



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

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**2016 Annual Report**  
**Final Submission**  
 03/30/2016

Riverside City College  
 4800 Magnolia Avenue  
 Riverside, CA 92506

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Wendy McEwen
3.	Phone number of person preparing report:	951-222-8148
4.	E-mail of person preparing report:	Wendy.McEwen@rcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx">http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx">http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx</a>
6.	Total unduplicated headcount enrollment:	Fall 2015: 18,957 Fall 2014: 18,259 Fall 2013: 17,798
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	18,722
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	3,137
9.	Number of courses offered via distance education:	Fall 2015: 109 Fall 2014: 113 Fall 2013: 112
10.	Number of programs which may be completed via distance education:	5
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 6,378 Fall 2014: 6,644 Fall 2013: 6,400
	Total unduplicated headcount enrollment	Fall 2015: 0

12.	in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	66%									
14b.	Successful student course completion rate for the fall 2015 semester:	65.1%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1823</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>1700</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>500</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1823	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1700	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	500	
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b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1700									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	500									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,724									
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,188									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	438									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,702									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,711									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Jazz Performance, CE852 Music Performance, CE851 Music Technology, CE850 Piano Performance, CE853									
19a.	Number of career-technical education (CTE) certificates and degrees:	75									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	75									

19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3																				
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																					
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.38</td> <td>state</td> <td>85 %</td> <td>91.8 %</td> </tr> <tr> <td>Licensed Vocational Nursing</td> <td>51.39</td> <td>state</td> <td>85 %</td> <td>100 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.01</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Registered Nursing	51.38	state	85 %	91.8 %	Licensed Vocational Nursing	51.39	state	85 %	100 %	Cosmetology	12.01	state	80 %	100 %	
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Cosmetology	12.01	state	80 %	100 %																		
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																					
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.38</td> <td>90 %</td> <td>98 %</td> </tr> <tr> <td>Licensed Vocational Nursing</td> <td>51.39</td> <td>60 %</td> <td>68 %</td> </tr> <tr> <td>Cosmetology</td> <td>12.04</td> <td>97 %</td> <td>86 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Registered Nursing	51.38	90 %	98 %	Licensed Vocational Nursing	51.39	60 %	68 %	Cosmetology	12.04	97 %	86 %					
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22.	Please list any other institution set standards at your college:																					
	<table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																		
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																				
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).																					
	<p>The new strategic plan is focused on student access, success, and equity. The college is launching scalable student success pathways designed to complete remediation within one year and an associate's degree completion within two years. Therefore the percentage of students completing remediation within one year and a degree within two years will be helpful in setting institutional standards. A great deal of emphasis and college-wide discourse is focused on equity and detailed strategies have been mapped out to ensure that the equity proportionality index for all groups to not be lower than 0.9 which is a goal that can easily become an institutional standard.</p>																					

**Student Learning Outcomes and Assessment**

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

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 733
	b.	Number of college courses with ongoing assessment of learning outcomes: 709
	Auto-calculated field: percentage of total: 96.7	

Courses										
25.	<table border="1"> <tr> <td>a.</td> <td>Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td>116</td> </tr> <tr> <td>b.</td> <td>Number of college programs with ongoing assessment of learning outcomes</td> <td>92</td> </tr> <tr> <td colspan="2">Auto-calculated field: percentage of total:</td> <td>79.3</td> </tr> </table>	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	116	b.	Number of college programs with ongoing assessment of learning outcomes	92	Auto-calculated field: percentage of total:		79.3
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Courses										
26.	<table border="1"> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>22</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>22</td> </tr> <tr> <td colspan="2">Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	22	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	22	Auto-calculated field: percentage of total:		100
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Auto-calculated field: percentage of total:		100								
27.	<table border="1"> <tr> <td>URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:</td> <td><a href="http://academic.rcc.edu/assessment/progassessresults.htm">http://academic.rcc.edu/assessment/progassessresults.htm</a></td> </tr> </table>	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	<a href="http://academic.rcc.edu/assessment/progassessresults.htm">http://academic.rcc.edu/assessment/progassessresults.htm</a>							
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28.	<table border="1"> <tr> <td>Number of courses identified as part of the general education (GE) program:</td> <td>324</td> </tr> </table>	Number of courses identified as part of the general education (GE) program:	324							
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29.	<table border="1"> <tr> <td>Percent of GE courses with ongoing assessment of GE learning outcomes:</td> <td>96.9%</td> </tr> </table>	Percent of GE courses with ongoing assessment of GE learning outcomes:	96.9%							
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30.	<table border="1"> <tr> <td>Do your institution's GE outcomes include all areas identified in the Accreditation Standards?</td> <td>Yes</td> </tr> </table>	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes							
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31.	<table border="1"> <tr> <td>Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i>:</td> <td>324</td> </tr> </table>	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	324							
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32.	<table border="1"> <tr> <td>Number of Institutional Student Learning Outcomes defined:</td> <td>5</td> </tr> </table>	Number of Institutional Student Learning Outcomes defined:	5							
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33.	<table border="1"> <tr> <td>Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).</td> <td>100%</td> </tr> </table>	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%							
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34.	<table border="1"> <tr> <td>Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:</td> <td>100%</td> </tr> </table>	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%							
Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%									
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>RCC identifies its ILOs: Student Success, Student Access, Institutional Effectiveness, Community Engagement, and Resource and Learning Environment Development. The 2015-2020 Strategic Plan is used to assess, monitor, and evaluate strategic and operational plans through KPIs that have specific, measurable targets. The college annually assesses its progress, develops and refines its strategies for meeting its targets, and allocates resources that support and enhance student success and completion. The college assesses progress toward achieving ILOs through a strategic planning report card. The report card provides data on the College's key performance indicators aligned to the five college goals. The results of the report card are posted to the college website and presented during FLEX days. Breakout sessions were held during the February 2016 FLEX day to discuss the direction and goals of the strategic plans as they relate to transfer, basic skills, and CTE. As part of the Program Review and Plan process currently underway during the Spring 2016 semester, instructional and non-instructional areas are using data to evaluate and inform the development of initiatives and targets, which are</p> </div>									

then mapped to college goals.

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

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

In addition to mapping, all disciplines and departments are finalizing a five-year program review and plan. Part of this process includes an analysis of SLO and PLO assessment results. The results of this analysis are framing disciplines' and departments' planned initiatives/projects for the next five years including improving and strengthening the quality of programs. Each initiative/project is aligned with the college's strategic goals which are also the ILO's. At the district and college level, this analysis of outcomes assessment is informing the work of the District General Education (GE) Workgroup as they discuss GE curriculum revision. At a program level, programs such as nursing; film, television, and video; as well as the arts use capstone portfolios, scenarios, and presentations to assess PLO's. This assessment has usually resulted in the improvement or addition of courses to strengthen and increase the quality of the programs, and in turn has a positive impact on Student Success and Student Access, two of the ILO's. For example, the Applied Digital Media program identified several PLOs that needed more emphasis and revised their courses and programs to better meet these outcomes.

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

Riverside City College uses the Student Learning Outcomes Assessment website to share SLO assessment results with external audiences. The recent implementation of the TracDat system for the data collection and reporting of assessment results provides the College with enhanced reporting capabilities to further facilitate communication with external and internal constituencies. As of Spring 2015, assessment results are being collected in TracDat per discipline-developed schedules. The discussion of assessment results and actions for improvement takes place at Department and Discipline meetings, Committee meetings, Flex Day workshops, Workgroup meetings, and meetings of the Riverside Assessment Committee (RAC). The membership of RAC is mainly representatives from each academic department, but there are others that include some of the college administrators. All disciplines and departments participate and guide assessment activities at the college. Information comes to the RAC from its members and is disseminated back to the departments and disciplines through its members. Finally, analyses of the results of assessment of student learning outcomes are used in program reviews by disciplines and departments to determine resource requests for improvements in instruction.

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

Learning outcome assessment is discussed regularly within the College. The college is in the middle of a new program review process and the process for reporting and incorporating the learning outcome assessment into program review is evolving. At the discipline/department levels SLO and PLO results are discussed, plans are developed for improvement, and resources for improving learning are identified for inclusion in program review plans. Starting with the Spring 2016 term, division deans will develop their program reviews and will meet with department faculty to discuss/prioritize requests from department program reviews. Finally, starting with the Fall 2016 term, leadership councils will be review requests from division program reviews against the college goals after which decisions on how resource requests will be supported by the college. The above shows a vertical flow of decision making that starts with the discussion of SLO assessment, but there is also a horizontal flow of information. SLO, PLO, and GE Outcome assessment dialog occurs within the Riverside Assessment Committee's monthly meetings, where faculty from academic departments discuss outcome assessment activities and best practices. Outcome assessment dialog also occurs during FLEX days,

Associate Faculty workshops, CTE retreats, and individual meetings.

39.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

RCC's Film, Television and Video department holds a film festival each semester. The festival is part of a class project where students produce a short film. The films demonstrate what the student has learned in two years of courses. Films are judged by industry professionals and individual feedback is offered to each student in a film review session. That same night, the films are screened for the public at a student-run festival including a competition for different film awards like best overall film and audience favorite. Other activities include nursing program portfolios and the math department's incorporating the New Science of Learning into instruction. The portfolios include reflections on how students met SLOs through their seminar, skills lab, and clinical experiences and are reviewed by the Nursing discipline as part of their ongoing assessment. Math faculty restructured the topics in intermediate algebra courses based on a learner centered approach of teaching outlined in the book, The New Science of Learning by Terry Doyle and Todd Zakrajsek. Student learning is assessed before and after the restructuring, and the assessment suggests that there is improvement in what students are learning. In view of this success other faculty members have been recruited to use these ideas in other sections of the course.

### Substantive Change Items

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

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Location change for our Culinary program and our Music program.

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Culinary Program and Music Program
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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