

Midterm Report  
in  
Support of the Reaffirmation of Accreditation

Responses to the Recommendations  
of the  
Accrediting Commission for Community and Junior Colleges  
and to  
Self-Identified Actionable Improvement Plans

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

Submitted  
to  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
10 Commercial Boulevard  
Novato, California 94949

March 15, 2017

**Certification of the Midterm Report**

March 15, 2017

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

**From:** Wolde-Ab Isaac, PhD.  
President  
Riverside City College  
4800 Magnolia Avenue  
Riverside, CA 92506

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

**Signatures:**



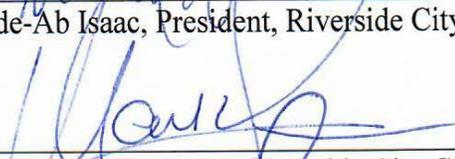
Michael Burke, Chancellor, Riverside Community College District



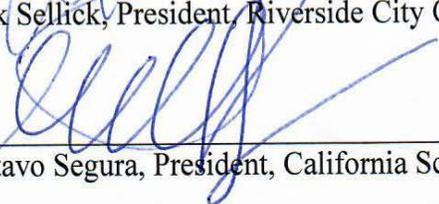
Virginia Blumenthal, President, RCCD Board of Trustees



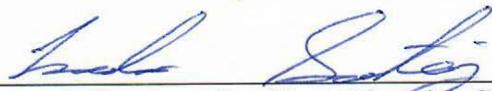
Wolde-Ab Isaac, President, Riverside City College



Mark Sellick, President, Riverside City College Academic Senate



Gustavo Segura, President, California Schools Employees Association



Leonardo Santiago, President, Riverside City College Associated Students

## Table of Contents

Introduction.....	5
Statement of Report Preparation.....	6
Responses to Recommendations.....	7
Response to College Recommendation 1.....	7
Response to College Recommendation 2.....	8
Response to College Recommendation 3.....	8
Response to District Recommendation 1.....	9
Response to District Recommendation 2.....	10
Data Trend Analysis .....	11
Status of Actionable Improvement Plans.....	14
Progress on Actionable Improvement Plans.....	19
Standard I: Institutional Mission and Effectiveness.....	20
Standard IA: Mission.....	20
Standard IB: Improving Institutional Effectiveness.....	20
Standard II: Student Learning Programs and Services.....	20
Standard IIA: Instructional Programs.....	20
Standard IIB: Student Support Services.....	21
Standard IIC: Library and Learning Support Services.....	22
Standard III: Resources.....	22
Standard IIIA: Human Resources.....	22
Standard IIIB: Physical Resources.....	23
Standard IIIC: Technology Resources.....	23
Standard IIID: Financial Resources.....	23

Standard IV: Leadership and Governance.....	24
Standard IVA: Decision-Making Roles and Processes.....	24
Standard IVB: Board and Administrative Organization.....	24
Update on Substantive Change in Progress, Pending, or Planned.....	25
Concluding Remarks.....	25
Appendix A: List of Evidence.....	26

## **Introduction**

Since the Institutional Self Study submitted in spring 2014 and the subsequent visit by the Accrediting Commission in March 2014, Riverside City College has had an ongoing dialogue with the Commission. The college filed a Follow-Up Report (October 15, 2015) and had a visiting team conclude that, “Based on the team’s review, all the recommendations have been addressed.”<sup>1</sup> In addition, the visiting team commended the college on its culture shift and leadership. After the visiting team provided its report to ACCJC, the Commission “found that Riverside City College has addressed District Recommendations 1 and 2 and College Recommendations 1, 2, and 3 from the spring 2014 comprehensive evaluation, resolved the deficiencies, and meets standards.”<sup>2</sup> The college and the district have also submitted annual reports to the commission on student achievement data, learning outcomes and assessment, substantive change items, and finance.

This Midterm Report continues the ongoing dialogue with the Commission by providing a summary of the efforts by the district and college to sustain the improvements that have been made. The Midterm Report specifically addresses additional progress on the Commission’s recommendations since the follow-up visit. The report revisits the Actionable Improvement Plans the college self-identified in its 2014 Self Evaluation and includes action plans and other specific activities by which the college has advanced those plans. The report includes a Data Trends Analysis incorporating and expanding on information from the Annual Reports and Annual Fiscal Reports.

## **Statement of Report Preparation**

Dr. Wolde-Ab Isaac, President of Riverside City College, asked Dr. Susan Mills, Professor of Mathematics, to draft the Midterm Report using the work and documentation of various Strategic Planning Leadership Councils and their workgroups. The strategic planning councils and workgroups conceptualized and completed the necessary tasks to address the recommendations and actionable improvement plans. They also provided the strategies and evidence to ensure that the college meets and sustains the accreditation standards. The supporting documents and reports, collected and organized by Ms. Michelle Davila, Executive Administrative Assistant, provide the basis for the Midterm Report. After Professor Mills drafted the responses, each council or workgroup reviewed the responses for accuracy and suggested changes to the draft.

The Educational Planning and Oversight Committee (EPOC) serves as the college's Accreditation Steering Committee. After the EPOC reviewed the draft, it was distributed to the college community for review. The college community reviewed and discussed the draft at its October 14, 2016 retreat. In particular, the Riverside City College Academic Senate, the leadership of the California Schools Employees Association, the Riverside City College Associated Students, and the President's Leadership Team reviewed and had the opportunity to comment on the draft.

The EPOC approved the Midterm Report draft at its meeting of December 8, 2016. The final draft was distributed to the District Strategic Planning Council as well as to the Chancellor's cabinet before it was approved by the Board of Trustees at its February 21, 2017, meeting.

## Responses to Visiting Team Recommendations and the Commission Action Letters

### **College Recommendation #1**

#### **Evaluate processes including evaluation processes regularly.**

In order to meet the standards the College should systematically assess and use assessment results for improvement in the following areas:

- a. Assessing its evaluation mechanisms; (I.B.6, I.B.7)
- b. All resource areas including human, physical, technology, and financial; (III.A.6, III.B.2.b, III.C.2, III.D.3.h)
- c. Role delineation, decision-making structure and resources. (IV.A.5, IV.B.3.g)

Response:

The college has fully addressed this recommendation in its [Follow-Up Report](#).<sup>3</sup> At its January 2016 meeting, the Commission accepted the Follow-Up Report and the report generated by the follow-up visiting team. The follow-up 2015 visiting team, chaired by Dr. Sonya Christian, concluded “Recommendation #1 appears to have served as a stimulus for the College and its leadership to rethink the structure and process of planning and evaluation. The new system places student success, student equity, and student completion at the core, with all other plans (human, physical, technology, and financial) becoming implementation plans to support and advance the strategic plan. Integrated planning also extends to resource allocation. Riverside City College (RCC) has identified five-year goals with annual targets that flow to the different area plans and workgroups. RCC has adopted the framework ‘monitor evaluate assess’ as an embedded principle and practice within each council for oversight and accountability of these efforts.”<sup>4</sup> Furthermore, the team concluded, “RCC’s Strategic Plan and other related plans appear to incorporate assessing its evaluation mechanisms in a comprehensive manner. RCC has progressed in crafting an integrated human resource, physical, technology, fiscal planning process that includes data analysis, the creation of advisory groups to oversee the process, and annual evaluation.”<sup>5</sup>

One suggestion from the visiting team was to include a timeline to “systematize the planning process.” A detailed timeline is now included in the [Strategic Plan](#) along with steps in the strategic planning process.<sup>6</sup>

Since the November 2015 visit, the college has made strides forward in the planning process. At the end of the fall semester of 2015, a stop gap process was utilized to allocate the eight new faculty positions to be hired for the 2016-17 academic year. Divisions submitted prioritized hiring requests that were jointly reviewed by the Academic & Career/Technical Programs and Instructional Support Leadership Council and the Resource Development and Administrative Support Leadership Council. Based on the principles in the Human Resources Staffing Plan, Strategic Plan, and Educational Master Plan, the two Councils made hiring [recommendations](#) to the [President](#).<sup>7</sup> During the spring semester of 2016, college academic disciplines, student services departments, and business services departments developed [program reviews and five-year plans](#)<sup>8</sup> From June to September 2016, division deans worked with their departments on integrating the discipline/department plans into a division plan.<sup>9</sup> On [September 30, 2016](#), the Academic & Career/Technical Programs and Instructional Support, the Resource Development and Administrative Support, and the Student Access and Support Leadership Councils met to review the divisional and area [initiatives and priorities](#).<sup>10</sup> On [November 29](#), and [December 1, 2016](#), the three Leadership Councils prioritized division initiatives and associated resource requests.<sup>11</sup> The Institutional Effectiveness Leadership Council participated in all sessions to [assess the process](#).<sup>12</sup> In

addition, the college held a retreat on October 14 to assess progress on strategic planning measures and targets, the work of the Leadership Councils and workgroups, and the strategic planning process.

### **College Recommendation #2**

#### **Evaluate all SLOs in a timely manner.**

In order to meet the standard, the College should evaluate all courses and programs in a manner that ensures a comprehensive and timely assessment of course and program SLOs is completed in all disciplines, so that the assessment of all SLOs can be included in curriculum review for maintaining relevant, current and responsive courses and programs, especially those that experience rapid changes in workforce competencies. (II.A.2.e)

Response:

The college has fully addressed this recommendation in its Follow-Up Report (October 15, 2015). At its January 2016 meeting, the Commission accepted the Follow-Up Report and the report generated by the follow-up visiting team. The follow-up 2015 visiting team concluded, “The College has established and is meeting expectations for regular SLO assessment (Assessment Plan, September 21, 2015) and has integrated this review into program review. The evaluators found evidence that the college’s approach to assessing SLOs is benefiting the college and is consistent in its focus on improving student success.”<sup>13</sup>

Since the November 2015 visit, the college has continued to implement its Assessment Plan, assessing course [student learning outcomes](#) and [program learning outcomes](#) in accordance with the schedule of assessment.<sup>14</sup> The program assessment workgroup of the Assessment Committee has developed [program assessment models](#) based on best practices.<sup>15</sup> Based on the schedule for program assessment, disciplines offering Associate Degree for Transfer programs have formed workgroups to assess ADT program learning outcomes. In addition, disciplines have linked general education student learning outcomes to course SLOs in TracDat. The TracDat system offers a means to generate program and general education assessment reports based on the linkages. After reviewing the general education report in fall 2016, the Assessment Committee recommended a schedule for the regular direct assessment of general education outcomes.<sup>16</sup> In particular, the college will focus on the critical thinking general education outcome in 2017-18.

### **College Recommendation #3**

#### **Total Cost of Ownership**

In order to meet standards, the College should develop and implement a total cost of ownership methodology that can be included in the long-range capital plans. (III.B.2.a)

Response:

As a result of its November 2015 visit, the follow-up team concluded, “The college has fully addressed this recommendation and meets the requirements of Standard III.B.2.a. The evaluators found that the college has embedded the Total Cost of Ownership (TCO) within the larger framework of long-range capital planning. The long range planning reflects the new approach to planning adopted by RCC (see recommendation #1) that builds upon results of intermediary evaluation processes.”<sup>17</sup> RCC piloted the [TCO](#) process by assessing the Math & Science and Nursing Buildings.<sup>18</sup> RCC then applied the TCO to three new buildings, the [Dr. Charles A. Kane Student Services and Administration Building](#), the [Coil School for the Arts building](#), and the [Culinary Academy](#) and District Administration building.<sup>19</sup>

## **District Recommendation #1**

### **Technology Planning**

In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

Response:

The district and the college have fully implemented this recommendation. The 2015 follow-up team reviewed the Riverside Community College District Strategic Technology Plan which included a District Technology Continuity Plan, a District Technology Refresh Plan, and a District Technology Refresh Grid 2014/15 – 2019/20. Evidence confirmed that the “district technology plan is based on collaborative input from the colleges and is in alignment with college planning processes.” The visiting team concluded, “ the District has fully addressed the recommendation, corrected the deficiencies and now meets the Commission’s Standards.”<sup>20</sup>

One suggestion from the visiting team was to complete the technology refresh plan for District employees. On July 1, 2015, the Instructional Media Centers at each of the three colleges integrated Information Technology support into their operations. The RCC Instructional Media Center was renamed to Technology Support Services. [RCC’s Technology Support Services](#) supports the District Office technology needs by providing quotes for replacement technology and by providing technical support for the removal of old technology and the installation of replacement technology.<sup>21</sup>

The Information Technology Strategic Council (ITSC), which consists of the co-chairs of the college technology advisory groups and District Information Technology Services personnel, continues to meet monthly to discuss district-wide technology needs, including the status of the [District Technology Plan](#) <sup>22</sup> objectives for the current academic year. By the time of the Follow-Up Report, the ITSC had begun the process of working with each college’s vice president of business and the Vice Chancellor of Business Services to determine financial sustainability as the District and colleges implemented their technology plans.

Every fall term, the ITSC assesses the prior year objectives derived in large part from outstanding [IT Audit](#) concerns.<sup>23</sup> In fall 2016, the [ITSC](#) compiled and prioritized the list of 2016-2017 objectives based on the prior year’s outstanding objectives in addition to new items brought forward from the colleges’ and District’s technology plans for 2016-2017.<sup>24</sup>

Progress continues to be made toward a more comprehensive disaster recovery plan (District Technology Continuity Plan, Appendix 3 of the District Technology Plan). One step has been the completion of network redundancies between college and district locations, ensuring that locations are connected to each other in more than one way in case of outage at any single site. Work on this alternate network routing has been completed at Norco College and continues at Riverside City College. Implementation of a second district-wide internet connection at Moreno Valley College is in progress, which will provide additional redundancy as well as increased capacity to the entire District. In addition, data are being replicated between college sites on a scheduled basis. Also,

faculty and staff email has been migrated to Office 365 at Microsoft for improved access and availability.

The colleges' vice presidents for business and the Vice Chancellor for Business and Financial Services continue to refine a financial sustainability plan for technology replacement and enhancements.

## **District Recommendation #2**

### **OPEB Obligation**

In order to meet the standard, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

Response:

The RCCD Board of Trustees at its April 21, 2015, meeting approved the following plan to respond to the accreditation recommendation:

1. Effective July 1, 2015, establish a new irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;
2. Develop a rate to apply to every dollar of payroll, in all Resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of \$250,000 annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with OMB Circular A-21 and the State Chancellor's Accounting Advisory – GASB 45 Accounting for Other Post-Employment Benefits;
3. Investment earnings over time will contribute to the reduction of the outstanding OPEB liability, so the total amount of funds set-aside by the District and accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;
4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;
5. Pay all retiree healthcare costs out of the irrevocable trust.<sup>25</sup>

The November 2015 visiting team concluded that "The district has fully addressed this recommendation and meets the requirements of Standard III.D.3.c."<sup>26</sup>

The District continues to implement its funding plan to ensure a reduction of its OPEB liability. An OPEB Committee was formed, with membership consisting of the Vice Chancellor of Business and Financial Services, a CTA representative, a management representative, a CSEA representative, and a community member. At the committee's initial January 6, 2016 meeting, the group chose an asset-allocation strategy for a \$250,000 investment per fiscal year. The committee recommended using a moderately conservative plan with medium risk (Strategy 2) within the CalPERS OPEB irrevocable trust. On September 12, 2016 the [District OPEB Committee](#) reviewed the trust's performance and set future meeting dates for a minimum of two times a year.<sup>27</sup>

## Data Trends Analysis

Category	Reporting Year		
	2014	2015	2016
<b>STUDENT COURSE COMPLETION</b>			
Standard	66.0%	66.0%	66.0%
Performance	64.8%	63.5%	65.1%
Difference between Standard and Performance	-1.2%	-2.5%	-0.9%
<p><b>Analysis of the data:</b> Riverside City College has a course completion set standard of 66.0%. While our course completion has been slightly lower than that set standard, the percentage has been increasing the last several years. RCC has a goal of increasing course completion by 1% each year. The rates reported in this report are for Fall terms only.</p>			
<b>DEGREE COMPLETION</b>			
Standard	1,179	1,179	1,179
Performance	1,149	1,160	1,188
Difference between Standard and Performance	-30	-19	9
<p><b>Analysis of the data:</b> The counts in this table represent the unique headcount of students who have received degrees. Because many RCC students are awarded multiple degrees (including AOE's as well as AA and AS degrees), this headcount is substantially lower than the total number of degrees awarded as reported in KPI's and the state chancellor's office website. For this unique headcount metric, RCC's set standard is the average of the unique students awarded degrees 2011-2012 through 2014-2015 plus one standard deviation. There are two on-going initiatives at the College which will help us increase the number of degrees completed by students. The first initiative is the implementation of many ADT's. These ADT programs should increase the number of students completing degrees prior to transferring. The second initiatives is a Pathways model. This model should also increase the number of students completing degrees. For our 2017 reporting year, RCC will report 1315 unique students who received degrees in 2015-2016.</p>			
<b>CERTIFICATE COMPLETION</b>			
Standard	447	447	447
Performance	436	411	438
Difference between Standard and Performance	-11	-36	-9
<p><b>Analysis of the data:</b> As with the degree completion data above, these metrics represent unique headcounts of students awarded a certificate and the set standard is the average of the unique students awarded certificates 2011-2012 through 2014-2015 plus one standard deviation. RCC continues to have a strong certificate program. As discussed above, RCC is implementing a Pathways model. This model includes certificate programs. This initiative should increase the number of students who receive certificates. Note that the certificates reported here are chancellor-approved certificates and do not include local certificates.</p>			
<b>TRANSFER</b>			
Standard	1,702	1,702	1,702
Performance	1,197	1,428	1,711
Difference between Standard and Performance	-505	-274	9
<p><b>Analysis of the data:</b> RCC looks at transfer metrics different ways -- a Broad Transfer Metric and a Transfer Volume Metric. The Board Transfer Metric includes all students enrolled at some point-in-time at RCC and who subsequently enroll in a four year college or university. The Broad Transfer Metric is used internally for discussion about overall program success and student transfer patterns. For external benchmarking and reporting purposes, RCC uses the more narrowly-defined Transfer Volume Metric. For this metric, it includes only students who:</p> <ul style="list-style-type: none"> <li>- Completed at least 12 units in RCCD at time of transfer</li> <li>- Have confirmed enrollment in a 4 year college or University via the National Student Clearinghouse between June 1st and May 31st of the year reported</li> <li>- Were enrolled at RCC in the immediate year prior to transferring</li> </ul> <p>For this metric, RCC's set standard is the average of the most recent three years plus one standard deviation. RCC has been increasing the number of transfer students steadily over the past several years. RCC anticipates the numbers will continue to increase as the Pathways model and ADT initiatives continue to progress.</p>			

LICENSURE PASS RATE								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Registered Nursing	51.38	85%	90.4%	91.8%	91.8%	5.4%	6.8%	6.8%
Licensed Vocational Nursing	51.39	85%	100.0%	100.0%	100.0%	15.0%	15.0%	15.0%
Cosmetology	12.01	80%	91.0%	100.0%	100.0%	11.0%	20.0%	20.0%
<p><b>Analysis of Data:</b> RCC continues to consistently surpass institution set standards as well as national averages for NCLEX state pass rates in both of its Nursing programs. The national average for RN programs for this time period was 82.7% and for VNs was 84.59%. RCC surpassed those rates by 9.1% and 15.41%, respectively, for 2015. The latest data for 2016 should soon be available. RCC's Cosmetology program is also well above the set standard.</p>								
JOB PLACEMENT RATE								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Registered Nursing	51.38	90%	98.0%	98.0%	98.0%	8.0%	8.0%	8.0%
Licensed Vocational Nursing	51.39	60%	65.0%	68.0%	68.0%	5.0%	8.0%	8.0%
Cosmetology	12.01	80%	82.0%	86.0%	96.0%	2.0%	6.0%	16.0%
<p><b>Analysis of Data:</b> RCC continues to consistently surpass institution set standards for job placement rates in both Nursing programs. Statewide data for RNs for this time period demonstrated an average job placement rate of 76% at one year. The VN placement rate was set lower, as 30-40% of VN graduates immediately seek placement in an RN program. RCC's Cosmetology program's job placement performance has increased each of the last three years. Their most recent rate of 96% is well above the institution set standard of 80%.</p>								

STUDENT LEARNING OUTCOMES ASSESSMENT			
	2014	2015	2016
Number of Courses	695	680	733
Number of courses assessed	619	626	709
Number of Programs	97	100	116
Number of Programs assessed	82	82	92
Number of Institutional Outcomes	5	5	5
Number of outcomes assessed	5	5	5
<p><b>Analysis of the data:</b> RCC has made substantial progress in tracking course and program assessment. This progress includes the use of TracDat. The Assessment Committee meets monthly and discusses on-going assessment activity.</p>			

## ANNUAL FISCAL REPORT

Category	Reporting year		
	2014	2015	2016
<b><u>General Fund Performance</u></b>			
Revenues	\$173,624,650	\$187,612,346	\$231,385,925
Expenditures	\$171,718,114	\$184,045,827	\$214,777,450
Expenditures for Salaries and Benefits	\$140,833,151	\$149,031,896	\$168,553,852
Surplus/Deficit	\$1,906,536	\$3,566,519	\$16,608,475
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	1.10%	1.90%	7.18%
Reserve (Primary Reserve Ratio)	\$ 22,322,370	\$ 25,888,891	\$ 42,500,368
<p>Analysis of the data: Apportionment revenues have increased significantly during the past several years primarily due to increased FTES funding. In addition, the District received a large influx of ongoing revenues in the form of Full-Time Faculty Hiring and a Base Increase. In fiscal 2016, the District received \$15 million of State Mandated Block Grant funding that was set-aside for use in future years, thus increasing the ending reserve. The unrestricted general fund reserve is an increasing percentage of the total reserve balance in fiscal 2016, primarily due to the aforementioned State Mandated Block Grant, but also due to expenditures in excess of \$5 million on the new Henry S. Coil Sr. and Edna Coil School for the Arts Building.</p>			
<b><u>Other Post Employment Benefits</u></b>			
Actuarial Accrued Liability (AAL) for OPEB	\$24,161,707	\$24,161,707	\$25,347,991
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	1.42%
Annual Required Contribution (ARC)	\$3,041,672	\$3,041,672	\$3,147,095
Amount of Contribution to ARC	\$1,159,902	\$1,203,398	\$1,856,990
<p>Analysis of the data: An updated GASB 45 Actuarial Valuation Report was obtained in September 2015. The District adopted an OPEB funding plan in fiscal 2016, utilizing an irrevocable trust held with CalPERS California Employer's Retirement Benefit Trust (CERBT). Minimum annual contributions of \$250,000 to the irrevocable trust began in mid-fiscal 2016.</p>			
<b><u>Enrollment</u></b>			
Actual Full Time Equivalent Enrollment (FTES)	26,400	27,660	28,682
<p>Analysis of the data: Total FTES has steadily increased in reaction to community demand and increased State funding levels.</p>			
<b><u>Financial Aid</u></b>			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	14.1	14.1	9.8
<p>Analysis of the data: The current official Cohort Default Rate for the most recent cohort default year 2013 is 9.8%, decreasing from 14.1% reported during the 2 previous cohort default years. Riverside City College has instituted loan default management processes through various channels to help lower this default rate over the past few years. During attendance, students complete loan counseling upon requesting a loan, and upon exit from the institution. After leaving the institution, RCC conducts loan delinquency management communications to students through 3<sup>rd</sup> party services provided by NorthStar Default Management Resources as well as through internal office procedures done by RCC financial aid staff. Students delinquent on student loan payments receive communication in paper, electronic and via phone from both parties to assist in finding a suitable repayment option and avoid default. These activities have allowed our college to lower our rate below the national average of 11.3%. Continued activities will allow RCC to remain well below the cap of 30%, as projected for the new 2 cohort default years.</p>			

### Status of Actionable Improvement Plans

<b>Actionable Improvement Plan</b>	<b>Integration with Planning Processes</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>AIP I.A.4 Implement the revised Annual Unit Plan templates and the revised Comprehensive Program Review addendum, which establishes measurable goals using the ACCJC-recommended data structure, to refresh the College's strategic plan in 2014-2019.</p>	<p>Revised program review and planning process used in spring 2016, with prioritizations occurring in fall 2016; RCC Strategic Plan 2015-2020 posted on web site</p>	<p>Completed – approved by Academic Senate and EPOC spring 2016</p>	<p>Academic Senate and EPOC</p>
<p>AIP I.B.2-4 Review achievement of initial targets and revise targets, along with goals and strategies, for the RCC Strategic Plan 2014-2019.</p>	<p>All targets, goals, and strategies reviewed to refresh strategic plan; further monitoring of targets occurs at strategic planning retreats</p>	<p>Completed RCC Strategic Plan 2015-2020</p>	<p>Academic Senate, Councils, EPOC &amp; Office of IE</p>
<p>AIP II.A.1 The College will develop integrated plans to implement the Pathways Initiative.</p>	<p>EPOC reviewed/discussed drafts of the pathways implementation plans at its May 5, 2016 meeting</p>	<p>Draft plans completed in spring 2016</p>	<p>Pathways Work Groups and ACTPIS</p>
<p>AIP II.A.1 The Assessment Committee will implement a direct assessment of the GE component of degree programs.</p>	<p>Survey administered to graduates in spring 2016; results discussed in FLEX activity. Linkages to revised GE outcomes project completed in fall 2016. Schedule for direct assessment developed in fall 2016.</p>	<p>Ongoing assessment projects</p>	<p>Assessment Committee and Program Assessment Workgroup</p>
<p>AIP II.A.2 The College and disciplines offering online classes will evaluate the effectiveness and cost of online instruction as part of the</p>	<p>Cost analysis completed in Enrollment Management Plan; discussions continuing during discipline program reviews/planning</p>	<p>Initial analysis completed. Discussions ongoing in disciplines, departments, divisions, etc.</p>	<p>Enrollment Management Subcommittee, Distance Education Subcommittee, ACTPISLC</p>

program review process.			
AIP II.A.2 The College, using specific information from assessment activities, will develop measurable targets at both the institutional level and at the discipline level as part of the program review process.	Program reviews and plans and associated targets submitted/refreshed annually as integral part of planning process	First round completed with program reviews submitted in spring 2016	Individual disciplines, divisions, leadership councils, and EPOC; IELC & Office of IE provide data
AIP II.B.3.a Develop a user friendly comprehensive degree audit system that includes the evaluation of courses from the most common transfer institutions.	The college and district have implemented the Colleague Degree Audit Feature within Colleague to automate twenty-five of the top feeder colleges' and universities' course equivalencies	Pilot completed. Ongoing and expanding project.	SASLC
AIP II.B.3.a Share student data from the admissions application to allow department chairs and deans of instruction the ability to identify students who selected an AST or AAT in their particular disciplines.	To provide department chairs and deans of instruction with the ability to identify students who selected an Associate Degree for Transfer in their particular disciplines, the Dean of Institutional Effectiveness distributed department-specific lists to each of the academic departments.	First round completed. The distribution will occur each academic year as part of the planning process.	ACTPISLC, SASLC, Office of IE
AIP II.B.3.c Implement an online student educational planning tool.	The three colleges have purchased Ellucian/Colleague Online Planning Tool Module. This software will include a scheduler, a transcript reader, online planning SEP, and the capability to schedule classes for up to two years out. This is key to the student success pathways planning.	Pilot to be conducted in fall 2017.	SASLC
AIP II.B.3.c Define the role of faculty	Links to Pathways Initiative. Training for	Completed. In place end of spring 2015	ACTPISLC, SASLC,

advisors, and identify the specific training these advisors will need to assist students in the ADT.	advisors is developed. Efforts are underway to regularize this training.		Counseling Department
AIP II.C.1.a Allocate funds from the College budget to support library materials, human resources, and equipment on an ongoing basis.	Accomplished through the revised program review and planning process. Prioritizations occurring yearly based on 5-year plans and refreshing of plans	Prioritizations of college needs occurred in fall 2016.	EPOC, RDASLC, ACTPISLC, SASLC; IELC monitors process
AIP III.A.2 As the College develops its internal budget allocation model, it will use the strategic planning processes to assess its human resource needs and to determine appropriate staffing levels for each employee category.  AIP III.A.6 Refine the human resource planning process as the College refreshes its 2014-2019 Strategic Plan and develops its internal budget allocation model.	The Human Resource Advisory Group created a comprehensive Human Resource and Staffing Plan that incorporates both short term and long term planning strategies for all employee groups; plan approved by RDASLC and EPOC.	Completed. Implementation and assessment ongoing.	RDAS, Human Resources Advisory Workgroup
AIP III.A.5.a Train faculty advisors to support the Pathways Initiative. (See Standard II.B.3.c).	Links to Pathways Initiative. Training for advisors is developed. Efforts are underway to regularize this training.	Completed. In place end of spring 2015	ACTPISLC, SASLC, Counseling Department
AIP III.B.2.a Prepare total cost of ownership plan for any new construction.	Approved by RDASLC and EPOC. Implemented.	Completed. Assessment ongoing.	RDASLC, Physical Resources Advisory Workgroup
AIP III.C.1 Review the IT Audit	The Information Technology Strategic	Completed.	RDASLC, Technology

recommendations as part of the College strategic planning process, and provide input to the District IT Strategy Council.	Council (ITSC), which consists of the co-chairs of the college technology advisory groups and district Information Technology Services personnel, implemented components of the District Technology Audit (District IT audit report) and developed a District Technology Plan.		Advisory Workgroup
AIP III.C.1 Integrate the College Technology Plan and Technology Replacement Plan Addendum into a broad, comprehensive plan that addresses all technology standards, replacement, and funding for desktop, network, audiovisual and peripheral equipment, and wiring and physical infrastructure.	The Technology Advisory Group completed the Riverside City College Technology Plan 2014-2018; plan was approved by RDASLC and EPOC. The charge of the Technology Advisory Group will be expanded to include equipment.	Completed. Implementation and assessment ongoing. The initial plan was assessed and priorities have been updated.	RDASLC, Technology Advisory Workgroup, EPOC
AIP III.C.2 Incorporate operational funding for technology replacement and total cost of ownership into the College Budget Allocation Model (BAM).	Beginning with 2014, the college included a line item in its budget for funding technology replacement. The colleges' vice presidents for business and the Vice Chancellor for Business and Financial Services continue to refine a financial sustainability plan for technology replacement and enhancements.	Completed.	RDASLC, Technology Advisory Workgroup
AIP III.D.1 Implement and assess the revised District Budget Allocation Model, and develop a College Budget Allocation Model.  AIP III.D.4 Develop a College	Strategic planning initiatives and enrollment management decisions drive the allocation of resources.	Draft Financial Plan FY 2015-16 to FY 2019-20 developed. College BAM in development.	RDASLC

Budget Allocation Model that is linked to planning.			
AIP III.D.2 The College will develop a 1% emergency reserve as a part of its 2014-15 budget development process. The Board of Trustees and the District will implement the principles embedded in the revised District Budget Allocation Model to meet the District required 5% reserve threshold. (III.D.2.c)	The college has dropped the actionable improvement plan to maintain a 1% emergency reserve. However, the district implemented the principles embedded in the District Budget Allocation Model to meet the required 5% reserve threshold.	Completed.	District Business and Financial Services, College Business Services
AIP IV.A.5 Review, revise, and align committee structure, including authority and roles of District/College committees.	The RCCAS changed its standing committee structure to align with the strategic planning leadership council structure to better meet the strategic planning and operations needs of the college.	Completed in spring 2016. The RCCAS and strategic planning leadership councils will now monitor and assess the goodness of fit between the various entities and will make modifications as necessary.	RCCAS, EPOC, strategic planning Leadership Councils
AIP IV.B.3.a & g Review and refine function map as roles of College/District continue to evolve.	Relationship between the college and district office is continuously evolving; planning process reflects this evolution.	District-wide Task Force formed in fall 2016 to review and revise function map	Task Force, EPOC, District Strategic Planning Committee

## **Progress on Actionable Improvement Plans**

In its 2014 self-evaluation, the college identified actionable improvement plans that embody the college's efforts to meet the accreditation standards more effectively and to achieve sustained continuous quality improvement. The college addressed these actionable improvement plans in two ways. First, it has responded to many of the self-identified plans in its follow-up report to the Commission as the college addressed the specific recommendations from the 2014 visiting team. The 2014 visiting team's recommendations confirmed many of the college's self-identified shortcomings that the actionable improvement plans attempt to reconcile. For example, the college recognized the need for a total cost of ownership (TCO) plan for any new construction (Planning Agenda for Standard III.B.2.a). This plan became College Recommendation #3, which the 2015 follow-up team validated as completed. Second, the college has addressed the self-identified actionable improvement plans by assigning each of the plans to specific strategic planning leadership councils, including the committees and subcommittees of each council. The Educational Planning and Oversight Committee asked that each leadership council identify the responsible parties, the current [status of activities](#) to address the plan, and the evidence that the plan has been addressed.<sup>28</sup> Most important, the action plans for each strategic planning leadership council address the self-identified actionable improvement plans from the 2014 self evaluation. These [action plans](#), developed each year as part of the planning process by the strategic planning leadership councils, identify the specific ways by which the college seeks to assess and improve its instructional and student support activities.<sup>29</sup> In most cases, these action plans complete or exceed the self-identified actionable improvement plans from the 2014 self evaluation.

## Standard I Institutional Mission and Effectiveness

### Standard IA Mission

The college has a process through which it reviews and revises its mission statement. During the 2015-16 academic year, as the college refreshed its strategic plan, the college reviewed and revised its mission statement to more explicitly identify the types of degrees offered (e.g., Associate Degrees for Transfer) and to more clearly reflect the general education outcomes. The Board of Trustees approved the revised mission statement at its [November 15, 2016](#), meeting.<sup>30</sup> The Institutional Effectiveness Leadership Council has reviewed and revised the mission statement review process so that it occurs in sync with strategic plan revisions and reflects the updated committee and council structure.<sup>31</sup>

### Standard IB Improving Institutional Effectiveness

College Recommendation #1 was the impetus for the college to rethink the structure and process of planning and evaluation. Student success, student equity, and student completion are the core of all plans and decisions. All other college plans revolve around this core, supporting the strategic plan and the educational master plan. The college restructured its committees and councils to underpin the strategic planning process and to monitor and assess progress. Institutional structures are in place for both a horizontal alignment (e.g., pathways workgroups) and vertical integration (e.g., divisional deans) of college goals, initiatives, and strategies.

The Standard I actionable improvement plan to refresh the college's strategic plan has been completed with the approval and implementation of the Riverside City College Strategic Plan 2015 – 2020. During fall 2016, the college implemented its first round of planning utilizing the revised program review and planning process. During the October 14, 2016, retreat, the college reviewed data trends. In particular, with the increased focus on student services and support, RCC has seen the number of students completing a Student Educational Plan increase from 5485 during 2013-14 to 9235 during 2015-16. The numbers of students enrolled in Pathways have also increased dramatically.<sup>32</sup> During the spring 2017 “Welcome Back” FLEX day, the college will scrutinize its strategic planning report card and further discussions on whether targets are being met and why or why not.

## Standard II: Student Learning Programs and Services

### Standard IIA Instructional Programs

The March 2014 visiting team acknowledged that “the college is committed to high quality programs, academic integrity, and improvement of academic offerings.”<sup>33</sup> The team concluded that the college meets the standards for Standard IIA with the exception of Standard II.A.2.e, which resulted in College Recommendation #2 to evaluate all SLOs in a timely manner. As described above in College Recommendation #2, the college fully addressed this recommendation in its Follow-Up Report, which was validated by the follow-up 2015 visiting team. Since the visit, the college has continued with its schedule of assessment for course [student learning outcomes](#) and

[program learning outcomes](#).<sup>34</sup> At the end of spring 2016, the college assessed the general education learning outcomes utilizing a survey administered to graduates. The [results](#) were discussed during a fall 2016 FLEX [activity](#).<sup>35</sup> Furthermore, in fall 2016, the Assessment Committee recommended a schedule for the regular direct assessment of general education outcomes. The program assessment workgroup of the Assessment Committee has developed [program assessment models](#) based on best practices.<sup>36</sup>

The large body of work that the college has accomplished in planning has had direct effects on student learning programs and services. As the college moved forward with its [Pathways Initiative](#),<sup>37</sup> an additional thirteen disciplines (from the seven reported in 2014) developed and received state approval for Associate Degrees for Transfer. Workgroups for College Readiness, Transfer Pathways, and CTE Pathways developed draft implementation plans. In [May 2016](#), the Strategic Planning Executive Council (now EPOC) reviewed the plans.<sup>38</sup> As part of the program review process, disciplines, department and divisions set measureable targets for initiatives and projects. During 2016-17, these discipline and division plans will help to shape specific initiatives and targets in the pathways plans. In addition, the Enrollment Management Subcommittee is working on a master schedule to ensure that all courses in the pathways are offered in such a way that students can complete their goals in two years. This includes offering more accelerated course sections so that students can move from pre-college to college level in less time. More students are identifying and completing a particular [pathway](#), and Education Advisors have been [assigned to each division](#).<sup>39</sup>

The college completed some analysis on the cost and effectiveness of online instruction in its [enrollment management plan](#).<sup>40</sup> As information from discipline program reviews becomes available, further discussion about the right configuration of courses in various modalities to best ensure student access and completion along with cost effectiveness will ensue in the Enrollment Management Subcommittee and Distance Education Subcommittee.

## Standard IIB Student Support Services

The March 2014 visiting team concluded that the college meets this standard, stating, “Riverside City College Student Services are thorough, inclusive, and student centered . . . . The Student Services Division exhibits prudent risk taking in its initiatives to improve student support and are based on student data and needs, and should be applauded for their willingness to implement forward thinking and advanced and [sic] services for their students.”<sup>41</sup>

Since the 2014 visit, the student services division has made significant progress on its actionable improvement plans. The college and district have implemented the Colleague Degree Audit Feature within Colleague to automate twenty-five of the top feeder colleges’ and universities’ course equivalencies. Given changes in college catalogs, and in recognition that transfer patterns do not remain static, this is an ongoing and expanding project. The goal is for the Colleague system to recognize these courses as prerequisite coursework and transfer equivalencies. This information is available to evaluators and counselors across the district. To facilitate the degree audit feature, the college is able to send and receive electronic transcripts and capture data from scanned transcripts into Colleague.

A district-wide committee has worked for the past two years identifying tasks, timeline, and progress reports for the deployment of an online planning tool. The three colleges have purchased the Ellucian/Colleague Online Planning Tool Module. This software will include a scheduler, a transcript reader, online planning SEP, and the capability to schedule classes for up to two years out. A pilot will be launched in fall 2017.<sup>42</sup>

During the 2014-15 academic year the counseling department worked with faculty (funded through Title V) and through the English department pilot of faculty advising to identify the [role of faculty advisors](#) and provide various trainings.<sup>43</sup> A faculty advising training workshop was held in January and February of 2015. Participating faculty members were asked to implement a faculty advising activity with Pathways to Excellence students during the Spring 2015 term. During fall 2015 FLEX day activities, the English advisors met to plan, train two new participants and continue working on advising. Counseling has identified counseling faculty to serve as liaisons to all departments with Associate Degrees for Transfer so that there is a point person for communications and to refer students.<sup>44</sup> The English and Counseling departments met in September 2016 to collaborate and plan activities for English faculty advisors and students in the Pathways program. At the [September 17, 2015](#), Academic & Career/Technical and Instructional Support Leadership Council meeting, the group decided to have workgroups dedicated to each pathway—Transfer, Basic Skills, and CTE. Each workgroup will consider how to adapt faculty advising to these student populations.<sup>45</sup> To provide department chairs and deans of instruction with the ability to identify students who selected an a Associate Degree for Transfer in their particular disciplines, the Dean of Institutional Effectiveness distributed department-specific lists to each of the academic departments. The Counseling department is working with evaluators to increase the number of verified Associate Degrees for Transfer.

## Standard IIC Library and Learning Support Services

The March 2014 visiting team concluded that “Despite major organizational changes, tightening of resources, and growth in demand for services, the library, IMC, labs, DSPS, Tutorial Services and other learning support services continue to support the college. The college meets the requirements of Standard II.C.”<sup>46</sup>

Library/Learning Resources, Counseling, and Academic Support departments merged to form an integrated Student Success and Support Division. Program reviews and plans by each department are considered in various ways by the division as a whole so that, taken together, they constitute the division's overall, integrated academic support/student success plan and programs. Integrated goals emphasize initiatives across all levels of student support services necessary to the successful implementation of the Pathways model.

## Standard III: Resources

### Standard IIIA Human Resources

The March 2014 visiting team concluded that “The college has identified a survey process to assess if their human resource needs are being met effectively in program and service areas. There is limited evidence that the college has used those assessments as a basis for sustained improvement and as a result does not meet the requirements of Standard III.A.6.... The college should develop a

[staffing plan](#) for all human resource needs and begin to formalize a plan to address the college's self identified needs."<sup>47</sup> In its evaluation of College Recommendation #1, the 2015 follow-up team reported that "The Human Resource Advisory Group (HRAG) created a comprehensive *Human Resource and Staffing Plan* that incorporates both short term and long term planning strategies for all employee groups."<sup>48</sup> The development of this plan addressed the college's actionable improvement plan instituted to meet the requirements of Standard III.A. The college has begun the process of formal implementation with full implementation of the plan expected to occur in Spring 2017. The strategic planning leadership councils now review requests for staffing in light of the strategic plan, educational master plan, and Human Resource's Staffing plan as they formulate recommendations for funding. As implementation occurs, the college will continuously assess to ensure that the allocation of human resources is in alignment with the college's educational mission.

### Standard IIIB Physical Resources

The March 2014 visiting team concluded that the college met all parts of Standard III.B, with the exceptions of Standards III.B.2.a and III.B.2.b, which resulted in College Recommendation #3 on Total Cost of Ownership. As a result of its November 2015 visit, the follow-up team concluded, "The college has fully addressed this recommendation and meets the requirements of Standard III.B.2.a." The evaluators found that the college has embedded the [Total Cost of Ownership \(TCO\)](#) within the larger framework of long-range capital planning. The TCO provides linkages, such as land acquisitions, interim renovations, site improvement, swing space, removal of existing facilities, moving costs, and demolition, to secondary effects projects.<sup>49</sup>

### Standard IIIC Technology Resources

The March 2014 visiting team recommended that the district develop a technology plan. The 2015 follow-up team concluded that the district fully addressed this recommendation. In responding to the recommendation, the Information Technology Strategic Council (ITSC), which consists of the co-chairs of the college technology advisory groups and district Information Technology Services personnel, implemented components of the District Technology Audit (District IT audit report) and developed a [District Technology Plan](#).<sup>50</sup> In addition, the ITSC updated and created an IT Audit Recommendation [Project Status Summary](#) that outlines the progress the district has made to address the concerns identified in the IT Audit.<sup>51</sup> The [District Technology Plan](#) includes a Disaster Recovery Plan and a Technology Refresh Plan.<sup>52</sup> The district plan is aligned with the Riverside City College [Technology Plan 2014-2018](#).<sup>53</sup> RCC's initial [Technology Plan was assessed](#) and priorities have been updated.<sup>54</sup> RCC has included in its FY 2016-2017 adopted budget continued funding for the RCC Technology Plan. The funding for this plan is part of the college's Capital Outlay Surcharge funding for Technology and [Capital Equipment](#) identified by function code 709. Annual budget savings in this account are carried forward to the next fiscal year, creating an account savings that can be available for larger IT replacement projects.<sup>55</sup>

### Standard IIID Financial Resources

The March 2014 visiting team concluded "The Budget Allocation Model has been changed over the years as stakeholders determined that changes were necessary to reflect local conditions.... A formal structured process that would assist in ensuring a comprehensive and consistent evaluation is

not yet in place and as a result the College does not meet the requirements of Standard III.D.3.c.”<sup>56</sup> The 2015 follow-up team concluded that the college had fully addressed the resulting College Recommendation #1 and that the strategic plan and other plans incorporated evaluation in a comprehensive manner. In addition, the district completely addressed Standard III.D.3.d with its OPEB Obligation Funding Plan.

The college has developed a [draft Financial Plan FY 2015-16 to FY 2019-20](#).<sup>57</sup> The College Budget Allocation Model is in development and is aligned with the [District Budget Allocation Model](#). In this model, strategic planning initiatives and enrollment management decisions drive the allocation of resources.<sup>58</sup>

The college has dropped the actionable improvement plan to maintain a 1% emergency reserve. However, the district implemented the principles embedded in the District Budget Allocation Model to meet the required 5% reserve threshold.

## Standard IV: Leadership and Governance

### Standard IVA Decision-Making Roles and Processes

The [March 2014 visiting team](#) concluded, “The District and College commitment to participatory governance structures is readily apparent, as is the record of collaborative engagement through these structures. The evaluation team in its interviews found the college community and leadership to be committed to better serving students through effective leadership and governance. However, there remains a need to strengthen use of an evidence-based systematic process for reviewing the effectiveness of leadership and governance structures, and for using that evidence as the basis for improvements.”<sup>59</sup>

In the fall of 2015, the Riverside City College Academic Senate (“RCCAS”) began the process of changing its standing committee structure to align with the Strategic Planning Leadership Council (“SPLC”) structure. This required [RCCAS](#) to modify its constitution and bylaws and the constitution and bylaws of the SPLCs, to alter some committees and abolish others and to consider closely the nature of the relationship between the RCCAS’s charge under Title 5 and the strategic planning and operations needs of the college.<sup>60</sup> This process took several months, but netted a RCCAS and SPLC [structures](#) that were more logically integrated, efficient and effective.<sup>61</sup> The RCCAS then held its first elections for the strategic planning leadership councils and the RCCAS committees and subcommittees that were attached to them. The RCCAS and strategic planning leadership councils will now monitor and assess the goodness of fit between the various entities and will make modifications as necessary.<sup>62</sup>

### Standard IVB Board and Administrative Organization.

The March 2014 visiting team concluded, “The College and Riverside Community College District meet the requirements of Standard IV.B with the exceptions of Standards IV.B.3.b and IV.B.3.g.”<sup>63</sup> The college and district addressed these issues in their work on College Recommendation #1. The 2015 follow-up team stated, “It appears within the 18 months since the 2014 accreditation team visit, the district office has migrated toward a service-oriented approach which has had a positive

impact on the decision making.... This shift has been an intentional approach adopted in order to place the focus on services to the colleges and the students.”<sup>64</sup>

The relationship between the district office and the college is continuously evolving, particularly in the areas of technology and finance. The Chancellor and Presidents discuss these relationships on a regular basis, and college/district function map was reviewed at the [October 6, 2016, EPOC meeting](#).<sup>65</sup> Furthermore, a district-wide task force was formed to review and revise the function map to better reflect current relationships and up-to-date accreditation standards.<sup>66</sup>

### **Update on Substantive Change in Progress, Pending, or Planned**

At its February 29, 2016 meeting, the ACCJC’s Committee on Substantive Change approved 1) a new location – The Coil School for the Arts (CSA) and 2) a program move – the Culinary Arts Program offered at the District Office and Culinary Arts Building.

No substantive changes are anticipated for the 2016-17 academic year.

### **Concluding Remarks**

Since the November 2015 Follow-up Team visit, the college has completed the revision of its planning process, including program review processes, developed numerous implementation plans, and revised its committee and council structure. Data are central at all levels of planning, and assessment is deeply embedded in the ongoing work. RCC has made strides forward in its focus on student success, equity, and completion. The institution has addressed all of its self-identified actionable improvement plans and is at the level of sustained continuous quality improvement in relation to the accreditation standards.

## Appendix A: List of Evidence

- <sup>1</sup> See page 3 of [Follow-Up Team Report](#), Riverside City College
- <sup>2</sup> See [ACCJC letter dated February 5, 2016](#)
- <sup>3</sup> See [Riverside City College Follow-Up Report dated October 15, 2015](#)
- <sup>4</sup> See page 5 of [Follow-Up Team Report](#), Riverside City College
- <sup>5</sup> See page 8 of [Follow-Up Team Report](#), Riverside City College
- <sup>6</sup> See pages 31-34 of [Riverside City College Strategic Plan 2015-2020](#)
- <sup>7</sup> Review [Joint Council letter](#) to President and [President's response](#) letter for faculty hiring
- <sup>8</sup> See [Excel spreadsheet](#) listing completed Program Review and Plans
- <sup>9</sup> See [Initiatives and Priorities](#) documents from divisions
- <sup>10</sup> See minutes from [September 30, 2016 joint Leadership Councils' meeting](#)
- <sup>11</sup> See minutes from [November 29](#) and [December 1, 2016](#) joint Leadership Councils' meeting
- <sup>12</sup> Review [minutes](#) of Institutional Effectiveness Leadership Council on assessing program review and planning process
- <sup>13</sup> See page 9 of [Follow-Up Team Report](#), Riverside City College
- <sup>14</sup> See [SLO](#) and [PLO](#) assessment schedule
- <sup>15</sup> Review the models for [program learning outcomes assessment](#)
- <sup>16</sup> Review [minutes](#) of the Riverside Assessment Committee from November 18, 2016
- <sup>17</sup> See page 10 of [Follow-Up Team Report](#), Riverside City College
- <sup>18</sup> See the [TCO analyses for the MTSC/Nursing Buildings](#)
- <sup>19</sup> See the [TCO analyses for the three new buildings](#)
- <sup>20</sup> See page 12 of [Follow-Up Team Report](#), Riverside City College
- <sup>21</sup> See [examples of Helpdesk Tickets](#) for District Office support
- <sup>22</sup> Review the [District Technology Plan](#)
- <sup>23</sup> Review the [IT Audit Recommendations](#)
- <sup>24</sup> See the [ITSC minutes](#)
- <sup>25</sup> See Board of Trustee meeting [minutes for April 21, 2015](#)
- <sup>26</sup> See page 13 of [Follow-Up Team Report](#), Riverside City College
- <sup>27</sup> Review minutes of [District OPEB Committee](#)
- <sup>28</sup> Review status of [RCC Strategic Planning 2016-2017](#) document
- <sup>29</sup> See Leadership Council [action plans](#)
- <sup>30</sup> See Board of Trustee meeting for [November 15, 2016](#)
- <sup>31</sup> Review [minutes](#) of Institutional Effectiveness Leadership Council on mission statement review process
- <sup>32</sup> See [Implementing RCC's Pathways Initiative with College Promise](#) presentation
- <sup>33</sup> See page 26 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>34</sup> Review TracDAT schedule of [assessment activities](#)
- <sup>35</sup> [See the presentations](#) on assessment of general education outcomes
- <sup>36</sup> Review the models for [program learning outcomes assessment](#)
- <sup>37</sup> See [Implementing RCC's Pathways Initiative with College Promise](#) presentation
- <sup>38</sup> See Strategic Planning Executive Council [meeting minutes for May 5, 2016](#)
- <sup>39</sup> See [Implementing RCC's Pathways Initiative with College Promise](#) and [RCC Division Area Information - 2016/2017](#)
- <sup>40</sup> See page 6 of [Enrollment Management Plan](#)
- <sup>41</sup> See page 34 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>42</sup> Review the Student Services [Accreditation Action Plan](#) Updated dated 08-18-16
- <sup>43</sup> See document on [role of faculty advisors](#)
- <sup>44</sup> [RCC Division Area Information - 2016/2017](#)
- <sup>45</sup> See ACTPIS Leadership Council meeting [minutes for September 17, 2015](#)
- <sup>46</sup> See page 37 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>47</sup> See [Staffing Plan](#) and page 41 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>48</sup> See page 6 of [Follow-Up Team Report](#), Riverside City College
- <sup>49</sup> See Capital Assessment Management section of [TCO documents](#)
- <sup>50</sup> Review the [District Technology Plan](#)

- 
- <sup>51</sup> Review the [IT Audit Recommendation Project Status Summary](#)
- <sup>52</sup> See appendices to the [District Technology Plan](#)
- <sup>53</sup> Review the [Riverside City College Technology Plan](#)
- <sup>54</sup> See [RCC Technology Plan assessment \(2015-16\)](#)
- <sup>55</sup> Review [Capital Outlay Surcharge information](#) from Galaxy
- <sup>56</sup> See page 53 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>57</sup> [Draft Financial Plan FY 2015-16 to FY 2019-20](#)
- <sup>58</sup> Review the [2015-2016 Budget/Budget Allocation Model](#)
- <sup>59</sup> See page 58 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>60</sup> Review the former and revised [RCCAS](#) Constitution and Bylaws
- <sup>61</sup> See [Committee and Council Structure](#) (ed. 14)
- <sup>62</sup> Review assessment of planning processes from [October 14, 2016 retreat](#)
- <sup>63</sup> See page 64 of [ACCJC Evaluation Team Report, 2014](#)
- <sup>64</sup> See page 8 of [Follow-Up Team Report](#), Riverside City College
- <sup>65</sup> See Educational Planning Oversight Committee meeting [minutes of October 6, 2016](#)
- <sup>66</sup> See [minutes from District Strategic Planning Committee](#)