	20.71%
* General Fund Revenue and Expenditures as reported in the Adopted Budget Publication					
^ TAF = Total Available Funds					

The College participates in Joint Powers Authorities (JPAs) for its property, liability, and worker's compensation activities. Additionally, the District maintains a self-insurance fund to provide for safety management and uninsured losses. The District's self-insurance fund (Fund 61) is maintained as a reserve against uninsured loss and safety loss control (IIID9-04). The District maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, retiree health benefits. (IIID9-05).

The capital outlay fund has a substantial cash balance committed to specific future capital projects.

Analysis and Evaluation
The College maintains healthy ending balances, and the District's unrestricted fiscal reserves have not dipped below five percent in accordance with district policy. The District has appropriately planned for both anticipated and unforeseen circumstances and has strong funded reserves to provide fiscal stability in the event of unforeseen circumstances or conditions.

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

Evidence of Meeting the Standard
As described in Standard III.D.3, the College's financial software program, Galaxy, is used to account for budgets and expend resources. This system assists the College in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

The Student Financial Services office determines eligibility and enters the awards into Ellucian Colleague which are then disbursed through Bank Mobile (IIID10-01). Drawdowns are made by an assigned staff member in the district Business Services department. Federal funds are requested via G5, three days prior to a disbursement. All disbursements follow a set annual schedule (IIID10-02). Financial aid reconciles to federal and state data systems after each disbursement and monthly per fund type. Business Services reconciles the general ledger with federal and state accounting systems (COD and G5) after each disbursement and monthly, per fund type. RCC complies with all federal and state business services regulations, including those outlined in the Blue Book and participates in the annual financial audit with results reported to the United States Department of Education by the auditor and through the EZ audit program (IIID10-03). Financial Aid is housed in a separate account for each college per source (federal, state, and institutional).

The College follows BP/AP 3280: Grants; AP 3282: Time and Effort Reporting For Federally Funded Grants; AP 3283: Grants - Cost Transfers; AP 3284: Participant Support Costs, AP 3285: Grants - Implementation; and AP 3286: Grants - Subaward Monitoring (IIID10-04, IIID10-05, IIID10-06, IIID10-07, IIID10-08, IIID10-09). These BP/APs guide and govern the college grant process as illustrated in the draft Grant Development Flowchart (IIID10-10). The purpose of the College's Grant Committee is to review proposals to assure mission alignment and to identify fiscal and human resources required to implement grants, including sustainability and specific grant commitments (IIID10-11). The committee, which reports to the Resource Development and Administrative Services (RDAS) leadership council also serves as a liaison between the college and district Grants Office (IIID10-12).

Riverside Community College District has established board policies and administrative procedures to ensure that all grants pursued by the District and its colleges are in alignment with RCCD and college strategic priorities during the proposal development process. Additionally, RCC works with the District Office staff to ensure post-award compliance of all grants.

Currently, all policies, procedures and systems related to pre-award and post-award grant activities are being reviewed by a district wide Grant Pre- and Post-Award Task Force consisting of district and college representatives. The task force anticipates making recommendations to both policies and procedures to continue improving pre-award and post-award services to increase the efficiency and effectiveness of the District and its colleges grant efforts.

As discussed in Standard III.D.5, the District and the College also have various controls in place that assure effective oversight of all financial matters for grants, externally funded programs, and contracts. The College is also subject to annual audit review of grants and externally-funded programs to ensure sound and effective oversight of its financial activities (IIID10-13).

Analysis and Evaluation

RCC and RCCD exercise effective oversight and control over all financial and business activities. Systems are in place to provide checks and balances. Internal control is assessed by the RCCD's Business and Financial Services Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. RCCD received unmodified reports from the auditors on compliance every year since the previous accreditation and has had no findings related to Federal Title IV regulation compliance.

Liabilities

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

Evidence of Meeting the Standard

RCC has efficiently managed its financial resources. During college budget planning, the relationship between ongoing revenue and ongoing expenditures have been carefully considered (IIID11-01, IIID11-02). As a result, RCC has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans, as evidenced by the College's contingency and "carry-over" funded reserves (IIID11-03).

Long-range plans are established to meet Strategic Plan objectives. The direct relationship between financial plans and resource availability is clearly presented in the district budget. The college budget, in turn, is regularly monitored through periodic financial transfers and reports. The District Office has oversight responsibility to ensure that debt payments for general obligation bonds (Measure C) are made from the Bond Interest and Redemption Fund with local property tax collections. The District performs multi-year budget projection scenarios for the General Unrestricted Fund, and the annual budget provides a multi-million dollar holding account for increases in other post-employment benefits (OPEB), retirement plan obligations, and load banking obligations.

The adopted budget-includes assessments based on payroll to fund the Self-Insurance Funds for liability and workers' compensation premiums (IIID11-04). The District is a member of several Joint Powers Authorities (JPAs) and pays annual premiums for its property, liability, health, and worker's compensation coverage. The JPAs have budgeting and financial reporting independent of its members.

RCCD has established an unrestricted general fund contingency in excess of five percent, and the College maintains an additional contingency within its operating budget. The District's annual budget provides for the payment of long-term financial obligations such as CalPERS and CalSTRS at the statutory rates. In addition, the District has planned for the long-term financial

obligation associated with retiree health benefits by establishing an irrevocable trust with CalPERS and contributing at least $150,000 annually towards this obligation.

Analysis and Evaluation
Both RCC and RCCD manage finances conservatively and allocate resources in a fiscally responsible manner to ensure needs are met on both a short and long-term basis. Due to RCC's conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and district reserves remain sufficient. State and local benchmarks for fiscal stability are always met and are often exceeded (IIID11-05).

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

Evidence of Meeting the Standard
RCCD has prepared well for long-term financial obligations, such as retiree health benefits. Governmental Accounting Standards Board (GASB) Statements 43 and 45 require annual reporting of post-employment benefit liability (IIID12-01). RCCD provides post-retirement and employment health care benefits for employees in accordance with BP/AP 7380: Retiree Health Benefits (IIID12-02). The required contribution is based on projected pay-as-you-go financing requirements, with an additional amount to prefund benefits as determined annually through the agreements with the District, CTA, CSEA, and the unrepresented groups. For fiscal year 2017-2018, the District contributed $6,209,619 to the plan, of which $3,585,234 was used for current premiums and $2,624,385 was used to fund the OPEB Trust. The last actuarial valuation was on June 30, 2018. The net OPEB obligation for the past two years ending June 30 was:

- 2016 $42,715,314
- 2017 $43,453,968

RCCD implemented an irrevocable trust for its OPEB obligation in spring 2016 and conducts an actuarial study on a biannual basis. RCCD has also been impacted by the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) employer rates (IIID12-03). The District contributes the legally-mandated employer rates for each system. The most recent audit from June 30, 2018 notes that RCCD's proportionate share of net pension liability was $120.28 million for CalSTRS and $75.19 million for CalPERS, for a total net pension liability of $195.47 million.

Analysis and Evaluation
In short-range financial planning, RCCD considers future liabilities and long-range financial priorities, and maintains sufficient reserves to assure the fiscal stability of the College, especially in constrained economic times. RCCD identifies, plans, and allocates resources for payment of liabilities and future obligations. The District provides for the amount approved by the Board of Trustees for funding the annual OPEB obligation, but this is not the same as what would be required to fully fund the amortized OPEB obligation, which is substantially higher. The District pays for compensated absences as they are paid off or used but does not provide a set-aside for the entire compensated absence obligation, which is much higher. If "other employee-related

obligations" is CalPERS and CalSTRS, the District pays its annual mandated legal obligation (statutory rates), but does not fully pay for the unfunded CalPERS and CalSTRS obligations.

The most resent actuarial study for post-retirement benefits on June 30, 2018 estimated the amount that should be accumulated under GASB No. 75 at $43.45 million and recognized $4.52 million as employer OPEB expense.

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

Evidence of Meeting the Standard
In March 2004, the voters passed a local general obligation bond (Measure C) under Proposition 39 with an authorization of $350 million. Proposition 39 requires annual financial and performance audits and establishment of a Citizen's Bond Oversight Committee (IIID13-01). In connection with the bond authorization, the Board of Trustees committed to not exceeding a tax rate of $18 per $100,000 of assessed valuation for individual taxpayers. District Business Services works with the Riverside County Superintendent of Schools, the Riverside County Treasurers Office, and external bond financial consultants to establish property tax rates, at or below the Board of Trustee's tax rate commitment, but at rates sufficient to generate adequate property tax collections to make annual debt service payments on the outstanding bonds (IIID13-02).

Analysis and Evaluation
Property taxes are secured for repayment of bond-issued debt. Annually, the District calculates the property tax rates to ensure the repayment of outstanding local bond debt.

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

Evidence of Meeting the Standard
As evidenced in Standard III.D.5 and Standard III.D.10, the College and District use grant and foundation funds with integrity. RCC procedures ensure that grant funding receives appropriate authorization from the Board of Trustees, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by the RCCD controller to ensure proper oversight. The financial management systems utilized for the subsidiary organization are effective.

Regular reviews and monitoring of expenditures pertaining to grants, awards, and contractual agreements by program staff and the division of Business Services at both RCC and RCCD ensure that the expenditures are consistent with the funding agency's mandates and the College's mission and goals. (IIID14-01, IIID14-02).

As part of RCCD's annual financial audit, random testing of financial transactions is performed to ensure that proper accounting for receipt and expenditures for funds in the District, and proper internal controls are in place for fiscal oversight at the College. Audit findings of significant deficiencies and/or instances of noncompliance are documented in the annual report to the District and external funding agencies.

Analysis and Evaluation

The financial resources of the RCC and RCCD are used with integrity and in a manner consistent with the mission. Funding from external sources such as grants, state categorical programs and the Foundation are all used according to their intended purpose. Foundation fundraising efforts are aligned with the college Strategic Plan and serve the needs of college programs. RCCD is careful not to obligate future budget years with automatic debt payment.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

RCC is well within guidelines with our Cohort Default Rate. The cap is 30%, with RCC at 10.5% for our most recent official rate in 2015. RCC has a strong default management plan. Delinquent borrowers are communicated with monthly regarding repayment options, deferment/forbearance options, servicer contact information and school staff assistance. RCC works with the loan services to update contact information and skip tracing requests to maximum communication with borrowers.

RCC participates in the Incorrect Data Challenge process annually, reviewing all defaulted students during the draft rate cycle and submits challenges for students who should not have been included in the calculation. RCC has submitted challenges for the past four years, receiving approval for challenges which in turn reduces the overall default rate for the College.

RCC complies with all federal regulations for the William D. Direct Loan program. Loan files are audited annually during the financial audit without findings.

Analysis and Evaluation

Riverside City College monitors all financial aid through the appropriate guidelines of the federal government.

Contractual Agreements

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

Evidence of Meeting the Standard

Contractual agreements with outside entities are governed by BP/AP 6340: Bids and Contracts, which are established to ensure that they are consistent with the mission and strategic goals of the College ([IIID16-01](#)). Contractual agreements at RCC consist of grants and awards, outside agency contracts for personal and professional services, construction contracts, consultant agreements, instructional service agreements, and contracts for information technology. All contracts are submitted for review to the District's general counsel, who identifies issues with regard to risk, termination, standards of conduct, and potential exposure for the District, thereby ensuring that all contractual legalities are met. Any requirements or suggestions for change are provided by the general counsel to the contracting department. Any recommended changes are sent back to the originator of the contract to work with the contracting agency to make necessary changes. Once a contract is in final form it is then submitted to the College's division of Business Services by the contracting division or department via a Contract Transmittal Form

(CTF). The vice president of Business Services reviews each contract to ensure that it is consistent with the College's mission and goals, as well as for fiscal or operational impact (IIID16-02).

Once that review is complete, if the contract is under the appropriate dollar threshold, pursuant to the Public Contract Code and board policy, it is sent to the college president for review and signature, and is submitted to the district Business Office for inclusion on the Board of Trustees' agenda for contract approval. If the contract is over the dollar threshold, it is routed to the district Business Office for budgetary review, as well as policy and regulatory compliance, and is then reviewed and signed by the district vice chancellor, Business and Financial Services. Finally, the contract is included on the Board of Trustees agenda for contract approval. Contracts that have a fiscal impact between fiscal years are input into the financial accounting system in the appropriate fiscal year so that an automatic encumbrance of financial resources takes place.

Analysis and Evaluation
RCC and RCCD have long-standing policies and procedures to ensure that decisions to procure goods and services follow sound financial practices. College and district policies and procedures govern all contractual agreements with external agencies/entities and are consistent with the College's mission and goals. RCCD retains a general counsel on staff that reviews and approves all contractual agreements in accordance with BP/AP 6340. These policies also include appropriate provisions to maintain the integrity of the College. All contracts entered into by the College are handled in a timely and efficient manner and in accordance with Public Contact Codes and board policies.

Conclusions on Standard III.D. Financial Resources
Riverside City College provides sufficient financial resources to support and sustain student learning programs and services in support of the College's mission and goals. Strong strategic planning processes at both the College and the District informs financial decisions by using program-level cost data to identify new initiatives and operational needs. The College has board policies and administrative procedures to ensure sound financial practices. The District and Colleges are developing a new Budget Allocation Model driven by discipline cost ratios and the Student-Centered Funding Formula. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability by sharing all financial information at both the college and district level through presentations at Flex, Financial Resource Committee, District Budget Advisory Committee (DBAC), and the Board of Trustees. College and District planning reflects a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. To assure the financial integrity of the College and District, the appropriate internal control structure is in place to disseminate dependable information for timely, sound, financial decisions. The District contracts with an outside audit firm for an annual audit of all funds, investments and resources. Those audits have historically shown no variances or findings. The College practices effective oversight of finances in all funding resources categories, including but not limited to financial aid, grants, auxiliary organizations, and institutional investments. The College has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. The College clearly identifies plans and allocates resources for payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

Improvement Plan(s)

None.

Evidence List

Citation	Document Name
IIID1-01	RCCD-Board Policy-6200-25NOV2014
IIID1-02	RCCD-Board Policy-6250-15MAR2011
IIID1-03	RCCD-Board Policy-6300-25NOV2014
IIID1-04	RCCD-Board Policy-6307-19JUN2018
IIID1-05	RCCD-Board Policy-6320-15MAR2011
IIID1-06	RCCD-Board Policy-6200-25NOV2014
IIID1-07	RCCD-Board Policy-6200-25NOV2014
IIID1-08	District Budget Advisory Council-Minutes-11DEC2015
IIID1-09	RCCD Strategic Planning Flowchart
IIID1-10	RCCD-Budget Allocation Model-2018-19
IIID1-11	District Budget Advisory Council Agenda-18JULY2018
IIID1-12	RCCD- Governing Board Agenda-04JUN2019
IIID1-13	RCCD BAM Revision Project Update Presentation-04JUNE2019
IIID1-14	RCCD P2-320 Report-2018-19
IIID1-15	ACCJC- Annual Fiscal Report-2017-18
IIID1-16	RCCD –Final Budget Report-2018-19
IIID1-17	RCCD-Final Budget Report-2018-19
IIID1-18	RCCD-Board Policy-6200-25NOV2014
IIID1-19	RCCD- 311QReport -31MAR2019
IIID1-20	RCCD-Budget Development Calendar-2019-20
IIID1-21	RCC-Strategic Plan-2015-20
IIID1-22	RCC-Program Review Process-2019
IIID1-23	VP Academic Affairs PRAP-12SEP2018
IIID1-24	VP Business Services PRaP-12SEP2018
IIID1-25	VP Planning & Development PRaP-12SEP2018
IIID1-26	VP Student Services PRaP-12SEP2018

IIID1-27	Joint Prioritization Letter-23OCT2018
IIID1-28	RCC-Strategic Initiatives ResourcesFundingModel-2019
IIID1-29	Joint Prioritization Letter-23OCT2018
IIID1-30	RCCD-Audit Report-2017-18
IIID2-01	RCC-Program Review Process-2019
IIID2-02	RCCD-Budget Development Calendar-2019-20
IIID2-03	RDAS-Membership List-2018-19
IIID2-04	EPOC-Membership List-2019-20
IIID2-05	RCC-Educational Master Plan-2015-25
IIID2-06	RCC-Strategic Plan-2015-20
IIID2-07	Nuventive Improve Webpage-26JUN2019
IIID2-08	RCC- Strategic Plan-2015-20
IIID2-09	Nuventive Improve Webpage-26JUN2019
IIID2-10	Joint Leadership Council Agenda-27SEPT2019
IIID2-11	Joint Council Prioritization Letter-23OCT2018
IIID2-12	GEMQ- Membership List-2018-19
IIID2-13	RCC- Educational Master Plan-2015-25
IIID2-14	RCC- Facilities Master Plan-2018
IIID2-15	RCC- Strategic Planning Council Structure-2018-19
IIID3-01	DBAC-Minutes-11DEC2015
IIID3-02	RCCD-Budget Allocation Model-2018-19
IIID3-03	DBAC-Minutes-11DEC2015
IIID3-04	RCCD-Budget Allocation Model-2018-19
IIID3-05	RCC Strategic Planning Webpage-07OCT2019
IIID3-06	RCCD-Budget Allocation Model-2018-19
IIID4-01	RCCD-Agenda-21MAY2019
IIID4-02	RDAS-Membership List-2018-19
IIID4-03	RCCD-Budget Allocation Model-2018-19
IIID4-04	RCCD-Budget Development Calendar-2019-20

IIID4-05	RCC-Monthly Cash Flow Report-31MAR2019
IIID4-06	RCCD-311Q Report-31MAR2019
IIID4-07	RCC-Year End Projections Example-18-19
IIID4-08	SPC-Constitution & Bylaws-16MAY2016
IIID5-01	RCCD-Chart of Accounts
IIID5-02	Galaxy Approval Example
IIID5-03	Galaxy Report-08JUL2019
IIID5-04	RCCD-Board Policy-6100
IIID5-05	RCCD-Board Policy-6340
IIID5-06	RCCD-Governing Board Agenda-19MAR2019
IIID5-07	RCCD-Audit Report-2017-18
IIID5-08	RCCD Board Policy-6340
IIID6-01	RCCD-311Q Report-31MAR2019
IIID6-02	RCCD Board Agenda-21MAY2019
IIID6-03	RCCD Board Agenda-11JUNE2019
IIID6-04	RCCD Board Agenda-17SEPT2019
IIID6-05	RCCD-Audit Report-2017-18
IIID7-01	RCCD-Audit Report-2017-18
IIID7-02	RCCD Board Committee Website-04OCT2019
IIID7-03	RCCD- Board of Trustees Website-09JUL2019
IIID7-04	RCCD Website-04OCT2019
IIID7-05	RCCD-Audit Report-2017-18
IIID8-01	RCCD Board Committee Agenda-04DEC2018
IIID8-02	NACTEI Pre-Conference on Webpage-04OCT2019
IIID9-01	RCCD Administrative Policy-6301
IIID9-02	RCCD Measure C Website-04OCT2019
IIID9-03	RCCD- Board Policy-6200-25NOV2014
IIID9-04	Fund 61 Budget and Ending Fund Balance Report
IIID9-05	RCCD Audit Report, p. 49-52 - 11DEC2018

IIID10-01	Bank Mobile Agreement
IIID10-02	Financial Aid Schedule of Deadlines-08JULY2019
IIID10-03	EZ Audit Final Determination Letter-FY 17-18
IIID10-04	Board Policy-3280
IIID10-05	Administrative Procedure-3282
IIID10-06	Administrative Procedure-3283
IIID10-07	Administrative Procedure-3284
IIID10-08	Administrative Procedure-3285
IIID10-09	Administrative Procedure-3286
IIID10-10	RCC Grant Development Flowchart
IIID10-11	RCC Grants Webpage-11OCT2019
IIID10-12	RCC Grants Committee eMinutes-05FEB2019
IIID10-13	RCCD Audit Report-2017-18
IIID11-01	RCCD Board Agenda-11JUNE2019
IIID11-02	Annual Budget Savings by Major Object By Site - 4 year History
IIID11-03	RCC Holding Accounts-04OCT2019
IIID11-04	RCCD Adopted Budget Exhibit K-2019-2020
IIID11-05	RCCD Adopted Budget-2019-2020
IIID12-01	GASB Statements43_45 Resource Center Webpage-08OCT2019
IIID12-02	Board Policy-7380
IIID12-03	Fixed Charges Worksheet-12AUG2019
IIID13-01	Citizen's Bond Oversight Committee Webpage-08OCT2019
IIID13-02	Debt Service Payment
IIID14-01	RCCD Board Agenda Item VI.K-19MAR2019
IIID14-02	Galaxy Grant Budget Approval Example
IIID16-01	Board Policy-6340
IIID16-02	Contract Transmittal and Procedures-2019

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard
As a result of the institutional self-study performed during the previous cycle of accreditation, the college president and faculty leadership identified the need to re-conceptualize strategic planning to make the structure more inclusive, transparent, and aligned with institutional goals. RCC determined that it needed to work more closely with the College's Academic Senate, the classified staff union (CSEA), and student leadership (ASRCC) to make certain that input and feedback was solicited from all stakeholder groups, and to ensure that innovative ideas could be discussed in forums connected to college decision-making. The college president and representatives of the Academic Senate worked to refine the College's existing planning process to ensure that Senate's standing committees worked as part of the strategic planning process. This required making modifications to the Academic Senate Constitution and Bylaws as well as bringing the proposed changes to the strategic planning structure through the Academic Senate for its review and approval (IVA1-01, IVA1-02, IVA1-03).

The culmination of these efforts was the formation of the Riverside City College Strategic Planning Leadership Councils (SPLC) structure, which encapsulates the formal planning structure and processes for the College and provides oversight for accreditation. The SPLC structure was formulated as part of the RCC Educational Master Plan, with further articulation of its formal Constitution and Bylaws in a separate document that has since under gone several revisions (IVA1-04, IVA1-05). As established in the Educational Master Plan, the SPLC exists to formulate and implement the various plans that have been created to achieve the College's goals of increasing student success and student access, improving institutional effectiveness, refining resource and learning environment development, and strengthening ties to the community. The SPLC also "monitor, assess, and evaluate all of the college planning activities each year" so that the College can "recalibrate its goals or, if necessary…modify its planning activities."

As shown in Figure 1, the SPLC structure consists of a central, overarching group that meets monthly to coordinate strategic planning and accreditation, the Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) (IVA1-06). Above the EPOC/ASC is the Strategic Planning Council, which consists of the entire membership of the SPLC. This group meets at least once a year in the fall to prioritize College initiatives that will be forwarded to the College President for funding consideration (IVA1-07). Beneath the EPOC/ASC are the four leadership councils that oversee substantive areas (Teaching and Learning; Student Access and Success; Resource Development and Administrative Services; Governance, Effectiveness, Standards and Quality). The leadership councils are directed by a faculty co-chair who works in coordination with co-chairs who represent administration, staff, and students. All four groups participate in decision-making, with the faculty co-chair presiding over meetings. The goal of this structure is to gather input from all of the College's stakeholders and to invite/discuss ideas and initiatives from all participants.

Figure 1. Strategic Planning Structure
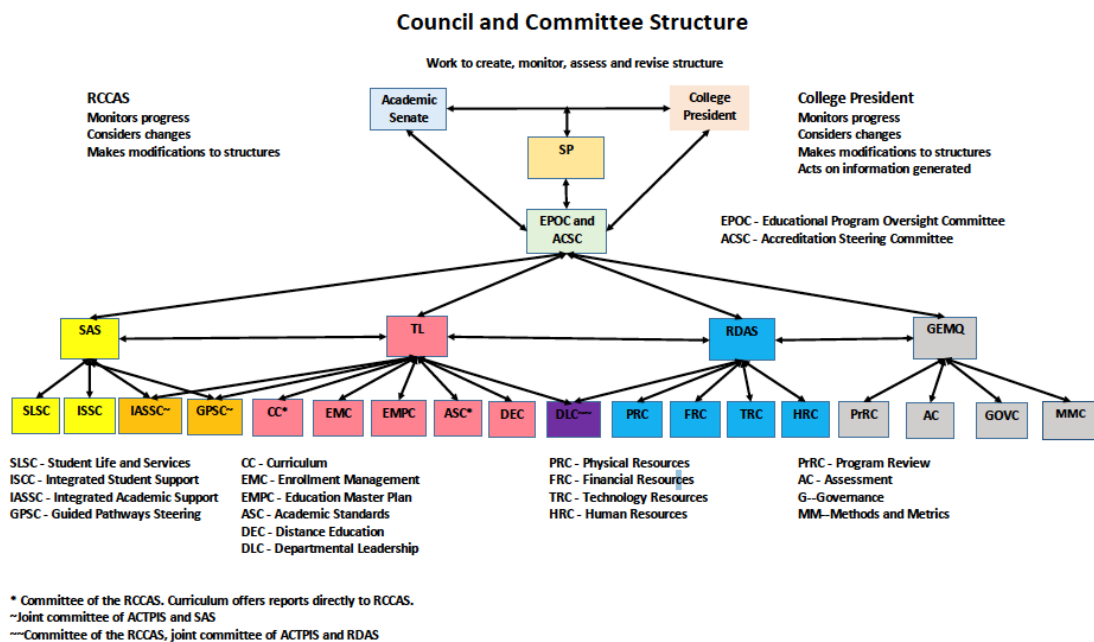
Below the leadership councils are the various committees, subcommittees and workgroups that address particular areas such as enrollment management, departmental leadership, program review, and assessment. The work that is done in the various subcommittees and committees flows upward to the leadership councils and is ultimately taken to EPOC/ASC. During the development of the SPLC structure, the Academic Senate brought its standing committees under the SPLC edifice and modified its Constitution and Bylaws to align with the SPLC and the Educational Master Plan. All committees and subcommittees that are connected to the charge of the Academic Senate, such as Curriculum and Program Review, are staffed by faculty members, but all other committees, subcommittees and workgroups address a substantive area and are led by those with the requisite expertise, regardless of their position within the College.

The College supplements the formal SPLC structure and processes with informal mechanisms to inform the strategic planning process. For example, an informal workgroup of EPOC/ASC meets

weekly to discuss issues and organize the work of strategic planning, accreditation and Guided Pathways. This group helps to plan retreats, workshops and other events that include faculty, management, and staff and addresses problems of communication and coordination that are best addressed outside of formal meetings. The group has been instrumental in making certain that all those involved in the core areas of accreditation, strategic planning and Guided Pathways are able to speak freely and openly about how best to address concerns and how to create successful means for carrying out the work. The group often generates ideas that are then brought through the formal planning process by way of the relevant committee or council (IVA1-08).

The College also encourages stakeholders who are not formally part of the SPLC structure to attend summits, retreats, and meetings that are geared toward getting more members of the College aware of and involved in the strategic planning process. This allows for individuals, who may have innovative ideas for institutional improvement, to lend their voice and to bring ideas to the planning process that may not have been considered through the formal mechanisms. For example, when the College was working to align its goals with the California Community College Chancellor's Office's (CCCCO) Vision for Success goals, the leadership of the SPLCs designed a retreat that encouraged participation and solicited input from all faculty, staff, management, and students who were interested in participating. The retreat yielded useful information regarding how to understand and bring together the College's goals and those of the CCCCO (IVA1-09). This informal process, which encourages ideas from all stakeholders, can be seen in Figure 2.

Figure 2. How Ideas Move Through Strategic Planning
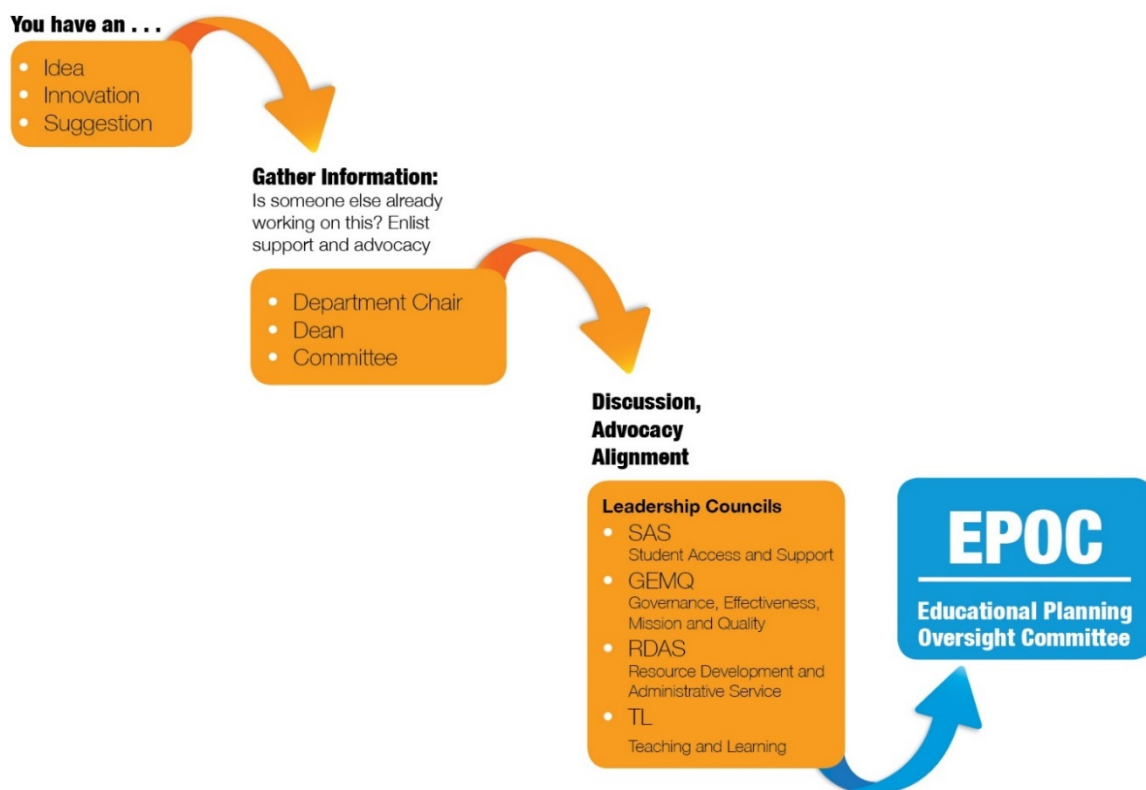
The College has taken a similar approach in its construction and implementation of its response to the implementation of the Guided Pathways framework. The College has modified the SPLC structure to include a Guided Pathways Committee that addresses areas related to the four pillars. This committee acts as a formal input into strategic planning. The College has utilized funding to create a faculty pathways coordinator position that works on various aspects of implementing the framework and liaisons with members of the SPLC. The College also has created a Guided Pathways Core Group and cross-functional teams from across the stakeholder groups to attend the conferences held by the California Guided Pathways Initiative. These groups share information through forums and retreats that have focused on the changes the College is making to align with Guided Pathways and to respond to the expectations of the CCCCO and the state legislature (IVA1-10).

Analysis and Evaluation

The SPLC encourages participation from all stakeholders in institutional decision-making; supports innovation and the exploration of model initiatives and best practices; and monitors, assesses, and improves upon existing structures and processes. The College has also created informal mechanisms to ensure that innovative ideas can percolate up through the SPLC and find their way into the planning process.

The College is moving away from a "reports-based" model of meetings to a more "work-based" model that focuses on creating a product as the goal. The numerous college retreats that have been held over the past several years are strong examples of this trend and have borne impressive fruit for planning, accreditation and Guided Pathways implementation. Furthermore, the College is continuing to develop its use of data-based, decision-making processes to respond to current trends at the state level and the needs of students and community members. The College formed a Methods and Metrics Committee under the Governance, Effectiveness, Mission, and Quality leadership council that will discuss the recommendation to combine the Integrated Student Support Committee and Integrated Academic Support Committee into a single committee (IVA1-11). The College is also working on increasing the personnel in the Office of Institutional Effectiveness to more effectively address the needs of the planning process. The College endeavors to improve upon its robust strategic planning process to better serve the needs of students, employees, and the community.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

As one college in a three-college system, Riverside City College, along with Moreno Valley College and Norco College, is guided by the Riverside Community College District board policies and administrative procedures (BP/APs) that outline the roles that administrators, faculty and staff play in institutional decision-making. These policies and procedures express the College's commitment to shared governance and its values of inclusiveness and collegiality (IVA2-01).

The primary BP/AP that addresses shared governance is BP/AP 2510: Participation in Local Decision Making (IVA2-02). BP/AP 2510 draws on the relevant sections of California Education Code, Title 5, ACCJC Accreditation Standards, and Government Code to lay a foundation for creating plans, policies, structures, and procedures that are guided by principles of shared governance. BP 2510 states that the "Board of Trustees is the ultimate decision-maker," but clearly delineates the roles played by the Academic Senate, administration, staff, and students. AP 2510 clarifies that members of the Academic Senate and Associated Students, along with members of other stakeholder groups, namely the faculty union (CTA), the Management Association, and staff union (CSEA), will participate in shared governance by sitting on Board of Trustees committees and bringing relevant issues directly to the attention of the Board.

At the College, the roles in strategic decision-making are articulated in the Constitution and Bylaws of the SPLC. This document clearly articulates the roles of stakeholder groups, articulates the focus of each leadership council, and delineates the councils' respective strategic and operational responsibilities.

The College has shown its commitment to having students participate in strategic planning by encouraging student involvement in the SPLC process, providing them opportunities for representation, and soliciting feedback way of surveys. For example, each of the SPLCs have a student co-chair position that provides students with a means to voice ideas and/or concerns and participate in college discussions (IVA2-03). Students also sit on numerous committees and report regularly to the Academic Senate. The vice president of the Senate is a reporting member of their body, and students are encouraged to participate formally and informally at all levels of the SPLC structure. A student, elected by the students on all three college campuses, sits on the Board of Trustees, offers regular reports regarding ASRCC activities, and provides input and suggestions that reflect the interests of students (IVA2-04).

In addition, the College consistently attempts to find ways to collect student feedback on institutional performance and proposed initiatives. Students have provided feedback to the College through the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), a male minority focus group report conducted by the RP Group, and annual graduation surveys (IVA2-05, IVA2-06). This feedback has helped the College focus on areas of improvement and prompted some crucial conversations as RCC examines its structures and processes to evaluate the extent to which they are student-centered. Students also provided crucial feedback on decisions regarding Guided Pathways implementation, such as the College's instructional pathways design (IVA2-07).

Analysis and Evaluation
The College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes by way of the SPLC structure, which covers all areas of the College. Students are specifically represented at the Board of Trustee level, on strategic planning leadership councils, college committees and subcommittees, Academic Senate, and through other informal processes. The College will continue to work to increase student involvement in all levels of planning and decision-making.

The strategic planning leadership councils are currently assessing their membership composition, responsibilities, and attendant committees to make recommendations for further improving efficacy and efficiency. The College is also in the process of crafting a Strategic Planning Handbook which will offer individuals who are interested in participating in shared governance

an understanding of the statutory foundations that undergird their particular role, as well as the specific tasks and responsibilities of the various planning bodies. The Handbook is being developed side-by side-with the 2020-2025 Strategic Plan.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Several RCCD board policies and academic procedures (BP/AP) inform the roles that administrators and faculty members play in institutional decision-making. As mentioned above, BP/AP 2510: Participation in Local Decision Making articulates the roles of the stakeholder groups in shared governance. In BP 3250: Institutional Planning, the District creates the foundation for a district wide planning process that "involves appropriate segments of the District community." AP 3250, empowers the colleges to create academic planning councils and strategic planning committees that develop, review, update, and implement planning documents. This AP specifically includes faculty bodies such as the Academic Senate and the Curriculum Committee and references planning documents such as the Facilities Master Plan and the Student Equity Plan, and clarifies that these plans will be reviewed by the District Strategic Planning Committee (IVA3-01). The District offers its statement regarding the role of the Academic Senate in shared governance in BP 4005: Academic Senates (IVA3-02). The policy draws on Title 5, with special emphasis placed on §53200's "10+1," which delineates the Academic Senate's purview regarding "academic and professional matters." This policy states that the Board of Trustees will rely primarily on the recommendations from the Academic Senate on six of the eleven areas, with any deviation justified by "a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context." The remaining five areas will be addressed through "mutual agreement" between the Academic Senate and academic administrators representing the Board.

The College affirms the District's commitment to giving faculty and administration a "substantive voice" by having representatives of the two groups work as co-chairs on several shared governance committees. The college vice presidents co-chair several councils and committees with faculty members:

- The vice president of Planning and Development (VPPD) co-chairs EPOC/ASC with a faculty counterpart. To ensure that faculty are centrally involved in the SPLC process, faculty comprise one-half of the voting membership of each leadership council drawn proportionally from the College's six academic divisions, and the majority of the voting membership of EPOC/ASC (IVA3-03). The VPDD acts as the administrative co-chair of the GEMQ leadership council (IVA3-04).
- The vice president of Academic Affairs (VPAA) co-chairs the Department Leadership Committee (DLC) with a faculty counterpart. The DLC is a standing committee of the Academic Senate whose role is to bring together the department chairs with the VPAA to discuss issues such as academic programs and enrollment management, to act as an input into the SPLC process, and to work to implement plan initiatives (IVA3-05). The VPAA also acts as the administrative co-chair of the Curriculum Committee and the administrative co-chair of the TL leadership council (IVA3-06).

- The vice president of Student Services (VPSS) acts as the administrative co-chair of SAS leadership council and the vice president of Business Services (VPBS) acts as the administrative co-chair of RDAS-LC (IVA3-07, IVA3-08).

Analysis and Evaluation

The College clearly describes the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes in the Constitution and Bylaws of the SPLC and in our Strategic Planning Handbook. In these documents, the College clearly addresses the roles that administrators and faculty play in decision-making and link these roles to the relevant board policies and administrative procedures. The College also ensures that the connection between these respective groups and their relation to the Academic Senate's role under Title 5 is clearly expressed.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The District, through BP 4020: Program, Curriculum, and Course Development, clarifies that "the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance." The policy further specifies that the procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- consideration of job market and other related information for vocational and occupational programs; and
- consideration and review of financial and administrative impact (IVA4-01).

The development of curriculum and student learning programs, per Title 5 §53200 and BP 4005: Academic Senates, are under the purview of the Academic Senate. At the College, the Academic Senate has charged a Curriculum Committee (RCC-CC) which oversees curriculum and academic program development. As curriculum is a faculty-driven process, the RCC-CC is comprised primarily of faculty representatives from each the College's academic departments. It is led by a faculty chair selected by the RCC-CC and ratified by the Academic Senate, and is assisted by the College's VPAA, who acts as RCC-CC's administrative co-chair. Members also include the dean of Career and Technical Education, the College's articulation officer(s), and a member of the Associated Students. The Academic Senate president is an ex officio member of the RCC-CC and oversees faculty chair elections (IVA4-02).

In addition to the RCC-CC, the Teaching and Learning (TL) leadership council addresses all issues that impact academic and career technical programs and their attendant instructional services. TL interfaces with the RCC-CC in order to align its decision-making with numerous other committees, such as Enrollment Management, Distance Education and Departmental Leadership. At the same time, the Department Leadership Council (DLC) acts as an input into the curriculum process by adding important feedback regarding curriculum needs, program development, and implementation.

The procedures for creating new courses and updating current Course Outlines of Record (CORs) are the same and are clearly outlined in the District's Curriculum Handbook and in the Curriculum Approval Process (IVA4-03, IVA4-04). New course creation or current course modification can be initiated in CurricUNET Meta by any single faculty member(s) in the District. Members of the College's administration might suggest a new course or program, but the faculty initiate and control the curriculum development and approval process.

The College's curriculum and program work flows upward to the District Office, where it is overseen by the RCCD Curriculum Committee (RCCD-CC). The RCCD-CC is comprised of the faculty chair of each of the three College's Curriculum Committees and the District's vice chancellor of Educational Services and Strategic Planning. The RCCD-CC includes several nonvoting members, such as each of the College's articulation officers, the District's dean of Distance Education, and the chair of Technical Review (IVA4-05). The faculty chair of the RCCD-CC rotates among the three colleges and the vice chancellor of Educational Services and Strategic Planning acts as the administrative co-chair. The RCCD-CC oversees curriculum matters for the three colleges and the vice chancellor presents all proposed curriculum and academic program changes to the Board of Trustees.

Analysis and Evaluation
The District and the College have created policies, procedures, and participatory governance structures that specify faculty and administrators' responsibility and authority for making recommendations about curriculum and student learning programs and services. Both entities continuously evaluate these policies and procedures to ensure that they are functioning effectively. The District has recently updated the Curriculum Handbook and is working through the Academic Senates to update the 4000 series of BP/APs, which include curriculum and program development. The College reviewing its program learning outcomes under the leadership of the faculty assessment coordinators and the dean of Institutional Effectiveness.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The foundation for the District's strategic planning is articulated in BP/AP 3250: Institutional Planning, and clarifies that the planning process should involve a "broad-based comprehensive, systematic and integrated system of planning." At the District level, this has been addressed directly through the creation of a District Strategic Plan (IVA5-01). The District Strategic Plan was approved by the District Strategic Planning Council (DSPC) during its second fall 2019 meeting. DSPC is still refining the plan, however, it operates as the central planning document for the District, which unites the other District-level plans (e.g., the District Budget Allocation Model) and college plans. At the College, this process involves all stakeholders and ensures that input from all affected populations is considered as evidenced by the SPLC's co-chair structure which includes a presiding faculty chair and co-chairs representing administration, staff, and student groups. The Resource Development and Administrative Services Leadership Council (RDAS-LC) illustrates this representative structure (IVA5-02).

As noted in Standard IV.A, the College's strategic planning process facilitates a "bottom-up" workflow which allows individuals who may or may not be involved in the formal SPLC process

to present ideas/approaches that can be brought into the process and referred up to EPOC/ASC. This ensures that a myriad of voices are considered and that diversity of ideas is respected. At the same time, the college president, the Academic Senate, and EPOC/ASC may refer issues to the councils and committees or may create workgroups to tackle particular concerns or initiatives. This ensures that the work is vertically integrated within the strategic planning system. All the while, the SPLCs interface with one another with council leadership meeting regularly at EPOC/ASC, so that the process is horizontally aligned and the overall systemic impacts of outputs of the decision-making process are understood, implemented, and evaluated (IVA5-03). During EPOC/ASC meetings, the work product is assessed, initiatives are discussed, and future action is plotted (IVA5-04). GEMQ-LC works to ensure that the structures and processes of the SPLC structure are functioning optimally.

The College has generated documents that clearly explain the strategic planning process in the form of the College's Strategic Plan, the Constitution and Bylaws of the SPLCs, and the many planning documents that are generated by the SPLCs. These are considered "living documents" and undergo regular evaluation and, as necessary, revision to improve performance. At the same time, the planning process will be strengthened by the completion of the Strategic Planning Handbook.

Analysis and Evaluation
The College has infused the shared governance structures and processes with mechanisms that foster collaboration across stakeholder groups and encourage the participation of employees with specific expertise in decision-making. The College has created a decision-making structure that is broad-based, comprehensive, and integrated, and solicits input from a diverse array of stakeholders.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The College Strategic Plan and the Constitution and Bylaws of the SPLC clearly articulate the procedures that establish institutional decision-making and the roles of participants. The agendas for meetings of the leadership councils, EPOC/ASC, the Academic Senate, and other strategic planning bodies are sent to College stakeholders through college email and are posted on the RCC website. Meeting minutes for these groups are also posted on their respective websites. Upcoming decisions, retreats, and conferences are communicated through email and are advertised during college Flex Days (IVA6-01).

To convey decisions to the various stakeholder groups, the SPLC and EPOC/ASC make regular use of various communication methods. For example, when the Academic Senate updated its Constitution and Bylaws to align with the SPLC, it made the faculty co-chairs of EPOC/ASC, the SPLC, and the Curriculum Committee all ex officio Senators. Each month, the faculty co-chairs provide the Academic Senate with updates on the activities in the respective strategic planning groups and entertain questions from senators regarding the work in progress, the development of plans, and other issues related to strategic planning (IVA6-02).

The College develops a periodic newsletter that is distributed two to three times a semester via email to all stakeholders. These newsletters describe work at the committee and council levels, activities related to institutional self-evaluation and accreditation, relevant legislation such as AB

705, Guided Pathways implementation, faculty and staff development opportunities, and efforts to improve the planning process. These newsletters are also compiled on the College's website (IVA6-03).

The college president also gives regular updates from the President's Leadership Team (PLT) to the College regarding issues that were discussed in the PLT meetings. These PLT Team Reports are sent to the College's stakeholders via email and are compiled on the RCC website under the Office of the President section (IVA6-04). Following the College's Prioritization Process, the college president writes a formal letter to EPOC/ASC that clearly explains his response to EPOC/ASC's recommended prioritization. This letter is posted online on the college website.

The College offers stakeholders a more thorough explanation of the strategic planning work product and goals through its Strategic Planning Report Card (IVA6-05). The Report Card is reviewed during Flex Day presentations, but is also brought before shared governance groups like the Academic Senate and EPOC/ASC (IVA6-06, IVA6-07). The Report Card is also distributed through college email.

Analysis and Evaluation
The College has created numerous means for explaining the roles that stakeholders play in the shared governance process and a variety of mechanisms for informing stakeholders regarding key decisions that affect the College. At the same time, the College believes that it can improve upon its communication strategies. To that end, the College is currently undergoing an overhaul of its website. The College is also in the process of recruiting a public information officer, who can coordinate the College's communication efforts. Finally, the College is crafting a Communication Plan which will help to streamline and focus its efforts.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The strategic planning leadership councils regularly evaluate their charges, processes and committees and bring proposed modifications to EPOC/ASC, the Academic Senate and the college president. As noted above, these modifications have been made regularly since the implementation of the SPLC and have led to a refinement of the structures and processes that guide institutional decision-making.

In addition to encouraging the SPLCs to reflect upon their internal workings, the College makes regular use of survey instruments to gather information about the efficacy, efficiency, and transparency of the SPLCs, their actions on behalf of the institution, and the various forums and retreats they hold (IVA7-01, IVA7-02). The results of these surveys are disseminated college wide through email and are discussed in various leadership group meetings (e.g. the President's Leadership Team, the Departmental Leadership Committee, CSEA, and Faculty Association).

The SPLC structure also includes a leadership council that is charged with overseeing institutional integrity and effectiveness. The GEMQ leadership council provides regular suggestions to the other councils for improvements to structures, processes, and metrics. GEMQ also oversees the college committees that are connected to program review (both academic and

nonacademic), assessment, methods and metrics, and governance (IVA7-03). GEMQ has formulated clear action plans that assist the College in improving its strategic planning and has regular meetings wherein its members discuss the structures, processes, and products of the strategic planning process, assess them for strengths and weaknesses, and formulate strategies for improvement (IVA7-04, IVA7-05). GEMQ regularly disseminates surveys that evaluate the strategic planning process and provide feedback for improvement.

The College also has a Governance Committee, which is under GEMQ, which brings together the leaders of the stakeholder groups (administration, Academic Senate, CTA, CSEA, and ASRCC) to discuss the structures and processes of shared governance. This group offers critical appraisals which can feed into the strategic planning process and improve its inclusiveness and responsiveness.

Analysis and Evaluation
The College has created structures and processes, most centrally the GEMQ-LC and the Governance Committee, that regularly assess the College's strategic planning and governance structures, decision-making policies, procedures, and processes to ensure their inclusiveness, transparency, efficiency and effectiveness. The results of evaluations are widely communicated to all constituents via committee meetings and minutes, emails, reports, and postings on the College's website available for public viewing.

The College is currently working on improving its program review processes and is considering ways to encourage more involvement in governance and strategic planning. RCC is in the process of formulating processes for succession planning and faculty/staff development that will motivate more stakeholders to be involved and offer their voice.

Conclusions on Standard IV.A. Decision Making Roles and Processes
Riverside City College has created a systematic, integrated, inclusive approach to institutional decision-making and governance. The College has clearly delineated the roles that relevant stakeholders play, the structures in which they will operate, and the processes through which they will act. Through its established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability. RCC demonstrates its commitment to the continuous improvement of college governance and strategic planning by creating formal and informal mechanisms that allow for constructive criticism of existing structures and processes.

Improvement Plan(s)
None

Evidence List

Citation	Document Name
IVA1-01	RCCAS Constitution (current)
IVA1-02	Senate Bylaws(revised final)
IVA1-03	RCCAS Minutes Rev Final 10-19-2015
IVA1-04	FINAL EMP 4716

IVA1-05	Revised SP Constitution and Bylaws
IVA1-06	Committee and Council Structure (ed 17)
IVA1-07	Year 4 Program Review Plan Process
IVA1-08	May 29 Wed meeting
IVA1-09	DSPC Local Goal Alignment
IVA1-10	Guided Pathways Winter 2019 Retreat
IVA1-11	GEMQ Minutes 09-19-2019
IVA2-01	District Strategic Plan 2019-2024
IVA2-02	2510 BPAP
IVA2-03	Revised SPC constitution and Bylaws
IVA2-04	2015 BPAP
IVA2-05	CCSSE 2015
IVA2-06	Fall 2018 SENSE Exec Sum
IVA2-07	Peer Mentor Focus Group
IVA3-01	3250 BPAP
IVA3-02	4005 BP
IVA3-03	Revised SPC Constitution and Bylaws
IVA3-04	2019-2020 Membership
IVA3-05	Department Leadership Council
IVA3-06	RCC Curriculum Committee
IVA3-07	SASLC membership 2016-2017
IVA3-08	2019-2020 RDAS Members
IVA4-01	4020 BPAP
IVA4-02	RCC Curriculum Committee
IVA4-03	RCCD-Draft-Curriculum
IVA4-04	Curriculum
IVA4-05	DCC Minutes 04-18-2019
IVA5-01	RCCD Strategic Plan 2019-2024 Draft
IVA5-02	2019-2020 RDAS Members

IVA5-03	2019-2020 EPOC Members
IVA5-04	EPOC Meeting Minutes 02MAY2019
IVA6-01	Fall 2018 FLEX Day Presentation
IVA6-02	Academic Senate Meeting Minutes 06MAY2019
IVA6-03	Strategic Planning Newsletter June 2019
IVA6-04	PLT Report 10April 2019
IVA6-05	RCC Strategic Planning Report Card March 2019
IVA6-06	Academic Senate Meeting Minutes 15Apr2019
IVA6-07	RCC Strategic Planning Survey Spring 2019
IVA7-01	RCC Strategic Planning Survey Spring 2019
IVA7-02	RCC LC Survey Spring 2019
IVA7-03	GEMQ Leadership Council Structure
IVA7-04	IELC Activities Plans 2014-2015, 2016-2017
IVA7-05	GEMQ Minutes 18APR2019

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The primary responsibility for the quality of educational services and overall operations of Riverside City College rests with the president, as defined by board policy (IVB1-01). In January 2019, Riverside City College hired its 12th president under a search prospectus requiring a leader "adept at systems thinking and integrated strategic planning, budgeting, and operational implementation" (IVB1-02). Riverside City College's organizational structure supports the president's established authority on campus in assessing institutional effectiveness. The Constitution and Bylaws governing the Riverside Strategic Planning Leadership Councils establishes the Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) as the governing body that directs the leadership councils and monitors institutional effectiveness (IVB1-03). The college president serves as an ex-officio member of EPOC/ASC and the appointment of the administrative co-chair rests with the president. Recommendations to EPOC/ASC from the four strategic planning leadership councils (SPLCs), require discussion and approval before moving a recommendation for action forward to the president. The president, as the final authority at the college, communicates decisions to EPOC/ASC (IVB1-03).

Under the auspices of the College President, the four SPLCs allow all college constituencies to participate in the decision-making process as the membership includes students, faculty, staff, and administration. In combination, the SPLCs have both strategic and operational responsibilities that cover the scope of planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness across the institution (IVB1-03). Each of the College's vice presidents preside over an SPLC that supports the College's model of vertical integration and horizontal alignment as envisioned in the President's Message in the College's 2015-2020 Educational Master Plan (IVB1-04). The president and vice presidents have standing weekly President's Leadership Team (PLT) meetings to review policies, procedures, and operational aspects of the College impacting institutional effectiveness (IVB1-05). All personnel recruitments must be approved by the college president through the District's electronic system, OATS. In accordance with board policy, the president selects and chairs the final interview committee of all full-time faculty and selects the candidate most suited for the position (IVB1-06). The president meets with every search committee for full-time, tenure-track faculty members and permanent academic administrators. At those meetings, in addition to empowering committee members to ensure a fair and inclusive process, the president also reminds them that the ultimate decision for recommending a specific candidate to the Board of Trustees rests with him.

Analysis and Evaluation

The president leads institutional effectiveness through broad oversight of critical decision-making processes. He maintains currency through frequent status reports and updates on concerns and opportunities for improvement of initiative prioritization, resource requests, and the use of appropriate data in decision-making. Venues for this communication include regular one-on-one meetings with vice presidents, weekly EPOC/ASC working meetings, standing meetings with faculty leaders such as Academic Senate executive officers, and meetings of the President's Leadership Team. The final step in the annual college prioritization process requires the president to review and respond to EPOC/ASC recommendations (IVB1-07). After careful review of the recommendations with the executive team and strategic planning co-chairs, the president issues a response to the recommendations outlining the priority of college initiatives, faculty hiring, staff/management hiring, and resource requests (IVB1-08, IVB1-09). Following the president's response, the College proceeds with fulfilling resource requests to support the advancement of the institution.

The president provides overarching guidance to support the college culture of monitoring, assessing, and evaluating the effectiveness of its programs and services. The Office of Institutional Effectiveness supports this culture through the use of strategic inputs to inform planning, decision-making, and policy development at the College. The Office of Institutional Effectiveness maintains both a public website and Nuventive Improve document repository with links to relevant reports (IVB1-10, IVB1-11). Annually, the president issues the Strategic Planning Report Card that details the College's progress in achieving its five strategic goals (IVB1-12, IVB1-13). The importance of using the Report Card as an evaluative tool to create dialogue around the effectiveness of the institution is reinforced by the president ensuring that the leadership councils evaluate institutional progress every spring. In addition, the president issues a regular Strategic Planning Newsletter to keep stakeholders apprised of large institutional factors impacting the College (IVB1-14, IVB1-15).

During the self-evaluation period, the College recognized the need to better define the leadership role of the president in strategic planning. In response, the College revised its Strategic Planning Constitution and Bylaws in fall 2018 (IVB1-03).

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
In accordance with board policy, "it is the role and responsibility of the President to provide leadership of campus-level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college" (IVB2-01). The president empowers and holds accountable the senior-level administrators. The senior-level administrative authority includes Business Services, Academic Affairs, Planning and Development, and Student Services (IVB2-02). The senior-level administrators then hold all levels of management accountable for their areas of assignment (IVB2-03, IVB2-04, IVB2-05, IVB2-06). The college structure upholds the spirit and practice described in BP 2430: Delegation of Authority to Chancellor and Presidents that includes the statement: "The College President's administrative organization shall be the established authority on campus" (IVB2-01).

The president delegates authority to others within the College's administrative organizational structure as well as the participatory governance structure. The College's integrated strategic planning process design promotes clear communication between the president and constituents. The president is an ex-officio member of the College's 18-member strategic planning committee (EPOC/ASC) and ensures participation across constituencies that include classified staff, faculty, administration, and students (IVB2-07). EPOC/ASC provides direction to the leadership councils, monitors progress on institutional achievement goals, and makes recommendations to the college president. With the intent of enhancing the transparency between strategic planning and all contingency groups at the college, a new Governance Committee was formed following a recommendation by the strategic planning committee and approval by the Academic Senate in fall 2017. Presiding over the Governance Committee is the college president calling together all vice presidents, the Academic Senate president, strategic planning co-chairs, bargaining unit representatives, and the Associated Students president. The charge of this committee is to monitor and assess shared governance processes as well as enhance communication and coordination among constituencies (IVB2-08).

Analysis and Evaluation
The college president delegates authority to administrators, faculty, and classified staff appropriate to their level of responsibilities. The president also has the authority to reorganize departments to better serve the College. For example, through the evaluative process in the development in the College's last Educational Master Plan (EMP) dated August 2017, the College's new integrated strategic planning process warranted stronger accountability in the area of institutional effectiveness. The College affirmed its primary focus to cultivate student learning and achievement and, through the leadership of the college president, established an Office of Planning and Development for the support and sustainability of the entire strategic plan (IVB2-09). In the Institutional Effectiveness section of the Educational Master Plan, the new vice president position coordinates and oversees the Office of Institutional Effectiveness, the division of Student Success and Support, and the department of Grants.

Inspired by its EMP, the College continues to improve upon its internal organizational structure. "The internal organizational restructuring needed to implement such as ambitious plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the College," per the President's Message in the Educational Master Plan ([IVB2-09](#)). Figure 1 illustrates this integrative mindset reinforced by the college president that aligns our College's efforts in Student Equity, Accreditation, and Guided Pathways across the College's strategic planning model.

Figure 1. Council and Committee Roles and Responsibilities

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
   - establishing a collegial process that sets values, goals, and priorities;
   - ensuring the college sets institutional performance standards for student achievement;
   - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
   - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
   - ensuring that the allocation of resources supports and improves learning and achievement; and
   - Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The president sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals,

and priorities of the College. The president participates in all levels of institutional planning as outlined in BP 3250: Institutional Planning within the College and in the District as appropriate (IVB3-01). The president regularly attends and is actively engaged in Board subcommittee and general meetings, District Chancellor's Cabinet, strategic planning meetings, Academic Senate, and the President's Leadership Team. The strategic planning structure promotes a culture of dialogue and shared responsibility from the president to all levels of the organization to strengthen institutional effectiveness. The president is responsible for monitoring progress, considers changes, makes modifications to structures, and acts on information generated (IVB3-02).

The value of institutional effectiveness cannot be understated as it is one of five institutional goals. In accordance with the Educational Master Plan, the president is ultimately responsible for ensuring the institution meets the four major principles related to institutional effectiveness of efficiency, effectiveness, accountability, and transparency (IVB3-03). The president issues an annual Report Card that the College discusses through its planning process to ensure evaluation and planning based upon valuable research and a structured analysis of the institution's progress in achieving its institutional goals (IVB3-04, IVB3-05, IVB3-06, IVB3-07).

The president ensures that the allocation of resources supports and improves learning and achievement through the Program Review and Plan process as outlined first in the Strategic Plan and reinforced annually in the Quick Start Guide (IVB3-08, IVB3-09, IVB3-10, IVB3-11, IVB3-12). The College uses Nuventive Improve to facilitate the program review and outcomes assessment process. Each unit of the College develops its five-year plan based upon data provided by the Office of Institutional Effectiveness or other sources and establishes specific measurable goals. At the end of every year, each unit completes a yearly assessment report, analyzes progress, and updates its resource requests. Unit plans are integrated into divisional plans and these plans are consolidated into vice president plans through a vertical integration process. There is horizontal alignment among the vice president plans before submission to the Joint Council to establish recommendations for the prioritization of initiatives within the College. The president affirms the process annually in the president's response to the Joint Council recommendations on the prioritization of initiatives (IVB3-13, IVB3-14, IVB3-15).

Analysis and Evaluation
The College employs a comprehensive, integrated planning process supporting the achievement of its mission and goals. The President's Message for RCC's Strategic Plan 2015-2020 highlights the following major strategies that the College follows: "The articulation of goals in clear unambiguous, measurable, and achievable targets; a student success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap" (IVB3-08). Under the president's leadership, these major strategies were reaffirmed in spring 2019 when the College aligned its goals with the state chancellor's Vision for Success goals through 2021-2022 and developed the foundation for the College's action plan aligned with the Guided Pathways framework (IVB3-16).

The president is key in guiding institutional improvements throughout the college environment through actively participating as a team member of the California Guided Pathways project since the fall of 2017 and ensuring the action planning taking place within the project is carried out

through the participatory governance process at the College. As a result of the executive leadership involvement in the process, the College gains in implementing a Guided Pathways framework have been substantial as documented in the College's annual Scale of Adoption Self-Evaluation (IVB3-17).

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The president is expected to build a strong internal consensus about the importance of the accreditation process from the beginning of the self-evaluation to the site visit and response to the report (IVB4-01). This is demonstrated regularly in weekly EPOC/ASC working meetings, monthly strategic planning meetings, President Leadership Team meetings, and meetings with the Accreditation Liaison Officer (IVB4-02, IVB4-03, IVB4-04, IVB4-05).

EPOC/ASC consists of faculty, classified staff, and administrators from all areas of the institution (IVB4-06). Accreditation is built into the integrated strategic planning model along with student equity and Guided Pathways, so the responsibility and accountability of the college work is transparent (IVB4-07). The Strategic Planning Newsletter issued by the president two to three times per semester to the college community consistently highlights the importance of the accreditation requirements and demonstrates the progress of the institution in meeting the Standards (IVB4-08).

Analysis and Evaluation
Under the president's leadership, accreditation efforts are coordinated throughout the participatory governance structure of the College. This structure ensures that accreditation aligns with the College's institutional effectiveness principles of efficiency, effectiveness, accountability, and transparency. Immediately upon arrival at RCC in winter of 2019, Dr. Gregory Anderson set the tone for EPOC/ASC in that the peer review process embedded in accreditation promotes accountability and quality assurance for the institution (IVB4-09). President Anderson continues to support the spirit of accreditation in ensuring the work is visible through regular reports sent to the College, various public venues, and Strategic Planning Newsletters (IVB4-10, IVB4-11).

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The responsibility of the college president to ensure adherence to all federal and state statutes, regulations, and governing board policies is set forth in board policy and reinforced through college processes. BP 2430 specifies the delegation of authority from the Board of Trustees to the chancellor to the college presidents. College presidents are responsible for complying with relevant laws and regulations as well as carrying out district policies (IVB5-01).

The president ensures that institutional practices are consistent with the mission and policies through the College's integrated planning process. Through the oversight of the Governance,

Effectiveness, Mission, and Quality (GEMQ) leadership council, the president entrusts the council to facilitate the alignment of the mission with the Educational Master Plan, Strategic Plan, and the program review process. Through this council there is assurance of "sustained, substantive, and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement" to support the college mission (IVB5-02).

In accordance with board policy, the president assures effective control of budget expenditures through the Resource Development and Administrative Services (RDAS) leadership council led by the vice president of Business Services. This leadership council "develops the College's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources" (IVB5-02). The president ensures that all practices related to control of budget expenditures is consistent with mission and policies through the participatory governance model as well as through practices compliant with board policy. The president signs all contracts for the College including grant applications and grant sub-awards (IVB5-03).

Analysis and Evaluation
The president ensures that the College's integrated planning for the allocation of resources is consistent with the mission and policies to improve academic quality, support and sustain student learning programs and services, and to improve institutional effectiveness. As described in detail in Standard IV.3, the president ensures transparency by communicating resource allocation to the community through the annual program review and resource allocation process (IVB5-04). The president attends Academic Senate meetings regularly and provides a report as a standing agenda item. The president also ensures adherence to board policies and regulations by meeting regularly with faculty and classified union representatives and student leaders to address matters impacting the College.

President Anderson's value of transparency has been clear since arriving at the College with the regular release of the President's Leadership Team Report which is also posted on the Office of the President webpage (IVB5-05, IVB5-06, IVB5-07). The Report details information items relevant to the College, policy issues considered, and areas where PLT took action to truly demonstrate that practices are consistent with mission and policies.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The president takes responsibility for campus wide communication both electronically and through regular public appearances on and off campus welcome engagements, hosted events, and forums. The president's regular release of the President's Leadership Team Report goes out within a week of all executive team meetings and contains many resource links (IVB6-01, IVB6-02). This is one primary source to ensure regular, effective communication across the institution. Every month during the fall and spring semesters, the college president hosts the RCC Associates Luncheon on campus where community members receive a college update from the president and a campus spotlight such as an academic program of interest or a presentation on the College's Facilities Master Plan (IVB6-03, IVB6-04). The president sponsors many local events throughout the year such as national conferences and district events providing the opportunity to for the president to engage with constituents on matters important to the College (IVB6-05, IVB6-06, IVB6-07). The president hosts an annual President's Dinner where

hundreds of community leaders attend to support the College and learn more about the impact RCC has on its students and community (IVB6-08). The president ensures a strong presence on various social media sites to enhance communication across the community and evaluates website usage to determine best opportunities to distribute relevant information to the public (IVB6-09, IVB6-10).

Analysis and Evaluation

The president ensures direct communication with the communities served through active participation on local boards and community-based organizations. He serves on the boards for the Greater Riverside Chamber Business Council, Riverside Downtown Partnership, and the Riverside County Workforce Development Board. The president maintains membership and/or participation with many entities such as the Greater Riverside Chambers of Commerce, City of Riverside, Riverside Unified School District, Jurupa Valley Unified School District, Jurupa Valley Chamber of Commerce, Alvord Unified School District, and the Latino Network. It is through the vast array of public involvement, the president keeps the community abreast of college matters, understands the needs within the community, and positions the College well to respond to the diverse needs of the communities it serves.

Conclusions on Standard IV.B. CEO

The role of the institutional chief executive officer at Riverside City College is embedded into the College's integrated strategic planning structure making this position a key constituent in ensuring primary responsibility for the quality of the institution. Through a highly structured planning process that vertically integrates all areas of the College within a horizontal alignment structure, the president may monitor, assess, and evaluate all levels of the institution and hold accountable the administrators and others delegated with authority to ensure institutional effectiveness. The College aligns with both the intent and spirit of this Standard.

Improvement Plan(s)

None

Evidence List

Citation	Document Name
IVB1-01	RCCD Board Policy 2430
IVB1-02	RCC President Search Prospectus 2018
IVB1-03	RCC Strategic Planning Leadership Councils Constitution and Bylaws
IVB1-04	Educational Master Plan 2015-2025
IVB1-05	President's Leadership Team Agendas
IVB1-06	RCCD Administrative Policy 7120c Full Time Faculty Recruitment and Hiring
IVB1-07	Year 3 PRaP Quick Start Guide
IVB1-08	Joint Councils Recommendation on Prioritization Request
IVB1-09	President's Response to Prioritization requests 30NOV2018

IVB1-10	Office of Institutional Effectiveness Webpage
IVB1-11	Nuventive Webpage
IVB1-12	RCC Strategic Planning Report Card Feb 2018
IVB1-13	RCC Strategic Planning Report Card Feb 2017
IVB1-14	RCC Strategic Planning Newsletter
IVB1-15	RCC Strategic Planning FLEX Fall 2018
IVB2-01	RCCD Board Policy 2430
IVB2-02	RCC President's Office Organizational Chart
IVB2-03	RCC Business Services Organizational Chart
IVB2-04	RCC Academic Affairs Organizational Chart
IVB2-05	RCC Planning and Development Organizational Chart
IVB2-06	RCC Student Services Organizational Chart
IVB2-07	RCC Strategic Planning Leadership Councils Constitution and Bylaws
IVB2-08	RCC Governance Committee meeting notes 21FEB2018
IVB2-09	Educational Master Plan 2015-2025
IVB3-01	RCCD Board Policy 3250
IVB3-02	RCC Committee and Council Structure 18OCT2018
IVB3-03	Educational Master Plan 2015-2025 pg 33-35
IVB3-04	RCC Strategic Planning Report Card March 2019
IVB3-05	RCC Strategic Planning Report Card Feb 2018
IVB3-06	RCC Strategic Planning Report Card Feb 2017
IVB3-07	RCC Strategic Planning Report Card Feb 2016
IVB3-08	RCC Strategic Plan 2015-2020 President's Message
IVB3-09	Trac Dat PRaP Quick Start Guide Feb 2019
IVB3-10	Trac Dat PRap Quick Start Guide Feb 2018
IVB3-11	Trac Dat PRaP Quick Start Guide March 2017
IVB3-12	Program Review Work Instructions
IVB3-13	President's Letter Strategic Initiatives PRaP 03DEC2018
IVB3-14	President's Response Letter 2018

IVB3-15	Prioritization Feedback Fall 2017
IVB3-16	Aligning Strategic Goals with Vision for Success 10JAN2019
IVB3-17	RCC Guided Pathways Scale Adoption 2019
IVB4-01	RCC President Profile 2018
IVB4-02	Strategic Planning Team Meeting 27FEB20119
IVB4-03	EPOC Meeting minutes 07MAR2019
IVB4-04	PLT Report Feb 2019
IVB4-05	President – VPPD Meeting Agenda 02FEB2019
IVB4-06	Strategic Planning Council and Committee Standards
IVB4-07	Integrated Strategic Planning Visual
IVB4-08	Strategic Planning Newsletter April 2019
IVB4-09	Accreditation, President's Message
IVB4-10	Accreditation Update 05NOV2018
IVB4-11	Accreditation Update March 2019
IVB5-01	RCCD Board of Trustees Policy 2430
IVB5-02	Revised Strategic Planning Committees Constitution and Bylaws November 2018
IVB5-03	RCCD Board of Trustees Policy 6100
IVB5-04	President's Letter- Strategic Initiatives PRaP 03DEC2018
IVB5-05	PLT Notes 30JAN2019
IVB5-06	PLT Report 20FEB2019
IVB5-07	PLT Report 27FEB2019
IVB6-01	PLT Report 06MAR2019
IVB6-02	PLT Report 13MAR2019
IVB6-03	Associate Luncheon Invite December 2018
IVB6-04	RCC Associate Luncheon 11FEB2019
IVB6-05	AHSIE Conference Welcome Reception Invitation
IVB6-06	Latino Thought Makers Event Invitation
IVB6-07	RCCD Foundation Board Meeting 18SEP2018

IVB6-08	RCC President's Dinner Invitation 2018
IVB6-09	Social Media Examples
IVB6-10	Analytics – All Website Date Pages 11APR2018

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The five member Board of Trustees, elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902 (IVC1-01).

The Board has a number of policies within its Policy Manual on the Board of Trustees webpage that specifically address the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (IVC1-02). The Board has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410: Policy and Administrative Procedure (IVC1-03). For instance, the Board recognizes and approves the istrict and college missions in BP 1200: District Mission, and the Board shows its responsibility to quality improvement in BP/AP 3225: Institutional Effectiveness (IVC1-04, IVC1-05). BP 2430: Delegation of Authority to Chancellor and Presidents defines the Board's authority and the delegation of authority to the CEO to administer policies and execute board action (IVC1-06). BP 2510: Participation in Local Decision Making defines the authority and responsibilities of the Board, which has ultimate decision-making authority in areas designated by state and federal law (IVC1-07). In addition, BP/AP 2200: Committees of the Board outlines the duties and responsibilities of the Board (IVC1-08).

Analysis and Evaluation

Board of Trustees policies delineate the Board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and financial stability. BP/AP 3225 identifies the Board's commitment to quality improvement, and BP 1200 demonstrates support of the institutions' mission. BP/AP 2410: Policy and Administrative Procedure identifies periodic review and continual evaluation for board policies and administrative procedures (IVC1-09). Based on the chancellor's evaluation of the board policies (BPs) and administrative procedures (APs) in 2018-2019, the District and the Board undertook the process of revising and renumbering the board policies to be more functional and to provide more clarity. One goal has been to better align BPs and APs (IVC1-10). The governing board acts as a collective entity. Once the Board reaches a decision, all board members act in support of the decision.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. BP 2200: Board Duties, Responsibilities, and Privileges delineates the duties and responsibilities of the Board. One of the provisions in this policy explicitly states that the Board can only "act as a whole to represent the communities served by the District" (IVC2-01). The student trustee, who serves a one-year term, does not vote and does not participate in closed sessions, but is empowered to ask questions and to discuss issues before the Board. The Board follows the Brown Act, which prohibits board members from conducting district business outside recognized and announced board meetings (IVC2-02). Some actions, which are listed in BP 2330: Quorum and Voting, require a two-thirds majority vote of the Board (IVC2-03). Also, BP 2720: Communications among Board Members prohibits board members from communicating with one another in any form outside of regular board meetings "to discuss, deliberate, or take action on any item of [district] business" (IVC2-04).

Analysis and Evaluation
Board policies state that the trustees act as a collective unity and to act in support of any decision that is made. While individual board members represent their own geographical areas, the Board as a whole supports decisions made by the Board regardless of individual viewpoints. Members vote unanimously on nearly all items presented for approval, including the hiring of administrative personnel.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
BP/AP 2431: Chancellor Selection specifies that the process will be "inclusive, transparent, and participatory" (IVC3-01). Representatives from each of the District's constituency groups participate in the selection (IVC3-02). The Board adhered to this policy in selecting the current chancellor, as shown in a district memo of September 25, 2017 that described the beginning of the search and Board of Trustee minutes November 21, 2017 at the end of the search process (IVC3-03, IVC3-04).

BP/AP 2435: Evaluation of Chancellor provides the framework for the chancellor's evaluation (IVC3-05). This evaluation takes place annually and complies with the terms of the chancellor's employment contract. BP 2435 stipulates that the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." Annually during closed sessions held during the May and June board meetings, the chancellor reviews his/her accomplishments of the previous year's agreed upon objectives and submits objectives for the upcoming year (IVC3-06). In turn, the chancellor receives a written response/evaluation from the trustees through an attorney representing the District. The evaluation of the chancellor becomes part of the chancellor's personnel file which is maintained by the Office of Diversity and Human Resources (IVC3-07).

BP/AP 7121: President Recruitment and Hiring (IVC3-08) specifies the procedure for the selection of a college president. Similar to the selection of a chancellor, the policy specifies the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. The Board has followed this process in hiring two college presidents within the last three years, as evidenced by the Board of Trustee minutes December 11, 2018 that shows the approval of the appointment of Dr. Gregory Anderson as president of Riverside City College (IVC3-09). BP 7155: Evaluation of President

(IVC3-10) states that "the Chancellor shall establish a procedure for the annual evaluation of each College President."

Analysis and Evaluation

The Board has used its selection processes, outlined in board policies, to hire the chancellor and college presidents. The timelines and documents of the most recent selection processes for the chancellor and college presidents demonstrate that the Board adheres to and honors its selection policies. In accordance with board policy, the Board annually evaluates the chancellor, and the results of the evaluations exist in board agendas and minutes. The chancellor establishes the procedure for the annual evaluation of the presidents, and the evaluations are placed in the appropriate personnel files.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

Several board policies offer evidence that the District meets this Standard. BP 2200: Committees of the Board requires board members to serve as advocates for the District in the community (IVC4-01). To reflect the public's interests, trustees must reside in the specific trustee area within the District's boundaries and are elected only by the voters who reside in the same Trustee Area, as indicated in the Trustee Areas Map and a list of current Board of Trustees members and the areas they represent (IVC4-02). BP 2010: Board Membership offers prohibitions against member employment in the District or on other boards within the district boundaries (IVC4-03). This prohibition helps to maintain the independence of its members. BP 2716: Political Activity restricts board members from using district funds to advocate for specific political activities (IVC4-04). BP 2710: Conflict of Interest and 2712: Conflict of Interest Code outline the responsibility of board members to maintain certain standards of conduct (IVC4-05, IVC4-06). BP 2715: Code of Ethics/Standards of Practice requires board members to allow public input into deliberations and to maintain the highest quality of education (IVC4-07).

Analysis and Evaluation

Composition of the governing board reflects public interest in the institution. Board policies regarding board membership, conflict of interest, codes of ethics, and standards of practice demonstrate that the board's duty is to act in the interest of the students' educational welfare and to advocate for and protect the institution from undue influence or political pressure.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees has approved an institutional mission identified in BP 1200: District Mission (IVC5-01), and has developed mission-directed policies such as BP 2200: Board Duties, Responsibilities and Privileges that states, "The primary function of the Board of -Trustees is to make policy," and lists areas of responsibility including fiscal integrity, educational programs and services, and "quality institutional planning and evaluation" (IVC5-02). The Board of Trustees has ultimate responsibility in these areas.

During regular retreats the Board of Trustees reflects on its policy making role and reviews previous board goals, student success data, priorities, and goal alignment to the District Strategic Plan. Minutes from the March 9, 2019 special meeting list the topics included in the chancellor's report to the trustees on student learning programs and the resources that support them (IVC5-03).

The Board of Trustees ensures the quality of educational programs and services by approving the colleges' local goal alignment with the Vision for Success, monitoring progress on Guided Pathways implementation, and approving curriculum (IVC5-04, IVC5-05, IVC5-06). The Board assumes responsibility for financial integrity and stability through oversight that includes annual review and adoption of the budget for the District and approval of the revised Budget Allocation Model (BAM), most recently on June 11, 2019 (IVC5-07, IVC5-08).

Analysis and Evaluation
Board policies establish the District and college missions and describe the Board's roles and responsibilities for all aspects of educational quality, legal matters, and financial integrity and stability. Meeting minutes demonstrate that the Board of Trustees regularly reviews and updates its goals and priorities based on updates provided by the colleges on student success data and strategic initiatives. The Board's goals align to the District Strategic Plan (DSP) and board responsibilities. As of fall 2019, the Board is in the process of updating alignment in light of approval of the DSP and the Board Self-Assessment in October 2019. The Board takes responsibility for the educational success of the students by providing stable and necessary resources to support student access and achievement.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
BP 2410: Policy and Administrative Procedure states that, "Copies of all policies and administrative procedures shall be readily available to District employees through the Chancellor's Office, the office of the General Counsel, each College President's office, or the District's web site" (IVC6-01). In accordance with this policy, the District regularly publishes on their website all board policies and administrative procedures along with certified minutes and audio recordings of board meetings (IVC6-02) . The published policies cover the Board's size, duties, responsibilities, structure and operating procedures. BP 2010: Board Membership states that, "Board of Trustees shall consist of five members elected by the qualified voters of the District" and it outlines the structure of the Board, specifying procedures associated with each officer role; BP 2200: Board Duties, Responsibilities and Privileges itemizes the specific duties and responsibilities of the Board, and the primary duties are also summarized on the introductory page of the Board's website; BP 2310: Regular Meetings of the Board and BP 2320: Special, Emergency, and Adjourned Meetings delineate timing requirements and operating procedures for regular and special meetings that comply with Brown Act provisions; and BP 2345: Participation at Board Meetings describes the parliamentary procedure followed and requirements for addressing the Board (IVC6-03, IVC6-04, IVC6-05, IVC6-06, IVC6-07, IVC6-08).

Analysis and Evaluation
Board policies specify the makeup, duties and responsibilities, and operating procedures of the Board, and processes are transparent and available to the public. The Board of Trustees' publicly

accessible webpages on the District website include links to all board agendas and administrative actions.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
Board of Trustees agendas and minutes, available on the RCCD website, demonstrate that the Board of Trustees acts in a manner consistent with its policies (IVC7-01). For example, the agenda and minutes from the regular board meeting of April 16, 2019 explain items for information, discussion, and action, and show board members fulfilling their responsibilities in accordance with policies (IVC7-02).

BP 2410: Policy and Administrative Procedure outlines the parameters for adopting and revising board policies and administrative procedures (IVC7-03). The most recent revision date for each board policy and administrative procedure is identified at the end of the document (IVC7-04). Board policies and administrative procedures undergo periodic review and revision (IVC7-05). Most recently, in fall 2018, the chancellor instructed the vice chancellors to review all board policies and administrative procedures that impact their areas and to assess and to recommend any changes to these policies. He has also charged the District's legal counsel to review board policies and administrative procedures for any changes recommended by the Community College League of California. In fact, at its February 2019 Governance Committee meeting, the Board reviewed a recommendation from the chancellor to revise the architecture (reordering and renumbering of board policies and administrative procedures) of some board policies to make them more functional and to provide more clarity (IVC7-06). In addition, the District has developed a Board Policy Tracker, a spreadsheet that provides links to the specific policies and their revision/review dates (IVC7-07). This tool allows the District administration and the Board to determine the status of each policy and will also allow the District to adjust its policies and administrative procedures to the new state funding model, which includes a performance-based component, as well as align its policies with the new Guided Pathways framework.

Analysis and Evaluation
As evidenced by meeting agendas and minutes, the RCCD Board of Trustees acts in a manner consistent with its policies and bylaws. In addition, the Board regularly assesses and revises policies following established procedure, ensuring the policies' effectiveness in fulfilling the mission. In light of AB 705, moving to multi-term registration, and other initiatives, the District has completed detailed review and revision for some board policies, is currently in process with other policies and procedures, and has moved toward following a regular schedule for review and revisions.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The RCCD Board of Trustees regularly reviews key indicators of student learning and achievement as well as institutional plans for improving academic quality. On May 16, 2017, the Board of Trustees approved the 2017-2018 Institutional Effectiveness Framework of Indicators

for each college "to measure on-going conditions; and the District's goals for Fiscal Viability and Programmatic compliance" (IVC8-01). The District Office of Institutional Research presents the findings of the Student Success Scorecard to the Board on an annual basis (IVC8-02). In May 2019, the Board of Trustees reviewed and approved the colleges' local goal alignment with the system wide Vision for Success (IVC8-03). Additionally, the Board of Trustees approves each College's Educational Master Plan and Strategic Plan, which includes key institutional performance indicators, metrics, and targets (IVC8-04, IVC8-05, IVC8-06). Each College's Educational Master Plan embeds strategic planning objectives, as shown in the current plan (IVC8-07).

Analysis and Evaluation
The RCCD Board of Trustees regularly reviews student success indicators and institutional plans to improve the academic quality of each college. The state chancellor's office Vision for Success emphasizes the colleges' alignment of local goals with system wide goals. The Board has an engaged and nuanced understanding of how the colleges are moving in a direction consistent with state wide priorities aimed at improving student learning and achievement.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
RCCD uses a combination of methods to ensure that it fulfills BP 2740: Board Education which describes the commitment to "ongoing development as a Board" and indicates that the Board of Trustees will "engage in study sessions and provide access to reading materials," and, as budget permits, "support conference attendance or other activities that foster Board member education" (IVC9-01).

At its annual retreat, the Board receives both self-development training and information to help it establish its goals and targets, as shown in the minutes from the March 9, 2019 board retreat (IVC9-02). Trustees regularly receive information about California Community Colleges and state matters from the Community College League and representatives from various district and college constituencies. Occasionally members attend conferences in Washington, D.C., and a delegation from the Board annually attends the Community College League of California and the Association of Community College Trustees legislative conferences. The Board regularly sends representatives, especially new members, to the California Community College Trustees orientation, held annually in Sacramento.

BP 2100: Board Elections (IVC9-03) is the mechanism for providing for continuity of board membership and staggered terms of office. It specifies that a trustee's term of office is four years, with elections every two years to stagger terms of office "so that, as nearly as practical, one half of the Board members shall be elected at each Board member election." Eligibility requirements, dates of elections, and methods of dealing with vacancies are set forth in BP 2110: Vacancies on the Board (IVC9-04), which includes requirements related to ample and timely publicity, interviews, selection by majority vote, and appointment.

Analysis and Evaluation
Board policies require ongoing training and development, provide for continuity of membership, and for staggered terms of office. To meet this requirement, members of the Board regularly

attend conferences and participate in board development activities. Likewise, the policies for elections are followed each term.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
BP 2745: Board Self-Evaluation describes the process for board self-evaluation. BP 2745 establishes the Board of Trustees' "commitment to assessing its own performance as a Board in order to identify its strengths and areas it may improve its functioning" (IVC10-01). The board self-evaluation process is grounded in the principles of learner centeredness, continuous assessment, evidence-based assessment, and commitment to act. To model its commitment to continuous improvement, the Board conducts the self-evaluation annually each May. The self-assessment tool, form, highlights, and goals and objectives are posted on the Board Self Evaluation page of the RCCD website (IVC10-02).

Analysis and Evaluation
BP 2745 outlines the board self-evaluation process and describes the key principles and dimensions of effectiveness that guide this regular assessment. The Board has followed BP 2745 each year through 2017 and published the results on the district website; however, because the Board hired a new chancellor, who is restructuring board committees and modifying the board self-assessment rubric, the Board did not conduct its May 2018 or May 2019 self-assessment. With the new student performance-based apportionment metrics and the new requirements for the Board to be more directly involved in student achievement goals and targets, the Board has modified its assessment instrument to include student success, work force, and equity targets as part of its annual self-evaluation. The Board also added a section to assess its "full participation in board training" that goes beyond its assessment of receiving information from various state and federal agencies. The board self-evaluation was administered by the Association of Community College Trustees (ACCT) on September 17, 2019. The Board subsequently reviewed the results of the self-assessment to identify potential areas for improvement, and to establish goals and priorities for the coming year (IVC10-03).

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
BP 2715: Code of Ethics Standards of Practice defines appropriate standards of ethical conduct and practices (IVC11-01). BP 2715 also sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the

disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest to verify that members' disclosed interests do not interfere with their duty to operate in an impartial, integrous manner (IVC11-02). Although Board members adhere to the Code, in the event that one does not, BP 2715 provides a process for managing behavior deemed in violation of the policy.

The Board of Trustees maintains BP 2710: Conflict of Interest (IVC11-03) and BP 2712: Conflict of Interest Code (IVC11-04), pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to disclose publicly their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. Board members' interests are disclosed and reveal that no board member has any personal interest in the institution.

Analysis and Evaluation
The Board has sufficient safeguards in its policies and disclosure requirements to ethically secure and ensure the academic and fiscal integrity of the District and the colleges. Board member disclosure statements are stored at the chancellor's office and are available to the public upon request.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
BP/AP 2430: Delegation of Authority to Chancellor and Presidents (IVC12-01) indicates that the Board of Trustees appoints the chancellor and delegates to the chancellor the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action." The chancellor is empowered by the Board to delegate powers and responsibilities. BP/AP 2430 also delineates the duties and responsibilities of the college presidents.

The chancellor provides regular reports at every Board of Trustees meeting, including information on institutional performance, as shown in recent minutes for April and August 2019 (IVC12-02, IVC12-03). In addition, at board retreats, the chancellor reports on district goals (IVC12-04).

The Board has empowered the chancellor to administer its policies and procedures and holds the chancellor accountable through its annual evaluation, as described in Standard IV.C.3.

Analysis and Evaluation
The Board delegates to the chancellor full responsibility and authority for the operation of the district in administering board policies and procedures. The Board holds the chancellor accountable through regular reports at board meetings as well as the annual evaluation.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status,

and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP/AP 3200: Accreditation (IVC13-01) outlines the process by which the Board is informed and involved in the accreditation process.

Since the last accreditation cycle, when the Board approved the institutional self-evaluations for each of the colleges (IVC13-02), the Board has accepted the Follow-up and Midterm Reports and accreditation responses for the District and the College's Substantive Change Proposal (IVC13-03, IVC13-04, IVC13-05). As the colleges and the District began their preparation for the next accreditation cycle, the three colleges and the District Office made a presentation to the Board where the Board received a comprehensive update on the 2020 accreditation requirements, changes, timelines, and responsibilities of the Board. The update included a link to the Roles and Responsibilities of Governing Boards in Accreditation (IVC13-06). Another update from the colleges took place at the September 3, 2019 board meeting (IVC13-07). On September 12, 2019, board members participated in an accreditation workshop to provide the Board with specific training on their roles in the accreditation process (IVC13-08). The Board will approve the institutional self-evaluation for each college in December 2019 before the colleges' reports are submitted to the Commission.

Through its role as a policy-making body to assure the academic quality, integrity, and effectiveness of the district colleges' student learning programs and services as well as the financial stability of the institutions, detailed in Standard IV.C.1, the Board shows its commitment to the colleges' efforts to improve and excel. One of the survey questions in the board self-evaluation process asks board members to rate the Board's involvement in the accreditation process (IVC13-09).

Analysis and Evaluation

The Board has received ongoing updates on the accreditation status and processes from each of the three colleges and from the District Office. It has received training about the Board's roles and responsibilities in the accreditation process including a fall 2019 accreditation workshop for board members, arranged by the chancellor. Further, the Board, through its role as a policy-making body, continually supports the colleges' efforts in continuous quality improvement.

Conclusions on Standard IV.C. Governing Board

The Board of Trustees of the Riverside Community College District is an independent policy-making body that reflects the public interest through direct election of trustees. The Board develops and maintains policies and administrative procedures that identify its authority and responsibility to assure the academic quality, integrity, and effectiveness for student learning programs and services and the financial stability of the District and its colleges. The Board acts in a manner consistent with its policies. Policies and procedures also address the Board's acting as a collective entity as well as its selection and evaluation of the chancellor. The Board is committed to reviewing and revising its policies, and the chancellor has directed the vice chancellors to conduct a thorough and comprehensive review of all policies and administrative procedures. The Board recognizes that the recent legislative changes require it to have more direct oversight of student success and equity by establishing and approving district concrete student-success goals and targets and acknowledges that these targets have a direct fiscal impact

on the institution. The Board also understands, and is responding to the requirement, that some of its policies will require significant revision to align with the legislative directives and that its self-assessment instrument requires revision that better reflects the Board's changing oversight responsibilities.

Improvement Plan(s)
None

Evidence List

Citation	Document Name
IVC1-01	CA Code 70902
IVC1-02	RCCD BP Manual Webpage 2019
IVC1-03	BP AP 2410 Policy Admin Procedure
IVC1-04	BP AP 1200 District Mission
IVC1-05	BP AP 3225 Institutional Effectiveness
IVC1-06	BP AP 2430 Delegation Authority Chancellor Pres
IVC1-07	BP AP 2510 Participation
IVC1-08	BP AP 2220 Committees Board
IVC1-09	BP AP 2410 BP AP Review
IVC1-10	Board of Trustees Agenda Presentation 02-19-2019
IVC2-01	BP AP 2200 Board Duties Resp Priv
IVC2-02	CA Code 54950-54963
IVC2-03	BP 2330 Quorum Voting
IVC2-04	BP 2720 Comm Board Members
IVC3-01	BP AP 2431 Chancellor Selection
IVC3-02	Chancellor Search Committee
IVC3-03	District Chancellor Memo 09-25-2017
IVC3-04	Board of Trustees Minutes 11-21-2017
IVC3-05	BP AP 2435 Evaluation Chancellor
IVC3-06	Board of Trustees Minutes 06-04-2019
IVC3-07	Board of Trustees Minutes 03-09-2019
IVC3-08	BP AP 7121 President Recruit Hiring
IVC3-09	Board of Trustees Minutes 12-11-2018

IVC3-10	BP 7155 Eval President
IVC4-01	BP AP 2200 Board Duties Resp Priv
IVC4-02	Trustees Map Areas Webpage 2019
IVC4-03	BP 2010 Board Membership
IVC4-04	BP 2716 Political Activity
IVC4-05	BP AP 2710 Conflict Interest
IVC4-06	BP AP 2712 Conflict Interest Code
IVC4-07	BP 2715 Code Ethics Standards
IVC5-01	BP 1200 District Mission
IVC5-02	BP AP 2200 Board Duties Resp Priv
IVC5-03	Board of Trustees Minutes 03-09-2019
IVC5-04	Board of Trustees Minutes 05-21-2019
IVC5-05	Board of Trustees Agenda Presentation 05-01-2018
IVC5-06	Board of Trustees Minutes 04-16-2019
IVC5-07	Board of Trustees Minutes 09-17-2018
IVC5-08	Board of Trustees Minutes 06-11-2019
IVC6-01	BP AP 2410 Policy Procedure
IVC6-02	Board of Trustees Webpage 2019
IVC6-03	BP 2010 Board Membership
IVC6-04	BP AP 2200 Board Duties Resp Priv
IVC6-05	Board of Trustees Homepage 2019
IVC6-06	BP AP 2310 Reg Meetings Board
IVC6-07	BP AP 2320 Special Meetings
IVC6-08	BP AP 2345 Participation
IVC7-01	Board of Trustees Agendas Minutes Webpages 2019
IVC7-02	Board of Trustees Agenda Minutes 04-16-2019
IVC7-03	BP AP 2410 Policy Procedure
IVC7-04	BP Revision Date
IVC7-05	BP Tracker 2019-2020

IVC7-06	Board of Trustees Minutes 02-05-2019
IVC7-07	BP Tracker 2019-2020
IVC8-01	Board of Trustees Minutes Presentation 05-16-2017
IVC8-02	Board of Trustees Minutes Presentation 03-05-2019
IVC8-03	Board of Trustees Minutes Presentation 05-21-2019
IVC8-04	Board of Trustees Minutes 04-19-2016
IVC8-05	Board of Trustees Agenda Presentation 04-19-2016
IVC8-06	RCC Strategic Plan 2015-2020 KPIs
IVC8-07	SP Goals Embed Ed Master Plan
IVC9-01	BP2740 Board Education
IVC9-02	Board of Trustees Minutes 03-09-2019
IVC9-03	BP AP 2100 Board Elections
IVC9-04	BP AP 2110 Board Vacancies
IVC10-01	BP 2745 Board Self Evaluation
IVC10-02	Board of Trustees Self Evaluation Webpage
IVC10-03	Board of Trustees Agenda 10-01-2019
IVC11-01	BP AP 2715 Code Ethics
IVC11-02	Economic Interest Form
IVC11-03	BP AP 2710 Conflict Interest
IVC11-04	BP AP 2712 Conflict Interest Code
IVC12-01	BP AP 2430 Delegation Authority Chancellor Pres
IVC12-02	Board of Trustees Minutes 04-16-2019
IVC12-03	Board of Trustees Minutes 08-20-2019
IVC12-04	Board of Trustees Minutes 03-09-2019
IVC13-01	BP AP 3200 Accreditation
IVC13-02	Board of Trustees Minutes 12-10-13
IVC13-03	Board of Trustees Minutes 06-16-2015
IVC13-04	Board of Trustees Minutes 02-21-2017
IVC13-05	Board of Trustees Minutes 01-19-2016

IVC13-06	Board of Trustees Minutes Presentation 04-03-2018
IVC13-07	Board of Trustees Minutes Presentation 09-03-2019
IVC13-08	Board of Trustees Minutes 09-12-2019
IVC13-09	Board of Trustees 2017 Self Assess Form

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
BP 1100: The Riverside Community College District (RCCD defines the District as the three colleges) (IVD1-01). The chancellor is the CEO of Riverside Community College District and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor's Forums, Flex Day presentations, and meetings with various councils, committees, and task forces (IVD1-02, IVD1-03). The chancellor assures support for the effective operation of the colleges through centralized district services in human resources, information technology, business and finance, educational services, and distance education (IVD1-04). Even though some services are centralized at the District Office, staff members are assigned to each of the colleges in areas such as human resources and distance education. Financial Services are centralized, but the District and the colleges work collaboratively on financial matter through the presidents and vice presidents at the colleges (IVD1-05).

BP 2430: Delegation of Authority to Chancellor and Presidents describes the responsibilities of the chancellor and states that "Authority flows from the Board of Trustees through the Chancellor to the College Presidents" (IVD1-06). Per BP 3100: Organizational Structure, "The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" (IVD1-07). The RCCD Functional Maps delineate and clarify the responsibilities and functions of the district/system with those of the colleges (IVD1-08). Furthermore, roles and responsibilities for decision-making inclusive of faculty, staff, and students in district and college governance are defined in BP 2510: Participation in Local Decision Making (IVD1-09).

Analysis and Evaluation
The chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly-scheduled district and college meetings. Various board policies delineate roles and responsibilities between the District and the colleges, and an ongoing dialogue about services occurs among the District Office and colleges on a regular basis. The revision process for the RCCD Functional Maps provided an opportunity for rich conversations about responsibilities and services; the Functional Maps are living documents that will be updated as the system evolves.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The RCCD Functional Maps, revised in spring 2019, clearly define, document, and communicate roles and responsibilities among the colleges and District Office (IVD2-01). The revised Functional Maps offer a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources to support their institutional missions and functions, and in alignment with the Accreditation Standards, RCCD evaluates services provided by the District Office through the program review and planning process and through surveys, such as the spring 2018 Strengths, Weaknesses, Opportunities, and Threats (SWOT) Survey (IVD2-02). The revised program review and five-year planning model for the District Office provides for alignment with district strategic planning goals and for a more service-oriented approach to District Office planning (IVD2-03). District Office functions of human resources, information technology, business and finance, educational services, and distance education submit program reviews (IVD2-04). As the District developed its Strategic Plan 2019-2024 and five-year program review and planning process, some units completed abbreviated reviews, in particular to ensure resource allocation in areas where time-sensitive changes were needed (IVD2-05).

In addition, these district areas work with the colleges on their institutional self-evaluation reports, as evidenced by district accreditation meetings of January 22, 2019, and May 14, 2019 (IVD2-06, IVD2-07). Additional feedback on level of services is provided through Chancellor's Cabinet discussions, meetings of the college presidents and chancellor, vice chancellors' meetings, district wide vice presidents' meetings, and other venues.

Analysis and Evaluation

Since the last revision to the RCCD Functional Map in January 2013, the District and three colleges have evolved from institutions in the process of becoming a multi-college district to a fully-fledged multi-college district with three independently accredited colleges. The revised Functional Maps outline this more mature relationship between the District and three colleges. Two important purposes of the functional map revision were to collaboratively determine the appropriate level of support from the District to the three colleges now that the colleges are independent, and to align with the revised Accreditation Standards.

When constituents responded to the SWOT Survey item, "The District Office effectively meets the diverse needs of the students at all three colleges," the score was 3.33 on a scale of 1-strongly disagree to 5-strongly agree. The score on "The District Office does a good job of advancing its mission" was 3.23. The score on "The District Office efficiently uses its resources" was 3.04. On a rating of district services, including legal, business, grants, risk management, facilities, public affairs, human resources, and fundraising, all scored between a 2 and 3 on a scale of 1-poor to 4-excellent. Based on these perceptions, while none of the services were rated as poor, there are clearly areas in which services can be improved. The results were discussed at the District

Strategic Planning Council, so that managers can address any concerns in their planning processes (IVD2-08).

The District Office has been building a revised model for program review and planning and expects to have drafts of program reviews for all vice chancellors' areas by spring 2020.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
Board policies detail district fiscal policies, including budget management to support effective operations and sustainability of the colleges and District as well as the chancellor's authority and responsibility for effective control of expenditures.

BP 6300: Fiscal Management refers to procedures for maintaining financial books and records, including stipulations that "Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and employees" as well as "The management information systems provide timely, accurate, and reliable fiscal information" (IVD3-01). In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each fund of the District. The Board of Trustees receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs and the annual CCFS-311 financial and budget information required by the state Chancellor's Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District's budget as well as the state budget (IVD3-02, IVD3-03, IVD3-04). Demonstrating that the District reviews and controls system wide expenditures, the most recent independent auditor reports for the District, Measure C, and Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable for the fiscal year ending June 30, 2018 (IVD3-05, IVD3-06, IVD3-07). The auditor reported no finding or questioned costs associated with each of their audits.

In accordance with BP/AP 6100: Delegation of Authority (IVD3-08), the chancellor ensures effective control of expenditures through delegated authority, oversight, and consultation with districtwide committees. One such committee, with representation from the District Office and the three colleges including faculty, students, staff, and management, is the District Budget Advisory Council (DBAC) (IVD3-09). This district council has developed the first phase of the Budget Allocation Model (BAM) to allocate unrestricted general operating funds in a fair, equitable, and transparent manner (IVD3-10). DBAC continues its work through the fall 2019 on the second phase of the BAM, which is to develop FTES Exchange Rates, among other BAM components, for the allocation of resources in FY 2020-2021, as shown in Standard III.D.1. For planning purposes, DBAC also receives regular updates on the status of the state budget development process, and district wide budget planning efforts, as shown in itemized materials and documents presented at DBAC meetings (IVD3-11).

Another district wide committee is the District Enrollment Management Committee (DEMC) with the responsibility for decisions concerning effective enrollment management (IVD3-12). With the advent of the new California state Student Centered Funding Formula, which changes the apportionment distribution model at the state level from one driven almost exclusively by

FTES to one that incorporates student equity and success metrics, the DEMC has modified its membership to include college representatives from financial aid and other student services areas. In addition, the DEMC now discusses financial aid processes and procedures, and student success goals and metrics (IVD3-13).

The District Strategic Planning Council (DSPC) is another district wide committee that is responsible for the development and coordination of district strategic planning (IVD3-14). The DSPC and the three college wide strategic planning committees develop, recommend, and maintain the strategic plan to ensure it is aligned with the goals, vision, and processes for the District. The committee makes recommendations about district procedures and practices where they relate to strategic planning and long-term budgeting (IVD3-15). The DSPC addresses issues pertaining to long-range planning, and resource allocation.

Analysis and Evaluation
Policies and procedures, including participation of representatives from the three district colleges, support adequate allocation and reallocation of resources for effective operations to meet the needs and priorities of the colleges and to sustain the District. As part of recent review and revision of the Budget Allocation Model, the District Budget Advisory Council recommended substantial changes to the phase one BAM revision project for implementation in FY 2019-2020, including ongoing work relative to development of FTES exchange rates, among other revisions, for phase two implementation in FY 2020-2021. Audit reports indicate that the District reviews and controls system wide expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
BP 2430: Delegation of Authority to Chancellor and Presidents is evidence of delegation of responsibility and authority to the chancellor and college presidents (IVD4-01). BP/AP 2430 states that the Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, carrying out district programs, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statutes. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. Delegation of authority to the presidents flows through the Board and the chancellor. Other board policies identify areas of delegation of authority without interference to the college presidents. BP/AP 6100: Delegation of Authority (IVD4-02) stipulates that the college presidents retain certain authority for business procedures. For example, "For contracts on their campus on public works projects, (excluding maintenance), the President may enter into and sign contracts less than $125,000. Anything over that amount must go through the competitive bidding process." BP/AP 7110: Delegation of Authority relates to college presidents' authority in matters of human resources (IVD4-03).

Section IV.B of the RCCD Functional Map delineates the roles of the chancellor and presidents.

Analysis and Evaluation
The roles and responsibilities of the chancellor and the presidents are clearly defined. Through delegation of authority expressed in BP 2430 and BP 7110, a system exists that enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight

and decision-making at the District and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
District planning and evaluation are integrated with college planning and evaluation through the District Strategic Plan (IVD5-01). All college and district goals are aligned with the California Community Colleges Chancellor's Office Vision for Success (IVD5-02). The District Strategic Planning Council (DSPC), which includes representation from the three colleges and the District Office convened in May 2017 to revise the District Strategic Plan and planning process (IVD5-03). Six teams were formed: A) Plan Review and Assessment Team, B) Scan and Analysis Team, C) SWOT Analysis Team, D) Mission/Vision/Values and Strategic Themes Team, E) Organization Structures and Processes Team, and F) Writing Team.

During late spring 2017, Team A assessed the existing District Strategic Plan (IVD5-04). During the 2017-2018 academic year, Team B prepared an environmental scan with an internal scan focused on student metrics, human resources, technology, facilities, and budget along with an external scan focused on population, education, and economic characteristics and trends, workforce/employment characteristics, state budget and legislative issues, and regional workforce analyses (IVD5-05). During spring 2018, Team C developed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Survey and analyses (IVD5-06). Analyses relied not only on the SWOT Survey, but also on the external scan to identify potential opportunities and threats. During summer 2018, Team D drafted a district mission statement, vision, values, goals and objectives (IVD5-07). During late summer and fall 2018, Team E began to re-envision the district council and committee structure to better align with the colleges' structures (IVD5-08). Team F drafted the Riverside Community College District Strategic Plan 2019-2024 which was approved by the Board of Trustees at its October 15, 2019 meeting (IVD5-09).

As part of the district strategic planning process, each department in the District Office completes a Program Review and Plan on a five-year cycle. The District Office's plans address the goals and targets in the District Strategic Plan 2019-2024 and align with the colleges' strategic plans (IVD5-10).

Analysis and Evaluation
As Team D completed its tasks, careful consideration was given to the alignment among the colleges' and District's mission, vision, values and goals within a Guided Pathways framework for strategic planning. In particular, the colleges' and District's goals are clearly aligned. For example, the District's strategic goal of student success: "The District will provide clear pathways and support for achieving certificates, degrees, and transfer" is evidenced in Moreno Valley College's goal: Student Learning, Success, and Completion, Norco College's Goal: Increase Student Achievement and Success, and Riverside City College's goal: Student Success (IVD5-11, IVD5-12, IVD5-13).

The colleges and District evaluate student learning and achievement through the review of the Student Success Scorecard Metrics and revised Student Success Metrics (IVD5-14, IVD5-15).

During development of the District Strategic Plan, baseline metrics were developed for each goal and expanded to include analyses on Guided Pathways and dual enrollment (IVD5-16).

The RCCD Strategic Plan 2019-2024 provides an overarching framework for the alignment of the colleges' and District Office's plans. The RCCD Strategic Plan, using historical data and past three years' average change, sets minimum annual standards for objectives in access, success, and equity. The colleges' strategic planning targets will meet or exceed these targets, just as the RCCD targets meet or exceed the state wide Vision for Success targets. This alignment will be supported through the colleges' work, as they refresh their strategic plans and as the plans are monitored, assessed, and evaluated annually.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

BP 3250: Institutional Planning describes a bi-directional flow of information to facilitate effective decision making (IVD6-01). It states that after college plans proceed through college academic planning councils and strategic planning committees, the plans are submitted, as appropriate, to district councils to consider and make recommendations. Planning recommendations for district wide initiatives may also originate at district planning councils.

As addressed in BP/AP 3250, an important mechanism for sharing planning information among the three colleges and District Office is through the collaborative council/committee processes, which include the District Strategic Planning Council, District Academic Senate, and District Curriculum Committee, with broad representation from all three colleges (IVD6-02, IVD6-03, IVD6-04). Councils and committees meet on a regular basis, often monthly, to ensure timeliness of information sharing. The meeting minutes reveal communication between the District and the College to aid in decision-making. References to time constraints are common, reflecting an awareness of timely communication, as are examples of collegial dialogue and recommendations, showing a focus on ensuring accuracy and completeness (IVD6-05, IVD6-06, IVD6-07). Meeting minutes from all of the councils and committees are shared and available on the district website, as demonstrated by the minutes pages from DSPC, DAS, and DCC IVD6-08, IVD6-09, IVD6-10).

Another important mechanism for communication is administrative groups, such as the Chancellor's Cabinet, vice presidents of Academic Affairs meetings, and vice presidents of Student Services meetings. The Chancellor's Cabinet and Board of Trustees, as shown in minutes from May 21, 2019, meet bi-monthly to ensure timely, accurate, and complete information for decision-making (IVD6-11). The chancellor holds monthly forums at each college, welcoming staff and students as well as faculty and mangers, to communicate information on strategic planning, Guided Pathways, organizational structure, and budget (IVD6-12). The chancellor holds office hours before or after every forum to meet personally with college personnel on a drop-in basis. Anecdotal response to these forums has been very positive.

Finally, a number of work groups and task forces meet to communicate about issues affecting operations for areas such as Guided Pathways, AB 705, early enrollment, the student online planner (EduNav), and course capacities. These groups have broad representation to provide reporting to and from the respective audiences.

Analysis and Evaluation
The processes for sustaining timely and accurate information among the District and colleges are multiple. The processes are periodically examined to determine if changes are needed for improved communication. For example, utilizing the analyses of District Strategic Plan Development Team E, the council structure for the District was revised to align with the goals of the District Strategic Plan and to align more closely with the colleges' council structure through shared membership (IVD6-13).

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
During spring 2017, the District Strategic Plan Development Team A developed an assessment of the RCCD Strategic Plan 2013-2016 (IVD7-01). This assessment focused on the composition of the 2013-2016 plan development team, plan development process, alignment with college plans, implementation, and outcomes. The recommendations, all of which were implemented to improve the district wide planning process, included the following:

- Clearly define the District and the District Office
- Continue work on the Functional Maps
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align district wide committees within the planning processes
- Write the District Strategic Plan as an overarching framework for the alignment of the colleges' and District Office's plans
- Create District Office Plan [Vice Chancellors' Plans] which develops district office strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets; to the degree possible, utilize measures and targets of the colleges and include cost analyses when reporting data
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

In addition, in fall 2017, Team A assessed the RCCD Budget Allocation Model (BAM), and provided a recommended charge for the BAM revision (IVD7-02). In the February 23, 2018, District Strategic Planning Council (DSPC) meeting, the DSPC charged the District Budget Allocation Committee (DBAC) with the BAM revision (IVD7-03).

During spring and fall of 2018, the Function Map Task Force reviewed and provided a major revision to previous Functional Maps to clarify District office and college roles and responsibilities (IVD7-04). The central principle guiding the recent function mapping work was that the colleges, along with the District Office, are the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Thus, the District Strategic Plan provides an overarching framework for the plans of 1) the District Office, 2) Moreno Valley College, 3) Norco College and 4) Riverside City College. Similarly, the District Office plan delineates how the District will foster and support the goals of

student access, student success, and equity along with strategies for resource development and stewardship, system effectiveness, and partnerships.

College goals have been aligned with district goals as well as with the state chancellor's Vision for Success goals (IVD7-05). The district chancellor has communicated the results of the assessments and evaluations, along with the revised District Strategic Plan and process, in open forums and strategic planning retreats.

As detailed in Standard IV.D.5, during fall 2018, the District Office assessed its program review and planning process to better align with district wide strategic planning goals and targets and to develop five-year plans to better support the colleges in achieving goals for student achievement and learning.

Analysis and Evaluation
Team A's recommendations for the new plan and planning process focused on strengthening the regular evaluation process on college role delineations, governance, and decision-making processes to assist the colleges in meeting their goals of improving access, success, and equity. The assessment and revisions to the District Office strategic planning process have resulted in better-defined goals to support the colleges, and results are widely communicated. In addition, alignment of the colleges' and District's goals with the state wide Vision for Success goals has fostered a planning environment with a greater clarity of purpose and better means of monitoring, assessing and evaluating progress.

Conclusions on Standard IV.D. Multi-College Districts or Systems
Board policy establishes the roles of the district chancellor in setting and communicating expectations of educational excellence and integrity, as well as the authority and responsibility between the colleges and the District, and delegation of responsibility and authority to college presidents. The central principle guiding district strategic planning and recent functional mapping work is that the District Office and the colleges together comprise the District. The District Office, as a distinct entity, has important roles to play to further the abilities of the colleges to fulfill their missions. Policies and practices have been established for communication among colleges and the District to support effective operations and decision-making. District program reviews and plans regularly evaluate district services. Resources are allocated through, in particular, a recently revised Budget Allocation Model, in which Business Services vice presidents from all three colleges participated to ensure that needs and priorities of the colleges were represented.

Improvement Plan(s)
None

Evidence List

Citation	Document Name
IVD1-01	BP 1100 RCCD
IVD1-02	Chancellor Forums Email
IVD1-03	Chancellor FLEX Day Fall 2018
IVD1-04	District Org Charts

IVD1-05	RCC President VPs Org Chart
IVD1-06	BP AP 2430 Delegation Authority Chancellor Pres
IVD1-07	BP AP 3100 Org Structure
IVD1-08	RCCD Standard IV Functional Map
IVD1-09	BP AP 2510 Participation
IVD2-01	RCCD Functional Maps
IVD2-02	SWOT Analysis 2018
IVD2-03	RCCD Strategic Plan 2019-2024 Program Review
IVD2-04	2019-2020 Fiscal Year Stop Gap Plan
IVD2-05	District Office Abbreviated PR Examples
IVD2-06	District Accreditation Meeting Agenda 01-22-2019
IVD2-07	District Accreditation Meeting Agenda 05-14-2019
IVD2-08	SWOT Survey 2017
IVD3-01	BP 6300 Financial Management
IVD3-02	Board of Trustees Agenda Presentation 09-04-2018
IVD3-03	Board of Trustees Agenda Presentation 02-05-2019
IVD3-04	Board of Trustees Agenda Presentation 06-04-2019
IVD3-05	Board of Trustees Agenda District Audit 12-04-2018
IVD3-06	Board of Trustees Agenda Measure C Audit 12-04-2018
IVD3-07	Board of Trustees Agenda Foundation Audit 12-04-2018
IVD3-08	BP AP 6100 Delegation Authority
IVD3-09	DBAC Membership 2019
IVD3-10	BAM Presentation 2017-18 Budget 06-04-2019
IVD3-11	DBAC Sup Docs Webpage 2019
IVD3-12	DEMC Membership Webpage 2019
IVD3-13	DEMC Minutes 05-16-19
IVD3-14	DSPC Membership Webpage 2019
IVD3-15	DSPC Minutes 05-17-2019
IVD4-01	BP AP 2430 Delegation Authority Chancellor Pres

IVD4-02	BP AP 6100 Delegation Authority
IVD4-03	BP AP 7110 Delegation Authority
IVD5-01	RCCD Strategic Plan 2019-2024
IVD5-02	LGA VFS Presentation 05-17-2019
IVD5-03	DSPC Teams
IVD5-04	RCCD Strategic Plan 2013-2016
IVD5-05	Team B Environmental Scan
IVD5-06	Team C SWOT Analysis
IVD5-07	Team D Mission Vis Values Goal Obj
IVD5-08	Team E RCCD Committee Structure
IVD5-09	Board of Trustees Agenda 10-15-2019
IVD5-10	RCCD Strategic Plan 2019-2024 Program Review
IVD5-11	MVC Integrated Strategic Plan 2018-2023
IVD5-12	NC Strategic Plan Process 2013-2018
IVD5-13	RCC Strategic Plan 2015-2020
IVD5-14	RCCD Scorecard Metrics 2017
IVD5-15	RCCD Scorecard Metrics 2018
IVD5-16	RCCD Strategic Plan Baseline Measures Targets
IVD6-01	BP 3250 Institutional Planning
IVD6-02	DSPC Membership Webpage 2019
IVD6-03	District Academic Senate Membership Webpage 2019
IVD6-04	District Curriculum Committee Webpage 2019
IVD6-05	DSPC Minutes 04-19-2019
IVD6-06	DAS Minutes 04-22-2019
IVD6-07	DCC Minutes 05-07-2019
IVD6-08	DSPC Minutes Webpage 2019
IVD6-09	DAS Minutes Webpage 2019
IVD6-10	DCC Minutes Webpage 2019
IVD6-11	Board of Trustees Minutes 05-21-2019

IVD6-12	Chancellor Forums 2018-2019
IVD6-13	District Strategic Planning Committee Structure
IVD7-01	Team A RCCD Strategic Plan Assess
IVD7-02	Team A BAM Assess Charge
IVD7-03	DSPC Minutes 02-23-2018
IVD7-04	FMTF Minutes 2018
IVD7-05	LGA VFS Presentation 05-07-2019

H. Quality Focus Essay

Introduction of Projects
Riverside City College (RCC) demonstrates its intentionality of mission and commitment to continuous improvement through its implementation of the Guided Pathways framework. RCC began redesign efforts in 2013 with the development of a local pathways model. In 2017, the College formally adopted the Guided Pathways framework through its participation in the California Guided Pathways Project. The Guided Pathways framework informs plans to improve student learning and achievement at every level of the institution.

Planning for Guided Pathways implementation is internally aligned with the College's Educational Master Plan, the 2015-2020 Strategic Plan, and the Student Equity Plan 2019-2022. An integrated action plan identifies Guided Pathways implementation strategies, responsible parties, timelines, and progress indicators in the context of RCC's strategic planning goals. College goals and metrics have also been aligned with system wide goals established by the California Community Colleges Chancellor's Office through the Vision for Success. In early 2019, the College reviewed key performance indicators and baseline data associated with completion, transfer, unit accumulation, workforce measures, and equity gaps. RCC has established ambitious, numerically-measurable goals with specific timelines for achieving those goals.

Drawing on existing plans, the College will continue to improve student learning and achievement through three key projects: 1) Clarifying student pathways through program mapping; 2) developing integrated academic support; and 3) sharpening the focus on teaching and learning.

Anticipated Impact on Student Learning and Achievement
The work on these projects and improvement in these early momentum points are anticipated to lead to higher completion rates for degrees/certificates; increases in transfer; and closure of equity gaps in line with the goals outlined in the Vision for Success.

Outcome Measures
The metrics the College will follow for the three projects focus primarily on early momentum points in alignment with the state wide Vision for Success and the Guided Pathways framework. These metrics provide a baseline as well as an ability to determine students' initial progress in

their first year of enrollment. With the implementation of California Assembly Bill 705, a larger number of students are placing and enrolling in transfer-level courses. As these students progress, the College anticipates that the transferrable math and English completion metrics will increase. Thus, the College has set a goal of increasing the completion of transfer-level English and transfer-level math in the first year of enrollment by 20 percent.

Additionally, the College has also set a goal of increasing the number of units completed by 20 percent each year as well, encouraging students to complete 15 units each term and 30 units each year. The table below shows the College's baseline metric year of 2016-2017 as well as 2017-2018 data and projection goals through 2021-2022.

Table 5. Student Momentum Points

Student Momentum Metric	2016-17 (Baseline)	2017-18	2018-19*	2019-20 Goal	2020-21 Goal	2021-22 Goal
Completed Transfer Level Math	6.0%	12.2%	14.6%	17.6%	21.1%	25.3%
Completed Transfer Level English	17.6%	21.6%	26.0%	31.1%	37.4%	44.8%
Completed Both in First Year	4.0%	8.2%	9.9%	11.8%	14.2%	17.0%
Completed 15 units in Fall	2.8%	3.0%	3.6%	4.4%	5.2%	6.3%
Completed 30 Units in Academic Year	4.9%	5.4%	6.5%	7.8%	9.4%	11.2%
Persistence from Fall to Spring	65.1%	62.5%	67.0%	68.0%	69.0%	70.0%

Source: State Chancellor's Office Student Success Dashboard
*Projected -- final not yet available

Project 1: Program Mapping
In early 2018, Riverside City College actively began developing program maps and has made substantial progress in mapping programs of study. Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance. Project one is aligned with pillar one of the Guided Pathways framework focusing on clarifying the pathway for students. Riverside City College has eight instructional pathways representing a cluster of programs of study with related courses designed to build communities of learning. The trailheads developed for each instructional pathway guide students who are still exploring and working towards narrowing their career or major, while still allowing students to remain on track to complete their educational goal. Trailheads offer an exploratory first 15 to 17 units of recommended study.

The Guided Pathways Committee at Riverside City College is aligned with two of the College's four leadership councils, Teaching and Learning (TL) leadership council and Student Access and Support (SAS) leadership council. This ensures greater integration and collaboration among these leadership councils in support of Guided Pathways implementation.

Riverside City College in conjunction with the other colleges within the District collaborate weekly on the full implement of EduNav during the 2019-2020 academic year. EduNav is designed to support the Guided Pathways framework by providing real-time academic plans to assist students in navigating their educational path to reach their goals. EduNav's Guided Pathways solution is completely dynamic in that it automatically recalculates and revises the student's entire education plan, such as class filling up, and automatically recalculates and

updates the entire plan, replacing courses where necessary, to keep the student on the most optimal path to completion. EduNav educational plans use SmartPlan rules that incorporates the same logic faculty employ in the development of program maps. In developing EduNav plans, this process begins first with developing valid plans and adds SmartPlan rules that are 100% valid and roughly 80% counselor recommended. EduNav is also a registration tool that incorporates the variables of degree validity, SmartPlan rules, and course availability. As the system is fully implemented, Riverside City Colleges intends to use the tool as an enrollment management instrument to better predict course demand, enhance course availability for increased award completion, and reduce unit accumulation.

Figure 1. Phased EduNav Implementation
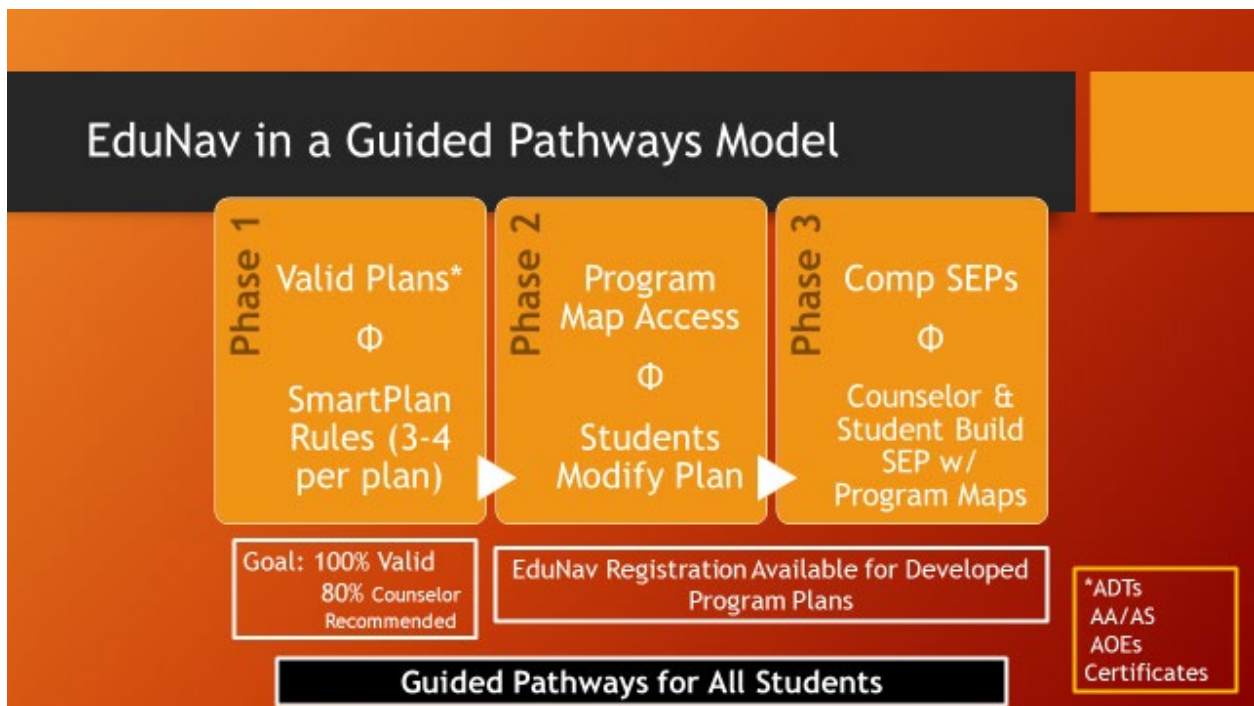
Project 2: Developing Integrated Academic Support
Riverside City College continues to develop its model for providing integrated academic support at scale to keep students on their chosen educational pathways. Project 2 is aligned with pillar three of the Guided Pathways framework, which focuses on helping students stay on the path. RCC will refine its integrated academic support by redesigning the student support model and developing an academic engagement center plan.

The development of the academic support model is aligned with strategic planning at RCC through the Integrated Student Support Committee of the SAS leadership council. The Integrated Student Support Committee will continuously monitor and assess implementation strategies, and report to SAS. SAS chairs are members of the Educational Planning Oversight Committee/Accreditation Steering Committee (EPOC/ASC) and provide regular updates on council plans and activities.

Student success teams have been developed as an essential structure for Guided Pathways implementation. Success teams are overseen by the division deans and consist of an engagement center coordinator, counselors, peer mentors, tutors, supplemental instruction leaders, faculty advising liaisons, educational advisors, and faculty advisors. Each success team supports one of the five academic engagement centers associated with the various instructional pathways.

Table 1. RCC Instructional Pathways

Career and Technical Education	Languages, Humanities, and Social Sciences	Science, Technology, Engineering, and Math	Nursing	Fine and Performing Arts
Riverside City College **Advanced Technical Trades**	Riverside City College **Languages & Humanities**	Riverside City College **Science, Technology Engineering & Math**	Riverside City College **Health Related Sciences**	Riverside City College **Visual, Performing & Creative Arts**
Riverside City College **Business & Information Systems**	Riverside City College **Social & Behavioral Sciences**			
Riverside City College **Education & Teacher Preparation**				

Project 3: Sharpening the Focus on Teaching & Learning

The goal of pillar four of Guided Pathways is to enrich and strengthen student learning primarily through classroom instruction. In particular, the College's focus will be Goals three and four from the Student Equity Committee Mission, which is also embedded in the March 2019 Strategic Planning Report Card:

1. Support institution wide organizational and professional development programs and services in support of internal capacity building in order to reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.
2. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.

To accomplish these goals, the College's primary focus will be on revitalizing the Glen Hunt Center for Teaching Excellence space and programming to more thoroughly support a culture of teaching and learning at RCC. This will include creating a plan to maximize the use of the space, explore how best to support research and inquiry in the science of teaching and learning and culturally responsive teaching practices; house materials; deliver content to more faculty; and institutionalize how to share best practices for classroom faculty in an ongoing, systematic way.

This work is aligned with strategic planning at RCC through the Teaching and Learning (TL) leadership council as well as the Faculty Development and Student Equity committees. The Faculty Development Committee will continuously monitor and assess implementation strategies, and report to TL. TL chairs are members of EPOC/ASC and provide regular updates on council plans and activities.

Action Plan(s)

Project 1: Program Mapping

Implementation Strategy	Responsible Party	Resources	Timeline
Program Map Completion – degrees and certificates	Guided pathways coordinator; Discipline faculty; counselors; department chairs; deans of instruction; TL; SAS	Technology – Tracking system	2019-2020
Program Map Update Process Development	Guided pathways coordinator; Dean of Institutional Effectiveness; GEMQ; TL; SAS	Technology – Nuventive Improve	2019-2020
Website Redesign – Highlighting Instructional Pathways & Program Maps	Vice president of Business Services; Website redesign groups; RDAS; TL; SAS	Technology – Consultant support Financial – Marketing and promotion	2019-2020
EduNav Guided Pathways Solution Implementation	EduNav implementation group	Technology – Software	2019-2020
EduNav Guided Pathways Solution Updates	Guided Pathways Committee; TL; SAS	Technology – Tracking system	2020-2021

Project 2: Integrated Academic Support

Implementation Strategy	Responsible Party	Resources	Timeline
Redesigned Student Support Model	Integrated Student Support Committee of SAS; TL Student Success Teams	Human – Additional time/staff for Student Success Teams	Spring 2020
- Revise Early Alert	Student Success Teams; Counseling; Onboarding Task Force; Dean of Enrollment Services	Technology - Software	Fall 2019
- Develop Faculty Advisor Role	Faculty liaisons; Counselors	Financial – Training/Workshops Human – Reassign time or special projects	Fall 2019
- Implement Case Load Management	Student Success Teams; Counselors; Department chairs; Dean Student Success and Support; VPPD	Data disaggregated by Instructional Pathway	Fall 2019
Develop Academic Engagement Center Plan	Integrated Student Support Committee of SAS; TL Student Success Teams; Dean of Student Success and Support	Physical – Facilities for academic engagement centers Technology – Computers and software Human – Reassign time or special projects	2019-2020
- Develop Academic Engagement Center Open House Events	Student Success Teams	Financial – Marketing and promotion	Summer 2019
- Develop Summer Mini-Orientation Days by Pathway	Student Success Teams	Financial – Marketing and promotion	Fall 2019

Project 3: Teaching and Learning

Implementation Strategy	Responsible Party	Resources	Timeline
Assess Glenn Hunt Center for Teaching Excellence; develop a comprehensive plan for the space	Faculty Development Committee; TL; Student Equity Committee chairs	Human – Staffing Plan	Spring 2020
- Revise statement of Teaching and Learning in RCC's values statements	TL; EPOC/ASC; Committee chairs; Leadership councils; Student Equity Committee; Faculty Development Committee	Human – Special Projects for Winter Retreat	Fall 2019 through January/ Feb 2020
Focus Flex activities for faculty on Teaching and Learning topics with special attention to culturally responsive practices/ pedagogies	Faculty Development Committee and coordinator; Professional Development coordinator; TL; VPAA; Student Equity Committee	Financial – Training/ Workshops	Spring 2020 and recurring
- Develop community of practice groups (e.g. math and English for AB 705 implementation, groups focusing on using AVID strategies	Faculty Development Committee; Department chairs (e.g. math, English); Academic deans; Student Equity Committee	Financial – Time/ Special projects (funding is already in place for English, ESL, Math—moving forward needs to expand)	Fall 2019 and recurring
- Develop/ Institutionalize a method for faculty to share best practices	Faculty Development Committee; TL; VPBS	Technology – Web-based collaboration tool; way to access / house materials Financial: training/ workshops	Spring 2020