RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside City College

Institutional Self Study in Support of

Reaffirmation of Accreditation

Fall 2007

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

INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

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Submitted to:

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

Fall 2007

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Riverside City College
2007 Self Study
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President's Preface:

The Making of the Self Study

A self study examines an institution's strengths and seeks way to improve, but most important, it provides a forum for dialogue, planning, evaluation, and institutional change. The self study process offers an opportunity to engage in an inclusive, thoughtful process of examining the institution's commitment to student learning and to the processes that support that aim. The process at Riverside City College involved representatives from the entire college community.

Since 1916, Riverside City College has served the community. A. N. Wheelock, Riverside's first "true" superintendent of schools, in his address entitled, "What It Is and What It Offers," cited a simplistic mission statement for the junior college: "What we want is to make it so that when the student is through, he has achieved something that makes him a better citizen, economically, and socially." He made this statement in 1916 not 2007, but the essential mission continues. Certainly the services, methods, and course offerings have changed dramatically as has the wording of the mission statement, but the college still prepares students to be productive citizens in an evolving global environment.

The first accreditation, written in 1953 by then President, Bill Noble, in all likelihood, by himself, was repeated in 1958, but this time, he sent the report to the Western College Association. In 1963, the report, again written by the President, was sent to the current accrediting commission, the ACCJC. Despite prior accreditation approvals, the college received its first "official commission accreditation" at that time.

President Noble would be surprised to know that the current self study involved more than two hundred fifty students, faculty, staff, and administrators. In recent years, Riverside City College has become more rigorous and more focused on student learning outcomes, and it engages in a continuous cycle of planning, evaluation, and improvement. Although facing the new challenges of a diverse student population with a variety of academic needs, goals, and aspirations, the college continues its mission and obligation to provide a higher education to the community it serves.

Dr. Linda Lacy
Interim President

Certification of the Institutional Self Study Report

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

From: Riverside Community College
4800 Magnolia Avenue
Riverside, CA 92506

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Mary Figueroa, President, Board of Trustees

Salvatore Rotella, Ph.D., Chancellor

Linda Lacy, Ed.D., Interim President, Riverside City College

Richard Mahon, Ph.D., President, Academic Senate, Riverside City College

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Tim Brown, Ed.D., Accreditation Liaison Officer, Riverside City College

Eligibility Requirements
Riverside City College

Riverside City College affirms it is in compliance with the eligibility requirements for its 2007 accreditation.

#1: Authority

Riverside City College is part of the Riverside Community College District. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

#2: Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Riverside City College mission statement:

Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities.

The Riverside City College mission statement appears in the latest edition of the District catalog, schedule of classes, and is also published on the Riverside City College campus web site.

#3: Governing Board

Riverside City College is part of the Riverside Community College District, which is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year, staggered terms. The Board members have no employment or personal financial interest in the institution.

#4: Chief Executive Officer

Riverside City College's Interim President was recommended by the District Chancellor and approved by the Board of Trustees in January of 2007. The President, who has been with the college for over 20 years, reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5: Administrative Capacity

Riverside City College has 26 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. Administrative appointments include Vice Presidents of Business Services, Academic Affairs, and Student Services; Deans of Admissions and Records, Instruction, Nursing, School for the Arts, Library and Technology, and Student Services; Associate Deans of Innovative Programs and Occupational Education and Academic Support; Directors of Maintenance and Operations and Culinary Arts; and Maintenance, Facilities and Custodial Managers. (An organizational chart is included in the appendix of this report.)

#6: Operational Status

Riverside City College opened in 1916. Currently, the college enrolls over 19,000 students in classes which are held six days a week. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7: Degrees

To meet its stated mission, Riverside City College offers the Associate of Arts and

Associate of Science degrees and a variety of certificates, primarily in business, management, and technology fields. The institution has 36 different degree programs.

#8: Educational Programs

Riverside City College's degree programs, based on recognized higher education fields of study, are congruent with the college mission, have sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses contain student learning outcomes achieved through class content, assignments, and activities; all course outlines are subjected to periodic, rigorous program review. Riverside City College offers 61 vocational certificates.

#9: Academic Credit

Riverside City College awards academic credit based on the California Code of Regulations, Title 5, and on accepted practices of California community colleges. Detailed information about academic credit is published in the District catalog.

#10: Student Learning and Achievement

The 2007-08 District catalog contains the Board-approved comprehensive statement of General Education Student Learning Outcomes (SLOs) for the associate degree. Additionally, some program-level SLOs have been developed, and others are in various stages of development. The district shares a common curriculum and by fall 2007 discipline faculty will have revised nearly all course outlines of record to include SLOs, which are achieved and assessed by a variety of methods. Overseen by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, adheres to the course outline of record.

#11: General Education

All degree programs require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program, scrutinized for rigor and quality by the Curriculum Committee, will adhere to the newly approved requirements for math and writing enacted at the state level for students entering the college in fall 2009.

#12: Academic Freedom

Riverside City College supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study. Board Policy 4030 guarantees intellectual freedom and independent thought.

#13: Faculty

Riverside City College has 246 full-time faculty (includes categorically funded-positions) and over 500 part-time faculty. All faculty meet the minimum requirements for their disciplines based on the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and Faculty Handbook. These responsibilities include, but are not limited to participation in program review, the development of student learning outcomes, and assessment of student learning.

#14: Student Services

Riverside City College has strong student service programs that support student learning and education access. Each

department upholds the mission of the college and promotes the academic success of students.

#15: Admissions

Riverside City College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5 and facilitates the registration of students in classes. Using validated prerequisites and other limitations on enrollment, the college ensures that students enroll in appropriate courses. Information about admissions requirements is available in the catalog, the schedule of classes, and on the web page. Students are encouraged to apply online, although paper applications are also accepted.

#16: Information and Learning Resources

Riverside City College has sufficient print and electronic resources to meet the educational needs of its students. The library staff assists students in the use of resource materials, including free internet access and online computer data bases. The college also provides a variety of student support programs and computer labs for student use.

#17: Financial Resources

Riverside City College receives a budget allocation from the District's Office of Administration and Finance that funds all basic operational costs. The college reviews its budget allocation and makes requests for additional funding on an annual basis. The Riverside City College Strategic Planning Committee includes a Financial Resources Sub-Committee that reviews yearly funding requests, expenditure reports, and the fiscal impact of new projects and programs.

#18: Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers. The audit, conducted by a contracted certified public accountant, complies with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Riverside City College budget, college administrators collaborate with the district office of Administration and Finance.

#19: Institutional Planning and Evaluation

Riverside City College has an established institutional planning process and works with the Riverside Community College District to plan for the development of the campus, including integrating proposals for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Riverside City College Academic Planning Council, the Strategic Planning Committee and its nine sub-committees, and the Riverside City College Academic Master Plan, the college and district systematically evaluate how well and in what ways Riverside City College accomplishes its purpose, including assessment of student learning and institutional effectiveness.

#20: Public Information

The Riverside Community College District currently publishes a single catalog for all three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents and other appropriate publications along with multiple district and campus websites, provide accurate and current information about the institution's mission and goals; admission and withdrawal requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and graduation requirements; costs and refund policies;

available learning resources; grievance procedures and non-discrimination policies; names and academic credentials of faculty and administrators; and members of Board of Trustees.

#21: Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Riverside City College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution will be complete, accurate, and honest.

A Brief History of Riverside City College

Riverside City College, one of the oldest community colleges in California, opened in September 1916 and has provided continuous service to the residents of Riverside County through the roaring twenties, the depression, the Second World War, the Korean War, the sixties, seventies, and now the twenty first century. It was preceded among the ranks of California community colleges by Fresno, Santa Barbara, Bakersfield and Fullerton, while Sacramento City College opened the same year. The student population was small in the twenties and thirties, hardly rising above 700 students. The Second World War took a toll on enrollment, sinking at one point to 170 students. Following the Second World War, however, enrollments began to expand and pre-collegiate courses in English and math made their first appearance.

The political landscape for community colleges also began to change in the post-war era. The college prepared its first self study in 1953. The college's first visiting team noted the need for a general philosophy of education and stronger requirements in general education, principles which remain central to the commission and the college today. In 1962, the faculty of the college formed its first shared governance body, the Faculty Association. In 1967, the Board of Governors came into existence. The student population continued to grow, from 681 students in 1950, to just over 3,000 in 1963, to over 5,000 in 1971. When the college's third president retired in 1972, only three presidents had served the institution during its first 56 years.

In 1978, the Board appointed Charles Kane, the 6th president, who served until 1991. He was succeeded by Salvatore Rotella, who announced his retirement, but will continue to lead the college and district through the completion of the self study. In 1991, the college opened comprehensive centers in Moreno Valley and Norco, which offered a full range of general education and occupational courses. The accreditation self study of 2001, *Campuses to Colleges*, completed a "shadow self study" of the Norco and Moreno Valley campuses to determine the readiness of the centers to meet the accreditation standards independently. From early in the planning process, the Board adopted a philosophy to maintain a common core general education and transfer curriculum across the district, and the distinction between the three colleges would lie in the vocational programs of each.

In the "Riverside Community College District: Strategic Planning Process 2001-2006," Riverside City College responded to the previous recommendations from the Accrediting team by using a sequential strategy: (1) to develop an integrated planning *structure*, (2) to develop a strategic planning *process*, and (3) to implement the planning process, and (4) to identify measurable and observable institutional outcomes.

During the first stage, consultant Michael Dolence met regularly with the Board of Trustees and with administrators and faculty across the district to assist the college communities in envisioning a comprehensive and integrated planning process. He facilitated discussion on the kinds of changes that would be necessary for the college and district to work toward an integrated approach to planning.

During the second stage, faculty leaders and college and district administrators worked to refine existing planning structures and to provide broad dialogue and comprehensive guidance for the development of new programs and for the evaluation of existing

programs. By design, this process included a number of constituencies: faculty expertise at the discipline level, department chairs, the Academic Senate and Curriculum Committee, and both college and district Strategic Planning committees.

During the third and present stage, attention has shifted to measuring student success in meeting specific course SLOs and more general measures—as access, retention, success, persistence, and completion—and to measuring less quantifiable goals in SLOs, such as the quality of student experience.

Riverside City College has also made a number of improvements in facilities: the four-story Digital Library Learning Resource Center that was still in the planning phase in 2001; a four-level parking structure opened in 2006 that was not yet in the planning stage in 2001, and the crowning jewel of the college, the A. G. Paul Quadrangle—named after the college's founding president—will be newly reopened in fall 2007 after a basement-to-rooftop renovation. The planning for the construction of a Nursing and Natural Science building—consisting of classrooms, science labs, and faculty office—is in progress.

The accreditation self studies of 1995 and 2001 both describe the college and the district as a "work-in-progress." As Riverside City College seeks reaffirmation of its accreditation, the Norco and Moreno Valley centers/campuses have requested college status and separate, independent accreditation. Although the institution and the college have undergone tremendous change, Riverside City College has never forgotten that students are the reason for its existence, and the self study describes, evaluates, and plans the manner in which the college fulfills its central mission of educating students in an ever changing world.

Student Learning Outcomes Essay

Riverside City College began systematic efforts to assess learning only seven years ago, though the history of the college demonstrates that the academic welfare of students and good teaching have always been valued. In 2000, however, the college initiated a new phase in its value of student-centeredness. A district-wide outcomes assessment committee, co-chaired by an administrator responsible for institutional effectiveness and a faculty member with reassigned time to act as assessment coordinator, was created to address the new accrediting standards. The accrediting commission was about to replace its old accreditation standards with dramatically different ones, which would ask the college to define, measure, and improve upon student learning in ways no California community college had even contemplated before. Of course responsible teachers had always done this work informally, in classrooms. But now the institution as a whole was expected to examine broad patterns in student learning, to measure student learning, and to improve upon it. Some committee members, wary of these new expectations, sensed in them a threat to academic freedom or an evisceration of education that would reduce it to only those forms readily measurable and quantifiable. Many (though by no means all) of these fears were allayed as the committee, and later the college community as a whole, came to a better understanding of what "assessing student learning outcomes" really means.

In the early work of the committee, and the discussions that flowed from the committee to workshops, department meetings, retreats, and even informal hallway conversations, the talk frequently centered on the meaning of the phrase "culture of evidence." How could we create one? Should we want to create one? What, in higher education, is actually meant by—and should count as—"evidence"? (Many came to understand that the new accreditation standards were part of a broader cultural shift in how all organizations in the new century were being asked to conceive and evaluate themselves.) If the committee began its work in response to extrinsic pressures to develop and implement outcomes assessment plans, and with some concerns about the value of doing so, it eventually—almost to a person—came to embrace assessment as having intrinsic value. The committee's experience mirrored that of the college as a whole. Assessment has been a powerful heuristic driving discussions throughout the college about pedagogy and curriculum, about what students should learn and how to improve upon the learning already taking place—discussion that simply wouldn't have happened otherwise. And, valuable though it is, the college has not stopped with discussion alone.

Seven years later, RCC has a fully conceived (if not yet fully implemented) outcomes assessment plan. Working together, faculty have defined outcomes for nearly all courses and many programs, including general education. Assessment cycles are undertaken annually by most disciplines and assessment results (detailed in annual program review updates) have been examined and used to improve teaching and learning throughout the college. Assessment processes are also beginning to be integrated into large-scale planning processes and resource allocation decisions.

Problems—pockets of faculty resistance (both passive and active, resting on principle or misunderstanding); concerns about

whether the assessment work will be sufficient to satisfy ever more rigorous accountability demands; doubts about whether assessment can ever attain to scientific rigor—remain. But while the idealist looking at RCC's assessment efforts might brood on things not yet completed or even undertaken, a realist must be heartened by how much *has* been accomplished. How did the college come so far in so little time? One can point to a number of decisions and accomplishments over the years that have marked true progress toward an evidence-driven institution—one that broadly, if not universally, embraces outcomes assessment:

- Before recommending action, the assessment committee, one of the most hard-working and collegial committees at the college, devoted more than a year to intensive study of outcomes assessment, in meetings similar in rigor and tone to a good graduate-level seminar. Committee members read and discussed the literature, attended conferences, and visited other colleges to learn from their successes and failures. The committee has benefited from the presence of both instructors and administrative staff among its membership, as well as students, but assessment at RCC has from the beginning been a *faculty-driven process*. It would not have succeeded otherwise.
- RCC concluded early on that colleges often stall in their assessment efforts when they begin too ambitiously, trying to define and measure institution-level outcomes first. It was the goal to *complete* assessment cycles and use results for improvement, not simply spend years discussing outcomes (valuable though much of that discussion can be). Very much by intention, an "assessment" committee, not an "SLO" committee was formed. The committee's decision to begin with pilot projects focusing on course-based assessment (participants applied for $3000 grants that asked them not simply to complete their projects, but to report to the college about them) served many different useful purposes. It broadened the discussion about (and awareness of) assessment throughout the college. It led naturally to course-based assessment projects in the following year. But perhaps most important, it demonstrated that assessment could be practical for the work teachers do—it wasn't simply a bureaucratic mandate.
- RCC has consistently emphasized the *value* of doing assessment as opposed to the *necessity* of doing so. It has held countless workshops for faculty on assessment practices and methods. It has been patient, preferring as much as possible to reward faculty for engaging in assessment activities rather than punish them for failing to engage. Accordingly, assessment is seen at RCC less as something that has to be done, but more as something that should be done.
- Nevertheless, the college decided that intrinsic rewards alone were not enough. It reconceived the curriculum approval process so that, since 2003, all courses must have defined student learning outcomes, tied to specific methods of teaching and evaluation, as a condition of approval. It also redefined program review so that disciplines undergoing the process need to develop and reflect upon their assessment *plans* in their comprehensive quadrennial self

studies, and report on assessment *results* in their annual updates. Resource allocation decisions are now tied to assessment results. The review process increasingly directs occupational education disciplines to focus on assessing programmatic outcomes while requiring academic disciplines to concentrate on the assessment of courses and general education.

- The broader academic community, including such otherwise diverse non instructional units as the Board of Trustees, the offices of institutional research and planning, and student support services, has become integrated into the RCC assessment matrix. The Board of Trustees approved a new learner-centered curriculum framework in 2003 and a list of general education learning outcomes (itself the product of nearly two years of college-wide discussion) in 2006. Institutional research data have been used in the improvement process at levels ranging from the individual faculty member to the college has a whole. For example, the IR office has helped interpret CCSEQ (Community College Student Experiences Questionnaire) data from two separate years, as well develop an in-house survey over 500 RCCD graduates in 2006, in ways that are proving invaluable as faculty begin to realign the list of courses meeting general education requirements in light of GE outcomes. And student services has defined SLOs and SAOs (Service Area Outcomes) for all student support services, has developed assessment methods for most of those outcomes, and is now, in the words of its vice chancellor, "utilizing assessment information to make appropriate changes to improve programs and services."

Readers interested in more detailed accounts of assessment projects undertaken by specific disciplines at RCC should consult the annual program review updates on the RCCD website. A few specific examples suffice to demonstrate how individual disciplines are using assessment data to make improvements in pedagogy and curriculum:

- The English discipline has focused its assessment efforts on its four-course composition sequence, though it has also completed an indirect assessment project for its literature survey courses and is developing assessment metrics for its Writing and Reading Center. Each composition course is assessed at least every two years, with groups of instructors reading sample student work against an analytic rubric they develop collaboratively. A spring 2005 project focusing on the two most basic composition courses, English 60A and 60B, suggested to the discipline that while students achieved benchmark levels in their ability to write paragraphs by the end of 60A, they were not demonstrating an ability to write short essays in sufficient numbers by the end of 60B. Further investigation suggested that this was primarily a problem arising from confusion about and inconsistency in how the course should be taught. The discipline distributed the assessment report to all instructors with reminders about what students need to be able to do by the end of the course; it has also produced a course handbook (with sample syllabi, assignments, graded papers) for instructor use. A new round of assessment in spring 2007 will, the

discipline hopes, produce evidence that its efforts have paid off in the form of improved student performance.

- The Telecommunications discipline developed an analytic rubric and conducted a primary trait analysis of what it saw as the core learning outcome for its television production course. After a norming session, student-made videotapes were analyzed against the rubric by a group of full- and part-time faculty. The results of the assessment indicated a need to increase the course content on the production *planning* process. Faculty have adjusted course content to include more emphasis on this process. And the discipline decided to offer a new introductory course related to the production planning process to ensure that students enrolled in the telecommunications program would achieve this outcome.
- The Mathematics discipline, with a Pew Grant for Course Redesign and Title III Grant, redesigned its Elementary Algebra course as a student-centered course incorporating new teaching strategies, technology, and tutoring to promote active, student-centered, individual and group learning. The discipline refined its Elementary Algebra student learning outcomes and developed a comprehensive course-based assessment project. It has continued to make changes to pedagogy and curriculum in response to these assessments, as well as to institutional research data and the results of faculty surveys. For example, due to qualitative results from student and faculty interviews, the discipline switched from the ALEKS web-based assessment and learning program to MyMathLab for the technology component of Elementary Algebra. It has also changed its testing software and established topic-based workshops.

RCC has thus made good progress in seven years toward becoming the kind of institution envisioned by its accrediting commission, one that "ensures that its resources and processes support student learning, continuously assesses student learning, and pursues institutional excellence and improvement." Student learning outcomes are now "threaded through" the college in much the same way the phrase and its cognates are threaded through the accreditation standards themselves. One of the eight strategic initiatives identified for RCCD for 2005-2010 is to "improve student learning outcomes." To do that, we expect to build on work already begun, by completing the task of identifying and assessing outcomes at the course level, by focusing aggressively on program-level assessment (particularly in our occupational education disciplines), and by developing and implementing better techniques, as for example the use of electronic portfolios, to assess general education—with which nearly all colleges and universities in the U.S. today are struggling. (The executive director of the commission was quoted recently as calling GE assessment the "most challenging" area for outcomes assessment.) As learning at the college continues to improve through "ongoing, systematic, and integrated planning," RCC will continue to engage in the kind of spirited dialogue—sometimes contentious, usually respectful, often productive—that has always characterized the institution. Student learning—how best to produce it and improve upon it—will be the focal point of that dialogue.

Organization of the Self Study

In fall 2004, the Office of Academic Affairs along with the Academic Senate identified faculty and administrative accreditation co-chairs for the three campuses and formed the Executive Committee to begin the self study. The Executive Committee membership consisted of Professor/Vice President Emeritus Thomas M. Johnson, district Vice Chancellors, college Provosts, the Associate Vice Chancellor, Instruction, the Associate Vice Chancellor, Institutional Effectiveness, the Outcomes Assessment Coordinator, a classified staff representative, a confidential staff representative, and the faculty and administrative accreditation co-chairs. The role of the Executive Committee was to

- Assist standard and steering committee chairs by obtaining needed information, evidence, and documentation
- Read, review, discuss, and comment on drafts.

The Executive Committee first met in spring 2005 and continued to meet on an as-needed basis throughout the self study process.

A subset of the Executive Committee was designated as the District Coordinating Committee. This group consisted of Thomas M. Johnson, the Associate Vice Chancellors of Instruction and Institutional Effectiveness, and the faculty co-chairs. The identified role of the District Coordinating Committee was to

- Coordinate self study process and timelines
- Read, review, discuss, and comment on drafts.

The District Coordinating Committee met formally on May 5, 2005, and continued to function on an informal basis throughout the process.

Also, in spring 2005, the Riverside Accreditation Steering Committee was formed. A faculty member and the Dean of Instruction serve as co-chairs. Three other faculty serve on this committee: the Riverside Academic Senate President, an Occupational Education faculty member, and a faculty member who was appointed as the Accreditation Liaison Officer. The Dean of Student Services, a confidential staff representative, and a classified staff representative serve on the committee. Student participation has been sporadic; however, Steering Committee e-mails are sent regularly to student representatives. The Associate Vice Chancellor, Instruction and the Associate Vice Chancellor, Institutional Effectiveness attend the meetings and serve as resource persons for the Steering Committee.

The Steering Committee created nine standard committees: one for Standard I, three for Standard II, four for Standard III, and one for Standard IV. During 2004-2005, the strategic planning subcommittees were aligned with the accreditation standards. In order to avoid duplication of effort, make best use of individuals' areas of expertise, and streamline the accreditation self study process, the membership of the strategic planning subcommittees formed the core membership of the accreditation committees. For each Standard Committee, the Steering Committee identified a faculty chair and an administrator who was designated as a resource person.

In April 2005, to ensure broad participation from all college constituencies, the district Chancellor, Academic Senate President, and CSEA (California School Employees Association) President sent information

regarding the accreditation process and a call for participation to all employees. As a result, the core committee membership was augmented in fall 2005 and again in fall 2006 when the senate president assigned every full-time faculty member to one of the nine committees. The Steering Committee asked the Associated Students of Riverside City College to assign students to each standard; however, student participation has been minimal.

An accreditation training retreat was held on October 6 and 7, 2005 at Pala Mesa. Retreat invitees included the Accreditation Executive Committee, District Coordinating Committee, Campus Steering Committees, and the Chairs of the Standard Committees for each campus. Intended outcomes for the retreat were to

- Develop a concrete plan on how to approach the self study
- Begin list of needed documentation
- Begin annotated outline.

The Standard Committees convened during fall 2005 to

- Begin compilation of information
- Hold discussions
- Identify issues
- Prepare annotated outlines
- Gather evidence.

In winter 2006, the office of Institutional Effectiveness developed an accreditation web site to share information about the accreditation standards and the organizational structure for the self study process and to provide a repository for evidence and drafts of the self study

The Steering Committee met every two weeks during spring 2006 to facilitate the self study process. The Steering Committee organized a retreat in April to provide training for committee members, review the progress of the work, and continue the committee discussions. The Steering Committee developed a newsletter to inform the college community of self study progress and events. Standard Committees provided initial drafts for the Steering Committee's review in May and provided revised drafts in June. The Committee spent much of the summer reviewing drafts and providing comments back to the Standard Committees. Evidence gathering continued.

The Steering Committee identified self study co-editors and began holding weekly meetings during fall 2006. In mid-September, the Committee organized a retreat, focusing on the three aspects of the standards: descriptive summary, self evaluation, and planning agenda. The importance of evidence was also stressed. The weekly meetings quickly became twice-a-week meetings as the Steering Committee met with each Standard Committee twice throughout the semester to review drafts. The Steering Committee organized a second retreat in October during which the Standard Committees continued discussion and work under the guidance of Steering Committee members. The Standard Committees submitted three drafts: one in September, one in October, and a final draft for editing purposes in December.

During winter 2007, the editors revised each standard and, as each draft was completed, the Office of Institutional Effectiveness loaded it onto the accreditation web site for access and review by members of the college community.

In February 2007, a preliminary draft of the self study was distributed to the Steering Committee and at a March retreat the draft was presented to the Standard Committees and the college community for discussion and further input. During March and early April, the editors, under the direction of the Steering

Committee, again reviewed and revised the draft. Evidence compilation and organization continued.

In May 2007, a subset of the Executive Steering Committee consisting of the presidents, vice chancellors, associate vice chancellors of institutional effectiveness and instruction reviewed the standard drafts. Based on their suggestions, the editors made final revisions to the standard drafts. The Steering Committee reviewed and discussed the final draft of the self study which was sent to the Board of Trustees on June 1, 2007.

Self Study Timeline

Fall 2004
1. Convene District Coordinating Committee
2. Approve timeline and committee structures

Spring 2005
1. RP Group SLO training – Feb. 11
2. Form Steering Committee
3. Identify Standard Committee Chairs
4. Form Standard Committees
5. Begin evidence compilation
6. Board of Trustees Annual Planning Meeting – Accreditation Update – April 26

Fall 2005
1. Accreditation Planning Retreat/ACCJC – Sept. 8
2. Train steering committee & standard chairs
3. Accreditation Retreat/Training – Oct. 6 and 7
4. Convene Standard Committees
    a. Begin compilation of information
    b. Hold discussions
    c. Identify issues
    d. Prepare annotated outlines
5. Continue to gather evidence

Winter 2006
1. Design and build accreditation web site for templates, evidence, and documentation

Spring 2006
1. Continue Standard Committee meetings
2. Board of Trustees Annual Planning Meeting – Accreditation Update – March 21
3. Accreditation Retreat – Apr. 21
4. May 5 Draft
5. June 9 Draft
6. Continue to gather evidence

Summer 2006
1. Steering Committee reviews drafts
2. Continue to gather evidence

Fall 2006
1. Standard Committees revise drafts
2. Steering Committee review drafts and meets twice with each Standard Committee
3. September 8 Draft
4. Accreditation Retreat – September 14
5. October 16 Draft
6. Accreditation Retreat – October 19
7. Final rough draft for editing – December 8
8. Continue to gather evidence

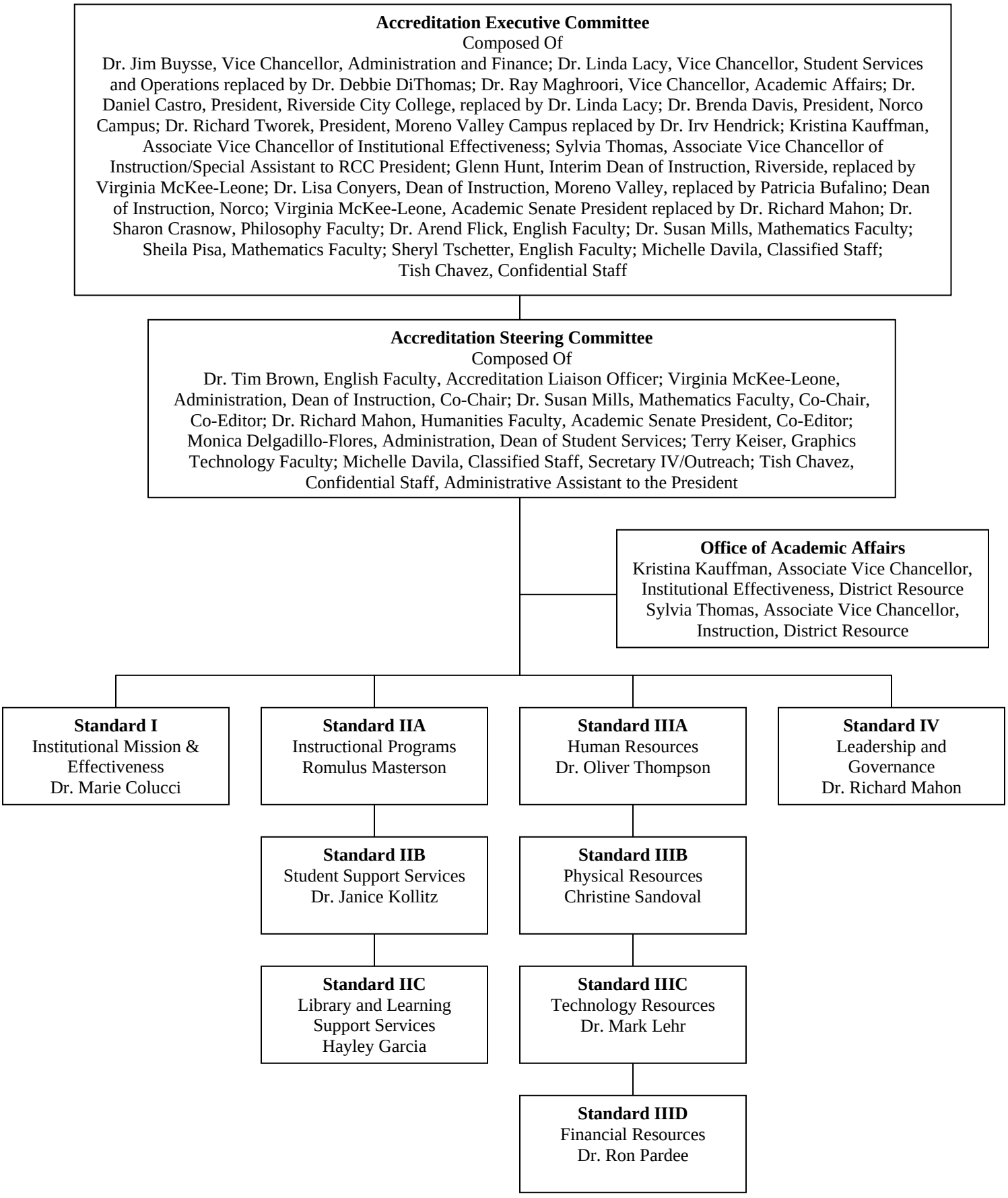
Winter 2007
1. Participate in Academic Senate Accreditation Institute 2007
2. Edit drafts
3. Complete recommendation responses
4. Prepare additional self study sections
5. Prepare evidence facility & organize evidence

Spring 2007
1. Standard Committees review edited drafts
2. Drafts available to college community
3. Accreditation Retreat – March 2
4. Complete final content draft by April 15
5. Review of draft by Executive Steering Committee
6. Final edits to draft
7. Board of Trustees approval
8. Continue evidence organization
9. Chair of the Visiting Team is announced

Summer 2007
1. Final proofing of self study
2 Print self study
3. Complete evidence organization
4. Prepare logistics for ACCJC visit
5. Mail the self study to the Commission
6. Mail the self study to the Visiting Team

Fall 2007
1. Complete ACCJC visit preparations
2. ACCJC visit

Riverside City College



Responses to Previous Recommendations

Introduction:

When the accreditation team visited the college in March 2001, Riverside Community College District consisted of its original campus in Riverside and its two centers in Moreno Valley and Norco. In January 2005, the Accrediting Commission approved the name change for the main campus from Riverside Community College to Riverside City College, its previous name, in anticipation of the two centers' move to college status. In fact historically, the Riverside Community College District and Riverside City College were essentially the same institution. Riverside City College spawned the other two campuses and provided, initially, the administrative support services for the two centers. Many of the administrators served the district, including the two centers, from the Riverside City campus. The Vice Chancellor of Academic Affairs actually functioned as the unofficial provost of the City campus. Now that Norco and Moreno Valley are seeking separate college status, they have established the support services needed for independent accreditation. The responses that follow reflect the previous dual role of Riverside City College as both district and separate college, but also reflect Riverside City College's efforts to answer the recommendations.

Recommendation 1:

The team recommends that Riverside Community College proceed with its plan to "establish a process for regular review and . . . revision of the mission statement" to better guide planning and to recognize the unique aspects of the District's emerging three-college status. (Standards 1.3, 1.4)

When the visiting accreditation team made its recommendation, the district's mission statement was Riverside City's and shared by the other two campuses. To address the recommendation, the City campus began the process of rethinking its unique mission as part of a three-college district. A group of faculty, staff, and administrators began working under the aegis of the Riverside Strategic Planning Committee in the 2004-05 academic year to draft a Riverside-specific mission statement. Several meetings took place and multiple drafts were presented to the committee for review. Other bodies on campus, including the Academic Planning Council and the Academic Senate, reviewed drafts of the mission statement prior to its final review by the Strategic Planning Committee. On March 16, 2006, the Riverside Strategic Planning Committee approved and forwarded the following mission statement:

"Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities."

This statement was reviewed and approved by the Strategic Planning Executive Committee (a district-wide governance committee) on May 16, 2006, and forwarded to the Board of Trustees for review. The Board reviewed and approved the mission statement on June 20, 2006.

As the ad hoc committee on the mission statement was doing its work, the Strategic Planning Committee coalesced into its current form, where the subcommittee structure mirrors the 2002 ACCJC Accreditation Standards. Thus the first of the Strategic Planning subcommittees is charged with overseeing "Institutional Mission &

Effectiveness." The initial charge to the committee is as follows:

- To promote awareness of the College's mission statement and its alignment with all aspects of the college community
- To ensure student learning is at the center in all decisions and actions
- To promote the use of quantitative and qualitative data in evaluating and improving all aspects of college services
- To review completed discipline program reviews and departmental plans with regard to their alignment with the college mission
- To examine how academic and student services plans integrate to support student learning.

The Institutional Mission & Effectiveness subcommittee has as part of its initial work the task of translating the college's mission statement into institutional vision and goals which can guide the work of the other subcommittees of the Strategic Planning Committee. Also, while a formal process for reviewing and refining the mission statement has not been established by this subcommittee, as part of its ongoing work, it will regularly review the mission statement as it completes its initial charge.

When the Board of Trustees adopted the Riverside Community College District Strategic Initiatives, 2005-2010, it set district-wide targets for retention, success, persistence, and completion. These initiatives have been reviewed by (among others) the Academic Planning Council, and the Academic Senate. Riverside City College's Strategic Planning Committee has, as one of its major aims, the responsibility of connecting the broad goals of the Strategic Initiatives to the mission and to the specific planning processes of the college.

Recommendation 2:

The team recommends that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resource planning (3.B.3, 4.B.1, 8.5, 10.A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (3.B1, 10.B.6, 10.B.9, 10.B.10). The planning process should utilize information from program reviews (3.A.4, 3.B.2, 4.D.1, 4.D.6), more closely integrate college planning and budgeting processes (3.B.1, 9.A.1), and include regular evaluation and reporting of institutional outcomes (3.A.3, 3.C.1, 3.C.2).

Prior to the 2000-2001 self study process, the district had planning and program review activities in place, but they were not fully integrated across all entities. Since then and in response to issues identified during the self study process, the district has developed an extensive and detailed strategic planning process that integrates planning procedures and relies on program review for information.[1] The RCCD Board of Trustees adopted the Curriculum-Centered Strategic Planning Model (CCSPM)[2] on March 7, 2002, that provides the framework for an on-going planning process centered on curriculum and reviewed against institutional outcomes and performance. Prior to its adoption, the former Vice President of Planning and Development introduced the proposed plan at a variety of faculty, administrative, and staff retreats, and individuals had the opportunities to offer input and reach consensus about the plan. The CCSPM provided the blueprint for developing and implementing planning processes within the district.

The CCSPM consists of five interlocking parts: identifying and defining key performance indicators, providing details for a learner-centered curriculum architecture, conducting an environmental scan, engaging in continuous self study, and developing and implementing an action plan.[3]

Central to this model is the Learner-Centered Curriculum Framework (LCCF)[4] which drives planning processes in scanning, self study, and evaluation. The LCCF has seven components to ensure curriculum fulfills the institutional mission and responsibilities. These seven include understanding learner populations; determining learner objectives; evaluating learning provider models; integrating learning theory, methods, and principles; ensuring the curriculum architecture provides a full range of programs and approaches; synthesizing curriculum configurations to meet learner needs; and providing services for learners.[5]

From the Board's adoption of the CCSPM in 2002 until fall 2004, the district developed the framework of planning principles, processes, and structures needed to implement the CCSPM in a three-college district. The Strategic Planning Executive Committee (SPEC) began meeting on October 12, 2001. The SPEC's membership consists of administrators and faculty leaders from the district and colleges. As mentioned in the Midterm Report, the SPEC has met regularly from its inception and is now referred to as the District Strategic Planning Committee. The SPEC has participated in the evolution of the strategic planning process and has approved all revisions to this process.

To facilitate the implementation of the CCSPM, several foundational tasks were required. First, it was necessary to develop and define the components of the new three-college system and their respective functions. Initially, these issues were discussed in semi-

annual district-wide retreats attended by all college constituencies. Subsequently, temporary committees continued the discussions and made recommendations in areas including planning, organization, curriculum, governance, and entity relationships.

Based on this work, the SPEC drafted a set of overarching principles to guide the planning process in the emerging three-college district. These planning principles were approved by the SPEC on April 9, 2004.[6]

After approving the basic principles, the SPEC created and published the *Riverside Community College District Strategic Plan, 2003-2004.*[7] The strategic plan, structured around eleven strategies, guides the district's efforts to achieve its vision and to fulfill its responsibility to the communities it serves. The eleven strategies are as follows:

- Learner-Centered Curriculum and Culture
- Continuous Curriculum Centered Strategic Planning
- College and Campuses of our Communities
- Evolution to Three Colleges
- Communication
- Effectiveness
- Strategic Enrollment Management
- Technology
- Human Resource Development
- Infrastructure
- Resource Development.

The *RCCD Strategic Plan, 2003-04* has been distributed to faculty, staff, and administrators. The plan's strategies have also been discussed at district-wide retreats, in meetings, and in other forums.

To develop the organizational structures, standard operating procedures, and processes, the district formed several committees to promote dialogue, develop processes, and align actions within and across the district's organizational entities:

- The Program Review Committee makes recommendations on the program review process; serves as a resource to entities developing self studies; and reviews and recommends approval of program review submissions.
- The District Assessment Committee facilitates the development and implementation of a comprehensive assessment plan.
- The Academic Planning Councils (department chairs and deans) synthesize departmental plans and make academic planning recommendations to the college/campuses' strategic planning committees.
- College Strategic Planning Committees integrate various aspects of planning, including human, technology, physical, and financial resources, with academic and student services plans.

To ensure that the planning committees have up-to-date and reliable data, the district created a position of Data Warehouse Manager. (The position has since migrated to Dean/Director, Institutional Reporting and Academic Services.) With these constituencies working together, the district has effectively integrated strategic planning with program review by providing the data necessary for decision making. Currently, the Office of Institutional Effectiveness has streamlined the dissemination of information and data needed for effective strategic planning. The streamlined process includes a detailed website with extensive information and regular reporting of data to constituencies, such as disciplines engaged in program review.

In March 2002, the Board of Trustees adopted a resolution to seek independent college status for the Norco and Moreno Valley centers and communicated its intent to the Board of Governors, the Chancellor's Office, and the Commission on Post-secondary Education (CPEC). Additionally, in December 2002, the Board of Trustees adopted the principle of one curriculum-one student contract. During this transitional period, strategic planning has been used to examine and propose changes to the district's planning, organizational, entity, and governance architectures. Still forthcoming will be the development, by each of the individual colleges, of educational master plans consisting of academic (previously completed), facilities, and student services master plans that are consistent with the Learner-Centered Curriculum Framework.

In response to the Commission's recommendation to make the strategic planning process widely known, strategic planning documents are available at http://www.rcc.edu/administration/academicaffairs/. This website can be accessed by anyone in the college community, and documents can be downloaded for further review. An additional internal data site, http://iereports.rcc.edu/sv/home, provides resources for enrollment management.

In response to Recommendation 2, the new program review process incorporates elements of strategic planning and creates a regular evaluation and revision of student learning outcomes and analyzes information gained from course and program assessments. In fact, the review process requires all disciplines to update the course outlines of record and to review and, if necessary, revise the student learning outcomes. Institutional information about student demography and learning success informs the reviews and helps department chairs, faculty, and administrators structure programs and course offerings to meet students' needs. The review process constructs an environment for internal dialogue within the instructional units (disciplines) and requires disciplines to clarify and achieve their goals within the overall context of the district's and college's mission, vision, and strategic goals. In addition, the process strengthens programs within and across instructional units; fosters improvement and self-determination within instructional units; reinforces links between instructional units, institutional goals, and strategic planning; fortifies the bonds within the college community and encourages cooperation among instructional and non instructional units; provides systematic feedback on student learning; generates continuous and ongoing dialogue about how student learning can be enhanced through program and service improvements; and assists in achieving the best use of institutional resources.

A detailed description of the instructional program review process is found in the *Instructional Program Review Self-Study Resource Guide*, September 2006.[8]

The Associate Vice Chancellor, Institutional Effectiveness, the District Outcomes Assessment Coordinator, and the co-chairs of the Program Review Committee (PRC) provide the support and guidance for the process. The PRC has members representing administration and faculty from the three campuses. Using the format developed by the PRC, all academic disciplines, district-wide groups representing all three campuses, engage in the four-year comprehensive cycle of program review. By spring 2007, the vast majority of disciplines will have completed the first cycle of comprehensive program review. A few disciplines are in the final stages of completing the process, while some disciplines are beginning the second round of review. Student Services completes an annual program review that is recognized as an

exemplary model throughout the state, particularly for its use of student learning outcomes (SLOs) and service area outcomes (SAOs). Recently, the PRC designed a program review process for all non instructional service units. The first Administrative Unit Program Review report is due September 1, 2007.

The District Assessment Committee (DAC) hosted an assessment workshop on course-embedded assessment techniques in September 2002 and another workshop providing an overview of assessment and institutional strategies for developing assessment processes in December 2002. On February 11, 2005, RCCD organized a full-day in-service program on learning assessment that was offered by the Research and Planning Group of the California Community Colleges, in collaboration with the California Assessment Institute.

Six course-based assessment projects were successfully developed and implemented. Disciplines, such as English and mathematics, are expanding their original course-based assessment projects with further assessment work as a part of program review activities. Guidelines for the development of assessment plans are available for disciplines going through program review.[9] The District Assessment Committee reviews and comments on all assessment plans developed during program review. In spring 2004 and again in spring 2006, the district administered the Community College Student Experiences Questionnaire (CCSEQ) to provide indirect measures of student learning. Over a two-year period, the DAC drafted and refined general education student learning outcomes. These outcomes have been shared and discussed in many venues, including Academic and Student Senate meetings, discipline meetings, and faculty workshops. A committee consisting of representatives from each discipline and co-chaired by the District Outcomes Assessment Coordinator and Riverside Academic Senate President is currently working on the alignment of courses and the general education outcomes. The educational component of assessment is ongoing; assessment workshops are held with faculty in disciplines undergoing program review. Background materials on DAC's activities are found at http://academic.rcc.edu/dac/ and details of RCCD's assessment work can be found in the document, *Assessing Student Learning Outcomes: Riverside Community College District.*[10]

In spring 2004, the district refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data for decision-making and links program review, assessment, and academic planning with strategic planning.

During program review, units examine how their programs align with the college's and district's missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. To maintain one common core curriculum across the district, disciplines, which typically have representation that may extend across the district, perform program review. The district does not utilize the traditional division structure common to many California community colleges, but instead is organized into a departmental structure. Departments, which may consist of more than one discipline, synthesize discipline program reviews into departmental plans. In addition, as part of the planning process, individual college-based disciplines within departments perform an annual program review focused on student learning outcomes, assessment, and resource needs; hence, budgeting processes

are more closely integrated with planning. The district has adopted a strategic planning model that incorporates budget allocation processes, and individual colleges have implemented the plan. The Academic Planning Council reviews instructional departments' plans and consolidates them into an Academic Master Plan (AMP).[11] The AMP is presented to the Academic Senate. The Strategic Planning Committee then considers and utilizes the AMP to ensure the AMP's integration with student services and human, financial, technology, and physical resources planning. The District Strategic Planning Committee synthesizes plans with the district's Strategic Plan. This process has been continuously refined since its development.

Riverside City College has tailored the district model to its particular culture and needs. In spring 2004, the Riverside City College Strategic Planning Committee (SPC) was formed from the former Riverside City Site Committee and began meeting.[12] The SPC is charged with developing and maintaining the strategic plan, goals, vision, and processes for planning and budgeting. The President (now Chancellor) of the district, in collaboration with the Academic Senate President, appointed the initial membership. In keeping with the recommendations made by the accreditation team of 2001, committee members were selected to ensure broad participation of faculty, staff, administration, and students. The committee meets monthly during the academic year and is co-chaired by the college President and a faculty member. Since spring 2004 the SPC continued its evolution, and in spring 2007, the college formalized this committee's composition, written bylaws, standard operating procedures, and functions.

In fall 2004, the RCC SPC members self-selected subcommittees on which to serve. The subcommittee assignments were approved at the November 11, 2004, SPC meeting.[13] The SPC subcommittees aligned with the revised accreditation standards. In addition, the organization and work of the subcommittees integrate educational, financial, facilities, and human resource planning. The current subcommittee configuration is as follows:

- Institutional Mission and Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance.

The charges for all subcommittees are included in the SPC Bylaws.[14] The Riverside City College SPC provides recommendations to the District Strategic Planning Committee regarding college-specific initiatives.

In spring 2006, the RCC Academic Senate formalized the appointment of SPC faculty members and initiated changes to enhance communication and integration of college processes. These changes involved adding several voting members to the Senate body. Specifically, those included the faculty chairs of the Strategic Planning Committee, Academic Planning Council, and Accreditation Steering Committee. At Academic Senate meetings, these faculty representatives report regularly on the activities of their committees and interface with the work of the Senate.

Additional information on the Strategic Planning Committee can be found at the web site, http://www.rcc.edu/administration/academicaffairs/effectiveness/planning_riv.cfm.

Riverside City College regularly evaluates and reports outcomes. Internally, as part of the annual program review process, all college-wide disciplines within departments receive data from the Office of Institutional Research. These data include retention, persistence, and successful completion statistics and are often disaggregated by course, gender, ethnicity, and enrollment status.

As disciplines assess student learning outcomes, documented results are made available within the discipline. These data lead to discussions of possible modifications of curriculum and pedagogies with the intent of improving student learning.

Externally, the Academic Affairs offices of Institutional Research, Institutional Reporting/Academic Services and Instruction provide many reports to the State of California, State Chancellor's Office, ACCJC, and to the federal government. The Office of Institutional Reporting/Research publishes a *Fact Book*, which contains information on RCC and the success of its students.

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[1] *Riverside Community College District Strategic Planning Process Update*, September 2004

[2] Curriculum-Centered Strategic Planning Model, Dolence and Associates

[3] http://www.mgdolence.com/resources/ccspm

[4] Learner-Centered Curriculum Framework, Dolence and Associates

[5] http://www.mgdolence.com/resources/ccspm/lcca

[6] *RCCD's Entity Planning Principles*, April 9, 2004

[7] *Riverside Community College District Strategic Plan, 2003-2004*

[8] *Instructional Program Review Self-Study Resource Guide*, September, 2006

[9] *Developing and Implementing a Discipline Assessment Plan*

[10] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006

[11] *Academic Master Plan, 2005-2010*

[12] Strategic Planning Committee February 26, 2004 Meeting Minutes

[13] Strategic Planning Committee November 11, 2004 Meeting Minutes

[14] *Riverside City College Strategic Planning Committee Constitution & Bylaws*

Recommendation 3:

The team recommends that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences (4.B.2, 4.B.3, 4.D.5, 4.D.6, 4.D.7).

As described in the March 1, 2004 Midterm Accreditation Report, the Riverside Community College District took very prompt action in responding to Recommendation 3 of the 2001 visiting team. Recommendation 3 focused on (1) regular review and updating of course outlines, (2) separate review and approval of distance education courses, and (3) the proper establishing of course sequences, especially prerequisites, co-requisites, advisories and limitations on enrollment.

During the 2000-01 academic year, the Curriculum Committee established the Prerequisite, Co-requisite, Advisory and Limitation on Enrollment (PCAL) Committee, which works with individual faculty members and academic disciplines to implement district policy in these areas. The committee works both to make sure that all limitations on enrollment are warranted and to help faculty gather the data to assess the legitimacy of requests for limitations on enrollment.

Prior to the 2001 site visit, departments sent the Curriculum Committee informational memos simply announcing their intent to offer specific courses in distance education delivery modes (both telecourses and fully online courses). Immediately after receiving Recommendation 3, the Curriculum Committee established an ad hoc subcommittee to review its distance education approval process. That committee recommended a procedure (and form) for approval of distance education course proposals that included separate Curriculum Committee action. Separate review and approval began in spring 2002. Since then, all new or existing course proposals using distance education delivery have been reviewed and separately approved by the Curriculum Committee. For older courses, the Curriculum Committee elected to review and update distance education approval as disciplines across the district updated their course outlines of record as part of the program review process.

The current program review process began in the 2000-01 academic year with several disciplines (English, math, philosophy, etc.) piloting the new procedure that includes a comprehensive review and updating of all course outlines as a central component of the process. Presently, nearly all disciplines have completed the comprehensive program review process. As a result, their course outlines have been converted to electronic format and should now be current. The remaining few disciplines that have not completed the process are currently in the final stages of completion.

Recommendation 4:

The team recommends that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines (7.D.1, 7.D.2, 7.D.3).

Board Policy 7120 (formerly BP 3099/4099), "Recruitment and Hiring," delineates specific hiring practices for classified, full-time faculty, and administrators. The new Regulations for Board Policy 7120 were approved by the Board on May 15, 2007. The specific policy for hiring part-time faculty is delineated in the Agreement between the District and the RCC Chapter, CTA/CCA/NEA Appendix F, Departmental Operations, number 6, p.82. An agreement between the Academic Senate and the District outlines the process for hiring Temporary/Casual Long-Term Faculty Assignments and has been in place since at least the mid 1990s.

As a result of the self study and visitation by WASC in March 2001, the Office of Human Resources and the Academic Senate formed a committee to review hiring policies, procedures, and practices for faculty. Initially chaired by the Associate Vice Chancellor, Human Resources, and later co-chaired by the Dean of Faculty and a representative from the Academic Senate, the task force examined three areas: enlarging candidate pools to ensure diversity, following procedures set by policy, and delineating the role of department chairs and the respective discipline representatives in the hiring process. The group also worked at developing consensus on issues related to the unique needs of the three campuses, and the role each plays in the process. The connections of the hiring process to strategic planning and program review were also explored and continue to be modified. In addition, drafting a revised policy and procedure statement has taken into consideration changes made in Title 5, California Code of Regulations.

An agreed-upon draft plan for Tenure Track Faculty Hiring was completed in October 2003 and has been used to implement the Regulations in Board Policy 7120. It provides a means for the individual campuses to hire full-time faculty and addresses the reality of a three-college structure. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the District Academic Senate and the District Strategic Planning Committee. Subsequently, the Hiring Plan for Full Time Faculty was presented to the Board of Trustees on June 20, 2006, to supplement and add implementation detail to Board Policy.

Board policy and regulations have been adopted that ensure fairness in hiring practices for all categories of employees. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Brochures and recruiting announcements containing job descriptions, duties and responsibilities, qualifications, conditions of employment, and application procedures with deadlines are published for all available positions. The Diversity and Human Resources Department maintains a file of part-time faculty interest cards and applications. Any potential candidate, who has completed only an interest card, is asked to complete an application if the department requests additional information on that individual. The request is made when there is an available position. If there is an insufficient number of

applications on file, and if requested by the department chairs, the Office of Diversity and Human Resources will advertise for the discipline in an effort to expand the pool of potential part-time faculty. All faculty applicants must meet the minimum qualifications in accordance with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges.* When needed, an equivalency may be granted for applicants. Equivalency is conferred by a committee of three faculty members in the discipline, or closely related discipline; one member is appointed by the Academic Senate President, another appointed by the department chair of the requesting department, and the third appointment by the Vice Chancellor of Academic Affairs, or his/her designee. Interim faculty are hired using the Temporary/Casual Long-Term Faculty Agreement and undergo the same evaluation process as contract faculty.

All written hiring and evaluation procedures for both full-time and part-time faculty, classified staff and management are followed consistently. Regular (tenured) faculty are evaluated once every three years, in the spring semester, as described in the CTA Contract. Contract faculty (tenure track) are evaluated on a yearly basis, during the fall semester, with a follow-up in the spring semester, until tenure is attained, typically following the fourth year of full-time teaching. The scope of evaluation is consistent for all faculty, regardless of whether they are full-time or part-time as contractually mandated.

Part-time faculty are evaluated during their first, third, and fifth term of hire, and every three years, thereafter. The purpose of the evaluation is to ensure subject matter expertise, adherence to the course outlines of record, and inclusion of SLOs consistent with course outline of record in course syllabi. After the formal review is complete, the faculty member signs the evaluation. The Dean of Instruction reviews the evaluation and forwards it to the Diversity and Human Resources Office where it becomes part of the instructor's permanent file.

The Dean of Faculty, now the Associate Vice Chancellor of Institutional Effectiveness, provides the list of faculty, both full-time (regular and contract) and part-time, who are to be evaluated during any given semester, to the Deans of Instruction on each campus. A data base maintains the files of faculty who have been evaluated, and the list of those who are to be evaluated. Standardization of the evaluation process in 2002 for both fulltime and part-time faculty helped to ensure that there was consistency in the process, regardless of the department or discipline, with the procedure clearly delineated in the CTA Contract. Academic administrators participate in all full-time faculty evaluations. The selection of committee members for the evaluation process follows the contractual mandate. Standard forms are used across the District and strict timelines for evaluation are followed.

At the completion of the evaluation process, a recommendation by the committee is forwarded to the office of the Associate Vice Chancellor of Institutional Effectiveness for review and ultimately to Human Resources.

Guidelines for evaluating staff, both classified and confidential, (full-time and part-time) are defined in the CSEA contract. Permanent employees receive a written evaluation once each year unless otherwise stated and agreed upon per contract language, which normally occurs during the month of the employee's anniversary date. Probationary employees receive written evaluations at the end of the second month and every third month thereafter during the nine-month probationary period. Promoted employees receive written

evaluations at the end of the second and fifth months in their new positions.

Management employees are formally evaluated at least once each year for the first two-year period. Subsequently, managers undergo formal evaluations at least once every three years. The evaluation, conducted in accordance with the Management Performance Evaluation Process, is described in the *Management Handbook.* This evaluation process includes the purpose and frequency of evaluation, criteria to be used, standard forms, and complaint procedures. The evaluation includes the development of goals to be accomplished, a check list of indicators that are ranked according to performance by reviewers (comments are encouraged), a self evaluation narrative written by the manager, and a performance evaluation submitted by the supervisor. Managers who hold interim appointments are not evaluated during the interim period.

Clearly much progress has been made in the past six years. Policies and procedures are now in place to ensure that fairness and consistency are integral to the hiring of all personnel and that standardized and timely evaluation of all employees occurs.

Recommendation 5:

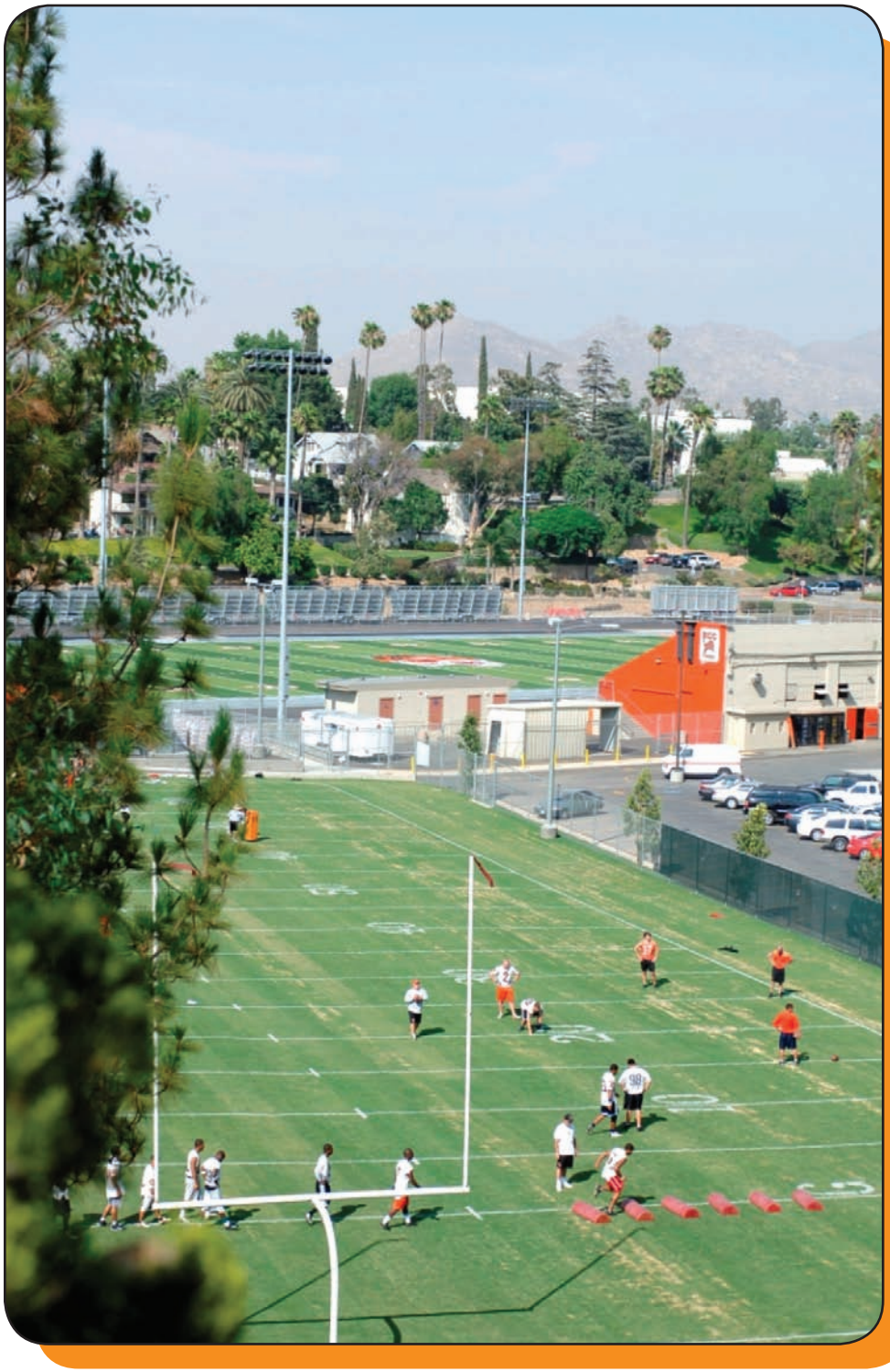
The team recommends that the Board of Trustees implement a self-evaluation procedure (10.A.5).

After lengthy discussion begun in spring 2002, the Board of Trustees adopted a proposal for self assessment, Board Policy 1044, Self-Assessment Process on October 15, 2002. The policy recognizes that the Board "has a public trust…to meet the learning needs of those who might benefit from Riverside Community College programs in the communities it serves." On May 15, 2007, the Trustees approved a revision and update to BP 1044, now BP 2745, Board Self-Evaluation.

To assess its effectiveness in meeting its responsibilities, the Board of Trustees adopted a board effectiveness approach to guide the process of self assessment, consisting of four key principles—learner centeredness, continuous assessment, evidence-based assessment, and a commitment to act.

To further improve its effectiveness, the Board consulted with David Viar, Chief Executive Officer, Community College League of California on April 25, 2005. David Viar facilitated a discussion and review of the Board's current practices and policies. He attended a special Board meeting in May 2005 to continue the discussion and development of a Code of Ethics, which the Trustees adopted in August 2005. The Board has continued to review its policies and procedures on a regular basis.

Standard I



Standard I: Institutional Mission and Effectiveness

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Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The Riverside City College mission, approved on June 20, 2006 by the Board of Trustees, underscores the educational focus of the college. The mission statement is as follows:

"Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities."

The college's mission is aligned with that of the Riverside Community College District (RCCD) which reads, "The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer courses equivalent to the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the needs of the communities it serves. The District serves Western Riverside County through three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley."[1]

Using a detailed and inclusive process,[2] the Riverside City College Strategic Planning Committee (SPC) spearheaded the development of the college mission statement. Many internal constituencies discussed the statement which emphasizes student learning, focusing on programs, services, and opportunities that foster individual achievement, success, and lifelong learning. The mission statement is communicated through a variety of means, including the schedule of classes, district website, back of business cards, and 2007-08 district catalog.

In spring 2004, the district refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data to inform the decision-making process and links assessment, program review, and academic planning to strategic planning.

The current four-year cycle of comprehensive program review was introduced in spring 2004 and has been refined since its development. Academic disciplines, which typically have membership that extends across the district,

conduct program review. During this process, units examine the alignment of their programs with the missions of the college and district, review data and historical information, revise and/or update curriculum, formulate future plans, identify resource needs and develop assessment plans. Student Services conducts an annual program review process.

The college does not utilize the traditional division structure common to many California community colleges, but instead is organized into nineteen departments, most of which consist of more than one discipline. The departments synthesize the comprehensive discipline program reviews into departmental plans. The Academic Planning Council, APC, (college department chairs/deans) reviews the instructional departments' plans and consolidates them into an Academic Master Plan.[3] The Academic Senate reviews the Academic Master Plan. The Strategic Planning Committee (SPC) then considers the Academic Master Plan and ensures that it integrates future department plans with student services, human, physical, technology, and financial resource planning. The district Strategic Planning Executive Committee (SPEC) synthesizes the plans with the district's Strategic Plan.[4]

Riverside City College has tailored this model to its particular culture and needs. In spring 2004, the Strategic Planning Committee (SPC) was formed from the former Riverside City College Site Committee.[5] The President (now Chancellor) of the district, in collaboration with the Academic Senate President, appointed the initial membership. Committee members were selected to ensure broad participation of faculty, staff, administration, and students. The committee meets monthly during the academic year and is co-chaired by the college President and the faculty chair of the APC. Since 2004, this committee's composition, bylaws and functions have been subject to ongoing improvement. The committee reviews requests from multiple constituencies and monitors physical resources.

In fall 2004, the SPC members self-selected subcommittees on which to serve. The subcommittee assignments were approved at the November 11, 2004, Strategic Planning Committee meeting.[6] The subcommittees are aligned with the revised accreditation standards. The organization and work of the subcommittees is intended to facilitate the integration of educational plans with institutional mission, student support services and resource planning. The current subcommittee configuration is as follows:

- Institutional Mission and Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance.

On March 1, 2007, the SPC approved governing bylaws, operating procedures, and processes for committee appointment in consultation with the Academic Senate, CSEA (California School Employees Association), Student Senate and college administration. The SPC provides recommendations to the district Strategic Planning Executive Committee (SPEC) regarding college-specific resources, facilities, projects and programs.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Riverside City College strives to serve its diverse student population with programs, services, and opportunities that foster individual achievement, success, and lifelong learning. As of fall 2006, the district had an approximate total unduplicated headcount of 31,774 of which 17,656 students are enrolled in at least one course at RCC, which represents about 55.6% of the total population. The student population is 35% Hispanic, 35% White, 11% African-American, 10 % Asian, and the balance is distributed among various ethnic groups. As a result, the college is identified as a Hispanic and Minority Serving Institution (HSI and MSI).[7]

The college provides coursework, which in many cases has clearly defined articulation agreements for transfer-readiness, a wide array of degree and certificate programs, and specialized programs with a career or vocational emphasis. The college also provides orientation, assessment, and counseling along with comprehensive services to meet student needs.[8] Since the college reflects state and national trends in the number of students that need additional remediation,[9] it offers developmental and pre-collegiate coursework to prepare students for college-level work. Additionally, the diverse population of learners is served through innovative programs and services like Workforce Preparation, modular courses in basic skills, Title V learning communities, the Honors Program, Fast Track, Evening College, Rubidoux Early College High School, the modular (redesign) mathematics courses, Puente, and Ujima.[10] These approaches incorporate flexible scheduling, and alternative teaching and learning strategies.

The alignment of programs and services with the institution's mission, character, and student population is examined as programs undergo program review. In both the instructional[11] and student services[12] program reviews, college units are asked to describe how programs align with the mission and vision of the institution. In the instructional and student services self studies, units review the environmental scan and the congruence of programs with the needs and goals of the student population. For new programs, the proposal process requires a review of the program's alignment with both the institutional mission and employer/student needs.[13]

Self Evaluation

The standard is met. The last comprehensive environmental scan was conducted in 2002.[14] The Inland Empire has grown rapidly since the last accreditation; the population has increased and the student population has changed. As a result, the college has engaged a consultant to update its environmental scan. The process began in December 2006, with the initial data

gathering in January 2007 and the findings and conclusions finalized in summer 2007. The work plan included:

- Updating the scan and enrollment analysis conducted for the district in 2000-01 (accepted by the Board in 2002)
- Providing an objective long-range view of needs for each of the college's service area communities
- Helping the college and the district develop and refine strategies for enrollment management, programming and delivery emphasizing program balance and the emerging area needs for training in specific skills, such as logistics, hospitality, finance and health, among others.[15]

The process helps to ensure that student needs are being identified and programs are being developed/revised to meet the community's needs.

Riverside City College establishes student learning programs and services aligned with its purposes, character, and student population. Through program review, programs and services are reviewed on a regular basis to determine how well they are meeting student, community, and employer needs. With the assistance of the offices of Institutional Research and Effectiveness in developing cut-scores and reviewing previous placement data, the institution is constantly searching for ways to better serve students. Although RCC does not have mandatory placement, it does require assessment testing for all first-time college students and enforces placement using any limitations on enrollment which may apply. As an initial step in addressing the issue of student preparation, RCC assesses the academic skills of incoming students and then encourages the students to take advantage of appropriate classes in English, mathematics, and/or reading through traditional coursework or as part of an innovative program such as the Title V learning communities, Workforce Preparation or the modular mathematics project. To support students, RCC has augmented its tutorial program which is designed to increase student success in a variety of academic classes with one-to-one tutoring, group tutoring and supplemental instruction. Several disciplines have implemented their own remedial processes, support and tutoring (English, ESL, math, and reading).

Through ongoing data analysis of student retention and persistence, the college continues to pursue grant opportunities to fund innovative programs and establish partnerships with local institutions in order to enhance student access and provide a smooth transition from high school to college and on to four-year colleges and universities. One of these programs is the Rubidoux Early College High School (RECHS). The program, a partnership with Jurupa Unified School District, enrolls high school juniors and seniors in a combination of high school and college curricula enabling students to complete their high school graduation requirements while simultaneously earning college credit.[16]

Despite current efforts, significant numbers of students who come to RCC with inadequate skills for success in college-level courses do not make satisfactory progress toward their goals. Retention and persistence rates attest to this.[17] What does not exist is a comprehensive and integrated process by

which students who arrive unprepared for college-level studies can become prepared and succeed. In order to increase the rate of success of the under-prepared student population, RCC will evaluate existing efforts at remediation in order to identify those which are both educationally sound and cost effective. The Developmental Education Committee is charged with creating a college-wide effort to address developmental education students' needs, rather than relying solely on the efforts of individual faculty members and disciplines.[18] The college will expand on its successful classes and programs and will continue efforts to develop new and innovative programs aimed at increasing student success. A college-wide effort will be made to develop an integrated and comprehensive approach to remediation of basic academic skills.

Planning Agenda

- Analyze and use data from Environmental Scan in program review and design of new programs and curriculum
- Evaluate current remediation efforts in preparing students for success
- Develop an integrated and comprehensive approach to remediation

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I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

At the December 16, 2004 Strategic Planning Committee meeting,[19] the committee voted to establish an ad-hoc subcommittee to develop the mission statement.[20] The ad-hoc committee designed a process that included faculty, staff, administration, students, and the community in the discussion and formulation of a mission statement.[21] On March 16, 2006, drafts of the mission statement for Riverside City College went to the Strategic Planning Committee (SPC) for feedback and final vote.[22] At the March 21, 2006 Board of Trustees Planning Retreat, the SPC-recommended draft of the Riverside City College Mission Statement was presented to the Board of Trustees for review and comment.[23] Following the Board's review, the SPC consulted with the Student Senate, Academic Senate, classified and confidential employees, managers and administrators, and all academic and non-academic departments for additional suggestions or revisions.[24] No revisions were made. The district Strategic Planning Executive Committee approved the Riverside City College mission statement at its June 2, 2006 meeting.[25] The Board of Trustees subsequently approved the Riverside City College Mission Statement at its June 20, 2006 meeting.[26] Currently, the mission statement is published in the Faculty Survival Guide, the schedule of classes, the district catalog, other publications, and it appears on the college web site. The SPC will review the mission statement on an on-going basis for alignment with student needs and institutional effectiveness. It will also be reviewed and approved by the Board of Trustees on an annual basis.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Prior to the Strategic Planning Committee developing a mission statement, the college operated under the Riverside Community College District Mission Statement, which was approved annually by the Board of Trustees. The Strategic Planning Committee (SPC) began the process of developing goals with its initial discussion of the strategic initiatives (see Standard IB.2.). As the dialogue on the college's goals continues, the SPC will establish a timetable and mechanism for ongoing review and revision of the mission statement to ensure congruence with learner needs and institutional goals and effectiveness.

Self Evaluation

The standard is met. The Board of Trustees approved the Riverside City College Mission Statement on June 20, 2006. As a next step, the Institutional Mission and Effectiveness subcommittee of the SPC will facilitate and initiate the development of a review/revision process. Riverside City College has the infrastructure established to address this standard.

Planning Agenda

- Institutionalize mission statement review process

I.A.4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

In spring 2004, the district refined a planning process that reconfirmed the mission of student learning as central to planning and decision-making. Riverside City College has tailored this model to its particular culture and needs. This process links program review, assessment, and academic planning with strategic planning.[27]

As described in Standard I.A.1., during program review, college units examine the alignment of programs with the institutional mission. Similarly, new programs must align with the college's mission. Instructional program review requires a close review of curriculum and development of an assessment plan. To aid in maintaining a core curriculum across the district, disciplines, which in most cases are represented across the district, perform program review. Departments, which may consist of more than one discipline, synthesize discipline program reviews into departmental plans. In addition, the campus-based disciplines perform an annual program review. These are forwarded to the Office of Institutional Effectiveness which uses the reviews to inform administrative program reviews of service needs in areas such as research and marketing. They are also sent to the appropriate department chairs who utilize the information in formulating annual resource requests and updating academic master plans (AMP) as needed.

The annual program review is a new process and as a result, RCC is discussing

the manner in which it will formalize the analysis of these reviews through the Academic Planning Council and their incorporation, if necessary, into the AMP. The SPC and its subcommittees will further analyze the reviews.[28]

Self Evaluation

The standard is met. In theory, the planning model links mission to decision-making. However, in practice, there is often a disconnect between needs/plans set forth in program review and actual hiring, equipment, and facilities decisions. Requests made in departmental plans need to have strong data-based evidence and links to the college mission so that the recommending bodies, such as the Strategic Planning Committee, can have a sound basis for prioritizations and recommendations. RCC has a clear planning structure; 61% of its constituencies believe the institution's mission is central to institutional planning and decision-making.[29] The implementation of the strategic planning structure and the alignment to the college's mission is an ongoing focus of the college.

Planning Agenda

- Develop and maintain stronger linkages between mission, program review, and all aspects of planning by reviewing the college mission statement in each department and developing departmental mission statements
- Clarify the role of the APC, Academic Senate and the SPC in reviewing program reviews (comprehensive and annual) and the AMP

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Riverside City College has created processes by which a continuous and ongoing dialogue about student learning can take place. This dialogue takes place in discipline, department, Academic Planning Council, and Academic Senate meetings, and FLEX workshops. The Program Review Committee, Curriculum Committee, Academic Senate, and District Assessment Committee facilitate discussions on the improvement of student learning; qualitative and quantitative data inform these discussions. This process is described in more detail in Standard II.A.

The district began an ongoing, collegial, self-reflective dialogue about the continuous improvement of student

learning outcomes in fall 2000, with the formation of a District Assessment Committee charged with the responsibility of developing and implementing a comprehensive assessment plan for the three-campus district. For the past six years, the District Assessment Committee (DAC) has been a collegial and hard-working group of instructors, administrators, and support staff, with occasional student representation. The committee is co-chaired by the District Assessment Coordinator (a faculty member) and the Associate Vice Chancellor for Institutional Effectiveness. The committee was formed as a subcommittee of the District Academic Senate. Its relationship to the District Senate is formal with its composition, specified by the Senate bylaws, to include two faculty members from each of the three campuses.[30] These six positions are the only voting members of the committee; however, the committee encourages attendance and participation by all faculty and staff, regardless of voting status. Virtually all decisions are made by consensus. Many District Assessment Committee members have been with the committee throughout its six-year history. The DAC faculty co-chair attends and is on the agenda of all District Academic Senate meetings.

From its inception, the District Assessment Committee has seen assessment primarily as a faculty-driven process for improving teaching and learning and has been a key element in the dialogue about student learning. The District Assessment Committee has facilitated numerous activities, projects, and workshops related to student learning outcomes assessment and the improvement of student learning.[31]

The instructional program self study process (i.e., program review) is also a key element in the dialogue on improving student learning. As part of the program review process, the discipline faculty meet to discuss and identify common student learning outcomes at the course level. Once agreement has occurred, measurable assessment methods are devised and plans are created for the evaluation and improvement of instructional techniques. Faculty revise course outlines and submit these through their department representatives to the Curriculum Committee, a standing committee of the Academic Senate, comprised of a faculty representative from each department throughout the district. The Curriculum Committee approves the new or revised course outlines. The District Assessment Committee reviews the discipline's plan for outcomes and assessment. The self study documents are submitted to the Program Review Committee. This ongoing dialogue at Riverside City College has led to the creation of SLOs in courses and, by May 2007, virtually all program reviews will have been completed and a second round will have begun. The program review process and its findings have increased dialogue on student learning, teaching strategies, and other instructional issues that have resulted in improved teaching effectiveness.

In addition to discipline meetings, full-time and part-time faculty and administrators have the opportunity to attend FLEX Workshops. Each full-time faculty member is contractually obligated to complete 18 hours of FLEX activities annually, and many choose to attend presentations and discussions that relate to student learning. Flex information is

available to faculty in the Faculty Survival Guide, the faculty website and through flextrack.org, a website where faculty can view their flex records.

Riverside City College has created opportunities for ongoing dialogue about institutional processes. The Academic Senate has taken steps for wider transparency and discussion. For example, in spring 2006, the Academic Senate initiated changes to enhance communication and integration of college processes. These changes involved adding several voting members to the Senate body. Specifically, the faculty chairs of the Strategic Planning Committee, Academic Planning Council, and Accreditation Steering Committee were added as voting Senate members. At the Academic Senate meetings, these faculty representatives report regularly on the activities of their committees and provide a liaison with the Senate.

The strategic planning model and process have been discussed in various venues, such as Strategic Planning Committee meetings, district Strategic Planning Executive Committee meetings, college retreats, and Board of Trustees meetings. As a result of the self-reflective dialogue that has taken place, the planning process has undergone several revisions.[32]

Likewise, as a result of the dialogue in the District Assessment Committee, Program Review Committee, and within disciplines, the program review process has been revised.[33] Disciplines are asked to provide input and make comments about the program review process. In keeping with the goal of continuous improvement, the Program Review Committee reviews and, as appropriate, incorporates these suggestions for change and improvement into the process. The district Core Operations Task Force (COTF) maintains an ongoing dialogue on the improvement of institutional processes. The objective of COTF is to increase collaboration and communication. The intention is to have key stakeholders with area expertise address/resolve operational issues and facilitate the development of standard operating procedures for instructional and non instructional units. Members of COTF prioritize identified tasks and appoint teams for completing these tasks. Developing standard operating procedures increases the current knowledge base of the team, leading to awareness and responsibility for processes that result in smooth operations and accountability. In addition, training modules are developed where needed. The end result is better service to students and the members of the community (administrators, faculty and staff). The teams include front line staff, user support coordinators, managers, deans, application support technicians, directors, or other employees depending on the need and the operational task. The teams are intended to meet on an as-needed basis. Current teams are as follows:

- Schedule Operations Group
- Census Operations Group
- Strategic Enrollment Management
- Grants Standard Operating Group
- Registration Operations Group
- MIS Groups include, but are not limited to, VTEA, DSPS, and Matriculation.

Self Evaluation

The standard is met. Riverside City College has effectively created the

framework for ongoing dialogue and improvement through collegial and self-reflective discussion. Across the college, various disciplines are in different stages of discussions; many disciplines have created effective assessment techniques and meet frequently to refine these, while others continue the development of initial assessment plans. By May 2007, the vast majority of disciplines will have completed the first round of program review and some will have begun the second round of the process. The District Assessment Committee and Program Review Committee continue the open and honest dialogue on improving student learning. Although the majority (55%) of administration, faculty, and staff surveyed believe there is ongoing dialogue with their department or service area regarding improvement of student learning, continued efforts to involve a larger constituency in a more transparent process remain an important goal.[34]

Planning Agenda

- Utilize the program review process within units as an opportunity to hold annual strategic planning sessions that are inclusive and embrace ongoing dialogue

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I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The college is in the process of actualizing its mission statement, which serves as the foundation, vision, and focus for planning the college's goals and priorities.

Riverside City College uses the adopted strategic planning process model as the foundation for discussion about the institutional environment. It is the basis for establishing goals that ultimately drive decision making to enhance student learning. Each department, through program review, establishes goals and academic planning priorities. The department goals and plans are forwarded to the Academic Planning Council, consisting of deans and department chairs, for discussion, review, and consolidation into the Academic Master Plan. The Academic Senate reviews the Academic Master Plan. The Strategic Planning Committee then considers the Academic Master Plan and ensures that it is integrated with student services and human, financial, technology, and physical resources planning.

In setting goals, several areas must be considered, including enrollment management, academic program planning, and resource planning. The district has identified several areas in strategic enrollment management and student services as being crucial to the development of long-term goals in the strategic planning process. The district's Strategic Initiatives[35] embrace the following concepts:

- Increase Student Access
- Maintain Course Retention
- Increase Successful Course Completion

- Promote Student Persistence
- Improve Student Learning Outcomes
- Increase the number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program.

The Academic Senate[36] and Strategic Planning Committee[37] have discussed a draft response to the strategic initiatives. The college has developed measurable goals in five of the eight areas (access, retention, success, persistence, and completion).[38]

Self Evaluation

The standard is met. The college goal-setting process is underway. For the areas of strategic enrollment management, academic program planning, and resource planning, short and long-range goals will be established and key performance measures will be developed. The objectives derived from goals have yet to be defined. Other work remains in communicating the goals to all college constituencies to facilitate broad dialogue and collaboration in achieving the stated goals. Tools to determine the degree to which the goals have been met include an environmental scan, student surveys, and statistical data on enrollment, retention, grades, certificate and degree completion, and transfer-readiness.

Planning Agenda

- Continue the goal-setting process, ensuring that objectives derived from goals are stated in measurable terms and include broad dialogue to achieve effective implementation

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1.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

In response to recommendations made following the 2001 accreditation process, the district and college have been engaged in improving and refining the strategic planning process described in detail earlier in Standard I and again in Standard II.A. The college is increasingly committed to the ongoing cycle of program review, assessment, planning, resource allocation, evaluation and improvement. Equally important, a culture of planning has been developed that engages faculty, staff, administration, and students in a process that maps the future of the college.

Assessment and program review, the cornerstones of academic planning, have been used by disciplines to improve student-learning outcomes through curriculum development and revision, and instructional improvement. During program review, instructional units assess progress toward achieving goals, utilize results from student learning outcomes assessments to identify possible curricular issues that could change pedagogy, create plans, and revise goals when necessary. Disciplines identify resource needs. As a supplement to the four-year cycle of comprehensive program review, annual college-based program review was initiated in spring

2007. This review affords departments and their disciplines an opportunity to review plans and resource needs on a more timely basis using current data to inform decisions.

Student Services has participated in an annual program review process for the past few years. In the 2005-06 academic year, Student Services incorporated SLOs and Service Area Outcomes (SAOs) into the program review process. Student Services assesses SLOs and SAOs and utilizes results to inform budget allocations and the subsequent program review cycle.[39]

The non instructional program review process was developed and first piloted in 2001-2002 by the Institutional Research and Program Assessment unit. In 2004, Human Resources used the process. The non instructional program review process was again refined in spring 2007 and will be utilized by all non instructional units beginning in September 2007.[40]

The non instructional program review process can be used to effect improvement in institutional effectiveness. An example exists in the human resources unit. As part of that unit's program review, faculty, staff and administrators completed a survey that asked for feedback about confidence in the human resource processes, the maintenance of confidentiality, and the level of service rendered.[41] In an additional step, the human resources team assessed their internal procedures. As a result of input received, human resources modified some of their procedures to address issues that had surfaced. Institutional data essential for program review and planning are increasingly available in forms that can be analyzed and interpreted. The *Riverside Community College Fact Book 2007* has been distributed to department chairs, co-chairs and management. In addition, the *Fact Book* is available to interested parties in and outside the college community through the digital library. Workshops are held with program review leaders, department chairs, and deans on the interpretation of data. The Community College Student Experiences Questionnaire (CCSEQ) was administered in the spring semesters of 2004 and 2006. These data are available for use during program review by Academic Affairs and Student Services units. In addition, a separate set of questions was added to the questionnaire, as they relate to Student Services improvement.[42] Student Services holds an annual retreat led by the Vice Chancellor of Student Services and Operations where data are analyzed and SLOs and SAOs are revised as necessary. Additionally, some departments and disciplines have conducted and/or are developing plans for training in the use of focus groups with students and faculty as another means of gathering information that can be used in program improvement.

Self Evaluation

The standard is met. Assessment, program review, and planning will continue to improve and mature as the college utilizes these processes and completes additional planning cycles. The Program Review Committee is addressing the need for a better linkage between program review findings and resource allocation. The recent change in the program review process to have disciplines within departments complete the resource portions of the review on an

annual basis is a positive step towards a more timely process and better integration of planning. The Program Review Committee is also refining the non instructional program review process so that all non instructional units can perform reviews and utilize these for resource decisions. A budget allocation model that will allow the college more autonomy in financial planning is under development.

Planning Agenda

- Expand non instructional program review to more units
- Monitor the non instructional program review process and modify as appropriate
- Develop departmental resource needs using the revised program review process and link these needs directly to budgetary decisions

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I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The planning process as described in both the introduction of Standard I and in Standard I.A.4. is broad-based. The Strategic Planning Committee's (SPC) membership includes representation from all constituencies, faculty, staff, students and administrators. The instructional program review is completed by discipline and department faculty and the non instructional program review requires input from administrators and staff. Multiple bodies, such as the Strategic Planning Committee, Academic Planning Council, and Academic Senate, each have a voice in the planning process.

In the college planning model, the SPC reviews information and data, if appropriate, when considering requests. Based upon the information presented and input from committee members, the SPC makes recommendations to the District Strategic Planning Executive Committee. The strategic planning model includes a review of the recently completed annual program reviews. These campus-based discipline reviews provide additional information to drive resource allocation and general planning for the college.

The cycle of program review allows for an analysis of data and assessment results to determine whether implemented plans have led to attainment of SLOs and program outcomes. Results lead to program refinement. The analysis of results is an integral component of the planning cycle (planning, assessment, evaluation, improvement, and future planning) which leads to continual improvement and institutional effectiveness. Data related to grant-funded programs, such as Title V, are available directly through performance reports that link implemented plans to results which aid in program improvement and increased student success.[43]

Self Evaluation

The standard is met. Riverside City College has adopted a planning process and structure which includes all constituencies. The goal is to integrate the planning process and decision-

making by including all relevant bodies at the college (i.e. Academic Planning Council, Academic Senate, and Strategic Planning Committee). Both the Academic Master Plan and the program reviews are tools that will be used by the SPC to address institutional goals and allocate budget. Another important aspect of the planning model is the integration of resource planning (human, physical, technology and finance), program review, and resource allocation which will be done through the subcommittee structure of the SPC. Although the planning model has been approved and implemented, the details of the process continue to be refined and communicated. There is a need to establish a direct link between the planning process and resource allocation.

The District/Dean Institutional Reporting and Academic Services, District Dean Institutional Research and the Associate Vice Chancellor, Instruction have worked with administrators and faculty at the college to increase the level of understanding and use of institutional data. Training will continue as more individuals, both faculty and administrators, have a need to use data to inform decision making. Thus, recommending and decision-making bodies, such as the Academic Planning Council and the Strategic Planning Committee, will have a sound basis for prioritizations and recommendations.

Planning Agenda

- Continue to integrate the Academic Master Plan, annual and comprehensive program reviews into the strategic planning process
- Develop stronger linkages between the SPC's subcommittee structure, program review, and resource allocation
- Continue providing standard and requested data to faculty, administrators and others to be used in program reviews and the planning process
- Continue training faculty, administrators, and others on the interpretation and use of data to inform decision making

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I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Riverside City College utilizes data and results as the basis for reports to state (California Community College Chancellor's Office) and federal agencies. The RCCD Offices of Institutional Research and Institutional Reporting collect data and document assessment results which are distributed to disciplines and departments undergoing program review. Student data include retention, persistence, and successful course completion statistics. Data are also kept on enrollment, number of degrees and certificates awarded, and transfer rates. The data are often disaggregated by course, gender, ethnicity, and enrollment status. During program review, discipline members analyze and use these data to evaluate the effectiveness of programs, develop plans, identify resource needs, and focus on student learning outcomes assessment.

The RCCD Office of Institutional Research (OIR) consists of three full-time researchers and a full-time administrative assistant, who serve the

entire district. The Academic Affairs Offices of Institutional Research and Institutional Reporting/Academic Services provide many reports to the State of California and to the federal government. State Reports include Integrated Postsecondary Education Data Systems (IPEDS) data; full-time faculty obligation report; Workforce Preparation reports; term-based reporting for students, courses, and faculty assignments; FTES for apportionment; staff reporting by census; matriculation, Disabled Student Programs and Services, Extended Opportunities Program Services, annual financial aid, and assessment reports.

In addition to reports made to external bodies that assure quality, the OIR and Office of Institutional Reporting provide data to instructional and non instructional units undergoing program review. *The Fact Book* in its current version, first published in 2006 and updated in April 2007, provides detailed demographic and economic information about the community and students as well as standard information on course completion, success measures and a variety of other quantitative information.[44]

As disciplines assess student-learning outcomes, documented results are made available to all discipline members. The results typically lead to discipline-based dialogue on student learning, possible modifications of existing curriculum, development of new curriculum, modifications to pedagogy or the creation of innovative strategies. At Riverside City College, the English and mathematics disciplines have done extensive work in student learning outcomes assessment at the course level.[45]

In addition, other assessment data are available for various internal constituencies. For example, results from the 2004 Community College Student Experiences Questionnaire have been discussed in the District Assessment Committee and at the Chancellor's Executive Cabinet.[46] Occupational Education departments publish "Highlights," which communicates qualitative data in vocational education to Riverside City College.[47]

In an effort to ensure all constituencies receive reliable and valid data, the district assures data integrity. The Office of Institutional Reporting and Academic Services has created a data repository and access has been provided to all researchers and Title V program support staff and managers. Regular reports are generated from the production database to ensure a single source for information. In addition to providing information to the data repository, institutional reporting and program review web sites have been created to share and archive information, to facilitate enrollment management, planning, and decision-making, and to provide other key performance indicators of institutional effectiveness. Regular training is provided by the Office of Institutional Reporting for effective use of the data in these repositories.

The college strives to keep the public informed on matters of quality assurance. Articles on student success and new or innovative programs and special features about departments such as Cosmetology and Culinary Arts, are routinely published in the Inland Empire Magazine and the Press Enterprise. Each July, the

Press Enterprise sponsors the Caring Spirit Awards. Riverside City College's nursing students have consistently won the awards in the student category and faculty members have won in the teaching excellence and innovation categories. The public votes upon these awards. Counselors and the Outreach Department interface with local high schools and other colleges/universities and communicate the quality of RCC programs. The district Public Affairs Office handles all official public or media requests for information on institutional quality. Workforce and business partners are kept informed of the quality of RCC's programs through the Advisory Committees, Economic Development Agency, grants and partnerships with local business and the Riverside Chamber of Commerce.

Evidence of the public's approval of RCC's programs and services includes the passage in March 2004 of Measure C, a $350 million bond measure passed by registered voters living within the district. Bond funds can be used for the acquisition, design, construction, renovation, and modernization of classroom buildings, athletic facilities, and other facilities within the district.

Self Evaluation

The standard is met. The college takes pride in its 90 years of service to the community.

Planning Agenda

- None needed

1.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The strategic planning model and process have been discussed in various venues, such as Strategic Planning Committee meetings, district Strategic Planning Executive Committee meetings, college retreats, and Board of Trustees meetings. As discussed in I.B.1., as a result of the review and dialogue that has taken place, the planning process has undergone several revisions. For example, in the fall semester of 2004, the strategic planning subcommittee structure was revised to align more closely with the accreditation standards and an eighth subcommittee was added for library and learning support services. As a result of a quarterly report to the Board of Trustees and the discussion that ensued, consultation with the Academic Senate was added as a formal step in the planning process. In early spring 2007, the Strategic Planning Committee adopted written bylaws.

Likewise, as a result of the dialogue in the Program Review Committee, District Assessment Committee, and within disciplines, the program review process has undergone revisions. A question in the instructional program review process asks disciplines to comment on ways to improve the process. In keeping with the goal of continuous improvement, the Program Review Committee reviews and, as appropriate, incorporates these suggestions into the process.

As described in Standard III.D.1., in practice, the current budget development process can be described as both a "bottom up" and a "top down" process. The "bottom up" part of the budget development process involves college instructional departments and units that support student learning. Each department/unit prepares annual budget augmentation requests to meet increased operating needs, additional or replacement capital equipment needs (instructional or non instructional), facility remodel or renovation needs, and additional support positions. For instructional departments, the chairs typically prepare budget requests based on input from their department colleagues and from their program reviews/departmental plans. Riverside City College's administration then brings these requests forward and advocates for the requests in the "top-down" part of the process.

The "top-down" part of the budget development process begins with decisions on the number of faculty hires and provisions of the collective bargaining agreements, both of which involve faculty input. New and augmented program decisions typically involve faculty and staff input. At this point, the bulk of the operating budget is allocated. The "Budget Bunch," composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services, deals with allocations of instructional and non instructional equipment. These equipment allocations are usually done as proportionate amounts to the colleges. The college then allocates funds to departments for specific items. The Budget Bunch also deals with remodels, with allocations usually granted on a per-project basis. Finally, the Budget Bunch is heavily involved in the allocation of new support staff positions and with variable expenses. Each Budget Bunch member is charged with the responsibility of bringing forward budget issues from his or her area.

The resource allocation process is being reviewed and modified to support the transition from a single district, multi-campus system to a three-college district. A new budget allocation model and a mid-range financial model are being developed to assist in allocating college resources and in planning for the effects of new programs and initiatives. The budget allocation model will be sensitive to planning activities at the college level.

Institutional planning has been enhanced with data for decision-making and institutional effectiveness measures. Training in the use and interpretation of data is provided on a continuous basis for key performance measures such as fill ratios and efficiency measures including, but not limited to, WSCH and FTEF.

Self Evaluation

The standard is not met. Some institutional processes, such as program review, are systematically reviewed and modified. Other processes, such as those dealing with resource allocation, are currently under review in light of the transition to a three-college system. A revised budget allocation model, appropriate for a multi-college district, and a mid-range financial model are being developed.

Planning Agenda

- Establish plan for implementation and regular review of a budget allocation model

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1.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Riverside City College regularly reviews student outcomes, including retention, persistence, successful completion, and graduation rates, in efforts to provide effective programs and services. The Offices of Institutional Research and Institutional Reporting/Academic Services review outcome measures to ensure the reliability and validity of reported results. The effectiveness of data-driven evaluation mechanisms relies, in part, on proper training of appropriate individuals. Department chairs and deans have received training that has prepared them to interpret enrollment data. Discipline leaders for program review are also informed about the proper interpretation of data.

Program review is an example of an evaluation mechanism that has been revised to improve the effectiveness of the process. As a part of program review, academic disciplines, including Library and Learning Support Services, develop new and revise existing programs and initiatives to better serve students. In order to respond quickly to changes in the environment, units and disciplines found that data to assist with decision making was needed on an annual basis (rather than just during the four-year cycle of comprehensive program review). As a result, the Office of Institutional Research now provides the requested data on a yearly basis.[48]

Student Services has participated in an annual program review process for the past few years. In the 2005-06 academic year, SLOs and SAOs (Service Area Outcomes) were incorporated into program review. The process includes the assessment of outcomes and utilization of the results to make adjustments to the services provided and to inform budget allocations. Service area program reviews consist of the following four segments:

- Development of the program review incorporating the SLOs
- Implementation of interventions to address these SLOs
- Realization of the assessment process to evaluate the effect of the interventions on the SLOs
- Deployment of these results to make informed decisions and improve programs and services.

Student Services prioritizes the SLOs and SAOs to assess each academic year. This focused approach has been effective in leading to improvements in student support services. For example, effective student training is allowing many more students to utilize online services through Web Advisor. As Student Services continues with its program review process, not only the interventions, but also the SLOs, SAOs, and assessments will be evaluated based, in part, on their effect on the improvement of student support services.

The Student Equity Plan, prepared in 2005,[49] is an institutional evaluation mechanism that includes college performance in equity measures. As a result of the Plan prepared, a Student Equity Program was created. The Student Equity Implementation Task Force consists of representatives from administration, faculty, staff, students, and community members.[50] This task force is charged with overseeing all Student Equity Plan activities. These efforts include the Puente program, Ujima project, and Title V initiatives. The Student Equity Team is developing measures for program evaluation and will refine these measures as program evaluation progresses.

Self Evaluation

The standard is met. Clearly there is an effort on the part of the college to assess and improve its evaluation mechanisms. Program reviews are designed to evaluate the effectiveness of instructional programs, student services, and learning resources. As noted in I.B.6., the college seeks continuous and systematic improvement in the program review process by asking units to comment on ways to improve the process. Thus, the program review process itself has been modified and revised over the past five years to make it more responsive to the district and institutional mission and to promote effective student learning. As the student learning outcomes assessment process matures, it is expected that the SLO measures will link more directly to improvements in the program review and other evaluation processes.

Planning Agenda

- Continue to monitor and modify evaluative processes such as program review
- Link assessment of institutional evaluation mechanisms more closely with measures of program and services effectiveness

List of Evidence

[1] Schedule of Classes, Forward pages
[2] Suggested Process for Developing a Riverside City College Mission Statement
[3] *Academic Master Plan, 2005-2010*
[4] *Riverside Community College District Strategic Plan 2003-2004*
[5] Strategic Planning Committee March 30, 2004 Meeting Minutes
[6] Strategic Planning Committee November 11, 2004 Meeting Minutes
[7] *District Factbook 2007, p. 37*
[8] *Riverside Community College District Catalog*
[9] *Riverside Community College District Fact Book 2007*
[10] Brochures from innovative programs such as, Gateway to College, CalWORKS, Title V, FastTrack College, Rubidoux Early College High School
[11] *Riverside Community College District Instructional Programs Self-study Resource Guide*, September 2006
[12] *Student Services Program Review 2005*
[13] *New Program Proposal Process*, January 2005
[14] *Environmental Scan, January 2002*
[15] Proposed Planning Assistance for Riverside Community College District – VI-B-3 Backup 2, October 17, 2006
[16] RECHS, Rubidoux Early College High School Brochure
[17] *Riverside Community College District Fact Book 2007*
[18] Sample minutes from Developmental Education Committee meetings
[19] Strategic Planning Committee December 16, 2004 Meeting Minutes
[20] Ad-Hoc Subcommittee on the Mission Statement Process Meeting Minutes
[21] Suggested Process for Developing a Riverside City College Mission Statement
[22] Strategic Planning Committee March 16, 2006 Meeting Minutes
[23] Board of Trustees March 21, 2006 Board Planning Retreat Minutes
[24] Memorandums to the Strategic Planning Committee, Riverside Campus Academic Senate, Riverside Campus Student Senate
[25] Strategic Planning Executive Committee June 2, 2006 Meeting Minutes
[26] Board of Trustees June 20, 2006 Meeting Minutes
[27] *Strategic Planning Process Update*, September 14, 2004
[28] *Strategic Planning Update*, Board of Trustees Planning Meeting, April 26, 2005
[29] Results of RCC Employee Accreditation Survey, Fall 2006
[30] District Academic Senate By-Laws, Committee Composition
[31] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006
[32] *Strategic Planning Updates*, September 14, 2004; December 7, 2004; April 26, 2005
[33] *Riverside Community College District – Report on the Pilot Project of the Proposed Instructional Program Review Process,* May 27, 2003; *Riverside Community College District Instructional Programs Self-Study Resource Guides*, October 25, 2004; June 13, 2005; January 2006; September 2006
[34] Results of RCC Employee Accreditation Survey, Fall 2006

[35] Riverside Community College District Strategic Initiatives 2005-2010, *Riverside Community College District Fact Book 2007*
[36] Riverside City College Academic Senate October 16, 2006 Meeting Minutes,
[37] Riverside Strategic Planning Committee April 18, 2006 Meeting Minutes,
[38] Riverside City Campus – A Response to Strategic Initiatives, *Riverside Community College District Fact Book 2007*
[39] Student Services Program Review Narrative (October 3, 2006)
[40] Administrative Unit Program Review Background and Guidelines, March 30, 2007
[41] Human Resources Survey Results
[42] Community College Student Experiences Questionnaire with additional student services questions
[43] Annual Performance Reports, Title V
[44] *Riverside Community College District Fact Book,* 2007
[45] *English 60AB/ESL 54 & 55 Assessment Report* and *Elementary Algebra Redesign Assessment Report* – both available on http://academic.rcc.edu/dac
[46] District Assessment Committee November 19, 2004 Meeting Minutes and President's Systems Cabinet December 6, 2004 Meeting Minutes
[47] Occupational Education *Highlights*
[48] See program review website; http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm
[49] *Student Equity Plan, January 2005*

Standard II.A

Standard II: Student Learning Programs and Services
A: Instructional Programs

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The commitment of Riverside City College to excellence in instructional programs stretches over close to a century. The college has a long practice of combining high quality classroom instruction with comprehensive student services and library and learning resources that have provided state-of-the-art support for student learning.

The instructional programs at Riverside City College provide students with a wide range of curricular choices to prepare for transfer to baccalaureate institutions. In addition to basic introductory courses in academic disciplines, students have a wide range of additional lower division elective courses available to choose from. The breadth of the curriculum—supported by a wide range of programs, such as the Model United Nations, Forensics, and the Honors Programs—allow students to further develop their skills and gain intellectual and personal maturity by interacting (and sometimes competing) with their peers from other institutions. The Model United Nations program has an especially distinguished record of achievement even when RCC students have competed with students from baccalaureate institutions.

The college has a range of programs in the performing arts that allow students access to a national stage. For example, the Marching Tigers have been active for three decades, performing at the Macy's Parade and the Rose Bowl, as well as performances abroad, in film, on television, and in commercials. The number of student performances, both at the college and in the community, by various ensembles attests to the quality of the performing arts programs at the college.

Riverside City College has an equally long tradition of preparing its students to transition directly to the workplace. The Inland Empire, which Riverside City College serves, has a thriving and growing local economy with many positions available to job seekers lacking a college degree, and thus occupational programs have long been central to instructional programs the college offers to its students. Some programs are well established; others have arisen very recently to meet emerging needs in the college community. In either case, the faculty of the college work closely with local professional and business community members to prepare students to become nurses, auto mechanics, or cosmetologists. The college is very proud of the high rates with which its student pass externally imposed licensing examinations and the placement of students directly into the workforce. Indeed, a frequent frustration of the faculty is the choice many students make not to complete certificate programs because they find themselves employable after taking only part of the curriculum required by the college's vocational programs.

Riverside City College offers a longstanding and exceptionally wide range of intercollegiate athletic opportunities for students to develop physical excellence and personal maturity. The Hall of Fame showcases the trophies garnered by RCC

athletes over many decades of commitment to excellence in student athletics.

More recently developed programs in Teacher Preparation and Service Learning have challenged students to share what they are gaining in the RCC classroom with the larger community.

Riverside City College has always believed that the effectiveness of faculty in the classroom must be supported by comprehensive, high quality student support services. Indeed, the range of programs—including admissions and records, through counseling, services to disabled students, matriculation services, and dedicated support to students in occupational programs—demonstrates the college's commitment to its students. The college even offers specialized student support services to students prior to their arrival at RCC and even after they transfer to institutions or move into the workplace. Standard II.B. focuses on the most prominent of the student services without encompassing all of the services that the college offers.

Student Services at Riverside City College builds, wherever possible, on promoting the involvement of classroom instructors into Student Service Programs. The Ujima, Puente, and Honors programs are led by classroom faculty who take students in their programs to conferences and other events outside the college to help them recognize the value of transfer and understand the process through which their long-term educational goals can be met. The range of Student Services available to RCC students underscores the college's awareness of the range and diversity of the populations it serves and the goals it helps students achieve. For example, the college provides tutorial support for a student seeking short-term improvement in spoken English, a comprehensive range of services available to the student who aspires to attend medical school, counseling, financial aid, and disability accommodations at RCC in order to help students progress toward their goals.

Riverside City College maintains a first-rate library for students and the community. Library staff consult annually with faculty regarding the most effective utilization of its acquisitions budget. As newer technologies have become available, the college makes a wide range of digital resources available to students, faculty and the Riverside community. Since the time of the last visit, the college closed the library in the Martin Luther King building and opened its new Digital Library and Learning Resource Center, and even the name of the building conveys the commitment and the breadth of vision the college has had with regard to providing the range of resources necessary to promote students success.

Riverside City College has also long realized that student success in the classroom depends on auxiliary learning support services. Moving the library out of the Martin Luther King building allowed the college to centralize and coordinate many of its formerly scattered labs and tutorial services. These services are exceptionally broad, with large computer labs, language labs for students seeking enhanced skill in both English and foreign languages, a Writing and Reading lab, and dedicated lab space for a range of departments including math, CIS and nursing. The college arranges peer tutorial services that bring together past successful students, recommended by faculty, and current students to promote student success in especially heavy-demand gateway courses.

The longevity and success of Riverside Community College's commitment has supported, in a relatively short span of time, the maturity of the Moreno Valley and Norco

campuses. The founding curriculum, faculty, and administrative leadership came from Riverside City College, but much more important, the comprehensive understanding of a tradition of excellence and the necessary integration of instructional programs, student support services, and library and learning support services at the Moreno Valley and Norco campuses are one part of the legacy of Riverside City College's 90 years of commitment to its community and the extraordinarily diverse range of student communities served by the colleges. It is the commitment to excellence that leads the faculty, staff, and administration of Riverside City College to draw attention to the ways in which the college serves its students and the community. The evaluation and planning agendas that follow reflect dialogue regarding the ways that an excellent institution can become even better.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The college reviews the integrity of its programs as well as their compliance with its mission primarily through the program review process. Program review, a self study conducted every four years by disciplines district-wide, and annually by disciplines within Riverside City College, describes how each discipline supports the broad mission of the college and ensures integrity by examining curriculum, student learning outcomes, and general education requirements.

The college and the district have adopted general education SLOs that reflect the mission of Riverside City College and guide the program review process. The Curriculum Committee, the District Assessment Committee, and the Program Review Committee review and ensure the integrity of all instructional programs located at Riverside City College and its off-campus sites and in all modes of delivery.

Self Evaluation

The standard is met. The development of institution-wide SLOs by the District Assessment Committee has helped faculty begin the important process of refining general educational requirements in alignment with the mission and their application to vocational programs. The challenge lies in maintaining a common core curriculum among the three colleges while guaranteeing program integrity at Riverside City College. Because comprehensive program review occurs at the district level within disciplines, where review of the course outlines of records takes place and where assessment plans are created, Riverside City College relies on the expertise of and communication

among faculty across the district to maintain the integrity of its general education instructional programs. Communication among some faculty continues to be problematic in some areas. Riverside City College, using the same program review process, evaluates the integrity of the instructional programs that are unique to the college.

The Program Review Committee and District Assessment Committee continue to align their objectives more closely and have increased dialogue between the two groups, which communicate with the faculty at large for the most part during the four-year cycle of program review, where the Program Review, Curriculum, and District Assessment committees generally guide the discussion. As several disciplines begin their second round of program review in 2007, greater attention will be paid to ensuring that all programs have addressed the mission of the college in a meaningful way.

Planning Agenda

- Prioritize systematic integration, review, and alignment of curriculum and programs at the district level with the specific mission of Riverside City College
- Continue to develop evidence that both general education and course SLOs contribute to student learning when developed and applied thoughtfully by faculty
- Improve communication between the District Assessment committee, the Program Review Committee, the Curriculum Committee, the faculty, and the college as a whole

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II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

As an open-enrollment community college, the college attracts students with diverse backgrounds. Identifying and meeting the educational needs of these students requires the institution to develop and use a number of programs. For a detailed and comprehensive overview of the student population, the *RCCD Fact Book 2007, Riverside City Campus Student Demographics*[1] presents data in terms of age groups, educational goals, ethnicity, gender, and prior education. Published annually, it also provides detailed information for many topics, including statistics on faculty, course statistics, student success rates, and the demographics of the community the college serves. Student services—such as Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), Matriculation, and Tutorial Services—provide support services that address student needs in helping to achieve academic success.

Other programs provide more specialized student services. In December 2000, the college participated in the Diversity Scorecard Study,[2] part of the USC Center for Urban Education project. This study used existing institutional data to report

and monitor progress toward excellence and equity for historically under-represented students in the areas of access, retention, excellence, and institutional receptivity.

Using research from this project, the Student Equity Plan was developed which, in turn, generated the development of the Ujima Program, targeting mainly the African-American student population. The Puente Program, focusing primarily on Latino students, has been in existence at the college since 1989. Both programs combine mentoring with academic and transfer success. Workforce Preparation is a collection of grant-funded programs and services, open to all RCC students, designed to help learners achieve academic success, gainful employment, and self-sufficiency. The School and Community Outreach Program serves new college students with a "Steps to Taking Classes at RCC" guide available on the college website, and it also sends student ambassadors to local high schools to present updated information on the college's programs and services.

Continued research in the theory of learning communities has prompted several academic cohorts to be formed. The Academic Success Project combines math, computer science, and guidance courses. The Community for Academic Progress (CAP) combines guidance, English, mathematics, and reading courses with additional cohorts of English, speech communication, history, sociology, business, and computer information systems. The Teacher Preparation and Education Program is a partnership with surrounding universities to develop an articulated lower division teacher education and preparation program for transfer to four-year institutions. The Honors Program also reflects the diversity of the college's population and offers courses that are qualitatively and quantitatively more challenging.

In addressing the needs of occupational and vocational studies preparation, the district has published the *Occupational Education Handbook 2006,*[3] which is available to students in pamphlet form and online. The Nursing Education Program, awarded a federal grant in May 2006 that will fund continued remediation for current as well as new nursing students, allows the college to continue with enrollment increases and begin a new flexible LVN (Licensed Vocational Nursing) to ADN (Associate Degree Nursing) program. As part of an expansion and building capacity grant, the RN program expanded to March Education Center in fall 2006. The new facility makes it possible for the program to accept additional students. The Ford ASSET Program, a college-to-career entry partnership with Ford dealerships in the community, requires the completion of an associate's degree. In collaboration with Jurupa Unified School District, the college began offering general education courses and courses in two Office Applications Computer Technology certificates at the Rubidoux High School Annex, located approximately three miles from the City Campus. Also offered at this site are classes that are open to the public, but support the R.E.C.H.S. (Rubidoux Early College High School) program.

Analysis and assessment of these programs is conducted in a variety of ways. For example, to help determine placement accuracy for students, the Office of Matriculation and the reading and mathematics disciplines conducted

research in spring 2006 and received the data analysis in fall 2006, concerning the cut scores for reading and mathematics placement. The disciplines of English and ESL will participate in placement test validation in spring 2007 and 2008.

Self Evaluation

The standard is met. The Office of Institutional Research supports the research needs of many constituencies at the college. Although some improvement in identifying and delivering the most relevant data to the various constituencies at the college exists, the current level of support is more than adequate.

Planning Agenda

- None needed

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The college offers courses in two primary terms, fall and spring, on a compressed, 16-week calendar and in two intersession terms (six-week winter and both six-week day and eight-week evening summer sessions). Classes begin early in the morning and extend late in the evening. Classes are also held on Saturday. Many classes are offered in half-term (eight-week compressed), Fast Track sessions in fall and spring. The departments are responsible for scheduling classes using different time configurations and single to multi-day patterns to meet student demand.

The college's primary mode of delivery is traditional face-to-face instruction. However, instructors teaching in this traditional setting often incorporate technology in their presentations. Most classrooms are equipped with overhead devices, video, DVD, and LCD projection units; the Digital Library is now providing streaming video to classrooms; and Faculty Development offers extensive FLEX training opportunities for faculty to maximize the use of this technology.

In addition to face-to-face instruction, online instruction was first offered at the college in the 1998-99 academic year and has grown both as a result of student demand and faculty interest. Hybrid sections, which typically replace half of the traditional face-to-face instruction time with an online component, have also grown in the college. Also, many instructors offer web-enhanced classes. Each discipline assesses whether online or hybrid sections are appropriate for the learning outcomes of a course. If both the discipline and the department agree to offer the course in a distance education mode, the discipline initiates a process that culminates in review of the course by the Curriculum Committee for approval. Fifty percent of the courses offered in 25 certificate programs—primarily in the areas of Computer Information Systems and Computer Application Office Technologies—are available in a distance education format. The college needs only one additional course in health science for a student to complete an Associate's degree using only the distance education mode of instruction.

Disciplines have worked to address the instructional needs of students, regardless of the mode of delivery. For instance, the English and ESL disciplines include a

Writing and Reading Center component in their composition courses. Students attend the Writing and Reading Center independently from the class to access the specialized tutors, use appropriate computer software, attend workshops designed to supplement instruction in the classroom, or simply study in an atmosphere where an instructor is on duty to help them.

The institution has developed scheduling options to meet the needs of a student population that benefits from an alternate timetable to completing course work. The math discipline, for example, has developed modular courses. Students have the option of taking a diagnostic test after their assessment, which helps to identify their deficiencies and guides them toward particular modules that correspond to one or more learning outcomes for a course. During the modules, students receive one-on-one instruction as needed. Allowing them to experience success rather than dropping out, students can receive credit for one module at a time. They are allowed to spend more time or less time on specific topics depending on individual student needs; therefore, students may extend or expedite the remediation process.

Other examples of programs designed to meet specific needs of students include the following:

- Workforce Preparation courses
- English modular courses (supplemental courses that allow students not enrolled in an English class to access the Writing Center and specialized curriculum)
- CAP (Title V) block-scheduled courses, cohort-learning communities
- Puente
- Ujima
- Honors Program
- Study Abroad Programs.

Self Evaluation

The standard is met. Riverside City College does an exceptional job of providing many different instructional approaches to meet the needs of its students. The college offers a variety of instructional approaches and scheduling patterns. Using enrollment data and environmental scans, the college continues to seek alternative ways to serve its student population. For example, the college used enrollment information to analyze the evening course offerings and is now in the process of creating an "Evening College" where students can earn an associate's degree and some certificates by attending classes only in the evening.

Planning Agenda

- Continue to use data to develop various delivery systems and modes of instruction
- Develop an "Evening College"

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The district created a District Assessment Committee and a district-wide Program Review Committee in spring 2001. These committees established procedures and guidelines for the program review process that encourage disciplines to

update all course outlines of record to integrate assessable student learning outcomes with methods of evaluation and instruction that addresses the SLOs. Further, this formal procedure requires that all programs and disciplines develop and implement the initial assessment of these outcomes by the end of the current program review cycle. As disciplines have completed the program review process, faculty in many disciplines have used assessment data to adjust their teaching techniques and strategies in their courses.[4] They have also used this process to initiate further discussion of assessment at the program, certificate, and/or degree level.

The college recognizes that orienting the assessment of its courses, programs, and degrees toward student learning entails a paradigmatic shift in how it evaluates its work. The college also recognizes that this shift is part of a nation-wide trend in higher education that began decades ago and has proven itself to be a valuable tool for improving the quality of instruction. As a result, RCC has allocated considerable resources to implement a comprehensive assessment strategy.

Across the district, disciplines have integrated SLOs into over 1200 of approximately 1900 course outlines of record. Additionally, 34 disciplines have completed program review—which includes an integrated and comprehensive assessment plan—and another 4 are pending with final report editing; 12 more are due to be completed by the end of spring 2007. This will complete the first cycle of the current program review process.[5]

Building on the work already completed in the program review process, discussion of degree, certificate, and general education SLOs and their assessment has begun. In spring 2006, each discipline was asked to evaluate all of its course offerings in order to determine how their specific learning outcomes contributed to the college's General Education SLOs. For example, in winter 2007, the CIS discipline began developing a process to integrate course and GE SLOs into certificate SLOs. In May 2007, the District Assessment Coordinator offered a workshop for faculty in occupational programs to develop programmatic outcomes and assessment measures.

Self Evaluation

The standard is met. The college has put in place a structure to provide training that assists all instructional disciplines in developing, revising and assessing SLOs. This structure also supports the continued improvement of teaching and learning. By fall 2007, all disciplines will have completed the first round of assessment-based program review. Twelve disciplines will have begun a second round of the program review process that entails a more sophisticated evaluation of levels of student attainment of SLOs and identification of areas for improvement.[6] Under the guidance of the District Assessment Committee, assessment of GE SLOs has begun. One area that needs to be reviewed, however, is the incorporation of GE SLOs into certificates. The District Assessment Committee is presently assisting faculty within disciplines that offer certificates by including GE SLOs into course outlines of record; a training on this topic was held in May 2007 for all occupational education faculty. Currently, a pilot program with the CIS discipline will produce a process to synthesize the GE SLOs and course SLOs with its certificate patterns.

The college has established a comprehensive and well-functioning assessment process. The work of the District Assessment Committee and Program Review Committee will continue to guide dialogue within disciplines that are progressing through the program review process and to refine and improve its own procedures. As of spring 2007, assessment results have been generated and used for improvement of nearly 50 RCCD courses. The intent is to assist faculty so they find the process more useful and productive in evaluating and improving their own teaching. The college has set fall 2007 as its goal for complete implementation of a working and comprehensive assessment component of its ongoing process of self evaluation and improvement.

Planning Agenda

- Implement fully the structure in place to identify SLOs in all courses, programs, certificates, and degrees and to assess those outcomes more comprehensively across the disciplines, the college, and the district

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II.A 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Nearly all instructional programs at the college are reviewed at the discipline, department, and district level. Within the college, the term "program" is defined as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." Primary responsibility for evaluating the quality of instructional programs, including all pre-collegiate and developmental courses, resides with discipline faculty. The program review process—revised soon after the spring 2001 accreditation visit and evaluated and modified subsequently—requires that discipline faculty evaluate their curriculum in these instructional programs. Discipline faculty also review all new and revised courses as part of the curriculum process. This includes review of courses in all modes of delivery.[7]

In addition, the college assures the quality of its instructional programs through the curriculum process. After discipline faculty write new or revised course outlines of record, the outlines are reviewed and approved first by the appropriate discipline and originating department and then by a district wide, multi-disciplinary curriculum committee (a standing committee of the Academic Senate). This committee approves all credit and non-credit courses in all modes of delivery.

Furthermore, the college has an established "Improvement of Instruction" process that reviews all course syllabi to verify courses are being taught according to the course outline of record which includes SLOs.

Since most occupational courses are unique to a specific campus, they are typically part of a single department. Informal discussion of instructional programs takes place at the department level within the college, but assumes and builds on the foundation established by the disciplines district wide.

In some cases, faculty prepare and submit workshop courses to pilot and refine a new course before completing all elements of the more formal curriculum review process. For workshops, faculty prepare new course outlines using the current Curriculum Committee approved template. After approval by the discipline and department, faculty members submit course outlines directly to the District Chief Instructional Officer for approval as a workshop course. Workshop courses can be offered for two semesters without formal approval from the Curriculum Committee. This period allows the initiating faculty member to clarify and refine the structure, content, and integrity of the course so that the final formally submitted course outline meets the quality criteria of faculty in the discipline. If a course is offered as a workshop, it is sent through the course approval process as soon as possible, so that it can be offered for degree or transfer credit. Workshop courses are not articulated with transfer institutions, so they generally do not transfer for those students in transfer programs. These courses are, however, offered for credit, even though the student cannot use the units as part of a degree or certificate program.

Most Community Education (not-for-credit) courses are organized independently of the college's curriculum process. Courses are selected in response to community interest. Community Education also offers a number of senior citizen non-credit courses that are approved by the local Curriculum Committee and Board of Trustees before they are subsequently sent to the State Chancellor's Office for approval. The Community Education office provides a summary of its offerings to the Curriculum Committee and the Academic Senate, but these courses are not typically taught by regular college faculty and are not subject to discipline or department review. In an effort to evaluate the effectiveness of their offerings, Community Education distributes an evaluation sheet to every student in every class. The students have the option of handing the evaluations directly to the instructor at the end of the class, or e-mailing, faxing, or mailing the forms to the office directly. Community Education also provides its telephone number to each of its 15,000 students who are served annually and asks them to call with any problems or concerns. Many of them do take advantage of that option. The Community Education office gets back about 80% of the evaluations completed and signed, about 10% completed and not signed, and about 10% do not respond at all. Community Education encourages students to report any problems and follows up on complaints. If there are significant problems related to the instructor/trainer, Community Education managers request a meeting with the instructor to inform him or her of the area of concern and discuss needed changes; as a final option, the instructor may be replaced.[8]

Contract Education provides customized training to local businesses, municipalities, and other entities. Demand within the community and the evaluations of students who enroll in

those classes provide the primary mechanisms for evaluating these courses.

All courses offered in the Study Abroad program are part of the approved RCCD curriculum. Typically, they are offered by regular full-time faculty and to regularly enrolled students. International students enroll in regular college classes. The Center for International Students and Programs organizes orientation classes, counseling, and community activities for the college's international students. All courses taken by international students are all part of the regular curriculum. As such, they are reviewed by discipline faculty and are revised and updated during the program review process.

Self Evaluation

The standard is met. The role of the disciplines in ongoing evaluation and development of curriculum is the district's strength, since it brings a wider perspective to course approval than would be the case were each college to maintain its own curriculum. This is especially true in the area of developmental education, where the need for innovative approaches is clear and where cross-district collaboration has been especially strong. The program review process focuses explicitly on evaluating and enhancing quality and effectiveness of instruction.

Because disciplines reside within departments, the departments need to make more active use of completed program review documents as part of department-level planning.

Planning Agenda

- Ensure that discipline-based program review drives departmental and strategic planning

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II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

In most cases, initial course design is completed by faculty members, who have access to the RCCD Curriculum Handbook.[9] Sometimes new courses or programs originate from administrators or the community, although they are still approved by the discipline faculty.

To support faculty in this endeavor, the Curriculum Committee has developed tools, such as the Course Outline of Record writing guide,[10] in order to help faculty integrate SLOs into course outlines. New or revised courses must receive approval first at the discipline and subsequently at the department level before formal approval is granted by the Curriculum Committee, which is

comprised of faculty members from every department at the college.[11] After approval by the Board of Trustees the new or newly revised course is listed in the next RCCD Catalog.[12] Disciplines determine delivery mode (face to face, hybrid, online, teleweb, etc.) while departments recommend scheduling patterns, number of sections, and frequency of offerings. Many faculty offer web-enhanced classes as well.

All new programs follow a planning process that consists of five phases: concept development, district review, curriculum and program development, approval process, and implementation. The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government, business, student need, and/or program review and planning processes. However, regardless of the source, all programs require discipline approval.

During Phase A, concept development, the faculty originator presents the concept to his/her educational department, which in turn explores the concept for the new or revised program. Concepts are carried forward by this "lead" department. The faculty originator and his/her department develop suggestions for a development team that is formed to assist instructional departments in an advisory capacity through the development process for new or revised programs. Some team members may become permanent advisory members once the program has been approved. The department reviews and, if appropriate, approves the concept. The discipline reviews and consults on the proposal. The college Academic Planning Council reviews and must approve the concept for it to move forward. Research is performed to support the need for the program. The college Academic Senate discusses and, if appropriate, approves the concept. The college Strategic Planning Committee considers implications for library and learning resources, facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness. Approval is also required from the college Strategic Planning Committee.

In Phase B, district review, the district Academic Planning Council reviews the concept for its alignment with the district Academic Master Plan. At this step, other district departments and disciplines affected by the concept may be identified and consulted. The District Strategic Planning Committee reviews and must approve the program concept.

Phase C, curriculum and program development, results in a complete proposal/application. Approval from the Curriculum Committee, which includes discipline faculty approval, and the Vice Chancellor, Academic Affairs moves the program into Phase D, the approval phase. The program goes to the Regional Occupational Consortium (for occupational programs), the District Academic Senate, the Chancellor's Office, and the Board of Trustees. If required, the program is submitted to the State Chancellor's Office.

Upon all approvals, the program is implemented in Phase E.[13]

The college relies on the faculty of each academic discipline to develop the SLOs for each course. Guidelines for designing and assessing SLOs have been developed and disseminated by the District Assessment Committee. These

guidelines are available through the Office of Institutional Effectiveness. The district's Curriculum Committee also requires that all new and revised courses include SLOs. General Education SLOs were approved by the Board of Trustees in December 2006.

The program review process has been built on the existing academic discipline structure and the expertise of faculty.[14] As with the Curriculum Committee, the District Assessment Committee and Program Review Committee function as district-wide committees and provide the support for each discipline to identify and assess measurable SLOs. As all disciplines complete the inclusion of SLOs into their course outlines, those disciplines offering certificates will include appropriate GE SLOs into course outlines of record. While the departments evaluate college specific issues, such as course offerings and scheduling, faculty within the discipline, typically from all three colleges, provide the expertise for identifying, implementing, and assessing SLOs.

While all occupational programs work closely with their advisory committees, some—such as paralegal, culinary, graphics technology and a few automotive programs—cannot rely on outside licensing exams as a way to evaluate teaching and learning, and therefore, are more dependent upon their advice for designing their program's SLOs to meet current industry standards. Many occupational programs, such as nursing, cosmetology and welding, are subject to independent validation through licensure exams and/or certifications.

While the college's faculty rely on the support of the district-wide Curriculum Committee, District Assessment Committee, and Program Review Committee to help identify and assess SLOs for their specific courses, many faculty members are involved in identifying and assessing general education SLOs for the college as a whole through their participation in these same committees. Approach varies by discipline, but most disciplines choose to single out and measure specific SLOs in a course offered in multiple sections each semester. In particular, the District Assessment Committee, working closely with the Program Review Committee and Academic Senate, has identified learning outcomes for the college's general education requirements. They have begun a program-level and institution-level assessment of these outcomes. Hence, though the college's assessment strategy is rooted in the expertise of faculty developing and assessing outcomes at the class and course level, faculty-led committees are also working at a program and institution level to determine whether the learning outcomes for general education classes are being met. This second level of scrutiny helps confirm that the college is achieving the stated learning outcomes for courses that meet its program or general education requirements, but also provides justification for their status as required courses by showing how their achievement of stated outcomes fulfills the college's general learning objectives.

The assessment of student progress towards achieving the SLOs for courses is achieved through assessment projects developed by disciplines and by individual faculty members for their own courses. To ensure that assessment is a faculty-driven process, the District Assessment Committee encourages disciplines to discuss assessment on a regular basis during discipline meetings

and to work through an entire assessment cycle by selecting one course and one SLO from that course to assess. For example, the English discipline has focused its assessment efforts on the composition sequence. Each course is assessed at least every two years, with groups of instructors reading sample student work against an analytic rubric they develop collaboratively. A recent project focusing on the two most basic composition courses, English 60A and 60B, indicates that while students achieved benchmark levels in their ability to write paragraphs by the end of 60A, they are not demonstrating sufficient ability to write short essays by the end of 60B. Further investigation suggested this was primarily a problem arising from confusion about and inconsistency in how the course should be taught. The discipline distributed an assessment report to all instructors with reminders about what students need to do by the end of the course; it has also produced a course handbook (with sample syllabi, assignments, graded papers) for instructor use. A new round of assessment in spring 2007 will, the discipline hopes, produce evidence that its efforts will lead to improved student performance. Other examples from Nursing and Telecommunications also demonstrate the college's efforts in this area.[15]

Self Evaluation

The standard is met. The college relies primarily on the expertise of faculty for course and program development, implementation, and assessment. This is one of its major strengths. As part of the program review process, disciplines review and revise course outlines. They do so using the Curriculum Committee's approved templates. The District Assessment Coordinator has met with the Curriculum Committee to make sure its members understand the importance of embedding assessment into the course outline. Virtually all Curriculum Committee members have participated in program review, and some have been members of the Assessment or Program Review Committees. Additionally, training materials, forms, handbooks, and completed program reviews and assessment reports are available through the Office of Institutional Effectiveness.[16] One important change to the central role of faculty is the creation in late spring 2006 of a faculty position with reassigned time to coordinate faculty and staff development. The Faculty Development Coordinator can help foster interest and discussion of student learning among faculty.

Although the college relies on discipline experts to develop, revise, assess, and improve courses and programs, some disciplines do not meet on a regular basis, except on the mandatory discipline day. Discipline meetings, involving faculty from the three colleges, are convened by discipline facilitators. Because disciplines differ in size, both in numbers of faculty and courses, the role of the discipline facilitators also vary and no clear job description exists except for the charge to convene the meetings. However, because the disciplines play a central role in the "common core curriculum" concept and the program review process, how they conduct their business is crucial to the success of instructional programs and needs to be evaluated. The role of discipline facilitators is currently a topic for negotiations.

As discussed in Standard IV.A.2.b., the program development process was revised in 2004. Some faculty describe

the process as more open and transparent, while others indicate it is more cumbersome and costly in time for the faculty member(s) in terms of the number of groups that must be notified and the corresponding number of required signatures. However, the process was designed to ensure appropriate levels of awareness, scrutiny, and approval at both the college (Academic Senate, APC and SPC) and the district level (DAPC, SPEC).

District-wide advisory committees are invaluable to the faculty and programs with which they work. Vocational faculty rely on these committees to ensure currency of the programs and alignment with industry standards. This dialogue helps discipline faculty clarify how general education and course SLOs integrate into certificate programs. Round two of program review requires all disciplines to develop program level SLOs. Several developed those outcomes in their first round.

Planning Agenda

- Clarify the manner by which disciplines fulfill their function in the organizational structure of the district and the college
- Continue to utilize, evaluate, and refine (if needed) the new program planning process
- Persist in assessing student progress in achieving SLOs

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The high quality of educational programs at the college results from institutional dialogue in 2005 that reaffirmed an agreement between the Academic Senate and the administration that defined a program as "…an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education"[17] and specified the processes for developing and substantially revising programs to ensure that "new or substantially changed educational programs respond to student and community needs and involve appropriate and adequate participation by faculty, departments, and the Academic Senate."[18]

The college scrutinizes educational programs and the courses that comprise them at several stages in the program inception and approval processes. This helps to ensure that upon program completion, students have taken a sequence of courses that offers the depth, breadth, and rigor necessary to meet employment or transfer needs. Initiators of occupational programs form advisory committees that meet annually to review and assess their respective programs. Once a program has begun, the advisory committees meet at least once a year; most, however, meet once a semester. During the early stage of program development, it is typical for advisory committees to meet more frequently as they work with occupational faculty to ensure the quality, rigor, and completeness of the program. Occupational advisory committees—consisting of representatives from government, business, or industry—help determine the most appropriate curricular patterns for a program by "forecasting

trends affecting training and employment" and by evaluating the "relevance and effectiveness of the ongoing college program relative to industry needs."[19] For example, the Ford ASSET curriculum, established in conjunction with the corporate sponsor and individual dealers, and the Private Security Assistant Certificate Program, which received input from law enforcement, have used their advisory committees to develop the programs. Also, academic programs rely on faculty and, where available, relevant organizations for advisory information. For example, the college's Honors Program is affiliated with The Honors Transfer Council of California.

In addition to the requirement that an Advisory Committee be formed, the curricular patterns of some occupational programs are mandated or strongly influenced by state and local examining, licensing, or accrediting organizations. For example, the Vocational Nursing program is a certificate program with curriculum accredited by the California Board of Vocational Nursing and Psychiatric Technicians. The associate degree in nursing leading to licensure as a registered nurse is accredited by the California Board of Registered Nursing and the National League for Nursing Accrediting Commission. The National Council of State Boards of Nursing administers the National Council Licensure Examination. The Cosmetology program leads to eligibility for the State Board of Cosmetology licensing exam, and the Early Childhood Studies Program fulfills the coursework required for the state-issued Child Development Permit. The high pass rates for Cosmetology and Nursing students attest to the integrity of those programs.[20]

The curricular patterns for the associate degree are determined internally by the college's philosophy (in Philosophy for the Associate Degree, p.34 of 2007-08 catalog) regarding the breadth of courses necessary for a general education and by the transfer requirements of CSU and UC.[21] Academic programs that lead to transfer are influenced by the standards and requirements of the receiving institutions. California Articulation Numbers (CAN) identify equivalent courses,[22] and the Curriculum Committee has been revising the template for the Course Outline of Record so that it requires more information regarding the content of new and revised courses to make it possible for receiving institutions to articulate those courses. The approval process requires that the articulation officer be informed that a course or program package is being submitted for possible articulation/transfer approval so that departments and disciplines will receive feedback regarding transferability.

The appropriate sequence of courses in a program, determined by the program's originators and advisory committee members, is also reviewed by the Curriculum Committee. Before courses are presented to the Curriculum Committee, the committee's Subcommittee on Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment (PCAL) examines the required exit and entry skills of courses so that it can advise program originators and the Curriculum Committee of the suitability of a sequence. In summary, the Curriculum Committee and its subcommittees continue to enforce the standards to ensure appropriate high quality learning.

Self Evaluation

The standard is met. The college's program review process requires discipline involvement to achieve the appropriate breadth, depth, and rigor for all courses.

More communication among the various departments and service areas of the college needs to occur to ensure coordination and focus on student-centered learning. The institution also needs to assess all programs/certificates for a better focus on synthesis of learning.

The Ford and GM programs are good examples of the alignment of program's goals with student outcomes. The programs integrate GE courses, lab, lecture, work experience at a dealership, and distance learning. Since Ford and GM require that students are employed (sponsored) while in training, all students are employed at the conclusion of their training unless an anomaly occurs. Also, approximately 80% of the students who graduate from the Toyota program move into employment with Toyota. The end result of these programs is an educated, employed technician.

Course sequencing within some programs needs to be reviewed to ensure that students entering the program will have all the courses available to satisfy course requirements in a timely manner. Moreover, some students, unprepared or under-prepared for courses or programs, may not be able to complete the curricular patterns in scheduled sequence.

Planning Agenda

- Review and monitor programs to ensure that courses are offered in a sequence that leads to completion of requirements in a reasonable amount of time for both full and part-time students

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II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The Curriculum Committee's transition to integrated course outlines includes methods of instruction and evaluation to reflect the SLOs and course content.[23] All course outlines stipulate a range of instructional methods that reflect instructor/designer awareness of various learning styles and may include lectures, group and panel discussions, pair and small group activities, the use of instructional multimedia tools, presentations, guest lecturers, writers and clinicians, group research, cooperative/collaborative learning tasks, and other pertinent activities. All these methods are designed to assist students in stimulating and acting upon the creativity within them. The delivery modes include face-to-face, web-enhanced, hybrid, online, teleweb, audio, and computer-aided and are in compliance with the Americans with Disabilities Act Section 508 parameters. Telecourses will be phased out after spring 2007.

If faculty members decide to offer a web-enhanced, hybrid, or online section, they must complete the Hybrid Training Academy prior to teaching the course. The Academy trains the instructors in proper distance education instructional methods stressing the need for effective teacher/student interaction.

The college's faculty have access to training that delineates different learning styles and ways to tailor their teaching methods to help them meet students' varied learning styles. Faculty are regularly offered opportunities to update their knowledge and understanding of students' learning needs. These opportunities are provided by on-campus presentations, seminars, conferences, and online instruction. Course outlines require in the Methods of Evaluation section that the course designer be cognizant of a range of methods of evaluation and show that the assignments will actually assess his/her stated student learning outcomes. Multiple modules in 4Faculty.org are available to assist faculty.

Self Evaluation

The standard is met. Although the college has encouraged and assisted faculty to develop alternative modes of instruction and teaching methodologies in a variety of ways, it continues to emphasize the importance of faculty broadening their ability to teach an increasingly diverse population of students through professional development opportunities and dialogue.

Planning Agenda

- None needed

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

RCCD has an ongoing, two-pronged program review system that evaluates courses and programs, including SLOs, in transfer and occupational education fields. Each academic discipline reviews its programs every four years based on criteria that are applied across the district. The discipline faculty prepares the initial document for program review and submits it to the Program Review Committee, which meets monthly during the fall and spring semesters to review these submissions. Additionally, in 2007, the college implemented an annual program review component, completed at the discipline level within departments at Riverside City College. This process resulted in 51 annual program review documents for the college. The occupational education programs participate in the regular cycle of program review, which also includes an annual review.

During the program review process, disciplines analyze the relevance and

appropriateness of courses and incorporate changes into the course outlines of record. This is a faculty-driven process relying on faculty expertise and analysis of relevant data. The supporting data have evolved over the years and come from the Office of Institutional Research.

Subject matter currency evaluation is dependent on faculty expertise. Further, occupational education course and program currency is driven by faculty expertise, workplace changes, industry standards, and input from advisory committee members.

Part of the program review process involves determining future needs and developing a plan for course/program needs that are identified. Faculty involved in the program review process examine business trends, for example, to determine where to develop new courses or update existing ones. This analysis is integral to a successful program review.

As already discussed in previous sections, the college has developed SLOs for the majority of its courses. In December 2006, the Board of Trustees adopted GE SLOs for all associate degree candidates.

RCCD has an ongoing program review process that evaluates courses and programs for both GE and vocational education. A central part of this review is the evaluation, integration, and assessment of SLOs. In December 2001, the District Assessment Committee funded eight faculty members to pilot the use of classroom-based assessment techniques. In 2002, the District Assessment Committee initiated faculty training in developing and assessing SLOs. In spring 2006, the Curriculum Committee required SLOs on course outlines of record. These SLOs are to be reflected in individual faculty syllabi.

In addition to the course-based assessment being implemented through the program review process, the District Assessment Committee has identified student learning outcomes for GE. The District Assessment Committee facilitated the indirect assessment of these outcomes using student surveys. Furthermore, the District Assessment Committee is developing a pilot project that uses direct classroom assessment to sample whether courses that fulfill GE requirements achieve their stated outcomes.[24]

The college's commitment to a district-wide common core curriculum requires that it develop its assessment tools through the district-wide discipline and program review structure. However, it is important for the program review process to be integrated with college department-based planning. For this purpose, each department developed an Academic Master Plan in 2005 that relies on the integration of data already assembled in discipline-based (district-wide) program reviews. The process resulted in a series of departmental reports that included the disciplines represented by each department and a division of the Academic Master Plan in 2005-2006 into separate sections for the three campuses.[25]

The Curriculum Committee established a procedure for separate review and approval of distance courses in spring 2002 and has brought virtually all distance courses into conformity with ACCJC and state-mandated requirements. As with all other aspects of curriculum, primary responsibility lies with the discipline faculty, and the

primary vehicle for comprehensive review is the program review process.

All faculty seeking to teach distance education courses must complete a "Hybrid Academy" and successfully teach a hybrid course before they teach courses that are fully online. The Open Campus conducts regularly scheduled seminars to help improve the skills of instructors involved with distance education. The Open Campus administration process checks to ensure that the instructor and the class to be taught online are both approved. In spring 2006, the Open Campus developed an electronic journal, "The Open Campus,"[26] which is available to the college's faculty and to other community colleges.

Although few common course examinations exist at RCC, there has been an increase in common exams in the past five years in an effort to assess student learning at all levels of the college. The District Assessment Committee has encouraged disciplines to experiment with the use of common exams and norming processes in student writing. For example, the mathematics discipline developed common elementary algebra and arithmetic finals. In fall 2000, the mathematics discipline began to administer the elementary algebra common final district-wide. The data gathered were analyzed for SLOs reflected in the course outline of record and for common final results by ethnicity and gender.[27] However, no validation of effectiveness or test biases has been completed. At RCC, the mathematics department is continuing to refine the arithmetic common final and to utilize pre and post testing for elementary algebra and arithmetic.

The English discipline has several on-going assessment projects based on analysis of student writing and norming instructor grading of student writing. In spring 2006, for instance, the English discipline conducted an English 50 (Basic English Composition) assessment project that used as a final exam a common writing prompt designed by the discipline. Instructors were encouraged to participate in the norming and grading session after the exam had been given. The discipline examined the results and prepared a report.[28] The English discipline is also preparing for its second English 1A (English composition, or freshman composition) assessment in which instructors evaluate students' research projects, a required element of the class.

The ESL discipline has developed an ESL 55 common final test bank and a file of writing prompts for instructors to use if they desire. The test bank consists of questions that reflect the grammatical content of the course outline of record and have been reviewed by all full-time members of the discipline. The writing prompts are developed and possible bias is discussed at discipline meetings prior to approval. From spring 2006 through spring 2007, the discipline met to grade the finals together. Each session has included norming of instructor grading and use of a rubric designed to correspond to the student learning outcomes of ESL 55. Data have been collected from these sessions, and a report is available.[29] The discipline continues to develop the final exam in concert but has not been able to grade finals together.

External licensing exams play a comparable role for many vocational programs, such as nursing and

cosmetology (which are state regulated). Nursing is an example of a department that uses a nationally standardized diagnostic predictor test, which indicates readiness to sit for the National Licensing Exam and validates knowledge of all areas of nursing.

Faculty in the appropriate disciplines regularly review the placement tool (currently Accuplacer) and cut scores to maintain appropriate use of assessment test results. The District Matriculation Department works with discipline faculty and the Office of Institutional Research to conduct validation studies of all placement instruments in math, English, reading, and ESL. Riverside City College does not engage in mandatory placement, but it does enforce all limitations on enrollment, including eligibility based on placement scores and prerequisites. Students are strongly advised to develop communication and computation skills early in their career.

Self Evaluation

The standard is met. As the college moves from a single college district into a three-college district, there will be issues that arise from the program review process, such as curriculum changes across the district. Curriculum that is developed must be approved at a district discipline level. The issues identified in the comprehensive program review self study, developed by the district-level discipline, must be incorporated into the departmental needs of the college. It is anticipated that recent revisions to the program review process, such as the annual program review at the college-based discipline level, will more adequately promote this integration.

A previous issue involved ready access to comparative data on students, retention, and persistence rates across colleges. Disciplines that were part of the early rounds of program review received data that focused on the age, ethnicity, and other demographic data. Disciplines did not receive data that illustrated ways in which their discipline was statistically above or below institutional rates in retention, success, or persistence. In response to the feedback received from these disciplines, the data now provided to disciplines promote more effective evaluation of comparative student learning within the institution. Disciplines may also request additional institutional data to help facilitate analysis.

The discipline is largely responsible for assessing student needs, developing courses in alternative modes, and evaluating the effectiveness of these delivery systems and modes of instruction. However, no established procedure for evaluating the effectiveness of the courses offered in alternative modes of delivery or unusual scheduling patterns exists, except as limited by the faculty evaluation process.

As disciplines have begun to assess student learning outcomes, they have tried a variety of methods, one of which is the common course examination. Some of these common exams have been instituted, while others have simply been used to provide a snapshot of effectiveness as the discipline continues to assess another course for the upcoming semester. Since this is the first time that many disciplines have dealt with creating common course examinations, they are learning how to validate their effectiveness and minimize test biases as the projects proceed. It appears that

faculty may have difficulty because they are not experts in validation procedures or producing reports that provide inclusion of evidence of validity. Using multiple measures within assessment and working with Institutional Research are approaches to ensure more integrity within department, discipline, and/or program examinations. The college needs to review the issue of test bias more fully; this issue is also addressed in Standard II.B.3.e.

Planning Agenda

- Develop regular dialogue between the district-wide disciplines and the college-based departments in order to assure the integration and follow-through needed to make improvements to programs and courses
- Provide additional support for discipline faculty working to evaluate the effectiveness of their instruction
- Provide training for disciplines that want to institute common finals in order to learn how evidence should be collected to validate the test and minimize test biases

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II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The scrutiny of curriculum during the program review process is the vehicle through which faculty members in the district maintain common standards and appropriate rigor in the courses they teach. Program review—a self study conducted by disciplines, departments, and interdisciplinary programs—assesses the relation to the college mission to curriculum, to specific course outlines, to student learning outcomes, and to general education requirements.

Faculty members maintain professional standards through dialogue with other faculty members outside the institution through conference attendance, statewide committee participation, and discipline-specific association memberships and publications. The dialogue that takes place around the development of a new course also illustrates how the college meets this requirement. If the proposal is a new course, originators have, in the past, included catalog descriptions from three different CSUs, UCs, or community colleges to verify that the course meets the basic content of a similar lower division course at another institution and is transferable.

Success in courses translates into success in completing a degree or certificate. To be used toward certificate or degree requirements, most courses must be completed with a grade of "C" or better. Every course has established (or is in the process of establishing) student learning outcomes. A grade of "C" or better indicates that a student has adequately achieved the stated learning outcomes for a course. A cumulative GPA of a 2.0 is required for successful completion of any certificate or degree program.

Riverside City College awards credit for courses, degrees, and certificates based on student achievement of the SLOs. The number of units awarded for lecture and laboratory courses is based on the number of hours the class meets and state-mandated regulations. The hours are reviewed and verified during the technical review of the course prior to Curriculum Committee approval. In addition, the district reviews all new course proposals to ensure the relationship between hours and units are accurate. Units of credit awarded are determined by institutional policies in terms of graduation and transfer. The 2007-08 District Catalog includes the "Philosophy for the Associate Degree" as well as the "Requirements for College Transfer," including admission requirements for the University of California, the California State Universities, Intersegmental General Education Transfer Curriculum (IGETC), and the requirements for admission to independent California colleges and universities. For occupational programs, the *Occupational Education Handbook 2006* describes the necessary courses and degree applicable to each program.

Self Evaluation

The standard is met. Over its 92 year history, Riverside City College has had the reputation for quality instruction and service to the community. The college gives credit based on generally accepted standards in higher education. Also, it has nearly completed a comprehensive process of revising course outlines and general education learning outcomes, but the integration of general education SLOs and course SLOs is incomplete even though a structure now exists to facilitate that alignment.

Planning Agenda

- Continue the process of aligning general educational requirements with courses and programs

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II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The district catalog includes a statement on general education that, along with the GE categories, are taken verbatim from Title 5 §55806 (Natural Science, Social and Behavioral Sciences, Humanities, and Language and Rationality). The first three areas may be met by "any course for which the student is eligible"[30] in the various broad divisions of study.

From 2004-2006 the District Assessment Committee, which is charged with the responsibility of developing and implementing a comprehensive assessment plan for the three-campus district, facilitated the development of GE SLOs. There are six GE SLOs: Critical Thinking, Information Skills, Communication Skills, Breadth of Knowledge, Application of Knowledge, and Global Awareness. These GE SLOs were approved by the Board of Trustees in December 2006.

In spring 2006, work on aligning the college's GE requirements with the GE

SLOs began.[31] The District Assessment Committee and an Academic Senate ad hoc committee, comprised of instructors from the major knowledge fields of traditional general education disciplines, are aligning courses meeting GE requirements with the GE SLOs. This project provides the framework for a discussion to determine which courses meet the GE SLO criteria and should be considered GE courses, which courses need revision in order to be included, and whether the college needs to revise the current four-part division of the GE requirements.

Faculty determine the basic course content and teaching methodology. The discipline and then the department must approve any new courses or course revisions. Following the department approval, the Curriculum Committee must approve the courses.

During program review, all disciplines are required to review course outlines of record. Faculty discuss, revise, and implement changes in course SLOs as appropriate. Most disciplines have already revised the official course outlines of record.

Self Evaluation

The standard is met. The college has general education requirements that have evolved over its 92 year history. However, because of the revision of course outlines to incorporate SLOs and of the efforts to develop general education SLOs, the college has an opportunity and obligation to clarify its philosophy of the GE requirements and possibly restructure them. The GE SLO Committee recognizes the problem and is addressing this issue.

Another less obvious, but equally important weakness is that students can complete the current GE requirements without meeting all of the new GE SLOs. For instance, a student can fulfill the GE requirements without taking any courses that require them to "respond to and evaluate artistic expression." Many students could complete the college's GE requirements by fulfilling neither the letter nor the spirit of the accreditation standards and state-mandated regulations.

The District Assessment Committee's future plans include direct assessment of student artifacts through the possible use of an "e-portfolio system"[32] that will focus more directly on the product of student work in general education courses and through analyses of GE outcome data being compiled by Institutional Research. Since the Board of Trustees has committed the district to a common student contract and common core curriculum, this work has proceeded on a district wide basis and continues as a work-in-progress.

Planning Agenda

- Continue aligning GE course requirements with GE SLOs

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The college has a strong commitment to student success in the ability to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.[33]

The Breadth of Knowledge GE SLO includes a primary trait to "understand the basic content and modes of inquiry of the major knowledge fields." This primary trait addresses "an understanding of the basic content and methodology of the major areas of knowledge" as defined in Standard II.A.3.a.

The concept of life-long learning is not new, but the systematic integration of these skills into the GE requirements is a more recent endeavor. RCCD's GE SLOs incorporate the skills necessary for students to become productive, life-long learners as defined both by the Commission in Standard II.A.3.b. and by Title 5 §55805. More specifically, primary traits such as "write with precision and clarity to express complex thought" and "speak with precision and clarity to express complex thought" address oral and written communication; "demonstrate computer literacy" and "locate, evaluate, and use information effectively" address information competency and computer literacy; "analyze experimental results and draw reasonable conclusions from them" and "use the symbols and vocabulary of mathematics to solve problems and communicate results" address scientific and quantitative reasoning; and the range of primary traits under the Critical Thinking GE SLO address critical analysis, logical thinking, and the ability to acquire knowledge through a variety of means.

The five primary traits under the Global Awareness GE SLO directly address the outcome of learning civic principles, ethical responsibilities, and cultural and historical sensitivity. The students at Riverside City College will:

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints.

Besides articulating these specific learning outcomes, the GE SLOs seek the outcome (under "Communication Skills") that students "listen thoughtfully and respectfully to the ideas and concerns of others," and (under "Breadth of Knowledge"), "respond to and evaluate artistic expression."[34]

In addition to GE coursework, RCC's clubs and special programs help to instill ethical, civic, cultural, and historical awareness and responsibility. While these special programs and clubs are not part of the college's degree requirements, they affect more than just the students who choose to participate in their activities. Further, faculty involvement with these groups brings the discussion of their activities into the classroom.

To date, the assessment of GE SLOs has been through two means: student surveys and course SLO assessment. In spring 2006, the Office of Institutional Effectiveness, in cooperation with the District Assessment Committee, surveyed recent college graduates and asked them what gains they had made in the skills highlighted in the GE SLOs. In addition to students' self-assessment, assessment of SLOs that began with English, ESL, reading, mathematics, and philosophy is now being implemented in an ongoing, course-by-course basis by all individual disciplines that have completed the program review process. Since many of the GE-applicable courses have life-long learning skills embedded in the course SLOs, some assessment of life-long learning skills is already taking place. As part of the college's ongoing review of how the GE goals are being met by courses required to complete a degree, program, or certificate, the District Assessment Committee has chosen several high demand courses in order to focus on how effectively they meet the GE SLOs.[35]

Of the 25 primary traits assessed by the 2006 survey of graduates, 80% or more of the students reported moderate or significant gains in 20 areas. The GE SLO with the lowest percentage of student-reported gain was "Responding to and evaluating artistic expression" (69.9%). Several steps are being taken to improve this low percentage. For example, the music, theater and dance disciplines have agreed to address this topic in detail in general education courses—i.e., Dance 6, Theater 3, Music 6, 19, 20, 21, 22, 25 and 26. Faculty agreed to include discussion in classes regarding artistic and aesthetic expression in the arts. Special attention will be paid to this topic as each discipline revises course outlines in the future.

Survey results showed that 91.6% of respondents reported "moderate" or "significant" gains in the area of "being a life-long learner, able to acquire and employ new knowledge."[36]

During spring 2003, the English discipline used student-writing samples to assess several outcomes for English 1A, a GE-applicable course. The discipline found that 67% of the essays demonstrated adequate or clear competency in the conventions of written English, whereas 8% clearly did not.[37] English 1A is due for a second round of assessment in 2007, again looking at the achievement of the written communication skills necessary to a life-long learner.

Self Evaluation

The standard is met. The greatest weakness with regard to assessing

students' ability to be productive life-long learners is that no process currently exists to assess the application of skills learned in GE courses to subsequent coursework, employment, or other endeavors.

In May 2006, faculty members representing all disciplines offering courses that meet current GE requirements submitted a grid containing the GE SLOs in order to indicate which of their discipline's courses contribute to the learning outcomes. An overwhelming number of the faculty reported that their courses included the outcome that students learned civic principles, ethical responsibilities, and cultural, historical, and aesthetic sensitivity. The college awaits the full implementation of assessment in order to ensure that courses have achieved these stated outcomes. Producing good citizens is a special obligation that community colleges owe not just to their community, but to their state, country, and international community. Hence, the GE SLO committee needs to put a greater emphasis on these SLOs as it continues to evaluate how course SLOs align with GE SLOs.

Planning Agenda

- Continue with plans to assess GE SLOs through a variety of means, including direct measures of GE course SLOs and, possibly, e-portfolios
- Design and implement a plan to assess the long-term application of GE skills in subsequent endeavors

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II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The areas of "focused study" for the Associate of Art or the Associate of Science degree, as currently defined in the catalog, fall into five groupings, which are organized around (1) social science disciplines, (2) humanities disciplines, (3) transfer patterns, (4) natural science patterns, and (5) occupational programs. Only the fifth area leads to completion of a program that could clearly be described as "one area of inquiry or in an established interdisciplinary core." In 2005-2006 the college granted 1,121 associate degrees.

Also, the general education requirements for the Associate in Arts and the Associate in Science have an interdisciplinary core. The specific core areas are listed in the district catalog.

In addition, the catalog offers a number of curricular patterns for students who wish to emphasize a focused area of study.

Self Evaluation

The standard is met. While it is clear that vocational students completing specific Associate of Science patterns meet this standard, it is less clear that students completing Groups 1 through 4 meet the standard for a single area of study. The Riverside City College Academic Senate has begun discussion about whether to develop disciplinary "majors" for the AA and AS degrees or to maintain the philosophy of an interdisciplinary core for the degrees. The debate is ongoing at this time.

Planning Agenda

- Continue discussion regarding the nature and structure of focused and interdisciplinary programs
- Seek empirical data that clarify the correlation between identification and pursuit of a major program at the two-year college and successful persistence and transfer

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II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The college's vocational and occupational programs maintain a close working relationship with business and industry through the Industry Advisory Committee structure.[38] The Industry Advisory Committee plays an important role in providing timely information to each discipline about the community's employment needs, expectations of workers, requirements for licensure and certification, equipment, facilities, and industry trends. Each occupational program selects and invites community members to serve in this advisory capacity. Members represent a broad range of stakeholders related to the occupational program, such as employers, labor union representatives, suppliers, government officials, members of licensing agencies, educators, equipment manufacturers, and small business owners. Each program is encouraged to meet with its Industry Advisory Committee twice per year, and is required to meet at least once per year. The Associate Vice Chancellor of Occupational Education keeps minutes of the meetings on file.[39]

All curricular matters, such as new courses and programs or course and program revisions and deletions, are discussed with the Industry Advisory Committee as evidenced by required signature on the Curriculum Committee's Course and Program Proposal Forms.[40] Advisory Committee members have first-hand knowledge of students' preparedness to meet industry employment standards and expectations for technical competency, professionalism, and licensure. One of their most important roles is to provide feedback to occupational program faculty about the students they receive in the workplace as interns and employees. The occupational programs value this input and utilize it to make informed decisions about program structure and content.

The college's exceptional pass rates, over 90% since 2002-2003, for Cosmetology and Nursing students, attest to the quality of instruction in the vocational areas. In addition, the college granted 315 state-approved vocational certificates and 982 locally approved certificates.

Self Evaluation

The standard is met. The close working relationship between occupational program disciplines and the business community has great benefit to developing occupational programs that prepare students to meet employment standards. While it is relatively easy to quantify the technical competency of students in occupational areas that require external licensure, occupational areas that do not have such licensure requirements depend on the less structured anecdotal

input of Industry Advisory Committee members to evaluate students' success in meeting employment expectations. Although the lines of communication are open and active between occupational programs and their related industries, a more formalized mechanism for gathering specific and quantifiable data is warranted. When developed, this measure will be used to gather performance data relative to RCC students in the workplace. The results will be shared with faculty in the occupational disciplines to inform programmatic changes and improvements.

Planning Agenda

- Work with RCCD Institutional Research to develop an instrument to measure both employers' and students' perceptions of RCC occupational education students and/or graduates

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II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The college describes its educational courses and programs annually in the catalog. Faculty and administrators review the information for clarity, accuracy, and thoroughness. Through the Student Handbook, students are advised to meet with a counselor and to complete an education plan tailored to their area of study. These Student Education Plans (SEPs) are the student's roadmap to success. In fall 2006, the Transfer Advisory Committee designed and distributed through the college large SEP posters to encourage students to make a counseling appointment and complete an SEP.

For prospective students the college promotes an understanding of college and course information through Student Services, which sponsors the Outreach Program. Outreach personnel give presentations to local high schools and community organizations and participate in career and college fairs. The concurrent enrollment program allows high school students to take courses at the college and provides an early exposure to the college experience, services, and activities. The college's Student Ambassadors visit local high schools on a weekly or as-needed basis to provide current information on college programs and services.

Transfer degree patterns and policies are detailed in the catalog and further defined in the SEPs. In the catalog, GE objectives and course requirements are clearly defined and explained. GE SLOs will be printed in the 2007-2008 catalog. The college publishes annually an Occupational Education Handbook describing all the occupational certificate and degree programs. The purpose, content, and course requirements are explained for each certificate program, but the SLOs are not described. Faculty in CIS have begun the initial work of developing SLOs for their certificate programs.

In addition to a broad range of courses articulated for transfer toward general education requirements and certified to meet IGETC requirements, the college has reached lower division major articulation agreements with several California State University campuses, eight University of California campuses, and six other universities. Using the ASSIST[41] (Articulation System Stimulating Interinstitutional Student Transfer) database students can see that the college's agreements with these universities cover up to 125 majors in as many as 85 departments.

The Transfer Center has developed a comprehensive plan for 2005-2008 that lists the Center's goals. Further, the Transfer Center maintains handouts that cover all aspects of transfer. Students are given every opportunity to receive this information in a semester-by-semester meeting with counselors and/or via workshops, e-mail notices, website information, transfer day activities, and meetings with the Transfer Center staff. The transfer information is summarized in the catalog and in each semester's schedule of classes.

Articulation agreements are constantly being revised. The Articulation Officer notifies discipline and department faculty members when an articulation request is denied so that faculty can revise and resubmit the course for articulation.

Changes usually entail revisions to the course outline of record and subsequent approval by the Curriculum Committee. The Admissions/Counseling Office has flyers describing each certificate that includes the current requirements for the certificate.

To address the need of students to receive clear and accurate information about courses, syllabi are required for each course. The full-time and part-time faculty evaluation process helps to ensure the fulfillment of this requirement, by requiring a review of syllabi for completeness and inclusion of SLOs. The evaluation process provides a snapshot for measuring adherence to the course outline of record.

In fall 2006, all faculty were asked to provide an electronic copy of their course syllabi to their department office to ensure student accessibility. Faculty have also been asked to include course SLOs in their syllabi.

Self Evaluation

The standard is met. In general, the college publishes all its courses, programs, certificates, and degree patterns in a clear and concise manner. The catalog and *Student Handbook* have a wealth of information about all aspects of attending the college. Student Education Plans further state and clarify the path for certificates, degrees, and programs. To increase students' understanding and completion of their SEP, a more regular review of the SEPs should be conducted.

The *Occupational Education Handbook* is updated and published every year and contains all the certificate program requirements. Although the information can be dense, it does provide a complete display of all certificates. Curricular patterns in the *Occupational Handbook* are updated annually to mirror the information in the RCCD catalog. Since the district does not currently have a mechanism to award certificates automatically upon completion, one

solution has been to dedicate staff resources to identify students eligible to receive certificates. This makes it possible to award certificates when requirements have been completed.

The District Assessment Committee has identified GE SLOs for Academic and Vocational Degree Programs, and work has begun to align the SLOs of courses with the GE SLOs. The GE SLOs need to be more widely published to increase student awareness of and accessibility to them. The GE SLOs will be published in the 2007-08 District catalog and other publications that are available to the college community.

The Transfer Center and its staff do an excellent job maintaining an extensive list of degree pattern handouts and articulation agreement information that is available to the student body. Its three-year master plan provides focus and direction for its staff, which ultimately benefits the students.

Planning Agenda

- Include GE SLOs in the college's publications
- Review *Occupational Education Handbook* for clarity and to improve dissemination of changes in certificate program requirements
- Conduct regular review of SEPs

II.A.6.a. 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 agreements as appropriate to its mission.

Descriptive Summary

Information regarding the college's Matriculation Services can be found online[42] as well as in the catalog. Information about the services is also available at college orientations, through the college's counseling services, and at community presentations.

Both the Matriculation and Articulation Officers are actively involved in the college's curriculum development process. Based on standards derived from state regulations, high school courses are articulated with the college's courses. For example, the college developed a high school English course with the Jurupa Unified School District that allows students to enter freshman composition. RCC instructors meet with the high school teachers to score essays using a holistic approach. The college's Office of Occupational Education holds an annual retreat inviting high school teachers from twelve local high school districts to address the details of articulation of high school courses with the college's courses.

In addition, the college has articulation agreements with UCs and CSUs through a process that starts with the course originator identifying the comparable courses at transfer institutions. The college's Articulation officer attends Curriculum Committee meetings and is given new and revised course outlines ahead of time in order to evaluate the feasibility of articulation. The catalog has a detailed section that identifies clearly the requirements for college

transfer, including the Intersegmental General Education Transfer Curriculum (IGETC) and the general education requirements for the California State University System. In addition, the CSU system has established agreements with the college and informs the college whenever a course outline needs updating to comply with their standards. This facilitates uninterrupted maintenance of articulation agreements between the college and the CSU system.

To further assist students who transfer to the college, transcript evaluation services are available through the Evaluation and Matriculation Offices to determine the equivalency of transfer courses from both domestic and foreign schools. Evaluators and matriculation specialists use information from catalog descriptions and notations on transcripts to determine equivalency. When the courses do not demonstrate clear equivalency, the matriculation specialist sends the matriculation appeals, with all the appropriate backup material, to the faculty in the discipline to approve or disapprove the course equivalency

Self Evaluation

The standard is met. Through the processes described above, the college ensures transfer of credits both into and out of the institution. The standard of good practice to include student learning outcomes into course outlines of record and to perform SLO comparisons with other institutions are recent ones at RCC, as at many institutions. The CSU and UC systems request the course outlines of record when the college seeks articulation with those systems. RCC's course outlines include SLOs, course descriptions, and course content that the CSU and UC systems evaluate. When RCC receives requests to accept credit from other institutions, it reviews, if available, the official course outlines of record, the course descriptions from other institutions, and sometimes course syllabi to make its assessment.

Planning Agenda

- Develop improved methods for comparing expected outcomes between RCC and other institutions

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II.A.6.b. 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.

Descriptive Summary

Most courses have "equivalencies" which would allow a student to continue even with a course deletion/program change. Occasionally, a student will seek equivalence for a course to complete a certificate program or as a substitute for a course that is not being offered at that time. In these cases, faculty in the area make a decision about course equivalence. Discontinuation of entire programs has been rare at the college. When programs have been discontinued or more typically, when a program is undergoing a significant change, alternative courses or options are made available so that all affected students have the opportunity to complete the program in its current form. Culinary and Toyota T-Ten are two examples of programs in which this occurred. In spring 2006, the Interim Dean of Instruction requested that the Riverside Academic Senate develop a policy for

program discontinuance.[43] A draft policy was prepared by the end of spring semester and forwarded to the Academic Senates at Moreno Valley and Norco and to the administration for review.

Self Evaluation

The standard is met. Until spring 2006, the college had not drafted a policy to address elimination of classes or major changes in programs. There was no institution-wide mechanism for advising students on how to change or complete their curriculum pattern in a timely manner in these circumstances. In practice, however, the college has continued to offer the classes students need even after a program has been discontinued to provide every opportunity for students to complete the program. At present, the college is moving to develop an official policy. The Riverside City Campus senate recognized the need for a policy for program discontinuance, drafted it, and passed the proposed policy in May 2006. The college is waiting for the other two senates to pass the policy. When significant changes are contemplated for a program, affected students are advised about options for completing a program before it is either eliminated or changed significantly.

Planning Agenda

- Complete review, amend (if necessary), and adopt policy on program discontinuance at the district level

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II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

The college uses both printed materials and electronic media to inform prospective and current students, the public, and the faculty. The Office of Academic Affairs supervises the annual updating of the catalog and the review and preparation of the schedule of classes. The Curriculum Committee recommends changes in curriculum, curriculum procedures, and policies. The changes are approved by the Board of Trustees before being printed in the catalog or posted online. The catalog serves as a contract with the student to describe regulations and policies concerning academic programs.

The schedule of classes includes clear and accurate explanations of the college's policies and procedures and contains class schedule information. It is available in printed form and online for all four academic terms. Policies and procedures are reviewed regularly. Each schedule is updated and improved before it goes to press or is entered online. The online version of the schedule of classes is different from the print version, and the student must read the requirements section of the online catalog in order to have all the information needed.

The *Student Handbook* is given to students during orientation; it is available in the Admissions/Counseling area and will be available online soon. It has detailed explanations of the college's educational terminology and clearly

explains policies and procedures of the college. It explains how to write an educational plan. The *Student Handbook*, which includes information on certificate and degree programs and courses needed for transfer to four-year institutions, is reviewed by college personnel and updated annually.

The college publishes annually an *Occupational Education Handbook* describing in detail all the occupational certificate and degree programs. The Admissions/Counseling Office has flyers and brochures that include the current requirements for each certificate.

The RCCD's website offers links for students, faculty, staff, the community, and alumni. The college has a Webmaster who is in charge of reviewing and keeping the website current.

The district and college have many publications and newsletters to keep students, faculty, staff, and the community informed. These newsletters include the following: *The RCCD Focus, RCC Reports, ECS (Early Childhood Studies) Newsletter, Financial Aid Newsletter, Matriculation Newsletter*, *Occupational Education Newsletter,* and *Workforce Preparation Newsletter.*

Self Evaluation

The standard is met. The college and the district provide a variety of publications to inform students, faculty, and the community about institutional policies. The publications are in print and on the college website. The catalog, the *Student Handbook*, the schedule of classes, with all its policy information, and the various reports and newsletters are revised with each publication. In addition, Board policies are available on the district website. Each year before the district catalog is revised for printing, every constituency of the college receives the section relevant to it for review to ensure accuracy and currency.

The college is promoted through various types of media. Although no policy/ procedure manual exists, the Public Affairs Office assists with layouts, verbiage, graphics, and photos for brochures, publications, and marketing materials. Currently the college does not have a policy and procedure manual for writing and designing publications—such as brochures, memos, newsletters, and faculty, and department web pages. The Public Affairs Office is working with others on campus, such as Production Printing, to create a Style Guide to assist faculty and staff in creating publications, such as brochures, for students and the public.

In the occupational education area, faculty who are in charge of certificate programs create their own brochures. The Office of Occupational Education hired a marketing expert to provide professional development to faculty and staff about the marketing of certificate programs. The expert provided suggestions for improving the marketing of the certificate programs.

The college has a wealth of information available on the college's website. It is always a challenge to keep it current. The *Occupational Education Handbook* is published annually in print and electronic form.

Planning Agenda

- Analyze the expert marketing advice for certificate programs publications

and make decisions and plans to implement changes
- Standardize publication guidelines and train faculty in these guidelines
- The District web master and Public Affairs Office will monitor the college's website to make sure that the latest print version of publications is also available online

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II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

On June 3, 2003, the Academic Senate passed Resolution #76 "Academic Freedom." The Board of Trustees and the Senate had consulted collegially in developing this policy. On June 17, 2003, rather than adopt the Senate's policy, the Board of Trustees voted unanimously to endorse the American Association of University Professors (AAUP) "Academic Freedom Principles."

The college includes statements on academic freedom and professional responsibility in the online *Faculty Handbook*, which makes it clear that the institution understands the central importance of academic freedom. The college endorses the AAUP's Statement of Principles on Academic Freedom and Tenure: "Academic freedom is essential to these purposes and applied to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning."[44]

While instructors enjoy the academic freedoms that are necessary for the advancement of truth and learning, these rights come with responsibilities. Hence, the *Faculty Handbook* also states "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole."[45] More specifically, the *Faculty Handbook* references the Academic Senate's "Code of Ethics," where it is explicitly stated that when faculty "speak or act as private persons, they avoid creating the impression that they speak or act for the college or universities," and that more generally, "faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." Thus, the *Faculty Handbook* makes it clear that faculty ought to make a distinction between editorializing and reporting accepted views in their discipline more or less "objectively."

Though the importance of distinguishing between personal conviction and the accepted principles of academic disciplines is explicit in both the *Faculty Handbook* and the Faculty Senate's "Code of Ethics," the distinction is only implicit in the faculty evaluation or

"Improvement of Instruction" process of peer review.

Self Evaluation

The standard is met. The Board of Trustees has endorsed the AAUP academic freedom statement. The statement is contained in Board Policy 4030, Academic Freedom, which was accepted for first reading on April 22, 2007 and subsequently approved by the Trustees on May 15, 2007.[46]

While the Board has endorsed the AAUP position on academic freedom, that endorsement was not widely publicized in college publications. The statement is now included in the 2007-2008 district catalog and fall 2007 schedule of classes and will appear in all future publications of the schedule and catalog as well as in the *Faculty* and *Student Handbooks*.

The college could make the aspects of the culture of academic freedom that are implicit more explicit, by assuring that all new faculty members are informed about the rights and obligations of academic freedom. The college should ensure that new faculty orientation directs new faculty to read the statement found in the *Faculty Handbook.*

Planning Agenda

- None needed

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Cheating and plagiarism have become increasing problems on college campuses nation wide. Technology advancements have greatly enhanced information accessibility but also the potential for academic dishonesty. In response to this issue, in 2004, the RCCD policy on plagiarism was reviewed by an Academic Senate ad hoc committee comprised of faculty and administrators. The policy was revised and presented to the faculty and to the Associated Student Council (ASRCC) for their review and approval. The policy was then presented to the RCCD Board of Trustees for approval and acceptance as a revision to Board Policy 6080[47] and is printed in its entirety in several district publications, including the *Student Handbook*, both as traditional hardcopy and online. [48] Board Policy 6080, Student Discipline and Due Process, was updated in 2006 and will become part of new Board Policy 5500 and Administrative Procedure 5520 in 2007.

The revised policy provides many options for faculty members in dealing with cases of plagiarism and cheating and as well as for students in ensuring due process procedures. In the online version of the *Faculty Handbook,*[49] not only is the policy included, but a narrative is provided that presents legal issues and scenarios for faculty members to consider in cases of academic dishonesty. This site also provides a link under the same heading of "Classroom/Student Issues" to "Course Syllabus," which provides a sample syllabus with the encouragement to include the policy on academic honesty in all course syllabi. The sample syllabi are linked to the 4faculty module "Building Your Syllabus."

An academic integrity statement has been added to the students' exam blue books. The college bookstore has agreed to the printing and publication of this statement and made these blue books available for purchase by the students in spring 2006. In spring 2007, the statement will be added to the catalog in the "Student Life"[50] section as well as in the schedule of classes under "Academic Matters."

In more specific examples, the English and Speech Communication Department includes the policy on academic honesty in its Department Course Guidelines,[51] which are distributed at the beginning of each semester to all students who are taking English, speech communications, reading, and/or ESL courses. The English discipline includes the policy in its specific course guideline distribution packets[52] as well as in its English Discipline Faculty Handbook.[53]

The college has also provided faculty with access to technology websites and programs, such as Turn-It-In.com, to be used for academic honesty issues. Faculty workshops on the use of these programs as well as prevention and safeguards for plagiarism and cheating have been offered numerous times at the beginning of semesters and throughout the academic year. One workshop example is "Cheating: How to Detect It, Handle It, and Prevent It."

Faculty members bring attention to academic integrity in a variety of ways as well within their classroom practices. Placing sections of Policy 6080 in their syllabi, presenting class lectures and discussions, and providing activities and handouts are just some examples of how faculty members incorporate this topic into the classroom.

Self Evaluation

The standard is met. Despite the Student Discipline and Due Process Policy's placement in various college publications, direct accessibility to the policy should also occur on the college website (www.rcc.edu) with links to the student and faculty handbooks.

For faculty, continuous and increased dialogue should occur on the topic of academic honesty, especially in terms of faculty development, addressing both the traditional and online classroom environments. The broader topic of academic integrity should be discussed by faculty across departments and disciplines.

Planning Agenda

- Encourage college departments and disciplines to include the policy in any departmental guidelines that are distributed to students
- Add policy to the college website, Web Advisor, and the Writing Reading Center (WRC) website, www.academic.rcc.edu/wrc

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II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Riverside Community College does not require nor seek to instill specific beliefs or world views beyond that of cultural

diversity as appears in the mission statement and general academic standards, such as academic honesty.

Self Evaluation

The standard does not apply. Riverside City College is a public institution that defines its mission to serve the general community.

Planning Agenda

- None needed

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

The college has longstanding study abroad programs in Florence and Oxford, as well as more occasional programs in Japan, Central America, Paris, and Eastern Europe. The faculty who teach in these programs are the college faculty and the students enrolled in these programs are regular college students. Thus this standard does not apply to the college.

Self Evaluation

The standard is not pertinent to the college.

Planning Agenda

- None needed

List of Evidence

[1] *Riverside Community College District Fact Book 2007, Riverside City Campus Student Demographics*
[2] *RCCD Diversity Scorecard Report*
[3] *Occupational Education Handbook 2006*
[4] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006, pp. 1-2
[5] *The History of Instructional Program Review,* November 1, 2006
[6] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006 and *Tentative Agenda for the 2006-07 Academic Year*
[7] *Riverside Community College District Instructional Programs Self-Study Resource Guide*, September 2006
[8] Cindy Pardee, Community Education Supervisor – email to Chip Herzig, 10-30-06
[9] RCCD Curriculum Handbook
[10] Course Outline of Record Writing Guide, rccdfaculty.net
[11] RCCD curriculum templates
[12] http://rcc.edu/catalog/2007-08/catalog_0708.pdf
[13] Riverside Community College District Program Development Process (New or Revised Educational), January 2005
[14] Instructional Program Review Comprehensive: Background and Guidelines, Round Two, 2007 – 2010, March 2007
[15] *RCCD Outcomes Assessment Update*, Spring 2007, Vol. I, Issue 1
[16] Completed program review self-studies and assessment reports, http://www.rccdfaculty.net
[17] *New Program Proposal Process*, January 2005
[18] Ibid
[19] Occupational Education Advisory Committee Handbook
[20] Nursing pass rates

2002/2003		2003/2004		2004/2005		2005/2006	
# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
98	94.90%	114	87.72%	101	94.06%	117	94.02%

[21] *RCCD Catalog 2007-08*
[22] Despite the withdrawal of CSU from CAN and its dissolution, the existing numbering system continues to be helpful to students.
[23] Definitions of MOIs and MOEs
[24] Records of the Academic Senate GE ad hoc committee
[25] Riverside City College Academic Master Plan
[26] Copies of "The Open Campus"
[27] *Elementary Algebra Redesign Assessment Report*, by Susan Mills & Sheila Pisa, available at http://academic.rcc.edu/dac

[28] English 50 Assessment Report
[29] *English 60A/B/ESL 54 & 55 Assessment Report*, available at http://academic.rcc.edu/dac
[30] *RCCD Catalog 2007-08*
[31] RCCD Gen Ed SLO grid
[32] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006
[33] *RCCD Catalog 2007-08*
[34] *AA AS Outcomes* document of March 6, 2006
[35] *RCCD GE SLO Review*, by Richard Mahon.
[36] General Education Student Learning Outcomes Survey, Graduates, Spring 2006
[37] Report on English 1A Assessment, 31 July 2003, by Arend Flick
[38] Occupational Program Industry Advisory Committee Handbook
[39] Occupational Program Industry Advisory Committees Minutes
[40] Curriculum Committee Course and Program Proposal Forms
[41] Copy of Assist printout
[42] http://www.rcc.edu/student Services/matriculation/matriculationplan.pdf
[43] Program Discontinuance draft policy
[44] RCCD *Faculty Handbook*, section on Professional Responsibilities
[45] Ibid
[46] RCCD Board Policy 4030, Academic Freedom, http://www.rcc.edu/board/policies/4030.pdf (formerly Board Policy 6200)
[47] RCCD Board of Education Policy, "Student Discipline and Due Process; III. C. Disciplinary Action" http://www.rcc.edu/board/policies/6080.pdf
[48] *RCCD Student Handbook 2005-2006* "Rights and Responsibilities; VI. C. Disciplinary Action," 46
[49] *RCCD Faculty Handbook* "Classroom/Student Issues – Cheating", http://www.rccdfaculty.net/handbook
[50] *RCCD Catalog 2007-08* "Student Life – Discipline," 20
[51] English and Speech Communications Department Course Guidelines
[52] English Discipline Course Guidelines
[53] English Discipline Faculty Handbook

Standard II.B

Standard II: Student Learning Programs and Services
B: Student Support Services

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II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Riverside City College Student Services is dedicated to providing a student centered environment to enhance academic achievement.

These comprehensive services include:

- Admissions and Records
- Assessment Center
- Career and Transfer Center
- Counseling Department
- Disabled Student Services and Programs (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)
- Health Services
- Job Placement
- Matriculation
- Outreach Services
- Puente Program
- Student Activities
- Student Financial Services
- Title V/CAP
- Tutorial Services
- Ujima
- Workforce Preparation.

The Student Equity Plan[1] and Diversity Scorecard[2] demonstrate that the student population is a reflection of the age, ethnic and gender make-up of the community. The college recruits, admits and serves students with various disabilities, academic preparation levels and educational goals.

Student services support the student from application to commencement. Many of the college's service areas are models in the state. Student services leaders participate in local, regional and statewide organizations to improve effectiveness of programs. Riverside City College has facilitated state-wide matriculation research which demonstrates that orientation, assessment, and counseling have a positive impact on student success.

Since fall 2005, all areas in student services have participated in an annual program review process, which includes program evaluation, identification of strengths and weaknesses, documentation of existing and projected staffing needs, and the development, implementation, evaluation, and utilization of results for both Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs). The annual program review cycle and the assessment of outcomes lead to budget allocations for the subsequent year.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of

delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The mission of Riverside City College states: "Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities."

To achieve this mission, Riverside City College offers a comprehensive range of student services, which facilitate students' entry into the college, meet a variety of student needs, and enhance students' ability to attain their educational goals. These programs and services are subject to regular evaluation and improvement based on evidence gathered in the program review process. All college student services areas utilize technology to effectively and efficiently deliver services. The matriculation process, which encompasses admissions, counseling, orientation, assessment, and academic follow-up services, uses technology extensively. State regulations mandate matriculation standards to assist students in developing and achieving appropriate educational goals.[3] After applying for admission, students receiving matriculation services take the assessment tests in English, mathematics, and reading, attend a new student orientation conducted by a counselor, complete at least a one-semester educational plan, and receive follow-up services. All first-time college freshmen with goals of obtaining a degree or certificate, identifying career interests, preparing for a new career, acquiring job skills and/or improving basic skills are required to complete assessment, orientation, and counseling prior to registering for classes. All students receive follow-up services, including an early alert process and a student progress system.

Admissions and Records is responsible for the following services: student application, registration, student fees, issuance of transcripts, subpoena processing, evaluations, degree and certificate applications/process, graduation, veterans' services, student education records, faculty records, and records retention.

RCC offers an online application in English and Spanish. Paper applications are also available in English only. Computers are available in the lobby of the Admissions and Records (A&R) building, with A&R staff available on site to assist students with the application and registration process During peak registration periods, Outreach staff help students with registration in an adjacent building. A Call Center is operational just prior to and during the first two weeks of each term to provide personal assistance for individuals seeking information or needing help. Students applying online receive an e-mail response with information about the college. Students without an e-mail address are assigned one by the CCC Apply (California Community College Apply) online application and are given instructions on how to log into the website and read e-mail messages. All applicants receive a letter in the mail with their student ID number and information about assessment, orientation, and registration.

Application and registration information is available on the college website, in the

Student Handbook, the college catalog and in the class schedule. The telephone registration system, Phone-Reg, is available to students, but 80% of RCC students now use online services. In addition to the online application, other online services include search for classes, registration, unofficial and official transcripts, enrollment verifications, and forms to change information and education goals. Online services provide students with the ability to check if the college has received transcripts.

Admissions and Records is moving toward a paperless operation to enable students and faculty to conduct basic procedures online and on demand. In addition to the online services already mentioned, students can view their grades after the term ends. As of winter 2007, faculty submit all census, final grades, and positive attendance rosters online.

Veterans Services provides students with documentation for all Veterans Administration requirements and RCC policies/procedures. After a student's prior credit is evaluated, a counselor assists the student with developing a Student Educational Plan. The Veterans Services Office certifies students with the Veterans Administration, which enables students to receive funding for approved classes. RCC students interested in the ROTC commissioning program can enroll in the Army ROTC program through a cooperative arrangement sponsored by the Claremont Colleges and the Army. Students can take the preliminary ROTC training at no cost while attending RCC. Air Force Reserve Officer Training Corps (AFROTC) offers two, three, and four-year programs leading to a commission as a second lieutenant in the US Air Force.

In 2005-06, the Riverside Assessment/ Placement Center tested more than 6,500 students. The majority of tests are for first-time college students who need to establish their preparation levels in English, mathematics, and reading. RCC uses a computer-delivered adaptive format test, Accuplacer Online. ESL students have the option of taking the Proficiency Test in English as a Second Language (PTESL), a test developed by RCC ESL faculty, to establish the appropriate placement level of ESL. Testing services are available at several locations and in a variety of adaptive formats. These services are available at local high schools five months each year. Assistance with test preparation is available online.[4] Upon completion of placement testing, students are advised to complete an Orientation/ Group Counseling appointment before enrolling in courses.

Orientation/Counseling sessions are offered during registration periods. During these sessions, students review the *Student Handbook* and discuss their placement results with counselors and/or educational advisors. A team of counselors attends during the last thirty minutes of orientation sessions to assist students with the development of their first semester educational plans. During peak enrollment time, the college hosts Days of the Tiger to ensure that all first-time college students are provided access to orientation and counseling. This is a special event that provides students with valuable information and a sense of "community" composed of learners and committed staff. During these pre-enrollment services, students are strongly encouraged to make an appointment with a counselor during the following term to develop a full educational plan.

Throughout the term, counselors are available to assist students with educational and career planning. Research demonstrates a strong positive correlation between the development of an SEP and student retention and success.[5] Thus, counselors emphasize the development of a comprehensive student educational plan (SEP). During the 2006 calendar year counselors assisted 3,744 students with the development of SEPs. Counselors have developed specific counseling interventions to address the needs of instructional programs. For example, counselors meet on site at the Culinary Institute to develop educational plans with students.

The Counseling Department delivers services through the Transfer/Career Center. The Career Center's mission is to provide guidance to students in developing lifelong career plans. The Career Center offers a framework for individuals to define and achieve their educational and occupational goals and to prepare for a diverse and changing society. The Career Center provides counseling appointments, career exploration tests, a resource library, on-campus occupational tours, career workshops, Career Fest, computer access to utilize internet resources, career assessments and a monthly calendar of events. The Transfer Center is dedicated to preparing students for transfer to baccalaureate-level institutions through coordination of college transfer efforts, with an emphasis on the preparation and transfer of under-represented, disabled, first-generation, and low-income students. The Transfer Center provides information on transfer requirements and major preparation, campus tours, transfer institutions' catalogs, Internet resources, college/university applications (including online access), transfer workshops, fall and spring transfer days/nights, transfer recognition ceremony, and visits from university admissions representatives.

Student follow-up services include probation and dismissal workshops that are available online and in person. The Counseling Department utilizes technology to schedule student appointments, remind students about these appointments, and to inform students about important deadlines and special programs for which they qualify. Upon request, counselors conduct basic skills classroom presentations to inform students about the benefits of utilizing available services. The college conducts an early alert process to notify students showing signs of early academic difficulties of support services that are available to assist them.

To assure the quality of services, Student Services and the Counseling Department perform extensive program reviews. As part of assessing effectiveness, service areas collect data and analyze institutional data such as:

- Student retention, persistence, success, and transfer rates
- Degrees and certificates awarded
- Student satisfaction levels.

Data are discussed and service areas are improved as needed. In addition, students complete assessments of online student services in areas such as Admissions and Records, Financial Aid, and Counseling. The results are analyzed in program review.

Self Evaluation

The standard is met. Riverside City College provides excellent services to ensure that students meet their educational goals. Student Services has adapted to meet the changing needs of students as they take courses in a variety of modes and locations. This is demonstrated by the growth in online services as well as the availability of services at all physical locations.

Student Services enhances achievement of the mission by catering services to fit the needs of specific instructional programs, as evidenced by counseling initiatives to address automotive, culinary and cosmetology student needs.

As a result of student feedback, online services have been improved to both ease and speed the processes. Student response to online services has been positive.[6]

Currently, on-campus student services offices are located in several buildings. A new Student Services building is planned for completion by 2012. It will consolidate services in one building providing a more efficient, student-friendly, cost-effective way to deliver essential support services for students. In the meantime, brightly-colored tiger paws have been strategically placed to delineate common pathways between services. Additionally, the Outreach Office provides assistance for students during registration.

The college continues to explore electronic methods of communicating with students via the Internet and e-mail. Student e-mail accounts will be provided to all students by summer 2007. An extensive marketing campaign is planned to notify students that this will be the primary means of communication used by the college.

Planning Agenda

- Continue to improve signage, maps and directional indicators to existing buildings and service locations
- Work with emerging instructional programs to tailor services to student need

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II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- **Official Name, Address(es), Telephone Number(s) and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

II.B.2.b. Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Descriptive Summary

The *Riverside Community College District Catalog* is available in printed form and an electronic version is posted on the district's website, www.rcc.edu. A district-wide catalog will again be issued in the 2007-08 year. The college has formed a task force to identify services, programs, and curriculum to include in a college-specific catalog. The catalog includes requirements based on the California Education Code, Title 5 Regulations, and RCCD Board Policy. The catalog is organized to provide general information about the college and specific information on admission, matriculation, student fees, financial services, registration, and support services. The catalog includes course descriptions; listings of degrees, certificate patterns and concentrations; graduation requirements for the Associate of Arts and Science degrees; and information on transfer patterns, such as IGETC.[7] An academic freedom statement is not in the 2006-07 catalog but is included in the 2007-08 edition.

The catalog is reviewed annually for accuracy and currency. In March of each year, the Associate Vice Chancellor of Instruction sends a notice to departments, staff, and administrators to review and update sections of the catalog. The Vice Chancellor of Academic Affairs approves revisions in May of each year; the Board of Trustees approves the new catalog in June. The revised catalog includes updated information as well as new and revised curriculum.[8]

The catalog is readily available through the RCC Bookstore, the library, and online at www.rcc.edu. It is available in Admissions and Records, Counseling, and other departments. The Outreach staff distribute catalogs at high schools, college, and community fairs. The Marketing Office maintains a permanent list and mails the catalog each year to local libraries and to two-year and four-year colleges and universities.

Self Evaluation

The standard is met. The district catalog is up-to-date, well-organized, and accurate. The catalog is organized into sections that are easy to find, clearly stated, and college specific. The district plans to incorporate into the catalog additional information on the opportunities each program offers. An Enrollment Management Task Force has evaluated services and is addressing the transition from one district catalog to one for each independent college. Currently the catalog on the web is updated annually, after the Board of Trustees approves the catalog for the upcoming year. Discussion continues as to whether to immediately update the catalog on the web or wait until the next publication if policies change or new curriculum is approved. Alternate forms of distribution of college materials, such as a CD, are being considered.

Planning Agenda

- Continue to develop plan to publish a college-specific catalog

II.B.2.c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Descriptive Summary

Major policies affecting students, such as grievance and complaint procedures, academic regulations, acceptance of transfer credit, refund of fees, sexual harassment and nondiscrimination are printed in the catalog and listed in the table of contents for easy retrieval. The nondiscrimination policy is published in every college publication and is also posted in every classroom. A statement on academic honesty is included in the 2007-08 catalog. Typically, faculty include statements on academic honesty in their class syllabi.

While clear policies on nondiscrimination, sexual harassment and complaint procedures are already in place, the college has taken additional steps to address an investigation, initiated in July 2003, by the Office for Civil Rights of the United States Department of Education (OCR). The OCR investigation was a result of a complaint made by one faculty member against another. The issues included in the investigation involved the district and not the college specifically. In its findings, the OCR "determined that the College District's responses to allegations of discrimination, made against faculty by students, did not measure up to its responsibilities under Titles VI and IX and placed resolution responsibilities on students that belonged to the College. The response of the College neither commenced nor concluded on a timely basis. These investigations were not reasonably diligent."[9]

Riverside Community College District met with OCR and a Resolution Agreement was signed to address the issues raised in the complaint. As a result, the district strengthened its policies and procedures as follows:

- The district revised and implemented board policies and procedures prohibiting discrimination, including sexual harassment and retaliation
- The district prepared and published clear guidance to students as to how to provide the College District with notice of alleged discrimination and/or retaliation
- The document includes an explanation of the College District procedure for responding to such allegations and explains the distinction between "informal" and "formal" complaint resolution
- The College District provides training to all deans, administrators and department chairs as to policies and procedures for responding to allegations of discrimination, including sexual harassment and /or retaliation
- For the next five years, the College District will utilize an independent and experienced outside agency or individual to investigate any College District employee that is subject of two or more complaints of discrimination and /or retaliation within two consecutive academic years
- The district also agreed to provide OCR with documentation of all

complaints of discrimination and /or retaliation after December 1, 2004.

As of March 2007, the College District has completed the reporting obligations under the resolution agreement and OCR closed the monitoring of this case. [10]

Self Evaluation

The standard is met. The incidents described above have heightened awareness regarding the review and enforcement of the district's policies. The Academic Senate, the faculty bargaining agent, and the Board of Trustees have discussed in detail many aspects of the OCR finding. The district has fully implemented the OCR requirement that chairs, deans and administrators receive training regarding nondiscrimination and sexual harassment.

Discussion began during the 2005-06 academic year on the desirability of appointing an ombudsman to serve the college and the district. This would be consistent with the OCR requirement that the district retain an "independent and experienced outside agency or individual" to better convey to all constituencies within the college—though especially to students—the seriousness with which the college regards all allegations of discrimination or harassment and its desire to assure the college community that complaints of discrimination or harassment will be dealt with consistently and in accordance with established policy.

The district evaluated the organizational structure and included Diversity in the Human Resource organization to ensure that diversity is integrated in all human resource activities and processes. In February 2007, the district hired a Director of Diversity, who reports to the Vice Chancellor of Diversity and Human Resources. The Director has extensive prior experience as an ombudsman and will fulfill those duties for the college and the district.

Planning Agenda

- None needed

II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary

RCC distributes a *Student Handbook* to all new students that reinforces and duplicates the catalog in key areas. The handbook is given to returning and continuing students on request. The schedule of classes includes offerings at all campuses in the district and is mailed four times a year to continuing, new, and returning students. This schedule contains pertinent information for students planning on applying and registering for classes along with basic information on critical policies and procedures. A number of pages in the schedule are translated into Spanish; these are posted on the website. The *Student Handbook*, Schedule of Classes, and RCCD Board Policies are also available on the website.[11]

Self Evaluation

The standard is met. The college may need to revise other publications based on a three-college structure. As needed revisions are identified, the college will ensure these updates are made.

Planning Agenda

- None needed

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

As part of the application process, students respond to questions regarding services they need. The information is shared with the appropriate student services department(s). Departments then initiate contact with these students to ensure that the student understands the services and the requirements to receive the services. Ongoing evaluation of services indicates that students need assistance in obtaining services; thus, staff members are available to assist students through the process.

The college administered the Community College Student Experiences Questionnaire (CCSEQ) in spring 2004 and spring 2006 to measure student satisfaction with various aspects of the institution and student perceptions of learning gains. Student Services developed an additional twenty questions to measure student experiences with student services. The Office of Institutional Research identified a random sample of students and a sample of graduating students for these studies. In the fall of 2005, after a team of Student Services administrators analyzed the results of the 2004 CCSEQ, the twenty questions were revised to solicit more useable data.

Program leaders collect and analyze data specific to their programs. For example, the Title V program devotes a portion of its funding to collecting and analyzing student retention, success, and persistence data. Many categorically funded programs, such as EOP&S and Matriculation, also conduct independent research to evaluate the efficacy of their programs and services. Other programs incorporate advisory counsels to identify student needs (e.g., Teacher Preparation Office).

All of these data inform the annual student services program review[12] process and lead to the development of initiatives to improve the effectiveness of programs and services. A district research team supports Riverside City College in these efforts.

One example of the use of research to identify needs and improve services is the Title III/Guidance 45 High School Project. Research demonstrated that first-time, first-generation college students persisted from fall to spring terms at a 44% rate. The college developed the Guidance 45 High School Program to educate high school seniors about the logistics of going to college. By the fifth year of this program, fall to spring persistence for students who successfully completed Guidance 45 at their high schools had improved to 87%.[13] As a result of this research, the program has continued and expanded beyond the grant. The college is committed to offering this course at all feeder high schools.

Self Evaluation

The standard is met. The college utilizes extensive data to identify student needs

and responds to those needs with modifications to programs or by developing new programs. Student Services participates in a comprehensive annual program review process. The unit is in the third year of incorporating student learning outcomes and assessment into this process. As the process continues to mature, Student Services leaders will increase the use of research to improve programs and services.

Student Services will conduct a comprehensive analysis of both the 2004 and 2006 CCSEQ survey results and utilize the results to inform program review and improve programs to address student needs.

Planning Agenda

- Use data from spring CCSEQ to inform Student Services' program review and planning for services
- Continue efforts to complete the full cycle of assessment of student learning outcomes in program review

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II.B.3.a. 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.

Descriptive Summary

Student Services operations, such as Outreach, Financial Aid, and DSP&S, enhance the college's efforts to increase access to instructional programs and the comprehensive array of student services. The goal is to attract students to the college, facilitate their enrollment and registration process, and then provide services and opportunities that maximize the likelihood that they will remain enrolled and attain their educational or occupational goals. Because the primary means of submitting the application to the college and the financial aid application is online, computers are available at multiple locations on campus. Financial Aid, Admissions, Counseling and Outreach staff provide assistance to students who need help completing these documents. Students can also use these available computers to access services such as:

- Online probation workshops
- Online re-admit workshops
- Online counseling appointments
- View their financial aid file and award status
- Online career assessments
- Web Advisor functions, such as viewing grades and requesting transcripts.

The Outreach Office seeks to motivate current and potential students to make the choice to further their education beyond high school and to succeed in reaching their goals. Through partnerships with the K-12 school districts and community organizations, Outreach provides a variety of presentations and activities that demystify the college process. Guidance 45, Introduction to College, and placement exams are scheduled at area high schools. Services are offered to both potential students in the community and existing RCC students. Outreach Services are provided in a number of locations and encompass various delivery methods.

Outreach provides the following services to the community:

- Giving presentations on the importance of college
- Participating in community events, attending college fairs and back-to-school nights
- Providing Student Ambassadors to the high schools
- Conducting campus tours, assisting with RCC application workshops and assessment testing at the high schools
- Providing parent workshops at K-12 schools
- Collaborating with the local school districts through various committees
- Mailing information to K-12 students about college and future careers.

Outreach provides the following services to RCC students:

- Providing walk-in help two weeks before and two weeks after each semester starts (e.g., completing the RCC online application, logging into Web Advisor and individual student services, teaching students how to use the Schedule of Classes, showing students how to register for classes)
- Staffing the information booths on campus at the beginning of terms
- Answering the Call Center's phone lines
- Helping new students understand assessment, orientation and counseling
- Serving at the help desk for Web Advisor
- Helping Admissions and Records answer its e-mail
- Assisting campus departments on an as-needed basis
- Providing "Day of the Tiger" freshmen orientations in the summer.

The Student Financial Services (SFS) Department administers the following programs: Federal Programs—Pell Grant, Supplemental Educational Opportunity Grant, Work-Study, and Family Educational Loan Program, including subsidized and unsubsidized loans. State programs include the Board of Governors Fee Waiver, California State Grants (Cal Grant B and C programs), the CHAFEE Grants program, the Child Development Grant, the Bureau of Indian Affairs program and the Academic Competitiveness Grant. The department also administers programs funded by the college, including scholarships and student employment.

Student Financial Services assists all financially needy students in pursuit of their educational goals by providing financial programs. Each Student Financial Services staff member is expected to master the program that they are coordinating, assist in the writing of office policies and procedures, provide quality customer service, and learn all Federal and State rules and regulations.

The office provides assistance through publications, the college's website, on and off campus outreach activities, workshops in English and Spanish, as well as individual appointments with students and families. Through these efforts, SFS ensures students have the appropriate financial resources to enable equitable access to higher education.

Founded in 1961, RCC's Disabled Student Programs and Services (DSP&S) was the first public post-secondary program serving students with disabilities in the nation and has facilitated the academic achievement, independence, self-advocacy, and social inclusion of tens of thousands of individuals with disabilities. DSP&S provides services to

students throughout the college and district. In 2005-06, DSP&S at Riverside City College served 1,015 students. Among the services available, determined on an individual basis, are academic and career counseling, disability-related counseling, priority registration, adaptive technology, alternate media, interpreters (sign language & oral), individualized tutoring, special classes, equipment loan (assistive listening devices, tape-recorders, Franklin readers, talking calculators, back supports, Is-Able tables, reading pens, etc), and note-takers.

DSP&S participates in the college's annual program review (including student learning outcomes and service area outcomes) and is subject to the Chancellor's Office state program review. In order to assure effective, relevant, and efficient service to students, DSP&S conducts student surveys and internal audits and uses information provided by the college's research office. Information gained from these sources guides the DSP&S planning agenda for the following year. DSP&S is currently researching additional software programs which are proving effective at other colleges.[14]

In addition to the efforts of the Outreach Office, Financial Services, and DS&PS, the Puente Program conducts high school visitations and classroom presentations at the college each spring. The CalWORKs outreach/recruitment specialist visits local GAIN offices to promote the CalWORKs Program and RCC services. Each athletic team assures equitable access to students through an active recruitment process and team tryouts. Other programs, such as EOPS, are mandated by Title 5 to promote equitable access to achieve and maintain a diverse student population with regard to racial, ethnic, and gender composition, by income, and with additional priority given to students who are first in their family to attend college.

Self Evaluation

The standard is met. The college is committed to ensuring equitable access for students through appropriate, comprehensive, and reliable student services.

Outreach maintains a database of all requests for tours, presentations, and college booths that are received by phone or in person. This database is updated every fiscal year and kept on file in the office. The Outreach Office compiles statistics from the accumulated data to identify trends and analyze increases or decreases in activities.

Student Financial Services continues to seek new ways to publicize its programs. Over the past three years, Student Financial Services has increased workshops, marketing efforts, and visitations to local high schools to educate families about financial aid. Evidence shows more students are aware of the financial aid programs and the need to apply. For example, comparing 2005-06 to 2004-05, students received more financial aid as Pell Grants awarded increased 13 percent and Cal Grants awarded increased 10 percent.[15]

As stated above, DSP&S has a long and rich history of serving many RCC students. Two areas of concern need to be addressed by DSP&S. First, the program is required to provide training to faculty so that they are aware of services available to students with disabilities.

Second, the RCC web site should be accessible to students, faculty, and staff with disabilities.

Efforts to communicate with faculty have met with modest success. The faculty have access to training modules in 4Faculty.org, which are currently slated to be reviewed and expanded. Workshops are offered during scheduled flex activities, but attendance is modest since faculty members may attend other workshops or activities. Another challenge for DSP&S is reaching out to new full-time and part-time faculty. The department needs to strategize about ways to engage faculty in the training.

Planning Agenda

- Revise DSP&S Awareness Training Module for 4Faculty.org
- Make DSP&S websites more accessible
- Strategize about ways to engage faculty in training about students with disabilities

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II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description Summary

The college supports and encourages students to participate in activities that lead to civic and personal responsibility. Student Activities programs and RCC's Teacher Preparation Program, which includes a service learning component, prepare students to be active and productive members of their communities.

Student Activities provides an opportunity for students to become involved in a co-curricular learning experience. At least fifty student clubs and organizations serve the needs of students on campus and the Riverside community at large.[16] Students participate in programs, events, and community activities both on and off campus. These include Homecoming, Halloween Town, holiday events, and various multicultural activities. Involvement in co-curricular activities provides students with social interactions and a "sense of belonging" that build engagement and maintain a connection to peers and the college. Educational research has linked student level of social integration at an institution to better course retention and completion. The student experience through these activities fosters intellectual, ethical, and personal development while promoting individual and civic responsibility and a greater awareness and sensitivity to diversity. Student leadership is developed through individual club organizations and student government. These opportunities are available through the Associated Students Executive Board, Inter Club Council, Student Senate, Board of Commissioners, Multicultural Advisory Council and the Student Supreme Court.

Student Activities creates and publicizes a calendar of major events and encourages student participation. Other activities sponsored by Student Activities include performing arts, athletics, student government, clubs, shared governance, and cultural events. Student Activities coordinates and sponsors events that benefit the community at large; events include blood drives and fundraisers to help meet the needs of disaster victims.

Service learning is an embedded feature of the Teacher Preparation program. It provides students with opportunities to put academic theories into practice through experiential learning and fosters civic engagement/responsibility through service to the community. Students learn to build strong academic skills, strengthen learning styles, improve workplace skills, and enhance personal development. Faculty enrich their teaching experience, build stronger relationships with students, and implement new ways of viewing the academic material which may inspire changes in curriculum. Service Learning benefits the community by providing a source of energetic, motivated students who can satisfy many community needs in fields of health, safety, education, and the environment. Community agencies may participate in an educational partnership through the service learning program.

Self Evaluation

The standard is met. Students involved in student government/student life activities are personally enriched through self-improvement of their professional conduct, leadership, and time management skills. The experiences and workshops presented to students enrich their academic experience, career, and personal lives. Student Activities events are evaluated by a variety of methods, including written evaluations sent out and collected after an event and review of events in the Inter-Club Council, Student Senate, Board of Commissioners, Multicultural Advisory Council, Student Senate, Student Supreme Court, and Executive Cabinet meetings.

Education 51 "Leadership Development Studies" is designed to prepare students for leadership roles. The course is well designed but not well enrolled. The college is exploring how to improve enrollment in this course; a possible option is to mandate that all student government officers enroll. Student Activities plans to explore a leadership certificate program where students gain knowledge and experience in parliamentary procedure, civics, ethics, management, and political science. The skills students obtain while participating in leadership experiences readies students for the "real world."

Each academic year, approximately one hundred students successfully complete the Americorps Program and contribute over 40,000 hours of community service. Faculty are expanding the use of service learning in the general curriculum. Students who participate in service learning enhance their personal and civic responsibility.

Planning Agenda

- Encourage RCC student leaders to enroll in the student leadership curriculum

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II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description Summary

The mission of the Counseling Department at Riverside City College is to foster and promote the intellectual,

emotional, social, and cultural development of students by offering a wide range of counseling, career, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experiences and be successful. The Counseling Department offers counseling services to students in helping them plan for and progress towards their individual, educational, and personal goals. Counseling services further support student learning through Student Educational Plans (SEPs) development, probation and readmit workshops, orientations, open counseling during the winter and summer sessions, and online counseling services and instruction. Students have the option of scheduling a face-to-face appointment or making an online counseling appointment. The college has added online courses and probation and dismissal workshops to assure that student needs are being met.

Counselors assist students in making effective academic, personal, and career decisions. They help students with their educational plans, majors, transfer preparation, graduation and career planning, personal counseling, and study skills. They refer students to appropriate student support centers. Additionally, the counseling faculty teach a number of courses designed to introduce students to college life, the transfer process, career exploration, and college success.

Counselors and educational advisors actively engage in the program review process. Through self-analysis, dialogue, and planning, new strategies are incorporated into the department's goals and objectives, including SLOs and SAOs. All full-time and part-time counselors are evaluated in accordance with the negotiated contract. Data are obtained from administrators, peers, and students; student input comes from questionnaires about the counseling session and classes. All new part-time counselors are required to attend a counselor orientation before they given an assignment.

Counselors attend conferences to stay abreast of various requirements and system-wide trends. These include UC and CSU Counselors' Conferences and campus meetings, ETS (Ensuring Transfer Success), ASSIST, and regional meetings for articulation and transfer. In addition to the institution's general counseling services, there are many other student service centers which include counseling personnel: Teacher Preparation, Workforce Preparation Center, Financial Aid, CalWORKs, Title V/CAP, DSP&S, and EOP&S.

In fall 2006, the college completed A *Transfer Center Plan 2005-2008* and a *Career Center Annual Report* for 2005-06.[17] These plans provide an ongoing self study of student needs and trends within the Career/Transfer Center. A 2005-06 statewide report lists Riverside City College ranking sixth in CSU and seventh in UC transfer rates in the system.[18]

To assist counselors in advising students, academic evaluation specialists validate prerequisites, certify IGETC and CSU requirements, evaluate coursework from other colleges, and process applications for degrees and certificates. Evaluators and counselors use the Datatel Degree Audit module. Currently only RCCD

courses are recognized by the Degree Audit module. Two expansions of Degree Audit are underway: 1) inclusion of coursework from other colleges; and 2) availability of Degree Audit on Web Advisor.

Self Evaluation

The standard is met. A portion of the faculty evaluation process for counselors asks for student feedback regarding counseling appointments and/or classroom evaluation. The majority of these responses have been favorable regarding the counseling service received. Student complaints that are received often address the long wait to see a counselor. Peak demand times for counseling services do not coincide with the faculty calendar. Expansion of the full-time counseling staff would partially address students' counseling needs, but would not address the intercession counseling demands.

Riverside City College currently has eleven general counselors and two Financial Aid counselors who see general students. In addition, the two Workforce Preparation counselors see program and general students. Three of the general counselors have specialized counseling duties: a) 100% Puente; b) 60% Articulation and 40% Department Chair; and, c) 100% Transfer Center and Career Center. Additional counselors are assigned to other programs such as EOP&S, DSP&S, CAP, and International Students. Since Riverside City College serves an estimated headcount of 16,000 students there is a high number of students per counselor. This limits the ability of the Counseling Department to serve special populations such as student athletes, veterans, and Ujima.

The Counseling Department and discipline meet regularly to ensure uniformity and accuracy of information. All special program counselors need to participate in these meetings.

The volume of evaluations and other requests submitted to the Evaluations Office is a continuing challenge as most of the work requires manual processing. New and proposed programs requiring lengthy pre-evaluations coupled with a high volume of student phone calls and visits limit the staff time available for evaluating transcripts.

Planning Agenda

- Conduct comprehensive Counseling meetings that include special programs (i.e. Workforce Preparation, Title V/CAP) at least once a semester to review departmental procedures, changes, trends, etc.
- Provide counseling services to specific departments who need additional support services (e.g., Veterans, Athletics, International and Ujima)

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Riverside Community College District participated in the USC Diversity Scorecard Project. The district utilized research from this project to inform the Student Equity Plan. The plan included the formation of a district ad hoc committee of the Academic Senate to ensure implementation of the plan and

effective utilization of resources. The college formed a Student Equity Implementation Team to address the needs of its diverse student population.

The college embraces programs that support and enhance student understanding, sensitivity to, and awareness of diversity. Puente, EOPS, the Center for International Students, the Ujima Project, and Workforce Preparation seek to diversify the student population and to integrate diverse students into the student population at large while embracing and respecting the cultural heritage of students. These programs have a curricular aspect, which seeks to diversify the content of the RCC curriculum; thus, students' understanding and appreciation of diversity is further enhanced.

The Puente Program is designed to increase the number of educationally underserved students who enroll in four-year colleges and universities and return to their communities as mentors and leaders to future generations. For over seventeen years, Riverside City College has participated in the project and has helped hundreds of students accomplish their academic goals. The program brings together three components that are keys to success: intensive writing instruction, academic counseling, and mentoring by members of the professional community. Students participate in the program for one year during which they complete two semesters of English and two personal development courses. The English classes incorporate Chicano and Latino literature each semester, and the personal development courses incorporate Latino culture and experience. Additionally, students are paired with a mentor from the professional community, and they participate in activities that serve to increase social and cultural awareness. Each year, a minimum of thirty students participates in the program at Riverside City College.

The Puente program review was completed in 2004 to assess the current status of the program, recognize strengths, weaknesses, and provide recommendations for the future. As a result of the assessment, the college established a rotation system for Puente faculty. Data are collected each semester to measure the impact participation in the program has on students with respect to self-confidence, leadership, and motivation. RCC has instituted district activities for the Puente students, such as Latina Action Day and a Northern California University Tour.

Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE) are categorically funded by the state of California. The EOPS program provides academic support services for financially and educationally disadvantaged students; services focus on recruitment, matriculation, retention, and student success. Services provided by EOPS include priority registration, mandatory EOPS orientations, academic counseling, book services, tutoring, and transfer information. The CARE program is an extension of EOPS for single parents-heads of household receiving Cal WORKS/TANF and who have at least one child under the age of fourteen. The goals are to increase students' educational skills, help students become more confident and self-sufficient, enhance students' employability, encourage success and assist students in

moving from welfare to independence. The services provided to CARE students include bus passes/parking permits, books and supplies, meal tickets, and child care assistance. In the academic year 2005-06, a total of 544 students participated in the EOPS/CARE program at Riverside City College.

Riverside City College is a Hispanic Serving Institution (HSI). As such, the college prepared and submitted a Title V grant proposal, and the federal Department of Education awarded RCC a Title V grant. The Title V Community for Academic Progress (CAP) Program provides services, such as learning communities and modular coursework. These services are offered and open to all students. In fall 2006, the CAP Program piloted the Speaking Culture and Religion learning community aimed at creating a curriculum to attract a diverse group of learners. The program now offers a three-semester remediation plan for basic skills students to take necessary courses in English paired with Humanities courses. The instructors are working as a team to align their curriculum and to promote diverse topics for teaching and learning. In addition, the CAP Program offers learning communities for students that need remediation in mathematics, English, reading, and English as a Second Language (ESL). For students who wish to take basic skills courses linked to transfer-level courses, CAP provides clustered classes in Business, CIS, and the Humanities. The CAP Program's Developmental Education Committee is seeking to increase the involvement of other disciplines.

The Center for International Students and Programs recruits and matriculates international students to become part of the campus community. Each semester, the International Student Center serves about 250 students from more than 50 countries. RCC is approved for admitting International Visa students under the Student and Exchange Visitors Program (SEVIS) and U.S. Immigration and Customs Enforcement regulations. Students who are accepted are issued the I-20 document which they take to the U.S. Embassy or consulate in their country for the F-1 Visa. The Center offers cultural and social programs as well as comprehensive academic counseling and advice on immigration laws and regulations. Center services include a three-day orientation, with assessment in math and English, campus tours, academic counseling, health/TB checks, and payment of required health and accident insurance. The Center also assists students with registering for classes, locating housing, and obtaining a Social Security card and driver's license. The Center provides students with an introduction to the International Club and ASRCC club activities.

The Center for International Students requires first semester students to take ESL 65 (American Classroom Culture) and Guidance 45. ESL 65 discusses issues of diversity and differences in culture and promotes an appreciation of diversity that extends beyond the classroom. Throughout the year, the Center provides activities for students. Activities include field trips to the beach and Hollywood and twice-yearly soccer games with students from other area colleges.

The Center for International Students, along with the International Club, lead the planning and organizing of

"International Education Week" activities each year. Academic programs, student clubs, language classes, national and international organizations (e.g., the Peace Corps), Study Abroad, and other parts of the college community participate. The entertainment features music, dance, food, and cultural booths from many countries.

Complete statistics are kept for international students, including all records required by the Federal SEVIS program. Data include countries of origin, GPA (2.0 and above), enrollment (12 units minimum each semester), majors, completion of programs, transfer to four-year universities, associate degrees obtained, and Optional Practical Training.

As a result of research on successful retention and completion of courses and programs, the college targeted the needs of African American students. The Riverside Student Equity Committee[19] developed the Ujima Project to address these needs. The Ujima Project is an academic and cultural program whose mission is to increase success in higher education with a focus on African American students. The goal of the Ujima Project is to accomplish the objectives established in the African American Success Initiative as stated in the district's Student Equity Plan. The Ujima Project activities and programs involve African American students, but specific efforts focus on the male population. The Ujima Project is a coordinated effort with faculty leadership and support from college administrators and staff. The project committee participants anticipate increasing student, faculty, administrator, and staff participation and support in programs and events.

Self Evaluation

The standard is met. Riverside City College is situated in an exceptionally diverse region and has a wide range of longstanding programs designed to foster diversity in its student population, its student service programs, and its curriculum.

The Puente Program conducted a program review in fall 2003. In collaboration with Institutional Research, the Puente program developed a survey to assess how the program impacts student leadership, motivation, and assertion skills. Each year the Puente State Office distributes and collects data forms for each campus participating in the Puente Project. For the past two years, Puente students have completed the survey to measure whether or not Puente impacts student leadership skills, self-confidence, and motivation.[20] Survey results showed Puente students were more likely than general students to:

- Seek assistance from professors
- Respect peer evaluation
- Utilize campus services
- Establish student networks
- Communicate with faculty
- Express views in class.

EOPS/CARE undergoes State and Riverside Community College District audits and reviews. EOPS/CARE students sign a Mutual Responsibility Contract in an effort to improve their success rates, particularly focusing on three EOPS counseling requirements: (1) develop a two-year plan (list of classes towards an educational goal); (2) meet

with a counselor to review mid-semester progress reports; and (3) develop a one-semester educational plan for the next semester. However, the challenge has been getting students to fulfill their three counseling appointments per semester, which affects their EOPS/CARE awards the following semester. The staff plan to formulate a strategy to address this matter.

In fall 2006, the Title V/CAP Program formed a Developmental Education Committee. This committee includes faculty who teach in the CAP Program and promotes college-wide efforts to foster basic skills learning. The committee has already begun to assist CAP with increasing and diversifying the program's course offerings, student services, and teaching and learning strategies. While this committee has strong support from faculty and the Academic Senate, it needs additional representation from Student Services and non-traditional basic skills faculty.

The Ujima Project is designed to increase African American student success through various strategies that include connecting to students, implementing learning communities, mentoring (by college faculty and staff mentors), and offering a required class (Business Thematic Learning Project).

Planning Agenda

- Develop a strategy to increase the number of EOP&S students that fulfill the three required counseling appointments
- Invite all disciplines and Student Services departments to participate in the Developmental Education Committee
- Promote and expand Ujima activities

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

As an open access institution, the college does not have an admissions test. The college subscribes to the state online application, and it is updated on a regular basis.

Matriculation regulations require that placement instruments and practices are evaluated to ensure validity and to minimize bias. The district research department conducted initial studies to ensure compliance with these regulations for English, reading, mathematics and ESL placement exams. Studies to revalidate cut-scores are conducted on a three-year cycle. To revalidate cut-scores, RCCD uses a consequential validity study in which both faculty and students are asked how accurately the students were placed into courses. According to the State Chancellor's Office of the California Community Colleges, at least 75 percent of the faculty and students surveyed must agree that a student is properly placed for consequential validity to exist. Disciplines then work with Institutional Research and Matriculation leaders to determine if the data demonstrate that an adjustment needs to be made to the existing cut-scores.

During the revalidation study, students respond to five questions to assess their perceptions of the quality, integrity, and student-centeredness of the placement

process and facility. The placement staff utilize results to improve services.

To ensure the quality and consistency of Assessment/Placement practices throughout the district, training and coordination are provided to personnel through scheduled meetings, regularly updated policy and procedure manuals, and continuous communication via e-mails and memos.

Self Evaluation

The standard is met. RCCD exceeds the state requirement to validate cut-scores every six years. Cut-scores for English, mathematics, and reading are revalidated every three years.

Planning Agenda

- None needed

II.B.3.f. 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.

Descriptive Summary

Admissions and Records procedures for record retention follow state regulations. Class I records are scanned or archived. Online applications are automatically stored in the Datatel Colleague system. Class II optional records are scanned or archived for a minimum of three years and then shredded according to local policy. Class III records are either scanned and shredded or archived for three years and then shredded. Prior to 2005, attendance, census, final grade, and positive attendance rosters were put on microfilm; most of these records are now stored on CDs. With the transition of all faculty records online, attendance rosters are the only records that are submitted by paper. RCC system records are backed up nightly on the Riverside campus, and stored at the Moreno Valley campus. Scanned information is put on CD's, stored in a fireproof box in the A & R vault, and traded out every two weeks to ensure that the information is externally available and current. A & R permanently maintains RCC academic records. Transcripts from other colleges and Student Educational Plans (SEPs) are scanned into Datatel and kept for a minimum of three years prior to purging.

RCCD Board Policy 6070 Release of Student Information includes adherence to FERPA regulations and was updated in May 2004.[21] The policy is referenced in the catalog, Schedule of Classes, and *Student Handbook*. The online and paper applications include information about FERPA and give students the ability to choose if they are willing to release directory information.

Other Student Services centers maintain and store student records, including the Athletic Department (eligibility), Student Financial Services (Federal and State), EOP&S (State requirement), Puente (UC MOU), International Student Center (SEVIS), Teacher Preparation (OMB Circulars, AmeriCorps—Provision 19), and Health and Wellness Center which maintains medical records for seven years on all clients eighteen years of age and older and indefinitely for students under eighteen years.

Student Financial Services' records are maintained in a scanned version as well as in hard copy. All records are destroyed every five years per Federal regulation. Health Services is currently scanning historical medical records into permanent electronic records through its Medicat software system, which is maintained and backed up by the institution's computer services department. All student records in Teacher Preparation are maintained according to federal and college policies, and old records are archived and discarded according to the five-year guidelines for federal grants.

Self Evaluation

The standard is met. Due to workload issues, Admissions and Records and Counseling will jointly determine and share the responsibilities of scanning and purging documents. A&R has 88 years of student educational records on microfilm and microfiche; the last two years' records have been converted to CDs. All records need to be converted to ensure their permanence. Current efforts to systematize records storage need to be continued.

Planning Agenda

- Convert microfilm and microfiche records dating back 90 years to CDs

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II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since fall 2005, all areas in Student Services have participated in an annual program review process, which includes program evaluation, identification of strengths and weaknesses, documentation of existing and projected staffing needs, and the development, implementation, evaluation, and utilization of results for both Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs). The information included in these program reviews is used to inform budget and position allocations and the planning agenda for the next year. Traditionally, the District Program Review Committee reviewed only academic program reviews. In 2006-07, Student Services presented the process for student services program reviews and the 2005-06 actual program reviews to the committee. In the future, the Program Review Committee will review both instructional and non instructional program reviews. In addition, the Assessment Committee faculty chairperson participated in a program review retreat and assisted Student Services managers, faculty, and staff members in understanding how to assess SLOs and SAOs. Examples of Student Services SLOs and SAOs follow.

In 2005-06, Admissions and Records developed a SLO and SAO to familiarize students with Web Advisor's functions. Outreach developed an outcome to increase the number of new and returning students applying online versus completing a paper application. The emphasis was to provide enough assistance (workshops, one-on-one help, via phone or e-mail) to decrease the number of students stopping midway through the online application because it was too difficult or frustrating for them to

complete. The measurement of success was the number of students returning to the web again the following semester. The assessment demonstrated that students became more comfortable with the online process. Athletics developed a SLO and SAO to enhance the student athletes' knowledge of athletic eligibility and transfer rules. Evidence shows that student athletes have a higher GPA and transfer rate than the average RCC student.

In 2006-07, A&R established a SLO measuring students' knowledge and proficiency in accessing all Web Advisor's services. A&R also established a SAO to address the need for faculty to submit final grades on time. The fact that grades are now submitted online by faculty gives A&R the ability to promote and assess this outcome.

The International Center has established measurable SLOs, such as having students learn the legal requirements to be "in status" with the F-1 Visa requirements.

The Teacher Preparation and Education Programs Office's SLOs and SAOs are included throughout the curriculum and grant programs. In addition, evaluation of these services is conducted through the Corporation for National and Community Service Learn and Serve Program, ALERT Project Evaluation Report, and The LASSIE System.

Three Puente Counselors from the district participated in a statewide summit to develop SLOs. Some examples of SLOs are: "Students will analyze their own needs and access appropriate support services" and "Students will be exposed to and become aware of cultural values and issues affecting their community."

Self Evaluation

The standard is met. Program reviews in Student Services were developed with widespread input from faculty, staff and managers. This process, especially the development of the SLOs and SAOs, has been a valuable tool for bringing staff members together and evaluating current practices and examining what is needed to improve services to students and student success. Excellent ideas and plans for improvement have surfaced through this process.

The Counseling Department documented concerns that students' needs are not being met due to the counselor-to-student ratio. During peak times of Open Counseling (a form of walk-in counseling) the wait time to see a counselor can exceed one hour. Alternative methods of delivery have been developed to serve students and reduce the high demand placed on individual counseling appointments (e.g., online probation and dismissal workshops).

The challenges of the program review process are: 1) to set realistic goals that can be accomplished within the scope of the department's budget, personnel, time, and service demands, 2) to conduct a regular cycle of evaluations, and 3) to use the results of program review to inform budgetary and planning decisions for service improvement.

Planning Agenda

- Continue efforts to base budgetary and staffing decisions on sound research and data
- Identify and implement an appropriate student tracking system to collect evidence of service utilization and evaluations of the impact of these services on student success

List of Evidence

[1] Student Equity Plan
[2] State, Regional, and Local Matriculation Studies
[3] Matriculation Plan
[4] http://www.rcc.edu/services/assessment
[5] State, Regional, and Local Matriculation Studies
[6] Student Services Program Review
[7] Relevant sections of the 2007-08 Catalog appear on the following pages:
a. General Information
- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution: iii, iv and cover
- Educational Mission: 2
- Course, Program, and Degree Offerings: Programs and Degrees, 58 and following; Courses, 86 and following.
- Academic Calendar and Program Length: x and 5
- Academic Freedom Statement: 4
- Available Student Financial Aid: 21-24
- Available Learning Resources: 18-32
- Names and Degrees of Administrators and Faculty, vi-ix and 257-272
- Names of Governing Board Members: inside front cover

b. Requirements
- Admissions: 5
- Student Fees and Other Financial Obligations: 8-10
- Degree, Certificates, Graduation and Transfer: 34 & following

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty: 18, 36-41
- Nondiscrimination: 13-16
- Acceptance of Transfer Credits: 7
- Grievance and Complaint Procedures: 13-16
- Sexual Harassment: 13-16
- Refund of Fees: 10

[8] RCCD Catalog
[9] Office for Civil Rights, 2/28/05 letter to Chancellor Rotella, p. 14
[10] Office for Civil Rights, Agreement to Resolve Complaint No. 09-03-2139
[11] Schedule of Classes, Student Handbook (DSPS, EOP&S also), Board Policy Book
[12] Student Services Program Review
[13] Guidance 45 High School Project
[14] DSP&S program review
[15] Financial Aid awards data for 2004-05, 2005-06, and 2006-07
[16] List of student clubs
[17] Transfer Center Plan 2005-2008 and Career Center Annual Report for 2005-06
[18] 2005-06 Transfer Rate Report
[19] Student Equity Plan

[20] Results of Puente survey
[21] Board Policy 6070

Standard II.C

Standard II: Student Learning Programs and Services
C: Library and Learning Support Services

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II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The Institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Riverside City College supports its instructional programs and activities by providing library and learning support services that offer courses, instructional sessions, equipment, state-of-the-art facilities, and collections of print and electronic resources. Services and resources for the library, the Instructional Media Center (IMC), Tutorial Services, and the Supplemental Instruction Program (SI) are available through the Digital Library and Learning Resources Center (DLLRC). The DLLRC opened to the college, the district, and the public in September 2003 with four floors and 81,000 square feet of assignable space. With physical seating for 1,200 and 431 computer workstations, the DLLRC is equipped and funded to offer online databases, wireless networking, electronic reserves, streaming media, teleconferencing, multimedia production, and cable broadcasting. The newly-renovated Martin Luther King, Jr. Teaching and Learning Center (MLK TLC) opened in August 2005 with three floors, 588 computer workstations, and 24,351 square feet of instructional space, providing centralized access to campus computer labs and learning centers serving the computer information systems, English, ESL, mathematics, nursing, reading, and world languages disciplines. Both the DLLRC and MLK TLC provide flexible environments for collaborative and individual learning.

II.C.1.a. Relying on the 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 of the institution.

Descriptive Summary

The library and other learning support services acquire materials and equipment that are aligned with the learning needs of the RCC community. As of spring 2006, the Riverside City College Library collection consists of 113,071 titles.[1] The Library and Instructional Media Center identify learning needs through numerous avenues, including librarian membership on various committees, staff service at the public desks, library orientations, staff/faculty development workshops

provided by the library and IMC, and surveys.[2] Library materials selections are guided by the *Collection Development Policy*, and collection assessment occurs routinely as part of the curriculum process (a library faculty member represents the Library/Learning Resources department to the Curriculum Committee and reviews all new and revised course outlines of record to ensure that library holdings are adequate to support curricular offerings).[3] Materials and services are evaluated in preparation for the accreditation of specific programs in the health sciences and business. The library and IMC have worked collaboratively to provide materials for programs and courses that rely heavily on the use of instructional media. The Instructional Media Center installs, maintains, and delivers equipment to 154 classrooms in support of teaching and learning, and provides on-demand streaming media services to the classroom.

Tutorial Services uses training videos, a tutor handbook, workshops, and a variety of handouts to teach tutors about their role and how to relate effectively to students. The need for Tutorial Services is identified in part by early alert letters, basic skills orientations, faculty e-mails, department/classroom presentations, walk-in students seeking learning assistance, and staff input from various departments. The Supplemental Instruction program provides Supplemental Instruction leaders with a training manual, workshops, and required course materials for those classes for which they will provide sessions. Supplemental Instruction targets rigorous, academic courses in the English, mathematics, and science disciplines. Learning needs are informed by session planning sheets, as well as beginning, post-exam, and end-of-course surveys.[4] The labs/learning centers utilize a variety of materials including software, online resources, print materials, and streaming media in support of curriculum. Lab/learning center coordinators, faculty, and department representatives, who evaluate new textbook and software titles, provide input to guide the selection of resources. Those discipline labs/learning centers that rely on the library/IMC for materials and/or hardware support, including nursing and world languages, interface directly with the Library/Learning Resources department with respect to resources. Students, faculty, and tutors from the reading, mathematics, and nursing disciplines in the MLK TLC complete surveys regarding the use and effectiveness of existing titles.

Self Evaluation

The standard is met. The library and Instructional Media Center have made significant progress engaging faculty and staff on a broader scale, thereby gaining greater insight into how well library and IMC resources are meeting student learning needs. Library faculty members participate in district and college committees, including District Assessment, Curriculum, Developmental Education, and Academic Senate. The college has formed a Library Advisory Resource Committee; this committee will meet at least two times per semester beginning in fall 2007. At present, library faculty members primarily attend department/discipline meetings only upon request. However, an increase in the number of library and IMC presentations, staff development workshops, library orientations,

moderated research sessions, and tours has resulted in increased visibility and dialogue between the library and the Riverside City College community regarding the selection of materials and equipment.[5] Discipline faculty in the labs/learning centers are engaged in a variety of projects related to equipment and materials in support of student learning:

- English faculty are developing additional resources for course modules in English,
- Nursing, world languages, and computer information systems faculty members are increasing support for and use of computerized proctored testing, and
- Faculty in the mathematics discipline, along with Disabled Students Programs and Services (DSP&S) staff, are working with third-party content providers to make web sites Section 508 compliant.

Currently, the majority of IMC resources and services are offered to faculty and staff in support of instruction and student learning. Library/Learning Resources is investigating the possibility of acquiring additional media production resources for students.

Tutorial Services needs to update/upgrade tutor training materials. The MLK TLC labs/learning centers maintain a variety of educational equipment and materials. Student and instructor surveys, materials selection committees, and faculty recommendations guide the selection of these resources.

Planning Agenda

- Convene Library Advisory Resource Committee at least twice per semester
- Appoint library liaisons to facilitate increased dialogue and to assist with discipline and departmental projects and initiatives
- Acquire additional media production software and hardware for student use
- Upgrade/update Tutorial Services' tutor training materials

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The library, the college, and the students have recognized the importance of information competency skills.[6] The college has identified "Information skills," which includes the ability to, 1) "demonstrate computer literacy" and 2) "locate, evaluate, and use information effectively," as one of the general education student learning outcomes for academic and vocational degree programs.[7] "Locating, evaluating, and using information" effectively summarize the information competency standards identified by the Association of College and Research Libraries, and are the basis of the student learning outcomes for the library's one-unit information competency course.[8] The library's 50-minute orientation sessions and moderated research sessions are also an important means by which competencies in information retrieval and use are taught, as are impromptu instructional sessions that take place at the library's service desks. Library faculty determine

student competencies in information retrieval and use by assessing the SLOs of the information competency course and library orientations and by evaluating course assignments that require information retrieval and use.

While Tutorial Services and the labs/learning centers in the MLK/TLC do not provide specific information competency instruction, they do provide education and services for students that complement and build upon information competency dynamics. Tutorial Services offers tutoring appointments that develop time management skills, study strategies and academic confidence. The Supplemental Instruction program offers regularly-scheduled sessions emphasizing the application of study strategies, including note-taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation. These sessions seek to improve learning skills and academic performance, and are open on a voluntary basis to all students in designated courses. The lab facilities are available to students who enroll in a course with a lab component or a stand-alone lab practicum course. The labs/learning centers provide a place for students to study alone or in small groups, and tutors and instructors assist students who have questions related to their course work. Formal instruction by way of 30-minute peer-tutoring sessions and 60-minute faculty-led workshops in the MLK TLC offer extensive instruction for more thorough or repeated coverage of skills and concepts.

The coordinators of the Writing and Reading Center (WRC) have developed a self-paced modular course with separate skill units for use as supplemental instruction to support student needs.[9] The Curriculum Committee has approved 12 of the skill modules that the WRC piloted in fall 2006. These modules are now part of the regular course offerings. The mathematics department has developed a set of open-entry, self-paced course modules (Math 90A-F), which focus on basic skills and are open to all students who meet the prerequisites.[10]

Self Evaluation

The standard is met. Responses from students, faculty, and staff regarding the library's information competency initiatives have been positive. The emphasis on "Information Skills" in RCCD's *General Education Student Learning Outcomes* underscores the need for students to acquire basic skills in information competency. In response to these two factors, Library/Learning Resources is investigating an information competency proficiency or requirement for students. The library has made a concerted effort to advance its information competency initiatives as they relate to student learning by:

- Offering both a face-to-face, web-enhanced, and fully online Library 1 course
- Using information competency as the conceptual framework for orientations and impromptu instructional sessions
- Providing information competency materials, guides, and training through the library's web site, http://library.rcc.edu
- Hiring a full-time distance learning and electronic reference librarian, who, with the input of library faculty and under the guidance of the Executive Dean, Technology and

Learning Resources, develops and refines the information competency curriculum.

As a result of the institutional emphasis on SLOs through program review, curriculum development, and presentations by the District Assessment Committee, the library has made significant progress in developing and implementing assessment methods for information competency instruction. The library's assessment plan as outlined in its program review self study includes a systematic review of assessment results, which informs and has improved both teaching strategies and assessment methods.[11]

Tutorial Services and the various labs/learning centers provide equipment and resources that support students in the development of information competency and computer literacy skills. Generally, the labs/learning centers supplement the learning and teaching of identified competencies in the disciplines they support. Formal assessment usually does not take place with respect to the lab practicum courses; however, assessment methods associated with final exams, written assignments, exercises, and quizzes are used to evaluate student learning in courses supported by the labs/learning centers. Those disciplines that have conducted studies on student success have demonstrated that the labs/learning centers clearly benefit students who take advantage of the wealth of resources, including faculty instruction, peer tutoring, and workshops. A study conducted during spring 2005 illustrates that students who worked with an instructor in the WRC had a higher overall success rate in their courses by 23%. Students who used the WRC, which serves the English, reading, and ESL disciplines, in general had a rate of success 29% higher than their counterparts who did not use the WRC.[12]

Planning Agenda

- Coordinate with other disciplines/units to examine ways to address RCCD's "Information Skills"general education SLOs
- Maintain the focus on information competency through participation on college and district committees
- Investigate assessment methods for the MLK TLC labs/learning centers

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II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library and other learning support services provide ample access to materials and services through physical and electronic means. Every effort is made to provide the maximum amount of access to the physical facilities within the limits of the budget. The library and IMC hours of operation are coordinated with the class schedule for respective academic terms, so that services and resources are physically available to students, faculty, and other users at times when they are on campus. Tutoring appointments and Supplemental Instruction sessions are scheduled in study rooms located in the library; therefore, Tutorial Services and the Supplemental Instruction program schedules instruction during the hours the library is open. The labs/learning centers

in the MLK TLC base their hours of operation on their respective course offerings and usage data collected from student headcounts. Operating hours may vary slightly by department; however, lab/learning center representatives meet during the semester to synchronize hours for the MLK TLC facility as much as possible and make adjustments whenever necessary.

Library/Learning Resources provides remote online access to materials and services through the library and IMC web sites. Library materials available 24 hours a day, 7 days a week from the library's web site, LAMP (Library Access to Monographs and Periodicals), http://library.rcc.edu, include:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and physical/streaming media
- E-books and electronic course reserve materials
- Electronic resources via subscription databases, which contain citations, abstracts, and increasingly the full text of articles from magazines, journals, newspapers, and reference resources
- Tutorials and guides to finding and using information; and 5) general information about library resources and services.

The IMC web site, http://imc.rcc.edu/ provides 24/7 access to information regarding:

- KRCC, RCC's educational access station, and its program schedule
- Audio/visual equipment available in the DLLRC
- Production, satellite downlinking, and videoconferencing
- Procedures and forms for requesting IMC equipment and services.

The Digital Library also provides inter-campus loan to the other campus libraries for books and video recordings, and provides streaming media services to classrooms on the Moreno Valley, Norco, and Riverside City College campuses.[13]

The Tutorial Services web site provides information for both potential tutees and tutors. Tutorial Services provides free online self-paced tutor training. Several discipline labs/learning centers have web sites and provide additional locations on campus outside of the MLK TLC where students can use software. A number of labs/learning centers use free online web sites and tools as well as subscription-based, curriculum-specific web sites.

All library and learning support services accommodate disabled students. The DLLRC houses accessible furniture and a computer workstation with specialized equipment for students with disabilities. The library works with DSP&S to ensure that library staff and disabled students are trained to operate the computer equipment. DSP&S also works closely with the library and IMC on the captioning of existing video recordings and collection development procedures to ensure videos are purchased in captioned DVD format whenever possible.[14] The IMC provides specialized listening devices for classrooms in the DLLRC, and has designed both the library and IMC web sites with Section 508 compliance in mind. The campus labs/learning centers in the MLK TLC have computer and furniture accommodations in addition to

specialized software applications available for students who have special needs.[15]

Self Evaluation

The standard is met. The increase in space and the additional technological capabilities of the DLLRC have provided students, faculty, staff, and the community with access to a greater number of computer resources and a wider selection of materials in electronic format. The library and IMC have been quite successful in acquiring and producing materials in digital format which provide students, faculty, and staff with greater access to titles in the library, in the labs/learning centers, and from remote locations. The library's subscription database offerings continue to expand, thereby increasing access to citations, abstracts, and often the full-text of articles from magazines, newspapers, journals, and reference resources.[16] The library also provides access to electronic books on a variety of subjects via the online catalog. As a finalist in the Rich Media Impact Awards 2006, the IMC has developed innovative streaming media programs for nursing students, who are able to view live and archived lectures, which integrate talking-head video with instructor slides and handouts.[17] At the request of the IMC, the software vendor has incorporated captioning features into the Mediasite product for added accessibility. Media titles with the appropriate copyright clearance can also be streamed to classrooms and labs upon instructor request, and access to streaming media titles is provided on library computers. Aside from the nursing lectures, streaming media services provided by the IMC are currently not available to students off campus; however, the IMC is seeking to expand streaming services across the disciplines as funding and copyright provisions allow.

Tutorial Services provides both day and evening hours for access to tutorial materials and services; however, the need for additional evening hours has been identified. While Tutorial Services provides in-person tutor orientation, self-paced tutor training, and tutoring appointments, currently, there is no online tutoring.

With the exception of a few department-based labs, the renovation of the MLK TLC has resulted in a centralization of the campus learning centers, thereby providing more user-friendly access, especially for those students enrolled in multiple lab practicum courses or lab-component courses. Student access to resources has also increased as a result of improvements to the facility with respect to the computer resources and instructional areas. Furthermore, several of the labs/learning centers now have the ability to offer extended hours as a result of their relocation to the MLK TLC. Several labs/learning centers maintain their own web sites, thereby increasing access to instructional materials and information, including hours of operation, services, handouts, and forms. While some of these web sites are Section 508-compliant, others are not. As a result of the reallocation of space for classroom use and an increase in enrollment for some disciplines due to the addition of course sections and/or program offerings, some of the campus labs/learning centers are already outgrowing their new accommodations in the MLK TLC.[18] The college is conducting usage studies to assess the

extent to which the labs/learning centers are meeting student access needs. Access to the labs/learning centers had been previously restricted to students enrolled in lab practicum courses or courses with a lab component; however, students in any discipline can now enroll in self-paced modular courses, which give them full access to the labs/learning centers offering those courses. The college needs to resolve staffing, space, and funding issues in order to provide an open-access lab environment for all students.

Planning Agenda

- Evaluate usage studies to determine the need for additional space, resources, and requisite staffing for labs/learning centers in the MLK TLC

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The security and maintenance of facilities is achieved through the collaborative efforts of College Safety and Police, the Facilities Department, and library and learning support services staff. The DLLRC and the MLK TLC are equipped with a video camera security system and alarm system. Both facilities contain security offices with monitoring equipment. Entrances to the DLLRC are secured by keypad, and only authorized individuals are provided with entrance codes for access to areas containing expensive and sensitive equipment. The main entrance to the library has a 3M-security system to assist in the prevention of materials theft. The public computers in the DLLRC are secured to the desk with a locked security cable. The labs/learning centers in the MLK TLC align hours for security purposes, as there is only one alarm system and one elevator for all floors in the building. The majority of the labs'/learning centers' computers are maintained and updated by Microcomputer Support with the exception of the world languages lab, which is supported by the Instructional Media Center. The library's microcomputer support and IMC staff support the DLLRC's computer and audio-visual equipment.

Self Evaluation

The standard is met. The library and Tutorial Services benefit from round-the-clock custodial services. The security measures incorporated into the DLLRC's design, including security cameras, monitors, keypads, and alarms have been quite effective in preventing the theft and damage of equipment and resources. In spring 2006, College Safety and Police assigned an additional officer to patrol the second and third floors of the library, which has resulted in reduced disturbances and a more learning-conducive environment for patrons and staff. The absence of a third floor service desk is problematic from a service and security standpoint; however, patrols of the third floor are helpful. Tutorial Services is not patrolled to the extent that the rest of the library facility is patrolled due in part to its location on the ground floor. Moreover, the existence of a single entrance/exit for Tutorial Services could be a potential problem, should an emergency situation arise. The DLLRC has its own dedicated network, microcomputer, and audio-visual support staff to maintain network services and IT/AV equipment. The library has

procedures in place to ensure the smooth operation of the DLLRC.[19]

The campus labs/learning centers housed in the MLK TLC benefit from on-site microcomputer and network support provided by the Information Services department for the maintenance of equipment and network connectivity. The Dean of Instruction monitors the security of the MLK TLC environment and is responsible for organizing meetings with facility personnel to discuss issues related to security and hours of operation. Security for both personnel and equipment continues to be a challenge at the MLK TLC, especially when classes scheduled in the facility end after the labs/learning centers close and during college breaks when the labs/learning centers are closed, but the facility remains open for staff access.

Planning Agenda

- Better coordinate and enforce the mutually agreed-upon hours of operation in the MLK TLC
- Investigate the need for additional security for Tutorial Services

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II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Formal agreements and licenses exist for the maintenance of library and learning support services equipment and services. The library contracts with Innovative Interfaces, Inc., for upgrades and maintenance of the integrated library system, and the Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for district faculty and staff. Agreements also exist for the maintenance of library equipment, software, and access to subscription online databases. Service requests are documented and regularly evaluated, and concerns are brought to the attention of the service provider at once. The Instructional Media Center maintains contracts for production services and equipment support. The IMC contracts with Avid and StorageTek for hardware and software assurance, and uses various music vendors for licensing of musical pieces used in support of production. The Executive Dean, Technology and Learning Resources and the IMC manager informally evaluate contracts on an annual basis by assessing the vendor's service performance throughout the year, and comparing that vendor's services and fees with those provided by similar companies. Tutorial Services maintains service agreements for office equipment and software. The MLK TLC labs/learning centers maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Staff document and track equipment warranties, so that any necessary service can be requested before warranties expire.

Self Evaluation

The standard is met. The Executive Dean, Technology and Learning Resources and the Instructional Media Center manager maintain positive relationships with library and IMC vendors; therefore, contracts are honored and the DLLRC experiences nominal equipment or service down time. Moreover, since many of the contracts are long-standing, Library/Learning Resources benefits from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. The Executive Dean, Technology and Learning Resources was extensively involved in the IT and AV planning of the MLK TLC, which was remodeled according to technology standards established by the college.[20] As a result, the learning support services located in the MLK TLC were able to take advantage of existing relationships with vendors in regard to pricing and terms. While the MLK TLC may contract with some of the same vendors as the DLLRC, the lab/learning center faculty and staff independently evaluate contracts and services. As a result of the evaluation process, the college has identified and is correcting problems with the MLK TLC photocopy services provider.

Planning Agenda

- None needed

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The library and IMC continually collect and routinely analyze statistics as indicators of how the departments can best meet students' needs. Statistical data for the library include door counts, materials use counts, database usage figures, attendance records for orientations, and the number of assistance requests.[21] The IMC collects and evaluates data related to the delivery of instructional equipment and media, production service requests, digital network support, KRCC broadcasts, and equipment repair/installation requests.[22] Some faculty members ask students to rate their experiences at the library, the results of which are provided to Library/Learning Resources for analysis.[23] The library and IMC surveys contain questions that address student learning needs, and student responses to surveys, as well as the growing number of requests for library orientations and equipment deliveries, suggest that needs are being met and learning is taking place.[24] The library faculty use formal assessment methods to assess respective SLOs for the information competency course and orientation sessions. Faculty use assessment results to improve instruction and to refine assessment methods. As part of the program review process, the library discipline revises the course outline of record for the information competency course and reviews and revises as needed the corresponding SLOs.[25] Additionally, during program review, the library

faculty refine assessment methods and analyze collected data for the information competency course and for the orientation sessions. The District Assessment Committee reviews the assessment process and provides recommendations to the library discipline.

The services provided by the labs/learning centers and Tutorial Services are routinely evaluated to ensure that student needs are being met and SLOs, when identified, are being addressed. Tutorial Services maintains annual statistics on the number of students tutored, the number of tutors, the number of tutoring hours provided, and the subjects for which tutoring was offered.[26] The Supplemental Instruction program generates statistics for evaluation in the form of summary reports, which amalgamate data from session attendance, course enrollment/retention, and grades. The Supplemental Instruction program uses beginning, post-exam, and end-of-term surveys as well as Supplemental Instruction leader debriefs to evaluate student learning and guide improvement.[27] The labs/learning centers track usage by department in terms of the number of students using the facility and the type of service used. A variety of methods are used to gather these statistics including automated logins using Datatel and AccuTrack and manual sign-in sheets.[28] The labs/learning centers utilize surveys, confirmation slips, and evaluations to assess their contribution to the courses they support.[29] Students, faculty, and staff participate in these evaluations. Lab/learning centers coordinators and subcommittees review the results and use results as the basis for improvement. In addition, some learning support services, such as the WRC, are beginning to conduct formal studies that investigate the correlation between lab usage and the achievement of learning outcomes.[30]

Self Evaluation

The standard is met. Analysis of DLLRC use statistics between fall 2002 and spring 2005 speaks to Library/Learning Resources' ability to meet the increasing needs of students in relation to resources (i.e., facility, computers, and print/electronic materials) and instruction in the form of reference, directional, and technical assistance. The evaluation of assessment data and survey results indicates that library and IMC resources and services are contributing to the achievement of SLOs. Responses to the library and IMC survey show that as of fall 2006, 91% of students feel that they "learn something or benefit from using the library" and 92% of instructors feel that the infusion of instructional media into their course curriculum allows them to address a wider range of learning styles. In addition to Library/Learning Resources informal self-assessment, the department undergoes formal self study in the form of program review. As part of the 2006 program review, librarians reviewed the course outline of record for Library 1 and revised the SLOs to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). The data collected thus far from the course's assessment tools, including self-reflective course log entries, course-embedded assignments, and "start of course" and "end of course" assessment tests, show that students are responding well to both the course content and methodologies. When areas of difficulty are identified,

faculty review and adjust presentation methods and content to promote learning and student success. The library is taking steps to assess service outcomes and student learning during the library's 50-minute orientation sessions. Further development and use of the assessment instruments will allow the library to better identify areas for improvement.

The use of tutor or tutee evaluation forms enables Tutorial Services to gather information on how well they are achieving SLOs identified during program review; however, the forms need to be more widely and consistently distributed and collected. The Supplemental Instruction program is currently in its infancy and will benefit from data collected in subsequent semesters to evaluate program effectiveness. The labs/learning centers conduct "quality of service" surveys, tutor/lab aide evaluations, and self studies of effectiveness. One of the greatest strengths of the MLK TLC labs/learning centers is the faculty members who are available to assist students on a walk-in basis.

The contractual faculty evaluation process provides a mechanism for observing and providing feedback on a faculty member's instruction in the lab/learning center when he/she is under review. This benefit coincides with a potential weakness in that there is no procedure for evaluating faculty other than through the formal evaluation process, which may or may not include observation in the lab. Possible corrections to this weakness are in early phases of discussion. Areas of discussion include providing FLEX workshops on techniques for individualized instruction and strategies for teaching in an open lab environment.

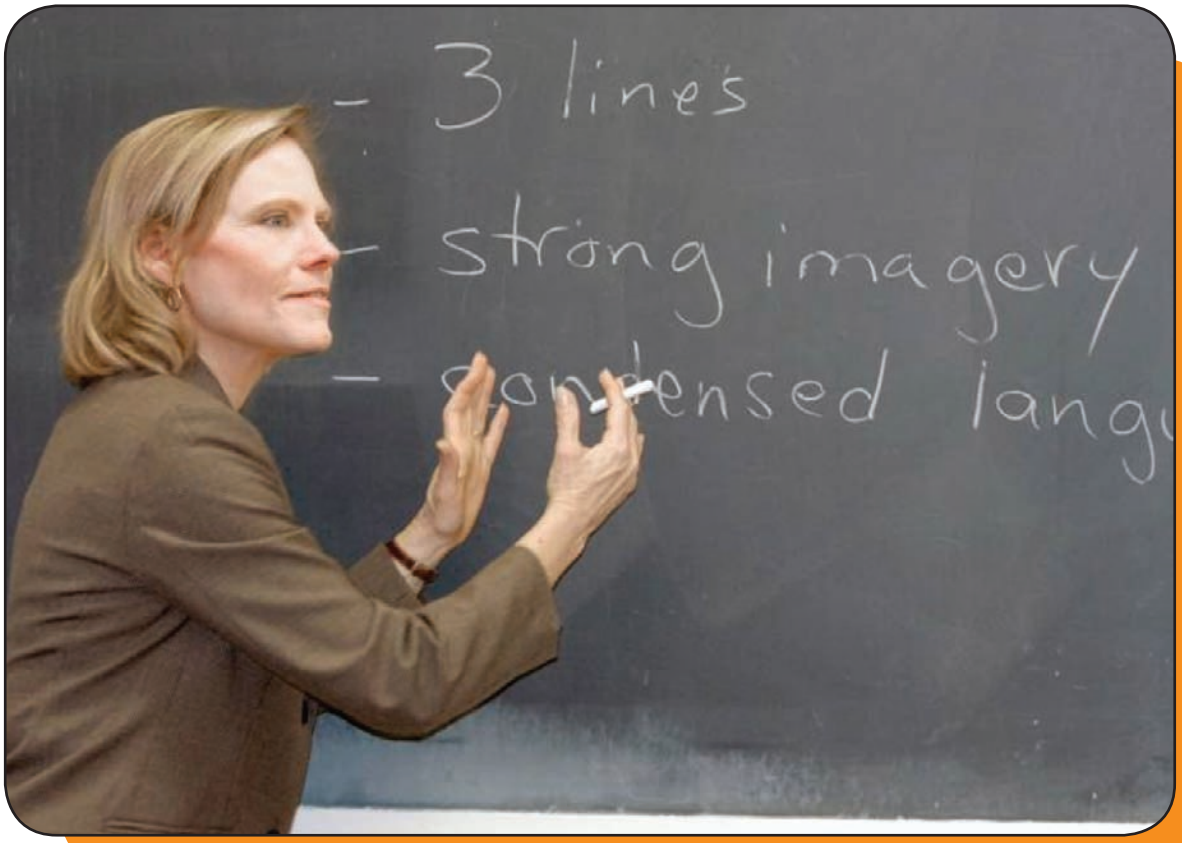
Planning Agenda

- Continue the discussion of methods for improving instruction in the labs/learning centers

List of Evidence

[1] Riverside City College Library Collection
[2] Library and IMC surveys
[3] New and Revised Course Curriculum Approval forms
[4] Supplemental Instruction Program Surveys
[5] Library orientation statistics
[6] Salinas, Jennifer E. "Letter to the Editor." Letter. *Viewpoints* 24 Mar. 2005: 9
[7] RCCD's *General Education Student Learning Outcomes for Academic and Vocational Degree Programs*
[8] "Information Literacy Competency Standards for Higher Education." American Library Association. 2006. http://www.ala.org/acrl/ilcomstan.html (Accessed 08 Jun, 2006)
[9] List of modular courses developed by the English Department for the WRC
[10] List of modular courses developed by the Math Department
[11] Assessment Plan from *Library/Learning Resources Program Review*
[12] *Effect of the WRC on Student Course Outcomes*
[13] *IMC Streaming Media Locations*
[14] IMC/DSPS *Request for Video Captioning* Form
[15] List of adaptive software installed in the DLLRC and MLK TLC
[16] Library Database Subscriptions, 2004-2006
[17] "Sonic Foundry Honors Organizations that Use Mediasite to Transform the Way They Communicate." *Sonic Foundry - Newsroom - Press Releases*. 5 May 2006. Sonic Foundry. 9 June 2006 http://www.sonicfoundry.com/main.aspx?dir=newsroom&subpage=press_releases_item&id=736&year=current
Sonic Foundry. "Mediasite Case Study: Riverside Community College." *Sonic Foundry*. 9 June 2006. Sonic Foundry. 9 June 2006 http://www.sonicfoundry.com/download/FileServe.aspx?market=80
[18] MLK TLC Department Relocations
[19] DLLRC Procedures
[20] Technology Standards
[21] Library use statistics; Database Use Statistics
[22] IMC use statistics
[23] Sample student ratings of the library from the Nursing Department
[24] Report on responses to Library/Learning Resources surveys conducted Spring 2006
[25] Course Outline of Record for Library 1: Information Competency
[26] Tutorial Services statistics
[27] Supplemental Instruction Program Summary Report
[28] MLK TLC usage studies
[29] Math Lab surveys; WRC *Workshop Questionnaire*, *Instructor Conference Confirmation*, and *Tutor Session Summary*; Tutorial Services *Faculty Evaluation of Program*, *Tutee Evaluation of Tutor*, and *Tutor Self-Evaluation and Program Evaluation*, *Tutee Evaluation of Program*
[30] *Effect of the WRC on Student Course Outcomes*

Standard III.A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Standard III: Resources
A: Human Resources

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

As Riverside Community College District transitions to a multi-college district, human resource systems and procedures will lead the way in recruiting, selecting and hiring the most qualified people to help achieve the district's broad educational purposes. The mission of the Diversity and Human Resource (DHR) team is to

- Ensure that campuses have the best possible leadership, faculty, and staff
- Promote and preserve diversity among campuses that reflects the diversity of the community the district serves
- Monitor management of resources on the campuses, while providing flexibility for change and growth
- Provide the workforce and community an organization free of discriminatory practices.

To accomplish this, strategic goals for Diversity and Human Resources center on changes that will enable it to better understand and anticipate customer needs, improve efficiency and productivity (through technology and standardized processes), reduce bureaucracy, simplify processes, and reduce recruitment time. The district will work with the leadership and Strategic Planning Committee of each campus in considering both the Academic Master Plan and annual program reviews to identify human resource needs (faculty, administration, and staff).

The district is committed to diversity. It is extremely important that every employee is informed and sensitive to the principles and values of diversity. Diversity goals for the district are tied to its mission and that of Human Resources. Diversity in the workplace is a critical link to the community. Diverse minds, experiences, culture, and unique perspectives of the district's employees will give it an advantage as the student enrollment at each college grows. As part of the DHR strategic planning process, approaches are being developed to broaden diversity recruitment efforts and effectiveness. Additionally, DHR is developing a "Diversity and Inclusion Initiative" to provide a structure for better communication between the district and

campuses on diversity issues and to develop a strategic planning goal specific to diversity.

The Diversity and Human Resource functions are centralized operations with a commitment to delivery of services at the colleges. Centralized operations include:

- Standardized HR policies and procedures, including hiring and evaluation
- Recruitment and selection of staff including an online application tool
- Compliance with laws and regulations
- Personnel file maintenance
- Employee evaluation tools and processes
- Standardized employee benefit programs
- Equal Employment Opportunity plan and diversity program
- Grievance processes
- Disciplinary guidance and training
- Return to work programs for medical and industrial injuries
- Work accommodation processes
- Maintenance of grading and compensation system
- New employee orientation program
- Online HR forms and automated workflow
- Management/Employee training programs
- Exit interview procedures.

Delivery of services at the colleges include:

- Resource to campus leadership and the HR Strategic Planning Subcommittee
- Accessible Online Tools
  - Forms available for employees
  - Automated work-flow
  - Manager toolkit
- Faculty and Staff Recruitment
  - Trained EEO coordinators to observe and monitor the process
  - Training in conjunction with Academic Senates.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Board Policy/Administrative Procedures 7120 (formerly 4001), Recruitment and Hiring, provides basic regulations for employment and delineates specific procedures for selection of staff, management, and faculty.[1]

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Brochures or flyers, containing a job definition, duties and responsibilities, qualifications, conditions

of employment, and application procedures with deadlines, are published for all available positions.[2]

Depending on the position type, a screening committee consists of faculty, classified and/or confidential staff, and management. The screening committee is formed in accordance with Board Policy 7120[3] and is composed of the appropriate manager and/or supervisor and a minimum of two other staff members. When possible, every effort is made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which brings a variety of perspectives to the assessment of applicant qualifications. The district Director of Diversity and Human Resources and/or designee reviews the composition of the committee to ensure compliance.

A diversified pool of applicants must be identified. As part of the process, the district Director of Diversity, Equity and Compliance reviews the applicant pool, as well as the list of candidates who are selected for first and second level interviews. If diversification is not achieved, the President or district Human Resources designee intervenes to ensure that additional steps are taken prior to the continuation of the process. A select number of qualified, diverse candidates, screened from the initial pool of eligible applicants, will be invited for a personal interview, at their expense.

In order to be employed, the applicant must:

- Be a citizen of the United States or have a work permit from the United States Citizenship and Immigration Services
- Be able to understand written and oral instructions in English
- Be willing to be fingerprinted at district expense[4]
- Not have been convicted of a sex offense or determined to be a sexual psychopath or not have been convicted of using, possessing, or selling a controlled substance offense[5]
- Be willing to undergo a physical examination by a doctor of the district's choice, if required, this examination shall be at district expense[6]
- Meet all job standards and qualifications required by the district as posted on job announcements.

Faculty: The district has a plan for tenure-track faculty hiring.[7] Faculty and administrators participate in the selection of faculty. The first-level screening committee is composed of faculty from the requesting college, who, if possible, are in the discipline, or one closely related, along with the chair of the requesting department. Selection of candidates for first-round interviews is based on a comprehensive review of written materials, which typically include a signed employment application, cover letter, resume, reference letters, and educational transcripts, submitted by the applicant. Additional materials, such as sample exams or syllabi, may be required in the application process. The screening committee reviews applications, identifies individuals to be interviewed, and subsequently conducts first level interviews. With the oversight of a human resources specialist, the committee formulates a set of interview questions and a teaching or skills

demonstration tailored to evaluate specific programmatic needs. Based on the first-round interviews, the screening committee suspends and/or reopens the process or advances at least two unranked candidates to the next level of interviews. The second-round committee consists of the department chair and specified administrators both from the college and the district. The college president makes the final selection, subject to approval of the chancellor and the Board. Reference checks are made after the final interview has been conducted and the successful candidate has been selected.

When a position vacancy occurs at any campus location or site, the district announces the position internally before it initiates an outside search. The procedure involving a request for transfer is specified in Article XVI of the current faculty contract.[8] A few transfers have been approved, as an example, a tenured faculty member in the Life Sciences was approved for transfer from City College to Norco and a faculty member working in the learning disabilities department at City College was approved for transfer into the English department on the same campus. More recently, tenured faculty members in the Riverside City College Performing Arts and English departments requested and were approved for transfer. Other requests for transfer have been denied by the administration on the grounds that the transfer would negatively impact the integrity of the academic program even when both the sending and receiving departments have recommended the move. The transfer article has been opened for discussion during the current cycle of contract negotiations.

Part-time faculty*:* The district Office of Diversity and Human Resources maintains a file with part-time faculty applications. The file is organized by discipline and made available to department chairs upon request. In those cases where an insufficient number of applications are on file, upon request, the Office of Diversity and Human Resources will advertise for the discipline in an effort to solicit more applications. Any additional applications or inquires that are received are made available to department chairs.

Part-time faculty are hired by departments. Each differs on procedures for scheduling and conducting interviews; however, the departments all follow the process for hiring part-time faculty.[9] Interview committees are comprised of the department chair and/or assistant chair and at least one member of the discipline. Interviews are less formal for part-time faculty than full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common, and it is possible that not all candidates will be asked exactly the same questions. Some departments interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the term when the department chair is more certain of staffing needs. The department chair and/or assistant chair determine applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges.*[10]

For all faculty: If a degree is from a college or university outside of the United States, transcripts are evaluated by a professional evaluation agency. The district generally uses International Education Research Foundation.

Management: The hiring of managers, both full-time and interim, is dictated by district Policy 7120,[11] which complies with Title 5.[12] The district chancellor, college president, appropriate vice chancellor, and/or area manager determines when a vacancy exists for a managerial position. Before an open position is announced, the Office of Diversity and Human Resources reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan and nondiscrimination commitments. Vacancies are announced inside the institution through e-mail. Notices are posted on the district website and in professional publications. The screening committee interviews diverse pools of qualified candidates and recommends a minimum of two candidates for final consideration to the college president, district chancellor, and/or their designee(s). The Board of Trustees gives final approval to all offers of employment.

Staff (classified/confidential): Job vacancies for positions in the classified/confidential service are advertised both for promotion/transfer opportunities and in the community (Board Policy 7120). The primary criteria for employment are training, experience, and ability to perform the job, regardless of race, creed, color, sex, disability, or national origin.

Promotional/transfer opportunities are available. "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and at least a satisfactory overall rating on their most recent evaluation, the district selects one of the district employees for the job as long as such employee is as qualified as any outside applicant."[13]

Self Evaluation

The standard is met. At this time the district, Academic Senate, departments, and appropriate bargaining units are working together to ensure that the institution employs qualified personnel to support student learning programs and services. The faculty transfer article has been opened for the next round of negotiations.

Planning Agenda

- None needed

III.A.1.b. 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.

Descriptive Summary

Faculty: All faculty evaluations are governed by the *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, Article XI. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.[14]

Beginning in 2002, the Office of Faculty Affairs, under the leadership of the Dean of Faculty, was made responsible for the faculty evaluation processes and timelines including tenure review, improvement of instruction, and continuing evaluation processes. Prior to 2002, each dean managed his or her own timelines and processes. Beginning in 2002, following dialogue with deans, department chairs, and others, the forms used in the process were standardized. Step-by-step procedures for evaluations were documented in detail, made public through the website,[15] and training for administrators and their assistants involved in faculty evaluations took place. In late 2005, the Dean of Faculty became the Associate Vice Chancellor, Institutional Effectiveness when the Office of Faculty Affairs and some of its functions were merged with Institutional Effectiveness. The Office of Institutional Effectiveness facilitates the inclusion of academic administrators in all full-time faculty evaluations and oversees the process to ensure committee selection follows contractual specifications, standard forms are used across the district, and timelines are maintained. Records are kept on each evaluation to verify that the process took place in a timely manner and was in compliance with the bargaining unit contract. Any anomaly (such as the long term illness of a faculty member during his or her evaluation year) is carefully addressed to ensure the rights of the faculty member are protected and that the focus on improving instruction is maintained.

To enhance the qualitative aspects of evaluations, all administrators and chairs are regularly reminded that resources exist to help faculty members improve their instruction, including 4faculty.org, numerous workshops and one-on-one technical or pedagogical support.

The Associate Vice Chancellor, Institutional Effectiveness reviews all faculty evaluations. Ideas for improving evaluation procedures are brought to the attention of appropriate individuals.

Contract Faculty: Contract (tenure-track) faculty are evaluated annually to improve instruction and job performance and to determine renewal or non-renewal of the contract. The tenure-review committee is comprised of three tenured faculty in the same or a related discipline as the evaluee, one of whom was on the hiring committee, the department chair, and an academic administrator. The committee meets twice in the fall and once in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi for SLOs. The committee may consider other items, such as adherence to course outlines of record, timely submission of class 1 records, and committee responsibilities and professional development activities. Each member of the committee writes a narrative supporting his/her overall judgment of the faculty member's fulfillment of the job responsibilities as listed in the advertised job

announcement. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record. If the committee recommends non-renewal of the contract, the evaluee may appeal to a three-person panel composed of the Academic Senate President and, where possible, the two most senior members of the discipline. The appeal panel makes a confidential recommendation to the college President who forwards that recommendation, along with "other pertinent information and documentation," to the Chancellor for subsequent review. The Board then makes the final decision for renewal or non-renewal of contract.

By the end of the fall semester of the third or fourth year, the tenure-review committee shall make a recommendation for tenure. Either the evaluee or the administration may appeal this recommendation. The evaluee may request that the matter be reviewed by a three-person appeal panel consisting of the college President, the Academic Senate President, and the Association President, or their designees. If the appeal panel cannot reach consensus, then the matter goes to a review committee, which consists of an administrator and senior faculty member from the original committee, and one additional faculty member elected by the appeal panel. This review committee then makes a recommendation to the Chancellor or designee, who sends his or her recommendation, along with the complete tenure review record, to the Board of Trustees, who make the final decision.

Regular Faculty: Regular (tenured) faculty are evaluated once every three years, in order to "strengthen the instructional skills and professional contributions of the faculty member." The peer review committee, chaired by the senior faculty member, is comprised of one administrator and two faculty in the evaluee's discipline or a closely related discipline. One faculty member is selected by the department chair and the other by the evaluee. The evaluee may object to the administrator on the committee, in which case the President will consult with the Academic Senate President to select a replacement.

All members of the committee, faculty, the evaluee, and the administrator, determine the scope and process of evaluation. There is more latitude and flexibility within this process for the faculty undergoing review to be innovative and include other elements of review. Some use the process to develop a new course or to do a review of all instructional materials and exams or seek the input of their committee on methodology. This process must include written peer reviews, student surveys of at least two classes, at least one classroom visitation, and a review of syllabi for SLOs. The evaluee may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics for informational purposes.

If, in the formal report, a majority of committee members indicate that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the evaluee may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee, which can make recommendations for remediation. The second review committee may

recommend one more review in the semester following the semester in which the "need for improvement" rating is received. The remediation plan is sent to the college President and the evaluee.

Part-time faculty: New part-time hires are evaluated during their first, third and fifth term of hire and every three years thereafter. The purpose of the evaluation is to ensure the instructor is teaching in accordance with the official course outline of record and the standards of the department. The improvement of instruction process includes a classroom observation by the department chair or designee and student surveys from all of the classes assigned. Syllabi are reviewed to ensure they contain student learning outcomes consistent with the course outline of record. After the formal review is complete, the chair may discuss grade and retention statistics with the evaluee. Part-time faculty must sign the evaluation. This part of the process is handled differently depending on the department. Some departments ask part-time faculty to provide their signature when they receive a copy of their evaluation. Other departments insist on a conference to discuss the specifics of the evaluation. Within 15 days of signing the evaluation, the evaluee may contest the report, in which case the report and the disagreement are sent to the Dean of Instruction for review. The Dean of Instruction then forwards the report to the Diversity and Human Resources Office where the report becomes part of the instructor's permanent file. If a part-time instructor with "at least four fall and spring terms of service" receives a "needs improvement" evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the "needs improvement" not warranted, they submit a report to be included in the final evaluation.

There is a standard evaluation form that both the department chair and the part-time faculty member must sign. It indicates, among other things, the result of the evaluation and what steps will occur should the evaluee fail to earn a "satisfactory" mark. That form is submitted to the Office of Institutional Effectiveness. The Associate Vice Chancellor of Institutional Effectiveness reviews all part-time evaluations and contacts chairs, as needed, to discuss support that may be given to assist part-time faculty. If part-time faculty need assistance with syllabi development or student learning outcomes, they are referred to resources available.

Management: Management employees are evaluated at least once each year of the first two-year period of holding the management position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the President or designee. The evaluation is conducted in accordance with the Management Performance Evaluation procedure, which is part of the *Management Handbook.*[16] The procedure addresses the purpose of the evaluation, frequency, criteria, forms, recordkeeping, and complaint procedures. The evaluation includes the development of goals and objectives, a self evaluation, a written review by the supervisor and responses from a selected group of staff, faculty and administrators to a set of standardized performance indicators relative to the manager's ability to perform his/her job

effectively. Managers who hold an interim appointment are not evaluated during the interim period.

Staff (classified/confidential): Guidelines for evaluating staff (full-time and permanent part-time) are defined in the CSEA contract, which reads,

"The purpose of an evaluation is to recognize excellent and satisfactory performance, to identify areas of performance and/or work habits needing improvement, and a way to document unsatisfactory performance. Permanent employees shall receive a written evaluation at least once each year, which shall normally occur during the month of the employee's anniversary date (See Article XIV, Section H, for explanation of "Anniversary Date"). The employee may request one additional evaluation each year. A formal written evaluation of the employee's total job performance, other than the regular annual evaluation, shall first be approved by the President or Chancellor (or designee). It is understood that the foregoing does not apply to any follow-up evaluation, which is provided for in the regular annual evaluation. Probationary employees shall receive written evaluations at the end of the second month and every third month thereafter during the probationary period. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions. Marks, comments, suggestions, and dates must be made either in ink or by word processing equipment. Signatures of the evaluator and the evaluee must be in ink. If changes are made, the original mark or comment may be crossed out and the correction initialed by the employee and supervisor."[17]

Self Evaluation

The standard is met.

Faculty: Article XI – Improvement of Instruction and Tenure Review – in the CTA contract is an item that has been opened for discussion in the current negotiations. Maintaining the procedures, times lines, and committee compositions have been difficult. For that reason, both faculty and administration have suggested changes to the current procedure. Potential changes to the faculty evaluation process are being discussed.

Management and Staff: The current management evaluation process has been in effect since the 1999-2000 academic year. The classified/confidential evaluation process has been in effect since 1978. The district continues to work with CSEA to review and re-evaluate the current processes and forms for staff evaluations.

Every six months, the district provides evaluation training for managers and supervisors. Training is also available on an as-needed basis along with specialized training which is scheduled on a regular basis. New managers receive training to ensure they are properly informed on evaluation procedures, timelines, and forms.

Planning Agenda

- Explore the possibility of developing a peer-training program to help faculty evaluate their peers effectively

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III.A.1.c. Faculty and others directly responsible for student progress toward

achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

At RCCD, the District Assessment Committee (DAC) facilitates student learning outcomes assessment at the classroom, course, program, and institutional levels. The DAC, since its inception in late fall 2000, has maintained, "its efforts to sell assessment to faculty that would have been nearly impossible if instructors perceived it as a method of evaluating their own individual teaching performances. Accordingly, while it has encouraged instructors to use assessment information for self-improvement, it has consistently advocated a separation of outcomes assessment from formal evaluation processes."[18] Hence, RCCD's approach to achieving progress toward meeting student learning outcomes is predicated on the conviction that faculty will participate most enthusiastically and productively if their employment is not placed at risk by their willingness to discuss their successes and their challenges in the classroom. Institutional dialogue regarding progress with SLOs is placed primarily in discipline dialogue and the program review process.

The CTA Contract contains language that permits "review, for informational purposes only, the contract (regular and part-time) faculty members' grade distribution and retention statistics" for at least the past two contracts. However, the 2004-07 contract added new language that stipulated review of faculty syllabi as a mandatory component during the faculty evaluation process. Review of syllabi is also integral to the evaluation of part-time faculty. Both the administrator and faculty peers involved in the faculty evaluation process review the syllabi to ensure they contain SLOs that mirror those on the official course outline of record and/or are appropriate for the course content. Since the majority of the faculty serving on tenure and improvement of instruction committees and evaluating part-time faculty are colleagues from the discipline, informal discussion on achieving student learning outcomes is implicitly present in the evaluation procedures used for both full-time and part-time faculty. Faculty members may choose to include a discussion of achieving SLOs in a self evaluation.

Self Evaluation

The standard is met. The work of the District Assessment and Program Review Committees has been very effective in establishing a dialogue about student learning outcomes. The willingness of CTA to embrace syllabus review as part of formal evaluation procedures illustrates how far RCC has come. Prior to the publication of the 2002 standards, CTA had the backing of the Public Employment Relations Board in excluding syllabus review from faculty evaluation.[19] Standardizing the evaluation forms for part-time faculty ensures the review of syllabi for SLOs and other pertinent information. In the past seven years, the district and college have made tremendous progress in assessing student learning. This is no small task given that there are nearly 2000 approved courses district wide. As one colleague noted, "To an idealist, the assessment landscape at RCCD is sometimes cause for concern; to a realist, it is a source of some pride."[20] Discussion of SLOs is already a component of the

formal evaluation process and its continued role is a topic in the current negotiation process.

Processes for assessment of non instructional units have been developed and are scheduled to be implemented in September 2007. Student Services completed an annual program review that included student learning outcomes and service area outcomes.

Planning Agenda

- None needed

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Riverside City College strives to create an environment in which integrity, ethics, and professionalism are key ingredients of management policy and practice. These goals are embodied in the RCC mission statement and in district policies and procedures.

The Academic Senate Code of Ethics for faculty was adapted from the AAUP Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968).[21]

The district has policies, procedures, and practices in effect to ensure professional ethics standards for all personnel in the areas of Nondiscrimination as stated in the revised and adopted (May 15, 2007) Board Policy 3410 which combines Board Policies 3110/4110/6110, Prohibition of Sexual Harassment, Prohibition of Sex Discrimination BP 3410, Recruitment and Hiring BP 7120, and the District Complaint Procedure which is an addendum to each of the former Board policies.[22] All district employees, classified staff, confidential and management are aware of and adhere to these policies. District personnel and consultants conduct extensive employee training throughout the year to apprise staff of compliance issues, changes and updates or applications of the policies in workplace settings. Both the Management and Classified staff have handbooks. In the Disciplinary Action section of the Management Handbook, there is a statement which reads, "Management employees are expected to maintain standards of conduct appropriate to the profession of educational administration." [23] Although stated differently, the Classified Handbook references those actions that would be considered "to be in violation of professional standards that must be maintained by all college personnel…"[24]

Board Policy 1080 deals effectively with the Fair Political Practices Commission Conflict of Interest Code and the filing of Statements of Economic Interest. This Policy is updated on an annual basis. Board Policy 2715, Code of Ethics/Standards of Practice was adopted in August 2005 and revised and approved again on May 15, 2007.[25]

In special circumstances, there are other codes of ethics that must be upheld. For example, the College Safety and Police department must also abide by AB301 of the California Peace Standards.[26] Additional codes of conduct which a sworn California Peace officer must follow include: Government Code Section 3301. Every person who is currently employed as a peace officer is

entitled to the protections of the Bill of Rights Act.[27]

Self Evaluation

The standard is met. The college is committed to and expects that all institutional employees operate with the highest level of professionalism, ethics, and integrity. Training of faculty, staff and administrators is provided by appropriate personnel to ensure professional ethics are upheld in the areas of recruitment and hiring, nondiscrimination, sexual harassment, and conflict of interest.

Planning Agenda

- Involve all segments of the college in a discussion on professional behavior

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III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Faculty: Across RCCD, the number of full-time faculty has fluctuated over the past six years from a low of 319.9 in fall, 2004, to a high of 361.5 in fall, 2006. The percentage of FTEF contributed by full-time faculty ranged from a low of 49.3% in fall, 2005, to a high of 54.7% in both fall, 2003, and fall, 2004. The percentage of faculty in the district in fall, 2006, placed it 62 out of 72 districts.[28]

Between the passage of Proposition 13 in 1978 and 2004, Riverside City College experienced constant growth during a time when it struggled with under funding. Population growth in the Inland Empire has been extraordinary over the last several years and is reflected in the growth of the student population.[29] Until the Governor's efforts toward equalization began in 2004, RCCD was the second lowest funded district in the California Community College system on an FTES basis.[30]

In 1999, Moreno Valley and Norco's faculty department structure was begun when departments at each of those campuses were formed. Between fall 1999 and fall 2006, the district increased the number of faculty hires by 38.17%. To build capacity and ensure a full-time faculty presence across several disciplines at Norco and Moreno Valley, the percentage of new hires at those campuses has exceeded that of Riverside. New faculty have been hired for the City Campus and considering all teaching assignments for fall 2006, the percentage of FTEF contributed by full-time faculty at the campus was 55.3%. The data in the following chart was prepared by Institutional Reporting and Academic Services.

	1999 Fall Census FT Head count	2006 Fall Census FT Head count	% Increase
Norco	41	66	60.98%
Moreno Valley	39	66	69.23%
Riverside	182	230	26.30%
District	262	362	38.17%

Management and Staff: Individual departments assess staffing needs each year and request new positions through the budgetary process. Each department reviews growth and determines additional

positions needed to meet departmental responsibilities. These position requests are reviewed, prioritized, and submitted by the college. The Finance Office compiles the position requests and submits a list to the Budget Bunch for consideration. The "Budget Bunch" is composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services. The Budget Bunch determines the amount of funding that is available for positions and makes a recommendation about which positions to fund. This recommendation is forwarded to the Chancellor for review and action. The Budget Bunch also reviews and makes recommendations on any staffing needs that may arise during the year.

Replacements for vacant jobs are requested using the Classified/Management Position Recruitment Authorization Form. The Finance Office authorizes replacements after the vacancy is verified and budgeted funds are verified through the position control system.

The college hires many hourly employees to assist on an as-needed basis, including permanent part-time classified positions. All of the college's academic managers must meet or exceed the state's Minimum Qualifications in at least one teaching area at the college.

The district is currently undergoing a classification and compensation study of all management and classified (including confidential) positions performed by Stephen C. Kuhn & Associates, Inc. A group of nine employees composed of management and classified staff was appointed as the Grading Committee. Working with Stephen C. Kuhn & Associates, Inc., the group is charged with the responsibility of grading various aspects of each employee's job description. The information used is based on the input on position description questionnaires provided by employees. Stephen C. Kuhn & Associates, Inc. also sent a salary survey questionnaire to fifteen neighboring community colleges. Once those surveys are returned and evaluated and the grading of positions is completed, the consultant will meet with management and CSEA representatives to discuss recommendations. A full report will be given to the Board of Trustees. The results of this work will help to identify the range of job responsibilities performed by staff and management, and hence, contribute to estimates of sufficiency.

Self Evaluation

The standard is met.

Faculty: Within the district, Riverside City College has the largest complement of full-time faculty, in raw numbers, as a percentage in the district, and as a ratio of FTEF to FTES. However, in addition to teaching a full load, faculty are also involved in discipline work such as updating course outlines of record, curriculum revision, program review and developing assessment plans. Additionally, all serve on committees such as, but not limited to SPC (Strategic Planning Committee), and one of its subcommittees, or the Academic Senate. It is not uncommon for full time faculty to serve on multiple major committees.

The SPC provides the structure to discuss human resource needs identified through program review for alignment with the campus Academic Master Plan (AMP).

Additionally, both an environment scan and an Educational Master Plan, scheduled for completion in 2007, based in part on information from the AMP will provide useful information needed to support an informed hiring plan.

In late fall 2006 faculty, management, and staff completed an accreditation survey.[31] Only 32% of the responders believe there are sufficient numbers of full-time faculty to support college programs.

Management and Staff: As mentioned in more detail in Standard III.B., RCC is a multi-elevation college on 118 acres located off a central freeway with adequate surface street access. The college's physical facility includes 638,663 outside gross square feet, 444,049 square feet of lecture and office space, and 11,283 assignable work areas in 45 permanent structures and 51 portable structures. Since 1916, Riverside City College has served the community's needs by providing accessible, comprehensive affordable post-secondary education to a diverse community of learners in comfortable, functional, and aesthetically pleasing facilities and grounds.

The current maintenance, grounds and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra curricular activities are provided with the equipment and services needed. However, as new buildings or sites become operational, a mechanism and process should be identified for addressing the staffing levels that are needed to maintain the facility appropriately. Lack of funding for additional operating costs for new and existing buildings is an ongoing concern. Minimum staffing requirements as indicated by recognized sources for California Community Colleges could be considered as a starting point for dialogue on this issue.

The results of the classification and compensation study need to be reviewed and analyzed.

The accreditation survey addressed employee opinions on the numbers of administrators and staff. 69% of those responding to the survey agreed that there are sufficient numbers of administrators to support campus programs while 39% agreed there were sufficient numbers of staff.[32]

Planning Agenda

- Use human resource needs identified through program review to prioritize faculty and staff hiring
- Review the workload for staff, faculty, and administrators that is a result of participatory governance responsibilities
- Review, analyze and prioritize the recommendations of the classification and compensation study
- Develop processes for grading of new positions and periodic review of existing positions
- Maintain and where appropriate expand current levels of maintenance, grounds, custodial and safety staff

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III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The district develops personnel policies and procedures to reflect contemporary practices and to comply with state and federal mandates and agreed-upon contract provisions with CTA and CSEA. Policies are developed as a collaborative effort among the district Executive Cabinet, Academic Senate, appropriate district bargaining units, the Diversity and Human Resources Office, and the Board of Trustees. Upon Board approval, district administration develops the corresponding procedures. Applicable personnel policies and procedures are distributed to new employees at the time of hire, posted on the district website, and filed in the district Chancellor's office. Managers of employees without access to e-mail or to the website ensure that employees receive a hard copy of new or updated personnel policies and procedures.

The district administers personnel policies and procedures consistently and equitably. This is accomplished through the distribution and communication of policies through extensive training, including, but not limited to, New Employee Orientations,[33] Equal Employment Opportunity Interviewing Protocols workshops; Recognizing and Preventing Sexual Harassment training classes, District Complaint Procedure Training; and through various other staff development workshops and seminars, including the semi annual faculty FLEX activities and other forums.

The district assures that departmental and unit operations are consistent with personnel policies and procedures via internal communication systems, periodic review and dissemination of information to all unions. Complaint and grievance procedures are in place and other proactive means and mechanisms are employed to address concerns. This ensures equitable treatment for all individuals.

Self Evaluation

The standard is met. To assure continued compliance with this standard, staff in the Diversity and Human Resources Office is actively identifying any and all practices that may not yet have been established in written form. The district is in the process of reviewing all Human Resources policies and procedures and has contracted for the services of an outside consultant to assist in this process. All current policies and procedures are being reviewed and updated, as necessary, and henceforth, will be reviewed on an annual basis to assure compliance with internal and external rules and regulations. Practices will be captured in written form as appropriate and board policies, personnel rules and regulations, and contract agreements will be made available online for the benefit of employees at all levels. In areas where this not possible, managers will provide copies for staff.

Board policies are available online. As new policies or procedures are presented, they are available online as part of the posted agendas and back up materials for the Board committee and general meetings.

Planning Agenda

- None needed

III.A.3.b. 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.

Descriptive Summary

Every employee has the right to review his or her personnel file upon request,[34] provided that the request is made at a time when the individual is not actually required to render service to the district. All files must be reviewed in the presence of Human Resources staff. All personnel files are available for inspection during regular office hours each day the office is open for business.[35] Additional information regarding personnel records is found in the agreements between the district, and the faculty and staff unions.[36]

Each employee has only one personnel file. These files are secured in locked forms from any unauthorized access.[37] Personnel files are located in the Diversity and Human Resources Office at 3845 Market Street, Riverside, CA 92501. Generally, only employees may inspect their own personnel file. However, "employees" include people currently working as well as:

- Employees on leaves of absence
- Employees who quit, were fired, or laid off
- Former employees who have potential legal claims against an employer involving the employment relationship
- An association representative who is specifically identified and has written authorization of the employee
- Job applicants may obtain copies of documents that they signed, even if they never became employees.

Other district personnel are granted access to personnel files as long as they have a legitimate business reason and access is limited on a "need to know" basis. The Director of Diversity and Human Resources or designee must approve all access to personnel files. A Human Resources representative handles all files. Those who may be approved access to records include:

- Human Resources staff
- Supervisors may only view files that are a necessary part of conducting business
- Law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- Courts (subpoena for records).

Human Resources does not release personnel files to a third party unless there is a court order, a signed waiver from the employee, or the employee has provided a written authorization to release his/her records.

If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. A waiver signed by the employee generally accompanies this request. All medical records are kept separately from the employee's personnel file and are secured in a locked file.

Self Evaluation

The standard is met. The district is in compliance in this area and will continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

Planning Agenda

- None needed

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Students, staff, and faculty are involved in numerous activities each year to foster an appreciation of the diverse populations served by the district and college. These activities include:

- Student events, such as Cinco de Mayo, St. Patrick's Day, and Cesar Chavez day, recognizing cultures and diversity
- Meetings/work of clubs and advisory groups, such as the EEO Advisory Committee, External Diversity Committee, the Multi Cultural Advisory Counsel, and Movimiento Estudiantil Chicano de Aztlán (MEChA)
- Participation in learning communities, such as Puente and Ujima
- Training workshops available to students, faculty, and staff on topics such as Respecting Diversity and Inclusion, EEO Training and Interview Protocols, Sexual Harassment Awareness to satisfy the requirements of AB1825, and the District Complaint Procedure
- Accessing the library of training materials concerning diversity issues and discrimination prevention that is available in the Diversity and Human Resources Office to all district groups.

In addition, the district participates in the annual Community Colleges Registry Job Fair held in Los Angeles to recruit candidates for academic and administrative positions. Recruitment advertising is conducted in specific discipline and vocational areas that are targeted to diverse populations to ensure gender equity and ethnic diversity in applicant pools. Personnel in the Diversity and Human Resources Office belong to the Association of Chief Human Resource Officers/Equal Employment Opportunity Officers and the Equal Employment Diversity and Equity Consortium. Their participation in training workshops and institutes provided by those organizations further ensures the workshops conducted for district employees and students are current. Personnel in the Diversity and Human Resources Office have attended training on developing a District EEO Plan and are committed to meeting the deadlines imposed by the State Chancellor's Office for implementation.

Self Evaluation

The standard is met. Positive steps have been taken in this area. The district

continues to review available practices, procedures, policies and programs on a periodic basis as a matter of good practice. Pertinent policies, procedures and practices are currently being updated in accordance with Community College League of California (CCLC) model policies and procedures. Training sessions focused on diversity issues are conducted on a regular basis.

Planning Agenda

- Continue to update policy and procedure

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

A workforce analysis is conducted annually, following the State Chancellor's office and Title 5 guidelines, to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify deficiencies. This analysis also includes problem identification, salary, and selection analysis. If inequities exist, the Equal Employment Opportunity Officer will make appropriate recommendations to the President of the college to eliminate any discriminatory practices.[38]

The District Director of Diversity, Equity and Compliance reviews each hiring opportunity to assess diversity in the recruitment pool. This is done four times during the search process including:

- Review of the initial applicant pool
- Review of pool meeting minimum qualifications
- Review final pool for hiring consideration
- Review final hiring decision.

Self Evaluation

The standard is met. Overall, RCC's diversity profile is good, but the district/college is underrepresented in several job categories. Advertising is extensive and outreach efforts are adequate.[39] However, for certain faculty positions, additional measures are taken to increase diversity in hiring pools.

Planning Agenda

- Assess advertising, outreach, recruitment programs, and relationships with community-based organizations relative to employment equity and diversity to identify additional methods of disseminating information regarding employment opportunities

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III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The accreditation survey addressed employee opinions regarding the institution's demonstration of integrity in the treatment of its employees. 73% of those responding agreed that the institution treats them with integrity and fairness.[40]

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students.

The faculty bargaining unit agreement establishes the work hours, leaves, transfers, improvement of instruction (evaluation), and grievance procedures. The bargaining unit agreement for staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.[41]

The catalog and the *Student Handbook* provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.[42]

The district has numerous policies, which demonstrate its commitment to integrity in the treatment of students, management staff, faculty, and classified staff. Policies espouse the value and need to treat persons equitably and with dignity and respect. These principles are emphasized in the district's Equal Employment Opportunity and Staff Diversity Policy. Bargaining unit contracts include provisions that encourage staff to treat all equitably and with courtesy and professionalism. Contracts with both the CTA and the CSEA outline conditions related to employment provisions that establish fair and equitable procedures and treatment of staff.

The district's Board of Trustees has adopted policies and procedures that assure staff and students of compliance with nondiscriminatory regulations.[43] The *2007/2008 Riverside Community College District Catalog* includes reference to these policies and their importance.[44] The *Faculty Survival Guide* for 2006/2007 includes information so that faculty can access board policy information and other pertinent materials. The district and college mission statement are also included in this document.

The *Management Handbook* and the Student Equity Plan[45] both reinforce the values of integrity, equality, professionalism and ethics. The Student Equity Plan also highlights these principles.

Self Evaluation

The standard is met. A review of the district's policies and procedures related to equitable treatment of staff and students will be conducted during this fiscal year. A review process has commenced and is targeted to be completed during the fiscal year. Any change to policies and procedures is communicated to all employees, placed online via the district and faculty websites, and updated in appropriate manuals and documents of the district and bargaining units.

Planning Agenda

- None needed

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The district/college understands the importance of training and development for staff at all levels within the organization. RCC is committed to providing its workforce with training and professional growth opportunities to enable them to fulfill the requirements of their positions and provide the best possible learning opportunities and experiences for students. Professional development activities include staff development opportunities, faculty FLEX workshops, department/Academic Planning Council retreats, student learning outcomes and assessment training, professional growth days, staff recognition programs, and sabbaticals for faculty.

Faculty: In late spring 2006, a decision was made to appoint three (3) separate faculty development coordinators, one on each of the campuses. These faculty positions perform some of the duties that were formerly performed by one district administrator. The most significant duty is coordinating the FLEX days and workshops throughout the year. The coordinator meets regularly with the Faculty Development Committee and they jointly make decisions regarding workshops to offer and the allocation of funding for travel and conference attendance. The Faculty Development Coordinator's duties are significant and are supported through reassigned time. The coordinator reports to the Dean of Instruction and consults with the Associate Vice Chancellor, Institutional Effectiveness on most planned activities. All faculty are required to engage in 18 hours of FLEX activities every year as part of their contractual obligation. This can be accomplished through attendance at campus workshops or off site conferences or in a number of other ways including individually designed plans approved in advance by department chairs. Workshops held on campus are verified through the FLEX tracking; off-campus activities must be approved by department chairs and require documentation of participation or completion.

More than fifty different types of workshops are offered to faculty each year.[46] Workshops vary and include discipline specific trainings, technology training, work on assessment and student learning outcomes, and broader discussions of teaching and learning. At least twice each year, a series of professional development workshops are offered in conference format. These are typically referred to as Back-to-College days and FLEX days.[47] Technology Training workshops are offered through the Open Campus[48] and its Faculty Innovation Center.[49] Disciplines and departments often host their own discipline specific trainings. The Faculty Development Coordinator in collaboration with the Office of Institutional Effectiveness coordinates all other professional growth and FLEX workshops.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Board Policy 7160 (formerly BP 3080), Professional Growth, encourages faculty to continue their professional preparation through academic scholarly and professional endeavors.[50] Professional growth credit may be earned through approved activities including workshops, publication, independent study, and

course work. The Agreement between Riverside Community College District and Riverside Community College Chapter CTA/NEA, Article XIII, Section M further governs sabbatical leave policies. The contract allows faculty to pursue course work, independent study or research, and other activities, such as creative endeavors and curriculum development, during their sabbatical.[51]

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the online *Faculty Handbook*, the *Faculty Survival Guide*, the annual mailing to faculty homes, and through the Faculty Development Newsletter, initiated by the Office of Institutional Effectiveness and now written by the Faculty Development Coordinator.[52]

Management: A variety of learning opportunities are provided or facilitated by the district for the management staff. Topics of training include, but are not limited to, the following:

- Recognizing and preventing sexual harassment
- EEO and interviewing protocols
- Disciplinary and grievance handling
- Customer service
- Motivation of staff
- Evaluation processes for staff
- Interpersonal skills development
- Reasonable suspicion training
- Training through Liebert, Cassidy and Whitmore.[53]

Additionally, Board Policy 3020/4020 provides for Management Professional Leaves. These are educational or professional development leaves for up to three months that are to be consistent with the interests of the district, and related either to the manager's position or the manager's professional, technical, or managerial skills. These activities are limited to independent research, study through a university, or other study and/or research activities that will improve the employee's managerial or professional expertise to benefit the district. The purpose of such leaves is for managers to become more effective. The activities can be to improve their performance in their current job or one anticipated in the future. Eligibility, restrictions, compensation, application, and reporting procedures are all delineated in Board policy.

Staff: Learning and training opportunities are provided to classified staff to attend a variety of sessions and to participate in professional growth opportunities. The Faculty Innovation Center provides software and technology training and is available to all employees of the district. Departments and units conduct retreats that provide staff learning and development opportunities.

For example, Instructional Department Specialists (IDS) workshops are offered periodically and address topical items related to IDS or departmental functions. These trainings have included items related to Datatel changes, and refresher topics regarding departmental issues, teaching assignments, attendance, and class section set up. These workshops keep the IDS current and provide consistency throughout the district. In addition, a designated staff member trains all new IDS throughout the district. Handouts are provided and work progresses on the completion of a comprehensive training manual for the IDS.

The district offers a professional growth program for staff. Professional growth is defined as endeavors that are intended to improve skills and job performance and includes a monetary incentive. Professional growth achievement steps for salary purposes are only granted upon verification of completion of the work in writing from an accredited institution, review by the Professional Growth Committee, and the approval of the Board of Trustees. For additional information about procedures and criteria relative to the professional growth program, see the current CSEA contract.[54]

Self Evaluation

The standard is met. The district is currently reassessing its training and development programs for staff with an interest in providing significantly more and relevant learning opportunities on the training calendar.

Professional development activities for faculty are diverse, extensive, and constantly evolving. All full-time faculty participate in an orientation process that includes face-to-face workshops and online instruction through 4faculty.org.[55] From 2001-2005, the Office of Faculty Development managed the full-time faculty orientation process. Currently, the Office of Institutional Effectiveness and the Faculty Development Coordinator jointly oversee this process. Detailed agendas for orientation activities are available.[56] Mentoring of new faculty is provided by the Faculty Development Coordinator and through the new faculty member's department. All new part-time faculty are encouraged to attend a welcome meeting and to use the online resources of 4faculty.org. They are also encouraged to attend faculty development workshops on campus.

The Faculty Development Coordinator duties are significant and are supported through reassigned time.

Planning Agenda

- Expand training for staff facilitated by the district Diversity and Human Resources Office
- Conduct surveys of staff to assure an alignment between staff interest and needs and training opportunities

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III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All faculty and staff development workshops/classes/trainings conducted in the district have an evaluation component. Typically, participants complete a form providing constructive input on various aspects of the training. These results help measure the effectiveness of the class and serve as the basis for improvement to the class. The college continually assesses workplace dynamics to determine patterns, problem areas, etc., to aid in determining where certain types of training might be required. The college also responds to staff requests to provide training in identified areas. Upon exiting the organization, input from staff is obtained via exit interviews and/or forms to gauge satisfaction with district training programs.

In the recent past, several surveys and focus groups were utilized to gather input regarding the efficacy of faculty development programs. Extensive surveys of needs were distributed as recently as 2004. Information gathered in the focus groups ultimately resulted in the proposal to have a Riverside Faculty Development Coordinator in addition to district wide activities led by Institutional Effectiveness and by Open Campus.

Managers are being surveyed to assess training needs; identified needs will be incorporated into the district training program.

Self Evaluation

The standard is met. RCC's goal for 2007-2008 is to provide significantly more training programs for the benefit of staff at all levels.

Planning Agenda

- None needed

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Riverside City College Strategic Planning Committee includes a subcommittee for Human Resources. The strategic planning process is designed to better integrate academic, student services, technology, human resources, and facilities plans and budget. Responsibilities assigned to the Human Resources Subcommittee follow:

- To become and remain informed on issues related to human resources
- To assist with identifying human resources needs, including faculty, administration, and staff (after reviewing the Academic Master Plan, program reviews, and other input), and
- To aid in developing a human resources tactical plan aligning emerging academic and service needs with human resource development.[57]

Faculty positions are determined and requested by the college. The Academic Planning Council, composed of deans and department chairs, prioritizes faculty positions based on the Academic Senate faculty hiring prioritization guidelines and the Academic Master Plan.

The guidelines for prioritizing/approving a full-time faculty position include the following considerations:

- A program without a full-time faculty member
- A discipline without a full-time faculty member
- A component of a program or a segment of a discipline sufficiently focused that requires specialized faculty expertise. This could be courses already offered in the curriculum (e.g. physiological psychology) or proposed curricular needs of a discipline or program (e.g. Asian history courses)
  - Consideration will be given to total hours as well as specific daytime hours taught by adjunct faculty
  - Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult

- To improve the ratio of full-time to part-time faculty teaching hours within a discipline or department; faculty needed to maintain the full-time strength of a department
  - Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult
- The availability of a uniquely qualified person. This may be related to subject expertise.[58]

The positions then go to the district Office of Academic Affairs for final review and determination of positions that will be filled throughout the district.

Vacant classified, confidential, and management positions require the completion of a Position Recruitment Authorization form.[59] This form goes through an authorization process beginning with the requesting department, continuing with review by the Associate Vice Chancellor of Finance for budget authorization, and finally ending with the hiring process facilitated by Diversity and Human Resource. New positions are approved through the budgetary process. New job classifications must be submitted through the Classification and Compensation Review Committee for the appropriate classification and salary range. Procedures are available to request reclassification when job duties expand beyond the existing job description.

The college assesses its human resources effectiveness through program review and strategic planning. The program review process includes an evaluation of resources for adequacy and effectiveness. Plans and goals are developed based on the needs analyses performed.[60]

Self Evaluation

The standard is met. While the Human Resources Subcommittee for strategic planning has been in existence for approximately two years, this group has yet to be involved in prioritization of position requests for staff, management, and/or faculty.[61] The Academic Planning Council consults or collaborates with the district Vice Chancellor for Academic Affairs to make these decisions. The determination of the number of faculty hires for Riverside City College is made at the district level; a few new recruitments have taken place during the 2006-07 academic year. As units complete annual program reviews during spring 2007, the Strategic Planning Human Resources Subcommittee will review these plans to inform recommendations for future hiring. The Diversity and Human Resources Office will collaborate and partner with the Human Resources Subcommittee on other projects and issues.

Planning Agenda

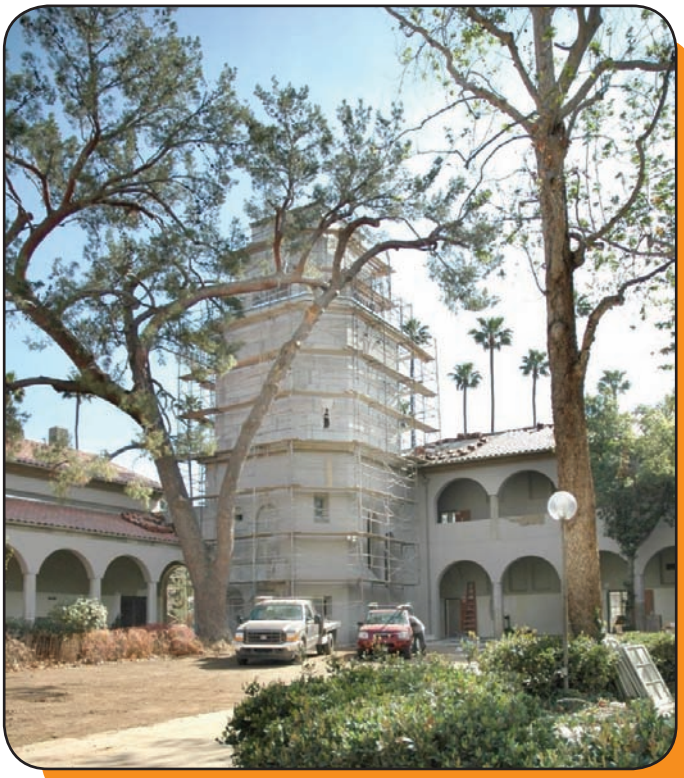
- Involve the Human Resources Subcommittee in analyzing the human resource needs identified in program review and other input for human resource planning
- Increase collaboration among the Office of Diversity and Human Resources, the Academic Planning Council, administration, and the strategic planning subcommittees, particularly the Human Resources Subcommittee

List of Evidence

[1] http://www.rcc.edu/board/policies/7120.pdf,
[2] Sample job announcements
[3] http://www.rcc.edu/board/policies/7120.pdf
[4] CSEA Handbook; Board Policy 7120(formerly BP 3001/4001); Ed Code Section 88024
[5] Ed Code Sections 88022; 88023
[6] Board Policy 7120; Ed Code Section 88021
[7] *Plan for Tenure Track Faculty Hiring*
[8] *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, p. 50
[9] Hiring Process for Part-time Faculty by Department
[10] *Minimum Qualifications for Faculty and Administrators in California Community Colleges*
[11] http://www.rcc.edu/board/policies/7120.pdf
[12] *Title 5, §* 53021-53024
[13] *Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008*, Article XI-D, p. 27
[14] *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, pp. 25-32
[15] http://www.rccdfaculty.net/forms/eval.jsp
[16] *Management Handbook*
[17] *Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008,* Article XII, page 29
[18] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006. p. 3
[19] PERB ruling on faculty syllabi
[20] *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006. p. 12
[21] http://academic.rcc.edu/academicsenate/Ethics.htm
[22] http://www.rcc.edu/board/policies/6200.pdf, http://www.rcc.edu/board/policies/3110.pdf, http://www.rcc.edu/board/policies/4110.pdf, http://www.rcc.edu/board/policies/6110.pdf, http://www.rcc.edu/board/policies/7120.pdf
[23] Management Handbook, Disciplinary Action
[24] Classified Handbook, Section VIII, Miscellaneous
[25] http://www.rcc.edu/board/policies/1080.pdf, http://www.rcc.edu/board/policies/2715.pdf
[26] AB301 California Peace Standards
[27] Government Code Section 3301,
Penal Code Sections 830.1, 830.2, 830.3, 830.31, 830.32, 830.33 (except subdivision [e]), 830.34, 830.35 (except subdivision [c]), 830.36, 830.37, 830.38, 830.4 and 830.5
[28] www.cccco.edu/divisions/cffp/fiscal/standards/full_time_faculty_obligation.htm
[29] *Riverside Community College District Fact Book 2007*
[30] State Chancellor's Office website, www.ccccco.org

[31] RCC Accreditation Survey, Fall 2006
[32] RCC Accreditation Survey, Fall 2006
[33] New Employees Agenda Orientation
[34] Section 1198.5 of the Labor Code
[35] Human Resources hours are: Monday – Thursday, 7:30 a.m. – 5:00 p.m., and Friday, 7:30 a.m. – 4:30 p.m.
[36] *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007.* Article XII
Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008, Chapter #535, Article XIII
[37] Locked file cabinets at Riverside Community College District Systems Office
[38] *Title 5 §* 53004
[39] Excel grid from Office of Diversity and Human Resources
[40] RCC Accreditation Survey, Fall 2006
[41] *Faculty, Management, and CSEA Handbooks*
[42] *Student Handbook*
[43] Board Policy 7120 (Recruitment and Hiring Policy);
Board Policy 3410(formerly BP 6100)– Non-Discrimination; Board Policy 6200 – Non discrimination in Programs and Activities
[44] *RCCD District Catalog 2007-08*
[45] Student Equity Plan
[46] See the annual FLEX report and FLEX track
[47] http://www.rccdfaculty.net/pages/eventmaterials.jsp
[48] http://www.opencampus.com
[49] http://www.opencampus.com
[50] Board Policy 7160 (Professional Growth)(formerly BP 3080)
[51] Board of Trustees reports reflecting sabbatical approvals
[52] *Faculty Handbook, Faculty Survival Guide, Learning Curve*
[53] Liebert Cassidy Whitmore Training Schedule
[54] Exhibit A, page 58 of the current contractual *Agreement between RCCD and Riverside Community College Classified Employees Association*, Chapter #535
[55] http://www.4faculty.org/
[56] http://www.rccdfaculty.net/pages/orientation.jsp
[57] *Riverside Community College District Strategic Planning Process 2001-2006*
[58] Full-time Faculty Hiring Process
[59] Position Recruitment Authorization Form
[60] *RCCD Instructional Program Self-Study Resource Guide*, September 2006; *Student Services Program Review 2005;* Non instructional program review process
[61] Human Resources Subcommittee Meeting Minutes

Standard III.B



Standard III: Resources
B: Physical Resources

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III.B. Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Riverside City College (RCC) is situated on a multi-level set of beautifully landscaped and maintained grounds on one hundred eighteen acres located off a central freeway with adequate surface street access. The college's physical facility includes 638,663 outside gross square feet and 444,049 assignable square feet of lecture and office space. There are 11,283 assignable work areas and 939 offices and lecture spaces in forty-five permanent structures and fifty-one portable units. The college's buildings and structures are visible evidence of a rich history that spans 91 years with contemporary buildings like the Digital Library Learning Resource Center, built in 2003, and the A.J. Paul Quadrangle, begun in 1923. Since 1916, Riverside City College has served the community's needs by providing accessible, comprehensive affordable post-secondary education to a diverse community of learners in comfortable, functional, safe, and aesthetically pleasing facilities and grounds.

Physical resources operations and planning within the Riverside Community College District (RCCD) has undergone major changes since the last accreditation self study. The passage of Measure C Bond has made it possible to address renovation, improvement, upgrade and expansion of facilities.

As the district transitions from a single college, multi-campus structure to a multi-college environment, organizational changes, including the creation of a new capital planning process and the reorganization of the Facilities and Planning Department, have affected physical resources at the college. The former Facilities and Planning Department was reorganized into the district Facilities Planning, Design, and Construction Department and the college Facilities/Operations and Maintenance Department (hereafter referred to as the Facilities Department). At the time of this writing, management positions at the district level include administrators for planning, design, and construction, and the Director of Maintenance and Operations has dual responsibilities with both district and campus level duties.

These changes in scale and the growth throughout the district have strained existing resources.

In spring 2004, the district/college refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision making. This process uses quantitative and qualitative data for decision making and links assessment, program review, and academic planning with strategic planning. The planning process, including physical resources planning for sufficiency and safety, consists of intra departmental discussions and an open dialogue among department chairs and administrators throughout the district/college. Disciplines perform an extensive program review every four years. Departments, which may consist of more than one discipline, synthesize program reviews into departmental plans. In addition, departments perform an annual program review focused on student learning outcomes assessment and resource needs. The Academic Planning Council (APC), consisting of college department chairs and deans, reviews instructional departments' plans and consolidates them into an Academic Master Plan (AMP).[1] The Strategic Planning Committee (SPC) considers the Academic Master Plan and recommends an implementation plan for integrating academic, student services, and library/learning resources needs with human, physical, technology, and financial resources. The college SPC forwards recommendations to the District Strategic Planning Committee (SPEC) for review, approval, and integration with the district's approach to growth and development.[2]

Recently, with college participation in the selection process, the district hired consultants to develop new Long Range Educational and Campus Master Plan (EMP) for the district and the three campuses.[3] This EMP includes a revised Facilities (College) Master Plan which will take into account future growth and facilities needs. This new Facilities Master Plan is expected to be dynamic and adaptable, to be revised as financial and physical circumstances change. Until the new EMP is adopted, additional requests for space and facilities needs will follow the district and City Campus strategic planning processes.

Measure C

Prior to the passage of Measure C, a survey was conducted district wide to identify a potential list of projects and usage for the funds.[4] The results were distributed to both the Academic Planning Council (APC) and the Strategic Planning Committee and a prioritized list of possible projects was developed. In spring 2004, voters approved the Riverside Community College District Improvement Measure C. The measure is intended to improve local student access to job training and four-year college preparation classes, improve campus safety, add and enhance upgrades for academic classroom and lab areas, such as police, firefighting, paramedics and healthcare training facilities, expand public safety, and repair, acquire, construct, equip buildings, sites, and classrooms. More information about the use of the funds is included in the full ballot measure for the bond. [5]

Riverside City College specific projects from the ballot proposition include:

- Repair and maintain deteriorating campus flooring, roofs, walls, windows, plumbing, and electrical systems
- Install new fire alarm and communication systems and energy efficient lighting
- Reduce earthquake risks by seismic retrofitting older buildings
- Improve facilities and sites to meet legal requirements for disabled persons' ADA access
- Acquire property to expand student capacity.

Proposed site safety and security projects from the ballot proposition include:

- Improve pedestrian access routes across campus
- Add exterior lighting
- Implement safety upgrades to relieve traffic flow and parking congestion
- Upgrade water, storm drains, sewer, mechanical, heating, ventilation and gas infrastructure to current safety codes
- Improve emergency access and evacuation routes
- Redesign campus road network to eliminate dangerous intersections and unsafe conditions, reduce gridlock, improve pedestrian safety, and increase access for emergency vehicles.

Measure C funding was used to complete and/or augment state funding for the following projects that have been completed or are in progress:

- Replace Martin Luther King Teaching and Learning Center Roof (completed)
- Build Parking Structure (completed)
- Quad modernization (to be completed fall 2007)
- Athletic fields, Phase 1 (completed)
- Implement California Community Colleges and Investor Owned Utilities (CCC/IOU) Partnership Program and Energy Modernization contract with NORSECO, an energy services company specializing in assisting higher education institutions, including the following projects: (in process)

  a. Implement new Energy Management System (EMS)
  b. Replace boilers in the Administration Building, Cosmetology Building, Wheelock Gym, Landis Auditorium, Bradshaw Student Center, and Clock Tower
  c. Replace chiller and cooling tower in Business Education mechanical room
  d. Enhance outdoor and walkway lighting in parking lots A, B, C, and D
  e. Retrofit interior lighting from T-12 to T-8
  f. Install motion control sensors for all classroom lighting.

Sufficiency

The college utilizes formulas developed by the State Chancellor's Office, including capacity/load ratios, space inventory, and FTES to measure sufficiency. These formulas and ratios are used to determine the college's eligibility to request state funds for new construction. Ratios over 100% indicate under utilization of buildings while ratios less than 100% can qualify the college for additional square footage. For 2005-2006, RCC demonstrated the need for

additional space in all areas – lecture space (67%), laboratory space (79%), office space (80%), AV/TV space (75%), and library space (65%).[6]

The district has a five-year capital construction plan for new buildings and renovations.[7] The plan includes projects that were identified through a college wide survey, [8] incorporated into the campus AMP [9] and prioritized through the SPC. Among these are the parking structure that opened in November 2006, and the renovated Quadrangle that will reopen in fall 2007. To meet the demands of the nursing program, related sciences, and mathematics, a new nursing/sciences building is scheduled to begin construction in fall 2008. Currently, the number of nursing applicants is more than seven times the number of spaces available, and the new facility will expand instructional and laboratory space to meet the growing demand for more trained nurses and for additional class sections in the related sciences. A multifunctional Student Services building is necessary to adequately support the needs of a growing and diverse student population and the integrity of RCC programs and services. The facility, planned for completion by 2012, will consolidate student services in one building to provide accessible, efficient, cost effective, and student-friendly support services.

The college began using Resource 25 in spring 2006 to organize and evaluate classroom and building use. Resource 25 was piloted to replace the current room scheduling system and to maximize the college's use of its classrooms and facilities. While Facilities continues to use Resource 25 to schedule events, the academic departments suspended the use of Resource 25 in spring 2007 and returned to the former system of manual room assignment.

RCC's "6226" process for minor alterations and remodels occurs once a year. It includes a timeline for submission, a review, evaluation based on health and safety considerations, a prioritization, approval, and funding. Remodel requests are submitted by instructional and non instructional units to Facilities. Once remodel requests are submitted, the Office of Planning, Design and Construction (PDC) estimates the cost of each request and provides the requester with an estimated budget to complete the project. As a next step, the PDC Office determines whether the requests are considered work orders or remodels or alterations. It also reviews and prioritizes the requests based on health and safety considerations. Then, a worksheet, which includes the cost of remodel alterations, health and safety prioritization and classroom environment considerations, is sent to each department chair and vice president for the appropriate area, and finally to the Vice Chancellor of Administration and Finance. The vice presidents and President review the worksheets with deans, directors, and department chairs for their areas and present their prioritized list to the "Budget Bunch" which consists of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services. The Budget Bunch makes the final funding recommendations and prioritizes the list. Once approved, the list is forwarded to the Facilities Department in order to plan, schedule, and implement "6226" projects.

Safety/Healthful Environment

The college assures safety, security, and access to its facilities in five major ways. First, all blueprints and other designs for new buildings are submitted to a state agency, the Division of State Architects (DSA).[10] DSA ensures safety and compliance with federal Americans with Disabilities Act mandates. Second, an internal maintenance system generates and tracks work orders to correct any situation that poses a potential safety or health risk to students and/or employees.[11] Third, the Facilities Manager maintains a scheduled maintenance list to track the life expectancy of major components of physical resources[12] such as roofs, heating and cooling systems, and fire suppression systems. As equipment is replaced, the scheduled maintenance list is updated and warranty information is documented. Fourth, College Safety and Police monitor properties and community service officers conduct routine patrols of all campus areas and focus on problem areas as needed. The college is working on ways to enhance safety and security through technology. Camera systems installed in various locations, like the new parking structure serve as deterrents while enhancing overall security and safety. Fifth, the college participates in a transitional program mandated by the state to enhance accessibility for physically challenged students, including the continuing removal of barriers and the adaptation of RCC's facilities to provide improved access campus wide. RCC is committed to comply with and meet all ADA issues. The first phase of this program included the conversion of many restroom stalls (wheelchair accessibility, handrails, and door hardware), curb cutting, enhanced ramp access throughout campus, and meeting the demands for more ADA parking spaces. Phase two continues with the transitional ADA plan. New elevators will be installed, inter campus curbing will be removed, door hardware will be updated, and ADA interior building path of travel will be improved.

Precautionary measures will continue to include the removal of hazardous materials, such as asbestos, lead paint, and Polychlorinated Biphenyls (PCBs). As another safety feature, strategically located emergency campus phones (blue light safety/emergency systems) have been installed using Measure C money. They enable students and staff to alert police of any potential problems or emergencies on campus.

Emergency information is posted in public locations throughout the campus buildings and in every classroom. They provide emergency exit routes and important information to be used in the case of emergencies.

Following the reorganization of the Facilities and Planning Department, monthly quality control safety inspections were suspended for a short period of time. The Facilities Department reinstated the inspections in February and now performs bi-monthly quality and safety inspections. On a monthly basis, exterior lighting charts are submitted which enables facilities to monitor the consistency of lighting. Elevator service and large mechanical equipment, such as chillers, pumps, and cooling tower, are all inspected. Along with monthly inspections, annual facilities assessments check compressor, fume hoods, and gasoline pumps for Air Quality Management District compliance

permits. The department also checks boiler emissions using Environmental Protection Agency standards. Elevator permits, hydrants, wet systems (sprinklers), back flow devices are inspected annually as part of mandated compliance ordinances.

The college ensures all safety, security, and access issues are addressed for off-site facilities. The same maintenance agenda that applies to on campus buildings is applied to off campus sites owned by the district. For buildings that are leased by the district, health and safety issues are recorded and brought to the attention of the commercial property manager. Facilities follows up to make sure concerns have been addressed.

As a result of discussions initiated in the Academic Senate and SPC, the college has recently incorporated a campus-wide recycling program into its current waste management operation. The program includes recycling receptacles for faculty, staff, and student use in all buildings and in the Lovekin Complex. The recycling program will further the Facilities Department's stated purposes of environmental leadership and waste disposal, while providing a potential economic benefit to the campus through cost avoidance (as a result of decreased disposal costs) and revenue generation (as a result of the sale of recyclable materials).[13]

Self Evaluation

The standard is met. The operation of the physical facilities functions seven days a week and 24 hours per day. The college provides a safe, sufficient and attractive environment to support learning. Responses on the recent employee accreditation survey verify this as 73% of respondents believe "the campus buildings provide a safe and healthy environment in which to work and learn."[14]

The physical environment is monitored through the use of a computerized energy management system (EMS), work order system, facilities utilization report (Resource 25) that enables the college to provide an optimum, healthy, safe and distraction free environment during all hours of operation.

The integration of planning, construction, and design will improve the efficiency of equipment replacement and repairs. The college Facilities Department should have input in vendor selection for major operating capital equipment to ensure equipment is standardized and integrated with existing systems. Without this integration, multiple vendors are sometimes used for projects which create inefficiency when dealing with maintenance repair issues. For example, when the Digital Library/ Learning Resource Center was built, the elevators were purchased from a different manufacturer than the other elevators on campus. The elevators for the Martin Luther King Teaching and Learning Center were purchased from a third manufacturer. When there is a need for replacement parts or service repairs, there are a variety of vendors involved, which potentially creates a situation that is less efficient, more costly and time consuming. Recommendations and guidelines are being established to ensure standardization of infrastructures, elevators, light fixtures, and mechanical equipment. This will also ensure a protective mechanism during initial project planning, avoid potential value

engineering, and increase the Facilities Department's ability to maintain the campus in a cost effective and efficient manner.

Measure C

Facilities and equipment funding is based on FTES. Funds are allocated through the administration with supplementary programs, such as one-time Block Grant funds, community donations, and Measure C funds. If the district/college builds facilities that exceed the allowances based on state load ratios and standards, the district/college must fund the operational costs of maintaining and operating the buildings. Every decision regarding space and its use has the potential of impacting qualification for state funding and capital development. This underscores the importance of the strategic planning process.

Beginning in February 2006, a funding source was designated to support the cost of planning "exploration" prior to identification of qualified capital projects. The Planning, Design, and Construction Department has provided support in identifying projects for potential state funding. Once a specific state project is identified for funding, the district/college has a constituent-driven planning and design process.[15] Design Advisory Committees are involved during the preparation of the Initial Project Proposal (IPP) and the Final Project Proposal (FPP).[16]

Sufficiency

The intent of the planning process is to build upon a learner centered curriculum framework, focusing on a planning strategy aimed at shaping the direction of the emerging colleges. The process incorporates more dialogue between faculty, department chairs, and administrators than in the past, and this dialogue is intended to better evaluate and plan for physical resource needs. However, the planning process sometimes appears to be driven more by the availability of state funding, derived from space standards and load ratios, than by the formal academic planning process.

At the time of this writing, the college has hired a consulting firm to assist in the development of a Facilities Master Plan. Architectural firms were selected to systemically evaluate the educational and physical plant needs of the campus; these firms will provide assistance and guidance that will lead to the generation of an Educational/Facilities Master Plan and refinement of the Strategic Capital Projects Plan for the Riverside City Campus as well as the current or proposed educational centers assigned to the college.

With the plan, the college will utilize a more effective means of allocation of space to support programs and services. The college is incorporating equipment replacement and infrastructure renovations into the Facilities Master Plan. Funding for new equipment, equipment replacement, and program expansion will improve through comprehensive reports and long-range planning.

Classroom scheduling to maximize efficiency requires review.[17] The use of Resource 25 created issues for the college. As a result, the City Campus enrollment management group has suspended the full use of Resource 25

until further study on the application has been completed. However, the event planning function of Resource 25 works well and serves as a valuable tool for the Facilities Department.

Safety/Healthful Environment

Despite limited funds for additional operating costs, the college's Facilities Department has been able to effectively provide adequate service through efficient use of existing staff and judicious use of resources. The current maintenance, grounds and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra curricular activities are provided with the equipment and services needed.

Generally, police services are linked to population (officers per thousand or per hundred during special events) and security needs. Assuring that the college has adequate safety and security relies on proper personnel coverage. Information gathered from the accreditation survey indicates that employees generally feel safe on campus during the day. In response to the statement "I feel safe on campus during the day," 91% strongly agreed or somewhat agreed. Only 9% of the respondents disagreed or said they had no basis for judgment. However, this feeling of safety decreases in the evening. In response to the statement "I feel safe on campus during the evening," 59% strongly agreed or somewhat agreed. 30% disagreed and 10% stated they had no basis for judgment.[18]

In response to the employee accreditation survey item, "This college has adequate physical accommodations for people with disabilities," the majority of responders, 62%, were in agreement. This indicates the college has made reasonable progress, but is continuing to improve its efforts in this area. [19]

The Facilities Department plans to assess the effectiveness of its quality control safety inspections. The department also needs to improve the process for providing an accurate record of age and condition of equipment in order to correspond to scheduled maintenance programs. This will ensure that both lists are correct and kept up-to-date.

In efforts to assure quality and sufficiency and support the educational program, the twenty-point classroom checklist is being revised and updated.[20]

The Director of Maintenance and Operations reviews and assesses the annual trends of utility usage and projects potential energy utilization as part of the physical resources planning process. The program review needs to be maintained and utilized to ensure maximum efficiency.[21] During the reorganization and ensuing transition, the college Facilities Department has not performed program review, but will be included in the non instructional program review scheduled to begin in September 2007.

Planning Agenda

- Complete the realignment of the Planning, Design, and Construction Department and the college Facilities Department to ensure integration of district planning and construction with college facilities operations
- Create and maintain a list of proper standardized equipment to meet campus needs

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates it facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Riverside Community College District's 2008-2012 Five-Year Construction Plan, approved by the Board of Trustees on June 12, 2006, included long-range capital planning.[22] The plan melds physical plant development with projected classroom needs and links facilities planning with the college's educational goals.[23] Following the passage in 2004 of Measure C, the capital improvement bond used primarily to leverage state capital funds and fund non-state supportable projects for the district/college, the college has been able to modernize its facilities and add new buildings. Long-range projects will be prioritized and developed over the next ten to twenty years.

The formula for the total cost of ownership of facilities and equipment includes capital investment, operating costs, short/long term requirements, debt service, and ownership versus renting/leasing, useful life, and salvage value. The college Facilities Department works in cooperation with the district Facilities Planning, Design, and Construction Department to meet the needs of the college.

Prior to 2006, the district Planning and Facilities Department conducted an annual program review. The process was used to assess the effective use of the college's facilities and resources. Assessments include work order reviews; classroom efficiencies; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair, and gasoline consumption. Using a state recognized square foot formula, this assessment is analyzed into cost per-square-foot. The cost per-square-foot figure is used to evaluate and monitor existing space, and the results are used to project future allocated funds. These data are used for operations, supplies, utilities, and trending. Beginning in September 2007, the college Facilities Department will be part of the campus based non instructional program review process.

The long-range plans include scheduled maintenance, ADA improvements, and 6226 minor capital remodeling and alterations. Scheduled maintenance at Riverside City College includes replacing the roofs on RCC's permanent structures; significant improvements in utilities; replacement of boilers, air handlers, and chillers across the campus; the replacement of exterior doors campus wide; and maintenance on interior treatments. Plans will also include secondary effects to the existing Life

Sciences and Physical Sciences buildings after the completion, in 2010, of the planned Nursing, Mathematics, and Sciences building. Additional scheduled maintenance includes the Administration, Art/Ceramics, Technology A, Cosmetology, and other aging buildings as well as Wheelock Stadium.

Phase II of the transitional plan of the ADA compliance issues includes curb cutting, restroom accessibility, elevator improvements, and signage.

Scheduled 6226 minor capital remodel and alterations include minor electrical alterations and improvements; replacing windows, exterior siding on the Evans Sports Complex, and the overhead bay doors of the Auto Tech building; installing new carpeting; basic remodeling; and many other smaller projects to improve the appearance or performance of RCC's physical resources.

As discussed in III.B.1., the district/college has refined its planning process. In spring 2004, the college Strategic Planning Committee (SPC) was formed from the former Riverside City Site Committee and began meeting. The committee, consisting of faculty, staff, administration, and students, meets monthly during the academic year and is co-chaired by the college President and a faculty member (Liaison to the Academic Senate and representative of the APC). Since 2004, the committee's composition, by laws (approved in 2007), and functions have been subject to ongoing improvements. The committee reviews requests from multiple constituencies and monitors physical resources.

To facilitate the integration of planning, the Strategic Planning Committee is composed of nine subcommittees aligned with the accreditation standards. The Physical Resources Subcommittee is charged with the following responsibilities:

- To develop a facilities master plan aligning academic and student service needs and requirements with facilities
- To ensure that security issues are addressed and coordinated with College Safety and Police
- To assist in decision making and recommendations regarding new facilities and refurbishing of existing facilities.[24]

At both the Academic Planning Council and Faculty/Administration spring retreats, participants completed a facilities needs survey.[25] Survey results were used in the development of a facilities improvement plan. During the March 30, 2004, SPC meeting, committee members reviewed information regarding the facilities improvement plan and discussed the roles of the college and district SPCs in developing the plan.[26] The SPC had the opportunity to suggest revisions to the 2008-2012 Five-Year Capital Construction Plan.

In addition, the district hired a consultant to review and provide recommendations for the facilities planning and construction management process.[27] After reviewing RCCD planning documents spanning twenty-three years, the consultant observed that RCCD has a "very sophisticated planning process developed in 2003," including a "learner centered curriculum framework and structure" used to accomplish goals.[28]

The consultant recommended that the district utilize the existing planning process to generate long-range academic master and growth plans for the colleges. Further recommendations included the "need to engage outside planning consultants to assist the college with fully developing its academic and facilities master plan".[29] At the time of this writing, a consulting firm has been hired to assist the college in developing an Educational Master Plan and Facilities Master Plan.[30]

Self Evaluation

The standard is met. Long-range capital planning has begun and will continue. The Five Year Capital Construction Plan includes many facility improvements to support college programs and services. The facilities planning approach enables the district/college to leverage Measure C funds for future projects and to utilize Measure C funds for capital projects that do not qualify for state funding. Although the district/college has developed a five year plan, the college needs to plan even further into the future so that campus resources are best utilized for program and service goals.

The Physical Resources Subcommittee of the Strategic Planning Committee is charged with assisting in decision making and making recommendations to the SPC regarding new facilities and refurbishing of existing facilities based on program reviews and the Academic Master Plan. However, in practice, the subcommittee has not yet used academic planning documents in this manner. Facilities requests have been brought forward, and ad hoc committees of the SPC have been formed to review plans when needed. The SPC has voted and approved facilities requests, but the integration with academic and student services planning is not fully realized. The program review process, both instructional and non instructional, does assess the effective use of physical resources. The Physical Resources Subcommittee will begin to use program reviews, the Academic Master Plan, and the Facilities Master Plan to make facilities construction and refurbishing recommendations to the SPC. Furthermore, the Physical Resources Subcommittee and the SPC will use recommendations for physical resources improvements from program reviews to better integrate physical resources planning with institutional planning.

Planning Agenda

- Utilize the planning process to generate a strategic long-range capital plan
- Develop and maintain stronger linkages among program reviews, academic and student services plans, and facilities planning

List of Evidence

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[2] *Riverside Community College District Strategic Planning Process 2001-2006*
[3] Board of Trustees Meeting Minutes: consultant contract for "Long Range Educational Program, Growth, and Capital Plans"
[4] Measure C Survey
[5] Full text ballot proposition for Bond Measure Election, March 2004 http://www.rcc.edu/community/cboc/files/cboc_ballot.pdf
[6] 2008-2012 Five-Year Capital Construction Plan
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[11] Work Orders – safety and valid emergencies; preventative maintenance work orders; date, costs, and problem nature
[12] Scheduled Maintenance lists – roofs, utilities (chillers, pumps, motors), mechanical equipment (transformer upgrades)
[13] Announcement of recycling program, e-mail Director of Facilities
[14] Results of RCC Employee Accreditation Survey, Fall 2006
[15] RCCD Capital Planning/Construction process; capital project sequence checklist
[16] Approval process for new facilities projects (IPP, FPP)
[17] Facilities efficiency reports
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[19] Results of RCC Employee Accreditation Survey, Fall 2006
[20] Twenty point classroom checklist
[21] Annual Facilities Program Review
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[26] Strategic Planning Committee March 30, 2004 Meeting Minutes
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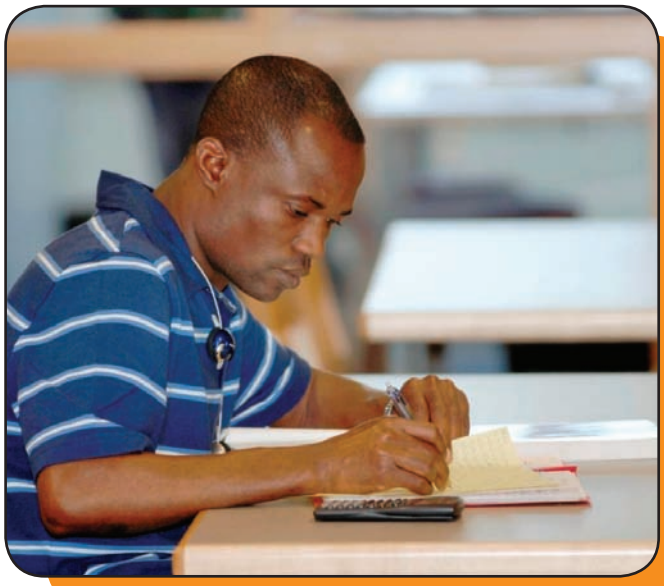
Standard III.C



Standard III: Resources
C: Technology Resources

Subcommittee Members:

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III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Riverside City College receives its technical services and support through district-level departments and campus-based support services.

District-level Departments Information Services (IS)

The Information Service group is responsible for district wide information delivery infrastructure and its supporting components. Organizationally, this encompasses the following services and support groups within Information Services:

- Network Services
- Administrative Systems
- Desktop Computing
- Telephony Services
- District Help Desk.

Conceptually, the Information Services group is committed to providing the necessary support to ensure the delivery of requisite services to meet the educational and administrative requirements of RCCD. Specifically this includes:

- Planning and maintenance of a reliable and robust network for local area inter and intra campus networks, as well as institutional access to the public Internet and the World Wide Web
- Providing a comprehensive enterprise level administrative system capable of recording, storing, and reporting on data for student, financial, academic, and administrative transactions
- Supporting a centralized internal telephone system, designed to minimize calling charges, as well as delivering enhanced services such as four digit dialing, voice mail, and unified messaging
- Offering hardware and software support of district microcomputers for faculty and staff, academic computing labs, and related servers
- Centralizing Help Desk functions for all of the Information Services groups, as well as servicing Open Campus and Facilities Management groups
- Providing the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other district resources such as Open Campus, Accounting and

Financial Services, Human Resources, and the Web Development group
- Assisting constituents in planning technology for new buildings, offsite learning centers, and other district projects.[1]

Network Services, Telephony Services, and Administrative Systems (including Datatel) are located on the Riverside City College campus. Staff in the operations center monitor and manage the networking infrastructure and Private Branch Exchange (PBX)/Voice-over-Internet Protocol (VoIP) phone and Datatel systems. Network Services provides free wireless Internet service to students, faculty, and staff.

The district Help Desk provides a centralized system for addressing incoming help desk requests. The Help Desk distributes work assignments as appropriate including desktop, laptop, network, e-mail, campus lab, wireless, Web Advisor support, and Open Campus assistance requests.

Information Services staff make every effort to protect the software and equipment on all computer systems. Computer workstations are installed with up-to-date software. Staff and administrators' desktops and laptops, and academic computers are all configured to download up-to-date versions of antivirus software whenever it is released. Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to ensure a reliable, secure network environment.

Instructional Media Center (IMC)

The Instructional Media Center's primary purpose is to provide instructional media support to the district's academic programs. IMC supports and when possible services audio visual equipment in classrooms as well as the district's videoconferencing services. Primary areas of responsibility include:

- Audio visual equipment delivery to classrooms and conference/meeting rooms
- District VIP media requests
- Service and repair of media equipment
- Videoconferencing
- Satellite down linking
- Streaming media
- Assistance with new equipment acquisition, installation, and training of faculty/staff.

IMC provides technical assistance and media production services in various formats including video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by RCCD in cooperation with city, county, civic and community agencies.

The IMC also maintains a website, which provides 24/7 access to information regarding:

- KRCC (RCC's television station)
- Available audio visual equipment
- Production, satellite downlinking and videoconferencing information
- Procedures and forms for requesting IMC equipment and services.[2]

Open Campus

Open Campus provides distance learning for over 20,000 students per year along with training and support for online instruction. Open Campus is responsible for all aspects of online and distance education at the college and district levels, including:

- Online, hybrid, and web enhanced course set up and maintenance, upgrades, training, backup, and implementation, in conjunction with the host provider (WebCT/Blackboard)
- Online support training includes web page publishing software, streaming media software, peripherals via one-on-one training, FLEX workshops, and Hybrid Academy
- Maintenance of servers and software licenses for online-related instruction.[3]

To assist faculty, Open Campus also provides support for many other software applications, such as Excel, PowerPoint, and Camtasia.

Academic Information Architecture and Web Services

Academic Information Architecture and Web Services provide the following services:

- District wide assistance to academic departments, programs, and faculty in the development of websites
- Input related to e-learning strategies
- Management of academic webservers including the assignment of server space and creation of individual system accounts
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring related to academic web servers
- Web policies, practices, and procedures related to faculty, academic, and instructional program websites.[4]

Public Relations

Public Relations provides and maintains website infrastructure for the district and college, including online versions of the catalog, schedules of classes, and other online college publications.[5]

Library Technology

The library provides technology district wide including an online library catalog, e-books, streaming media materials, online periodicals, videotapes, microfilm, and assistive media technologies.[6]

Learning Support Services

Disabled Students Programs and Services provide adaptive computer technology for students with disabilities.[7]

Information Systems, IMC, Open Campus, Academic Information Architecture, Library, and Learning Support Services are all located at Riverside City College. Public Relations is located at the district office on Spruce Street.

Campus-based Support Services

Facilities

Facilities provides and maintains

workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and assistive facilities for disabled students.

Martin Luther King Teaching and Learning Center (MLK TLC)

Campus-based discipline-specific support services are provided in the Martin Luther King Teaching and Learning Center, MLK TLC, which opened for operation in fall 2005. The Center houses discipline and technology-based classrooms and learning labs designed to enhance the operation and effectiveness of the college. These include:

- World Languages—2 rooms with a total of 67 computers
- Writing and Reading Center—2 rooms with a total of 84 computers
- Computer Information Systems—a CIS Advanced lab with 27 computers, a CIS Cisco Certification Lab with 27 computers, and a general CIS lab with 108 computers
- Nursing—3 rooms with a total of 96 computers
- Mathematics—3 rooms with a total of 122 computers
- Community for Academic Progress/Mathematics—3 mobile carts with 16 laptops per cart.

Discipline-specific lab coordinators manage each laboratory or center. The MLK TLC also houses the Vocational Education Testing Center (13 computers) and the Faculty Innovation Center (23 computers).[8]

In addition to the MLK TLC, there are many other computerized classrooms on campus that are available to meet faculty, staff, and student needs.

Digital Library and Learning Resources Center (DLLRC)

As described in Standard II.C., the DLLRC opened to the college, the district, and the public in September 2003, with four floors and 81,000 square feet of assignable space. With physical seating for 1,200 and 431 computer workstations, the DLLRC is equipped and funded to offer online databases, wireless networking, electronic reserves, streaming media, teleconferencing, multimedia production, and cable broadcasting.

Library/Learning Resources provides remote online access to materials and services via the library web sites. Library materials available 24 hours a day, 7 days a week from the library's web site, Library Access to Monographs and Periodicals (LAMP) (http://library.rcc.edu) include:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and physical/streaming media
- E-books and electronic course reserve materials
- Electronic resources via subscription databases, which contain citations, abstracts, and increasingly the full text of articles from magazines, journals, newspapers, and reference resources
- Tutorials and guides to finding and using information
- General information about library resources and services.

The Digital Library provides streaming media services to campus classrooms.

Adaptive equipment and software are available in the DLLRC to accommodate the needs of disabled students. The library printers and copy machines are on maintenance contracts providing for the replacement of parts, hardware, and software at no additional charge. IMC technicians maintain the DLLRC student and staff computers (hardware and software) and update all software and security packages. All library multi-media equipment, including televisions, DVD players, and VCRs, is secured to prevent theft.

Staffing

The IMC, housed in the DLLRC, has seven full-time and approximately ten part-time employees at the college.

The college has three full-time Instructional Support Specialists (ISS), reporting directly to the dean of instruction. The ISS provide technical and clerical support to the academic computer laboratories. Additionally, they respond to faculty and staff questions on microcomputing technology and applications. This is done on an as-needed basis, by appointment, or through FLEX workshops. The specialists work with faculty and staff to improve current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.

Front-line support to the college user community is provided primarily by seven full-time and two part-time members of the IS Microcomputer Support group. These staff members work under the direction of the district's Information Services department and are responsible for handling work orders generated through the district Help Desk, as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This IS team cooperates with the IMC and instructional departments to ensure a useful and appropriate college infrastructure.

Self Evaluation

The standard is met. The district and college provide appropriate support to faculty for course development/maintenance and research, to students for learning activities, and to staff and administration in the performance of their job responsibilities. Information Services, IMC, Open Campus, Academic Information Architecture, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services to support student learning and to maintain and enhance the operation and effectiveness of the college.

Based on the Riverside City College accreditation survey of faculty, staff, and management, the majority of responders found hardware and software to be current and technology service to be adequate.[9]

The Technology Resources Subcommittee, of the Strategic Planning Committee, administered a survey to its own membership, which agreed that classroom facilities support academic achievement, classroom and lab

equipment support the curriculum, and application software complements course content. Administrators and staff surveyed agreed the IS office supports administrative and academic needs; the available office equipment addresses administrative and academic requirements, and application software complements administrative and academic workload.[10]

Although the district/college has a replacement policy for office computers, it is difficult for the college to stay ahead of quickly changing technology. The college will continue to stay at the forefront of technology to the best of its ability.

Planning Agenda

- None needed

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The college/district provides quality ongoing in house training in technology and its applications for faculty and staff on a regular basis. Training is provided in a variety of venues, including the Faculty Innovation Center, the staff development lab, the DSP&S high tech lab, the MLK TLC, and the DLLRC.

Information Services provides training for administrative systems, such as Datatel, Web Advisor, and specialty training.[11] The current administrative system, Colleague, was purchased in June 1996. Initial training for staff was done by the software vendor as the product was implemented. Information Services is responsible for training on updates and general operational changes. User departments are responsible for the ongoing procedural training of staff.

The web interface to Colleague, Web Advisor, was deployed in summer 2004. Online tutorials were developed for both students and staff and are available on the main Web Advisor web page.[12] Face-to-face training is provided for faculty, staff, and students.[13] Help desk personnel provide support for student and faculty computer/technology needs.

The Microcomputer Support group provides training to administrative staff on applications such as Microsoft Excel and Word.[14] The Instructional Media Center provides training through its "Techie" e-mails.[15] The IMC provides training and support to faculty and staff.[16]

The Open Campus Faculty Innovation Center offers a variety of training alternatives via workshops, personal consultations, an online performance support system, and an intensive Hybrid Academy training that prepares faculty for web enhanced, teleweb, hybrid, and online teaching. Training is accessible for WebCT, Microsoft Office applications, Macromedia, and Adobe products, assessment and anti-plagiarism software, and pedagogical topics.[17] The Faculty Innovation Center (FIC) houses Scantron machines, printers, and a variety of other office equipment to assist faculty with preparing teaching materials. The FIC also houses digital videotaping equipment that allows capture and dissemination of training sessions via CD, DVD, and the Internet. Through the coordinated efforts of Open Campus, Academic Information Architecture and

DSP&S, workshops are provided for faculty to convert online and traditional course material to be compliant with section 508 of the Federal Rehabilitation Act and with the ADA.[18]

DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with the district/college to ensure ADA compliance.[19] DSP&S provides students with adaptive technology. For example, students with print disability receive e-text access training on WYNN and Read Please. Blind students receive screen-reader training using JAWS, OpenBook, and Dragon Naturally-Speaking. Students with low vision impairment receive instruction in the use of Zoom Text. Site licenses have been purchased for core assistive software programs and computer stations equipped with these specialized programs are available in the DSP&S laboratory, the DLLRC, and the MLK TLC.

The DLLRC staff conducts library orientations and workshops to inform students of district policies and procedures on appropriate Internet use, remote access for electronic resources, and conducting research using electronic database and web sites.

Lab coordinators in the MLK TLC facilitate technology training. Informal technology training takes place among faculty members. More formal training is led by lab coordinators, instructional support specialists, technology experts from publishing or software companies, or other qualified staff.

For example, all hourly staff hired by the Writing and Reading Center complete a formal technology skills training program, provided by the Center's ISS, designed to ensure staff are able to answer students' most commonly asked technology questions. The current training of Word and Internet skills is being expanded to include WebCT and other software applications.

The Riverside Faculty Development Coordinator, a faculty-held position, was created in summer 2006. Previously, faculty development activities were coordinated by district level administration. The Faculty Development Coordinator organizes and coordinates various technology trainings, typically held on FLEX days, and prepares an informative newsletter that is published on a regular basis.

Self Evaluation

The standard is met. Riverside City College provides appropriate technology training for student, faculty, and staff. The college provides effective and quality training to students who use technology in courses, including an array of services to students with special needs.

Information Services offers college wide training as functionality evolves. Surveys are given at the conclusion of trainings to improve material and presentation approaches for future sessions.

Responses to the employee Accreditation Survey item clearly demonstrate that the vast majority of responders (71%) agree that the college provides training and support for the utilization of technology.[20]

Survey results from the Technology Resources Subcommittee survey

produced similar results. In response to "Training is supplied to enhance technology resources," 50% of faculty surveyed agreed, 25% were neutral on the topic, and 25% disagreed. For administrators and staff, 62.5% of those surveyed agreed with the statement, 25% were neutral, and 12.5% disagreed.[21]

The process of integrating technology training with faculty and staff development is ongoing and evolving.

Planning Agenda

- None needed

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The district Information Services Department works closely with the college to meet its technological needs. The district strives to maintain a high quality technology program at the college, upgrading and replacing infrastructure and equipment to serve student, staff, and faculty needs.

Network Services plans and provides components for the district wide network. In spring 2003, the network was rebuilt to a Cisco-based Gigabit Ethernet. Internet connectivity is provided by the Corporation for Education Network Initiatives in California, CENIC. Network Services oversees the planning, implementation, and maintenance of appropriate solutions for e-mail, storage area networks, and servers in support of academic and administrative needs.

Network maintenance is handled in multiple ways. Annual support contracts are purchased for all core or critical usage devices including hardware/software support and access to vendor technical support personnel, online technical support data, web sites, and software repositories. Uninterruptible power supply (UPS) systems are purchased and maintained for all mission critical equipment. Network equipment is evaluated annually and end-of-life network devices are retired and replaced with the most up-to-date components to ensure security and bandwidth availability. In house spare inventories for network electronics and UPS systems are used for emergency replacements, new network configuration testing, and analysis.

The Administrative Systems Department is responsible for the implementation and support of the districtwide Datatel administrative suite (Colleague, Benefactor, and Web Advisor) and related software packages. Currently, the district owns, supports, and maintains licensing on the entire suite of Colleague modules, such as Student Financial Aid, Finance, Advancement, and Human Resources. The district is currently running version 17 of Colleague and is planning the implementation and migration to version 18 in the 2007 calendar year. Hardware for administrative systems is under full warranty and then placed on full maintenance plans once the warranty has expired. Upgrades are completed as the district's demand for processing power and speed increase or when software upgrades dictate it. Equipment is upgraded when the maintenance costs outweigh the costs of purchasing new equipment under warranty.[22]

The Telephony Services department maintains a centralized district telephone system. Currently, the telephone system is a NEC hybrid PBX capable of supporting the legacy digital system as well as VoIP deployment. As facilities are constructed or remodeled, VoIP is utilized, decreasing wiring and management costs. Telephony Services is also responsible for the planning, construction, and maintenance of the district's cable plant and related technology infrastructure. To help facilitate long-range cable and network planning, IS has initiated a comprehensive review of the existing cable plant and conduit pathways.[23] The information will be used to ensure adequate planning and implementation of infrastructure for future growth at the college.

As described more fully in III.C.2., extensive technology plans are developed for all new construction.[24]

Open Campus web hosting is reviewed on an annual basis. The course management system, WebCT, is reviewed every three years.

Various technical groups conduct regular computer maintenance, upgrades, and replacements. All desktop hardware is covered by warranty or contracted services. Information Services staff troubleshoot problems and are responsible for warranty issues.

The Riverside City College capital asset inventory is maintained by the district's Inventory Control Department. Equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control Department.

Self Evaluation

The standard is met. The district/college strives to maintain current hardware and software for student, staff, faculty, and administrative use. As stated in III.C.1.a., approximately 65% of employees surveyed find hardware and software current and meeting their needs. As technology needs continue to change, the replacement of office computers becomes an increased challenge. The technology replacement structure for student support services and classrooms is not accomplished on a set schedule. Generally, prioritization for computer replacement is based on the ability to run the latest version of Windows. Funding for technology infrastructure is primarily reliant on availability of state funding and district/college budget allocations for equipment.

Planning Agenda

- Develop and implement plans for systematic, scheduled evaluation and replacement of technology

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III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

After considering the input of faculty, staff and data end users, the administration makes decisions about the allocation of technology resources. Subject to budget availability, technology resources are also allocated on an as-needed basis. The input from faculty and staff is increasingly included in departmental reviews and department

plans. As of spring 2007, the program review process has been enhanced to include annual program reviews for instructional departments. As a part of this review, departments consider the need for instructional equipment, technology, and additional technical services. Student Services units complete an annual program review in which technological needs are also identified. The program review process for other non instructional units will begin in fall 2007. As the annual program reviews are completed, additional data will be available for use in the prioritization of needs and decision making concerning the distribution of technology resources.[25]

The strategic planning process is designed to better integrate academic, student services, technology, human resources, physical resources, and financial resource planning. As a subcommittee of the Strategic Planning Committee, the responsibilities of the Technology Resources Subcommittee are

- To provide technical strategic planning and direction on technology at the college
- To facilitate the development and review of technical plans designed to align academic, service, and student needs with technical resources
- To develop and make recommendations regarding the college's technology capital expenditure budgets
- To evaluate the technical consequences of proposed initiatives under consideration by the college
- To provide information, education, and training to the college community regarding technical issues.[26]

Information Services, in collaboration with faculty, designed and implemented a methodology for the fair and equitable replacement of non-academic technology. Using this method, the oldest office hardware is replaced first.[27] On an annual basis, college vice presidents are provided with a list reflecting the age of computer hardware. Using the list, vice presidents allocate their non instructional equipment budget for technology replacement.

Self Evaluation

The standard is met. The distribution and utilization of technology resources at Riverside City College support student learning programs and services. As an example, based on its program review and input of community partners, the Nursing department instituted web based video streaming of lectures. The consultation with Information Services led to the purchase and installation of classroom equipment, a dedicated server, software for web based access, and technical support for recording sessions. The nursing department works closely with network administrators regarding software capabilities, upgrades, and server space for their large holding of interactive computer-assisted instructional programs.

Needs identified in program review should be a primary consideration for the Technology Resources Subcommittee in making recommendations for the distribution of technology resources. The college will ensure the annual instructional program reviews are completed and will continue with the implementation of program reviews by non instructional units. Technology needs identified will be forwarded to the

Technology Resources Subcommittee of the Strategic Planning Committee for consideration and prioritization.

Planning Agenda

- Ensure needs identified in program review are utilized by the Technology Resources Subcommittee in making recommendations for the distribution of technology resources
- Continue the implementation and completion of non instructional program review

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III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

Descriptive Summary

As described more fully in Standard I.A.4. and III.C.1.d., the college/district uses a strategic planning process that integrates technology resource planning with other aspects of college planning. At the time of this writing, the process is being implemented at the college. Forty seven Instructional departments have completed annual program reviews that can be reviewed by the Technology Resources Subcommittee of the Strategic Planning Committee to assess technology needs.

The college embarked upon planning phases for the DLLRC, MLK TLC, and Quadrangle that integrated technology planning with institutional planning. For every new or remodeled facility, extensive technology plans are developed. These plans respond directly to program needs of disciplines that will be housed in the buildings. Evaluative processes are in place for district-based entities such as Information Services to systematically review, assess, and modify systems to ensure the effective use of technology.

The Open Campus regularly surveys students in hybrid, telecourse, teleweb, and online classes regarding technology needs, capabilities, and performance. Results are integrated into strategic planning. Faculty are surveyed as to hardware/software needs and issues related to online pedagogy. Regular statistical reporting is disseminated to the State Chancellor's office, national organizations (e.g. Sloan Foundation, Campus Computing Project) and district management.[28]

Self Evaluation

The standard is met. The program review process is critical to obtaining the information needed by the Technology Resources Subcommittee for technology planning. As technology changes rapidly, this committee will develop a fluid process to evaluate programmatic needs and recommend technical solutions to meet those needs. The first department annual program reviews were completed in March 2007. Beginning in spring 2007, the Technology Resources Subcommittee will be able to utilize the annual program reviews to formulate recommendations on technology. As the work of the subcommittee continues to evolve and mature, the effectiveness and success of this process will be determined.

In the Accreditation Survey, employees were asked to respond to the statement, "The effective use of technology

resources is systematically evaluated." The results were:

- Strongly agree 9%
- Somewhat agree 16%
- Somewhat disagree 10%
- Strongly disagree 10%
- No basis for judgment 55%[29]

As described previously, Open Campus regularly surveys students regarding the effectiveness of its modes of delivery and technology resources and uses results to improve services. Additional mechanisms need to be developed to evaluate the effective use of technology in other venues. The two recent surveys represent initial steps to assess the effective use of technology resources. With some additional questions, these survey instruments could provide useful feedback for improvement purposes. In general, the lack of employee knowledge with regard to this survey statement indicates that any current evaluation mechanisms and results need more consideration and greater visibility.

Planning Agenda

- Develop a process for the Technology Resources Subcommittee to evaluate programmatic and service needs identified in program review self studies and to recommend technical solutions to meet needs
- Work with the Financial Resources Subcommittee and the overall Strategic Planning Committee to develop a budget allocation process for systematic upgrading of faculty and staff computers
- Develop mechanisms for evaluating the effectiveness of technology resources use and utilize results for improvement

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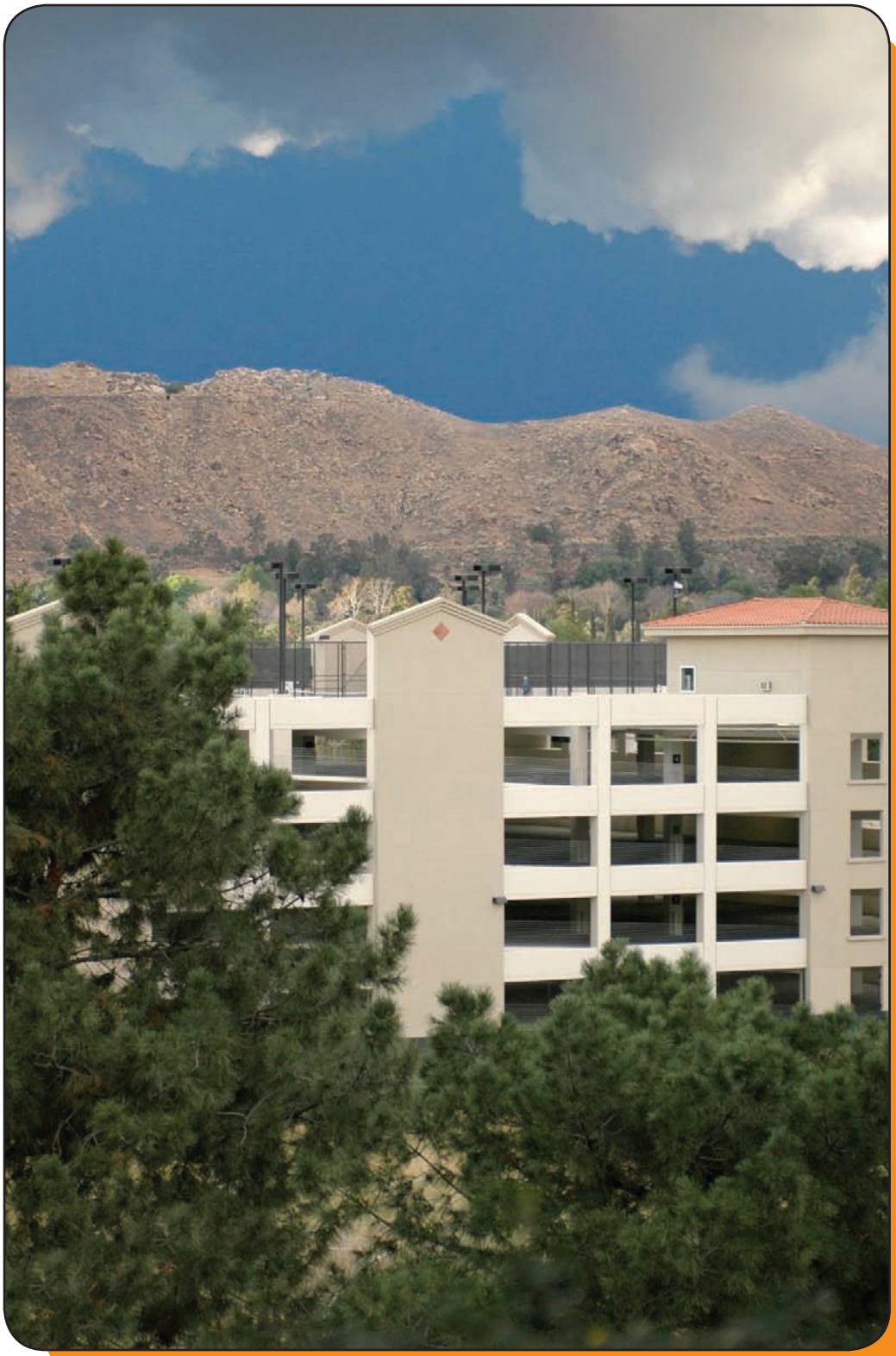
[23] Review of cable plant and conduit pathways
[24] Technology plans for DLLRC, MLK TLC, and Quadrangle
[25] Riverside Community College District Strategic Planning Process 2001-2006
[26] Riverside City College Strategic Planning Committee Constitution and Bylaws
[27] List by age of office hardware
[28] Open Campus Student Survey Results for Telecourses and Online Courses, Spring 2006
[29] Results of RCC Employee Accreditation Survey, Fall 2006

Standard III.D



Standard III: Resources
D: Financial Resources

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III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

III.D.1.d. 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.

Descriptive Summary

The Riverside City College (RCC) Mission Statement, adopted by the Board of Trustees on June 20, 2006, represents the philosophical foundation upon which all financial planning occurs. The Riverside Community College District (RCCD) Vision and Goals provide a basis for financial decisions.[1] In general, the college's financial plans reflect a planning process that involves constituencies throughout the college community.[2] Additionally, the college considers the academic master plan, long-range financial planning, FTES projections, enrollment capacity limits, and state funding levels in its financial planning process.

The Vice Chancellor of Administration and Finance regularly provides the Finance and Audit Committee of the Board of Trustees (renamed "Resources Committee" as of January 2007) with periodic state funding projections, often with best, middle, and worst-case scenarios. These projections provide the basis for budget planning and decisions.[3]

Long-range planning for physical facilities has been coordinated at the district level by the Associate Vice Chancellor of Facilities Planning, Design and Construction. However, pursuant to Board of Trustees action in February 2006, the college will assume greater

responsibility for long-range facility planning. Most of the resources for facility projects have historically come from the state through allocations and statewide bond issues. More recently, however, funding has also been derived from a local bond, Measure C, passed by voters in March 2004. It serves as a source of funds for projects, such as the Riverside City College parking structure, opened in fall 2006, and components of projects, such as roof repairs, and equipment for the Quadrangle modernization project (completed in fall 2007), that are also supported by state capital outlay monies.[4]

In spring 2004, Riverside Community College District refined a planning process that reaffirms the college mission and student learning as central to planning and decision-making. This process links program review, assessment, and academic planning with strategic planning, facility and budget planning.[5]

During program review, disciplines examine the alignment of programs with the institutional mission, review and update curriculum, formulate future plans, identify resource needs, evaluate program effectiveness, develop student learning outcomes, and assessment plans.[6] Departments synthesize discipline program reviews into departmental plans, the foundation of the Academic Master Plan (AMP). The Academic Planning Council (department chairs and deans) reviews instructional departments' plans and consolidates them into an academic master plan. The AMP is presented to the Academic Senate for review. The Riverside Strategic Planning Committee (SPC) then considers the AMP and reviews the integration of departments' academic plans with student services and resource needs (human, financial, technology, and physical).[7]

SPC membership includes faculty, staff, administrators, and students, embracing participation from all constituencies. To facilitate the integration of planning, the SPC is composed of nine subcommittees:

1) Institutional Mission and Effectiveness
2) Instructional Programs
3) Student Support Services
4) Library and Learning Support Services
5) Human Resources
6) Physical Resources
7) Technology Resources
8) Financial Resources
9) Leadership and Governance.

The Financial Resources Subcommittee is charged with the following responsibilities:

- To establish budgetary goals within the context of the strategic plan for purposes of guiding the allocation of new funds as well as the reallocation of existing budgets
- To review and make recommendations concerning college financial planning
- To facilitate the development and review of tactical budget plans designed to align academic and service needs with financial resources
- To develop and make recommendations regarding the college's operating and capital expenditure budgets
- To evaluate the budgetary consequences of proposed initiatives under consideration by the college

- To provide information and education to the college community regarding financial and budget issues
- To provide a forum for the discussion of budget issues affecting the college
- To review revenue and expenditure reports for the college.[8]

In practice, the current budget development process is both a "bottom up" and a "top down" process.

The "bottom up" component involves college instructional departments and units that support student learning. During the annual budget development process, each department/unit reviews the previous year's allocation and prepares and provides a rationale for budget augmentation requests to meet increased operating needs, additional or replacement capital equipment (instructional or non instructional), facility remodel or renovation needs, and additional support positions. For instructional departments, chairs typically prepare budget requests based on input from department colleagues, program reviews, and departmental plans. RCC's administration submits these requests and advocates for them in the "top-down" portion of the process.

The "top-down" part of the budget development process begins with decisions on the potential number of new positions (faculty) and provisions of the collective bargaining agreements. New and augmented program decisions typically involve faculty and staff input. At this point, the bulk of the operating budget is allocated. The Budget Bunch, composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services allocates funds for instructional and non instructional equipment to the colleges. The college then allocates funds to departments for specific items. The Budget Bunch also reviews request for remodels, with allocations usually done on a per-project basis. The Facilities Department also participates in these Budget Bunch deliberations. Finally, the Budget Bunch is heavily involved in the allocation of new support staff positions and, in a general way, with variable expenses. Each Budget Bunch member is charged with the responsibility of proposing budget issues from his or her area.

Annual financial plans evolve during the budget development process and culminate with the annual adopted budget by the Board of Trustees. The process follows a timeline collaboratively developed by the Vice Chancellor of Administration and Finance which is then presented to the Budget Bunch for review and comment. In late June and July of each year, instructional departments, student services, and other units submit budget requests**,** including requests for new positions, supplies and equipment**,** capital outlay, and remodeling. Specifically, department chairs and directors seek funding to support their educational or service objectives. The instructional deans and student services deans review these requests. The president and vice presidents request funding for educational, student, and support services objectives.

When making any short-range financial plans, the college considers its long-range financial priorities to assure financial stability. The institution plans for the payment of liabilities and future obligations. RCCD maintains sufficient

cash flow and reserves to support continued operation of the institution. The college is self-insured and maintains proper procedures and funds to meet its obligations.[9]

The Vice Chancellor, Administration and Finance, informs the Chancellor of the issues being discussed in Budget Bunch meetings. The Chancellor then conducts a final review before he submits the proposed budget to the Resources Committee of the Board of Trustees. The Committee includes two Board members, three faculty members (one Riverside, one Moreno Valley, one Norco) appointed by the Academic Senates, the CSEA representative, two CTA representatives, the student senator, and the Vice Chancellor of Administration and Finance. In a public meeting, the Resources Committee reviews the proposed budget prior to submission to the Board as a whole.[10]

Finally, the Board of Trustees conducts a public hearing on the proposed budget. A Notice of Public Hearing is published in local newspapers. After the public hearing, the Board of Trustees adopts a tentative budget by July 1st of each year and a final budget by September 15th. From year to year, the district budget fluctuates with the state budget, student enrollment, and with allocations from the State Chancellor's Office. State revenues are adjusted by the State throughout the budget year and through February of the subsequent fiscal year.

The Academic Senate Planning and Budget Committee serves as the coordinating voice of faculty with regard to processes for institutional planning and budget development. The committee maintains a liaison with the faculty bargaining unit and the Vice Chancellor of Administration and Finance.

Self Evaluation

The standard is met. RCC relies upon its mission and goals as the foundation for financial planning and realistically assesses financial resource availability. The college has a planning model that has a structure that provides for the integration of financial planning with the various aspects of institutional planning. This planning model also allows for participation of constituencies in budget development. However, the mechanism for linking discipline program review and departmental plans (AMP) to the work of the Academic Planning Council and the Strategic Planning Committee in the area of budget needs to be more fully developed and implemented.

The current budget allocation model is a bottom-up, cost-driven process. The starting point in budget development is the Revised Budget as of April 30th of the prior year. As the district completes the transition to three separate colleges, a revised budget allocation model and mid-range financial model will be developed to refine college resource allocation and to plan for the effects of new programs and initiatives on college resources. The Academic Senate Planning and Budget Committee, which is charged to be the "coordinating voice of faculty" regarding processes for budget development, and the Vice President of Business Services will be involved in the development of these models.

Planning Agenda

- Develop, with the participation of the Academic Senate Planning and

Budget Committee and Vice President of Business Services, a revised Budget Allocation Model and a Mid Range Financial Model (District)

- Develop and communicate the method by which the Riverside Strategic Planning Committee, and the Academic Planning Council, participate in the identification and development of budgetary priorities identified in program reviews and the Academic Master Plan

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III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Controls and safeguards are used to monitor district funds. In addition to the district safeguards, the Riverside County Office of Education maintains a fiscal oversight function that includes a random test of warrants issued by all institutions in the county. Auditors follow the California State Audit Manual, which contains generally accepted accounting principles, statements on auditing standards, and governmental auditing standards to provide a consistent and thorough investigation process. [11]

The district incorporates a chart of accounts in its financial management system to assure financial integrity and responsible and appropriate use of financial resources. The chart of accounts utilized by the district is promulgated by the State Chancellor's Office through the Budget and Accounting Manual.[12]

The district's Budget Control Office monitors, evaluates, and reviews all proposed expenditures submitted by college and district support service departments through the requisitioning and purchase order process. Purchases can be made only if an approved budget exists (budget control) and authorized signatures are in place. Budget control is maintained and monitored through the use of a chart of accounts and by major object codes. A budget is approved and assigned to each academic and support department using a unique chart of account codes. Departments can make budget transfers based on changing needs throughout the year. Budget transfers between major object codes require approval by the Board of Trustees.

Many purchases for goods or services require a contract between the district and the proposed vendor. The Board of Trustees approves all contracts. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.[13]

Financial reports are submitted to the Trustees at each Board meeting. In addition, the district is required to submit financial information to the State Chancellor's Office each quarter and on an annual basis through the CCFS-311Q (quarterly) and CCFS-311 (annual) reports. These reports are also submitted to the Riverside County Office of Education as part of its fiscal oversight responsibility.[14]

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Annual Budget document reflects the operational cost of meeting the college's annual objectives, in support of student learning, programs and services. The final budget incorporates the availability of state and local funding and includes a summary of the activities the budget will support. This typically includes information related to enrollments, instructional and student support programs, the hiring of new and replacement full-time faculty, improvements in salary schedules, net increases for salary step movement, the cost of employee benefits, and all budget requests approved for funding.

The annual CCFS-311 Report documents the college's compliance with direct instructional spending requirements.[15]

An independent firm performs an annual audit. The college follows state compliance requirements resulting in funding allocations as prescribed by the State Chancellor's Office.[16] The annual budget, the annual audit report, and all quarterly financial reports are available online.[17]

Self Evaluation

The standard is met. Financial documents reflect appropriate allocation and use of resources. The independent auditor presents the audit report directly to the Board of Trustees annually in an open, advertised public session. The college has responded appropriately to all audit findings or exceptions in a timely manner. Audit firms have been satisfied with the actions taken.

Planning Agenda

- None needed

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is available online and is also communicated and/or discussed in forums such as the Resources Committee, the Budget Bunch, the Riverside Strategic Planning Committee, the Academic Planning Council, and the president's Executive Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and college budget projections.

The district's Finance and Administration Office develops the tentative and final budgets which are presented to the Board of Trustees for adoption. A budget public hearing is held every September.[18] The district's Finance and Administration Office submits monthly financial statements to the Board of Trustees.[19] The Trustees also review quarterly financial reports that are submitted to the State Chancellor's Office. The college's annual audit reports are completed on schedule and are widely distributed. Furthermore, the independent auditor presents all audit findings directly to the Board of Trustees in a public session[20].

The college community has real time, view access to budget and financial information through the Galaxy financial management system. More than 235 individuals at Riverside City College have signed up for this access. Users have the ability to review budget availability, purchase order transactions, and financial activity for any budget code in any fund. The information can be downloaded into an Excel spreadsheet and sorted for analytical purposes. Additionally, the budget is also available in hardcopy format upon request.[21]

Self Evaluation

The standard is met. Structures are in place for the dissemination of financial information to the college community. The Board Resources Committee has representation from all constituencies (Trustees, Academic Senate, students, the CTA and CSEA) and on a regular basis receives information on financial issues. In spite of this, the results of a Riverside City College employee accreditation survey indicate there is a perceived weakness in communicating budget and financial information from the college leadership through the various forums to staff at large.[22] Vehicles exist for the dissemination of this information to the college community, but the information obtained at these forums is not consistently communicated from representatives to their constituencies. This is anticipated to change with the recent hiring of the Vice President of Business Services.

Planning Agenda

- Vice President of Business Services will explore additional mechanisms for communicating financial information to college constituencies

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III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.[23]

The State considers it prudent to reserve a minimum of 5% of the financial resources in the General Operating Fund for risk management, financial emergencies, and unforeseen circumstances. Pursuant to Board policy, the district maintains this minimum[24] and has in recent years exceeded it. In the 2005-2006 academic year, the district held approximately 8% of the General Operating Fund in reserves.

The 2006-2007 growth rate allotted by the State for Riverside City College is 3.56%. The district is budgeting as if there were zero growth for the 06/07 academic year, based on enrollment patterns from the previous academic year, and currently maintains a minimum 5% reserve in the unrestricted general fund. The Board is regularly apprised of the reserve level through a monthly financial report.

Cash flow is monitored on a regular basis to insure that district operations do not exceed available funds, and all revenues

are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections.

Given the diverse nature of the departments within the college, the level of risk incurred varies. For instance, standard lecture classes in the humanities and social sciences have a minimal risk when compared with classes in programs such as nursing, chemistry, and cosmetology.

The Risk Management operating procedure is to allow programs within the college to monitor and to prepare for safety issues based on the knowledge and expertise of the faculty/staff in each department. The majority of the district's risk protection is provided by the following Joint Power Authorities:

- Association of Schools for Cooperative Insurance Programs
- The Schools Excess Liability Fund
- Riverside Employers/Employees Plan
- Self Insured Plan for Employers.

The district belongs to other Joint Powers Authorities, but those listed above are specifically and exclusively for risk purposes. These agencies pay for any damages incurred by the institution over a ten to twenty year period. The district considers this method an effective way to manage risk.

The district purchases medical malpractice insurance for health-related programs such as nursing. The district provides some limited health insurance programs for students. International students are required to provide proof of personal insurance. The Foundation provides its Board members with errors and omissions insurance.[25]

The Community Education Program insures each registrant in Community Education classes. A portion of the registration fee is applied to the purchase of insurance to protect the student and the college.[26]

When college facilities are used by outside organizations, the district reduces risk by requiring strict standards within contracts. For example, when high schools utilize RCC facilities for sporting events or for graduation ceremonies, the college requires a specific amount of security to be provided by the outside organization.

Self Evaluation

The standard is met. There are no unique liability issues specific to the college. The issues faced by the college are similar to those facing other public entities. The college maintains premises that are safe for students and employees. Over the course of a year over 80,000 visitors and more than 20,000 students are on the campus. During the course of normal operations, the college does not experience an abnormal number of claims alleging dangerous property or inadequate security.[27]

In general, due to their nature, vocational training programs present greater liability risks than other academic programs; however, no unusual occurrences have been noted. Employment practices and civil rights liabilities present increased risk, but they have been managed through training programs for staff.[28]

Planning Agenda

- None needed

III.D.2.d. 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.

Descriptive Summary

As an accredited institution, the college is eligible to administer financial aid as authorized by State and Federal agencies. Effective oversight of Financial Aid is ensured through this eligibility process.

The college is granted authority to participate and disburse Title 4, State, and institutional funds. To ensure effective oversight, the Student Financial Services Office:

- Provides a list of disbursement dates and the guidelines for awarding and disbursing
- Writes and makes available annually a consumer guide for students to follow and reference
- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Writes an annual policy and procedures manual outlining all processes within the Student Financial Services Office
- Works in cooperation with Admissions and Records, Information Services, Auxiliary Business Services, Accounting Services, and Academic Services to assure funding, awarding, and disbursing of funds meets all deadlines and regulations in a timely and accurate process.[29]

The Grant and Contract Services Office staff prepares grant applications and other externally funded categorical programs in accordance with the district strategic plan and college/district missions. Preparation of grant applications is performed within the scope of the U. S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of RCC.[30]

The Grant and Contract Services Office provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Project directors, in conducting the duties of their positions, are responsible for adhering to generally accepted district, State, and Federal audit practices.[31]

Externally funded programs or partially externally funded programs such as Food Services, Child Care Center, Customized Solutions, Performance Riverside, and Community Education are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees.[32]

Financial activity of externally funded programs is reported to the Board of Trustees in monthly financial reports. The Associate Vice Chancellor of Finance meets with the directors of such programs on a monthly basis to discuss financial performance and corrective action as necessary.

The district Director of Contracts, Compliance, and Legal Services, reviews

all contracts and agreements developed at or by the college. An additional review of all Academic Affairs and Student Services agreements is done in the office of the Associate Vice Chancellor, Instruction as a final step in preparing the agendas for Board meetings and Board committee meetings. The individual Board of Trustees committees subsequently review all contracts and agreements in their areas. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.[33]

The RCCD Foundation is a 501(c)(3) organization established in 1975, which serves the Riverside Community College District. The Foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support district and college priorities.

A volunteer Board of Directors comprised of 25 business leaders from the district service area oversees the Foundation. The Board of Directors, which meets every other month, operates with an active committee structure, including a Finance Committee. This committee provides careful oversight of Foundation finances and investments, in accordance with financial policies established by the RCCD Foundation Board.[34] Monthly financial statements are prepared by staff and reviewed and accepted by the Foundation Finance Committee and Board of Directors.[35]

Foundation assets are invested and managed by the Finance Committee. Investment firms provide monthly statements, and twice a year, representatives from the Foundation's investment firms meet with the Finance Committee and appropriate staff to provide investment updates.[36] An independent auditor audits the Foundation annually.[37]

The Associated Students of Riverside Community College (ASRCC) is audited annually and is consistently found to follow prudent business standards and practices as outlined in the ASRCC Club Advisors' Guide.[38]

Self Evaluation

The standard is met. The district has created the Office of Internal Audits reporting operationally to the Chancellor and directly to the Board of Trustees. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances. While there were no serious audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the Board of Trustees upon completion of the audits and quarterly status reports are provided to the Board regarding status of the recommendations.[39]

Planning Agenda

- Monitor externally and/or partially externally-funded programs to ensure economic viability

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III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The Auxiliary Business Services (ABS) department oversees funds for various auxiliary entities within the Riverside Community College District. These entities include the Associated Students of Riverside Community College (ASRCC), student club and association trust accounts, Food Services, vending commissions or contracts, and the RCCD Foundation. Organization trusts account signature cards are used to verify expense requests. Each of these organizations provides program support, enhancing the overall effectiveness of the college/district. ABS provides financial accounting and support services to these organizations based upon approved standard practices, which are reviewed and audited annually by outside auditors.[40]

The ASRCC Board, subject to existing guidelines and policies, establishes student fundraising activities.[41] A district process for the organization and distribution of ASRCC funds to approved clubs and organizations was developed seven years ago. The process provides line item account availability for student activities.

The RCCD Foundation attracts private resources for scholarships and other district and college projects. The Foundation's current fundraising priorities are a result of its strategic planning process. The Foundation encourages the establishment of scholarship and program funds contributed by individuals, corporations, foundations, and community groups to support identified initiatives. For all funds, specific criteria are developed with the donor to govern the disbursement of funds. For endowments, a Memorandum of Understanding is signed by both the donor and the director of the RCCD Foundation to ensure that funds are awarded in perpetuity in accordance with the wishes of the donor. An independent auditor audits the Foundation annually, and this audit includes a careful review of all fund disbursements.[42]

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. This authorizes designated district administrators to sign orders drawn on district funds and notices of employment. To certify the authorization, the district requires that the Certification of Signatures form be filed with the Riverside County Office of Education. The Board has approved the Chancellor; Vice Chancellor, Administration and Finance; Vice Chancellor, Academic Affairs; Vice Chancellor, Student Services/Operations; Associate Vice Chancellor, Finance; District Controller; and Director, Administrative Services to sign vendor warrant orders, orders for salary payment, notices of employment, bank checks, purchase orders, and grant documents. The Board of Trustees has authorized the payroll manager to sign orders for salary payment and notices of employment. The purchasing manager is authorized to sign purchase orders.

Additional signature authority for purchasing is approved for supervisor/managers, department chairs, deans, directors, vice presidents, and the president. Requisitions are reviewed in Budget Control. Additional controls related to grant activity are provided by district accounting technicians. Accounts

Payable receives purchase order packets for review prior to processing invoices for payment.

The Grant and Contract Services Office reviews all grant applications made on behalf of Riverside City College. Projects adhere to the stated objectives of the Strategic Plan and the Academic Master Plan. Grant Office staff prepares grant applications in coordination with the project director and project team. The associate director and the director of Grant and Contract Services review completed grant applications. The Business Office also provides a level of review prior to submission.

Upon award, the Grant and Contract Services Office assists project directors with developing official documents for review and approval by the Board of Trustees subcommittees and the Board at large in general session. Upon approval of the grant by the Board, the Business Office establishes the grant budget through a Board resolution.

Self Evaluation

The standard is met. As students graduate and/or transfer to other programs, ASRCC trust signature cards are sometimes out-of-date. Efforts are ongoing to keep this area current.

Planning Agenda

- None needed

III.D.2.f. 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.

Descriptive Summary

The college enters into a wide variety of contractual agreements including, but not limited to, the following:

- Personal services contracts
- Professional services contracts which typically call for higher levels of insurance and complete descriptions of deliverables and timetables
- Grant and sub-recipient contractual agreements
- Informal construction contracts less than or equal to $15,000 are informally bid or quoted
- Formal construction contracts greater than $15,000 are subject to public bid requirements
- Construction-related professional services, such as architecture and engineering contracts, which are awarded through a competitive proposal process
- Rental agreements for classroom and program space and equipment
- Vendor agreements that produce revenue for the college
- Affiliation agreements for placement of students in clinical settings.

All of the above contractual agreements require Board of Trustees approval. Professional services contracts, formal construction contracts, and construction-related professional services require Board of Trustees approval before being awarded.

The integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the Government Code as they relate to specific types of contracts. The

Director of Legal and Compliance Services, the Director of Administrative Services, and the Accounting Services Department administer the district's ongoing control over contracts. Contracts may be terminated by the college for convenience or cause.

Although the independent auditor does not address the use of funds relative to the mission and goals of the institution, the district does follow Board policy. To maintain institutional integrity, Board policy requires open disclosure of contracts and Board approval prior to signing by the Vice Chancellor, Administration and Finance.

Self Evaluation

The standard is met. The institution's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan which are aligned with the district's and college's mission statements.

The enrollment growth, along with increases in budget size, number of transactions and change to three college status experienced since the last accreditation process, indicate a need for change in the approval process to more effectively address smaller contracts to improve the flow of operations. The institution is studying the feasibility of delegating authority to approve contracts under a specified dollar amount to appropriate administrative levels.

Planning Agenda

- Encourage development of an administrative approval process for contracts under a "to be determined" dollar amount

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III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

On the operating level, the college uses the annual external audit report as well as feedback from the college community to assess the effectiveness of its financial management systems. While service to internal and external customers is a priority, so are safeguards against fraud and abuse. Internal requirements for processing transactions are streamlined whenever such changes do not reduce important internal controls.

The District's Business Office responds to all audit recommendations in a timely manner. Recommendations are implemented within the next audit cycle.

The Core Operations Task Force (COTF) assists in monitoring audit standards and in ensuring processes and procedures are in place for accountability and are cost effective.

In March 2005, the Office of Internal Audits was established to evaluate and improve financial management, internal controls, and operational processes/ systems. To date, four internal audit studies have been conducted resulting in the improvement of financial systems in the areas of Early Childhood Studies, Admissions and Records cash receipting, ASRCC Trust Accounts, and vendor contracts.

Self Evaluation

The standard is met. Riverside City College follows prudent business procedures and the finance department meets state-mandated guidelines. Business procedures and processes are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner.

Planning Agenda

- None needed

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The budget format enables all segments of the college community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair monitors actual expenditures vis-à-vis the adopted expenditure budget. They are able to adjust their budgets through budget transfers as needs change throughout the year. The District Finance office monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need adjustment.

Monthly financial reports are provided to the Board of Trustees. Program directors and deans oversee expenditures for all categorical funds, especially externally funded programs and grants, and grant expenditure reports are verified by the District Controller and approved by the Associate Vice Chancellor of Finance. The Office of Grant and Contract Services also monitors grant expenditures to ensure compliance. For financial reporting, Riverside City College uses a financial system known as Galaxy. This system, which provides real-time budget and actual information, is widely available to administrators, faculty, and staff. This application allows inquirers to see budgeted amounts, year-to-date expenditures, and encumbrances for each account. Information is available 24 hours per day, seven days a week, and data are stored through the Riverside County Office of Education via the Galaxy system.

Self Evaluation

The standard is met. At the college and district levels, budgets are evaluated and monitored to ensure effective use of financial resources. At the department level, budgets and expenditures are monitored on an ongoing basis to ensure departmental operational effectiveness.

While budgets are clearly monitored, the college is working to clarify the links between use of financial resources planning and student learning. In particular, the program review process is evolving to assess program performance and the effective use of financial resources to achieve programmatic goals and objectives. The results of annual program reviews and needs identified therein will be utilized in budgeting decisions. The program review process will provide for an evaluation of the sustainability and transferability of programs and initiatives from grant

funding to college financial resource funding when grants are completed.

As Riverside City College's strategic planning process matures and the office of the Vice President Business Services becomes fully operational, increased efforts will be made to better communicate budget and financial information and to assess effective use of financial resources.

Planning Agenda

- Utilize forums, such as the Academic Senate, Strategic Planning Committee, Academic Planning Council, Program Review Committee, and Executive Cabinet, to communicate and assess the effective use of financial resources and use the assessment results for improvement
- Integrate program review and budgeting processes so that program reviews have a primary, influential role in the allocation of resources

List of Evidence

[1] *RCCD Catalog, 2007-08*
[2] Board of Trustees Meeting Agenda June 20, 2006
[3] Finance and Audit Committee (now Resources Committee) Meeting Agendas
[4] Riverside Strategic Planning Committee Meeting Minutes; Measure C Audit; http://www.rcc.edu/community/cboc/index.cfm
[5] *Riverside Community College District Strategic Planning Process 2001-2006*
[6] *Riverside Community College District Instructional Programs Self-Study Resource Guides*, September 2006
[7] *Riverside Community College District Strategic Planning Process 2001-2006*
[8] Riverside City College Strategic Planning Committee Constitution & Bylaws
[9] External Audit Reports
[10] Finance and Audit Committee (now Resources Committee) Meeting Minutes (proposed budget review)
[11] Contracted District Audit Manual, http://www.cccco.edu/divisions/cffp/fiscal/accountability/cda.htm
[12] Accreditation Website – Chart of Accounts, http://10.10.213.236:8080/C11/Finance/default.aspx
Chancellor's Office Website – Budget and Accounting Manual, http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm
[13] Accreditation Website - Purchasing Procedures, http://10.10.213.236:8080/C11/Finance/default.aspx
[14] Accreditation Website – Monthly Financial Reports, Quarterly Financial Reports, Annual Report to State Chancellor, http://10.10.213.236:8080/C11/Finance/default.aspx
[15] CCFS-311 Reports
[16] External Audit Reports
[17] http://10.10.213.236:8080/C9/RCCD/default.aspx
[18] Board of Trustees September 12, 2006 Meeting Agenda
[19] Board of Trustees May 15, 2007 Meeting Minutes (sample of inclusion of monthly financial statements)
[20] Board of Trustees January 30, 2007 Meeting Minutes (accepted independent auditor findings)
[21] Galaxy financial and budget system; annual budget documents, Audit Reports, and Budget Books; monthly, quarterly and annually finance reports
[22] Results of RCC Employee Accreditation Survey, Fall 2006
[23] Audit Reports; Self-insurance Analysis Reports
[24] Board of Trustees Policy 6200 formerly 7080
[25] District and Foundation insurance policies
[26] Community Education Schedule of Classes
[27] Claims history
[28] Claims history and safety training records
[29] Fiscal Operations Report and Application to Participate (FISAP) 2005-06; Program Participation Agreement for Cal Grant Program; Re-certification to participate in Title IV; Completed BFAP form number three; External Audit Reports

[30] Grant applications and Audit Reports
[31] Grants and Contract Services training manuals
[32] External Audit Reports
[33] Board of Trustees Meeting Agendas (review of contracts and agreements)
[34] RCCD Foundation Board Policies
[35] RCCD Foundation Board Monthly Financial Highlights
[36] RCCD Foundation Board Finance Committee Minutes
[37] RCCD Foundation Board Audit Reports
[38] Audit Reports; ASRCC Club Advisors' Guide
[39] Internal Audit Reports
[40] External Audit Reports, Ahern, Adcock, Devlin LLP Findings for years ending 2005 and 2006
[41] ASRCC fundraising policies
[42] RCCD Foundation Audit and MOU forms

Standard IV

Standard IV: Leadership and Governance

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Overview of Standard IV

Since 1916, Riverside City College and the Riverside Community College District have, until recently, been the same institution. Over the years the title of the chief executive officer has changed from President to Superintendent/President, back to President, and in 2004 to Chancellor, as the college continued its transition to a three-college district. Although the titles of many administrators have changed to support this transition, they continued to serve the college and the two centers from the Riverside City College campus where they had their offices. Until the 2005-2006 academic year, the President and Vice President, the unofficial Riverside Provost, served as chief executive officers for both Riverside City College and the district. When the district began to organize itself for a three-college structure, it conducted a search for a President of Riverside City College and changed the title of the Norco and Moreno Valley provosts to presidents. After the Riverside City College President was named, as part of the separation of the district administration from the college, the Office of the Vice Chancellor of Academic Affairs moved to a new location, but the administrators continued to support the college. For example, the Associate Vice Chancellor of Instruction continued to serve on faculty evaluation committees at the college and assist with enrollment management even though she has a district administrative title and had her office moved to the new district office.

In August 2005 the district hired a President for Riverside City College. He resigned in December 2006, and the Vice Chancellor for Student Services, who has been with the college for 21 years, was appointed interim President. The college also hired a Vice President of Student Services, a Vice President of Academic Affairs, and a Vice President of Business Services during the 2006-2007 academic year. Moreover, it hired the Dean of Instruction, who previously served as an interim, during the 2006-07 year. All of these changes have occurred to support a new district and college administration that has gradually evolved from and added to the previous Riverside City College administrative structure.

Even though the college has experienced a change in administrative structure in preparation for the separation of Norco and Moreno Valley from the college, the ongoing work of the college continues. For example, the Director of Admissions (now the District Dean, Admissions and Records), who oversees admissions for the district, continues to supervise the admissions office for the Riverside City College campus.

In fall 2007, Riverside City College seeks reaffirmation of its accreditation as the oldest and largest college in a multi-campus district. As the district administration gradually separates from the Riverside City College administration, the college has experienced challenges in developing an experienced administration. This is also true of its faculty, most of whom have fewer than 10 years of service to the college. Many of the senior and most experienced administrators at the college have become district administrators, and the ranks of senior faculty have diminished significantly. These changes have caused some confusion among faculty and staff but, as the transition continues to evolve and the administration, faculty, and staff mature, this confusion will dissipate. Moreover, the college has built new facilities, a new library and parking structure, and has remodeled the Quadrangle and the former library to serve the students. The construction projects have created a

feeling that things are unsettled as classrooms, faculty offices, and centers continue to change location. In spite of the administrative changes and facility expansion, the college's faculty and staff continue to serve students and the community in the manner it has for over 90 years. The college's roots grow deep and prepare the fruit of an established curriculum and of new programs and courses to serve the changing needs of the work place and community.

Even though evolution continues at both the campus and the district level, the college and district have experienced continuous leadership in the fourteen-year tenure of the President/chancellor, who will retire in 2007. The interim chancellor, the current Vice Chancellor of Administration and Finance, has been with the college since 1992. Ideally, the stability of leadership at the district and at the college will allow for a smooth transition as Riverside City College participates in the evolution of the college and district leadership, governance structures, policies, and procedures that will best serve its community and student population in the early years of the 21st century.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Descriptive Summary

The structures through which staff, faculty, administration and students participate in the leadership of the college are the Academic Senate, the Associated Students of Riverside City College (AS-RCC), California School Employees Association (CSEA), and the California Teacher's Association local (formally, the Riverside Community College District Faculty Association, RCCD-FA/CTA), the college President, and college administration. These constituencies come together on the Riverside Strategic Planning Committee. Governance in the college and district has both formal and informal elements.

The informal aspect of governance in the college involves separate, face-to-face meetings between constituency leaders—

CSEA President, Academic Senate President, the RCCD-FA/CTA President—and the President or Chancellor. (Students do not participate in this level of leadership and governance.) These meetings have no agenda and allow for open discussion of issues or problems each group faces. In addition, the groups meet to discuss the Board of Trustees agenda where specific questions about the agenda sometimes lead to the removal of an agenda item until the issue or problem is clarified. Each group also has representatives on the standing committees of the Board of Trustees and has an opportunity to participate in the general discussions about future agenda items. Decision making in the informal environment is generally consensual and often invisible to those not directly involved. Often the meetings result in assigning the issue or problem to one of the more formal governance structures or committees.

The formal aspects of decision-making take place through the major constituency representative bodies, as follows:

Staff: The institution publishes the role of classified staff in the Board Policy Manual, which identifies the role of classified staff on professional growth and position reclassification committees. In addition, the classified staff have a classified Staff Development Committee that approves requests for staff development and allocates district funds. Classified staff members serve on college-wide committees when their expertise is needed or when the committee deals with a shared-governance issue. CSEA's President has a standing monthly meeting with the college President and sits on a number of standing committees. CSEA also appoints representatives to the Riverside Strategic Planning Committee and to Board of Trustee Subcommittees. The CSEA President has a vehicle for asking questions and receiving responses to agenda items.

Faculty: The faculty at Riverside City College exercise their voice in the governance of the institution through departments, the Academic Senate, and RCCD-FA/CTA. Academic disciplines form the foundation for the academic structure of the district, while academic departments—typically multi-disciplinary—form the structure of the college. Each department (usually comprised of multiple disciplines) provides representation to the Academic Senate and its most active standing committee, the Curriculum Committee. In addition, the Department Chairs meet as a standing committee (the Academic Planning Council) of the Academic Senate. This council is a college entity that meets monthly at the campus level and is part of a district entity that meets twice a year at the District Academic Planning Council Retreat where faculty and administrators from all three campuses gather to address district concerns and are provided with updates on emerging programs. The duties of the chairs are stipulated in the RCCD-FA/CTA contract and articulated in the Program Planning Model. Committees perform the essential work of the college; all full-time faculty serve on committees as part of their contractual and professional obligation.

The Riverside City College Academic Senate, along with the District Academic Senate, assumes primary responsibility for making recommendations to the Board of Trustees with respect to

academic and professional matters as outlined in Board Policy 3010. The faculty co-chairs of the Academic Planning Council, Riverside Strategic Planning Committee, and the Accreditation Steering Committee serve as members of the Academic Senate to enhance communication, transparency, and dialogue between these three central leadership bodies.[1]

The California Teachers Association, Riverside Community College District Chapter (RCCD-FA/CTA) represents the faculty on salary, benefits, and working conditions. Like other constituencies within the District, it is also engaged in reconstituting itself to better function within a multi-college district. Work on a constitution adapted to meet the needs of the proposed multi-college district began in the 2004 academic year, and the new constitution was adopted in spring 2007.

Administration: In August 2005, the campus' new President assumed his duties and began providing leadership for a college-centered administration. The President meets on a regularly scheduled basis with vice presidents and deans to prioritize goals and discuss progress. The new college-specific administrative structure is outlined above. In spring 2006, the President assumed the position of co-chair of the Riverside Strategic Planning Committee, which is described below.

Students: Title 5 of the California Code of Regulations establishes the right of students to have the opportunity to participate effectively in college governance. The students have a student senate, the AS-RCC. The college AS-RCC is also part of a District student senate, the AS-RCCD. A student is elected to serve a one-year term as a non-voting member of the Board of Trustees, and positions for student members on the Board's standing committees also exist. In addition, student representatives serve on the Curriculum Committee, Riverside City College Academic Senate, Riverside Strategic Planning Committee, Riverside Accreditation Steering Committee, and other committees. Through these venues, students express their opinions and suggestions for improving practices, programs, and services.

Riverside Strategic Planning Committee: The Riverside Strategic Planning Committee (SPC), the venue where staff, faculty, administration and students come together to plan for the growth and development of college programs and the infrastructure necessary to support it, evolved out of the previous Riverside Site Committee in fall 2004. In order to integrate the principles of ACCJC standards and to establish an ongoing culture of research-driven planning, the subcommittees of the Strategic Planning Committee align with the nine sections and sub-sections of the ACCJC's accreditation standards. Faculty members were appointed by the Academic Senate president in the 2004-05 academic year and formally reappointed in spring 2006 by the Academic Senate as a whole. The CSEA President appoints classified staff representatives; the AS-RCC President appoints student representatives; the college President appoints administrators. (district administrators/managers serve as resource staff to the Committee.) Since spring 2006, the SPC has been co-chaired by the Riverside City College President and the APC faculty co-chair as

designated by the Academic Senate President.

Each of these constituencies, as representative bodies, supplies the basic leadership, provides the framework to participate in the formal governance structures of the college, and enables the institution to assure effective discussion, planning, and implementation of policies and other institution-wide initiatives.

Self Evaluation

The standard is met. To understand the perspective of all members of the college community, including those who are not directly involved in governance, the Accreditation Steering Committee conducted a poll of Riverside City College campus faculty, staff, and administration in fall 2006. Respondents were asked whether they believed each of the major constituency groups "has an important role in shared governance." There was exceptionally consistent agreement that the Academic Senate (67%), CSEA (66%), and CTA (68%) enjoy such a role (percentages indicate the number of respondents who strongly agree or somewhat agree), although the number of those who agreed that the Student Senate has such a role was smaller (52%); 37% of those responding to this question indicated no basis for judgment, a response that reflects the lack of polling of students in the survey.[2]

However, when respondents were asked whether they believed that "all of the constituency groups are meaningfully represented at the institutional level," the number fell to 44%. When asked whether respondents understand how their representatives make recommendations to the Board of Trustees, the percentage was also 44%. Finally, when asked whether they believe that "decisions are frequently made by a publicized and representative process," the affirmative number declined to 36%, while those who somewhat disagreed or strongly disagreed was 50%. The results of the Accreditation Survey suggest that members of the college constituencies believe that their representatives play an important role in college (at the district and board level as well) governance. At the same time, many individuals question the efficacy of that representation while even more question the degree to which institutional decisions are public and representative.[3]

Individuals involved with leadership bodies—whether RCCD-FA/CTA, CSEA, Academic Senate, or Student Senate—generally have a good understanding of how their constituency contributes to dialogue and decision making in the college. However, the survey suggests that, unless faculty, staff, or students engage in the processes long established at the college, they do not have a detailed understanding of the decision-making procedures in place.

Although the college and the district have encouraged active participation in decisions about institutional values, goals, and institutional planning through the representative bodies, committee structures, program review, and support mechanisms, maintaining engaged student and faculty participation has been especially challenging. The student trustee regularly attends Board meetings, but the student participation on the Academic Senate, Curriculum Committee, and Riverside Accreditation Steering Committee has been inconsistent. This is often the result of

class or personal conflicts that make it difficult for students to attend regular meetings of these groups. Also, while some faculty members continue to be very actively involved, many other faculty members focus on their classroom duties and leave faculty leadership and governance to others.

Each of the following representative groups has played an important role in institutional governance:

Staff: CSEA advocates for the interests of its membership, and its leadership participates widely at both the college and district level, but the classified staff have chosen not to have a formal mechanism (such as a "Staff Senate") for participation and have relied on CSEA as their voice.

Faculty: The Academic Senate divided into three campus-based senates with a coordinating District Senate in spring 2005. Faculty anticipate that a college-based Academic Senate will best represent its faculty in college-based academic and professional matters. The District Academic Senate coordinates the work of the college senates in those areas in which common policy needs to be enacted by the Board of Trustees. In order to promote an environment for innovation and institutional excellence, the Riverside City College Academic Senate, has established official senate membership positions for the faculty co-chairs for Strategic Planning, Accreditation, and Academic Planning Council.

Faculty identify instructional resource needs (human, physical, technology and financial) through program review at both the discipline and department level. The Academic Planning Council makes recommendations regarding resource allocation to the Riverside City College Strategic Planning Committee. The framework for effective faculty participation in the governance of the college has been put in place.

Administration: In the years since the last accreditation visit, the titles of several key administrators (President, Vice President of Academic Affairs, Vice President of Student Services, Associate Vice President, Instruction, Dean of Faculty), in residence at the Riverside campus, have changed to accommodate their expanded roles in the transition to a multi-college district structure. As these administrative positions separated from the college, the administrators continued the responsibilities at the college as well as their new district-wide functions. (These changes are discussed in the overview). The college has begun the process of backfilling the administrative positions at the college as the district level administration emerges. The college conducted a nation wide search for a new president in the 2004-05 academic year, and he assumed his duties in summer 2005, but resigned in December 2006. Shortly after his arrival, a new position, Associate Dean of Innovative Programs/Occupational Education, was created and successfully recruited. During 2006-07, a Vice President of Student Services, a Vice President of Academic Affairs, and a Vice President of Business Services began service to the college. These new administrative positions have allowed district administrators to function more fully in their new roles. To solidify and give experience to the administrative structure, the Associate Vice Chancellor, Instruction has continued many of her

former responsibilities at the college serving as Special Assistant to the President and helping mentor the new administrators during the 2006-2007 academic year.

Strategic Planning Committee:
The Riverside Strategic Planning Committee evolved from the district wide facilities planning committee, which planned the new campuses at Norco and Moreno Valley, and later from the Riverside City College Site Committee. As a result, for much of the 2004-05 academic year, neither the staff nor administrative membership of the committee was entirely clear, since some representatives of both groups have appointments at the college level while others have district positions. Also, faculty chose to serve on the facilities planning or the Riverside site committee to meet their institutional service responsibility under the collective bargaining agreement. This self-selection of committee participation contributed to some of the membership confusion.

With a few notable exceptions, through most of 2004-05 and 2005-06, the Strategic Planning Committee spent more time reacting to what was brought before it than to any long-range planning. Few recommendations have passed from program review though Department and Academic Planning Council review to the Strategic Planning Committee. More recently, the college administration has requested the development of college-specific Educational and Facilities Master plans. Both will guide the strategic planning process and help develop a broader perspective and more information on which to base decision-making.

In spring 2006, the President proposed a written constitution that formalized the membership and responsibility of the Riverside City College Strategic Planning Committee and its standing committees. The committee and the constituency groups approved a modified version in early 2007. The Strategic Planning Committee now has, in general, a clear understanding of its role in the planning and budgeting processes. At a recent SPC meeting, the group agreed to begin work on planning agendas identified in the self study process through the nine established subcommittees. This is a positive step in actualizing the organizational structure of the SPC and its relationship to the District Strategic Planning Committee.

Conversations about ways in which these constituency groups can find common ground in order to achieve institutional excellence need to be on-going. Consistent and broad faculty and staff input into decision making must continue to be encouraged, respected, and supported by the college and district administration over time.

The Strategic Planning Committee, an example of a campus structure with broad campus-wide representation from all constituency groups, is extremely well attended.

Planning Agenda

- The SPC will seek participation and input of all members of the college community and promote innovation and excellence
- Working through the Strategic Planning subcommittee on leadership and governance, representatives of staff, faculty, administrators, and

students will develop a plan to communicate more effectively with their constituency and to ensure the transparency of the planning process

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IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

At the College Level

Faculty: The faculty at Riverside City College exercise their voice in the governance of the institution through the Academic Senate, which assumes primary responsibility for making recommendations to the Board of Trustees with respect to academic and professional matters. Board Policy 3010 stipulates whether the Board relies primarily on the recommendation of the Senate or seeks to reach mutual agreement with the Senate. In addition, the Senate has representation on each of the Board subcommittees. It is frequently the case that the Senate and RCCD Faculty Association representatives ask questions or make comments about agenda items. Reports by the Academic Senate Presidents from all three campuses are a regular part of each Board meeting agenda. Additional comments on specific agenda items from the Senate Presidents and others are invited at each Board meeting.

The faculty union, RCCD-FA/CTA, engages in ongoing dialogue with the administration through both informal discussion and development of memoranda of understanding intended to clarify areas of ambiguity in the contract or to deal with issues not addressed in the contract. Representatives also sit on the Board of Trustee subcommittees.

In October 2005, staff and faculty leadership (Academic Senate President, RCCD-FA Vice President, faculty co-chairs of the Academic Planning Council, Strategic Planning Committee faculty, Accreditation, and CSEA President) began meeting monthly with the President and members of his staff to provide a college setting for informal problem solving that mirrors the existing district structure.

Staff: Staff have voting positions on the Riverside Strategic Planning Committee that provide opportunities for the group to have input into the planning process. District staff also serve as non-voting resources to the Riverside City College Strategic Planning Committee providing information to the committee in the area of their expertise.

Students: Students have positions on the Riverside Strategic Planning Committee that provide opportunities for them to have input (and voting rights) into the planning process. In addition, an elected

student trustee serves as a non-voting member of the Board of Trustees. The student trustee's report is regularly included at each Board meeting.

At the District Level

Administration: The Executive Cabinet is the venue where presidents, vice chancellors and chancellor meet. Agendas and summaries of these meetings are distributed to participants, but not to the college community at large. Additional administrators are sometimes asked to speak to or present on topics under consideration by the Executive Cabinet. Generally speaking, faculty, staff and students are not present for these discussions.

Strategic Planning: The District Strategic Planning Committee, composed of representatives of the College Strategic Planning Committees, acts as the final recommending body to the Board of Trustees in regard to program, facility, and resource planning. As an example, the Riverside Strategic Planning Committee recommended the Parking Structure, Quad Modernization, and initial planning on the Nursing/Science Building to the District Strategic Planning Committee.

Self Evaluation

The standard is met. Some aspects of the college and district's decision-making processes are clearly established in Board Policy. Board Policy 3010 regarding the Academic Senate and the evolving Strategic Planning structure are examples of processes that are relatively well understood. The leadership of both groups is working to ensure that process is consistently followed.

As the district administration and the two centers separate from Riverside City College, the college must continually evaluate and develop policies that establish the relationship among the colleges, the district administration, and the Board of Trustees.

Planning Agenda

- Examine current policies and procedures and the relationship between district and college-based institutional governance structures
- Review and revise existing policies where necessary to reflect changes brought about by clearer delineation of district and college roles and responsibilities
- Maintain and develop mechanisms for strengthening Senate, staff, and student participation in shared governance structures

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IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Faculty: Processes for faculty involvement regarding recommendations about student learning programs and services are supported by Board Policy 3010, which commits the Riverside Community College District Board of Trustees to working with the Academic Senate in the areas mandated by Title 5 §53200—in some cases relying primarily on faculty expertise, and in other cases reaching mutual agreement with the Academic Senate.

The Assessment Committee, Curriculum Committee, and Program Review Committees are standing committees of both the College and the District Academic Senates. The Board of Trustees is committed in policy Resolution No. 25-02/03 to retain a common curriculum across the district. Maintaining a common core transfer curriculum requires that the work of the Assessment and Program Review Committees occurs at both the college and district level.

The Riverside Community College District has procedures for both the review of existing programs and initiation of new programs. The Program Review Process, described in more detail in Standard IIA, relies on discipline faculty from across the district to work with the Assessment and Program Review Committees to evaluate programs and articulate resource needs, at both the college and district level. A fundamental part of program review involves the ongoing revision of all course outlines, which are submitted to the Curriculum Committee for review and approval.

At the beginning of the fall 2004 term, the Vice President of Academic Affairs, now the Vice Chancellor, announced a refined process for establishing new programs. This revised process had been developed over the previous several months in consultation with the Academic Senate President, Curriculum Committee Chair, Associate Vice President, Instruction, Associate Vice President, Institutional Effectiveness, and Dean of Occupational Education. (All now have new district titles). The "Process for the Proposal and Approval of New and Substantially Changed Educational Programs"[4] requires, as part of its first phase, that any new program under consideration is presented to the Senate as an information item before any further planning and development is undertaken. The New Program Policy requires wide consultation, with opportunities for input from the Academic Senate, disciplines, departments, and the library. The Academic Senate, the Curriculum Committee, the Academic Planning Council, and the Strategic Planning Committees are involved at both the College and District levels. The District Strategic Planning Committee makes final recommendations to the Board of Trustees.

Academic administrators in Academic Affairs and Student Services have long participated in the work of the Curriculum Committee, though they are not voting members of the committee. The Associate Vice Chancellor, Instruction co-chairs the committee with a faculty member who presides over the meetings. The work of the Assessment and Program Review Committees permits substantial administrative participation as well. Resource needs articulated through the Assessment and Program Review process proceed to the Academic Planning Council and the Strategic Planning Committee for prioritization and allocation. As indicated above, faculty, administration, staff, and students all serve on this final recommending college committee.

Self Evaluation

The standard is met. Although the Academic Senate has the authority to make recommendations to the Board of Trustees, most of these recommendations are embedded in district processes, such

as the Curriculum Committee, equivalency committees, strategic planning, etc. The only formal means for the Academic Senate to have specific resolutions (those not embedded in process) heard by the Board occurs when the Senate makes its report at the Board meetings or when it participates at Board subcommittee meetings. However, if the administration and the senate disagree on a college initiative or the implementation of some policy, the senate has no formal vehicle to consult with the Board prior to the meeting—although it can address the Board directly about the issue because it has an official place on the agenda.

The New Program Initiation Policy recognizes the fact that all faculty are affiliated with (typically) a district-wide instructional discipline (as stipulated in the statewide chancellor's handbook on minimum qualifications). This policy requires that new programs not be advanced into an active planning phase prior to formal Senate consultation. Strict adherence to the policy is being enforced. Recently, newly-approved programs in Banking, Insurance, and International Business were reviewed and approved using the Program Initiation Policy. Some faculty describe it as more open and transparent and others as more cumbersome and costly in time for the faculty member(s) in terms of the number of groups that must be notified and the corresponding number of required signatures.

Assessment and program review at the discipline level, successfully established at RCC, have been in place long enough to be completed by most disciplines in the district with some beginning their second round of review. Although this process provides the framework for coordinating the recommendations of individual program reviews into the integrated planning of the SPC and the allocation of resources, this process has not yet been fully implemented.

The ability of the district to make a smooth transition to a multi-college district requires that the college and District Assessment, Curriculum, and Program Review Committees maintain a clear line regarding areas for college autonomy while promoting district cooperation. On the whole, the Curriculum Committee has been one of the most functional committees throughout the district, and it should make this transition relatively smoothly. Though its voting membership is exclusively faculty, administrators from both the college and district have always participated collegially, and narrow votes are rare.

The initial membership of the District Assessment and Program Review Committees was by design largely faculty. Both committees were initially chaired by the then Associate Vice President, Institutional Effectiveness and the faculty Assessment Coordinator and were intended to be faculty-driven. However, as the membership, structure, and role of the committees have evolved over the six years of the groups' existence, administrative participation has increased. For example, the college/campus deans of instruction and/or vice presidents of educational services/academic affairs were added as members of the Program Review Committee. As the committees' roles evolve, the opportunity for administrative participation has increased. The recommendations and decisions of these committees are given appropriate

attention and serious consideration by the administration.

A closer integration of disciplines' Program Review recommendations with the Academic Planning Council and the college's Strategic Planning Committee has the potential to consolidate insights and priorities from multiple program review documents into the more effective allocation of resources in a way that promotes student success at a level qualitatively higher than experienced at present in the college.

Planning Agenda

- The Academic Senate will work to clarify its relationship to the Assessment and Program Review committees and their relationship to the Curriculum Committee

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IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The primary structures by which administrators, faculty, staff, and students work together with the governing board include the Board's subcommittees and Strategic Planning committees. The Board includes four subcommittees, three of which meet monthly (the fourth meets on an as-needed basis). A board member chairs each subcommittee. Each committee includes additional board members, faculty (appointed by both the Academic Senate and RCCD-FA), staff, and student members. The agenda for Board subcommittees is prepared by staff in the units having items on the agenda and collated and distributed by the chancellor's office. The Board's committees are (1) Teaching and Learning, (2) Resources, (3) Planning, and (4) Governance.

Self Evaluation

The standard is met. Institutional planning has developed a formal structure for participation by staff, faculty, administrators, and students in the planning, budgeting, and governance of the college where it did not exist in 2001. Items approved by the SPC requiring further action are forwarded to the district SPC for consideration. If approved at that level, they are forwarded to the Board. It is clear that the Board has the final authority, but it is not clear which intervening bodies may set aside recommendations from subordinate bodies, or under what circumstances. The Strategic Planning Committee has often been presented with action items without the opportunity for members to consult with their constituent groups. On other occasions, its recommendations (e.g., where to site the Nursing/Sciences building) have been set-aside with no clear justification provided to the committee. The college has more committees and subcommittees than ever before—increasing the opportunity for these entities to share, exchange and act on information. However, a clear mechanism for this exchange needs to be developed so that members of the college community feel connected to the decision-making process and understand the mechanism for forwarding recommendations. Both the Academic Senate and the student trustee are on the

monthly Board agenda to address the Board of Trustees directly.

Planning Agenda

- Ensure that the integrated planning structures work and that communication among the groups occurs

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IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Primary external agencies to which the College and District are accountable include the System Office of the California Community Colleges, the Accrediting Commission for Community and Junior Colleges (ACCJC), California Postsecondary Education Commission (CPEC), and grant agencies, both public and private.

California Postsecondary Education Commission (CPEC): The Riverside Community College District has worked closely with CPEC in the development of its centers and campuses. CPEC is responsible to the state Legislature for conducting the planning of new colleges and campuses. The district has worked closely with the Commission to develop the plan for becoming a multi-college district.

Granting agencies: Riverside City College has a plethora of federal, state, and private grants that are used to support its educational mission. Working with the U.S. Departments of Education, Housing and Urban Development, and Health and Human Services, the State Chancellor's Office and several private foundations, the college maintains appropriate records of all expenditures and their purposes for compliance. Audits by various agencies have been successfully passed and the record of grant acquisition reflects the competence and integrity of the faculty teams and their support.

ACCJC: The Riverside Community College District has taken the accreditation self study process very seriously by planning two years in advance for the preparation of the self study; by providing several training sessions, including two presented by representatives of the ACCJC, in addition to internal sessions provided by administrators and faculty; by identifying and gathering evidence; engaging in dialogue; and by supporting faculty to guide this self study. To obtain various perspectives, the composition of the committees include a cross section of tenured faculty, new faculty, and part-time faculty from a variety of disciplines, students, staff, and administrators.

As the college prepares to transition from a single-college/multiple-center district to a district with three colleges, a "District Executive Committee" was established to direct the self study process. Individuals seated on this committee include the Vice Chancellor for Academic Affairs, the Associate Vice Chancellors for Institutional Effectiveness and Instruction, the three college presidents,

the three Academic Senate presidents, the Accreditation Liaison Officers, and the faculty co-chairs of each campus steering committee.

The Office of the Associate Vice Chancellor, Institutional Effectiveness has developed a website that provides evidence for every issue associated with accreditation, including organizational structure, evidentiary documents, and the latest version of the self study. The web site continues to evolve as the self study process has unfolded over time.

The Chairs of the Standard Committees meet with the Steering Committee to discuss various issues including writing, editing, and supporting evidence. They also meet weekly on an as-needed basis with their respective committee. The Standard Committees, charged with making detailed responses to the questions associated with the individual Standards, ensure that evidence supports all assertions. Drafts of the self study are submitted to the Steering Committee for review and then returned for necessary additions revisions or other changes.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.

Descriptive Summary

Riverside Community College District has undergone continuous evaluation as it has made plans to conceptualize and to implement a college and district structure that effectively serves students. This process began with the "shadow" accreditation during the last site visit. Each constituency has been engaged in a discussion about how to fulfill its function in a new multi-college district structure. The roles of administrative, staff, student, and faculty leaders on the Riverside City Campus emerge in the new processes that have evolved, especially the strategic planning processes and program reviews.

Students: Students were the first constituency to make the transition, developing both a college and district student governance structure in the 2000-2001 college year. The first district student Trustee served in 2001-2002.

Faculty: The Academic Senate spent two years discussing its separation into three college senates prior to the vote of faculty to begin that process in May 2005. The college and district Senates have had ongoing conversations about how to integrate district leadership bodies (especially the Assessment, Curriculum and Program Review committees) at both the college and district level.

RCCD-FA/CTA similarly spent two years drafting and redrafting a new Constitution and Bylaws to allow it to best represent faculty in a three-college district.

Administration: A major transformational step for Riverside City College involved the appointment of a

college President, distinct from the district administration, in spring 2005. A separate college President has helped clarify the role of the college's administration with regard to the scope and responsibilities of the district in supporting college operations.

Self Evaluation

The standard is met. The pace of change in the separation of the district administration from the college and the creation of a distinct college administration has made it difficult to pause and to assess the effectiveness of decision-making processes and structures at Riverside City College or the district as a whole. It has been more common for the leadership in each body to conceptualize and to implement new processes and to improve the more established processes than to evaluate formally the strengths and weakness of evolving leadership structures. Although embedded in the new governance structures, communication among the institutional governance structures has to occur and to improve.

However, the onset of work on the self study provided an occasion for surveying the college community in order to assess its perception of the relative strengths and weaknesses of the college and how it functions. It was understood prior to conducting the survey that it had the potential to disclose both lack of awareness of the campus processes—which are working well, but not well known—as well as areas where improvement is needed.

Planning Agenda

- Each constituency should be more transparent regarding its contribution to institutional improvement

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IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The members of the Board of Trustees of the Riverside Community College District (RCCD) oversee the institution's assets, uphold its educational mission and

programs, ensure compliance with laws and regulations, and provide stability and continuity to the institution. The RCCD Board of Trustees establishes broad policies to guide the institution and to hold the RCCD Chancellor responsible for the administration and management of the district. The delineation of the Board of Trustees responsibilities, power, duties and responsibilities is set forth in the Policy 2200 (formerly 1040) and Regulations. The Board delineates the responsibilities of the Chancellor of the District in Board Policy 2430 (formerly 2005). It approves any reclassifications of administrators and receives, as an informational item, district-wide and college organizational charts that define the various organizational roles of the administration.

The five members of the Board of Trustees are elected at large by residents across the district, for staggered terms of four years. In an effort to improve voter turnout, Board elections coincide with presidential and gubernatorial elections. To ensure continuity of the Board, two seats are contested during presidential election years and three seats are contested during years of gubernatorial elections. The District has a written policy, Board Policy 1015, to fill vacancies.

A student, elected each year by the Associated Students of Riverside Community College District, serves as a trustee at the Board's monthly meetings and reports on student issues. The student trustee is empowered to ask questions and discuss all matters, but is not authorized to vote or to participate in closed meetings of the Board. In spring 2007, the Board began providing compensation for the student trustee in the form of a scholarship.

The RCCD Board of Trustees represents a large (440 square miles) and diverse community. The population of the county of Riverside is approximately 1,888,311 persons. The geographic extent of the District reaches from Moreno Valley in the east to Norco/Corona in the West, with Riverside situated roughly in-between. The population of the city of Riverside is ethnically diverse, with about 45% white, 38% Latino, 7% African-American, and 9% other.[5] The composition of the Board somewhat reflects the diversity of the District (one Latino, one Latina, one Asian-American male, and two white females).

To ensure that citizens residing in all three of the District's communities have equal access and opportunity to attend monthly Board meetings, the Board rotates its monthly meetings among the three campuses. At its regular meetings, the Board provides an opportunity for members of the community to address the Board on agenda items or other matters of concern.

To further its efforts to provide an open forum for discussion of District related matters, the Board has established standing committees, which are comprised of representatives from various college constituencies and Board members. Recently, the Board has revised the previous five-committee structure to a four-committee structure, which aligns more closely with the Accreditation Standards. The current Board standing committees are Teaching and Learning, Resources, Planning, and Governance. No vote is taken at

committee meetings, and an item can be withdrawn from the Board agenda before the Board meeting if further clarification is required. The Board takes action only on items included on agendas of Board of Trustee meetings.

The Board and Administration follow a pattern of scheduled meetings on the second Tuesday of the month for committees and the third Tuesday of the month for regular Board meetings. All Board agendas and meeting materials are accessible on the RCCD website. If a scheduled meeting must be changed or if a special meeting is to be held, the Administration is responsible for notifying the community.

The Board has a clearly defined policy for evaluating its chief administrator in Board Policy 2435 (formerly 1043) and has adopted Standards of Good Practice for Board members in Board Policy 2715 (formerly 1045) to protect itself from undue influence or pressure.

Self Evaluation

The standard is met. Board policies clearly outline the responsibilities of the Board and the chief executive officer. The Board acts independently and follows its own policies of good practices. In general, the Board committee structure allows for the participation of all appropriate constituencies in the discussion of policy issues.

However, historically (and presently), the Board of Trustees, elected at large by the district's residents, are primarily residents of the city of Riverside. In 2004 the McQuern report recommended that the Board of Trustees consider electing its members geographically rather than at large in an effort to represent the District's communities.[6] However, the Board has elected not to act on the recommendation. In practice, the District has considered this issue several times over the last 12 years. Board members elected geographically would not necessarily increase minority membership, nor encourage under-represented groups to run for Board seats. In fact, the current Board is diverse and individuals from under-represented groups have consistently run for office. Board elections in November 2006 provided the most recent opportunity for wider geographic representation; however, the voters in the district have consistently elected individuals from the city of Riverside.

Planning Agenda

- None needed

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board of Trustees maintains broad oversight of the college's educational programs through the Board policies that establish standards for graduation, set policies for curricula and program development, and detail the faculty's role in academic and professional matters.

The curriculum approval process and the New and Modified Program Development Process[7] further detail the Board's role in ensuring the quality of the

college's academic offerings. These policies are consistent with requirements of the State Chancellor's Office.

Additionally, Board Policy 3010 mandates that the District and College Academic Senate play a central role in "academic and professional matters," including educational program and curriculum development and the establishment and maintenance of educational standards.

The Board is also directly responsible for guaranteeing the college's institutional integrity and financial health. It does so by periodically reviewing and approving the college's "Mission" statement and reviewing district expenditures monthly. Each year an outside agency makes an independent audit of the district's financial statements and accounting practices. The same is true for the college Foundation. An external audit is completed on the expenditures of Measure C, with an oversight committee responsible for the distribution of bond funds. District administrative offices oversee compliance with all Federal, State, and local policies in relation to student financial aid and other special fiscal programs, for which the Board is ultimately responsible.

During the past two years, the Academic Senate, in collaboration with district administrators, has worked to strengthen and streamline the procedures for the approval of academic programs and courses. The Board-approved principle of a single curriculum/single student contract will ensure that students can take courses on any campus/college in the district and earn a certificate or degree to meet their educational goal. Annually updated program reviews ensure the relevancy and quality of the educational programs offered at the college. In spring 2006, the Riverside City College Academic Senate proposed a policy on Program Discontinuance in response to a request from the administration to propose the proper procedure to follow for those programs that no longer meet the mission of the college and/or the needs of the community.

Self Evaluation

The standard is met. Board policies, consistent with the college's mission statement, support the quality, integrity, and improvement of student learning programs and services. The development of a policy on Program Discontinuance will be necessary to ensure that the programs offered at the college meet the needs of the community.

Planning Agenda

- Review the proposed Program Discontinuance Policy developed by the Riverside Academic Senate and adopt a policy

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IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees ensures the educational quality of the college's programs. It receives presentations and reports regularly that provide relevant information on the status and progress of educational initiatives. It receives monthly reports of and approves the district expenditures.

The Board delegates to the Chancellor responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor acts as the professional advisor to the Board in the establishment and formulation of district policies. However, the Board of Trustees is ultimately responsible for the establishment and final interpretation of all policy.

Prior to approving agenda items that impact educational quality or financial integrity—including new curriculum, budget expenditures or revisions, institutional or legal matters—the items are discussed during appropriate Board subcommittee meetings. The standing committees likewise review policies and regulations prior to presentation of such items to the entire Board for approval. These meetings offer a venue for participation and discussion between Board members and representatives from various constituencies, including faculty, staff, administrators, students, and the general public. Board members encourage dialogue at these meetings

Additionally, at its regular meetings, the Board receives reports and presentations on items such as the status of educational initiatives, strategic planning updates, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each Board meeting. These reports are presented in public meetings and via written reports in the Board agenda given to trustee members on a monthly basis. Suggestions for improvement are discussed by the Board at the standing committee meetings and regular Board of Trustee meetings and given to the proper college administrative staff member(s).

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5% reserve. The Board approves the yearly budget and monitors expenditures using the board packet, which includes a list of all expenditures paid on a monthly basis.

Legal matters of the District are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issue such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda, and when action is taken on an item discussed in closed session, the Board reports its action in open session.

Self Evaluation

The standard is met. The Board committee structure allows Board members to gain detailed information and a broad understanding of the various academic, legal, planning, and fiscal issues and concerns facing the district.

Additionally, the Trustees receive copies of contracts and agreements, regular reports from human resources and finance, summaries and presentations on the status of educational programs, strategic planning, Measure C funds and building projects. These reports are part

of a monthly agenda packet that is prepared for each Board meeting. The information gathered from these meetings assists the Board in carrying out its responsibility as the body ultimately responsible for the educational quality, legal matters, and financial integrity of the district.

Planning Agenda

- None needed

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures

Descriptive Summary

The Board of Trustees Policy Manual is published and available to the college and local community in printed form in the chancellor's and Presidents' offices and in electronic form on the RCCD website. Board size, duties, responsibilities, structure and operating procedures are included in:

1010 Legal authority and organization
1011 Committee bylaws
1015 Election and terms of members
1016 Student member of Board
2200 Responsibilities and privileges of the Board of Trustees
2745 Board self-assessment process
2715 Board standards of good practice
1080 Conflict of Interest Code
2000 Organizational structure
2410 Policies and administrative regulations.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees operates under policies delineated in the Board Policy Manual. Board policies and bylaws are reviewed for accuracy to maintain accordance with related education and administrative codes. The Board Policy Manual is available in printed format as well as being web accessible.[8] The Board of Trustees relies on administrative staff to review and recommend revisions to Board policies, regulations and bylaws.[9]

Self Evaluation

The standard is met. Until spring 2007, review of Board policies has occurred on an as-needed basis. As a result, many Board policies had not been reviewed or updated in recent years. At its May 2006 Board meeting, a representative of the Community College League (CCLC) reported on its Board Policy and Procedure Service, which assists districts in updating policies/regulations. The district subsequently subscribed to this service and is using it to update and adapt its policies from a single to a multi-college district structure. In February 2007, the administration met with the District Academic Senate to coordinate review of those policies that require faculty participation. Some of these

policies were brought to the Board in April 2007 for a first reading and subsequently approved in May 2007. Progress in reviewing and adapting policy to a multi-college district will continue through the 2007-08 academic year or until all policies are updated and, where appropriate, new policies are written and approved.

Board Policy 3010 specifies how the Academic Senate(s) makes recommendations to the Board on academic and professional matters. In the areas where the Board relies primarily on the Academic Senate, most of the recommendations are embedded in institutional processes, such as the Curriculum Committee and college committee assignments. In the areas when the Board and the Senate reach "mutual agreement," again most of the recommendations result from institutional processes, such as the program review process and the strategic planning process. However, as the Board reviews, revises, or adopts new policies—such as the new budget allocation model for the multi-college structure—the Board and the Academic Senate will need to "consult collegially" either through the established processes or through the Consultation Process Agreement.

Planning Agenda

- Continue process of updating and revising Board policies

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Under the direction of the RCCD Chancellor, the district conducts an orientation session for all candidates running for a Board of Trustee office. This orientation includes an overview of major areas and constituencies within the district. Additionally, new Board members are encouraged to attend the California Community College Trustees (CCCT) orientation for new trustees. This orientation is sponsored by the Community College League of California (CCLC) and is held every January in Sacramento. The Board members elected in 2006 participated in the Association of Community College Trustees 2007 National Legislative Summit held in Washington, D.C.

The Trustees are members of several professional organizations that provide for board development through participation in conferences and working together to promote relevant legislation in California. These include the Inland Valley's Trustee and CEO Association and the CCLC. Membership in national organizations includes the Association of Community College Trustees and Association of Governing Boards.

To some degree, the biannual Board of Trustees retreats serve as board professional development. At these retreats, board members are provided an update on programs, services, and the budget. The Board has allocated $22,006 for development activities and memberships in 2006-07.

The members of the Board of Trustees have staggered terms of office. This was discussed in more detail in IV.B., IV.B.1., and IV.B.1.a. This provides for

continuity of Board membership. In fact, in the last election, the community elected two new members and re-elected one. The other two members of the Board have served multiple terms.

Self Evaluation

The standard is met. The orientation of the Board is quite extensive. In addition to an internal orientation provided by various individuals, it also includes the CCLC orientation in February. Workshops and trainings are provided at the request or Board members. As an example, a one-day training on IBB (interest based bargaining) was held in June 2007.

Planning Agenda

- Conduct, as needed or requested, workshops for Trustees

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Following discussion throughout spring 2002, the Board of Trustees accepted a proposal for a self-assessment process for first reading on June 10, 2002, and, on October 15, 2002, approved Board Policy 1044 Board of Trustees Self-Assessment Process and the accompanying regulations. The process established quarterly self-assessments to review board effectiveness.[10] On May 15, 2007, Board Policy 1044 was revised as Board Policy 2745 Board Self-Evaluation to read: "The Board will review and discuss its record of performance periodically in open session." [11]

The policy recognizes that the Board, as the district's elected body, "has a public trust—a fiduciary responsibility—to meet the learning needs of those who might benefit from Riverside Community College programs in the communities it serves."[12] To assess its effectiveness in meeting this responsibility, the Board of Trustees adopted a board effectiveness approach to guide the process, consisting of the following four key principles:

- Learner centeredness
- Continuous assessment
- Evidence-based assessment
- A commitment to act.

The Board reviews and discusses its record structured around seven dimensions of effectiveness. These are

- Commitment to learners
- Consistency of interface
- Community college interface
- Economic/political system interface
- District policy leadership
- Management oversight
- Process guardianship.

Each of these seven dimensions contains subsets of items or examples to guide the Board's assessment of its effectiveness. The process, which is open to modification and refinement as the Board becomes more experienced, aids the Trustees in their assessment as a governing body; it is not intended to evaluate the performance of an individual member.

Self Evaluation

The standard is met. The Board does discuss the dimensions of its effectiveness in the context of issues and concerns raised during committee and general meetings and not specifically in quarterly meetings. Board Policy 1044 was recently revised and approved as Board Policy 2745, which changed the timing of the self-assessment process from quarterly to annually.[13]

Planning Agenda

- Implement the revised policy

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board of Trustees maintains Board Policy 2715 Code of Ethics Standards of Practice (formerly BP 1045 Board of Trustees Standards of Good Practice Policy), which specifically defines appropriate motives and actions of the Board. Board Policy 2715 provides a process for handling behavior deemed in violation of the policy. Also, the Board of Trustees maintains Board Policy 1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Code 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.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees have been informed about the accreditation process at Riverside City College as a regular part of the quarterly update on Strategic Planning presented at the biannual Board retreats. Every aspect of the accreditation process, beginning with the alignment of the four accreditation standards with the nine subcommittees of the Strategic Planning Committee, to the membership of the Steering Committee, and timeline for completion is discussed with the Board of Trustees at Board retreats.[14] Representatives from the various leadership councils (Academic Senate, Student Senate, CTA, CSEA, and Strategic Planning Committee) attend the retreats and answer questions regarding the progress of the self study. Additionally, the Academic Senate Presidents of each campus give a monthly update of the progress of the self study on their respective campuses.

Several of the Board of Trustees members have participated in the State Chancellor's conferences and participated

in the breakout session dedicated to the accreditation process. The Board has approved the resources, both material and personnel, to complete the self study in a timely manner and has ensured that the process involved all constituencies of the college.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Descriptive Summary

Board Policies describe the authority and powers of the District Chancellor as the "executive responsibility for administering the policies adopted by the board" and as the role of advisor to the Board "in the establishment and formulation of District policies."[15] The execution of those duties required by the California Education Code and Title 5 of the Code of Regulations is also a responsibility of the Chancellor.[16] The Chancellor is responsible for developing and implementing all Administrative Regulations; these regulations do not require "formal approval of the Board of Trustees."[17] The Chancellor establishes the organizational structure of the district and determines the major duties and responsibilities of each administrative position.

Several Board policies give the Chancellor authority over every aspect of college and district functions and operation.[18] With regard to Board of Trustees meetings, the Chancellor is responsible for all Board meeting agendas and for all records, minutes, proceedings, and documents.[19] The Chancellor makes recommendations to the Board to appoint or dismiss employees,[20] and Board Policy 1042 gives the Chancellor the authority to accept the resignation of any employee. Board Policy 2430 gives the Chancellor the responsibility to "make recommendations on strategic planning" and supervise the "preparation and administration of the budget."[21] Board Policy 2430 Delegation of Authority to the Chancellor/CEO defines the role of "liaison between Board and staff on matters of joint interest" as a specific duty of the Chancellor.[22] Board Policy 2200 Board Duties, Responsibilities and Privileges (formerly BP 1040) states that the Chancellor serves as a "resource" to help the Board answer questions regarding campus functions and policy.[23] The Board members should "channel all concerns, complaints, and requests for information" through the Chancellor and "adhere to the proper boundaries between Board members and employees" so as to

support the Chancellor's authority.[24]

The Board holds the District Chancellor accountable for his/her designated responsibilities. Board Policy 2715 expresses the Board's expectation of accountability as being with "consistent and vigilant oversight of the District"[25] and ensuring that the district is in compliance with federal and state laws.[26] The Board must also carefully review reports from the Chancellor to ensure "that public funds are spent wisely and legally,"[27] to ensure "the fiscal integrity of the institution,"[28] and to "assure quality institutional planning and evaluation."[29] Finally, the Board holds the Chancellor accountable "for changing personnel and restoring confidence."

The Board conducts an annual evaluation of the Chancellor as specified in Board Policy 2435 Evaluation of Chancellor; these evaluations are conducted in closed session.[30] In turn, the Chancellor evaluates the college presidents once every three years, or sooner as needed, according to established policy, using the Management Performance Evaluation Process.

Although there is no specific process to be used in the hiring of the district chancellor, Board Policy 2431,[31] "Chancellor Selection," states that "in the case of a Chancellor vacancy, the Board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations." Board policies generally state that the Board has the responsibility to "select a chief Executive Officer who serves as the Chancellor of the District" and that the "best qualified professional leader available" should be appointed to this position.[32]

In practice, the Board identifies the college president as "staff." Policy 2715 states that the Board will appoint the "best-trained faculty and staff available."[33] Board Policy 7120 Recruitment and Hiring (formerly 3001) and the accompanying regulations give the process for employing staff but make no specific reference to the position of college president. It has been the district's practice to hire a search firm which facilitates the search by attracting and assisting with the identification of highly qualified candidates.

From 1992 through the 2006-07 academic year, RCCD has had the services of the same individual as President, and subsequently Chancellor. In late 2004, the Board changed the title of the President to Chancellor in light of his ongoing responsibility for three increasingly independent campuses.

In spring 2006, the Board employed consultant firm Korn Ferry to organize and guide it through the selection process for a new district Chancellor to replace the retiring Chancellor. No faculty, staff, or students served on the search committee, which was limited to the Board of Trustees. Representatives from the consulting firm met with constituency groups across the district to collect input from students, faculty, staff, and administration regarding the ideal profile of the future chancellor. In fall 2006, the Board finalized the language for the position announcement and conducted a nation wide search. After a series of meetings, the Board met in closed session in early February 2007 to interview 10 candidates and, on February 20, announced the three finalists who would visit the campuses in early March. Following the candidate's visits and

appearances at open college forums, in late March, the Board of Trustees decided to stop the process, appoint the Vice Chancellor, Administration and Finance as the interim Chancellor, and begin a new search for a Chancellor after the accreditation visit in October.

Self Evaluation

The standard is met. The recent search to replace the retiring chancellor did not result in a permanent appointment.

Planning Agenda

- None needed

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The position of president for Riverside Community College has changed significantly since the previous accreditation visit. In 2001 the President was the President of both the Riverside City campus and the district; the Moreno Valley and Norco centers had local CEOs designated as provosts. The district President became the Chancellor in fall 2004; shortly thereafter a national search for a president for the Riverside campus was initiated.

During the same period, several other administrative title changes occurred (Vice Chancellor of Academic Affairs, Associate Vice Chancellors of Instruction and Institutional Effectiveness, Vice Chancellor of Student Services) to more accurately reflect their expanded roles in the transition to a multi-college district. These individuals, who also served the Norco and Moreno Valley centers from Riverside City College, continued to serve the college and the district. In the 2006-07 Staff Directory, district personnel were still listed under the "Riverside City" portion of the directory.[34]

In August 2005, the Board appointed the President for Riverside City College, which allowed the district administration to begin its separation from the college. As the district began to backfill the administrative positions at the college with new college-specific administrators, the President has assumed more direct responsibility for the leadership of the college. In 2006-07, a new Vice President of Academic Affairs, a Vice President of Student Services, and a Vice President of Business Services began service to the college. All of these administrators report directly to the President of the college. Also to help ease the separation of the district administrators from the college, the Chancellor reassigned the district Associate Vice Chancellor, Instruction as the Special Assistant to the President to assist the college with enrollment management and accreditation efforts during 2006-07. Other district administrators continue to have dual roles, but they also report to the President on matters that affect the college.

Self Evaluation

The standard is met. As the district administrators have gradually separated from Riverside City College and with the hiring of new administrators to backfill

the positions vacated by the developing district administration, the President has assumed more direct leadership and responsibility for the college. The President now directs all operations of the college, has final authority on all hiring for the college, co-chairs the Riverside City College Strategic Planning Committee, and has assembled a management team to help lead the college.

Planning Agenda

- Continue to develop college-specific services as district functions separate from the college

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IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

As previously discussed, the administrative structure at the college has evolved from the gradual separation of the two campuses at Norco and Moreno Valley, the March Center, and district administration from the college. The college now has an administrative structure that reports directly to the President and serves the needs of the college. The administrative structure includes three vice presidents—Academic Affairs, Business Services, and Student Services.

Below the vice president level, the President has deans in the areas of Instruction, School of Education, Academic Support, and Student Services. There are four associate deans: Academic Innovative Programs; Early Childhood Studies; Nursing; and Teacher Preparation and Education Programs. Elected faculty chairs, who report to the Dean of Instruction, head most departments. Some deans (nursing and early childhood studies) oversee programs that reside both on the City campus and other sires in the district.

The President has a standing meeting with the vice presidents and deans to set priorities and discuss plans for achieving institutional goals. Responsibility for various initiatives is delegated to vice presidents and deans as appropriate. For example, the President assigned the Associate Dean of Academic Innovative Programs to find ways to fund the expansion of the Automotive Technology Program and to provide leadership for occupational programs on campus.

The President assumed the position of co-chair of the Strategic Planning Committee in spring 2006. This resulted in a number of important changes: a web page was created to allow advance posting of the committee agenda and the supporting documentation; the committee made a recommendation to request funding for a college-specific Facilities and Educational Master Plans. The President also urged the committee to draft a more formal charter to guide its operations and provided a template to begin discussion on that topic. A constitution was adopted late in fall 2006.

The President also asked the District Dean/Director of Institutional Reporting and Academic Services to conduct workshops with the deans and the Academic Planning Council (the department chairs) on the use of data

such as the relationship between student enrollment and institutional funding: FTES, FTEF, WSCH, faculty efficiency, load, etc.

Self Evaluation

The standard is met. It is clear that the President has taken steps to develop an effective administrative structure on the campus, to formalize the composition of the Strategic Planning Committee and its role in institutional planning, and to emphasize that accreditation standards serve as the foundation of the broad institutional goals used in the strategic planning process.

Planning Agenda

- Balance the need for greater college autonomy within the evolving district structure and procedures while simultaneously developing the structures through which college-based decisions regarding planning, budgeting and hiring take place

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IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts**

Descriptive Summary

The Chief Executive Officer of Riverside City College, 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 institution. This includes participation in Board subcommittees and general meetings and in meetings/activities of district administration, the college administration, the Academic Senate, department chairs, classified staff, and students.

During fall 2006 the department chairs met directly with the President and deans on a monthly basis and frequently twice monthly. That effort included several hours of presentation from the District Dean/Director of Institutional Reporting and Academic Services. The discussion regarding accounting and methods of calculating efficiencies ultimately led to a better understanding of scheduling concerns. The department chairs were able to review scheduling practices and analyze enrollment consequences. As a result, the chairs took a more collaborative and informed approach toward schedule development and sought to coordinate department scheduling in ways that would enable greater access to courses in a variety of scheduling options for students.

Educational planning is an integral component of the strategic planning of each campus and is integrated into the district's strategic plan. Appropriate levels of research, both internal and external, and analysis are determined by

individual constituent groups and incorporated into planning commitments and eventually procedures. Resource planning is a major component of the strategic planning discussion. RCCD adopted a curriculum-centered model of strategic planning in an attempt to better focus on student needs and goals.

Procedures for evaluating overall institutional planning and implementation efforts are integrated into the strategic planning process as the college evaluates what accomplishments have been achieved during the time frame of the review process.

Self Evaluation

The standard is met. The President has begun to establish campus-based leadership. More needs to be done to translate these initial steps into clearly defined, ongoing structures that integrate research, resources, and planning. The Riverside City College Strategic Planning Committee provides the framework and environment to meet this standard.

Planning Agenda

- Use the Strategic Planning Committee and program review process to make decisions to improve the institution and to accomplish its mission more effectively

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IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

Board Policies 2000, 2430, and 2410 give extensive responsibility to the Riverside Community College District Chancellor's office to "execute those duties required by Board policy or other official Board action or prescribed by the California Education code and Title 5 of the Administrative regulations."[35] These policies also appear to give primary authority to the district Chancellor in determining the organizational structure of Riverside Community College District and in defining the major duties and responsibilities of each administrative position. The job description for the President outlines the specific duties and responsibilities of the position. However, it is clear that the President has overall responsibility to know and understand all statues, regulations and board policies; to assure their consistency with institutional mission and policies; and to communicate to the college community all important and pertinent regulatory information. The President is also responsible for leading the college in accordance with the institutional mission. The President is a member of the Chancellor's Executive Cabinet, Budget Bunch and regular participant in the Board of Trustee meetings. She co-chairs the SPC monthly meetings and attends and convenes other groups to ensure the college is in compliance with statewide and district initiatives and regulations.

Self Evaluation

The standard is met. The President is responsible for ensuring adherence to board policies and regulations for the college. The President is committed to open and broad dialogue, a regular cycle

of planning and evaluation, and the tenets of participatory governance.

Planning Agenda

- Further define and delineate the evolving college and district functions

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IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

Primary responsibility for financial accountability begins with the President, who is responsible for obtaining an adequate budget to meet the college's mission, ensuring that the budget is allocated appropriately, providing guidance to management, staff and faculty in accounting for expenditures and overseeing the expenditure of funds.

The District's Finance office makes certain that financial accountability is maintained by ensuring that District budget controls and purchasing procedures are followed.

Self Evaluation

The standard is met. Through the 2005-06 and 2006-07 academic years, college expenditure and budget control is maintained at the college department level with overall budgeting control continuing to be exercised at a district level. Units across the college and district receive budget allocations based on budget requests made during the budget development period and their previous year's budget and expenditures, with the possibility of additional budget augmentation occurring based on expressed need and funding availability. Fiscal activity and inputs into the budget process begin at the department level and move through the planning process as recommendations to the district's financial administration. The President oversees the general budget of the college and participates in the decision regarding budget allocation for the district.

Planning Agenda

- The district in collaboration with college representation will develop a new budget allocation model and a plan for broader campus-based budgeting in anticipation of a three-college environment

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IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President of the Riverside City College represents the college to a diverse group of professionals holding positions in both the private and public sector. The President strives to address the needs of the community and to improve the quality of life of the communities served by Riverside City College through participation in the following groups:

- Athena Foundation
- City Task Force—an RCC sponsored organization
- Downtown Plan Cultural Advisory Committee
- Higher Education Business Council, sponsored by the Mayor's Office
- Leadership Riverside
- Riverside Chamber of Commerce Board of Directors

- Riverside County Workforce Development Board
- Riverside Downtown Partnership
- The Wood Streets Residents Association.

Self Evaluation

The standard is met. The President meets directly with residents in neighborhoods affected most directly by the college's presence and growth and with other constituencies in the city and county of Riverside. The President's on-going visibility and presence in the community serves the campus well. Outreach to the communities served by Riverside City College, including organizations in business, government, research institutions, transportation, housing, community development, environmental planning, and land-use planning is expected.

Planning Agenda

- None needed

IV.B.3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

Differentiating college and district spheres of responsibility has been an issue of ongoing dialogue over the past several years at both the college and district level. As the district administration and the Norco and Moreno Valley campuses separated from the college, the responsibilities of the district-level administrators have gradually been clarified. The organization and function maps cite the district's relationship to the college in key areas. The district's emphasis so far has been to evolve slowly from the existing Riverside City College structures. Human, Physical, Technology and Financial Resources are now organized at the district level. Given the district's commitment to a common core (general education) curriculum and the organization of academic disciplines as district entities, general education programs will remain consistent, with vocational programs providing the primary area of college autonomy.

The district's administration asked the Board to adopt a policy committing the district to a common catalog, contract, and curriculum. In practice, this allows the district to retain common course outlines for shared courses which are typically transfer courses, and allows college autonomy for those programs that are unique to a college (e.g., Automotive Technology and Nursing).

Because Riverside City College has been, in fact, synonymous with the district, it has housed many offices that have been responsible for serving all campuses. Human Resources, until December 2002 housed on the Riverside City College campus, moved to the Market Street/System's office building. The office of the Associate Vice Chancellor for Information Services is still located on the Riverside City College campus. The Vice Chancellor for Administration and Finance and the staff that support his operation are located in North Hall, on the periphery of the Riverside campus. As of this writing, even the Chancellor's office resides on the Riverside campus. In spite of having being housed on the Riverside campus, these operations have always supported the operation of all instructional sites in the district.

Organizational charts have evolved over the past several years as varied approaches to structuring a multi-college district have been considered.[36]

Self Evaluation

The standard is met. The college and the district organization have evolved rapidly. As Norco and Moreno Valley and the district administration separate completely from the college, new organizational and function maps will evolve. Individuals in leadership positions at both the college and district level have been involved in an ongoing dialogue regarding the structure that will ultimately best meet the needs of the students of the colleges in the district.

The President of the college has begun to assume more authority as the college backfills district administrative positions with college administrators. As a result, the lines of authority and responsibility have become more clearly delineated.

Planning Agenda

- Inform college and district constituencies about the evolving structure and services at the college and district levels

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IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

As the new campus sites began operating, especially after Norco and Moreno Valley established departments in 1999 the district's budget divided resources to accommodate and support the new operations. Also, as the new sites began operating as separate campuses, the district's budget provided the resources, both financial and personnel, to develop separate operations. These divisions now exist in the budget.

Riverside City College has provided the essential resources for these new operations and for the new district administration. As the new campuses separated from Riverside City College and the district administration began operating separately from the college, the district has backfilled new administrative and support services to the college. Riverside City College still generates most of the FTES in the district and anchors the district-wide operations. As the Riverside campus goes, so does the district. Even after the reporting of the Ben Clark Public Safety instructional site was transferred from Riverside City

College to the Moreno Valley campus, the college continued to grow.

At present the district allocates resources on a need-basis, but as the new colleges become more self-sufficient, the district plans to shift to an FTES based allocation model, although this may occur over time.

Self Evaluation

The standard is met. Because the new colleges and the district administration evolved from Riverside City College, the financial basis for the district rests with the college. Riverside City College provided the financial framework for the new sites to develop. As these new sites become more self sufficient, a more equitable distribution of resources can occur, perhaps based more directly on the FTES generated by each college, and a proportional charge for the district operations will take place.

Even though Riverside City College has provided the resources for the development of the new sites, the district has continued to provide the necessary resources for the college to serve its students at the same high level as the past.

Planning Agenda

- Develop a finance allocation process that allows each college to work efficiently with the resources each generates while recognizing that Riverside City College and the district must continue to support the new sites for an uncertain period of time

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IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Evidence of fiscal restraint can be seen in the reserve that the district has maintained over the last several years. Like many districts in California, Riverside Community College District generally ends each year with a modest surplus in the myriad categories within which it budgets. The projected reserve for 2005-06 was 9.26% and the ending reserve was 10.51%. The projected reserve for 2006-07 is 9.56%.

Self Evaluation

The standard is met. The fiscally conservative approach the district and the Board have pursued over the past several years augers well for the continuing soundness of district finances. It should be noted, this has been the case during a period of rapid growth in both students served and capital projects undertaken.

Planning Agenda

- Integrate more fully all strategic planning initiatives as the district develops its budget

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IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Within the Riverside Community College District, only Riverside City College is independently accredited. The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statues and regulations, and implementing all Board policies. In turn, the Chancellor delegates the authority for administration and operation of Riverside City College to the college President. To ensure that these responsibilities are carried out efficiently and effectively, the president attends Executive Cabinet meetings where matters of importance to the district and the campuses are discussed. The college President also holds regularly scheduled cabinet meetings to discuss issues and ensure the smooth operation of the college.

An example of the balancing of authority between President and Chancellor can be seen in the faculty hiring procedure reviewed by the Board in June 2006, which grants *campus* level authority for faculty hiring to the president. The President's recommendations are subject to approval by the Chancellor and the Board.

Self Evaluation

The standard is met. As the district administration has gradually separated from the college and with the hiring of a president and vice presidents for the college, the President has assumed direct responsibility for the operation of Riverside City College.

Planning Agenda

- Delineate those areas of responsibility for which the President will be independently responsible as the district administration continues to separate from the college

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IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

Effective communication between the college, the district office, and the Board of Trustees contribute to the success of the Riverside Community College District and the college's educational and operational responsibilities. Through the Chancellor, the college reports directly to the Board about finances and personnel for the college. Also, the college uses district wide committees to facilitate the exchange of and to share information among the three campuses. The district administration provides operational and logistical support services to the college. Among the many services provided are instructional and student services support, institutional research, human resources, business services, financial services, public and marketing relations, and information technology services.

Through several district-level positions and special committees, dialogue between the Board, the district, and the college is conducted in monthly Board committee meetings held at the Riverside College boardroom. In general, the administration, Academic Senate President, and Student Trustee appear to

be well informed regarding district and college issues. By having these various constituencies present at district Board meetings, representatives can return to their individual departments, report on the discussions that took place, receive feedback, and return the following month with direction from his/her segment of the college community. Board agendas open with a Chancellor's report; each college President, Academic Senate President, and Student Trustee presents information from his/her campus at each Board meeting.

Self Evaluation

The standard is met. The communication method currently in place allows those who are directly involved in leadership and governance to be informed about the life of the district, but additional efforts to be made to inform the campus community more broadly. Relying on a single individual (the Academic Senate President, CSEA President or Student Trustee) to inform his/her constituency of developments in the district may be inadequate. The Riverside list serve, which reaches all faculty, administrators, and many staff, is used to communicate timely messages or information on behalf of the campus leadership and others. Agendas and minutes from all Board of Trustee meetings are posted on the district website, www.rcc.edu, with the web link e-mailed to all faculty and staff. Individual program or unit updates and presentations at Board committee meetings also help to inform the college community. However, further efforts to broaden communication within the district and college should be explored.

Planning Agenda

- The Riverside City College President and the associate vice chancellor, Public Affairs and Institutional Advancement will develop broader mechanisms for informing the college's constituencies of developments within the college and the district

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IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The Chancellor of the Riverside Community College District manages district resources and implements policies set by the Board of Trustees. Operational issues and corresponding functions that are intended to provide for efficiency and continuity of services at all three colleges are the responsibility of the district. Additionally, functions that are required by statute or state regulation are also provided by district operations. The provision of educational programs, scheduling, student support services, staff development and evaluation, direct campus/college operations, as well as ancillary functions are the responsibility of the college.[37]

In December 2002, the President (Chancellor) formed a task force to review the core operations, recommend process improvements for current and

anticipated three-college operations, and oversee the implementation of approved process modifications. That group, the Core Operations Task Force (COTF), was charged with the responsibility of ensuring that core institutional processes across and within units are aligned and functioning properly.[38] Initially, the task force focused on processes and procedures related to scheduling and enrollment reporting, but additionally, other areas that affect the district's ability to meet learner needs and effectively and efficiently manage and target resources have been ongoing agenda topics.

In preparation for the transition to a three college structure, the President (Chancellor) formed a Transition Team in November 2004. The Team is composed of the Associate Vice Chancellor of Institutional Effectiveness**;** Associate Vice Chancellor of Instruction; Dean of Instruction, Norco; Chief of Staff; Dean/Director, Academic Reporting; and the Dean, Admissions and Records, who chairs the group. The team focused on moving administrative functions of the district from a one-college, multi-campus environment to a three-college district. Working closely with the District Executive Accreditation Committee and timeline, the Transition Team has reviewed the accreditation timelines, strategic planning process, and outcomes. The Team has surveyed and met with district wide units, such as DSP&S, Student Services, Financial Aid, College Police, and Finance, to review plans for the transition and to ascertain what Education Code, Title 5, or Commission issues should be considered.[39] It is the practice of both the COTF and Transition Team to consult with appropriate district-wide committees and constituency groups on issues (e.g., the Academic Senate and the RCCD-FA/CTA).

The delineation of the district/college roles and functions are reviewed and revised. Most notably, position descriptions including roles and responsibilities have changed as progress is made toward a multi-college system. The Chancellor's Executive Cabinet—composed of the four vice chancellors, the three presidents and the Chancellor's Chief of Staff—have spent a significant amount of time evaluating the district's and colleges' administrative structure and have created the new position of Vice President of Business Services for each campus, to ensure that the administrative support at each college is sufficient.

As previously discussed in IV.B.1.g., the Board of Trustees adopted a formal self-evaluation process on October 15, 2002 and a revised policy in May 2006 (Board Policy 2745) that requires an annual review on seven specific dimensions.

On April 25, 2005, David Viar, former Chief Executive Officer, Community College League of California, met with the Board as part of the Board's annual planning meeting. Viar facilitated a review of the Board's current practices and policies.[40] He attended a special Board meeting in May 2005 to continue the discussion and development of a Code of Ethics, which the Trustees adopted in August 2005. The Board has continued to review its policies and procedures on a regular basis.

Once a year, the Board schedules a two-evening retreat with either an external facilitator and/or staff members who share information, present updates on topics such as strategic planning, district

and college initiatives, and organizational and Board committee structure. It is also anticipated that the Board will discuss a specific set of the seven dimensions of Board effectiveness for review each year.

Self Evaluation

The standard is met. As the district transitions to three colleges, roles, corresponding responsibilities, reporting relations, and the organizational landscape are evolving. There are instances when it is unclear if a particular procedure should be a district or college responsibility. Recently, the district organizational chart and the corresponding college organizational charts were updated to depict supervisory roles of district administrative personnel and college personnel and to clarify the operational functions that are district, college, or shared. Many of these are represented on the functional maps.[41]

Planning Agenda

- Refine, expand, and revise the function maps showing delineation and relation of functions between the college and the district

List of Evidence

[1] Academic Senate March 6, 2006 Meeting Minutes
[2] Results of RCC Employee Accreditation Survey, Fall 2006;
Students were not polled because the Riverside Accreditation Steering Committee agreed there was better evidence available in regard to students' attitudes about the college.
[3] Results of RCC Employee Accreditation Survey, Fall 2006
[4] Riverside Community College District Program Development Process (New or Revised Educational), January 2005
[5] *Riverside Community College District Fact Book 2007*
[6] McQuern Report
[7] Riverside Community College District Program Development Process (New or Revised Educational), January 2005
[8] See Section 1000—Board of Trustees
[9] See Board of Trustees meeting agendas and minutes for many of this year's meetings showing the process for Board of Trustees review and processing of updated regulations and policies.
[10] Board of Trustees April 25, 2005 Meeting Agenda
[11] Board of Trustees May 15, 2007 Meeting Minutes, Board Policy 2745
[12] Board of Trustees April 25, 2005 Meeting Agenda
[13] Board of Trustees April 25, 2005 Meeting Agenda
[14] Board of Trustees Retreat Minutes
[15] Board Policy 2430 District Chancellor and its Regulations and Board Policy 2410 Policies and Administrative Regulations
[16] Regulations for Board Policy 2430, line #1
[17] With the exception of the "1000 section" and Policy 2410
[18] Board Policy 1010, 1011, 2200, 1042, and 2430
[19] Board Policy 1010-II-A-2, II-D, III-A; 1011-IV-C
[20] Regulations for Board Policy 2200, II-H and Board Policy 1042
[21] Regulations for Board Policy 2430, lines #19 & 20
[22] Regulations for Board Policy 2430, line #5
[23] Regulations for Board Policy 2200, III-H
[24] Board Policy 2715, Regulations for Board Policy 2715, I-D and I-G
[25] Regulations for Board Policy 2715, I-A
[26] Regulations for Board Policy 2715, I-B
[27] Regulations for Board Policy 2200, I-G
[28] Regulations for Board Policy 2200, II-C
[29] Regulations for Board Policy 2200, II-G
[30] Regulations for Board Policy 2435
[31] Regulations for Board Policy 2341
[32] Regulations for Board Policy 2200, II-G and 2715, I-F
[33] Regulations for Board Policy 2715, I-F
[34] 2006-07 Staff Directory, pages 17-37
[35] Regulations for Board Policy 2000, 2430, and 2410
[36] Current Organization charts
[37] District Organization Chart/Map, job descriptions, and supporting documents on the delineation of functions and responsibilities; Board Policy Manual

[38] COTF sample minutes showing composition of group
[39] Transition Team Meeting Minutes
[40] Board of Trustees April 25, 2005 Meeting Agenda
[41] Function maps

Planning Summary

Planning Summary

The ACCJC introduces the 2002 standards with the following words: "The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing reflective dialogue about its quality and improvement."

Riverside City College embraces this ideal whole heartedly. Throughout its more than 90 year history, the faculty, staff, and administration of Riverside City College have sought to provide the highest quality education to its increasingly diverse student population. The overall vitality of RCC is apparent in the number of planning agendas, which begin with the verbs *explore, review, continue*. The values endorsed in the standards are principles receiving ongoing attention at Riverside City College. The verbs *integrate* and *coordinate* also appear throughout the self study and suggest that, in many cases, *existing* initiatives and efforts could work even more effectively when better integrated to support student learning and success.

During the self study process, the college confirmed its many strengths, but it also discovered areas where it can improve. The planning agendas of this document seek to propel RCC in the direction of realizing an even more comprehensive, integrated, and ongoing institutional culture which revolves around student success.

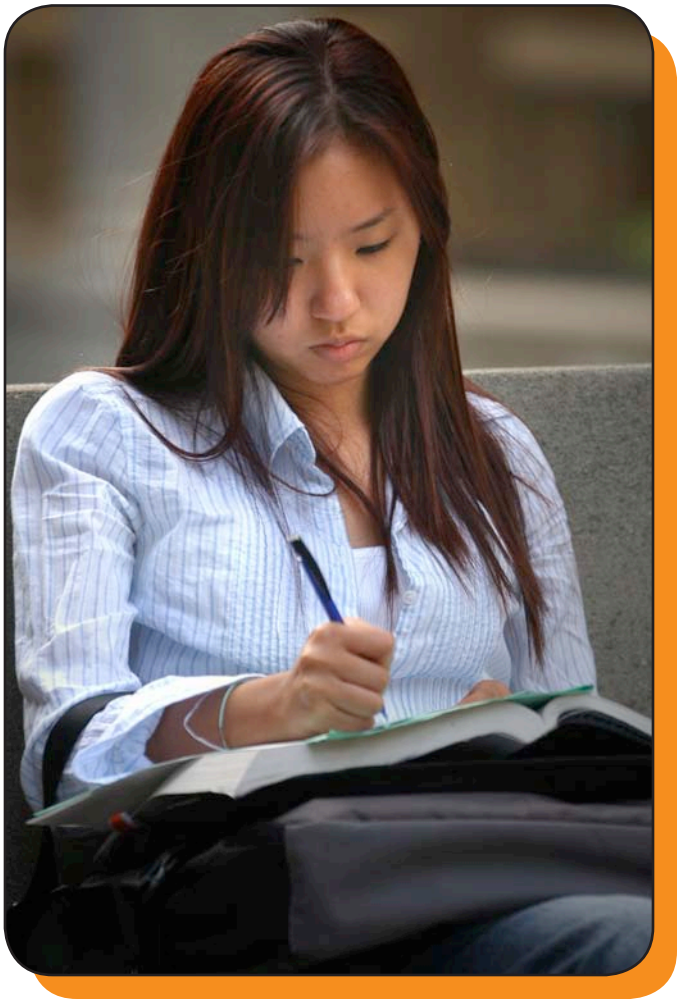
Review of the planning agendas distributed through the self study reveals the following primary goals of the institution:

- Work to integrate further the collection and evaluation of data into short and long range planning across the college and district
- Develop and deploy a budget allocation model that uses evidence and drives future planning
- Continue efforts to develop program and institutional learning outcomes, with special attention to general education
- Identify methods to improve the quality of communication across the college and district
- Address and evaluate personnel needs for faculty and staff across the college and district
- Identify methods to coordinate better the work of instructional faculty, counselors, librarians, and staff.

In 2005, the Board of Trustees committed the college to seeking measurable improvements in access, retention, success, persistence, and completion. *All* constituencies in the institution embrace these goals. We believe the priority that our Board of Trustees has placed on these goals reflects commitment of both the college and district to the broad themes of Institutional Commitments, Evaluation, Planning and Improvement, Student Leaning Outcomes, Organization, Dialogue and Institutional Integrity.

The ongoing refining of the campus and district Strategic Planning Committees provides a structure through which the constituencies of the college—students, staff, faculty and administration—can focus on the primary goals of the college as we seek to meet and exceed the themes and standards of the ACCJC.

Appendix A



Riverside County

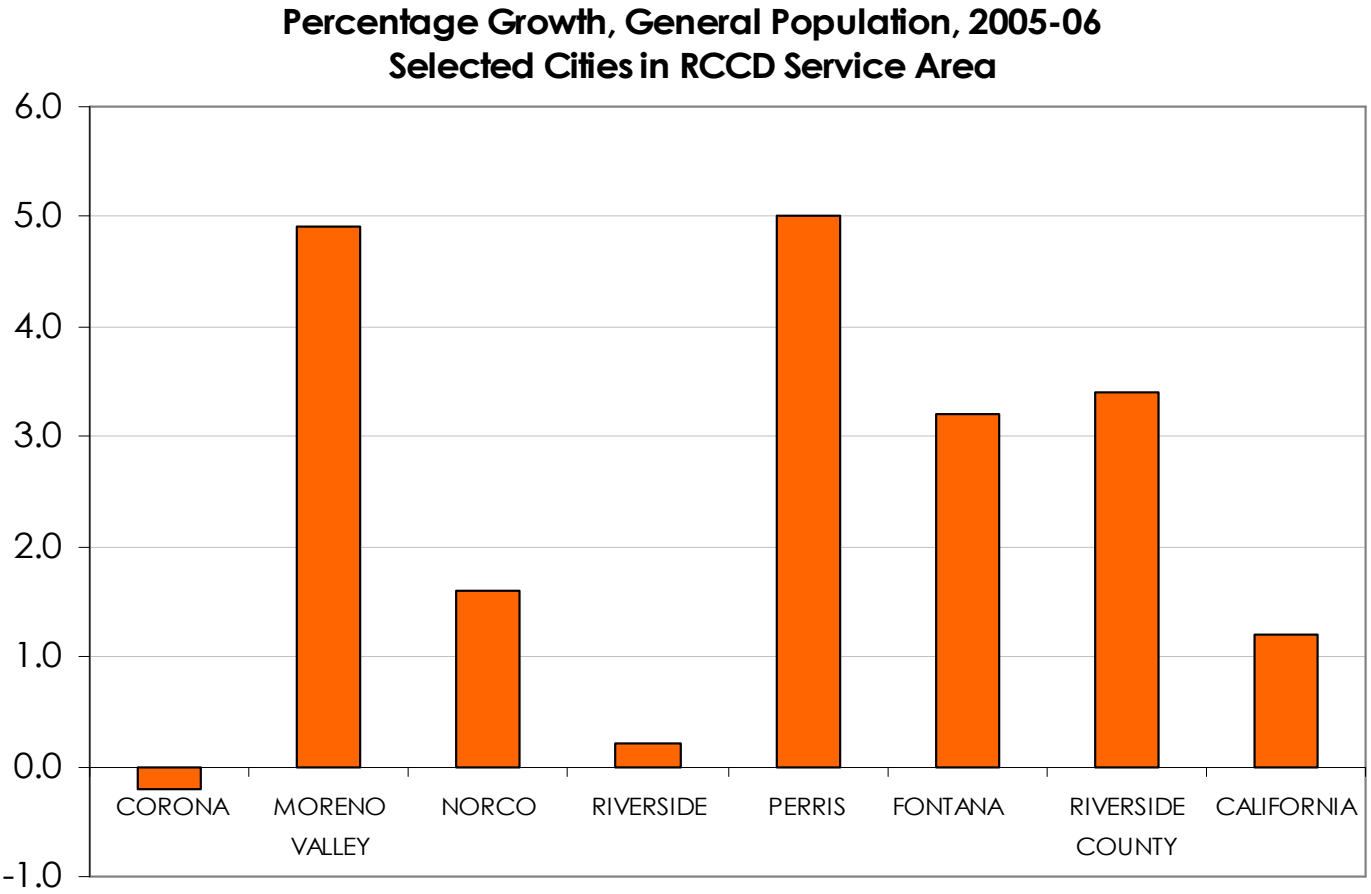
City Population Estimates with Annual Percent Change

2005 & 2006

City/County	Total Population		Percent
	2005	2006	Change
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

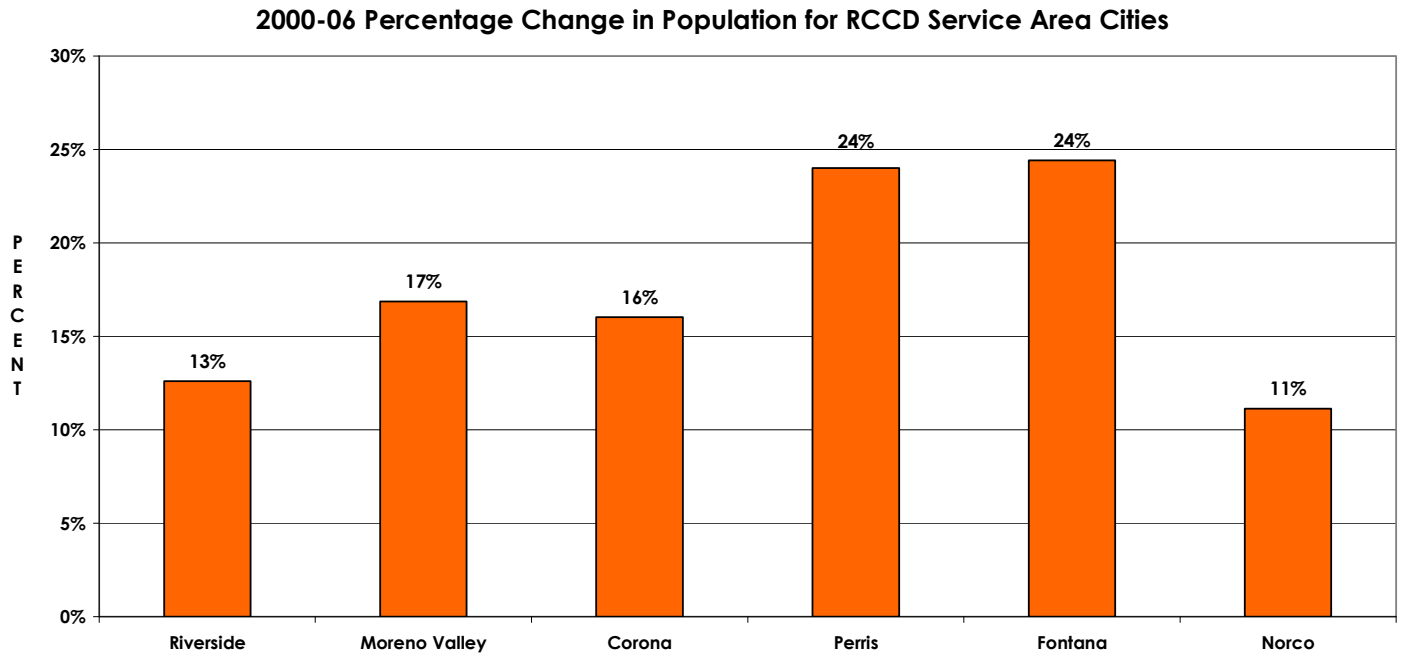
RCCD Service Area

General Population – Selected Cities 2006



Change from	Population 2006	% Change 2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

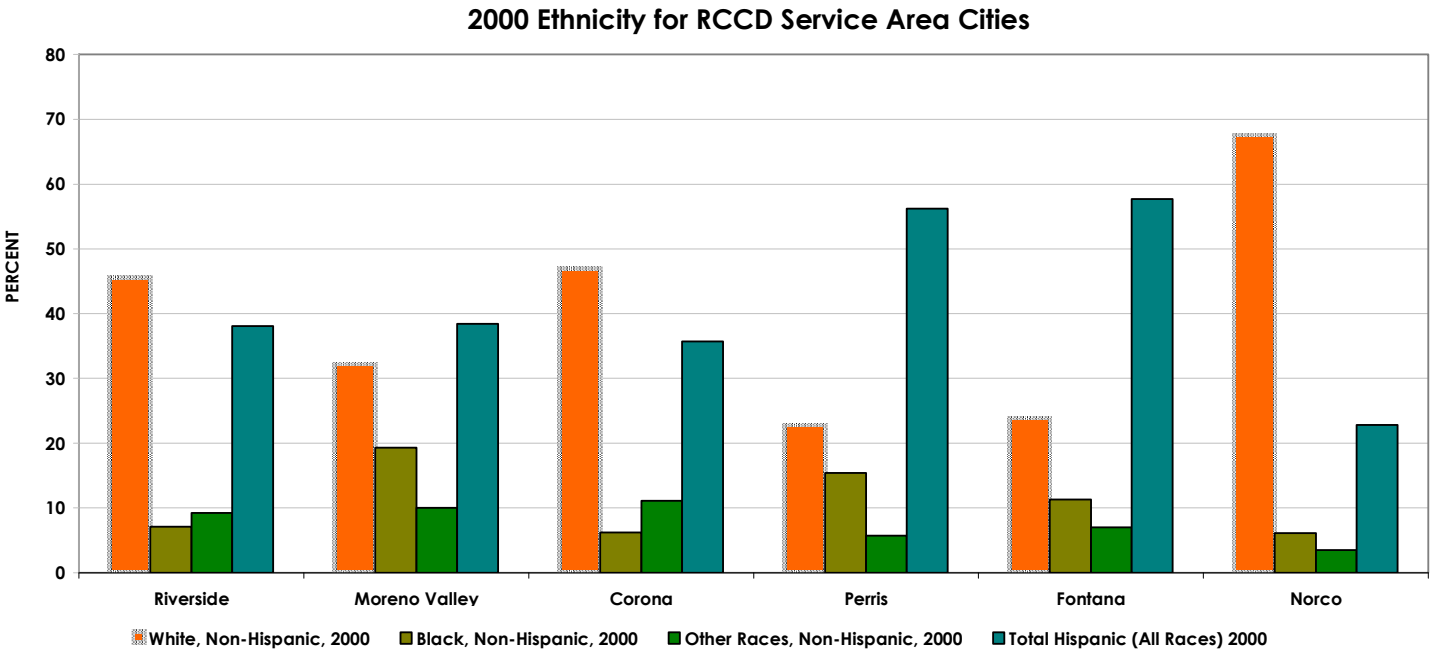
Riverside Community College District
RCCD Service Area
Population Changes for Selected Cities
2000-06



(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

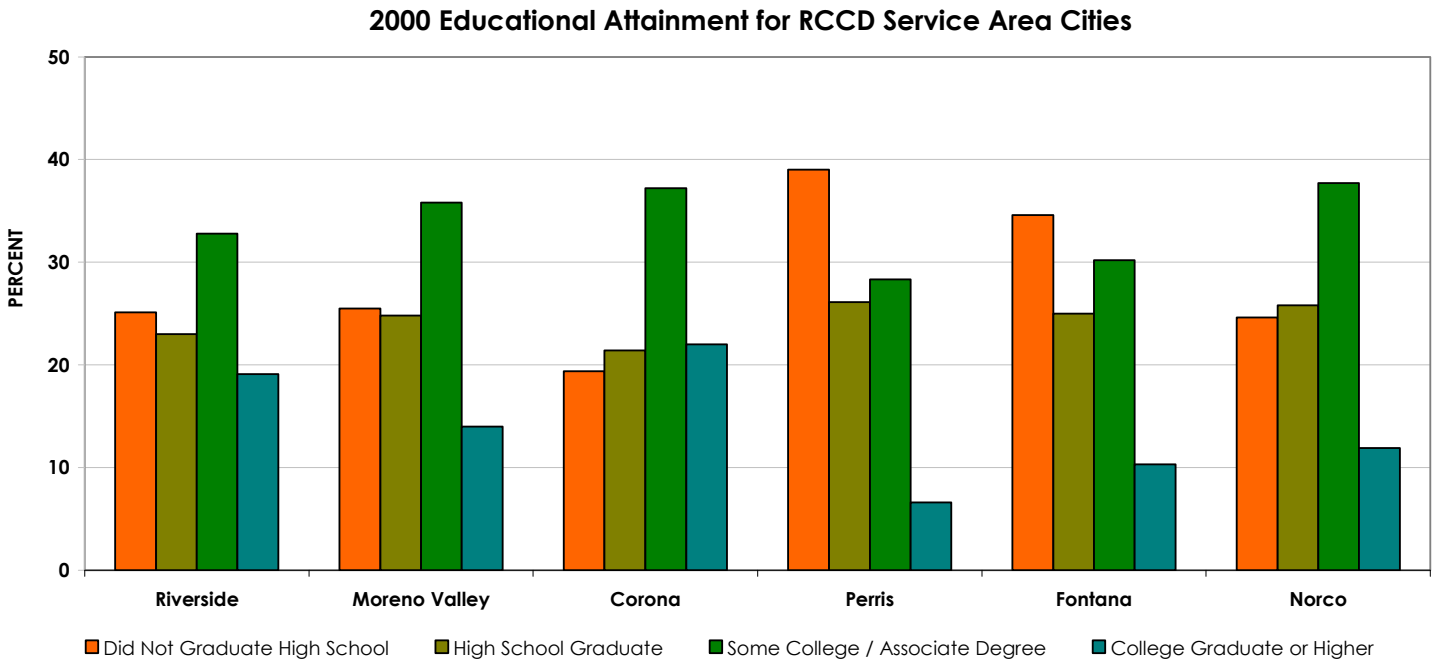
Riverside Community College District
RCCD Service Area
Ethnicity
2000



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Riverside Community College District
RCCD Service Area
Educational Attainment
2000



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

RCCD Service Area

Feeder School Enrollments by District and Grade Levels

2001-02 through 2005-06

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035

		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579

		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223

		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959

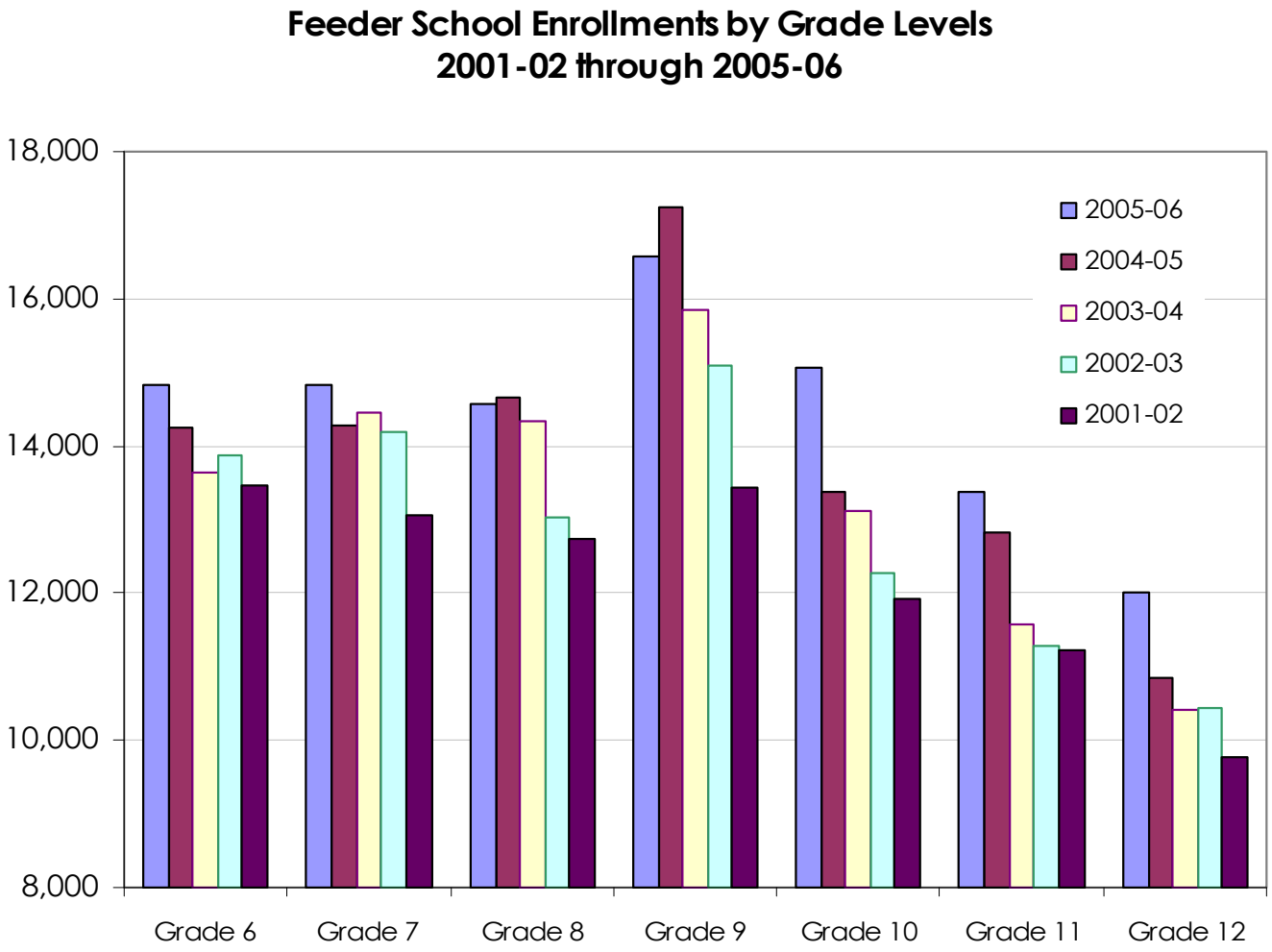
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360

		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

RCCD Service Area

Feeder School District Enrollments by Grade Levels

2001-02 through 2005-06

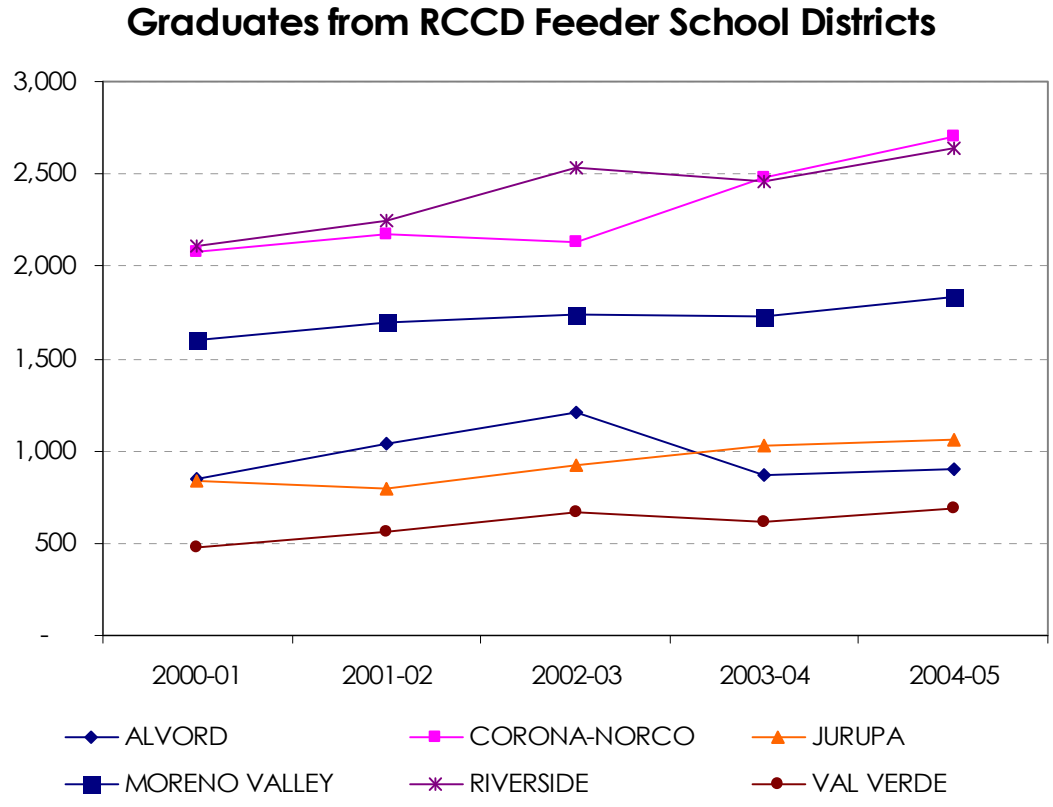


		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

RCCD Service Area

RCCD Feeder High School District Graduates

2000-01 through 2004-05

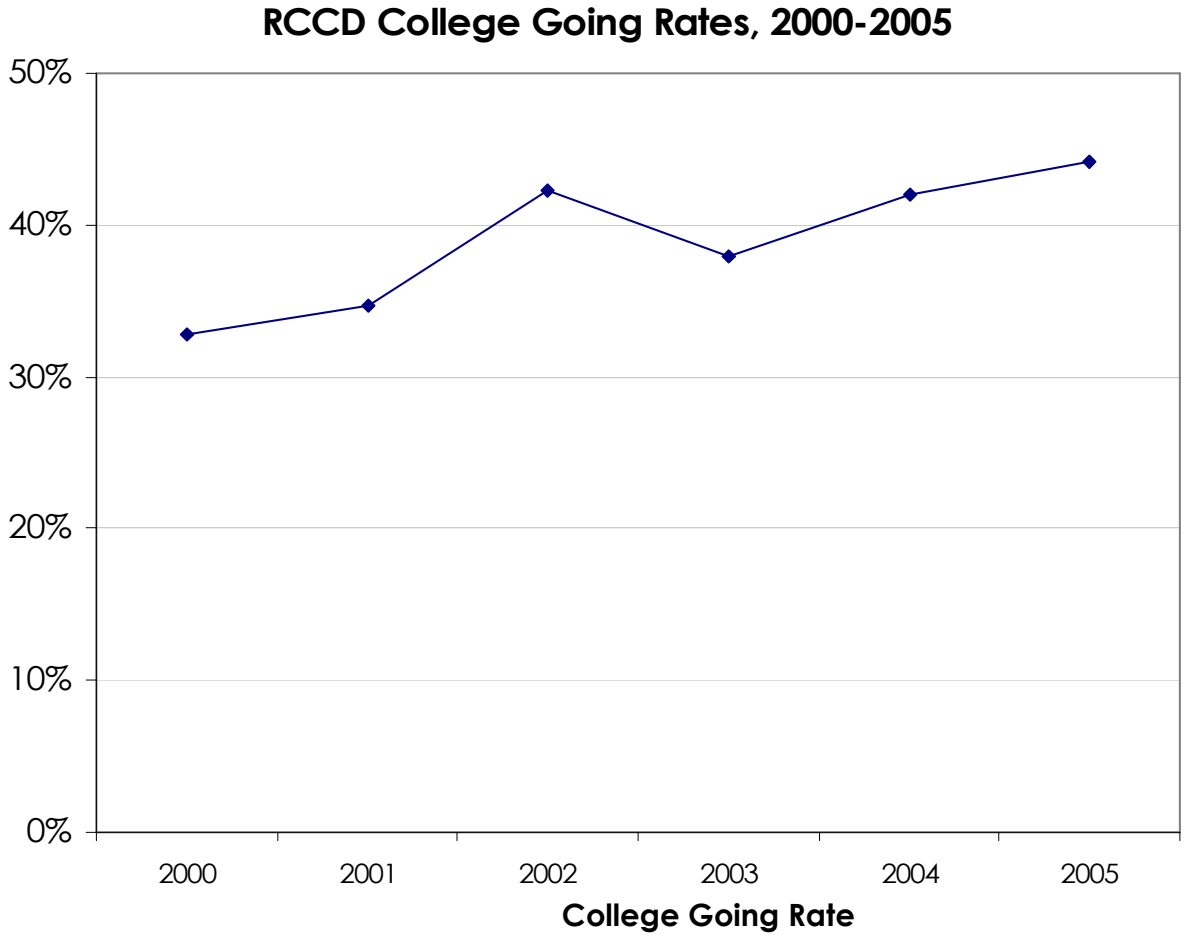


Graduates from RCCD Feeder School Districts, 2000-01 to 2005-06

	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2005-06
ALVORD	843	1,035	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

RCCD Service Area

College Going Rates for RCCD Feeder Districts 2000-2005

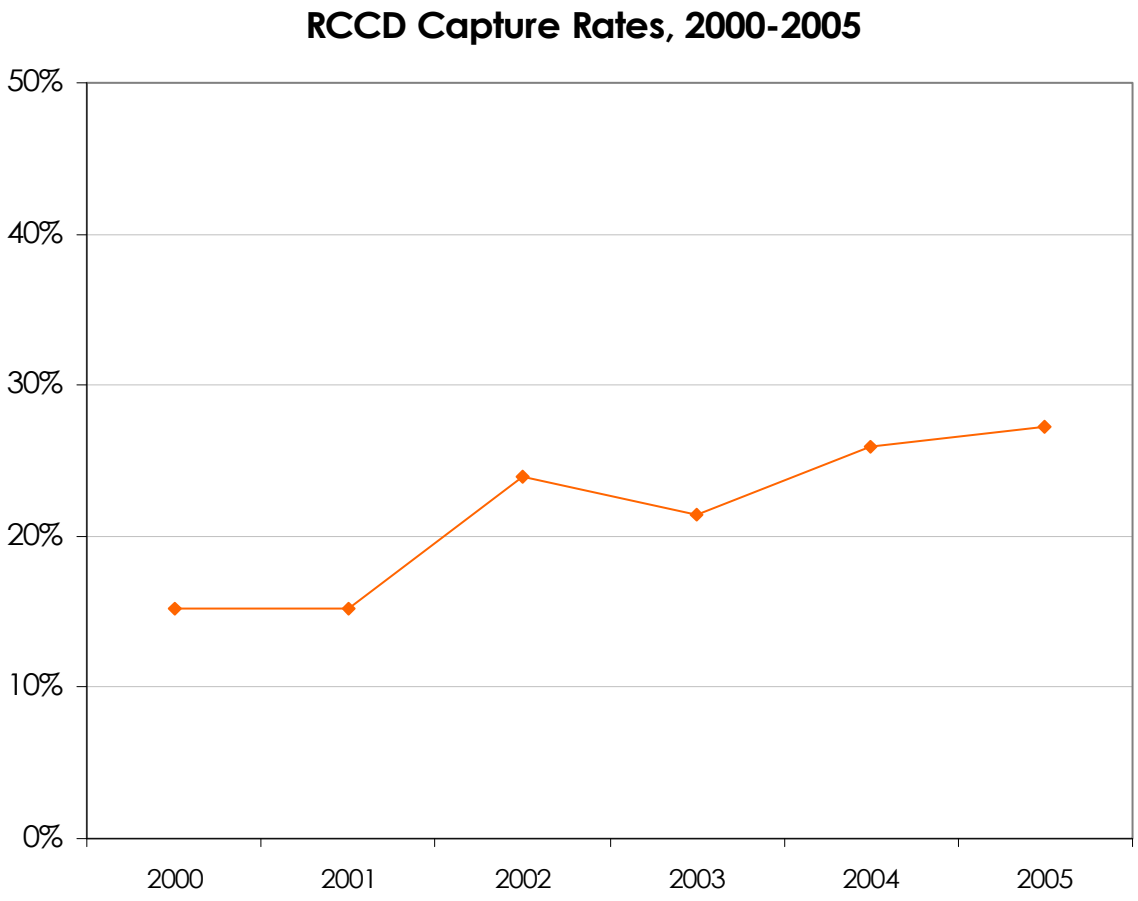


	College Going Rate
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

"College Going Rate" is the percent of recent high school graduates from our service area who are 19 years and under and attending *any* community college, California State University, or University of California Campus during the Fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

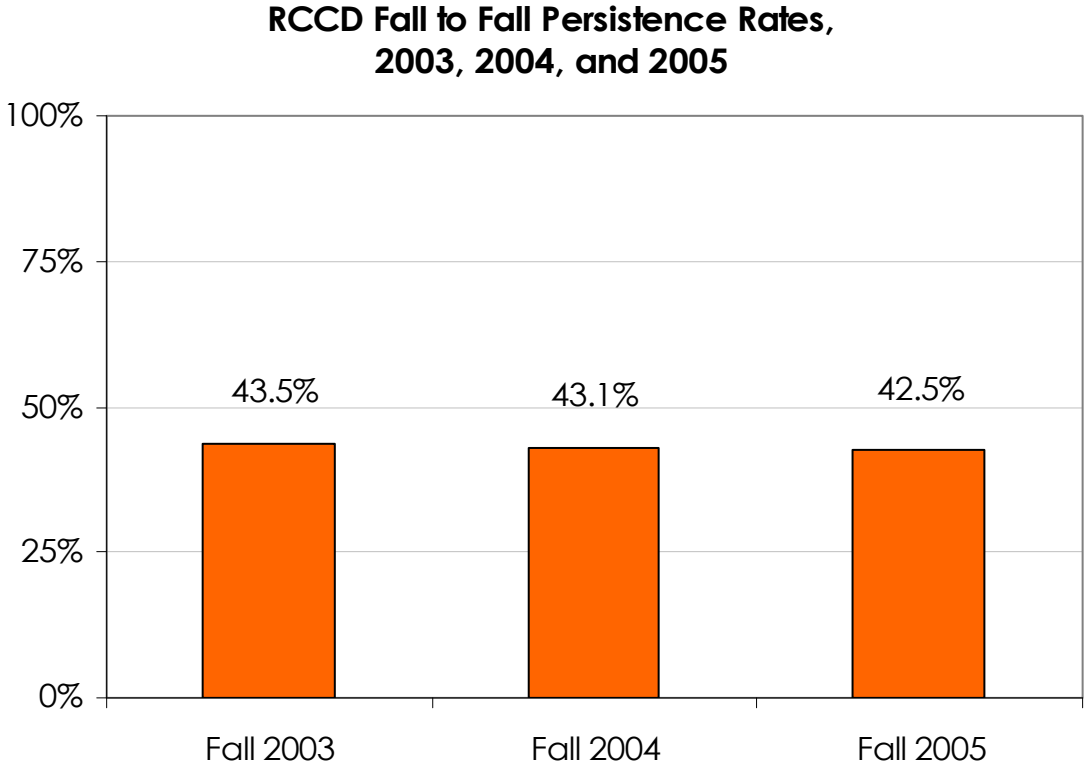
Capture Rates for RCCD Feeder Districts 2000-2005



	Capture Rate
2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

"Capture Rate" is the percent of recent high school graduates from our service area who are 19 years and under *and* attending Riverside Community College during the Fall term for the first-time. High school districts in RCCD's service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

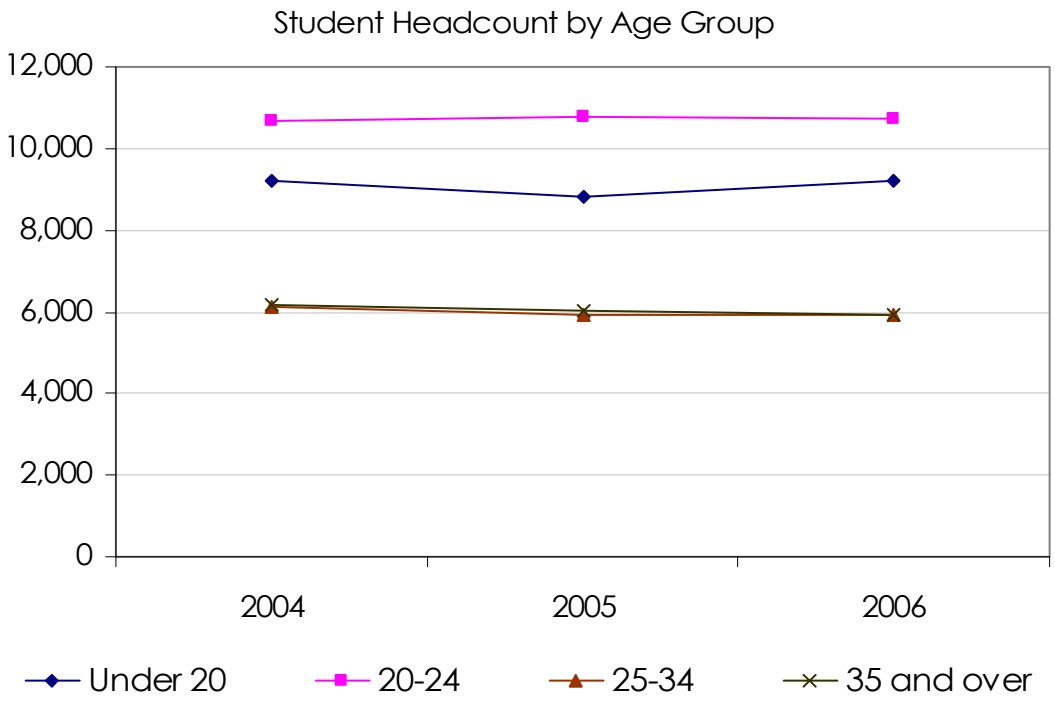
Riverside Community College District
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005



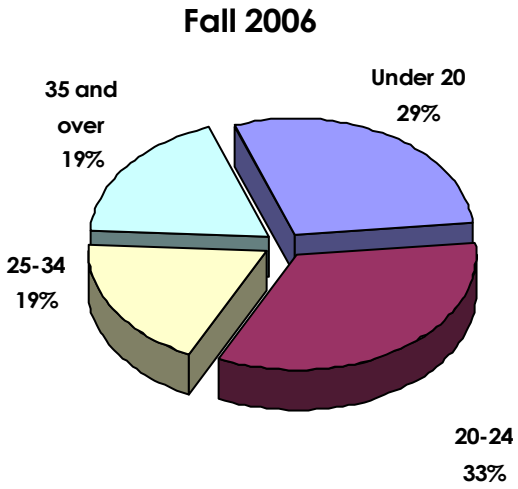
	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

Fall to Fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following Fall semester.

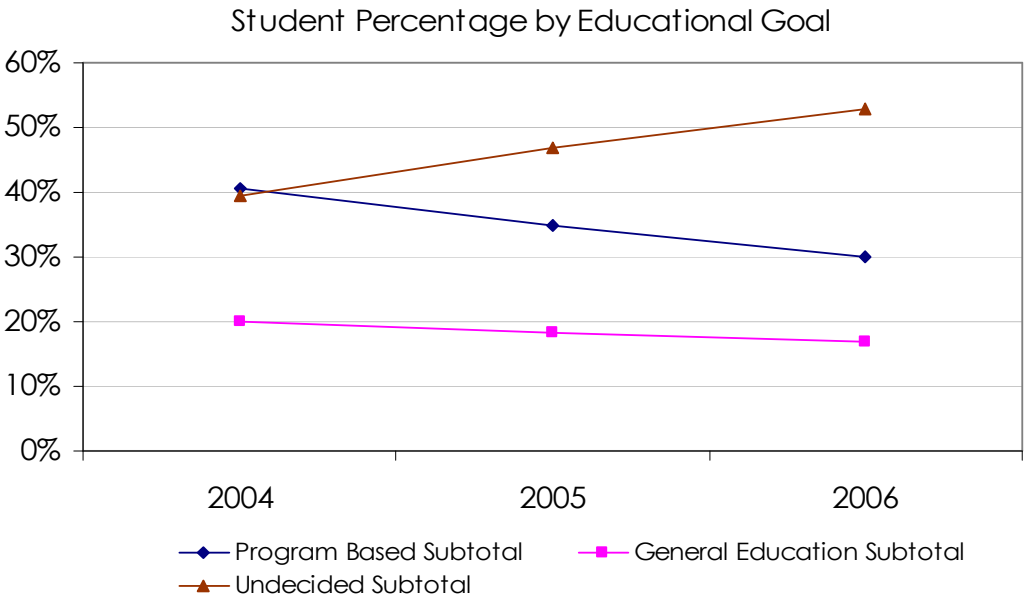
Riverside Community College District
Student Demographics
Age Groups
Fall 2004, 2005 & 2006

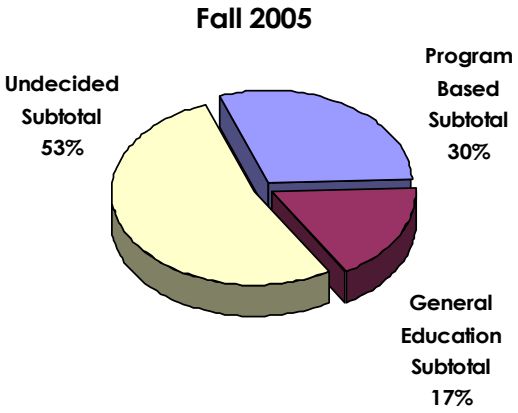


Age Groups	2004	2005	2006
Under 20	9,204	8,830	9192
	29%	*28%*	*29%*
20-24	10,695	10,767	10723
	33%	*34%*	*34%*
25-34	6,143	5,928	*5911*
	19%	*19%*	*19%*
35 and over	6,177	6,042	5934
	19%	*19%*	*19%*
Total	32,219	31,567	31,760
	100%	*100%*	*100%*



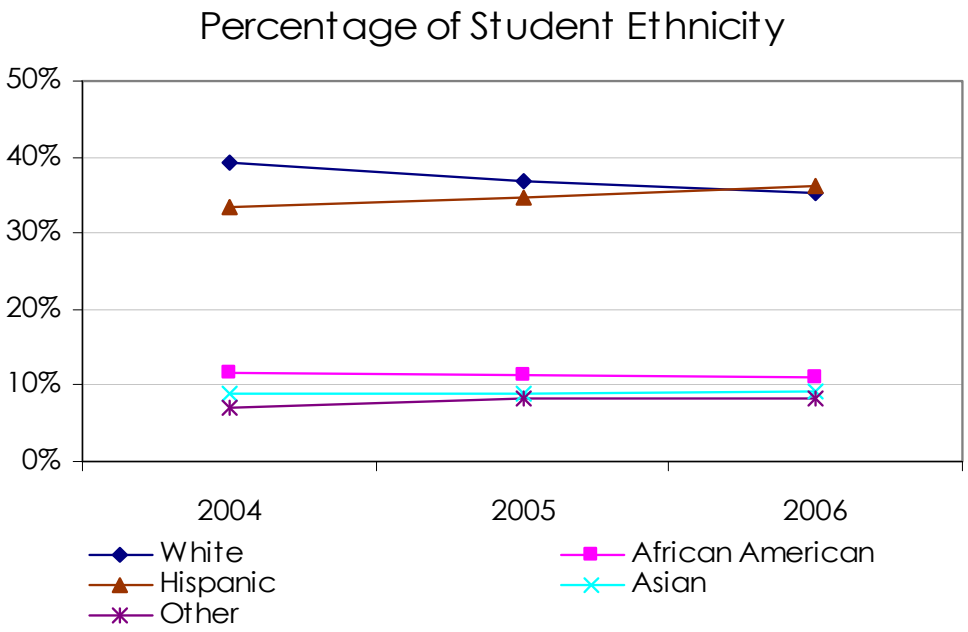
Riverside Community College District
Student Demographics
Educational Goal
Fall 2004, 2005 & 2006

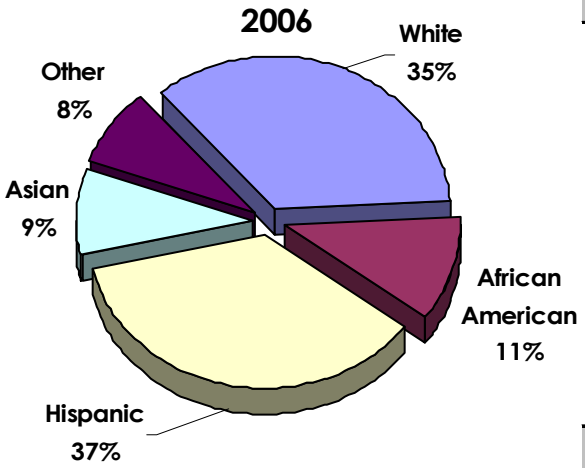




Educational Goal	2004	2005	2006
BA W/AA	8,588	7,285	6,367
BA W/O AA	1,960	1,627	1,402
AA W/O TRANSFER	1,287	1,139	969
2YR VOC DEG WO TRANS	510	441	394
2YR VOC CERT WO TRANS	694	526	493
Program Based Subtotal	***13,039***	***11,018***	***9,625***
	40%	***35%***	***30%***
PLANNING IN PROGRESS	724	592	485
NEW CAREER PREP	1,316	1,068	954
UPDATE JOB SKILLS	1,895	1,893	1,905
MAINTAIN CERT OR LIC	336	292	245
ED DEVELOPMENT	915	709	653
IMPROVE BASIC SKILLS	437	385	347
COMPLETE HS CRED OR GED	864	825	784
General Education Subtotal	***6,487***	***5,764***	***5,373***
	20%	***18%***	***17%***
UNDECIDED	6,421	5,119	4,256
UNCOLLECTED/UNREPORTED	6,272	9,666	12,506
Undecided Subtotal	***12,693***	***14,785***	***16,762***
	39%	***47%***	***53%***
Total	**32,219**	**31,567**	**31,760**

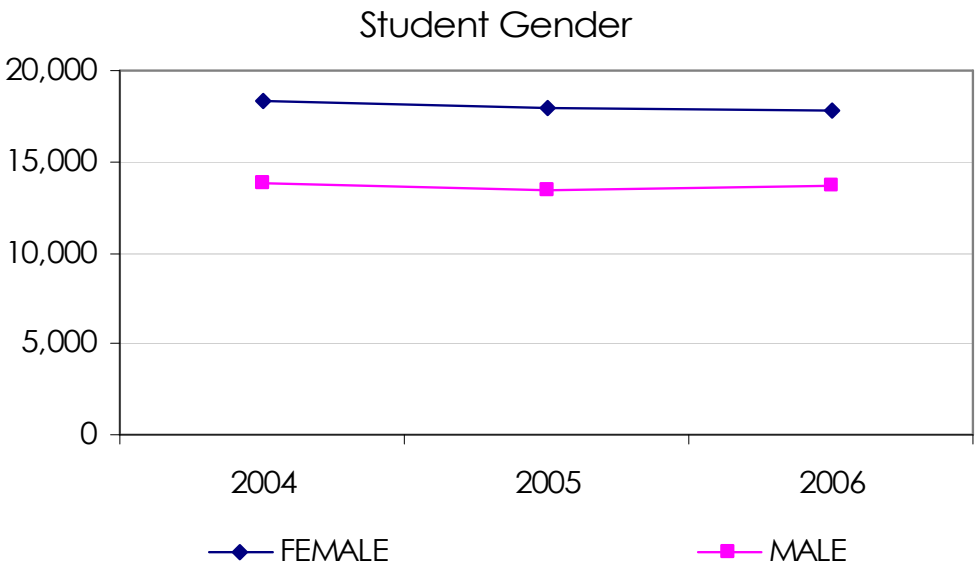
Riverside Community College District
Student Demographics
Ethnicity
Fall 2004, 2005 & 2006



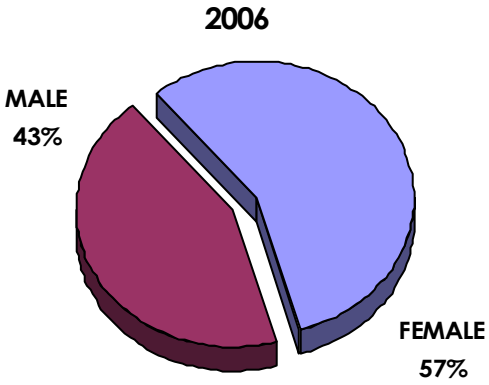


Ethnicity	2004	2005	2006
White	12,610	11,608	11,211
	39%	*37%*	*35%*
African American	3,713	3,556	3,493
	12%	*11%*	*11%*
Hispanic	10,739	10,952	11,510
	33%	*35%*	*36%*
Asian	2,875	2,854	2,895
	9%	*9%*	*9%*
Other	2,282	2,597	2,651
	7%	*8%*	*8%*
Total	**32,219**	**31,567**	**31,760**
	100%	***100%***	***100%***

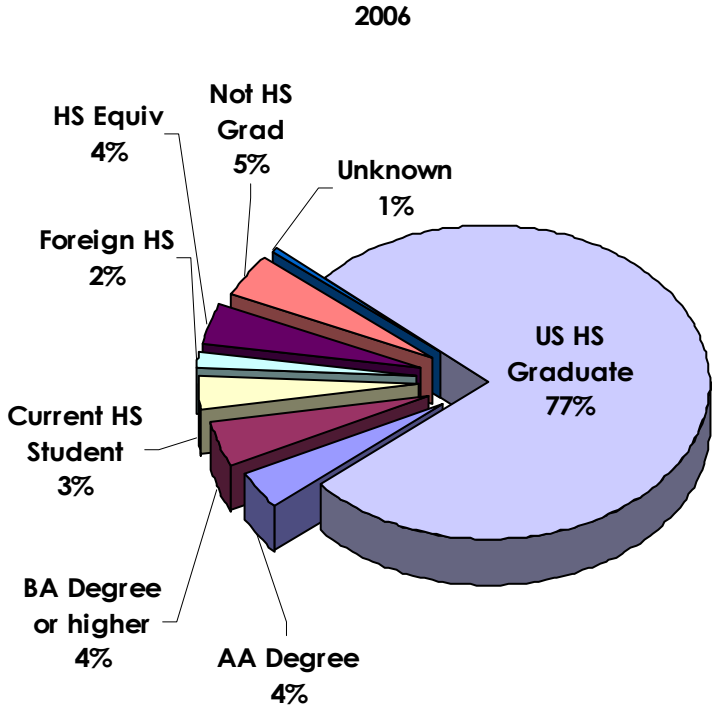
Riverside Community College District
Student Demographics
Gender
Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	18,334	17,989	17,857
	57%	*57%*	*57%*
MALE	13,762	13,434	13,699
	43%	*43%*	*43%*
Total	**32,096**	**31,423**	**31,556**
	100%	***100%***	***100%***

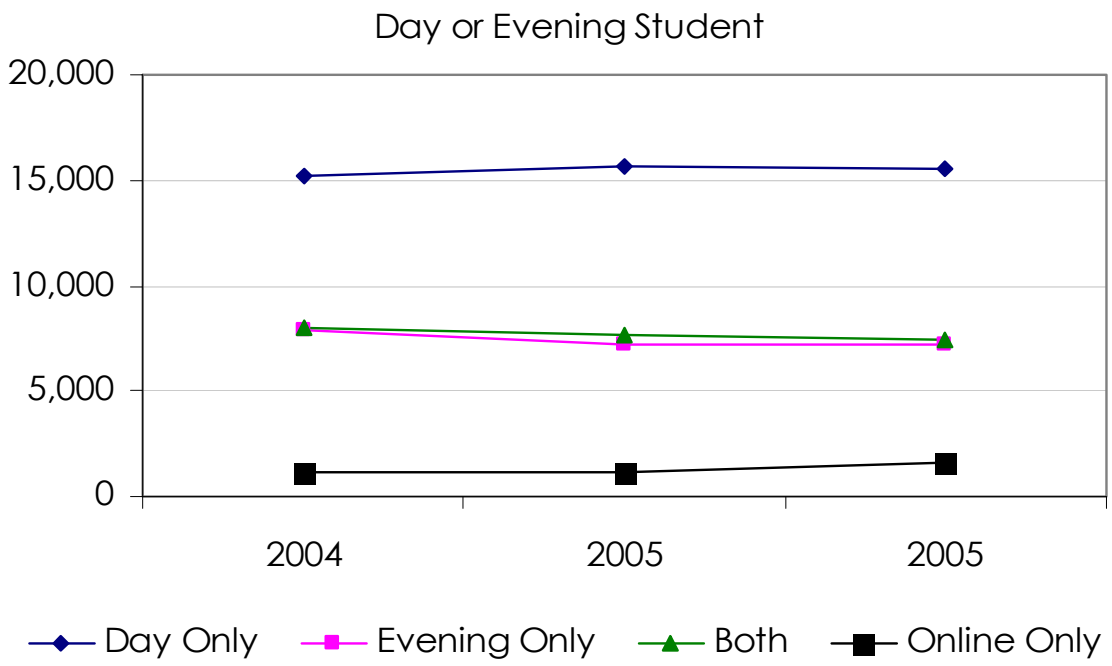


Riverside Community College District
Student Demographics
Prior Education
Fall 2004, 2005 & 2006

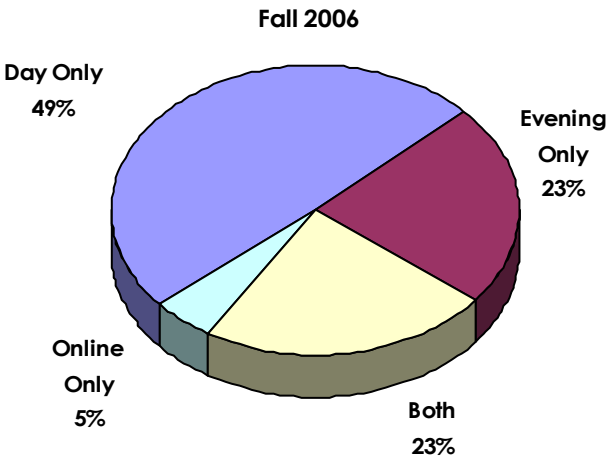


Prior Education	2004	2005	2006
AA Degree	1,085	1,090	1267
	3%	3%	4%
BA Degree or higher	1,149	1,206	1428
	4%	4%	4%
Concurrent HS Student	862	848	1079
	3%	3%	3%
Foreign HS Graduate	620	556	573
	2%	2%	2%
HS Equiv, Prof Cert, etc	1,324	1,180	1258
	4%	4%	4%
Not HS Grad	1,477	2,061	1488
	5%	7%	5%
Unknown	681	210	163
	2%	1%	1%
US HS Graduate	25,030	24,445	24518
	78%	77%	77%
Total	**32,228**	**31,596**	**31,774**
	100%	100%	100%

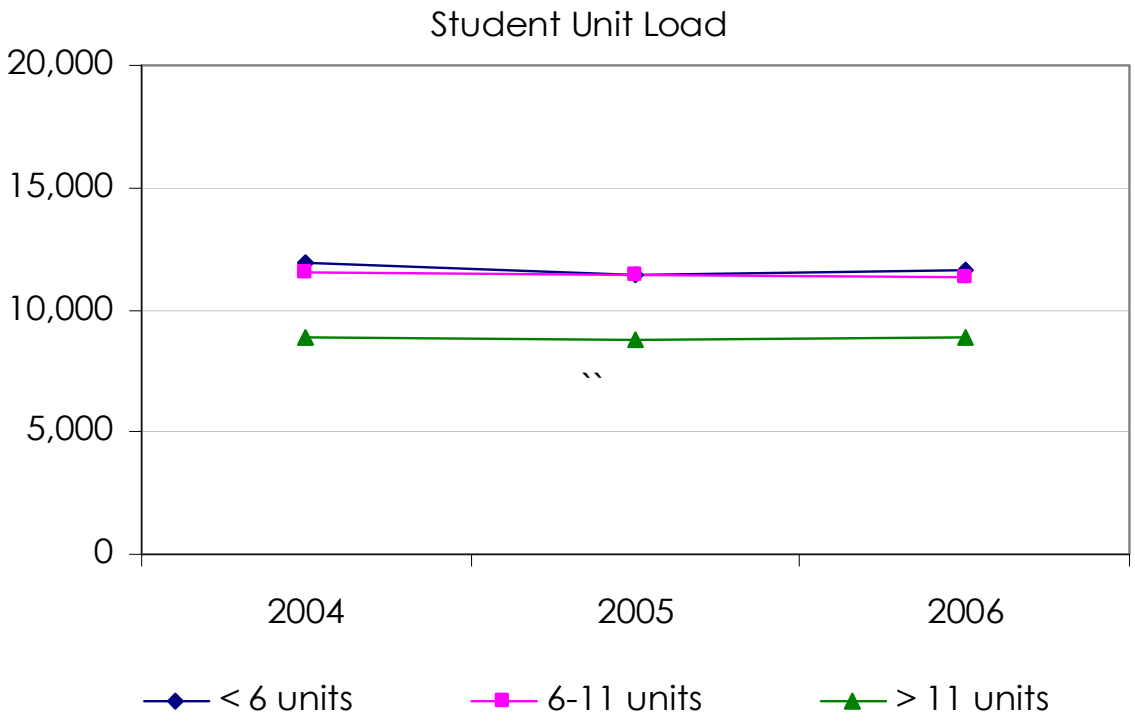
Riverside Community College District
Student Demographics
Day or Evening
Fall 2004, 2005 & 2006



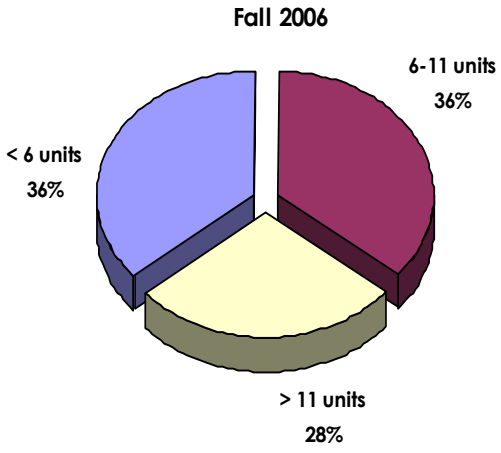
Time of Day	2004	2005	2006
Day Only	15,143	15,605	15,588
	47%	*49%*	*49%*
Evening Only	7,919	7,150	7,212
	25%	*23%*	*23%*
Both	8,024	7,653	7,412
	25%	*24%*	*23%*
Online Only	1,142	1,182	1,562
	4%	*4%*	*5%*
Total	32,228	31,590	31,774
	100%	*100%*	*100%*



Riverside Community College District
Student Demographics
Unit Load
Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	11,883	11,411	11,590
	37%	*36%*	*36%*
6-11 units	11,524	11,428	11,298
	36%	*36%*	*36%*
> 11 units	8,821	8,756	8,884
	27%	*28%*	*28%*
Total	**32,228**	**31,595**	**31,772**
	100%	***100%***	***100%***



Riverside Community College District
Student Outcomes

Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1001	80.8%
Business Administration	1560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1050	88.5%
Computer Information Systems	2821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Early Childhood Studies	1366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8357	86.8%
English as a Second Language	1117	93.5%
Fire Technology	1296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1397	90.8%
Health Sciences	1988	90.4%
Healthcare Technician	51	92.2%
History	2748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines M-Z
Fall 2006

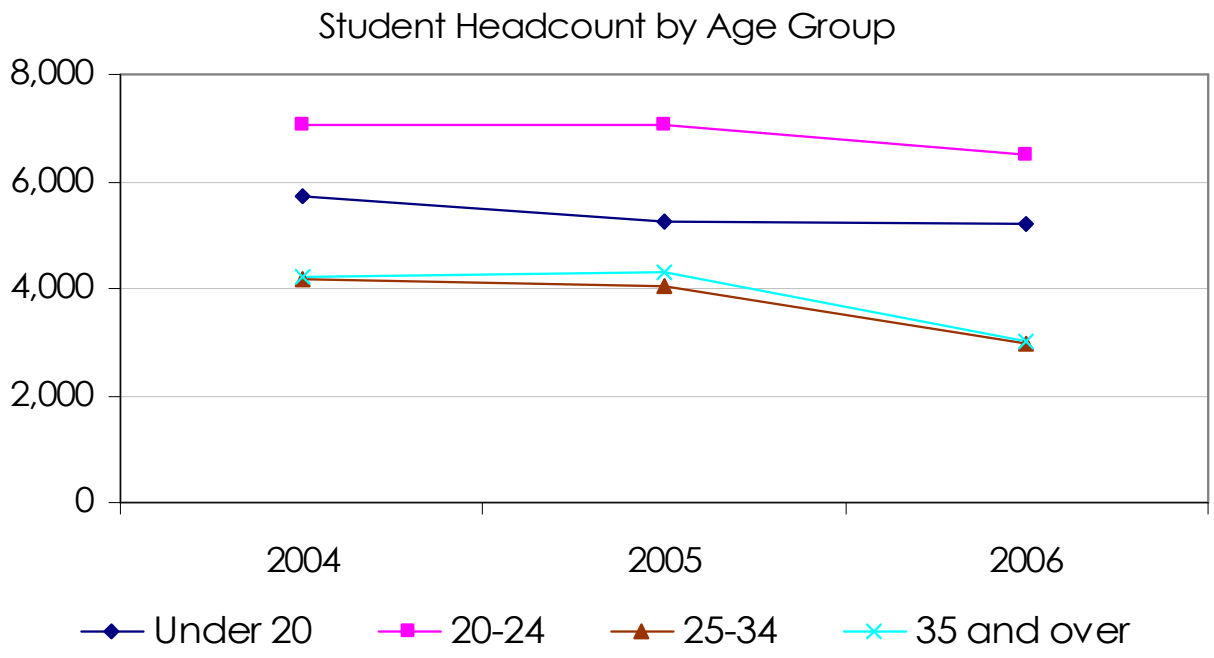
Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1110	85.8%
Photography	265	78.1%
Physical Education	4276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1436	84.3%
Psychology	3177	85.1%
Reading	1282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2212	89.6%
Spanish	1052	83.9%
Speech	2137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	**74554**	**87.4%**

Riverside Campus
Student Outcomes
Retention Rates, All Disciplines
Fall 2006

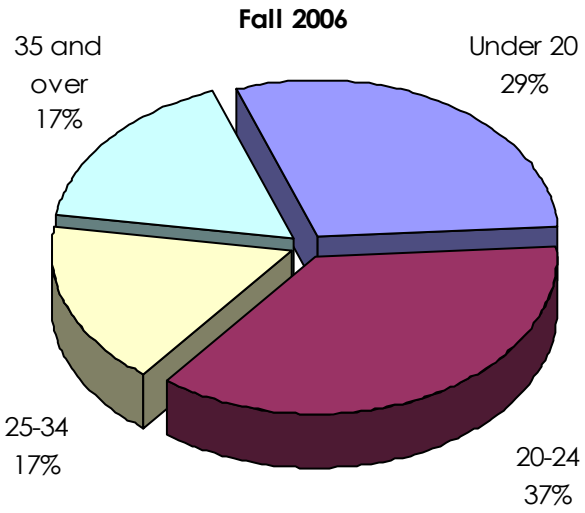
Enrolled Spaces	Discipline	Retention Rates
405	Accounting	78.0%
400	Administration of Justice	84.8%
125	Air Conditioning / Refrig.	92.8%
313	American Sign Language	86.9%
246	Anatomy & Physiology	86.2%
411	Anthropology	84.7%
37	Arabic	89.2%
887	Art	89.6%
318	Astronomy	82.4%
121	Automotive Body	91.7%
416	Automotive Technology	95.2%
526	Biology	78.5%
732	Business Administration	83.9%
651	Chemistry	85.1%
39	Chinese	89.7%
659	Computer Applications	86.8%
1,588	Computer Information Systems	86.0%
365	Cosmetology	98.1%
173	Culinary Arts	97.7%
647	Dance	83.0%
630	Early Childhood Studies	89.8%
453	Economics	82.1%
91	Education	84.6%
3	Engineering	100.0%
4,347	English	85.9%
707	English as a Second Language	93.8%
95	French	74.7%
317	Geography	87.4%
204	Geology	85.3%
34	German	88.2%
258	Graphics Technology	89.5%
814	Guidance	89.2%
896	Health Sciences	92.0%
1,388	History	79.9%
427	Humanities	81.3%
82	Italian	84.1%
138	Japanese	91.3%
73	Journalism	83.6%
113	Library	82.3%
108	Management	88.9%
1	Manufacturing Technolog	100.0%
91	Marketing	85.7%
4,661	Math	79.7%
113	Microbiology	77.9%
18	Military Science	88.9%
1,760	Music	89.9%
18	Nursing Practice	100.0%
106	Oceanography	84.0%
120	Paralegal Studies	88.3%
603	Philosophy	80.4%
252	Photography	77.0%
2,650	Physical Education	89.5%
114	Physical Sciences	85.1%
299	Physics	79.3%
599	Political Science	80.1%
1,454	Psychology	84.7%
750	Reading	83.7%
152	Real Estate	90.1%
827	Registered Nursing	99.0%
1,222	Sociology	89.8%
631	Spanish	81.0%
1,100	Speech	87.7%
311	Telecommunications	88.4%
427	Theatre	92.3%
288	Vocational Nursing	91.3%
160	Welding	90.6%
80	Work Experience	83.8%
39,044	**Grand Total**	**85.9%**

*Administration of Justice includes classes at Ben Clark Training Center.

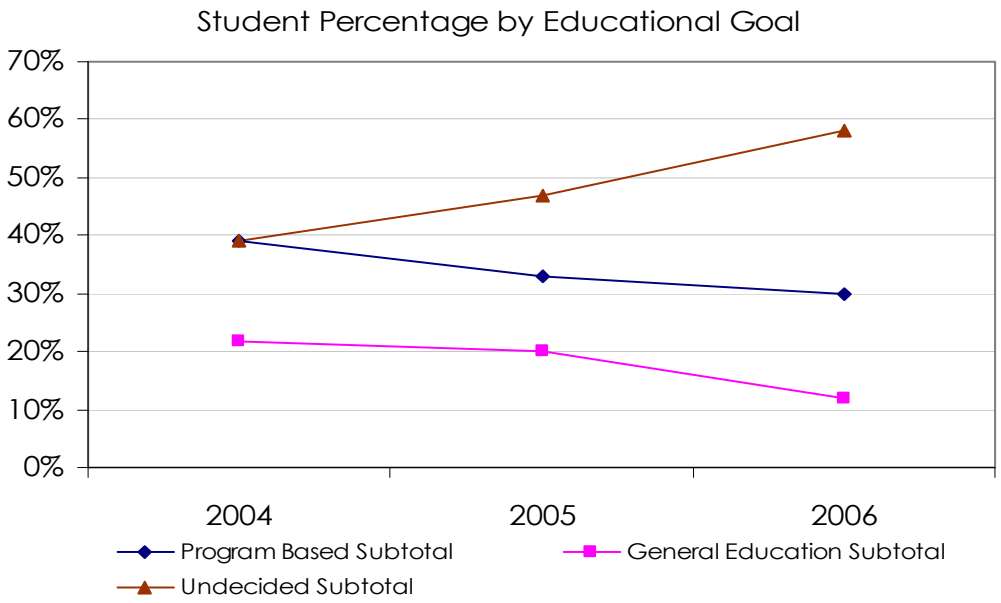
Riverside City Campus
Student Demographics
Age Groups
Fall 2004, 2005 & 2006



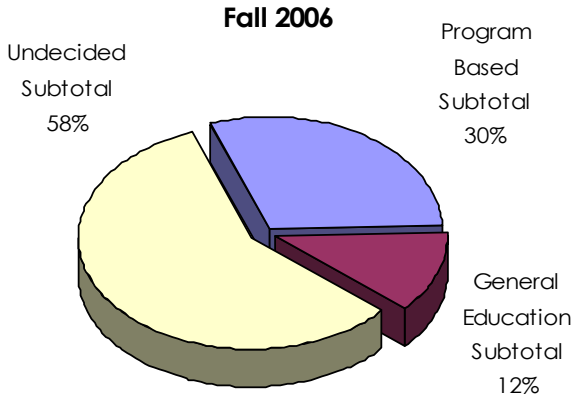
Age Groups	2004	2005	2006
Under 20	5,707	5,232	5,186
	27%	*25%*	*29%*
20-24	7,069	7,052	6,506
	33%	*34%*	*37%*
25-34	4,160	4,050	2,964
	20%	*20%*	*17%*
35 and over	4,198	4,302	3,000
	20%	*21%*	*17%*
Total	**21,134**	**20,636**	**17,656**
	100%	***100%***	***100%***



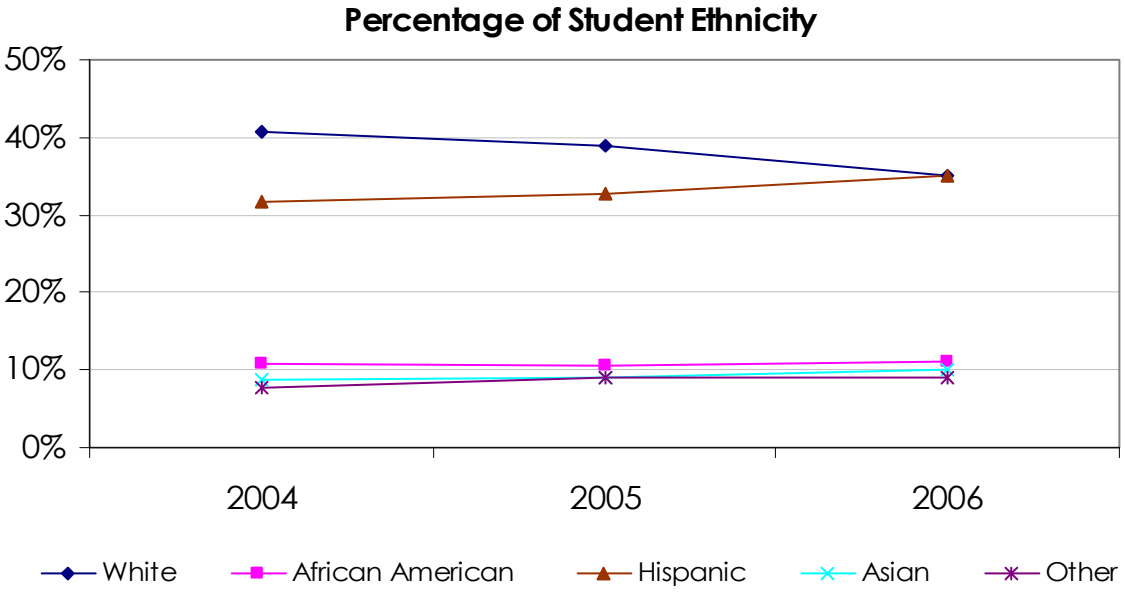
Riverside City Campus
Student Demographics
Educational Goal
Fall 2004, 2005 & 2006



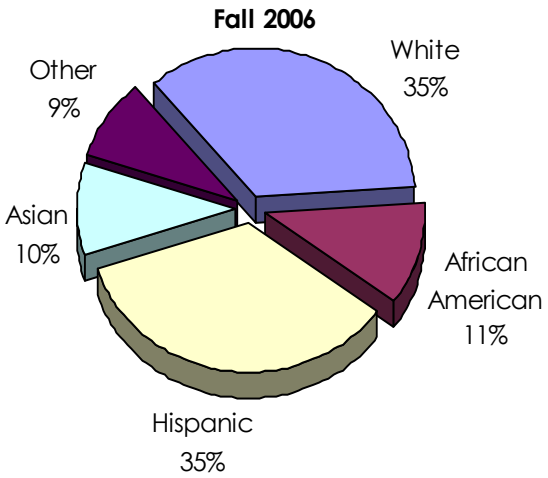
Educational Goal	2004	2005	2006
BA W/AA	5,407	4,435	*3493*
BA W/O AA	1,298	1,043	*876*
AA W/O TRANSFER	819	703	506
2YR VOC DEG WO TRANS	309	287	241
2YR VOC CERT WO TRANS	458	354	216
Program Based Subtotal	***8,291***	***6,822***	***5,332***
	39%	***33%***	***30%***
PLANNING IN PROGRESS	473	383	274
NEW CAREER PREP	911	747	409
UPDATE JOB SKILLS	1,560	1,663	232
MAINTAIN CERT OR LIC	201	168	111
ED DEVELOPMENT	638	480	398
IMPROVE BASIC SKILLS	267	213	*176*
COMPLETE HS CRED OR GED	560	516	*490*
General Education Subtotal	***4,610***	***4,170***	***2,090***
	22%	***20%***	***12%***
UNDECIDED	4,072	3,157	2297
UNCOLLECTED/UNREPORTED	4,170	6,511	7937
Undecided Subtotal	***8,242***	***9,668***	***10,234***
	39%	***47%***	***58%***
Total	**21,143**	**20,660**	**17,656**



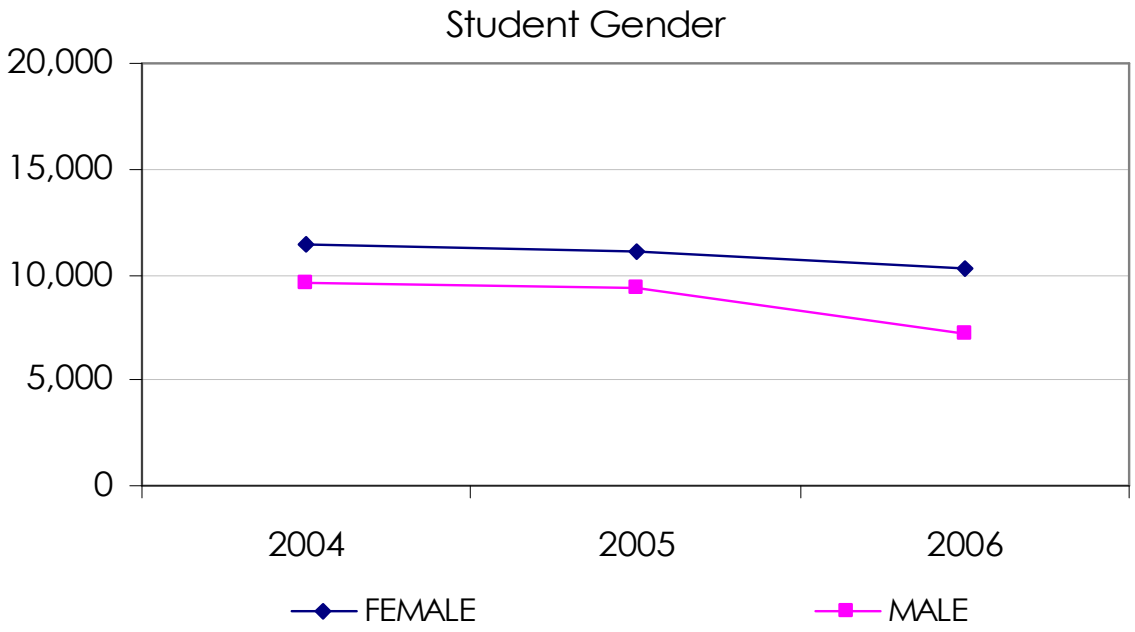
Riverside City Campus
Student Demographics
Ethnicity
Fall 2004, 2005 & 2006



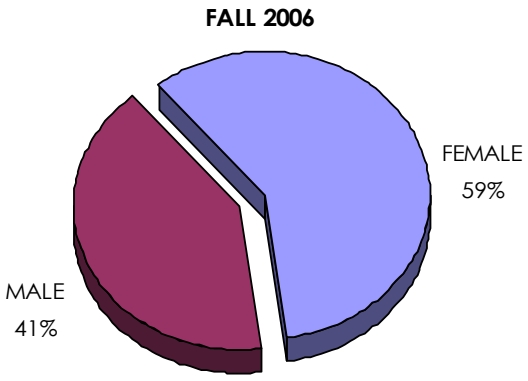
Ethnicity	2004	2005	2006
White	8,631	7,963	6,207
	41%	*39%*	*35%*
African American	2,293	2,205	1,920
	11%	*11%*	*11%*
Hispanic	6,724	6,742	6,139
	32%	*33%*	*35%*
Asian	1,863	1,885	1,781
	9%	*9%*	*10%*
Other	1,623	1,841	1,609
	8%	*9%*	*9%*
Total	**21,134**	**20,636**	**17,656**
	100%	***100%***	***100%***



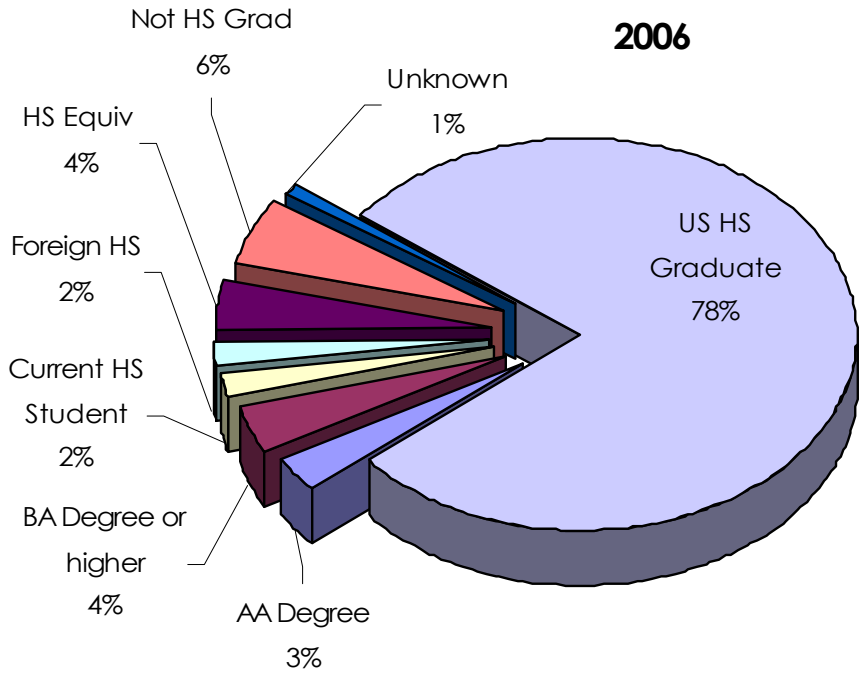
Riverside City Campus
Student Demographics
Gender
Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	11,423	11,139	10,304
	54%	*54%*	*59%*
MALE	9,624	9,411	7,210
	46%	*46%*	*41%*
Total	**21,047**	**20,550**	**17,514**
	100%	***100%***	***100%***

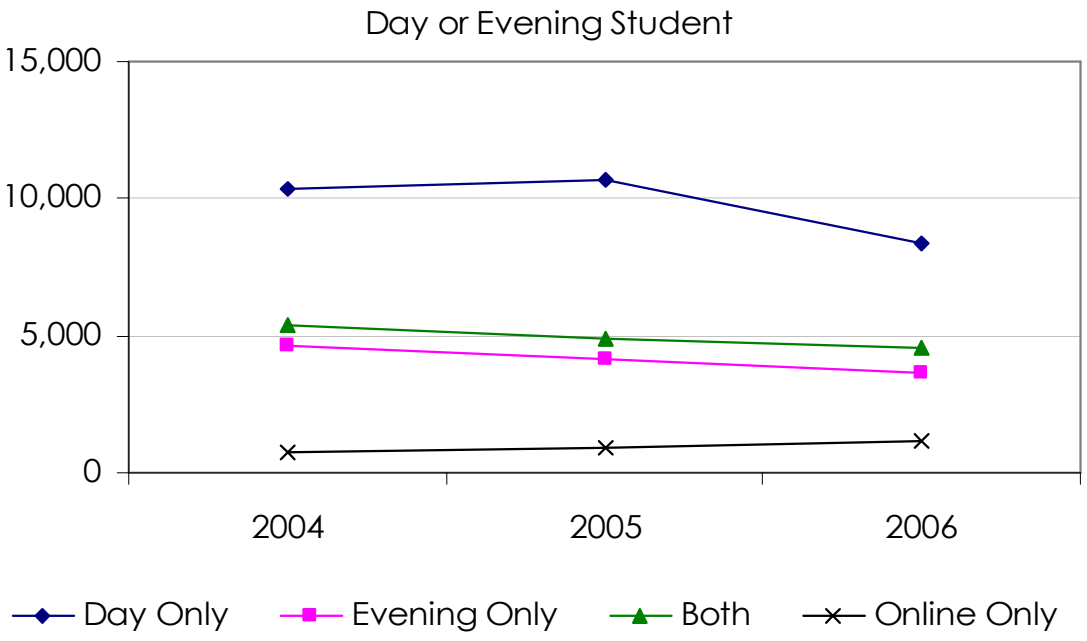


Riverside City Campus
Student Demographics
Educational Attainment
Fall 2004, 2005 & 2006

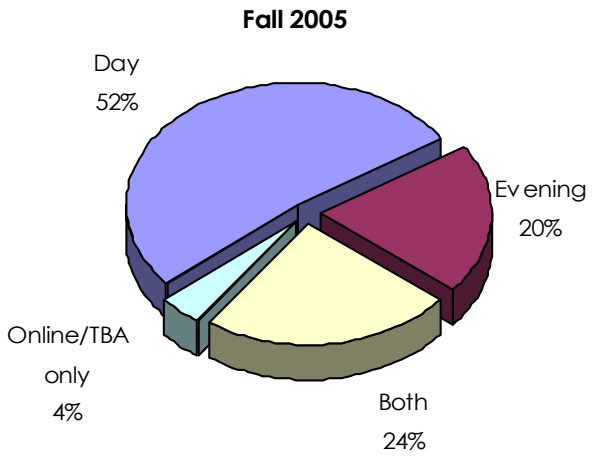


Prior Education	2004	2005	2006
AA Degree	746	743	563
	4%	*4%*	*3%*
BA Degree or higher	855	915	*649*
	4%	*4%*	*4%*
Concurrent HS Student	486	399	359
	2%	*2%*	*2%*
Foreign HS Graduate	405	350	*333*
	2%	*2%*	*2%*
HS Equiv, Prof Cert, etc	884	763	730
	4%	*4%*	*4%*
Not HS Grad	1,008	1,547	*993*
	5%	*7%*	*6%*
Unknown	551	200	144
	3%	*1%*	*1%*
US HS Graduate	16,208	15,743	*13895*
	77%	*76%*	*79%*
Total	**21,143**	**20,660**	**17,666**
	100%	***100%***	***100%***

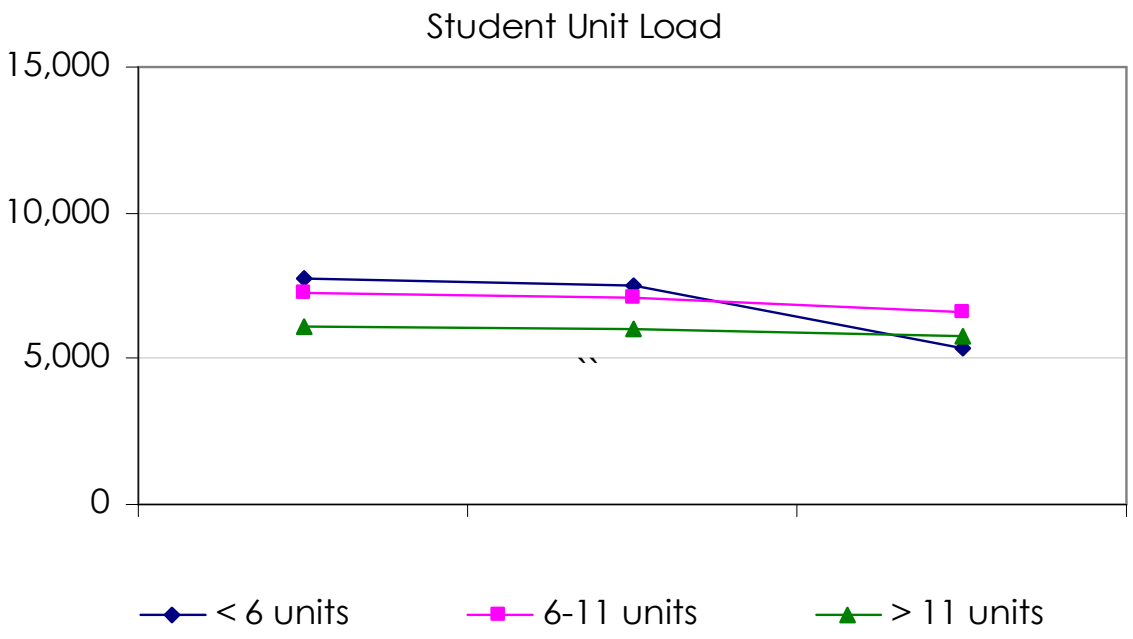
Riverside City Campus
Student Demographics
Day or Evening Student
Fall 2004, 2005 & 2006



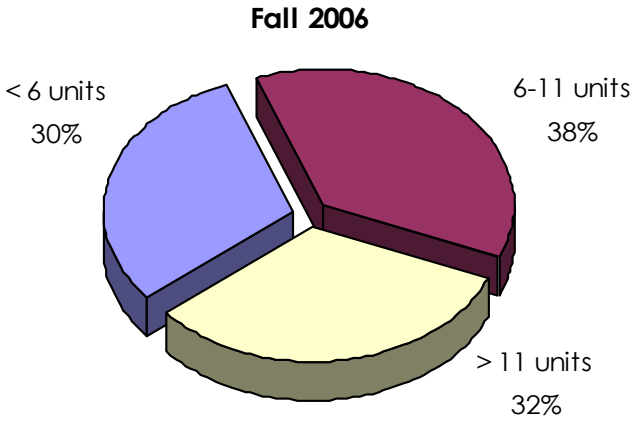
Time of Day	2004	2005	2006
Day Only	10,334	10,725	8359
	49%	*52%*	*47%*
Evening Only	4,658	4,128	3648
	22%	*20%*	*21%*
Both	5,375	4,920	4527
	25%	*24%*	*26%*
Online only	776	887	1133
	4%	*4%*	*6%*
Total	**21,143**	**20,660**	**17,667**
	100%	***100%***	***100%***



Riverside City Campus
Student Demographics
Unit Load
Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	7,768	7,541	5,336
	37%	*37%*	*30%*
6-11 units	7,239	7,102	6,591
	34%	*34%*	*37%*
> 11 units	6,136	6,017	5,739
	29%	*29%*	*32%*
Total	**21,143**	**20,660**	**17,666**
	100%	***100%***	***100%***



Riverside Community College District
Student Outcomes

Success Rates, Disciplines A-D

Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines M-Z
Fall 2006

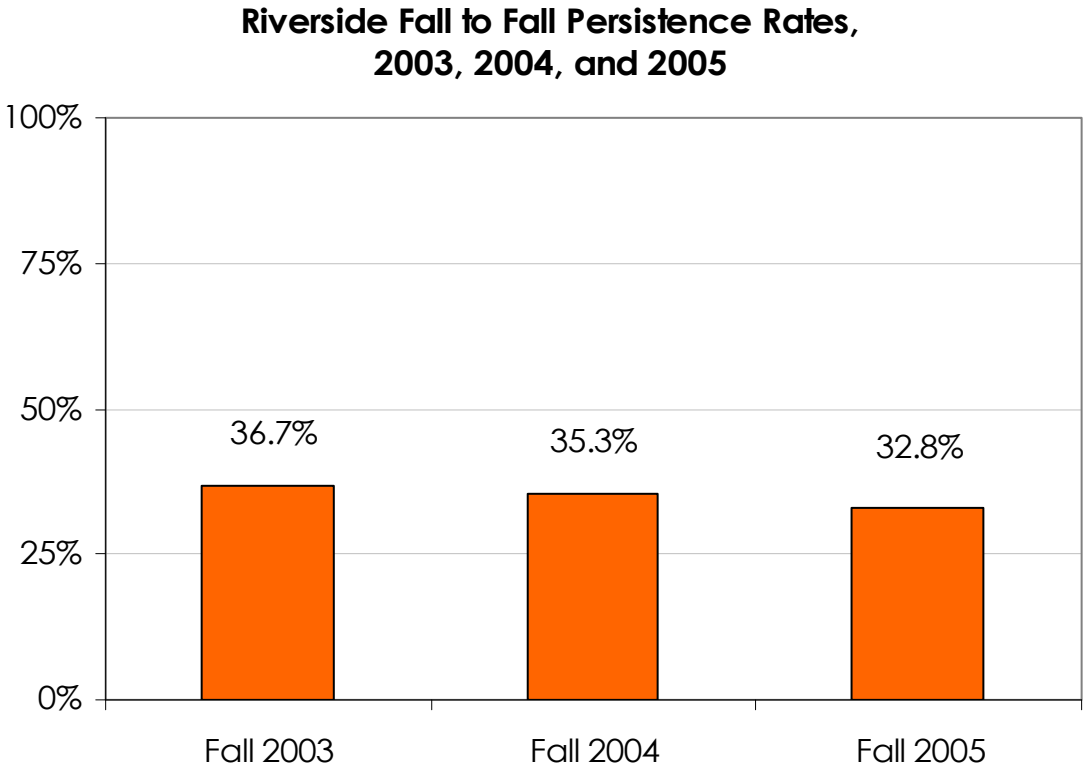
Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	**74,554**	**66.8%**

Riverside Campus
Student Outcomes
Success Rates, All Disciplines
Fall 2006

Enrolled Spaces	Discipline	Success Rates
405	Accounting	46.4%
400	Administration of Justice	65.5%
125	Air Conditioning / Refrig.	74.4%
313	American Sign Language	67.4%
246	Anatomy & Physiology	69.1%
411	Anthropology	70.6%
37	Arabic	62.2%
887	Art	72.0%
318	Astronomy	50.0%
121	Automotive Body	83.5%
416	Automotive Technology	80.5%
526	Biology	54.0%
732	Business Administration	63.7%
651	Chemistry	69.6%
39	Chinese	82.1%
659	Computer Applications	53.6%
1,588	Computer Information Systems	52.2%
365	Cosmetology	89.3%
173	Culinary Arts	82.1%
647	Dance	70.0%
630	Early Childhood Studies	69.5%
453	Economics	50.6%
91	Education	68.1%
3	Engineering	100.0%
4,347	English	63.5%
707	English as a Second Language	72.7%
95	French	47.4%
317	Geography	72.6%
204	Geology	70.1%
34	German	58.8%
258	Graphics Technology	80.6%
814	Guidance	66.0%
896	Health Sciences	58.1%
1,388	History	45.6%
427	Humanities	59.5%
82	Italian	70.7%
138	Japanese	73.2%
73	Journalism	69.9%
113	Library	58.4%
108	Management	72.2%
1	Manufacturing Technology	100.0%
91	Marketing	67.0%
4,661	Math	46.1%
113	Microbiology	58.4%
18	Military Science	50.0%
1,760	Music	76.5%
18	Nursing Practice	100.0%
106	Oceanography	67.0%
120	Paralegal Studies	70.0%
603	Philosophy	50.1%
252	Photography	64.3%
2,650	Physical Education	82.4%
114	Physical Sciences	44.7%
299	Physics	58.9%
599	Political Science	61.8%
1,454	Psychology	51.9%
750	Reading	60.8%
152	Real Estate	65.1%
827	Registered Nursing	83.1%
1,222	Sociology	65.6%
631	Spanish	69.3%
1,100	Speech	66.1%
311	Telecommunications	64.0%
427	Theatre	72.6%
288	Vocational Nursing	69.1%
160	Welding	71.9%
80	Work Experience	73.8%
39,044	**Grand Total**	**63.1%**

*Administration of Justice includes classes at Ben Clark Training Center.

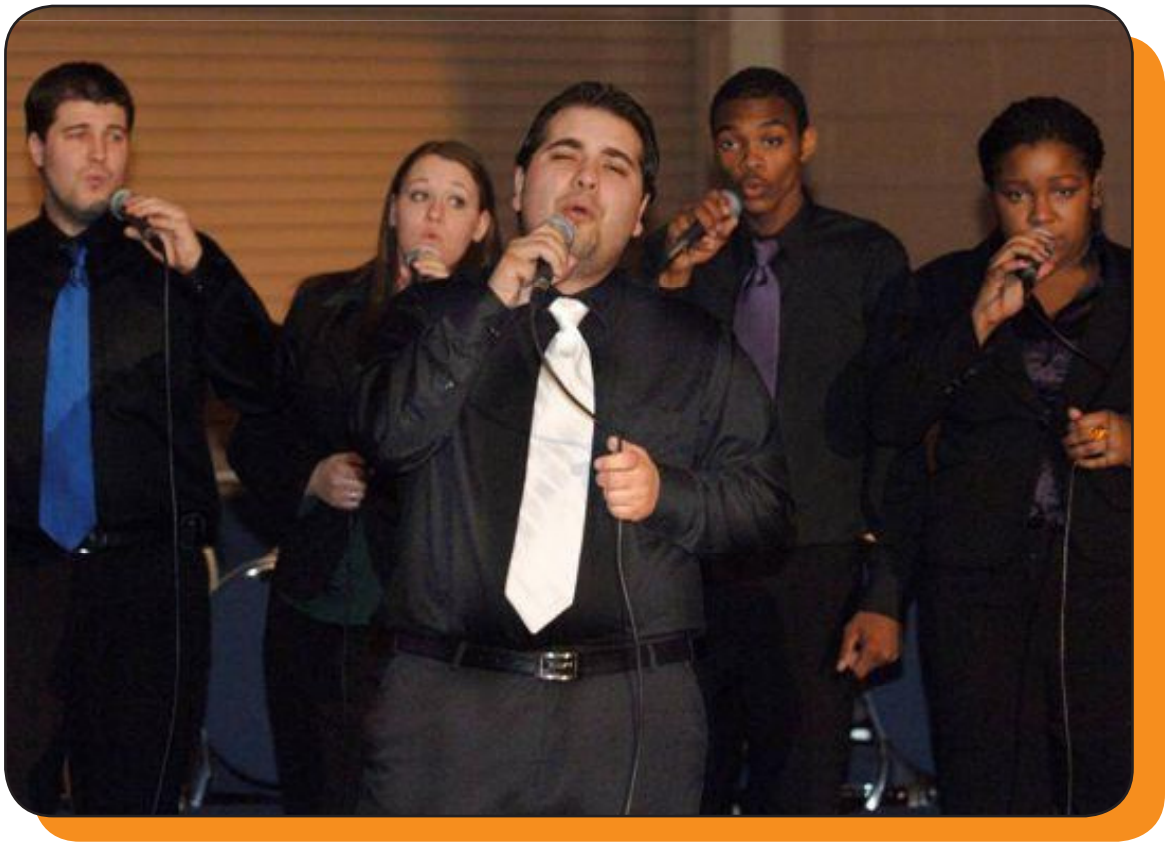
Riverside City Campus
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	20,905	7,682	36.7%
Fall 2004	21,413	7,549	35.3%
Fall 2005	20,660	6,782	32.8%

Fall to Fall Persistence Rate for Riverside City is the percent of any students taking at least one course at the Riverside City Campus during a Fall semester and then subsequently taking at least one course at Riverside City Campus in the following Fall semester.

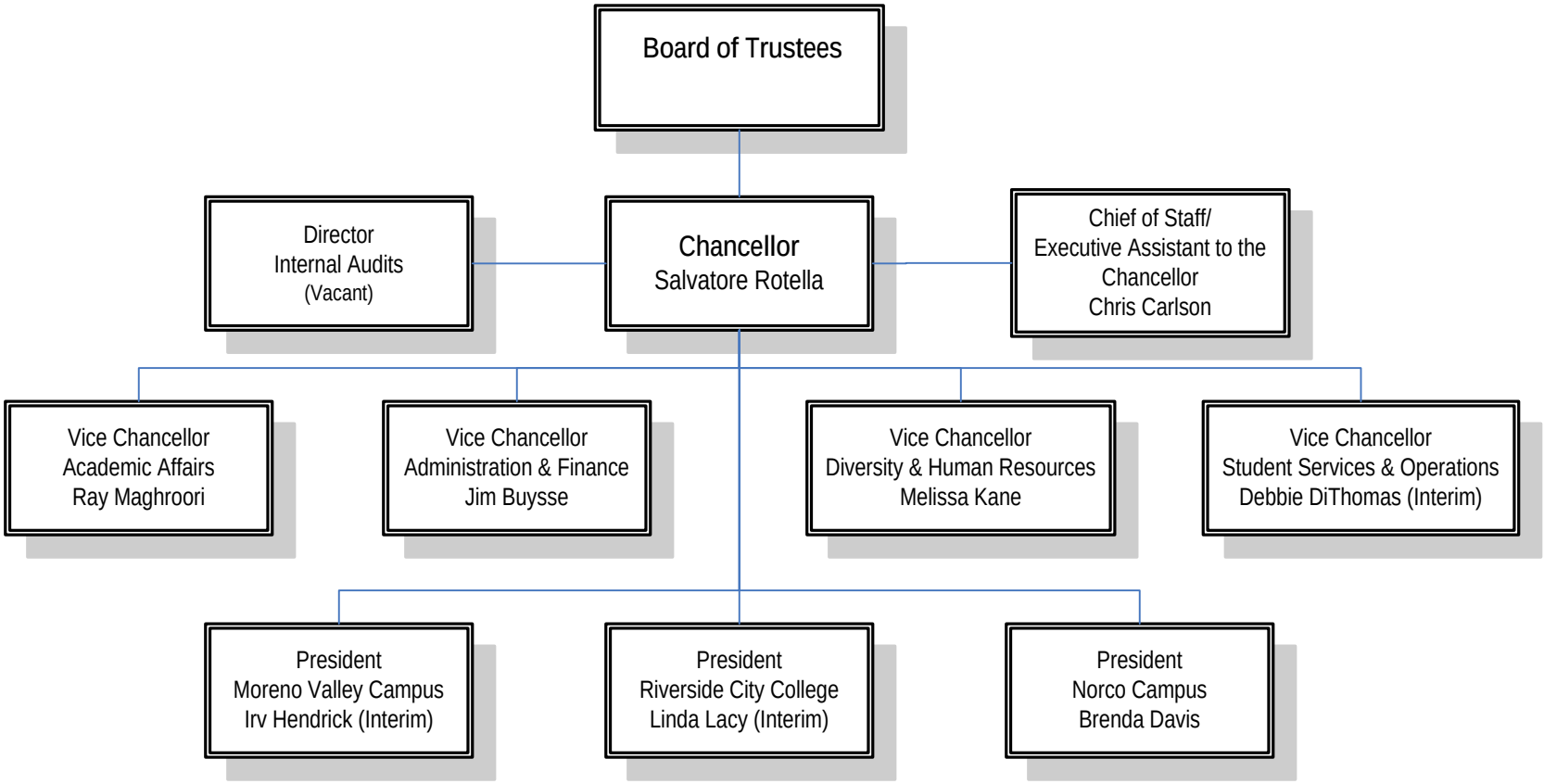
Appendix B



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office

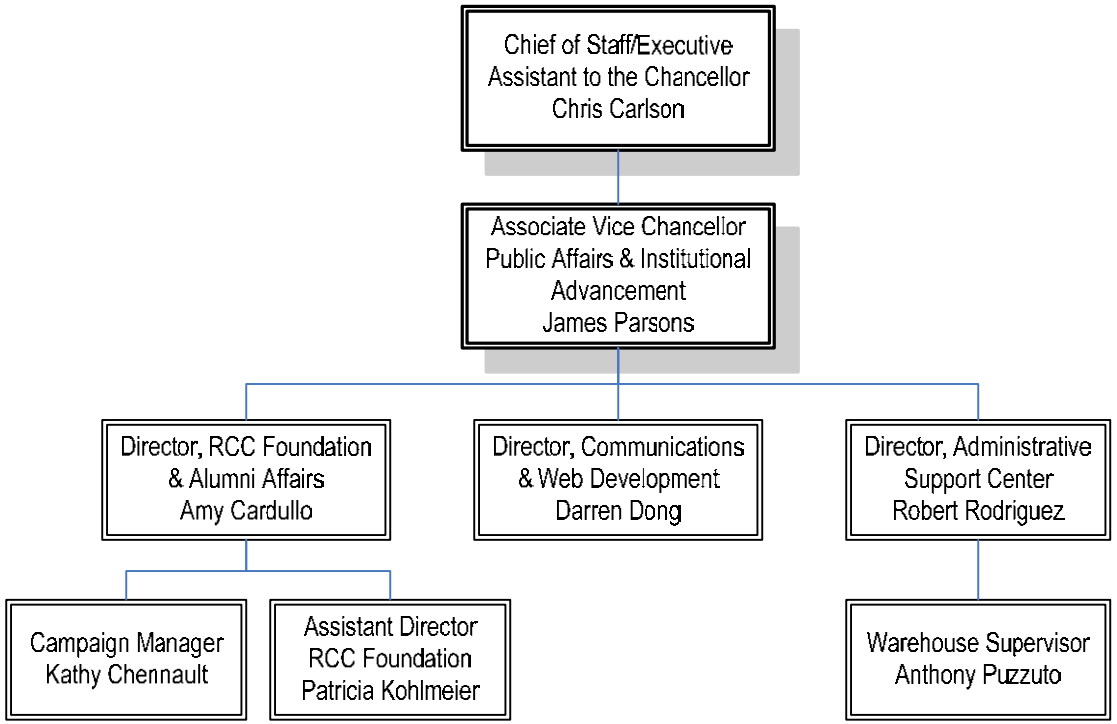
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff

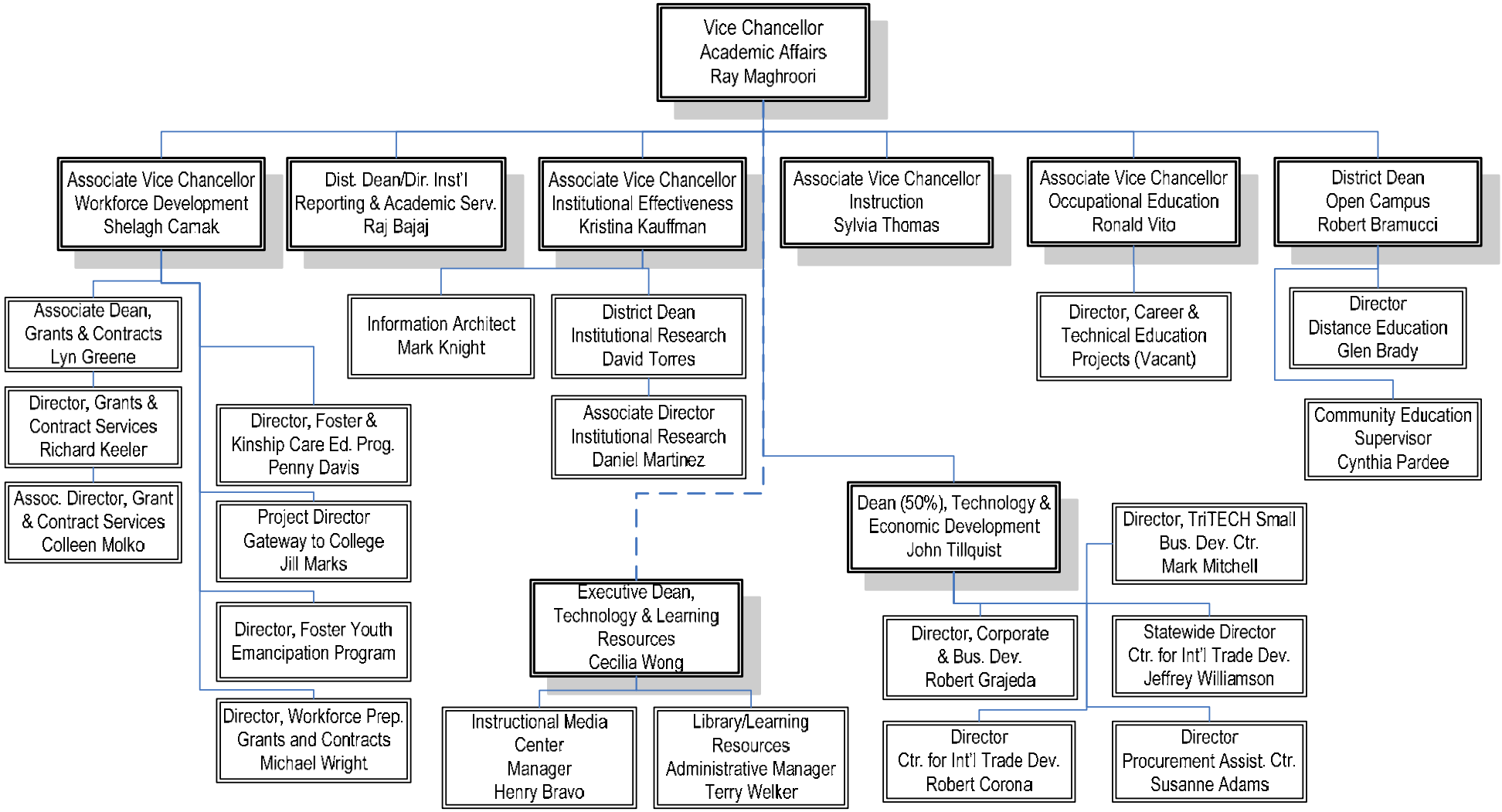
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Academic Affairs

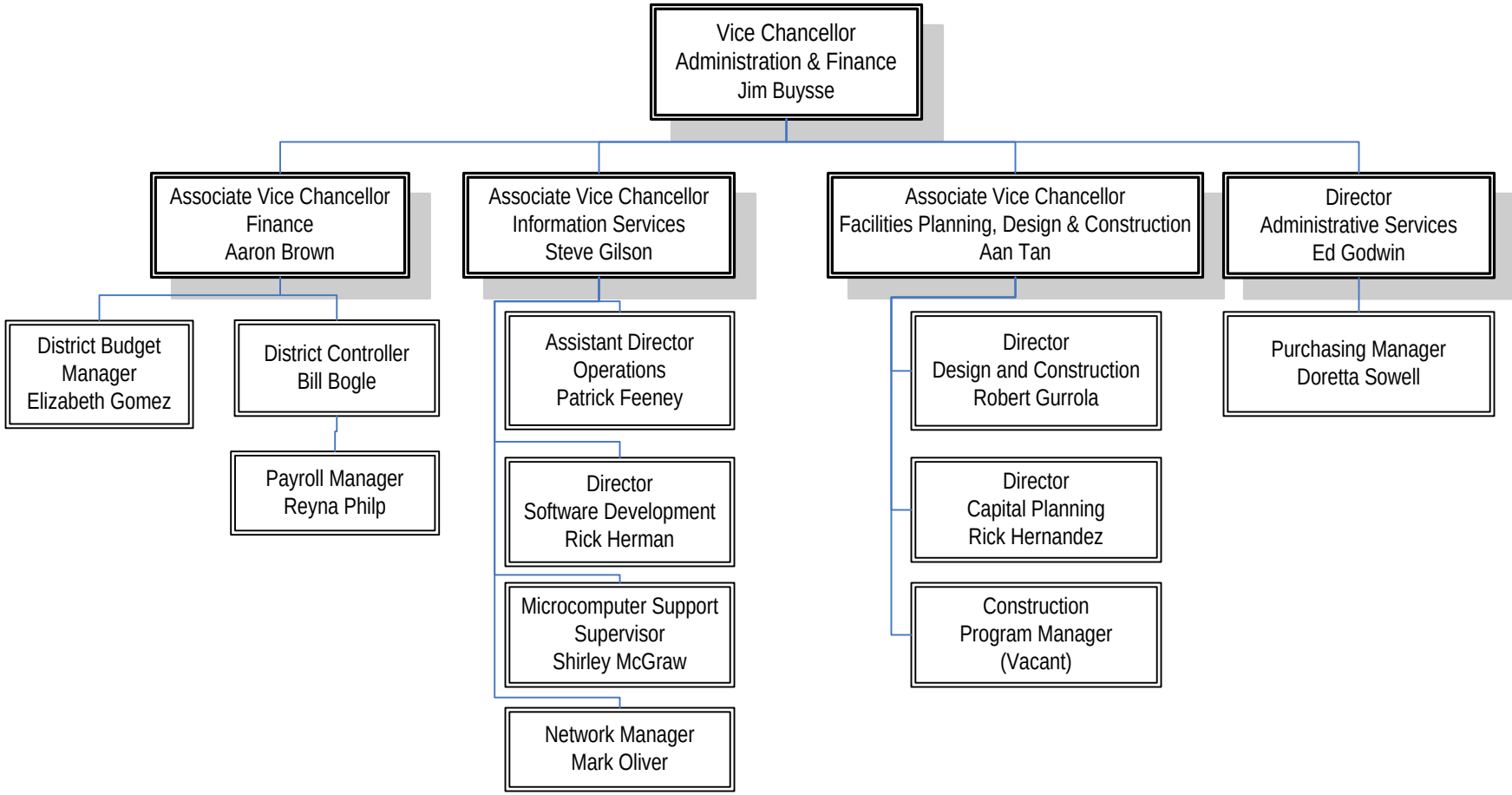
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance

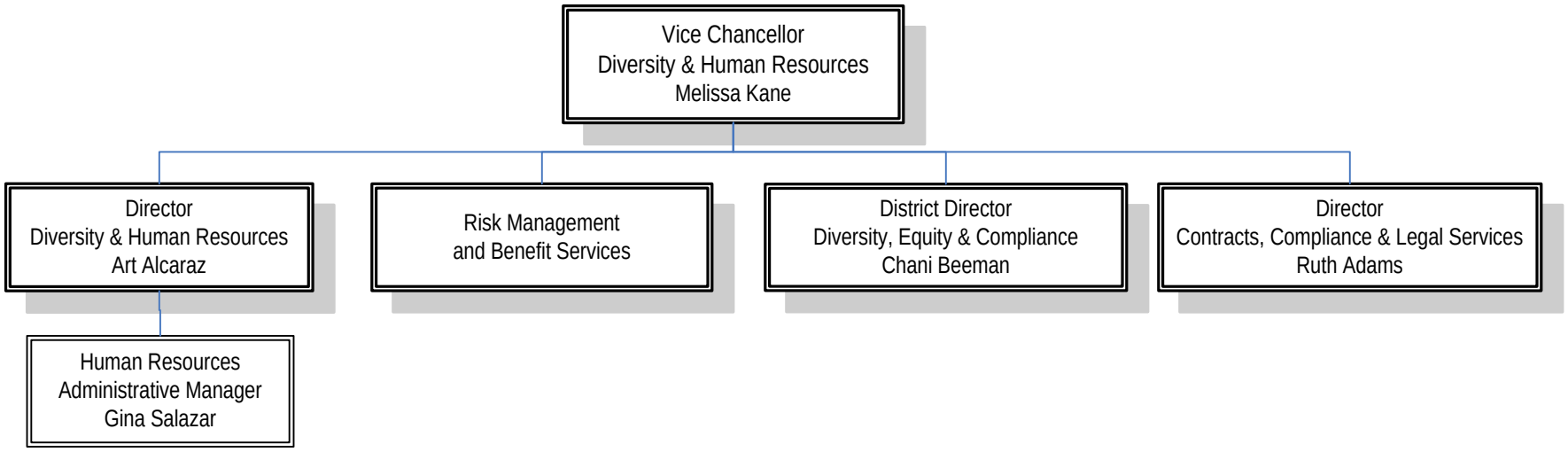
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Diversity & Human Resources

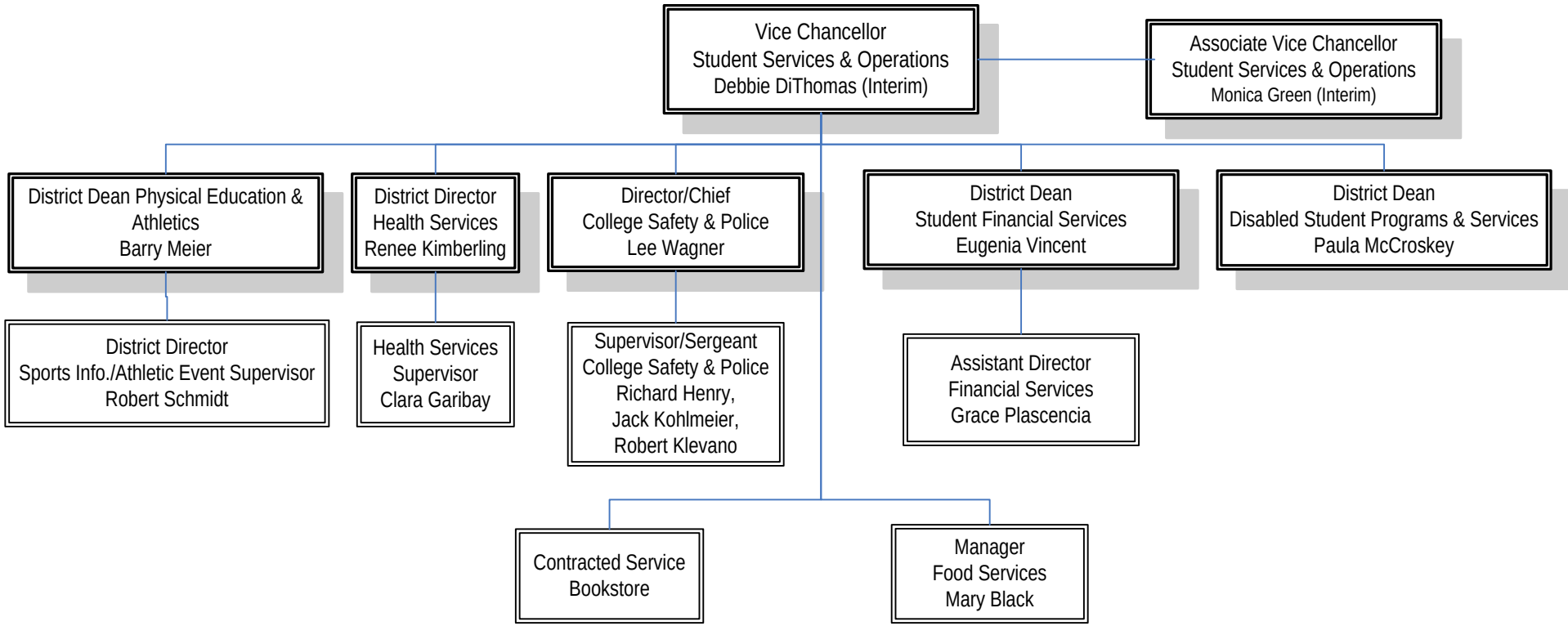
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations

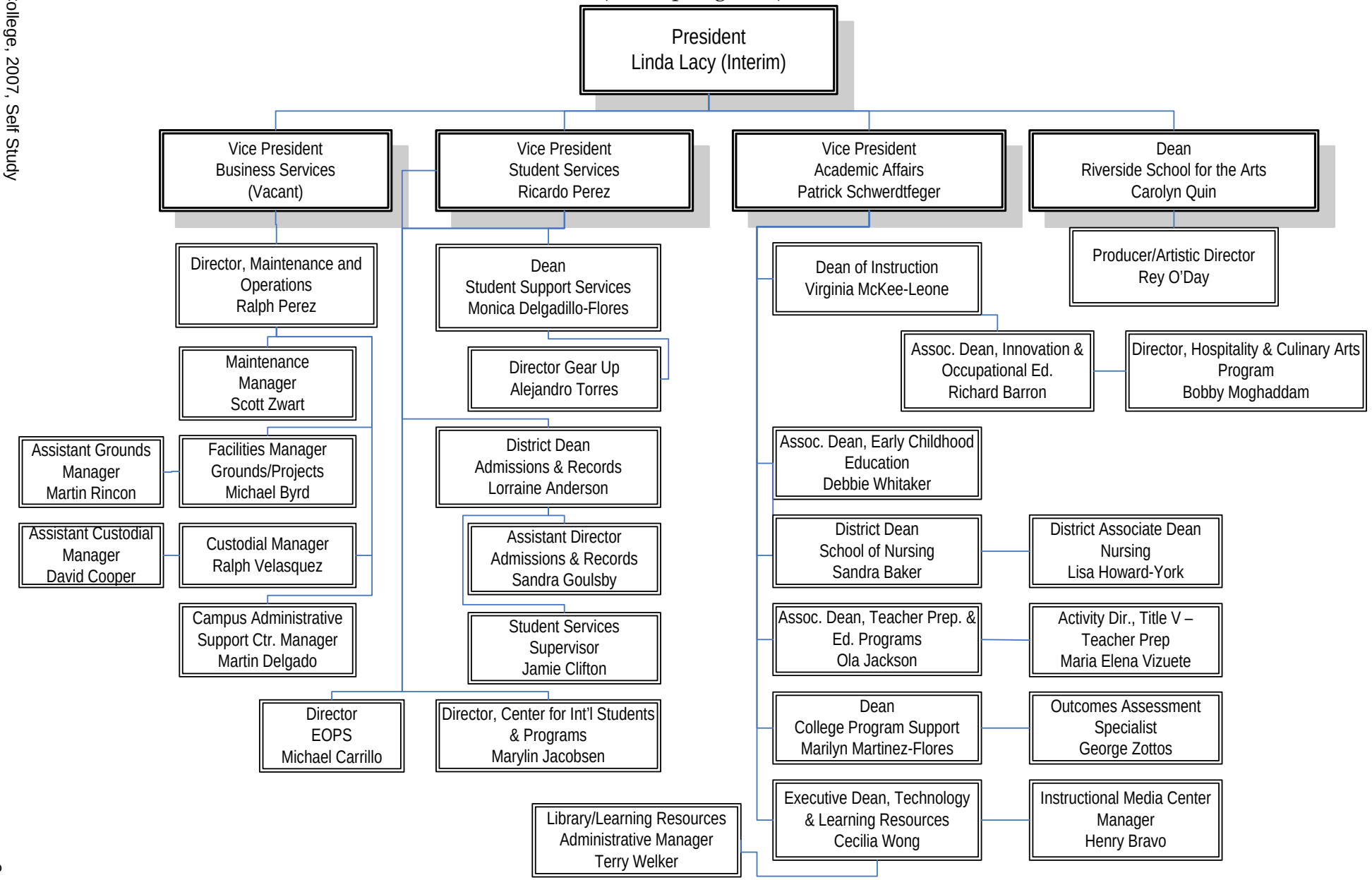
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside City College

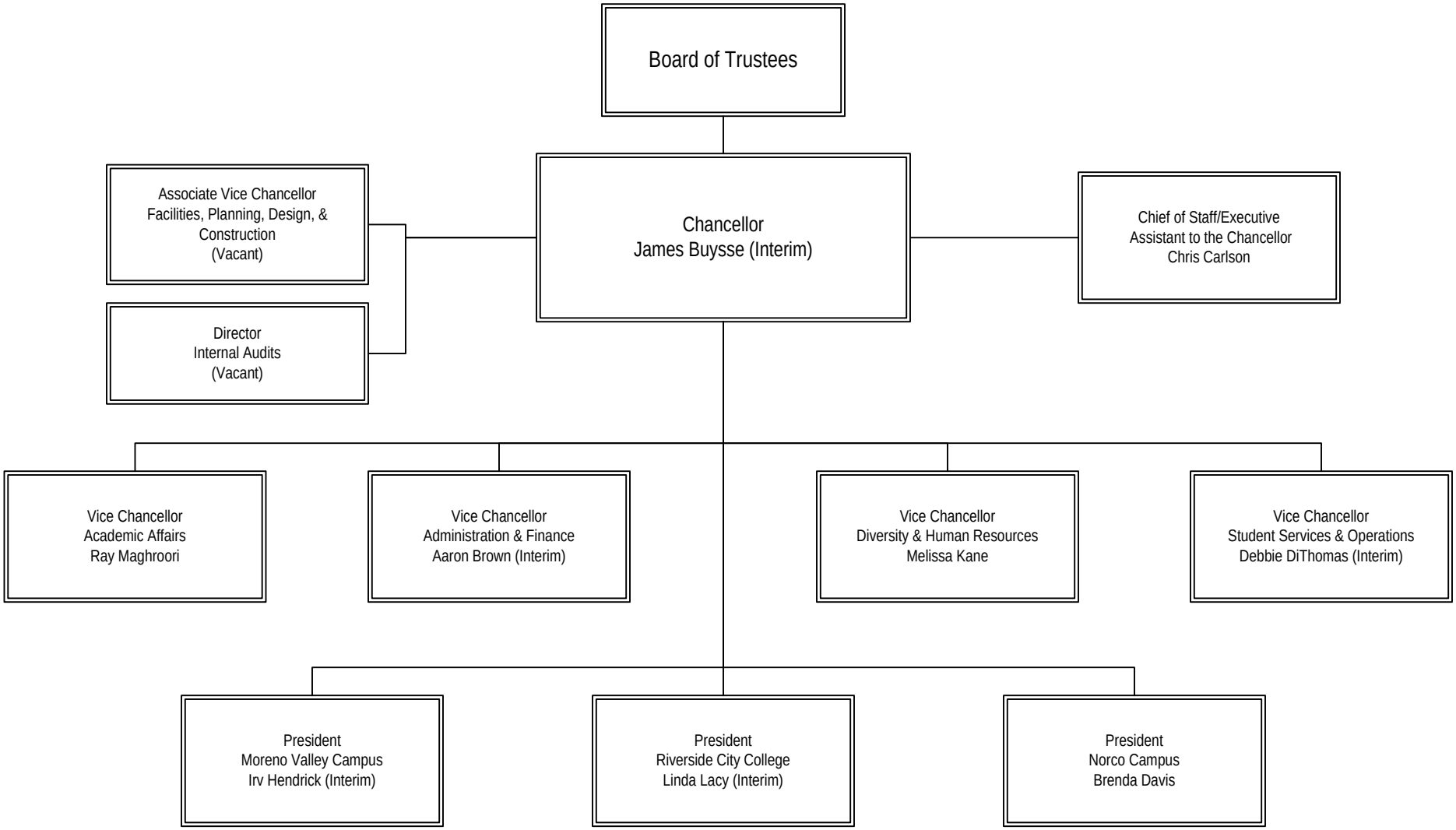
(as of Spring 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office

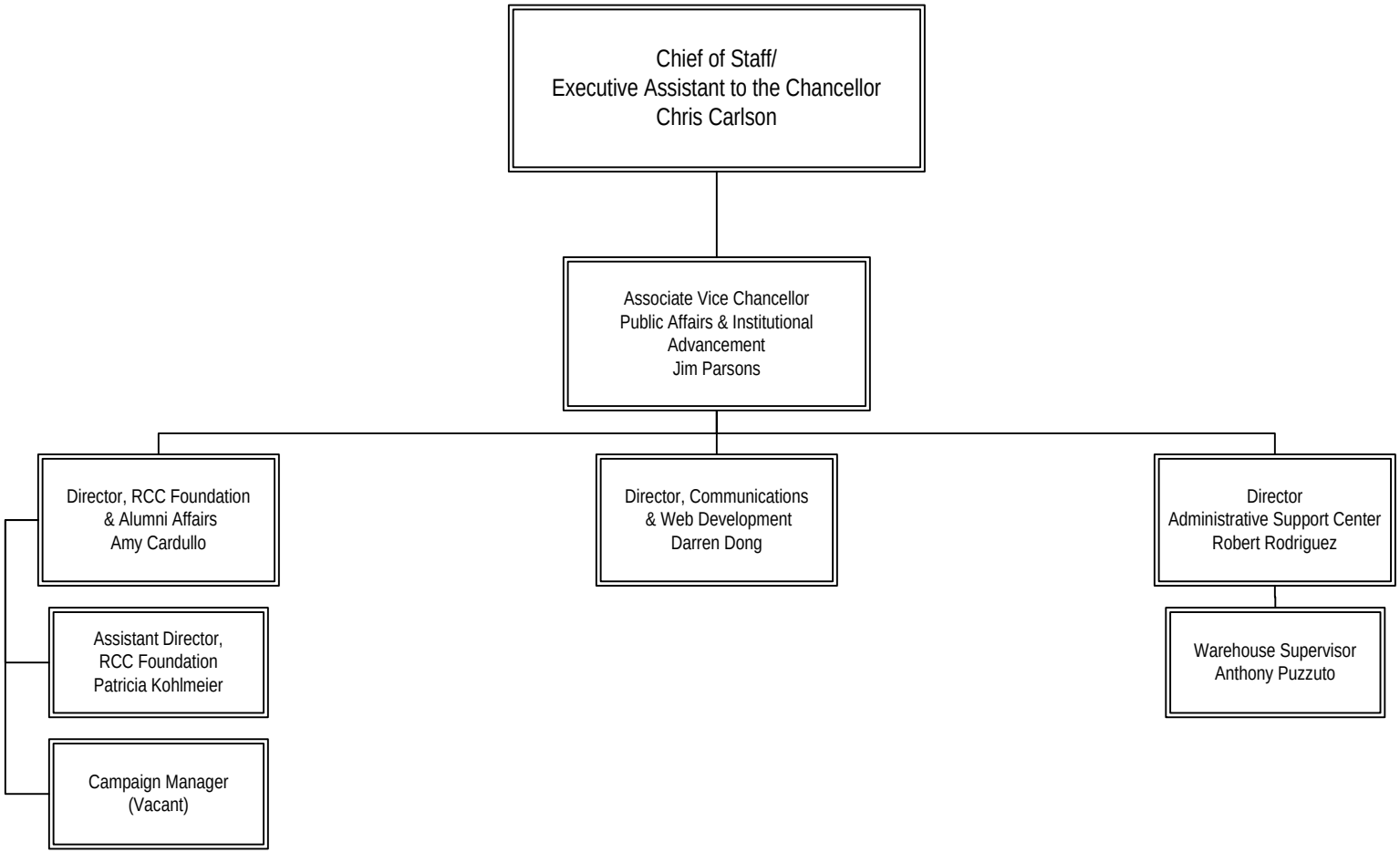
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff

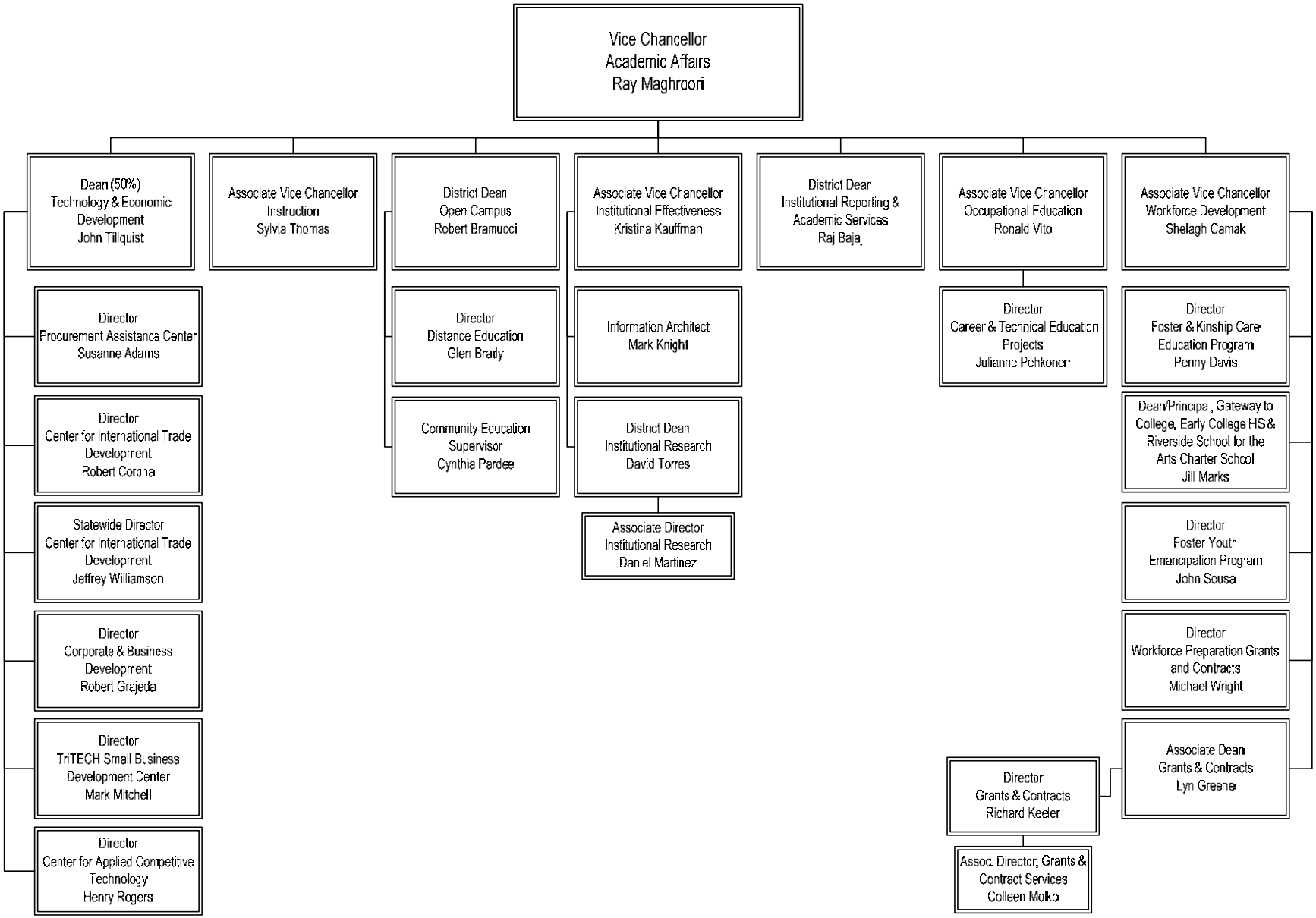
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Academic Affairs

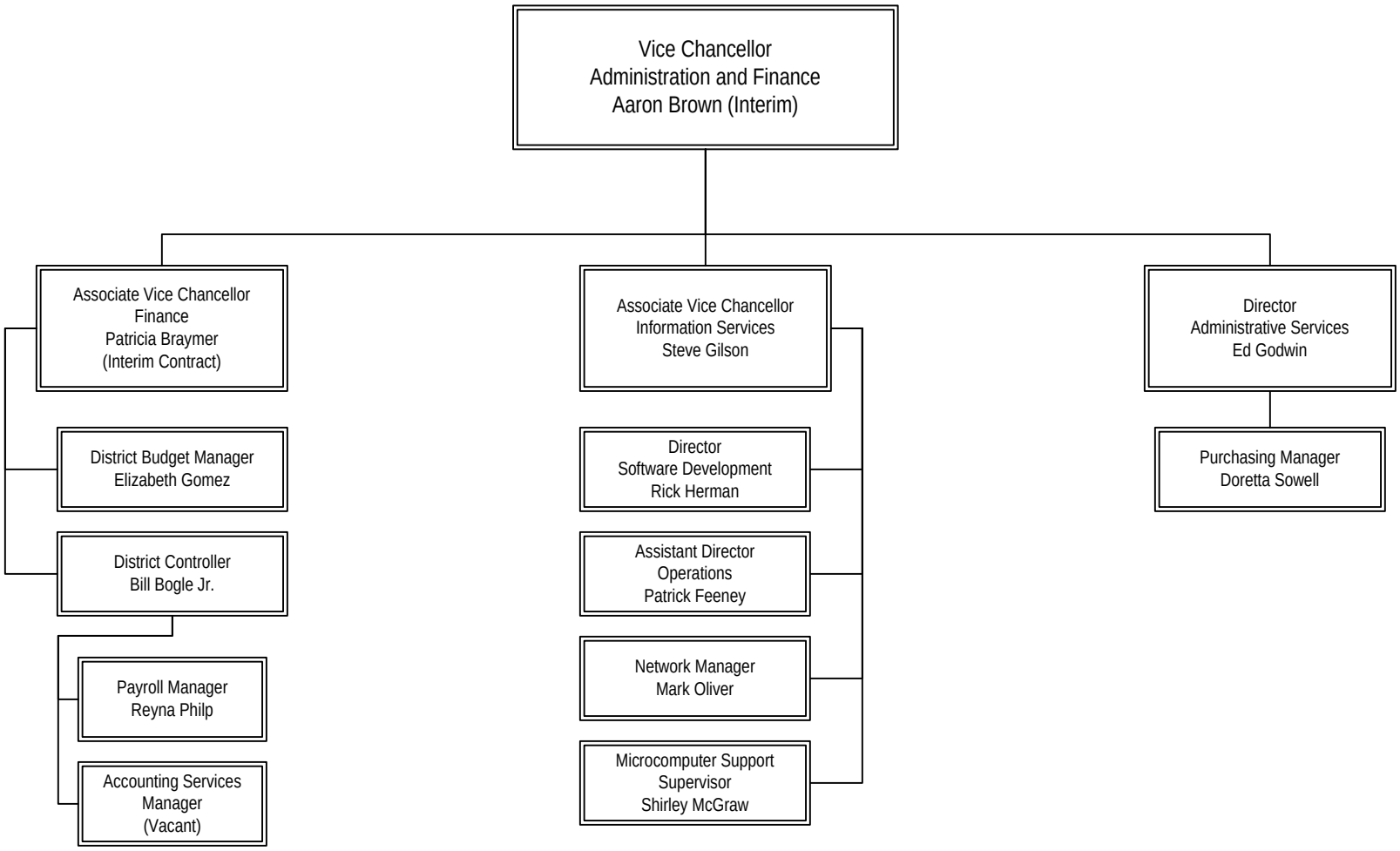
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance

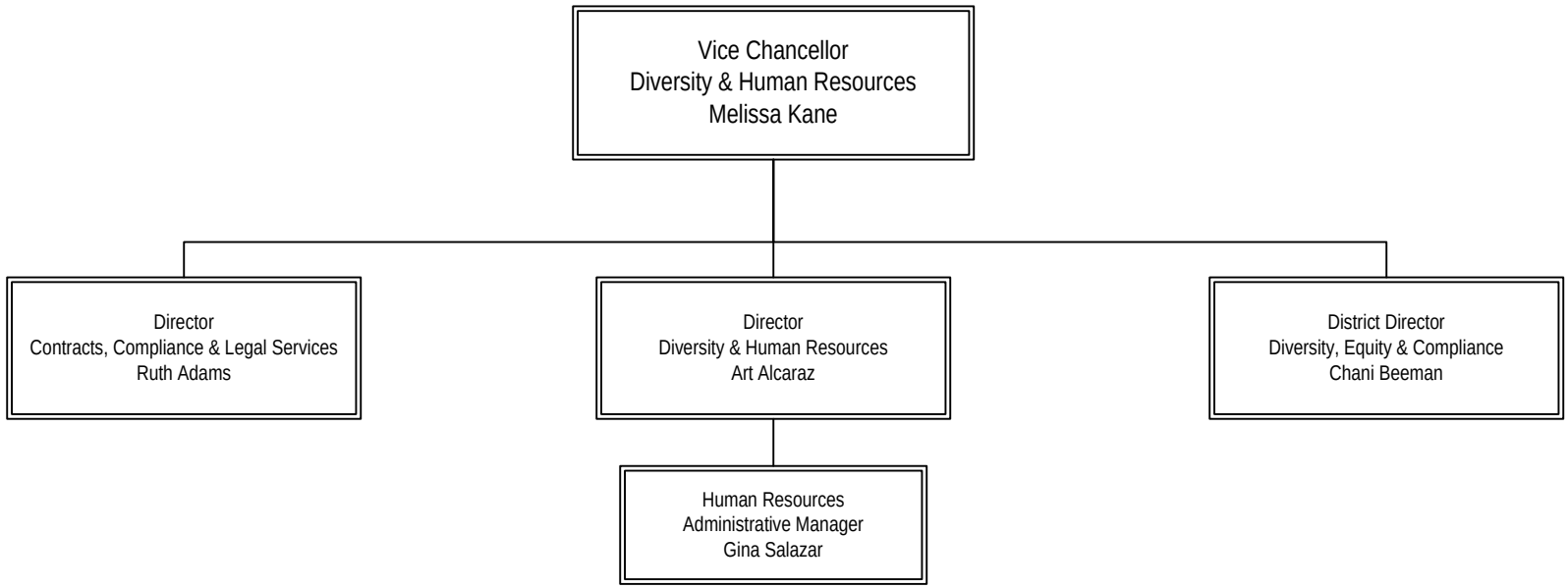
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Diversity & Human Resources

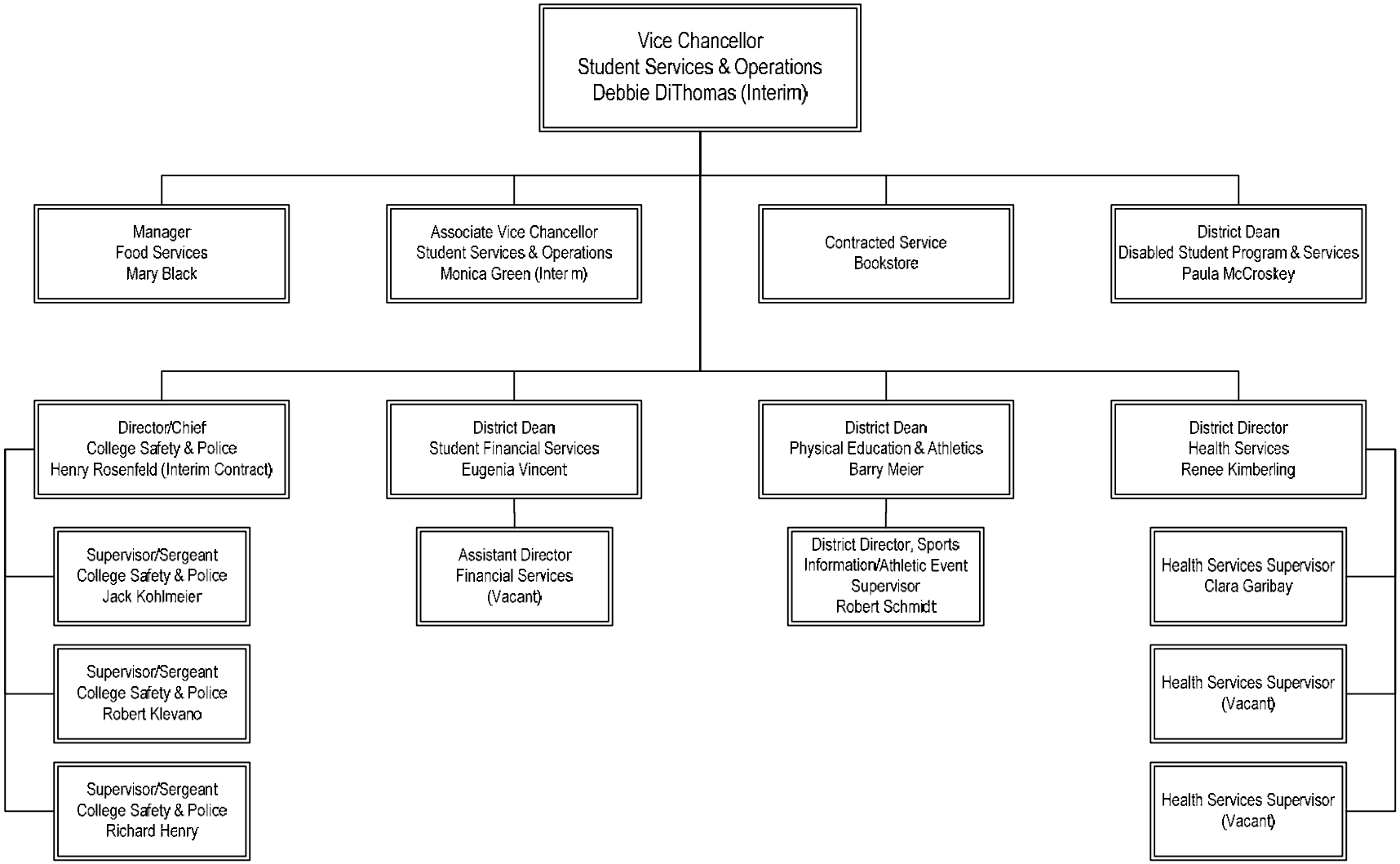
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations

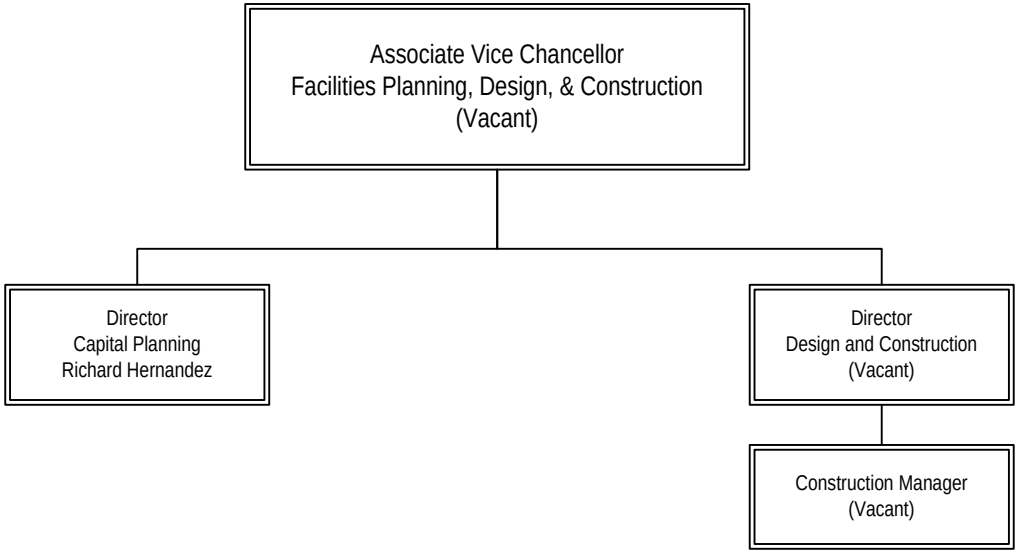
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Facilities Planning, Design and Construction

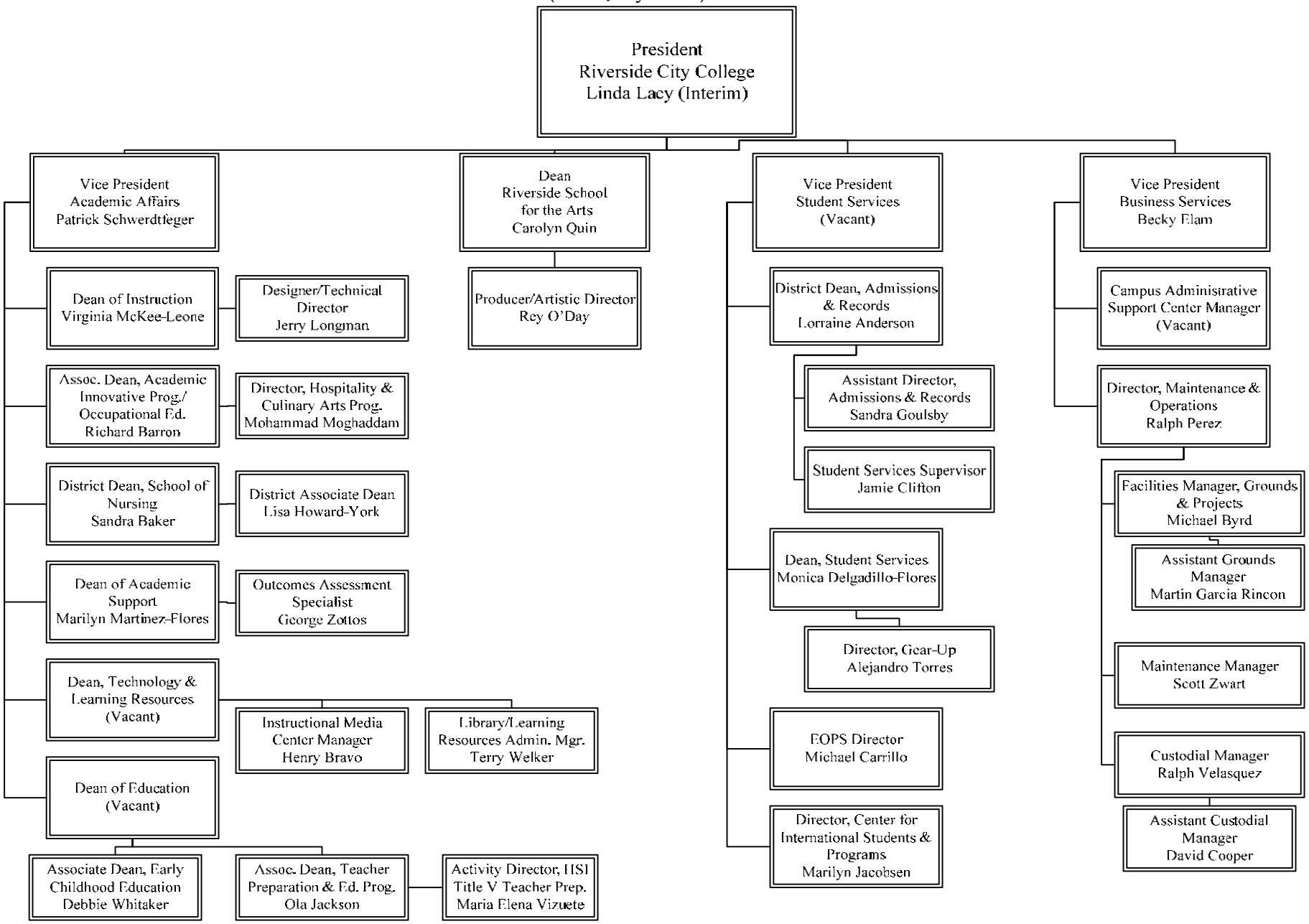
(as of July 2007)



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside City College

(as of July 2007)



Appendix C

Santa Ana
2

DISTRICT-COLLEGE FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	College
1. Academic Information Architecture and Web Services	• Directs web policies, practices, and procedures related to academic websites • Manages academic web servers • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies • Ensures that accessibility standards for the disabled are met (federal, state, and district levels) • Manages online accreditation materials and accreditation portal system • Publishes district Academic Affairs information	• Provides training and assistance to faculty in web development and design
2. Assessment of Courses and Programs	The District Assessment Committee, (DAC), in collaboration with the District Program Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.	Discipline faculty on each campus create and implement appropriate course and classroom-based assessment and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.
3. Child Development Centers	• Monitors regulations for operation of centers • Monitors enrollments in relation to contract awards for state funding • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies • Facilitate outreach/marketing plan for all centers • Collaborates with other divisions/departments • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses	• Provides oversight for operation of college based center • Refers students for service at the center • Coordinates services for special classes of students such as CalWORKS • Provides maintenance for physical environment • Facilitates integration between Center and the related academic departments • Provides direct services to students and children • Supervises all staff (management, certificated, classified) at college center
4. Community Services	• Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness	Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of: • Serving the continuing education and life enrichment needs of the residents of the college communities • Serving the needs of the residents in the college communities in order to build loyalty for the colleges and cause them to be viewed in a positive light by voting citizens other than students enrolled in credit classes

Function #1 (Continued)

Function	District	College
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District: • Conducts negotiations on successor agreements or reopeners with RCCD Faculty Association • Communicates new provisions to staff • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendizes all Board reports for Academic Affairs and Student Services	
6. Course Scheduling	• Sets FTE and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution	• Class schedules are developed by each department in collaboration with the Dean of Instruction and the CIO • Some disciplines collaborate to insure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner
7. Data Reporting & Enrollment Management	*Reporting:* • Apportionment attendance report and apprenticeship attendance report four times annually • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting • Institutional Data district-wide • Facilities and Planning - long range forecasting	• Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus/college • Provides information fill ratios and scheduling patterns to enable college to optimize on scheduling and room utilizations • Provides data support to Title V co-coordinators at each campus/college to facilitate surveys, accountability of the program • Assists each campus/college in enrollment management

Function #1(Continued)

Function	District	College
(7) Data Reporting & Enrollment Management *(Continued)*	*Compliance:* • Assures compliance with education code, regulations, advisories, and related publications; oversees record retention • Works with internal auditors for supporting documentation on apportionment reporting • Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability *Planning and Scheduling:* • Provides institutional data for decision support, planning, program review and assessment • Develops and maintains the district's scheduling grid and exam schedule • Develops and maintains inventory of courses and course *Operational:* • Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services • Collaborative decision-making for implementation of new projects or existing enhancements through COTF	
8. Economic Development	• Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services. Includes: • Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center OED activities include: • Liaison with district credit and non-credit sites as well as with community colleges statewide • Training programs for local economic and business development needs; new markets to meet industry needs • Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development • Resource for district and statewide community college system for training, planning, and implementation needs • Business development services by contract	

Function #1 (Continued)

Function	District	College
(8) Economic Development *(Continued)*	• No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs • Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources • Reviews and revises as necessary existing programs; work with Technical Advisory Committees • Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors • Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum • Financial and manpower resources to support and expand academic programs	
9. Institutional Effectiveness	• Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee • Facilitates accreditation self-study: ▪ Coordinating district contributions ▪ Compiling evidence ▪ Providing training for campus based self-studies Oversight and coordination of: • Faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty • The work of the Office of Institutional Research • Program review process in coordination with the District Program Review Committee • District wide strategic planning activities and committees	• Discipline, course and classroom based assessment plans • Accreditation self-study • Utilizes program review documents in planning processes • Provides input into faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty
Faculty Development Activities	• District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators • District orientation for new faculty • Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide	• Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee • Provides new faculty college orientation and adjunct orientation • Provides input into development of program review documents
Planning	• Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting "units" • Discipline and unit planning: district or college/campus based	• Program Review includes a campus/college-based component that links resource needs to campus structures through the three committees: ▪ College Academic Planning Council ▪ College Strategic Planning Committee ▪ College Strategic Planning Subcommittees

Function #1 (Continued)

Function	District	College
Planning, *cont.*	• PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles: ▪ District Academic Planning Council ▪ District Strategic Planning Committee ▪ Executive Cabinet • Brings planning recommendations to the Board of Trustees for review and approval • With OIR, provides external and internal environmental scanning information for planning • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed • Facilitates development of campus master plans • Develops district-wide strategic initiatives in collaboration with the campuses	• College Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by administrative and faculty co-chairs: ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance • College creates Educational Master Plan which includes academic, student services and facilities components • College responds to and develops localized strategic initiatives
Program Review	• Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g., Diversity & Human Resources, Financial Services), prepares a comprehensive program review	Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college's educational master plan.
10. Institutional Research	• Institutional research for campuses and district; Specialized data sets as needed • Publication of statistical studies (such as enrollment trends, graduates and persistence reports) to assist in district policy and program planning and development • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements • Assists faculty, staff and other individuals with all aspects of research activities • Coordinates college and district data collection requests from outside agencies • Labor market analysis for occupational education, workforce development and economic development • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members • Develops and maintains outside data sources (NSC, OCLBC, CalPass) • Research for program review, including productivity measures, course/program student success data, student demographics, etc.	• Administers surveys of students, staff, faculty and administration • Identifies and assists in gathering and preparing of college-specific research • Conducts research to support college program needs, such as program monitoring and evaluation • Assists in data gathering for research, as needed • Reviews report drafts, disseminate research findings, and uses research results appropriately in planning and decision making • Uses "research protocol" for requesting permission to conduct research for non-college-specific purposes

Function #1 (Continued)

Function	District	College
11. Library	• Updates the Library's automated systems and trains necessary personnel • Receives, catalogues, and processes books and media • Establishes a consistent circulation policy	• Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources • Develops, maintains, and weeds the collection according to the specialties and programs of the college • Provides study rooms • Provides access to library resources, and library specific information on website • Conducts outreach to various college agencies, divisions, and departments, as well as to community organizations
12. Occupational Education	Provides leadership, oversight and assistance to many aspects of the college. These include: • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs • Assists faculty in securing program approvals through the State Chancellor's Office • Administration and oversight of VTEA IB, IC and State Leadership grants • Liaison between RCCD and State Chancellors Career Technical Education division • Leadership to department for the development and maintenance of occupational education programs • Supervision of work experience programs • Oversight of Production Printing and Graphics Center • Leadership and assistance in the formation and annual meetings of advisory groups • LEA for Region 9 State Leadership grant • Responsible for all operations of the Rubidoux Annex	• Provides leadership, oversight and assistance to the college through the Career Technical Education Council. This council is chaired by the Associate Vice Chancellor of Occupational Education and includes college representation. This forum allows the AVC of Occupational Education to interface with Deans at the college in addressing issues, concerns and needs of occupational programs and faculty.
13. Open Campus (Distance Education)	• Supports District infrastructure allowing for delivery of technology-mediated classes including: ♦ Servers ♦ Application Service Providers ♦ Student information system integration ♦ Reporting for RCC administration, the state Chancellor's office, national organizations, and other constituencies ♦ Software licenses for technology-mediated instruction	

Function #1 (Continued)

Function	District	College
(13) Open Campus (Distance Education) *(Continued)*	• Responsible for technology-mediated instruction, faculty technology training and community education ***Technology-Mediated Instruction*** ♦ Online ♦ Hybrid ♦ Web-Enhanced ♦ Telecourse ♦ Teleweb ***Faculty Technology Training*** ♦ Operation of Faculty Innovation Center (FIC) ♦ One-on-one training ♦ FLEX workshops ♦ Hybrid Academies	
14. Policies, Procedures, Ed Code and Title 5 Regulations	• Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development	Policies impacting the educational mission are reviewed and recommended for approval by the college Academic Senate.
15. Program and Course Development	• District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the District's catalog	Faculty initiate each new course and program through the local curriculum committee and district-wide course/program approval processes.

Function #1 (Continued)

Function	District	College
16. Workforce Prep	• Develops and delivers programs and services to specific learner populations. Works in partnership with educational, business and industry partners to align college program and development with regional workforce needs • Coordinates and manages the following career education and workforce development programs and services: ▪ CalWORKs Program ▪ TANF-Child Development Careers Program ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program ▪ Workforce Preparation Skills ▪ Riverside County Emancipation Services ▪ Gateway to College Early College High • Represents District on local, regional and state workforce prep committees • Maintains liaison with state workforce prep agencies as well with other community colleges	

Function #2: Administration and Finance

Function	District	College
1. Accounting Services	• Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues • Internal reports for the Board of Trustees and other district users • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts • Maintenance of Chart of Accounts, general subsidiary ledgers special journals • Receipt and allocation of district revenues from local, state and federal sources • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage	
2. Accounts Payable	• Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements • Payments to students, tuition refunds, stipends, other reimbursements • Interpretation and information on district, state and federal regulations re: accounts payable functions • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties	

Function #2 (Continued)

Function	District	College
(2) Accounts Payable *(Continued)*	• Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations • Preparation of schedules, documentation and files to internal/ external auditors • Coordination of accounts payable s with Purchasing and Budget Control departments and the Riverside County Office of Education	
3. Audit Compliance	• Independent review, assessment and constructive feedback regarding operations throughout the district ***Internal auditor provides the district with a backup to various fiscal functions including:*** • Accounting research and budget analysis • Bond issuance • Accounting and managerial functions • Compliance with written policies/procedures, plans, laws, regulations which impact operations • Investigation of waste and fraud and detection measures • Evaluation of district financial activity • Custody of evidence responsibility • Review of reliability and integrity of financial and operating information; analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed; recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis	• Provides access to all college activities, records, property and personnel • Develops, implements and monitors corrective action plan based on audit recommendations
4. Auxiliary Services/Cashiers' Offices	• Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc, for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit	
5. Budget	• Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee) • Coordination of final attendance enrollment reports to the Chancellor's Office	• Allocation of discretionary funds to departments, disciplines and programs • Submission of annual college budget request to district • Participation in Budget Bunch and resource allocation processes

Function #2 (Continued)

Function	District	College
(5) Budget *(Continued)*	• Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund •	
6. Facilities Maintenance	• Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers • Technical expertise or assistance to campuses on an as-needed basis	• Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	• Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants • Research on facilities planning issues; input to constituent groups re: long term needs of students and modern educational delivery systems • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review Responsibility for: • Architectural standards for facility development • Leases of property and facilities • Coordination and implementation of major construction and renovation projects • Long-range planning to maximize efficient use of facilities for all district sites • All documentation relating to district facilities (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy • Application for, maintenance of all operational permits required by state, local or national codes/regulations • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility Modification projects	• Works collaboratively with departments to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans • Serves as district liaison on college committees dealing with facility planning and development • Facilitates input and preparation of the college's Facility Master Plan • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community

Function #2 (Continued)

Function	District	College
(7) Facilities Planning *(Continued)*	• Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects • Technical assistance to the district related to building maintenance, grounds and custodial service	
8. Grounds		• Repairs and maintains college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college
9. Information Services	Provides: • Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web • Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions • Centralized internal telephone system • Development, deployment and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other district resources • Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects	
Administrative Systems (DATATEL)	Responsibility for: • Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages • WebAdvisor for web-based student and faculty services • Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions • Student email services	
Data Center Operations	• Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting	
District Help Desk	• Provides central system for addressing incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus lab support; Webadvisor; wireless access	

Function #2 (Continued)

Function	District	College
Microcomputer Support	• Service and installation of desktop and laptop computers throughout the district, including classroom and lab technical support; faculty workstation support	
Network Administration	Responsibility for providing: • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring • Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs	
Telephone Group	Responsibility for: • Centralized telephone system for the District • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure	
10. Payroll	Responsibility for: • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc.	
11. Purchasing	Responsibility for: • Compliance with federal, state, district rules and regulations • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing	

Function #2 (Continued)

Function	District	College
(11) Purchasing *(Continued)*	• Awards of bids for service contracts, equipment and supplies • Maintenance of contractor insurance and bonding certificates • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system • Maintenance of Record Retention & Destruction Board Policy	
12. Risk Management	Oversight of: • District's workers' compensation. Liaison between insurance provider/district/employee. Legal decisions with assistance of Vice Chancellor and legal counsel • District's property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district • Processing and administering claims filed against the district. Liaison between district and legal counsel • Certificates of insurance for district functions and outside vendors • Insurance premiums • Compliance with Cal/OSHA regulations • Assistance and consultation on safety and loss control issues Responsibility for: • Processing request for DMV records, approving District drivers • Investigation, processing and replacement of lost or stolen district owned items • Data collection /reporting for Cal-OSHA; Self-Insurers report	
13. Warehouse	• Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor	

Function #3: Chancellor's Office

Function	District	College
1. Administrative Support Center (formerly Communications Center)	• Prints and photocopies materials that support instructional and other organizational communication goals • Services including word processing, copy editing, binding, and presentation production; service of electronic requests	
2. Foundation	• College fundraising activities in close collaboration with community relations • Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors • Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities • Funds for scholarships and other program needs • Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations	
3. Governmental Relations	• Strategies to secure funding or legislation in support of the institution's mission and programs • Implementation of comprehensive governmental relations program that meets the needs of the District • Liaisons and partnerships with private and public organizations at the federal, state and local levels • Development of alternative sources of funding for programs	• Provides information about the impact of proposed legislation on operations/students • Encourages students to participate in campaigns and visits with legislators to inform them about direct impacts of current or proposed bills or public policies
4. Grants & Contracts	• Support for District acquisition and management of external resources • External resources development assistance including resource development and analysis for District initiatives • Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel • Technical assistance related to external resources and contracts to District personnel	• Supports for college level acquisition and management of external resources • External resources development assistance including resource development and analysis for college-based initiatives • Compliance for external resources (excluding categorical programs) by providing consultation and training services to college staff • Technical assistance related to external resources and contracts to college staff
5. Mailroom	• Mail services (sorting, distribution) to all District sites; delivery of mail to post office	• Prepares mail for delivery to post office • Sorts incoming college and US mail/packages; distribution to departments and staff/faculty mailboxes • Sends and receives fax correspondence • Maintains department and faculty mailboxes

Function #3 (Continued)

Function	District	College
6. Public Affairs		
Public Affairs & Community Relations	• Internal and external communications related to District educational programs and initiatives • Community relations efforts with various external constituencies • Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees • Capacity-building initiatives that increase community ability to take advantage of college programs • Development and maintenance of programs that generate community goodwill and financial support for the district	• Assists the college community with public affairs and community relations efforts • Facilitates communications with adjacent community • Solicits advice and shares plans affecting that community • Represents the college to the community, providing them with timely information about matters of local interest and significance • Attends community meetings, gathering insights into current issues affecting the colleges and their operations • Upon request from the college, assists with the development of student-centered programs and events that generate revenue for college and student needs
Marketing	• Communication with current and potential students through publications, websites, electronic media, and other methods • Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services • Market analysis and marketing strategies in association with the development of new academic programs and initiatives • Implementation of comprehensive enrollment marketing strategies and programs	• Assists college with the development of marketing strategies and materials to promote specific programs
Media Relations	• Media relations re: college related topics; communication between college staff and faculty • Production of media releases, features and editorials, as needed, in all media • Official college spokesperson in all matters, in consultation with senior administration	• Advises college president on media relations • Facilitates more effective communication with print and broadcast media covering the college • Pitches stories to the media to generate coverage of specific college programs, events, and other news
Publications	• Development of collateral material in support of marketing and communications efforts • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes	• Assists with the development and production of publications and collateral materials in support of the college's mission

Function #3 (Continued)

Function	District	College
Website (District and Campuses)	• Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal consumption • Identification of new technologies to support the growth of the district	• Provides assistance to various college departments on development of content and web-based applications • Supports marketing efforts to promote various academic programs
7. Sports Information	• Information regarding campus athletic programs to promote interest in their academic offerings • Interaction with athletics department administrators to effectively deliver sports information	

Function #4: Governance

Function	District	College
1. Academic Senates	• Input to the Chancellor on professional and academic policy matters • Advice to the Board of Trustees on professional and academic policy matters • Recommendation of step and column increases and sabbatical leave • District faculty representation on the state academic senate Coordination of: • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees • Faculty participation in state academic senate conferences • Faculty appointments to equivalency committees • Faculty appointments to hiring, district, and local committees	• Provides input into planning and the development of local procedures related to professional and academic matters • Provides input to the Chancellor on professional and academic policy matters • Advises the Board of Trustees on professional and academic policy matters • Reviews and approves curriculum related to the college • Makes recommendations related to academic standards • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation • Appoints faculty to equivalency committees • Appoints faculty to hiring, district, and local committees • Represents district faculty to the state academic senate
2. Associated Student Governments a. ASRCCD b. ASRCC, Riverside City College c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus	ASRCCD has responsibility for: • Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level • Budget for District-wide operations; review and approval of budgets of all three campuses • Legislation affecting students within the District • Student Trustee Elections process in all three campuses • Organization and coordination of District-wide events (e.g., Homecoming) • Development of leadership opportunities through District wide retreats, orientations, workshops • Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels • Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators • Assisting the Student Trustee in representing the entire district student body in the governance process • Student participation in the governance process and in multicultural events throughout the District • Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions	Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents effectively their respective student bodies. Each college student government organization: • Coordinates programs and events for a diverse student body • Institutes a variety of programming for students focusing on social, intellectual, and emotional development • Provides funding and support to student clubs and organizations through the Inter Club Council • Provides an environment where students can make recommendations to improve the college student experience • Oversees, in conjunction with the District Judicial Board, the election process • Maintains accurate records of all meetings and budgetary transactions • Develops and maintains informational publications for the student body, faculty, and staff • Develops and maintains a line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year

Function #4 (Continued)

Function	District	College
(2) Associated Student Governments *(Continued)* a. ASRCCD b. ASRCC, Riverside City College c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus	• Publications informing students of campus activities, news, and student-related issues	• Holds publicly elected and appointed student officers accountable according to the by-laws of the student government • Initiates, approves, and implements any amendments to by-laws and in accordance with the Election Code • Initiates and supports legislation affecting the student population of the college • Passes resolutions and engages in conflict resolution between all committees and boards within the student government • Empowers students to be proactive regarding student concerns and causes • Develops student leadership opportunities through retreats, conferences and workshops • Ensures adherence to high ethical standards • Provides resources for club advisors to effectively oversee the college organizations • Works closely with the ASRCCD and the Student Trustee to ensure that the college is effectively represented on the governance level • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities
3. Board of Trustees	• Establishes structure and creates policies related to governance of the district • Selects the Chancellor • Establishes a policy for selecting and evaluating the presidents of the campuses • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services • Reflects the public interest in Board activities and decisions	

Function #5: Human Resources

Function	District	College
1. Benefits	• Liaison between employees, broker, and insurance carrier regarding insurance related problems Responsibility for: • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts	
2. Classification, Grading, and Pay	• Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing job reclassifications	
3. Contracts, Compliance and Legal Services ***Policy matters***	• Responsible for the development, review and revision of District policies and procedures	
Legal Services	• Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District	

Function #5 (Continued)

Function	District	College
(3) Contracts, Compliance and Legal Services *(Continued)*	• Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues	
Contracts	• Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval • Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT • Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters • Technical assistance to campuses and educational centers for contracts , leases, license agreements and other legal • Training sessions for college and district employees re: contract policy and procedures	• Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agenda so that the Board may act on them • Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees
4. Diversity and EEO Compliance	• Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination • Monitoring the screening and selection process of all employment vacancies or promotions • EEO in-service training programs for faculty, staff and students Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action • Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups • Investigation & resolution of employee and student complaints of unlawful discrimination and harassment • Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff • Assistance to campuses with comprehensive and on-going recruitment and employment programs • Assistance with annual update of District Faculty and Staff Diversity plan and programs • Tabulation of data on faculty and staff diversity • Receives, investigates, and seeks to resolve complaints relating to instructional issues	• In conjunction with the District Director of Diversity, Equity and Compliance, plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff • In conjunction with the District Director of Diversity, Equity and Compliance, promotes diversity with faculty, staff and students

Function #5 (Continued)

Function	District	College
5. Employee Relations	Responsibility for: • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District's group benefit and insurance programs	
6. Hiring	Responsibility for: • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees, screening criteria and interview questions Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information • Notification of hire for Board approval, PERS/STRS • Employee orientation ***Hiring of district personnel:*** • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews • Recommendation of finalist, reference checks, final interview • Candidate selection	• Submits personnel requisition to initiate hiring ***Hiring of college personnel*** ▪ Formulates selection committee in accordance with hiring procedures for college personnel ▪ Recommends suggested selection criteria/ interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalist ▪ Conducts reference checks ▪ Conducts final interview ▪ Selects candidate

Function #5 (Continued)

Function	District	College
7. Professional Development/ Staff	• Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations • Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training	Provides professional development activities for staff
8. Staff/Confidential Contracts	• Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements	Administers union contracts in accordance with the agreements

Function #6-Student Services

Function	District	College
1. ASRCCD	• Oversees district wide Student Activities • Advices Student Trustee • Provides budget parameters • Expenditure authorization • Presents ARCCD budget governing board	• Works with Dean of Student Services, Student Activities Coordinators and Student Leaders • Oversees and develops Student Activities budget • Directly responsible for Student Activities program • Indirect supervision of student activities staff • Provides students with a spirit of place at the college through co-curricular activities
2. Athletic Program	• Oversees district athletic programs in consultation with the colleges • Serves as the administrative representative to Orange Empire Conference • Supervises and supports the District Dean of Athletics	• Provides oversight for the improvement and maintenance of athletic facilities • Provides supervision for on-site athletic events • Works collaboratively with district Dean of Athletics in the operation of the college athletic programs
3. Admissions & Records ***Admissions***	Admissions and Records will maintain the following operations at the district level: Integrated student records database in partnership with Information Services, one application, one registration timetable and background technical operations, one transcript, one student accounting system. District will monitor consistency of policy for all A&R operations including priority registration, waitlist, Special Programs and High School Concurrent Enrollment. Parking Services will also remain a district operation. • Ensures a timely admissions and registration process via a district A&R Timeline • Manages a multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for customized training programs • Constructs functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS) • Oversees implementation of state and local academic policies as appropriate • Coordinates with Student Accounts and cashiering operation to be sure that policies and procedures are consistent across campuses • Monitors consistency of policy for all A&R operations including Priority Registration, Waitlist, Special Programs and high school concurrent enrollment	Each college has a comprehensive A&R department which provides: • Application check for completeness/correctness, residency, special programs status • Input and/or error check of applications, registration, adds/drop, special programs forms and transcripts • Year-round application, registration, and enrollment services to current and prospective students • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through Web Advisor, Phone Registration and over the counter services • Oversight and management of Extenuating Circumstance Petitions initiated by students and grade changes per instructor authorization • Veterans services to students seeking to use their veterans' benefits • Evaluation of student education records and graduation petitions, awarding of certificates and diploma

Function #6 (Continued)

Function	District	College
(3) Admissions & Records *(Continued)* ***Records***	• Contributes enrollment information for the comprehensive district enrollment management reports • Maintains an integrated student records database in partnership with Information Services resulting in the creation of one transcript that displays courses all three campuses • Advertises, monitors, and educates students, faculty, and staff regarding FERPA directory information in coordination with staff and faculty development efforts • Reviews record retention policies and schedules annually • Develops and updates electronic and paper versions of key A&R forms • Manages archive of admissions records and backup documentation • Works collaboratively with IS to: o Continually review and update web site pages o Analyze enrollment reports and the state 320 report o Review attendance collection, weekly/daily census and positive attendance o Regularly review all related IS reports and programs o Continually review and update IS programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks	• Processes student transcript and enrollment verification requests • Manages scanning, imaging, and storage of Class I, II and III education records • Maintains auditable admissions, registration, attendance, and transcript files
4. College Safety and Police	• Administers policy and procedures for centralized operation • Responsible for district safety and parking operations • Monitors mutual enforcement agreements with local law enforcement agencies • Monitors compliance with local, state, and federal laws and regulations • Ensures that disaster plans are in place and staff receives adequate training	• Monitors performance of the sergeant and police officers assigned to the college • Conveys safety concerns to the district administration and Chief • Assists in the coordination of disaster plans and selection of disaster team • Ensures that safety personnel and equipment are available during disasters and emergencies
5. Counseling	• Oversee District wide service policies • Ensure compliance to state Matriculation regulations • Transcript evaluation • Probation / Dismissals • Articulation • Oversight of the following areas: o Basic Skills Presentations o Guidance courses o Puente o Teacher Prep o Transfer/Career Center • Veterans	• Student Counseling appointments o Individual appointments o Walk-in counseling o Express counseling • Orientation • Special Programs o CAP o Gear-up o Workforce Prep o Honors Program o Title V Programs o Student Equity Programs • Direct supervision of Counseling staff • Maintaining counseling statistics and escalating concerns to District level as applicable • SEPs • Matriculation Appeals • AOC process • Probation/Dismissal process

Function #6 (Continued)

Function	District	College
6. Disabled Students Programs and Services (DSP&S)	• Monitors compliance with state and federal governments regarding ADA Section 504 & Title V regulations • Responsible for policy development and implementation in collaboration with the Vice Chancellor Student Services & Operations • Provides daily supervision of DSPS certificated and classified staff • Coordinates interpreting services, alternate media, adaptive technology and workability III contract • Responsible for monitoring MIS Data and preparing annual reports	• Works collaboratively with district administration to ensure proper staffing for disabled student population • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities
7. Extended Opportunity Programs and Services (EOP&S)	• Monitor compliance of Title V state mandated regulations and budgeting compliance	• Direct supervision of EOPS staff • Work collaboratively with other college sites/campus staff to provide EOPS specific services to eligible students at respective campuses • Counseling services to ensure completion of mandated responsibilities • Work with Director to ensure process for student participation in services at college is above and beyond
8. Financial Aid ***Accounting Matters:***	Serves as the central processing hub for all federal and state student aid applications. • Prepares and submits periodic reports to public agencies • Completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Employment and handles fraud and forgery issues • Orders checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe • Calculates and processes Title IV refunds and over-award repayments • Reconciles Federal Work Study earnings for year-end reporting • Performs verifications and analyzes tax returns • Processes Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution • Clears discrepancies, edit checks, data matches and NSLDS • Serves as the Title IV center for federal processing and performs the following specific functions in that role for RCCD (These functions will be independently handled at each college when they receive their certification) • Uses the main computer system to order all student disbursement checks • Manages program funds associated with the awarding of financial aid. Completes the FISAP, COD, MIS reports and reconciles all funds • Maintains all required financial aid records associated with program reviews and audits	• Indirect supervision of student financial services • Direct supervision of college financial services staff • Works collaboratively with District Dean of Financial Services and college administration to develop policies and procedures for the disbursement of funds

Function #6 (Continued)

Function	District	College
(8) Financial Aid *(Continued)* ***Legal Matters:***	• Oversees district-wide student financial services policies • Ensures compliance with federal and state regulations Implements state and federal assistance programs, including Academic Competitiveness Grant, Cal Grant, Pell Grant programs, FSEOG, FWS, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Chafee Grants, Scholarships, Board of Governor's Enrollment Fee Waivers, and Americorp Awards	
Training:	• Counsels and educates both students and parents in the application process and the completion of required documents • Conducts classroom presentations for in-reach purposes • Provides and directs an appropriate online loan workshop and exit counseling for student loans. Processes FFELP loans through lenders and guarantee agencies, prepares loan checks for disbursement, and reconciles at appropriate intervals • Conducts internal staff training, keeping abreast of changing federal and state regulations, creates new policies and procedures as processes change, and attends conferences, training and workshops to maintain professional currency as appropriate • Coordinates and educates staff and administrators about changes in regulations • Coordinates financial aid outreach and awareness programs communitywide and in coordination with internal and external agencies and departments	
Records:	• Creates and updates all financial aid forms and documents • Creates student files and performs computer work for processing	
Other Services:	• Monitors and evaluates Satisfactory Academic Progress and conducts Appeal Committee meetings • Uses professional judgment for special circumstances and dependency overrides • Participates in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report • Coordinates processes and conducts in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, Outreach, Scholarships, and Information Services • Retrieves FAFSA applicants from the Central Processor, notifies students with required documents, and transmits corrections to electronic ISIR records • Manages the Web Grant system for Cal Grants B and C • Creates the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintains the Policy and Procedure Manual • Coordinates the enrollment file, SSCR, Clearing House and GPA verification transmittal with IS • Creates parameters for the Return to Title IV software system • Oversees student loan program • Administers institutional scholarship program	

Function #6 (Continued)

Function	District	College
9. Food Services	• Oversees operation and monitor the consultant contract with Provider • Monitors food service operation including review and negotiation of contracts (vending, beverage) • Manages food service operation in consultation with the campus administration • Oversees catering operation	• Provides indirect oversight for food service operations • Conveys to district personnel any student or faculty concerns regarding food service operations
10. Health Services	• Oversees & monitors District-wide Health Services policies • Develops and maintains health center policies, procedures and protocols • Negotiates and maintains contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers • Co-Sponsors campus-wide health events such as Blood drives, Health Fairs • Reports student, visitor and staff injuries to Risk Management • Serves as member of RCCD Safety Committee • Represents the district in state and national Health Services organizations • Board of Registered Nursing regulations • Performs Quality Assurance audits of Health Services District wide • Provides consultation to college administration as needed • Resource educator for staff	Provides a wide range of ambulatory care services for students including: • Health care services to all eligible students • Immunizations, TB testing, blood testing • Physician/Nurse Practitioner appointments • Low cost medications and prescriptions • Emergency response on campus including integrated AED program • Psychological services including crisis intervention • Ensures compliance with federal, state regulations • Educational programs to promote wellness • Medical and psych referral services • Staff and faculty first aid and TB testing • Referral to external providers in the greater Riverside area • Support services for employees as appropriate
11. International Student Services	• Ensure compliance with all Federal regulations for immigration (SEVIS) • Oversee policy development and program implementation • Advertising • Recruiting (Web, internet, mail, email, student fairs) • Accepting, monitoring applications • Issuing I-20 document, welcome letter • Providing support letter for Consulates • Orientation including assessment testing • Counseling • Registration in first-semester classes • Support for required classes: • Guidance 45 College Success • ESL 65 American Classroom Culture • Assistance with housing • Assistance with immigration • Welcome Reception each semester • Field trips open to all international students • International Education Week (at each college)	• Convey concerns/issues regarding international visa students to district • Provide indirect oversight for International Center • Convey suggestions for advertising programs of special interest to International students • Convey suggestions for exchanges and partnership with institutions overseas

Function #6 (Continued)

Function	District	College
(11) International Student Services *(continued)*	• End-of-year Graduation and Transfer Party • Community international connections • Represents RCCD at NAFSA Association of International Educators at regional, state and national levels • Represents RCCD at city, county and other entities	
12. Job Placement	• Collaborate with outside agencies, institutions and businesses to provide employment opportunities and future contacts • Oversees district wide operations of Job Placement • Oversees the activities and supervision of the Job Placement Technician (Riverside), Educational Advisor (Norco) and part-time hourly staff (Moreno Valley)	• Works collaboratively with college departments and organizations • Network collaboratively with community agencies, institutions and businesses to provide employment opportunities within their communities • Provide workability skills within the realm of resume writing, interview skills and job searching • Directly responsible for employment event at the college (i.e., career fairs, job fairs, recruitment fairs, etc.)
13. Matriculation ***Admissions***	• Blocks 1st time freshman from registering until AOC is complete	• Enforces block on first-time freshman
Assessment	• Works with disciplines to establish policies (i.e. retests, appeals, challenges) • Works with Accuplacer for upgrades/solutions to problems, etc. • Works with Info Services to resolve technical issues/problems • Works with faculty to revalidate cut scores • Coordinates placement services (purchases tests, provides training, uploads scores, etc.) • Provides tech support for all sites • Provides placement distribution data to departments to assist in course offering decisions	• Offers placement tests at college • Data entry for informed ed goal after SEP is completed • Maintains communication with other placement leaders • Assists in implementation of cut-score validation • Works with disciplines to establish policies (i.e. retests, appeals, challenges)
Coordination & Training	• Produces District Matriculation Newsletter • Provides training and coordination amongst campuses • Ensures accuracy of MIS data • Updates matriculation information in all District publications • Ensures accuracy of matriculation information on web site • Participates in regional and state organizations and trainings	• Ensures all new personnel receive necessary training • Ensures accuracy of MIS data • Ensures all Matriculation regulations are enforced • Coordinates Matriculation Advisory Committee
Counseling	• Conducts daily SARS upload • Coordinates District counseling interventions	• Provides counseling services • Provides intrusive counseling to developmental skills, "undecided," and transfer student populations • Scans and inputs incoming transcripts

Function #6 (Continued)

Function	District	College

(13) Matriculation *(Continued)* ***Follow-Up***	• Coordinates probation/dismissal process
	  ○ Runs/reruns academic standing
	  ○ Generates appropriate student notifications
	  ○ Applies and removes student holds
	  ○ Coordinates workshop offerings
	• Coordinates Early Alert process and evaluation
	• Coordinates retention efforts targeting specific population
		• Implements probation/dismissal process
		• Implements Early Alert process
		• Conduct intervention services for probation/dismissal students

Orientation	• Produces Student Handbook	• Enforces mandatory orientation/counseling for 1st time freshmen • Offers adequate Orientation/Counseling sessions • Counseling Discipline: Edits/revises Student Handbook
Research	• Revalidates cut scores every three years • Conducts all matriculation-related research as mandated by regulations	• Ensures accurate documenting of services received by students • Ensures accurate reporting of data
14. Outreach	• Develop district wide initiatives • Assist with the Gear-Up program • Oversee communication between 3 colleges • Ensure Policy & Procedures are consistent at all 3 colleges • Ensure underlying Outreach goals are met at each campus	• Direct recruitment of local feeder high schools • Direct involvement in community events • Provide leadership to the Ambassador program • Provides direct oversight for the Outreach staff
15. Student Activities	• Coordinate district-wide events and student activities • Oversee District student leaders and leadership development • Responsible for student leadership development • Oversee Associated student budget allocation, maintenance and expenditures • Shared governance District-wide committees	• Coordinate college Associated student events • Oversee student government clubs, organizations and all student groups • Student leadership Development • College, community and statewide participation • College shared governance committees • Provides direct oversight for Coordinators of Student Activities • Ensures the Philosophy, goals and objectives are met for the student activities program

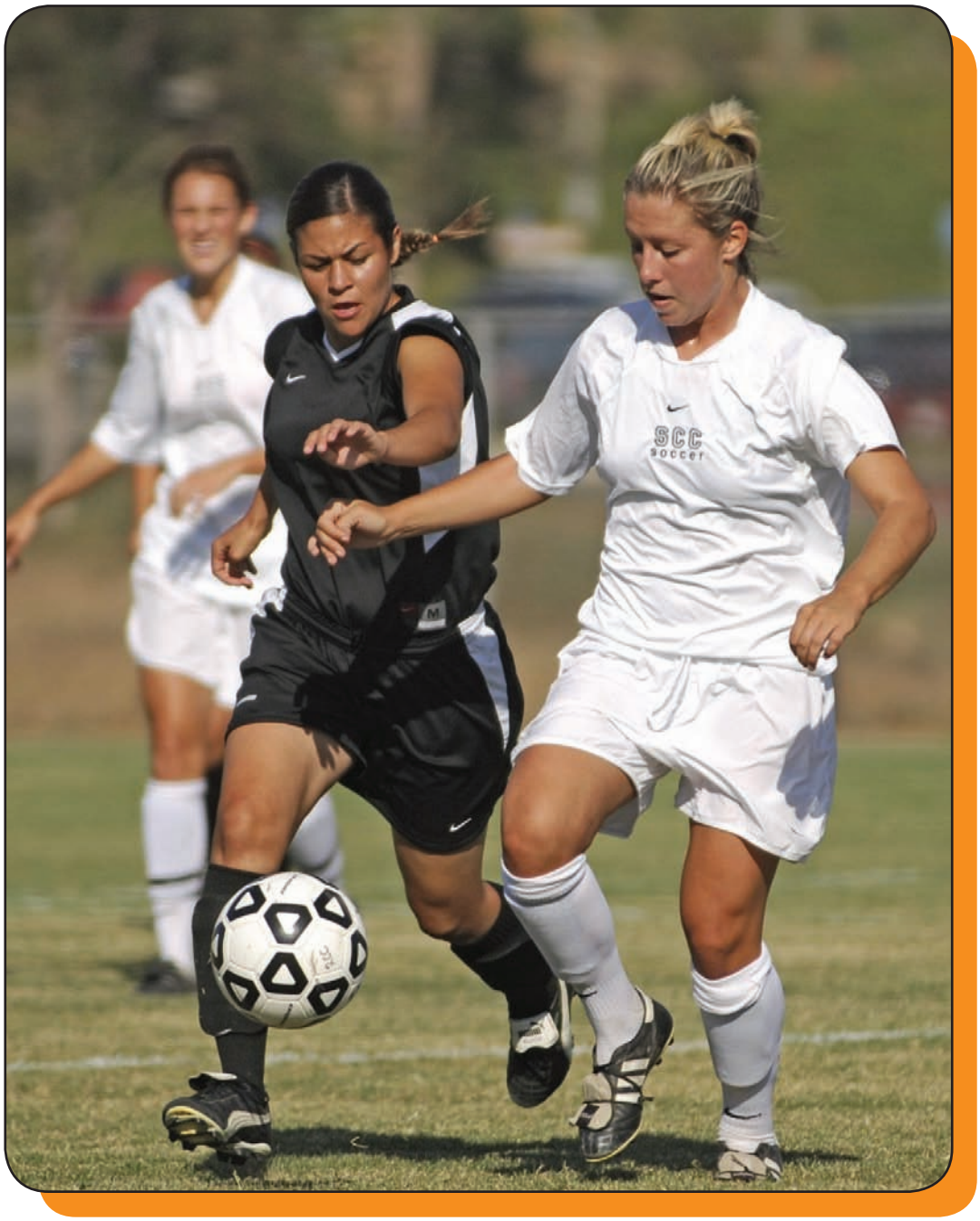
Function #6 (Continued)

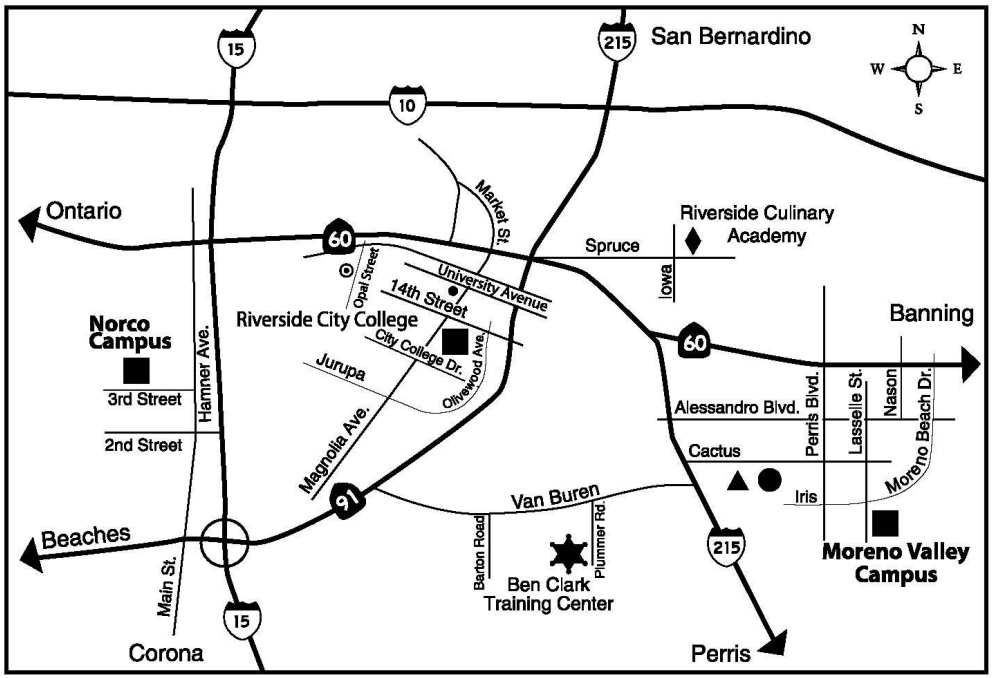
Function	District	College
16. Student Services	• Monitors and develops board policies relating to student matters • Responsible for oversight, program development, student records, state reporting, state and federal compliance, and audit • Responsible for student expulsion hearings and conduct procedures • Coordinates policy review and development with colleges and academic leadership • Coordinates all legal matters related to students records, including student rights • Oversees Student Services at off-campus sites • Represents student services in budget and planning issues • Ensures that matriculation services are provided equitably (across the district) • Coordinates enrollment management process	• Direct responsibility for Student Services program at the college • Review and develop policy in coordination with district and academic leadership • Coordinate and consult with District-wide and College functions including Academic Affairs, Business Services, Information Services, Institutional Research, Diversity & Human Resources and Facilities • Work in cooperation with student services District & college deans & directors to maintain and improve programs designed to enhance the student experience • Represents student services in budget and planning issues at the college • Work directly with students to resolve discipline or grievance related issues • Oversees the development of college based program review • Direct and indirect oversight for Student Services Staff • Provides leadership for the Student Services • Facilitates the mission, goals and objectives of the District and College Student Services division
17. Tutorial Services	• Communicates with faculty and various department personnel in the assessment of student needs and obtaining Faculty Recommendations for tutor applicants • Disseminates publicity concerning subjects being offered • Offers tutoring to all currently enrolled RCC students • Invites all tutors to mini-conferences for tutor training • Moreno Valley and Norco campuses' foundations were started under my leadership and only recently have become independent	• Develops and implements policies and procedures for the overall operation of Tutorial Services • Assists in planning the federal, state and district budgets; monitors the expenditures • Recruits, hires, trains, supervises, evaluates, promotes and terminates student and classified hourly employees • Assigns tasks and prepares and oversees work schedules to ensure adequate office coverage • Assists in the selection and recommendation of classified full time personnel; trains, supervises, completes performance evaluations, assigns, reviews and oversees their daily activities; signs absence affidavits, vacation requests, work orders and requisitions

Function #6 (Continued)

Function	District	College
(17) Tutorial Services *(Continued)*		• Plans and coordinates staff meetings, mini-conferences and workshops for revision of office procedures and for on-going tutor training • Resolve inquiries, concerns and issues not handled by support staff • Participates in local, regional and state activities to promote RCC and to maintain an understanding of current ideas, research, and practices regarding learning assistance • Monitors accounting records for special student programs such as VTEA and EOPS

Appendix D





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Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299
(951) 222-8000

Ben Clark Training Center
3423 Davis Avenue
Riverside, CA 92518
(951) 486-2800

Moreno Valley Campus
16130 Lasselle Street
Moreno Valley, CA 92551-2045
(951) 571-6100

● RCCSO
3845 Market Street
Riverside, CA 92501
(951) 222-8595

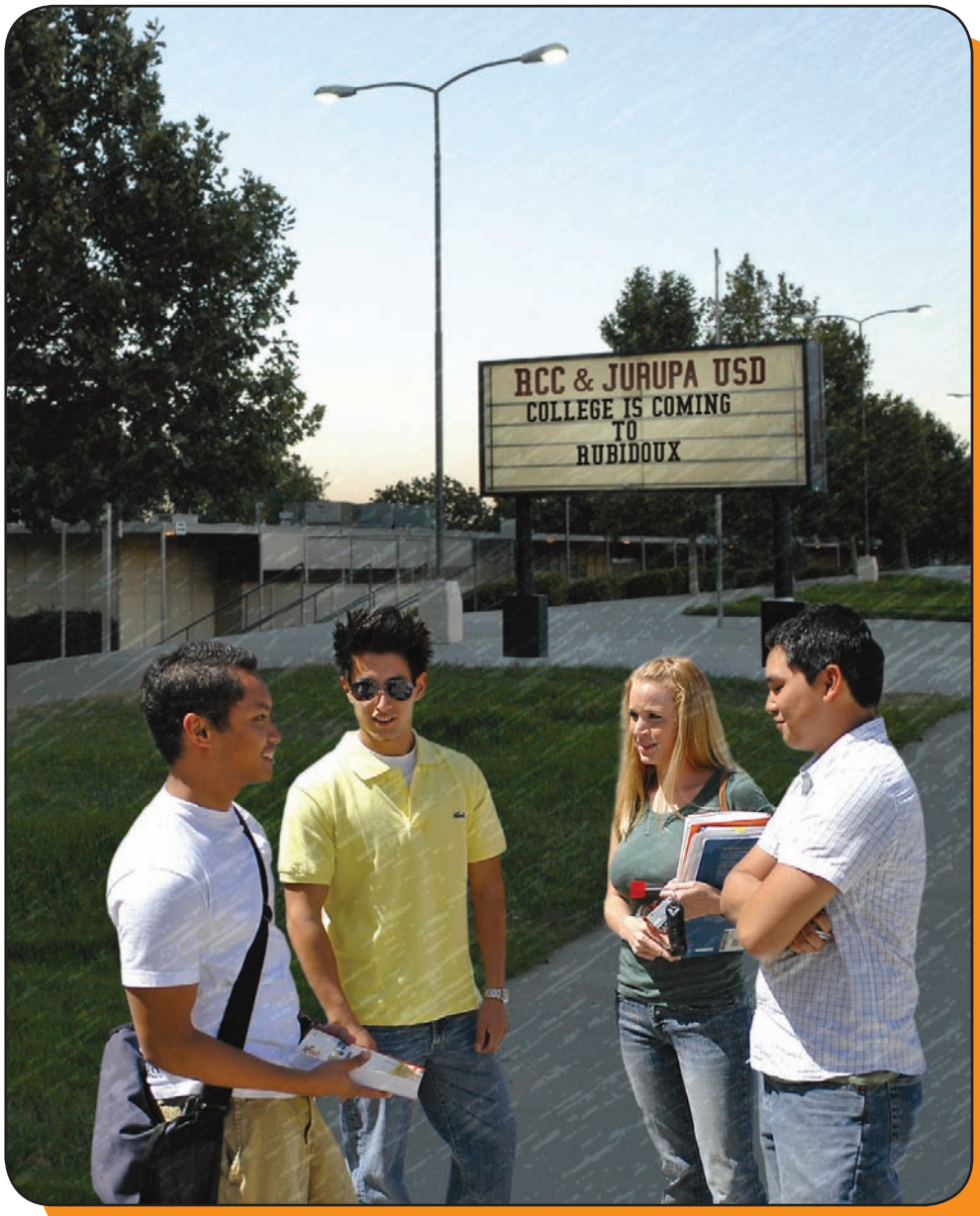
♦ Culinary Academy
1155 Spruce Street
Riverside, CA 92502
(951) 955-3311

▲ March Dental Education Center
23801 "N" Avenue, Bldg 2995
Riverside, CA 92518
(951) 571-6433

● March Education Center
March Air Reserve Base
14745 Riverside Drive
Riverside, CA 92518
(951) 571-6100 ext. 4601

⊙ Rubidoux High School
4250 Opal Street
Riverside, CA 92509
(951) 328-3881

Appendix E



Off Campus Sites

Riverside City College offers instruction at literally dozens of sites within and outside of its immediate service area. Some of these sites serve the needs of specific programs: the clinical sites necessary to the nursing program extend even beyond the boundaries of the district in order to meet the needs of students in that program. The Culinary Program is located at the Spruce Street facility. Several Physical Education courses are offered at off-campus sites (bowling alleys and other activity-specific facilities). The Rubidoux annex was opened in the 2006-7 academic year both to meet the needs of that distinct community and to launch an early college initiative. Counseling courses are offered at local high schools. Upward Bound courses are offered at the University of California, Riverside. The number, range, and geographic breadth of these centers offers one more indication of the commitment of Riverside City College to meet the diverse educational needs of its community.

Air Force Village West
17050 Arnold Drive
Riverside 92518

Alta Vista Healthcare Center
9020 Garfield Street
Riverside 92503

Alvord High School
3606 Pierce St.
Riverside 92503

Arlington High School
2951 Jackson Street
Riverside 92503

Arlington Lanes Bowling Alley
7100 Arlington Avenue
Riverside 92503

Arrowhead Regional Medical Center
400 North Pepper Avenue
Colton 92324

Bobby Bonds Sport Complex
2060 University Ave.
Riverside 92507

Casa Blanca Learning Center
2985 Madison
Riverside 92504

Central City Lutheran Mission
1354 North G Street
San Bernardino 92405

Chapman Convalescent Hospital
4301 Caroline Court
Riverside 92506

Community Care & Rehabilitation Center, Jurupa
4070 Jurupa Avenue
Riverside 92506

Community Care on Palm
4768 Palm Avenue
Riverside 92501

Community Health Services Agency
4065 County Circle Drive
Riverside 92503

Community Hospital of San Bernardino
1805 Medical Center Drive
San Bernardino 92411

Corona Family Care Center
505 South Buena Vista
Corona 92882

Corona Regional Hospice and Home Health
730 Magnolia Avenue
Corona 92879

Corona Regional Medical Center
800 South Main Street
Corona 92882

Country Villa Riverside Healthcare Center
4580 Palm
Riverside 92501

Culinary Academy
1151 Spruce Street
Riverside 92507

Cypress Gardens Convalescent Hospital
9025 Colorado Avenue
Riverside 92503

DaVita Corona Dialysis Center
1820 Fullerton Avenue Suite 180
Corona 92881

DaVita Riverside Dialysis Clinic
4361 Latham Street, Suite 100
Riverside 92501

DaVita Valley View Dialysis Clinic
26900 Cactus Avenue
Moreno Valley 92555

Grand Terrace Healthcare Center
12000 Mt Vernon Avenue
Grand Terrace 92313

H Street Clinic Office, Central City Lutheran Mission
1329 North "H" Street Suite 1354
San Bernardino 92405

Heartland Home Health Care & Hospice
1700 Iowa Avenue Suite 280
Riverside 92507

Hemet Family Care Center
880 North State Street
Hemet 92543

Hemet Valley Medical Center
1117 East Devonshire Avenue
Hemet 92543

Hernandez Family Home for Medically Fragile Children
1566 Heather Lane
Riverside 92504

J. W. North High School
1550 3rd Street
Riverside 92507

Jurupa Family Care Center
9415 Mission Blvd
Riverside 92509

Jurupa Valley High School
10551 Bellegrave Avenue
Mira Loma 91752

Kaiser Permanente Medical Center
10800 Magnolia Avenue
Riverside 92505

La Sierra High School
4145 La Sierra
Riverside 92505

Lincoln High School
4341 Victoria Avenue
Riverside 92505

Loma Linda University Medical Center
11234 Anderson Street
Loma Linda 92354

Loma Linda University Medical Center Staff Development
11255 Mt View Avenue Suite 11
Loma Linda 92354

March Education Center
14745 Riverside Drive
Riverside 92518

Martin Luther King High School
9301 Wood Road
Riverside 92508

Menifee Valley Medical Center
28400 McCall Blvd
Sun City 92586

Moreno Valley Community Hospital
27300 Iris Avenue
Moreno Valley 92555

Norte Vista High School
6585 Crest Ave
Riverside 92503

Palm Terrace Care Center
11162 Palm Terrace Lane
Riverside 92505

Parkview Community Hospital Medical Center
3865 Jackson Street
Riverside 92503

Poly High School
5450 Victoria Avenue
Riverside 92504

Ramona High School
7675 Magnolia Avenue
Riverside 92504

Redlands Community Hospital
350 Terracina Boulevard
Redlands 92373

Riverside Center for Behavioral Medicine
5900 Brockton Avenue
Riverside 92506

Riverside Community Hospital
4445 Magnolia Avenue
Riverside 92501

Riverside County Department of Mental Health
9990 County Farm Road
Riverside 92503

Riverside County Regional Medical Center
26520 Cactus Avenue
Moreno Valley 92555

Riverside County Regional Medical Center - Arlington Campus (ITF)
9990 County Farm Road Suite 1
Riverside 92503

Riverside Golf Club
1011 Orange
Riverside 92501

Riverside Medical Clinic – Corona
818 & 830 Magnolia Avenue
Corona 92879

Riverside Medical Clinic - Eye Care Center
6780 Indiana Avenue Suite 250
Riverside 92506

Riverside Medical Clinic - Jurupa Office
6250 Clay Street
Riverside 92509

Riverside Medical Clinic - Main Center
3660 Arlington Avenue
Riverside 92506

Riverside Medical Clinic - Surgery Center
7160 Brockton Avenue
Riverside 92506

Riverside Medical Clinic - Urgent Care
6405 Day Street
Riverside 92507

Riverside Neighborhood Health Center
7140 Indiana Avenue
Riverside 92504

Rubidoux Annex
4250 Opal Street
Riverside 92509

San Antonio Community Hospital
999 San Bernardino Road
Upland 91786

Sherman Indian High School
9010 Magnolia Avenue
Riverside 92503

St Bernardine Medical Center
2101 North Waterman Avenue
San Bernardino 92404

Tender Loving Care Incorporated
1650 Iowa Avenue, Suite 100
Riverside 92507

Totally Kids Specialty Healthcare
1720 Mountain View Avenue
Loma Linda 92354

University of California, Riverside
900 University Avenue
Riverside 92507

VA Loma Linda Healthcare System
11201 Benton Street
Loma Linda 92357

Villa Healthcare Center
8965 Magnolia Avenue
Riverside 92503

Visiting Nurses' Association of the Inland Counties
6235 River Crest Drive, Suite L
Riverside 92507

Vista Pacifica Enterprises
3674 Pacific Avenue
Riverside 92509

Vista Pacifica Enterprises
3662 Pacific Avenue
Riverside 92509