EVALUATION REPORT

RIVERSIDE CITY COLLEGE

4800 Magnolia Avenue
Riverside, CA 92506

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Riverside City College from October 08 through October 11, 2007.

Dr. Eva Conrad, Chair

Riverside City College
Comprehensive Evaluation Visit Team Roster
October 8 - 11, 2006

Dr. Eva Conrad (Chair)
President
Moorpark College

Ms. Lisa Putnam (Assistant)
Institutional Researcher
Moorpark College

Ms. Lori Bennett
Dean, Applied Sciences
Moorpark College

Mr. William Karns
Vice Chancellor, Education and Technology
Los Rios Community College District

Ms. KC Boylan
Professor, Speech Communications
Folsom Lake College

Ms. Anne Licciardi
Dean, Mathematics/Statistics/Engineering
Sacramento City College

Mr. William Carrick
Professor, Reading/Learning Disabilities
Chaffey College

Dr. Richard Robertson
Vice President, Student Services
Mira Costa College

Mr. Mohamed Eisa
Dean of Planning, Research and Student
Outcomes
Diablo Valley College

Mr. Charles Rogers
Controller
San Diego Community College District

Summary of the Evaluation Report

INSTITUTION: Riverside City College

DATE OF VISIT: October 8 – 11, 2007

TEAM CHAIR: Eva Conrad
                    President, Moorpark College

A ten-member accreditation team visited Riverside City College in mid-October for the purpose of evaluating the institution's request to reaffirm accreditation. The team was initially to be comprised of eleven members, but due to family illness one team member could not participate.

Riverside City College, one of the oldest colleges in California, was established in 1916. It is an urban college located in Riverside, a moderate-sized city in one of the fastest growing regions in the southern part of the state. Fall 2006 FTES was approximately 6900.

Since the previous visit in spring 2001, this college has initiated a significant transition from a single college district with numerous off-campus sites to a multi-college district with one large college, two growing campuses that are following the path to initial accreditation as separate colleges, and numerous off-campus sites. In response to housing growth in the areas surrounding this city, comprehensive centers were opened in 1991, one in Moreno Valley and one in Norco. Each is approximately 15 miles from Riverside City College and the offices for the Riverside Community College District. The three campuses offer a comprehensive array of general education courses with occupational programs divided among the three primary sites and several specialized off-campus sites. These two centers are of similar size with approximately 3100 fall 2006 FTES at Moreno Valley and approximately 3000 fall 2006 FTES at Norco.

To fulfill a required step in applying for accreditation as independent full-service colleges for Norco and Moreno Valley, the accrediting commission approved a substantive change request in January 2005 to change the Riverside Community College District, a single-college district, to Riverside Community College District, a multi-college district. In January 2005 the accrediting commission approved the eligibility reports for Norco and Moreno Valley, setting the stage for these campuses to conduct self-studies to apply for candidacy. Separate accreditation teams visited Moreno Valley and Norco campuses during the same mid-October week that this team visited Riverside City College.

Riverside City College staff prepared well for the team's visit beginning with developing an organized and well-written self study report. The team room was spacious, comfortable, and contained information the team required to complete their work. Team

requests both before and during the visit were quickly met by college faculty and staff. In addition to open forums and one-on-one interviews, the team had numerous opportunities to observe Riverside City College dialogue in action during committee meetings and board subcommittee meetings. Team members were greeted with hospitality and candor in every interaction and were provided with open access to all documents, faculty, staff, administrators, and students needed to gather evidence related to the accreditation standards.

The team prepared for its visit by reviewing the Riverside City College self study report, responses to the previous accreditation team report, college publications, such as catalog and schedule, and online resources. Of the five recommendations made by the 2001 visiting team, the team found that progress has been made on all prior recommendations. The unfulfilled portions of the 2001 recommendations have been incorporated in the 2007 recommendations crafted by this visiting team.

Overall, the team perceives the college and its community of faculty, staff, and students to be thriving, thoughtful, creative, and optimistic. Specifically, team members were impressed with:

- The creation and maintenance of a positive and nurturing campus climate for students, employees, and community members. Students, faculty, administration, and staff are complimentary of each other, complimentary of their beautiful, well-kept campus, and well aware of the service this college provides to the community's students and businesses. We found the faculty and staff on this campus to be spirited and willing to engage tough issues like planning and accreditation. The team found the students to be similarly engaged in coursework as well as the numerous opportunities for extracurricular involvement.

- The pride everyone has in the campus, the campus connection with the community, the quality of signature programs, and the successful partnerships across the region and the state.

- The unique student service and instructional programs that address diversity in ways that connect students to the college and to one another. This sensitivity to diversity is mirrored in the faculty/staff recruitment processes and in the general education student learning outcome of global awareness.

- The access to up-to-date computer hardware and software enjoyed by students, faculty, and staff, and the work of the Innovation Center in providing faculty training and support for distance education.

- The college faculty for being actively involved in student learning outcomes and their approach to this task with dedicated engagement and a focus on the use of student learning outcomes as a strategy to improve the institution's programs and students' experiences. The college has made significant progress, and the team commends the faculty and staff in student services who are especially attuned to the ways that this approach improves programs.

- The focus on students and the dedication to this college's mission.

District Recommendations (Shared in team evaluation reports for Riverside City College and the Moreno Valley and Norco campuses)
After carefully reading three self study reports, examining evidence, interviewing personnel and students at the district office as well as the college/campuses, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the three teams offer the following recommendations to Riverside Community College District and its college/campuses.

District Recommendation 1.
The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will:

- Align with the district mission statement (Standards IA.1 and IIID.1);

- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and

- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

District Recommendation 2.
The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive; (Standards IB and IVB.3c)

- Is widely disseminated and reviewed periodically for effectiveness; (Standards IIID.2b and IIID.3)

- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1 a-d, and IVB.3c; Eligibility Requirement 19).

District Recommendation 3.
The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

- The roles and responsibilities between and among the district's entities; (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems)

- The roles and scope of authority of the CEOs at the district and college/campus levels; (Standard IVA.2)

- A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc.; (Standards IVA.2, IVB.3, IVB.4, and IVB.6).

District Recommendation 4.
The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of the chancellor. These selection processes must include input from the various college/campuses constituent groups (Standards IIIA.1, IIIA.3, IVA.2, and IVB.1).

District Recommendation 5.
As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Riverside City College Recommendations
After carefully reading the self study report, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team offers the following recommendations to Riverside City College. The recommendations are clustered by the accreditation themes with the specific standards cited following each statement.

Riverside City College Recommendation 1. *Institutional Commitments* and *Evaluation, Planning and Improvement*
The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).

- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4 and IIID.3).

Riverside City College Recommendation 2. *Student Learning Outcomes*
The team recommends that Riverside City College completely implement the development and assessment of student learning outcomes across all levels of the institution and to use the assessment results for program improvement (Standards IIA. and IIB.4; Eligibility Requirement 10).

Riverside City College Recommendation 3. *Organization*
To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.3).

- Identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administrators in the decision-making processes;

- Identify and document the charge, the scope of authority, and the responsibilities of each college committee; and

- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and district, including mechanisms for providing feedback.

<h1 style="text-align:center">Accreditation Evaluation Report for</h1>

<h2 style="text-align:center">Riverside City College
October 8 - 11, 2007</h2>

Introduction

Riverside City College is the independently accredited college in the Riverside Community College District. This college offers instruction at the Rubidoux Learning Annex and the Culinary Arts Institute as well as numerous off-campus sites where evening classes are offered. Two larger centers, one at Norco and one at Moreno Valley, were previously under the auspices of Riverside City College and are currently moving through the steps of the accreditation process from eligibility to candidacy to initial accreditation.

Riverside City College was established in 1916 and prepared its first accreditation self study in 1953. As a moderate-sized college, Riverside served about 17,700 students in fall 2006 semester, with approximately 66% of those students under the age of 24. Student demographics indicate:

- A balance of white and Hispanic students, each comprising 35% of the student population with African-American and Asian students each comprising about 11% of the student population;

- More female than male students (59% versus 41%); and

- More exclusively day than exclusively evening students (47% versus 21%) with approximately 26% of the students taking both day and evening classes.

College programs include a comprehensive complement of general education courses and vocational courses leading to a variety of degrees and certificates.

The service area for the Riverside Community College District is in the fastest growing region in southern California. To serve students moving into the housing developments surrounding Riverside, the college created two centers in 1991. Each is approximately 15 miles in opposite directions from this urban college and each is designed to be an independently accredited, comprehensive college offering general education plus specialized vocational courses.

Riverside City College is located on 118 acres of land, and the facilities are currently being refreshed thanks to a general obligation bond passed in 2004. Recent improvements include renovation of the A. J. Paul Quadrangle, scheduled maintenance for numerous buildings, utility infrastructure improvements, and the construction of a parking structure.

Recent Accreditation History for Riverside City College

The spring 2001 comprehensive accreditation visit to Riverside Community College included the main campus, the Moreno Valley and Norco centers, and numerous off-campus sites. The college's accreditation was reaffirmed, with the requirement for an

Interim Report due in fall 2002 and a Midterm Report due in fall 2003. A total of five recommendations were included in the team revaluation report, and all five were to be addressed in both the Interim and Midterm Reports.

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).

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

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

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 (Standards 7D.1, 7D.2, 7D.3).

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

The Interim Report submitted in fall 2002 was accepted by the accrediting commission in January 2003. The Midterm Report submitted in spring 2004 was accepted in June 2004. A comprehensive self study and team visit was scheduled for fall 2007.

In the years between 2001 and 2007 (time between the two comprehensive self studies and team visits), the college has undergone a significant, deliberate, and thoughtful transition from a large single-college district to a multi-college district. The appropriate sequence of steps were taken with the California Postsecondary Education Commission and the Accrediting Commission for Community and Junior Colleges to convert the Norco and Moreno Valley centers to full-service, independently accredited colleges. The accrediting commission approved a substantive change request in June 2004 to convert

the Riverside Community College District, a single college district to Riverside Community College District, a multi-college district. In January 2005 the accrediting commission approved eligibility reports for Norco and Moreno Valley, setting the stage for these campuses to conduct self studies to apply for candidacy. In fall 2007, the two campuses submitted separate self studies in support of accreditation candidacy and separate accreditation teams visited Moreno Valley and Norco campuses during the same mid-October week that this team visited Riverside City College.

Riverside City College Self Study
The self study document prepared for fall 2007 is well-written and is presented in a professional, easy-to-follow format. The photographs and document lay-out are excellent. The self-study includes sections on institutional history, demographics, status of prior recommendations, and reports on each accreditation standard. College and district demographic information is comprehensive and clearly presented, both in the appendix of the self study and in an accompanying *Riverside Community College Fact Book 2007*.

However, the self study fails to use this tool as an exercise in collective self-reflection. Specific examples are:

- With one exception, the first sentence in the self evaluation section of each standard is "The standard is met" even when the self-analysis and planning agenda indicate that the college is aware that the standard is not fully met. The statement, "The standard is met" (or its opposite, "the standard is not met," sets up a binary construction of what is almost always a very complex reality that needs a more nuanced expression than "yes/no." The binary nature of the statement obscures the value of the dialogue in the standards committee, and forces an unnatural and unhelpful précis of what is surely a longer and more contrapuntal song. The self study's summary assessments of the state or nature of the college's response to the standards—often complex and often the object of controversy that might have easily been reflected in the self-analysis and that might have given depth to the response—are a means of avoiding messiness, certainly, but one which sacrifices occasionally some of the facets of truth.

- Across the standards there is no consistent, clear distinction between what is included in descriptive summary versus self evaluation. Information likely to appear as a descriptive summary in one section is included in the self evaluation in another. The self evaluation sections often do not cite evidence for the conclusions.

- The planning agendas often do not reference a point made in the self evaluations that preceded them.

- The numerous acronyms were confusing to this team and are unfamiliar to all but a select core of the college community.

Commendations for Riverside City College

Overall, the team perceives the college and its community of faculty, staff, and students to be thriving, thoughtful, creative, and optimistic. Specifically, team members were impressed with:

- The creation and maintenance of a positive and nurturing campus climate for students, employees, and community members. Students, faculty, administration, and staff are complimentary of each other, complimentary of their beautiful, well-kept campus, and well aware of the service this college provides to the community's students and businesses. We found the faculty and staff on this campus to be spirited and willing to engage tough issues like planning and accreditation. The team found the students to be similarly engaged in coursework as well as the numerous opportunities for extracurricular involvement.

- The pride everyone has in the campus, the campus connection with the community, the quality of signature programs, and the successful partnerships across the region and the state.

- The unique student service and instructional programs that address diversity in ways that connect students to the college and to one another. This sensitivity to diversity is mirrored in the faculty/staff recruitment processes and in the general education student learning outcome of global awareness.

- The access to up-to-date computer hardware and software enjoyed by students, faculty, and staff, and the work of the Innovation Center in providing faculty training and support for distance education.

- The college faculty for being actively involved in student learning outcomes and their approach to this task with dedicated engagement and a focus on the use of student learning outcomes as a strategy to improve the institution's programs and students' experiences. The college has made significant progress, and the team commends the faculty and staff in student services who are especially attuned to the ways that this approach improves programs.

- The focus on students and the dedication to this college's mission.

District Recommendations (Shared in team evaluation reports for Riverside City College and the Moreno Valley and Norco campuses)

After carefully reading three self study reports, examining evidence, interviewing personnel and students at the district office as well as the college/campuses, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the three teams offer the following recommendations to Riverside Community College District and its college/campuses.

District Recommendation 1.

The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will:

- Align with the district mission statement (Standards IA.1 and IIID.1);

- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and

- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

District Recommendation 2.
The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive; (Standards IB and IVB.3c)

- Is widely disseminated and reviewed periodically for effectiveness; (Standards IIID.2b and IIID.3)

- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1 a-d, and IVB.3c; Eligibility Requirement 19).

District Recommendation 3.
The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

- The roles and responsibilities between and among the district's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);

- The roles and scope of authority of the chief executive officer at the district and college/campus levels (Standard IVA.2); and

- A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).

District Recommendation 4.
The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of the chancellor. These selection processes must include input from the various college/campuses constituent groups (Standards IIIA.1, IIIA.3, IVA.2, and IVB.1).

District Recommendation 5.
As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Riverside City College Recommendations
After carefully reading the self study report, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team offers the following recommendations to

Riverside City College. The recommendations are clustered by the accreditation themes with the specific standards cited following each statement.

Riverside City College Recommendation 1. *Institutional Commitments* and *Evaluation, Planning and Improvement*
The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).

- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4 and IIID.3).

Connection of College Recommendation 1 to Accreditation Themes
Institutional Commitments: Standards ask institutions to make a commitment in action to providing high quality education congruent with institutional mission. Institutions develop consistency between mission and institutional goals and plans, and insure that the mission is more than a statement of intention – that it (1) guides institutional action and (2) maintains student learning as its primary mission.

Evaluation, Planning and Improvement: Standards require ongoing institutional evaluation and improvement to help serve students better. Three emphases are: (1) student achievement, (2) student learning, and (3) effectiveness of processes, policies, and organization.

Riverside City College Recommendation 2. *Student Learning Outcomes*
The team recommends that Riverside City College completely implement the development and assessment of student learning outcomes across all levels of the institution and to use the assessment results for program improvement (Standards IIA. and IIB.4; Eligibility Requirement 10).

Connection of College Recommendation 2 to an Accreditation Theme
Student Learning Outcomes: Standards require institutions to consciously and robustly demonstrate the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level.

Riverside City College Recommendation 3. *Organization*
To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.3).

- Identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administrators in the decision-making processes;

- Identify and document the charge, the scope of authority, and the responsibilities of each college committee; and

- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and district, including mechanisms for providing feedback.

Connection of College Recommendation 3 to an Accreditation Theme
Organization: Standards require that institutions (1) identify and make public the learning outcomes, (2) evaluate the effectiveness of programs in producing those outcomes, and (3) make improvements based on the evaluation. Such "organizational means" refer to adequate staff, resources, and the communication/decision-making structure necessary to produce and support student learning.

<div align="center">

Responses to
Recommendations of the Previous Team
March 20 - 22, 2001

</div>

Aspects of the 2001 recommendations that remain unmet have been incorporated in the recommendations crafted by the 2007 visiting team.

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).

The college has partially met this recommendation. Although the college mission statement was reviewed and revised as recommended, the college has not developed a process for a regular review of this mission.

Various college groups reviewed and revised the college mission statement between 2004 and 2006 as part of the transition from a single college district to a multi-college district. Following a final review at the district strategic planning executive committee, the board of trustees approved a revised mission statement in June, 2006.

The college charged a strategic planning subcommittee with the tasks of promoting awareness of the college mission statement and of aligning the college mission with planning. Although not part of their core charge, this group also outlined a draft mission statement review process that was distributed in June 2007. However, this process is still under discussion.

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 education, financial, facilities, and human resources planning (Standards 3B.3, 4B.1, 8.5, 10A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (Standards 3B.1, 10B.6, 10B.9, 10B.10). The planning process should utilize information from program reviews (Standards 3A.4, 3B.2, 4D.1, 4D.6), more closely integrate college planning and budgeting processes (Standards 3B.1, 9A.1), and include regular evaluation and reporting of institutional outcomes (Standards 3A.3, 3C.1, 3C.2).

The college has partially met this recommendation. The first part of this lengthy recommendation is related to the broad participation of the college constituents in planning, evaluation, and assessment of student learning. The second part addresses the integration of strategic planning with budgeting and resource allocation.

The college has adequately addressed the first portion of the recommendation. There is evidence of communication and wide participation in the planning and assessment processes by the college's constituents in the development of the *Riverside Community College District Strategic Plan 2003-2004*. The college's transition to a multi-college district has been guided by a detailed planning process developed in 2001-2002 and subsequently implemented. The initial task was to reach consensus on planning principles and a learner-centered model. Following this milestone, the board of trustees adopted a resolution to seek independent college status for the Norco and Moreno Valley centers in March 2002. Further guiding the planning, the board of trustees adopted the principle of one curriculum/one calendar/one student contract across the district in December 2002. From these foundations, the *Riverside Community College District Strategic Plan 2003-2004* was developed and widely distributed. The plan guided the emerging district's decisions about program review processes, district/college committees, and administrative positions. The college developed integrated planning structures, although the distinction between college level and district level functions is still evolving.

The college's energy in the past three years has been on implementing program review including the development and assessment of student learning outcomes. The majority of the instructional disciplines completed a first cycle of a four-year program review process in spring 2007. The college's student services complete an annual program review, and program review of the administrative units is required for the first time in fall 2007.

Despite this progress, the self study denies the functionality of the current planning process:

> *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 (page 42).*

It is clearly time for the college to review, revise, and implement a new strategic planning process as this team recommends later in this evaluation report.

Although planning and program review processes were developed and implemented, the second part of the prior Recommendation 2, which calls for the integration of planning, evaluation, and resource allocation, remains a work in progress.

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

The college met this recommendation.

Riverside City College reviews courses at the department level as part of the four-year program review cycle. The Curriculum Committee has implemented a process for approval of distance education courses and has established a subcommittee to monitor the sequences of courses.

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 (Standards 7D.1, 7D.2, 7D.3).

The college has almost completely met this recommendation.

The college has taken steps to document policies and procedures to ensure fairness in hiring and evaluation practices. Procedures are in place to ensure that candidates meet the minimum qualifications for the specific position. Faculty and classified positions undergo a routine review for compliance and currency as vacancies occur. Personnel are evaluated regularly and provided opportunities for professional development.

Correcting for areas of concern in the previous accreditation review, the college has made progress documenting hiring practices. The recent approval of board policy 7120 provides basic guidance and the Affirmative Action and Staff Diversity policy and regulations detail the steps in hiring. These policies and procedures define practices for hiring faculty, classified staff, and all educational administrators except district administrators including the chancellor. The absence of attention to this category of employee in the district's policies and procedures is problematic given the need to staff the recently created district office.

The relationship between the hiring process, strategic planning, and program review is not clear, nor is the process for making hiring decisions between and among the three colleges.

These concerns are addressed in more detail in the Standard IIIA section of this team evaluation report.

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

The college has not met this recommendation.

In response to this 2001 recommendation, at their October 2002 meeting the board of trustees approved a policy calling for quarterly self-assessments of their effectiveness. However, a clearly defined board evaluation did not occur between the passage of this policy in 2002 and the accreditation visit in 2007. In May 2007 the board policy was

revised to call for an annual assessment. At the time of the team visit in October 2007, a procedure for board self-evaluation has not been implemented.

Eligibility Requirements

The team found Riverside City College to be in compliance with all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges except numbers 10 and 19. These areas of non-compliance are cited in the team's recommendations.

1. AUTHORITY
Riverside City College is authorized to operate as an educational institution and award degrees by the (1) Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, (2) the California State Chancellor's Office, and (3) the locally elected Board of Trustees of the Riverside Community College District.

2. MISSION
The team confirmed that Riverside City College completed a review of its mission statement, and that the college's mission statement was approved by the board of trustees in spring 2006. This statement is communicated to the public in both print and online.

3. GOVERNING BOARD
The Riverside Community College District Board of Trustees is a five-member body elected by registered voters within the District. Board members are elected to four-year staggered teams. A non-voting student trustee is seated annually. The team confirmed that this board makes policy for the district and exercises oversight of its operations. Board members are precluded by public law from participating in any action involving a possible conflict of interest or from realizing a financial gain from their position as a board member.

4. CHIEF EXECUTIVE OFFICER
The interim Riverside City College president, appointed to this role by the board of trustees in January 2007, has full-time responsibility for guiding the college. As the chief executive officer, the interim president administers board policies, manages resources, and ensures compliance with all statutes and regulations. The interim Riverside City College president reports to the interim chancellor, who holds a full-time position as the chief executive officer of the Riverside Community College District. Neither the president nor the chancellor serves on the Board of Trustees.

5. ADMINISTRATIVE CAPACITY
Current administrators possess the skills and abilities required to perform their duties at a high level. The high number of administrators serving as interim in these positions is to

be expected given the current transition from a single-college district to a multi-college district. Planning is in place to fill all administrative positions on a permanent basis by the end of this academic year.

6. OPERATING STATUS
The team certifies with no reservation that Riverside City College is fully operational with students actively pursuing degree and certificate programs.

7. DEGREES
The Riverside City College catalog describes a variety of degrees and certificates offered by the institution. The majority of the college's courses apply to these degrees or certificates.

8. EDUCATIONAL PROGRAMS
The team certifies that Riverside City College offers 36 degree and 61 vocational certificate programs that are consistent with the college mission, are provided in a manner conventional to community colleges, and are consistent with the eligibility requirements.

9. ACADEMIC CREDIT
Riverside City College awards academic credit in a manner conventional for community colleges and consistent with generally accepted good practice and state regulations.

10. STUDENT LEARNING AND ACHIEVEMENT
Course outlines for both degree credit and non-degree credit include student learning outcomes and plans for the assessment of these student learning outcomes is at the beginning stages. Progress on the development of institutional and program learning outcomes for students is uneven; consequently these student learning outcomes are not currently published nor assessed.

11. GENERAL EDUCATION
The team certifies that Riverside City College includes general education requirements in its degree programs and that writing and computational skills are reflected in these requirements. Students are introduced to some of the major areas of knowledge, consistent with the practice at accredited community colleges. Of the 60 units required for an associate degree, 23 of these units must be from the approved general education list.

12. ACADEMIC FREEDOM
A district policy supports and defines academic freedom.

13. FACULTY
Riverside City College employs 246 full-time and approximately 500 part-time faculty members. All of these meet or exceed state minimum qualifications. With approximately 50% of the credit hours of instruction taught by full-time faculty, this staff is sufficient in size and experience to support the college's instructional programs.

Responsibilities for faculty are defined in the collective bargaining agreement and include the development and review of curriculum as well as the assessment of learning.

14. STUDENT SERVICES
The team reviewed the size and scope of student services provided by Riverside City College and found them to be consistent with the needs of the student body and the college's mission statement.

15. ADMISSIONS
Consistent with the college and state mission and California regulations, Riverside City College maintains an open admission policy and process.

16. INFORMATION AND LEARNING RESOURCES
The team found the current library and learning resources to be adequate in size and scope to support the college's instructional programs.

17. FINANCIAL RESOURCES
The college and district demonstrate an adequate funding base and financial reserves to support student learning programs and services.

18. FINANCIAL ACCOUNTABILITY
The team examined recent external audits available for the college and district and verified that these audits resulted in no material findings.

19. INSTITUTIONAL PLANNING AND EVALUATION
The college/district has developed a strategic planning/program review process and makes public information about the college's characteristics and its students' success. However, planning is not linked to budget decisions. The college is aware of the need to implement an improved and fully integrated process and is committed to these efforts.

20. PUBLIC INFORMATION
The Riverside City College catalog contains all of the requisite information and is available to the public in print and online.

21. RELATIONS WITH THE ACCREDITING COMMISSION
The self study assures that the college adheres to the Accrediting Commission's eligibility requirements, standards, and policies.

Evaluation of Riverside City College
Using ACCJC 2002 Standards

This report pertains to a request for reaffirmation of accreditation for Riverside City College. The college followed the 2002 ACCJC standards in preparing a self study pursuant to this reaffirmation request.

In keeping with the theme-based approach initiated in the 2002 ACCJC standards, the team crafted the college's recommendations holistically, clustering and presenting the recommendations linked to four of the themes: (1) institutional commitments, (2) evaluation, planning, and improvement, (3) student learning outcomes, and (4) organization. In addition to these college recommendations, there are five recommendations for both the college and district; these recommendations are repeated in the team reports for Norco and Moreno Valley campuses. Since the recommendations cross and link the standards, the same recommendation may be presented in the conclusion of more than one standard.

Standard I
Institutional Mission and Effectiveness

Standard IA. Mission
General Comments
The current Riverside City College mission statement is:

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

Various college groups reviewed and revised the college mission statement between 2004 and 2006 as part of the transition from a single college district to a multi-college district. Following a final review by the district strategic planning executive committee, the board of trustees approved the revised mission statement in June, 2006. The mission statement is published in the printed catalog and online, and is printed on business cards for college personnel (Standards IA.1 and IA.2).

Given the transition to a multi-college district, the mission statements at the three campuses were developed to align with that of the district mission statement:

> *The Riverside Community College District is accessible and comprehensive, committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling 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 and courses 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. Through its three constituent colleges, Moreno Valley, Norco and Riverside City, the District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated colleges in the cities of Riverside, Norco and Corona, and Moreno Valley.

The district mission statement complements that of the college; taken together these statements define the institution's broad educational purpose, its intended student population, its commitment to achieving student learning, and appropriately describes the major goals of a comprehensive community college: transfer pathways, occupational programs, and remedial instruction (Standard IA).

To ensure that student learning programs and services are aligned with its student population, Riverside City College commissioned an updated external scan that was finalized in summer 2007. The college's planning agenda includes the use of this updated information to drive programmatic decisions in the coming year (Standards IA.1 and IA.4).

The institutional mission and effectiveness subcommittee of the strategic planning committee is charged with promoting awareness of the college mission statement and of aligning the college mission with planning. Although not part of their core charge, this group also outlined a draft mission statement review process that was distributed in June 2007 (Standard IA.3).

Although the college reports that the mission is central to institutional planning and the newly developed cycles of program review, in the same section, the self study also reports that, *"…there is often a disconnect between the needs/plans set forth in program review and actual hiring, equipment, and facilities decisions"* (page 42) (Standard IA.4).

Standard IA. Mission
Findings and Evidence
Since the last comprehensive accreditation visit, the college has been in transition from a single-college district to a multi-college district. This thoughtful and deliberate process has included a number of efforts, including an updated environmental scans to ensure alignment of instructional programs with students needs and an extensive process to develop mission statements for the newly formed district, the college, and the two campuses (Standards IA.1 and IA.2).

The college began with eight long-term strategic goals set by the district and to date has developed measurable goals in five of these eight areas (see the next section for a list of

the goals). These may serve as the institutional effectiveness indicators to evaluate the impact of programs and services in accomplishing the strategic plan. However the college mission is of little help in this endeavor since it is silent regarding the target population and purpose of the institution. As written, the mission does not provide a basis for developing institutional effectiveness indicators to serve as evidence of the alignment between the college's programs and services and students' needs (Standard IA.1).

The updated environmental scan was delivered to the college in summer 2007, and analysis of the college programs related to these data is just beginning. From the student outcomes data provided by the district research office, the college has identified students' success rates in the most heavily-enrolled disciplines as a concern. The success rates (students complete courses with an A, B, C, or CR) for mathematics, English, psychology, computer information systems, history and sociology are 65% or below. The college plans to "develop an integrated and comprehensive approach to remediation" in response to this evidence (Standard IA.1).

The mission statement was revised by the college with broad participation, approved by the board, is now published in the catalog in print and online (Standard IA.2). However, this revised single-sentence mission statement fails to fulfill the standard for a mission statement without reference to the mission statement of the district which supplies the institution's broad educational purposes, its student population, and its commitment to achieving student learning (Standard IA). Given the transitions underway in this college district, it is not surprising that the college has yet to articulate its relationship with the district and assert its own autonomy.

The draft of a process to institutionalize a routine review the mission statement was distributed in late spring, but the document remains a work in progress at the time of the visit (Standard IA.2). Although the mission statement was recently revised (spring 2006), there is yet to be agreement in how to assess the effectiveness of the mission statement.

A document, *Strategic Planning Process 2001-06*, and meetings with the strategic planning council confirm the college's commitment to integrate its mission with planning and decision-making. Movement from the theory and commitment is evolving but is not fully realized at the time of the team visit. The link between the allocation of resources and planning efforts are not understood by many members of the college community (Standards IA.3 and IA.4).

Since the current college mission statement does not clearly define the target population and purpose of the institution, it fails to serve as a guide in planning and resource allocations (Standards IA and IA.4). The team found that the mission is not foundational to the program review process. The college is aware of the need for and is committed to refine the processes as needed to forge a strong link among planning, program review, and resource allocation.

Standard IA. Mission
Conclusions
Standard IA is partially met.

The college mission statement is dependent on the district mission statement to be comprehensive (Standard IA). Therefore, as currently written the college mission statement is not useful as a guide for planning (Standards IA.1 and IA.4). The college reviewed and revised the mission statement as recommended following the 2001 comprehensive visit, but it has not institutionalized a routine review of this key document (Standard IA.3).

Standard IB. Improving Institutional Effectiveness
General Comments
Support for dialogue about the development and assessment of student learning outcomes is provided by a district assessment committee, co-chaired by a faculty member and the associate vice chancellor for institutional effectiveness. The college processes include review at the following levels/groups: disciplines, departments, Academic Senate, and academic planning council, and district groups (Standard IB.1).

Riverside City College's program review process is a key catalyst for institutional dialogue. Instructional programs are on a four-year cycle with annual updates; student services programs complete an annual program review; and program review for administrative units have been implemented in this academic year. Program review includes the development and assessment of student learning outcomes and thereby is the key forum for ongoing collegial, self-reflection about continuous improvement of student learning. The college has provided numerous workshops on the process and data analysis to ensure broad involvement (Standards IB.1 and IB.3).

Through the program review process, each department identifies goals to enhance student learning. These are consolidated by the academic planning council into the academic master plan and are aligned within the eight strategic long-term goals established by the district:

- 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 process of clustering goals that emerge from the program reviews into the district strategic goals is the initial step in developing college goals (Standard IB.2).

Planning begins with plans/program reviews prepared at the discipline/department/ program levels. Membership on committees related to planning and program review include all college constituencies. The college is aware that the next element to be added to its evolving planning process is an effective and transparent link between the plans and resource allocations (Standard IB.4; Eligibility Requirement 19).

Institutional research is centralized, with work completed by a staff of researchers in two district offices: office of institutional research and office of institutional reporting. Data reports are available to the college in hard copy and online and are presented to the community in various forms (Standard IB.5).

As the processes for planning and program review have evolved at the same time as plans to create a multi-college district, feedback on and subsequent changes to the planning mechanisms have been ongoing since the 2001 accreditation visit. One of the most recent changes was made based on feedback from instructional departments: the four-year cycle of program review has been augmented with annual updates in order to respond quickly to changes in the environment (Standards IB.6 and IB.7).

Although planning and program review is widely discussed and includes broad participation, these processes do not include resource allocation mechanisms. Resources continue to be allocated by a top-down model led by administrators. For instructional programs, the final step of the program review process is missing; it is not clear how the program review results were used to improve the programs (Standards IB.6 and IB.7).

Standard IB. Improving Institutional Effectiveness
Findings and Evidence
Since the last comprehensive accreditation visit, the college has been transitioning from a single-college district to a multi-college district. At the time of this visit in fall 2007, the college's decisions and decision-making processes are inevitably intermingled with those of the district.

Examination of the program review reports on the college website, discussions with department chairs, faculty, student service personnel, and selected groups of managers and students indicate broad participation in self-reflective dialogues about continuous improvement of student learning and institutional effectiveness. Communication about the importance of this process is ongoing. Most instructional disciplines have completed the first round of program review (four-year cycle), and will begin the process anew in the coming year. Almost all course outlines now include student learning outcomes, and many disciplines have developed assessment strategies (Standard IB.1).

Members of the faculty, staff and administration showed a high level of understanding and commitment to the program review and strategic planning processes. Discussions with members of the planning council and student service personnel indicate that the program review process was designed to become an effective vehicle for requesting additional resources to meet the needs of departments and disciplines. Although the

potential use of program review to drive resource allocation is yet to be realized, there is wide-spread understanding of this potential and optimism that the connection will be made in the future (Standard IB.1, IB.3, and IB.4).

The team saw sincere effort on the part of faculty and administrators to articulate quantitative measures of effectiveness. The district has articulated eight long-term strategic goals, and the college plans to use this template to cluster and review discipline/department goals in instruction and student services. Although the college has developed measurable goals in five of these eight areas, these are not currently used to measure institutional effectiveness. Although the eight district strategic initiatives and eleven district student support services goals are included in the guidelines for preparing student services program reviews, there is no requirement for either instructional or student service programs to specifically address the initiatives and goals in their funding requests or goals (Standard IB.2, IB.3, and IB.4).

Data are the basis of program reviews and other planning endeavors and are readily available to both internal and external constituencies. A systematic approach to identifying what data are needed to assure institutional effectiveness is not yet developed. The team notes that the 475-page *Riverside Community College District Fact Book 2007* and other data reports present data without analysis and commentary. Interpretation of the data and its potential use for making decisions about planning and institutional effectiveness are left entirely to the readers who may lack research skills. Although reports are widely distributed and periodic training on data analysis is offered, the team questions the usefulness of the data to the average member of the college community (Standard IB.5).

The college developed, reviewed, and revised various components of the planning model during these years of transition from a single college district to a multi-college district. Modifications have been made in the program review process with an annual program review being added to the comprehensive four-year process for instructional programs. Program review for the administrative units has now been added to those for instruction and student services. The primary gap in the current model is the absence of a link between these processes and the process for allocating district resources (Standard IB.6, and IB.7).

Standard IB. Improving Institutional Effectiveness
Conclusions
Standard IB is partially met.

Comparing the institutional effectiveness rubric for program review with the status of program review at Riverside City College, the team places the college at the <u>proficiency</u> level of implementation. The program review framework is established and implemented; program review processes are in place and implemented regularly; it is the college's intension to integrate the results of program review with institutional planning; and dialogue about program review results are shared across the institution.

Comparing the institutional effectiveness rubric for planning with the status of planning at Riverside City College, the team places the college at the <u>development</u> level of implementation. The institution completed a strategic plan since the prior accreditation visit, produces quantitative and qualitative data for use in planning, and the planning processes include the participation by a broad constituent base.

The college developed a data-driven, comprehensive program review process and this process is being implemented in instruction, student service, and administrative areas with broad participation (Standards IB.1 and IB.4). These processes have been revised following initial implementation and the college considers the processes to be in an ongoing state of evolution (Standards IB.6 and IB.7).

However, the college only superficially acknowledges institutional goals in the program reviews, has not yet set goals for institutional effectiveness (Standard IB.2), and does not integrate planning, program review, and resource allocation (Standards IB.3, IB.4, IB.6, and IB.7). On a more minor note, research reports do not include interpretation and analysis of the data to facilitate understanding by the college's constituents (Standard IB.4).

Standard I. Institutional Mission and Effectiveness
Recommendations
One district and one college recommendation address the team's conclusions for Standard I: Institutional Mission and Effectiveness.

<u>District Recommendation 1.</u>
The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will:

- Align with the district mission statement (Standards IA.1 and IIID.1);

- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and

- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

<u>Riverside City College Recommendation 1.</u> *Institutional Commitments* and *Evaluation, Planning and Improvement*
The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).

- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4 and IIID.3).

Standard II
Student Learning Programs and Services

Standard IIA. Instructional Programs
General Comments
With the mission of a comprehensive community college, Riverside City College serves students in the Riverside Community College District by offering quality instructional programs in academic, vocational, and basic skills education. The college catalog identifies the course requirements for various degree and certificate programs. These programs are offered on campus during the day and evening. Courses are also offered online and at multiple off-campus sites, the largest of which are the Rubidoux Learning Annex and the Culinary Arts Institute (Standard IA.1).

Since the last comprehensive accreditation visit, the development of the *Riverside Community College District Strategic Plan 2003-2004* to convert to a multi-college district following the principles of one curriculum/one calendar/one student contract created useful dialogue about how to create and review curriculum. The program review committee, the district assessment committee, and the academic planning council each play a role in monitoring the integrity of instructional programs. Program review is conducted every four years for instructional programs, a process that includes assessment of student learning outcomes at the course level (Standard IIA.1).

Riverside City College offers a broad range of courses and programs to meet the needs of students. Programs and courses include transfer, career and technical curricula as well as self-improvement. Advisory committees are used as appropriate to provide insight into program needs. A well-defined process is in place for the creation and implementation of new programs with faculty as the driving force in curriculum development (Standard IIA.1a).

The *Riverside Community College District Fact Book* is published annually and presents data on student demographics (age groups, educational goals, ethnicity, gender, prior education), employee statistics, data on courses, student success rates, and the demographics of the community the college serves. This document serves a data source for program reviews and identifies key variables, such as the match between the demographics of the student population and the community (Standard IIA.1a).

The college offers instruction in a variety of modes six days per week in morning, afternoon, and evening time blocks designed to meet students' needs as well as curricular requirements. The college employs a variety of approvals by departmental and discipline groups to assure that all curriculum, including distance education, are appropriately reviewed before implementation. The college's professional development activities include training on learning styles and strategies to tailor teaching methods to meet students' varied styles. These opportunities include on-campus presentations, seminars, conferences, and online instruction. Course outlines require that course designers be cognizant of a range of methods of evaluation and to link those assignments to the student learning outcomes. When faculty members elect to offer a web-enhanced, hybrid,

or online section, they must complete a training academy prior to teaching the course. The academy provides lessons in distance education pedagogy that stresses the need for effective teacher/student interaction (Standard IIA.1b).

Riverside City College has allocated considerable resources, human and otherwise, to implement a comprehensive assessment strategy. The college has made good progress in developing course and general education student learning outcomes, and has made progress in assessing many of the course-level student learning outcomes. Approximately 90% of the district's 1713 course outlines have been updated to include student learning outcomes. Approximately 50 courses have completed the cycle from the development of student learning outcomes to the assessment, and the use of the data for program improvement. All new and revised courses are required by the curriculum committee to include student learning outcomes (Standard IIA.1c).

Extending the course-level efforts to the development and assessment of degree, certificate, and general education student learning outcomes has begun. The board of trustees approved general education student learning outcomes in December 2006. As instructional disciplines complete the inclusion of student learning outcomes into the course outlines, disciplines offering certificates will be required to include appropriate general education student learning outcomes into course outlines. Several career technical education programs have defined and assessed program-level student learning outcomes by drawing evidence from external licensing exams and employee surveys. The evidence is in the process of being used for program improvement (Standards IIA.1c and IIA.2a).

The college employs an orderly and transparent process for the review of all forms of its curriculum. Faculty members are energetically involved in the creation and review of curriculum of every type and level. New programs follow a planning process that consists of five phases: concept development → district review → curriculum and program development → approval process → implementation. All programs begin with discipline approval, which affirms the centrality of the faculty's role in establishing the quality of curriculum and improving instructional courses and programs (Standard IIA.2a).

To identify competency levels and measurable student learning outcomes for career technical programs, the college monitors state licensing requirements and relies on advisory committees, consisting of representatives from government, business, or industry. Advisory committees meet once or twice a year to ensure quality, rigor, and relevance of career technical programs (Standard IIA.2b).

A proposed sequence of courses in a program is reviewed by a subcommittee of the curriculum committee that is charged with assessing the appropriateness and technical accuracy of exit and entry skills in sequential courses (Standard IIA.2c).

Riverside City College faculty document awareness of students' learning styles and diverse needs on course outlines when they include a range of:

- Instructional methods, such as lectures, group and panel discussions, pair and small group activities, multimedia presentations, guest lecturers, and collaborative assignments;

- Evaluation methods, such as research papers, essay examination, and multiple-choices quizzes; and

- Instructional delivery modes, such as face-to-face, web-enhanced, hybrid, and online.

The college supports faculty members' skills in remaining attuned to diverse needs and learning styles through an impressive array of professional development opportunities described later in this report (Standard IIA.2d).

Instructional program reviews include curricular content review in addition to analysis of current data. In the curricular content review of this process, faculty members analyze the relevance and appropriateness of courses in their disciplines compared to data provided by the district office of institutional research. Program currency for career technical programs is driven by changes in industry standards and business trends as provided by advisory committee members. Changes that result from such analyses are incorporated into courses through the curriculum revision process (Standard IIA.2f).

Although various disciplines are experimenting with common course examination questions, grading, and format as part of the student learning outcome assessment, common course examinations are not used at this college to assign final grades (Standard IIA.2g).

Riverside City College's process incorporates student learning outcomes in the course outlines and through this mechanism determines that as students complete the course requirements, the students are simultaneously being evaluated for achievement of the student learning outcomes. Units are awarded for lecture and laboratory courses based on state regulations for curriculum; these formulas are verified during the approval processes at the college and the district (Standard IIA.2h).

Degrees and certificates are awarded as students complete the requisite course requirements for specific degrees and certificates. However the development of student learning outcomes for degrees and certificates has just begun. General education student learning outcomes have been identified, but have not yet assessed, and linking these to specific degrees and certificates requirements is not yet in place (Standard IIA.2i).

A first step in using general education student learning outcomes to determine the appropriateness of each course for inclusion in the general education curriculum has been completed. Under the leadership of the district assessment committee general education student learning outcomes were identified in six areas: critical thinking, information skills, communication skills, breadth of knowledge, application of knowledge, and global awareness. This slate of general education student learning outcomes was approved by the board of trustees in December 2006 and work has begun on the next step in this

process: the alignment of the general education student learning outcomes to specific courses required for degrees and certificates (Standard IIA.3).

Riverside City College associate degrees include either an area of focused study or an interdisciplinary core in keeping with the requirements for California community college associate degrees (Standard IIA.4).

Degrees and certificates in career technical areas of concentration rely on industry advisory committees to clarify the industry expectations for employees and thereby inform curricular requirements. The college handbook for career technical programs recommends that disciplines convene their advisory committees twice per year, but requires a meeting at least annually (Standard IIA.5).

The annual online and print publication of the district catalog requires an annual review of the document for accuracy and clarity. This document includes information on courses including articulation information; degree and certificate requirements; and transfer requirements to California public universities. Numerous departments, such as outreach and the transfer center, encourage students to complete student education plans as a vehicle for guiding students in selecting courses and for knowledge of policies relevant to students' educational goals. Faculty members are encouraged to provide a syllabus for each course that includes the course student learning outcomes (Standard IIA.6).

The college facilitates the transfer of units to and from the college through the work of the articulation officer during the curriculum development process; transcript evaluation services; and regular meetings with local high schools and with public universities. Articulation agreements rely on comparisons of course outlines that include course student learning outcomes, although in some cases when determining the acceptance of units, course outlines from other institutions are not available (Standard IIA.6a).

Riverside City College prepared a program discontinuance policy in 2006 that has subsequently been approved by the other sites in the district and now serves as the districtwide program discontinuance policy. The policy includes a requirement that students on track to earn a degree or certificate at the time of a program's discontinuance are accommodated through equivalent courses or other means so they are able to complete the degree or certificate in a timely manner (Standard IIA.6b).

Both print and electronic media are used to inform students, prospective students, and the public about the college's programs and services. Most publications are reviewed and revised annually (Standard IIA.6c).

Riverside City College supports academic integrity and a commitment to the pursuit and dissemination of knowledge through policies of academic freedom and responsibility for faculty and policies of academic honesty and conduct for students. The faculty handbook includes the Academic Senate code of ethics and statements in support of academic freedom with the appropriate cautionary statement that lessons in higher education are for the common good rather than to further the interest of the individual teacher or the

institution. Given the advances in technology that increase access to information and a concomitant potential for cheating, the college's policies on plagiarism and cheating have been recently reviewed and revised. Increasing awareness of the issue and possible solutions is a priority, such as printing an academic integrity statement on examination blue books sold in the bookstore; encouraging faculty to bring attention to the issue in their syllabi and encouraging faculty to use technology such as Turn-It-In.com (Standards IIA.7a and IIIA.7b).

Standards IIA.7c and IIA.8 are not applicable to Riverside City College.

Standard IIA. Instructional Programs
Findings and Evidence

Considerable institutional effort is expended in reviewing curricula for rigor and appropriateness for on campus and online courses. Team members examined Riverside City College online classes and confirm the quality of this mode of instruction. There is general satisfaction among faculty and students with the level of support for online, hybrid and web-enhanced classes as well as institutional pride in the range of instructional modalities and a clear determination to guard the quality of these courses (Standard IIA.1b).

Some full-time faculty members resist the development and assessment of student learning outcomes; many part-time faculty members are not familiar with student learning outcomes and do not incorporate these from the course outlines into their course syllabi. However, the majority of full-time faculty members interviewed were supportive, or at least inured to, the task of developing and assessing student learning outcomes. The team observed a great deal of energy and discussion in the institution about student learning outcomes and their use for improving instruction and learning. The institution points with palpable pride to the improvements that have been made in the number of courses for which student learning outcomes have been identified. There is compelling evidence from observations of the curriculum committee and elsewhere that program and institutional student learning outcomes will be in place within a reasonable timeframe (Standard IIA.1c).

The team observed faculty enthusiastically participating in curriculum committee proceedings, confirming that this committee and its subcommittees are effective in supporting standards for high quality learning. The college is justifiably proud of its curriculum and the processes that guard its integrity. Both the potential separation of the centers as colleges and the college's work to establish an internet-based course management system has provided additional venues for this thoughtful faculty to review the college/district's course modification and approval processes, and to make changes these processes to ensure the quality, sequential logic, and rigor of the college's offerings (Standard IIA.2c).

The team observed in committee meetings and open forums that faculty members are aware of and avail themselves of opportunities to hone their pedagogical skills. The work of the curriculum committee and its prerequisite subcommittee attest to the college

attention to these concerns in the process of reviewing new and revised courses (Standard IIA.2d).

Instructional program reviews include a curricular content review for relevance, appropriateness, and the development of student learning outcomes. Assessment of student achievement on student learning outcomes is beginning. With a few exceptions, this work has not yet extended beyond the course level (Standards IIA.2e and IIA.2f; Eligibility Requirement 10).

Most relevant to a prognosis for this college's success in meeting standards related to program and course student learning outcomes is the attitude of the faculty. Faculty members demonstrate a commendable interest in, and willingness to have dialogue about the maintenance of standards and the provision of quality instruction. This interest is evident in the conduct in curriculum-related committees, minutes, and related documents. This college's faculty members are ready and willing to engage in the development and assessment of student learning outcomes in order to assure the relevance and effectiveness of the college's curriculum. The team agrees that the college's approach to student learning outcomes is evidence more of a cultural change than a mere procedural accommodation of an externally-imposed mandate (Standards IIA.2e and IIA.2f).

Riverside City College does not use departmental or course examinations to determine students' final grades (Standard IIA.2g).

The college has appropriate hours of student contact for the units earned toward degrees and certificates and maintains traditional evaluation techniques to assure that students are meeting the program standards. Data on student achievement are provided in various locations, including a fact book that summarize the number of degrees and certificates awarded in various areas of study. A review of the college catalog indicates that careful attention is given to transfer programs and associated requirements. In spite of the integrity of the existing programs, learning outcomes at the program level have not been developed (Standards IIA.2h and IIA.2i).

Courses that fulfill general education requirements are being aligned with the recently approved general education student learning outcomes. A committee has been formed to complete this task in collaboration with each instructional discipline's program review. Therefore the team found that a process is in place for this complex task and that work has begun, but the task is understandably not completed (Standard IIA.3).

Riverside City College students' pass rates for licensure in cosmetology and nursing is typically in the 90% range. Demonstrations of vocational students' professional and technical competencies have not been developed for career technical programs that do not require licensure (Standard IIA.5).

The college catalog does not include programmatic student learning outcomes. The college is aware of this requirement and is prioritizing this task for the near future. Faculty members are encouraged to include course student learning outcomes in their

syllabi and the link between syllabi and course outlines is reviewed in the faculty evaluation process (Standard IIA.6).

Although program revisions are more common than program discontinuance, there is a policy to accommodate students who are en process for degrees and certificates at the time that a program is discontinued (Standard IIA.6b).

The team's review of various documents in print and electronically found the documents to be accurate and comprehensive. The documents are reviewed by appropriate college employees in preparation for the next publication, which is generally annually (Standard IIA.6c).

As part of their review of board policies, within the last two years the board of trustees approved an academic freedom policy and a policy on student discipline and due process. These policies are published in college documents such as the catalog, class schedule, and handbooks for faculty and students (Standard IIA.7).

Standards IIA.7c and IIA.8 are not applicable to Riverside City College.

Standard IIA. Instructional Programs
Conclusion
The college partially meets Standard IIA.1.

Using the institutional effectiveness rubric for student learning outcomes, the team places Riverside City College as the development level of implementation. The college has established an institutional framework for defining student learning outcomes and has integrated student learning outcomes into course outlines. The college's existing organizational structures and leadership groups support the development and assessment of student learning outcomes. The college and district provide resources to support the college work on student learning outcomes, and the faculty and staff are fully engaged in student learning outcomes development.

The college offers high quality programs and services at all of its locations; advertises those programs and services accurately and comprehensively; provides support to a diverse student body; safeguards academic integrity across delivery modes with analyses of its students and with an impressive array of discipline and departmental curricular review procedures for transfer and career technical education courses and programs; has completed the development of student learning outcomes at the course level and has begun assessment processes; awards course credit, degrees, and certificates based on state regulations and higher education practice; has developed and distributed a general education philosophy; protects students and faculty through academic freedom and academic honesty policies (Standards IIA.1, IIA.2, IIA.3, IIA.4, IIA.5, IIA.6 and IIA.7).

However, the college has not yet identified student learning outcomes for specific programs, certificates, and degrees nor has assessed student achievement on those outcomes. While progress has been made in piloting student learning outcomes for a few

programs, this practice is not college wide. A comprehensive set of general education student learning outcomes has been approved at various levels; however, evaluation processes have not begun and these student learning outcomes are not widely published. Current indicators are that this college will continue to pursue achievement of the standards on student learning outcomes. In particular, the academic planning committee and the curriculum committee are excellent examples of how faculty members engage the issues at a level appropriate to their expertise and assume oversight with a laudable avidity (Standard IIA.1c; Eligibility Requirement 10).

Standard IIB. Student Support Services
General Comments
The college is committed to providing services to support students' educational goals. Students are invited to take advantage of a comprehensive range of student support services. Riverside City assures the quality of those services through regular evaluations. Student services are currently housed on campus in a variety of locations, but a centralized student services building is planned with an anticipated completion date in 2012. Although phone registration is still available, 80% of students use online services provided in English and Spanish, including college applications and registration; counseling appointments and workshops; resources, such as the college catalog and schedule; and access to grades and unofficial transcripts. A narrower array of services (e.g., enrollment, counseling, financial aid, and disabled student program and services) is provided onsite at the Culinary Institute and the Rubidoux Learning Annex (Standard IIB.1).

Student services are under the supervision of a vice president of student services, a position that is vacant at the time of the team visit. Based on the organizational chart provided in the self study, direct supervision of faculty and staff is provided by a district dean of admissions and records; a dean of student services; and two directors, one for equal opportunity programs and services and one for international students. Student services faculty and staff are represented on college and district committees and meet within their departments or collectively as need.

Student service programs are evaluated by the Student Equity Plan, annual program reviews, and reports submitted to fulfill state and federal mandates. According to the guidelines for completing program reviews, student services program reviews are intended to be a *"…collaborative goal-setting and assessment process designed to improve and refine student services."* These annual reviews are the primary link between student services and college/district planning and funding. The program reviews include service area outcomes and student learning outcomes that are to be formed in consideration of eight district strategic initiatives and eleven district student support services goals (Standard IIB.1).

Official information, requirements, and major policies affecting students are available in hard copy in the college catalog, the schedule of classes, and online. The catalog represents all sites in the district, is attractive, and includes all required information. The non-discrimination policy is printed in English and Spanish, is included in a number of

college publications, and is posted in many classrooms. The schedule of classes repeats the general information, policies, procedures found in the catalog and online as well as financial aid forms and the schedule for orientations. Many faculty members include academic honesty statements in their syllabi. The student handbook, distributed to all new students, duplicates many of the policy sections included the catalog. The web site is attractive, manageable, and several pages are translated into Spanish. While the 2007-2008 catalog is a district catalog, there are plans to shift from district publications to college-specific publications in the future (Standard IIB.2).

Students report their needs for various types of support on the college application as well as on a questionnaire that was administered to a random sample of students in 2004 and 2006. Twenty questions on this survey related to student services with the goal of using the results in the program review process of adjusting programs and setting annual goals (Standard IIA.3).

There is an impressive array of internal and external strategies to connect students to the college, including access to computers in multiple locations; walk-in help two weeks before and after a semester begins; information booths; freshman orientations; a web advisor help desk; workshops on completing applications; campus tours; and visits to area high schools. Website accessibility for disabled students is a high priority and attention to this issue is addressed by an access specialist in cooperation with information technology staff. As noted previously, some student support services are available at the Culinary Institute and the Rubidoux Learning Annex (Standard IIB.3a).

Riverside City College creates an environment for the development of students' interpersonal skills and awareness of civic responsibilities through coursework and extracurricular activities. Students have opportunities for civic responsibility lessons through leadership workshops offered by the student activities office; clubs that require community activities; service learning assignments; intercollegiate athletic programs; and in various curricula, such as teacher preparation courses. The college's general education student learning outcomes include "demonstrate appreciation for civic responsibility and ethical behavior" (Standard IIB.3b).

Counseling services are provided on campus and off-campus through general counseling services as well as in the context of specific programs, such as equal opportunity programs and services, disabled students programs and services, and the program for international students. Student access to counseling services has been increased through the work of academic evaluation specialists who use degree audit programs to guide students' course selections, online access to schedule counseling appointments, and online workshops. Counseling services at Riverside City College are evaluated systematically as part of the program review process (Standard IIB.3c).

Student demographics mirror the community demographics. In acknowledgment of the ethnic mix cited earlier in this report, numerous initiatives have been designed to meet the needs of a diverse student population. Programs such as Puente, the Ujima Project, equal opportunity programs and services, the international students program, and

workforce preparation, include the goal of integrating students into a diverse student population while maintaining respect for differences in cultural heritage. A comprehensive program is available for disabled students. As a Hispanic-serving institution, the college was awarded a Title V grant to fund learning communities that provide a three-semester remediation path for students in basic skills English (Standard IIB.3d).

Placement tests are administered to all students to assist in class placement in reading, English, mathematics, and English-as-a-second-language. Students may choose from multiple on-campus, off-campus, and online opportunities to take the placement tests. Placement exams are administered at feeder high schools as part of an outreach effort to make college accessible to area residents. The placement instruments are evaluated and cut-scores are revalidated every three years (Standard IIB.3e).

Student records are stored securely, with electronic records backed-up nightly. A duplicate of Riverside City College records is kept at the Moreno Valley campus. Only the two most recent years of student records have been converted to microfilm or microfiche; the college recognizes the need to convert all student records to an alternative media and plans to work on this task. Board Policy 6070 was updated in 2004 to conform to federal regulations regarding the release of student records (Standard IIB.3f).

Annual program reviews are to be completed by all student services programs and submitted to the program review committee (Standard IIB.4).

Standard IIB. Student Support Services
Findings and Evidence
There is a clear connection between the program reviews and program improvement in student services. The team was treated to an impressive display of this connection in a meeting when a number of student services faculty and staff, could each name a specific way a program was adjusted and improved based on the process (Standard IIB.1).

Riverside City College offers instructions at numerous sites. Some sites are specific to a particular discipline, such as clinical placements and bowling alleys; others are designed to meet the needs of specific student populations, such as high school students. The existence of a large number of offsite locations creates a concern for student access to student services including counseling and financial aid (Standards IIB.1 and IIB.3a).

The college's printed and online publications met all standards (Standard IIB.2).

The team found the college faculty and staff to be highly motivated to use research to learn about its students and adjust its programs as needed (Standard IIB.3). An example of adjusting services based on research is that a college strategies course was offered in area high schools following the research finding that only 44% of the first-time, first-generation college students persisted from fall to spring semesters. By the fifth year of this high school program, the persistence rate for this population increased to 87% (Standard IIA.3a).

The team was especially impressed with the leadership component in the student activities program and the rich array of college programs that address diversity (Standards IIB.3b and IIB.3d).

The Counseling Department is organized as an academic department and completes program review in the same manner as academic departments. The counseling department's most recently completed program review was in 2005 (Standard IIB.3c).

The college's evaluation of placement cut scores every three years exceeds state requirements for a validation cycle every six years. Although English faculty members indicated a desire to be more involved in the process of revising cut scores, the issue of cut scores was not included in the assessment center section of the *Student Services Program Review Document 2007*. At an open forum nursing students volunteered their satisfaction with what they viewed to be a fair and unbiased admission selection process (Standard IIB.3e).

Although student service areas review most services annually, the team notes three serious concerns with this process:

- Although the eight district strategic initiatives and eleven district student support services goals are included in the guidelines for preparing student services program reviews, there is no requirement for programs to specifically address the initiatives and goals in their funding requests or goals (Standard IB.3).

- In the 126-page *Student Services Program Review Document 2007*, virtually all of the outcomes were program focused outcomes rather than outcomes focused on student learning. These outcomes address how and where services are provided and do not address the more complex issue of how the services contribute to the achievement of student learning outcomes (Standards IIB.1 and IIB.4).

- There is a disconnect between program reviews and the allocation of resources. Although the guidelines for completing student services program reviews include this statement, *"The most important extrinsic purpose of this review is for you to receive the resources you need (Equipment, staff, etc.)..."* there is not a clear well-understood process of how the requests in the program reviews are processed after submission of the review to the program review committee (Standard IIB.4).

Standard IIB. Student Support Services
Conclusions
Standard IIB is partially met.

Riverside City College is providing noteworthy support services to meet the needs of students with a wide range of abilities and diversities. However, the team is concerned that students do not have uniform access to services across all locations that instruction is provided and the lack of integration of planning at the college and program levels, and the lack of a clear link between planning and resource allocations (Standards IIB.3a, IIB.1 and IIB.4).

Standard IIC.
Student Learning Programs and Services, Library and Learning Support Services
General Comments
Riverside City College offers students and faculty comprehensive library and learning support services, including a large, newly opened library with over 113,000 titles, support for faculty through an instructional media center, and additional support for students through tutorial services and supplemental instruction services.

The new library building opened in 2003 with space for 1,200 students and over 400 computer workstations as well as the instructional media center that provides multimedia support for approximately 150 classrooms, including streaming media services. Supplemental instruction supports students in rigorous, academic courses in English, mathematics, and science held in the library's small group study rooms. Other computer laboratories and learning centers are centralized in another building that includes more that 24,000 square feet of instruction space and nearly 600 computer workstations. At this site students receive assistance in English, English-as-a-Second-Language, mathematics, nursing, reading, and world languages (Standard IIIA.1).

Selections of library materials are guided by a collections policy; input from faculty, staff, and students; and librarians' participation in the curriculum process. The instructional media center installs, maintains, and delivers equipment to classrooms. Tutors and supplemental instruction leaders are trained on tutorial skills as well as on the course materials for classes they support. Computer laboratories and learning centers have coordinators or faculty representatives who evaluate textbooks and software to provide input to the selections of resources (Standard IIIA.1a).

One of the identified general education skills for the college's associate degree is information skills, defined as computer literacy and the ability to locate, evaluate, and use information effectively. Resources for students to acquire information skills include:

- A library orientation course offered on campus and online;

- Online information competency guides;

- Workshops offered by librarians for general library orientation and how-to-conduct research;

- One-on-one instruction by reference librarians;

- Information provided by faculty within courses that require information retrieval and use;

- Tutorial and supplemental instruction services related to supporting students in completing assignments that require information competency; and

- An online skills assessment that students must complete before registering in distance education classes.

Library faculty assess information skills student learning outcomes by evaluating student success in the library orientation course and in course assignments that require information retrieval and use (Standard IIIC.1b).

The library and learning support services are provided to students and faculty both onsite and electronically. On campus the hours of operation for the library and support services are based on class schedules. The laboratories in the learning center are based on the course offerings and student use data. Library and learning support services accommodate disabled students with accessible furniture and specialized equipment, captioning of existing video recordings; purchase of new materials that include captioning, and listening devices for classrooms (Standard IIIC.1c).

Online access, available 24 hours a day, 7 days a week, provides an online catalog of library materials; electronic books and periodicals; streaming media; electronic resources via subscription databases from magazines, journals, newspapers, and reference resources; tutorials to finding and using information; and access to the college's educational access station. Faculty use these online resources to review audio/visual equipment available in the library as well as the procedures and forms for requesting such equipment and services. In addition to online access, services extend off campus through inter-campus loans of books and video recordings, and streaming media services to classrooms on the Moreno Valley and Norco campuses (Standard IIIC.1c).

In addition to on-campus security officers and cadets, the college maintains detection and security systems for library and learning support services with anti-theft devices on the computers, keypads control access to selected areas of the library, and an alarm system at the library entrance/exit (Standard IIC.1d).

Library and learning support services enter into contracts with other institutions and vendors for upgrades and maintenance of the integrated library system; for cataloging support and national interlibrary loan for district faculty and staff; for equipment maintenance of library equipment, software; for subscriptions to online databases; and for licensing of musical pieces used in support of productions (Standard IIIC.1e).

The library and learning support services routinely analyze indicators of how often their services are used, such as door counts; materials use counts; database usage figures; attendance at orientations; and the number of assistance, production services and equipment, requests for digital network support, television broadcasts, and equipment repair/installation requests. As part of the program review process, the library discipline revises library orientation course outline and corresponding student learning outcomes for the information competency course (Standard IIIC.2).

Standard IIC.
Student Learning Programs and Services, Library and Learning Support Services
Findings and Evidence
Based on the team's observations during this visit, library and learning support services are appreciated and well-used by disciplines across the campus. Information competency

is a college priority and students are provided with an impressive array of materials and opportunities to acquire and hone their information competency skills (Standards IIC.1 and IIC.1b).

There are sufficient staff, space, and options to provide students and faculty with the library and support services. The faculty and staff members are proud how their services enhance classroom experiences for students and provide support for students outside of class. Materials are available onsite and from outside sources thanks to collaborative contracts established by faculty and staff (Standards IIC.1c and IIC.1e).

The college library is open from 7:30 am to 9 pm Monday through Thursday, 7:30 – 4 pm Friday, and noon – 4 pm Saturday. At the Rubidoux Learning Annex, students have online access using the center's computer laboratory and access to a small library of current textbooks. Open only for three semesters, the Annex does not yet have tutoring available on-site, although this service is expected to be provided in the near future. Students at the Culinary Academy travel to Riverside City College for classes other than those in culinary arts; the academy is close to the college, and space at the Culinary Academy is completely used for food preparation, storage, and serving breakfast and lunch to the public (Standard IIC.1c).

The team has a concern regarding the inconsistency in how and if links to library and learning resources are provided to distance learning students. Although distance education students have the same online access to library resources as all college students, the link to the library and learning support services is not consistently provided on course websites. The campus has made equitable resources available for distance education students but there is no assurance that students are being made aware that these resources are available (Standard IIIC.1c).

The security of the library is adequate to protect the building and its contents through controlled access to critical areas, alarms, and video monitors. The security of the computer laboratories in the learning center is of greater concern to the college community due to this building's open design. Given that one alarm serves the entire building, it is challenging to limit access to specific portions of the building when these are not in use (Standard IIIC.1d).

Student surveys of the library are very positive, with 91% of the students agreeing that they benefit by using the library. At a similar high level, faculty members agree that the use of instructional media allow them to address multiple learning styles. Librarians completed a program review in 2006, and through that process assessed and revised the student learning outcomes for the library course. These results have not yet been used for program improvement (Standard IIC.2).

Standard IIC.
Student Learning Programs and Services, Library and Learning Support Services
Conclusions
The college meets standard IIC.

The college provides an impressive depth and breadth of library and support services for faculty and students. The college has vibrant facilities to support student learning; there is an abundance of material and human resources to support students and faculty, and the leaders of these services are motivated to evaluate and improve services and learning (Standard IIC.1). These library and learning support services fulfill the good practices outlined in this standard in all areas.

The team finds the college to be at the initial stages of (i) integrating the planning for these services with college wide planning and (ii) using assessment for program improvement. Continued use of the program review for library and learning support services is the promised link between these services and the college's planning, evaluation, and resource allocation (Standards IB. and IIC.2).

Standard II. Student Learning Programs and Services
Recommendations
Two college recommendations address the team's conclusions for Standard II: Student Learning Programs and Services.

Riverside City College Recommendation 1. *Institutional Commitments* and *Evaluation, Planning and Improvement*
The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).

- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4 and IIID.3).

Riverside City College Recommendation 2. *Student Learning Outcomes*
The team recommends that Riverside City College completely implement the development and assessment of student learning outcomes across all levels of the institution and to use the assessment results for program improvement (Standards IIA. and IIB.4; Eligibility Requirement 10).

Standard III
Resources

Standard IIIA: Human Resources
General Comments
Riverside City College, following the lead of the district diversity and human resources team, uses a comprehensive process to ensure that the recruitment and selection of qualified personnel meet standards established by the state and district. Board policy/administrative procedures 7120 on recruitment and hiring outline the basic regulations for employment and procedures for the selection of staff and faculty. The college has standard written job descriptions and evaluation forms for each employee category (Standard IIIA.1).

Procedures are designed to ensure that all hires meet the minimum qualifications advertised in the job announcement. The faculty collective bargaining agreement indicates that in hiring full-time faculty, the discipline faculty at the college determine and evaluate applicants' minimum qualifications. Faculty and classified positions are reviewed for compliance and currency as vacancies occur. Criteria, qualifications, and procedures for selection of personnel are publicly stated in position announcements that include the job definition, duties and responsibilities, qualifications, conditions of employment, application procedures, and deadlines (Standard IIIA.1a).

For full-time faculty and staff positions, screening committees are developed based on written administrative procedures and vary according to the position type. Efforts are made to ensure diversity in screening committee membership and thereby increase the diversity of perspectives in the assessment of applicants. District staff review screening committee membership and the applicant pool, and the list of candidates selected for first and second level interviews. If diversification is not achieved at any of these levels, additional steps are taken prior to the process continuing. A pool of qualified, diverse candidates is identified from the initial pool of eligible applicants and invited for an interview at their expense (Standard IIIA.1a).

Although the selection of part-time faculty is conducted by department faculty members, applications, notification, screening, minimum qualifications, and interview question formats are consistently used with exceptions for emergency hiring (Standard IIIA.1a).

The college has a formal, written evaluation process for all personnel and systems in place to assure systematic reviews at set intervals. For full-time and part-time faculty the purpose, frequency, and procedures of evaluation are specified in the collective bargaining agreement. Tenure-track contract faculty members are evaluated during the first semester of employment and in the fall semester of each of the following three years. Part-time faculty members are evaluated in their first, third, and fifth semesters, then once every three years thereafter. The purpose of the evaluation is to ensure that the instructor is teaching in accordance with the course outline and the department's standards. The improvement of instruction process includes a review of syllabi distributed to students, a

classroom observation by the department chair or designee and student surveys from all of the classes assigned (Standard IIIA.1b).

Management employees are evaluated at least once each year of the first two years. Subsequently, managers are formally evaluated at least once every three years. The management evaluation process includes self-evaluation, feedback from a selected pool of employees, and feedback from the manager's supervisor (Standard IIIA.1b).

Guidelines for evaluating staff are defined in the collective bargaining contract which outlines an annual evaluation process conducted during the employee's anniversary month. The goals of the evaluation are to recognize excellent and satisfactory performance, identify areas in need of improvement, or document unsatisfactory performance. Unscheduled evaluations for classified staff and managers may be conducted at the discretion of the immediate supervisor subject to the approval of the President (Standard IIIA.1b).

Riverside City College faculty members are actively engaged in dialogue about student learning outcomes as detailed in the prior standard. As part of program review, departments and disciplines are at the beginning stages of assessing course-level student learning outcomes, and career and technical programs are in the early stages of assessing program learning outcomes. Since the faculty evaluation process includes a review of the faculty member's syllabi against the course outline, there is an initial link between the assessment of student learning outcomes and faculty evaluations (Standard IIIA.1c).

Riverside City College includes integrity, ethics, and professionalism in a variety of college documents, such as the Academic Senate code of ethics, a variety of district nondiscrimination policies, and management and classified staff handbooks (Standard IIIA.1d).

Although the number of full-time faculty has fluctuated in the past decade with state funding, in fall 2006 there were 230 full-time faculty members at Riverside City College, translating to approximately 50% of the credit hours of instruction being taught by full-time faculty. Priorities for faculty positions are determined at the college by the academic planning council based on the Academic Senate faculty hiring prioritization guidelines and the academic master plan before being sent for a final review by the strategic planning council. Funding for college-prioritized positions is determined in a district prioritization process attended by a core group of college/campus/district administrators (Standard IIIA.2).

During this period of transition from a single-college district to a multi-college district, the number of managers across the district increased from a total of 76 in 2004 to 95 in 2006 and the number of classified staff increased from 476 in 2004 to 523 in 2006. To assess the levels of staffing and the appropriate scope of responsibilities for positions, the district has contracted with a consulting firm to conduct a classification and compensation study of all management and classified positions (Standard IIIA.2).

To ensure equitable treatment for employees, complaint and grievance procedures are in place as well as proactive measures, such as employee workshops. Personnel policies and procedures are developed collaboratively with appropriate college constituencies and are approved by the board of trustees. During the development process, the policies and procedures are reviewed to ensure compliance with federal and state personnel regulations and laws. Correcting for areas of concern in the previous accreditation review, the college has made progress documenting hiring practices. The recent approval of board policy 7120 provides basic guidance and the Affirmative Action and Staff Diversity policy and regulations detail the steps in hiring. These policies and procedures define practices for hiring faculty, classified staff, and all educational administrators except district administrators including the chancellor. The absence of attention to this category of employee in the district's policies and procedures is problematic given the need to staff the recently created district office (Standards IIIA.1a and IIIA.3a).

Official personnel files for all employees, including evaluations, are maintained and secured in the district office. Procedures are followed to limit access to personnel files and ensure confidentiality (Standard IIIA.3b).

In acknowledgement of the ethnic mix of its students, this college devotes resources to connect students to the college through a variety of curricular and extracurricular diversity programs. Students, faculty, and staff are offered an array of opportunities to be involved in training and celebrations related to issues of ethnic diversity. In addition, recruitment of diverse pools employees is a high priority, as evidenced by this title of the district office function: Diversity and Human Resources and the creation of a district administrative position: District Director of Diversity, Equity, and Compliance. One function of this office is to track the district's progress in matching employee demographics with that of the community and students (Standards IIIA.4a and IIIA.4b).

The bases for the fair treatment of employees are labor law, education code, and bargaining unit agreements. Students are informed of their rights and responsibilities in college policies via the catalog and the student handbook (Standard IIIA.4c).

The college commitment to ongoing professional development includes:

- Dedicating reassigned time for a faculty development coordinator,

- Developing and staffing an innovation center,

- Subscribing to a faculty resource page with links to various staff development opportunities (4faculty.org), and

- Funding for conference attendance with two hundred dollars a year of non-competitive professional development funds for all full-time faculty and one hundred dollars a year for part-time faculty. The process for part-time faculty requires an application, but is a non-competitive process. Both faculty groups have access to additional conference/travel monies through an application and review process.

New faculty participate in an orientation program and are generally assigned a mentor for their first year. Full-time faculty may apply for sabbaticals and salary reclassifications justified by continued professional development. For all employee categories, there are 50 or more opportunities for professional development offered on campus and online by the instructional media center, the innovation center, and the diversity and human resources office (Standard IIIA.5).

In the college vision of how to integrate human resources planning with intuitional planning, the process begins with program reviews. Requests are then reviewed and prioritized by the academic planning council according to criteria established by the Academic Senate. The college strategic planning committee reviews this prioritized list before forwarding the information for discussion at the district. Although the college is aware that the process for prioritizing human resources needs to be more fully developed, widely disseminated, and implemented, the elements are in place (Standard IIIA.6).

Standard IIIA. Human Resources
Findings and Evidence
The college and district demonstrate a strong commitment to promoting diversity as a core element in hiring practices. Selection processes for faculty and staff have been standardized to ensure fairness, and selection committee members are trained prior to participation. The process for hiring faculty is outlined in board polices and the collective bargaining agreement; beyond this document, district staff members distribute an expanded step-by-step process to ensure consistency in hiring. All staff and faculty candidates are given oral interviews, and in addition faculty must demonstrate their teaching skills. Furthermore, district staff members monitor the process throughout to ensure compliance with equity standards. There are no parallel directions for selecting district administrators including the Chancellor (Standard IIIA.1a).

The team found that that there is a gap between the written procedures for faculty evaluations and the practice of conducting these evaluations. The workload for full-time faculty, particularly department chairs, may be a barrier to the timely evaluations of faculty evaluations (Standard IIIA.1b).

Management evaluations ask the manger being evaluated to seek responses from, *"...a selected group of staff, faculty and administrators to a set of standardized performance indicators."* Faculty and staff report that managers usually evaluate one another and that input from other college constituent groups is rare. Additionally, managers who hold interim positions are not evaluated (Standard IIIA.1b).

The collective bargaining agreement with the faculty directs the review of faculty syllabi to ensure these contain student learning outcomes and the review of a faculty member's grade distribution and retention statistics "for informational purposes only." These are promising beginnings of a procedure to link faculty evaluations to effectiveness in producing student learning outcomes (Standard IIIA.1c).

While the college's new faulty hiring prioritization process is effectively a collaboration among individual departments preparing program reviews, the Academic Senate, the academic planning council, and the strategic planning committee, there is concern that the recommendations of the college are not given due consideration during the district allocation process. Only 32% of the respondents to the accreditation survey agree that there are sufficient numbers of full-time faculty to support the college programs. During interviews with the team, faculty cite work on student learning outcomes, the new planning processes, additional committee work, and ongoing assessment as having a detrimental impact on the quality of instruction and student interactions (Standard IIIA.2).

For management positions, 69% of the respondents agreed that there are a sufficient number of managers. However the team noted that key college administrative positions necessary to implement effective planning processes are vacant or are filled on an interim basis. Only 39% of the survey respondents agreed that there are sufficient numbers of classified staff, even though the number of classified employees within the district has increased by almost 50 positions in the last two years (Standard IIIA.2).

Although the majority of employees report that they are treated fairly, the team noted two exceptions to the fair and equitable application of personnel policies and procedures:

- The absence of written selection procedures for district administrators; and

- Inconsistent application of procedures, such as the process for classified transfers.

For example, several members of the college executive team were promoted to the district executive team without announcement that these positions were open and without formal applications or collaborative hiring processes. Additionally, during the transitions in the past year, at least one classified staff member moved with his/her administrator despite the absence of an open position (Standard IIIA.3a).

The team commends the college for their efforts in providing ethnic diversity awareness training and sending the message of tolerance to all college constituencies as well as for their efforts in recruiting ethnically diverse pools of candidates for positions. In addition, the team observed members of the college constituencies convey respect for one another's work. As a result of these efforts and the maintenance of a respectful campus climate, 73% of the college community agreed that the institution treats them with integrity and fairness (Standard IIIA.4).

The college commitment to professional development is noteworthy. The results of a college survey in 2004 led to granting reassigned time for a faculty development coordinator. The innovation center reports that data are collected in a variety of ways, including feedback from students enrolled in distance education courses. Each on-campus workshop includes an evaluation, and the results are used to determine future activities (Standard IIIA.5).

For faculty and classified positions, human resource needs are expressed in the program reviews and are tied to institutional planning through this process. This process is not

used to advocate for administrative positions. Although the strategic planning flowchart indicates a subcommittee for human resources, the groups that develop the college priorities for faculty and classified positions are the academic planning council in collaboration with the Academic Senate and the strategic planning committee. Once the college process is completed, this list of hiring priorities is submitted for district review. The rationale for the district responses to college prioritized lists of human resource needs are not conveyed to the college group that prepared the prioritized list. The feedback loop from college process to and from the district review is unclear as is the role of the human resources subcommittee of the strategic planning committee. Although the vision has begun, processes are not fully developed and therefore are not implemented (Standard IIIA.6).

Standard IIIA. Human Resources
Conclusions
The college partially meets this standard.

Personnel policies and procedures for recruiting, selecting, hiring, and evaluating employees are in place, are fair, and support student learning programs and services (Standards IIIA.1a, IIIA.1b, and IIIA.1c). There are written ethics codes for all categories of employees (Standard IIIA.1d). The college maintains a sufficient number of employees to serve students (Standard IIIA.2). Personnel policies and procedures are collaboratively reviewed, appropriately approved, and are available online and in print in board policies and collective bargaining agreements (Standard IIIA.3a). Personnel records are secured and maintained confidentially (Standard IIIA.3b). The college and district are exemplary in their efforts to foster and maintain a culture that celebrates ethnic diversity in students, faculty, and staff and in providing/supporting professional development opportunities (Standards IIIA.4 and IIIA.5).

The college fails to fully meet the components of this standard because of the lack of a clearly defined process for the selection of district administrators including the chancellor, and the need to integrate human resources planning into institutional planning in a way that is clear to all college constituencies (Standards IIIA.1 and IIIA.6).

Standard IIIB: Physical Resources
General Comments
Riverside City College students, faculty, and staff enjoy an accessible, well-maintained, and safe environment. The college is located on 118 acres in Riverside, a city with a population of close to 300,000. The buildings, an interesting mix of old and new, have been or are being modernized (Standard IIIB.1).

Planning and operations for physical resources have undergone major changes since the decision to convert to a three-college district and the passage of a general obligation bond for capital construction. In response to these two events, organizational changes were necessary, including the creation of a district facilities planning, design, and construction department and the addition of facilities to the responsibilities of the college maintenance and operations department. In addition to college responsibilities, this department at

Riverside City College has been assigned operational responsibilities for the district (Standard IIIB.1).

Needs for minor alterations, such as repairing/replacing carpet and windows, are assessed in an ongoing basis and progress on these projects is reviewed annually. An internal maintenance system is used to submit and track work orders. The work orders are reviewed and prioritized based on 1) health and safety needs; 2) ADA requirements; 3) cost and funding options; and 4) date of submission (Standard IIIB.1).

Riverside City College has two major off-site locations, the Rubidoux Learning Annex and the Culinary Academy. The Rubidoux Learning Annex is a partnership with the Jurupa School District and is located in modular buildings adjacent to Rubidoux High School. The Culinary Academy is housed in a leased building; facilities needs are monitored by a commercial property manager with the college facilities department providing general oversight and support as needed (Standard IIIB.1b).

Riverside City College has a thorough facilities and maintenance planning process which is integrated with institutional planning and the college's short-term and long-term educational goals through four mechanisms:

- Program reviews and surveys completed at college retreats identify needs for facilities. The strategic planning committee reviews, revises as needed, and forwards college recommendations for facilities to the district strategic planning committee.

- Using this information as well as projected classroom usage, a long-term maintenance schedule has been developed for repairs and improvements to buildings and equipment.

- Drawing from similar projections, a 2008-2012 five-year capital construction plan identifies capital construction projects.

- Recently members of the college/campuses/district worked with consultants to develop a Long Range Education and Campus Master Plan that has been presented to, but is yet to be adopted by, the board of trustees. (Standards IIIB.1 and IIIB.2).

Funding for capital projects is derived primarily from the general obligation bond and state funding. The college routinely assesses sufficiency to make the case for need for additional state-funded space using formulas such as capacity/load ratios (Standards IIIB.1 and IIIB.2).

In fall 2007, the college facilities department completed its first non-instructional program review which includes an assessment of the effective use of the college's facilities and resources, such as classroom efficiencies, utility usage, and vehicle maintenance. This process along with the work of the recently created physical resources subcommittee of the strategic planning committee promises to provide broader participation in facilities decisions (Standard IIIB.2).

Standard IIIB. Physical Resources
Findings and Evidence
The team commends Riverside City College for its beautiful, well-maintained campus and its proactive efforts to assure a safe, sufficient, and attractive environment to support student learning. The team's perceptions are confirmed in a survey conducted to provide data for the self study in which 73% of respondents reported that the campus buildings provide a safe and healthy environment in which to work and learn (Standard IIIB.1).

Requests for facilities repairs are initiated by work orders, most of which are completed within two weeks of submission or by routine patrols conducted by maintenance and operations staff to identify safety issues such as functioning emergency phones, exterior lighting, elevators and large mechanical equipment. The college has also been proactive in utility utilization efforts by replacing lights across campus with more energy efficient lighting and improving temperature control in buildings (Standard IIIB.1).

Prior to this year, the program need prioritization process was not transparent in that it did not include interaction with or feedback to the employee making the facilities requests. The prioritization was conducted by academic administrators. Beginning this fall, a subcommittee of the strategic planning subcommittee is slated to become involved in the prioritization of facilities requests included in program reviews. After prioritization, the request will be forwarded to the strategic planning committee and consolidated with the priorities in the academic master plan. This new process was developed in response to faculty frustration with the lack of communication in the prior system (Standard IIB.2).

The 2008-2012 five-year capital construction plan includes long-range capital planning linked with the college's educational goals drawn from information gathered in venues across the campus, including a final review by the college strategic planning committee. Other long-range plans include scheduled maintenance, ADA improvements, and minor capital remodeling and alterations. District accounting information indicates that facilities and equipment requests include an analysis of the total cost of ownership. The college/campuses/district intends to work with consultants to prepare an integrated facilities master plan (Standard IIIB.2).

Standard IIIB: Physical Resources
Conclusions
The college meets this standard.

The institution plans and maintains its physical resources in a manner that assures effective utilization and continuing quality to support its programs and services offered both on-campus and off-campus. When issues have arisen in the planning processes, changes in process and organizational structure have been made (Standards IIIB.1 and IIIB.2).

IIIC. Technology Resources
General Comments
The college has an impressive variety of technology services. The district and college
provide appropriate hardware and software 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. Some departments
provide support across the college, such as information services, the instructional media
center, the open campus, the academic information architecture, library technology, and
learning support services provide. In addition, there is discipline-specific support, such
as specialized laboratories in a teaching/learning center (Standard IIIC.1a).

The college/district offer numerous opportunities for in-house training technology
applications for faculty and staff; this training is provided in a variety of venues,
including the innovation center, the staff development laboratory, the disabled students
programs and services high tech laboratory, the teaching/learning center, and the library
(Standard IIIC.1b).

Planning for technology occurs at multiple college and district levels. The technology
resource subcommittee is responsible for identifying technology needs, making
recommendations for the distribution of technology resources, and setting the
technological strategic direction for the college. Although departments and services use
the annual program reviews to express technology needs, computer replacements for
faculty offices and sites other than instructional laboratories are not linked to program
reviews in a clear and transparent manner (Standard IIIC.1c).

Instructional departments convey their needs for technology, such as hardware, software,
and technical services, through the program review process, which has recently been
expanded to include annual program reviews. Student services complete an annual
program review which includes a similar report of technological needs. It is the college's
goal to use the strategic planning process to prioritize the technical needs submitted from
programs and services across the campus and to prioritize those requests based on the
criteria of providing technical equipment and services to support, maintain, and develop
programs. In addition to program reviews, the college integrates technology planning
with facilities planning for new and remodeled facilities based on which services and
disciplines will be housed in the facility (Standards IIID.1d and IIID.2).

The effective use of technology may be assessed by students' extensive use of college
computer laboratories and the ongoing requests by faculty and staff for equipment and
training. Specific programs, such as the open campus, survey students and faculty and
use those results to improve online pedagogy (Standard IIIC.2).

IIIC. Technology Resources
Findings and Evidence
Faculty, staff, administrators, and students are provided with access to high-quality
hardware, software, and training to conduct business operations and support the teaching
and learning functions of the college. The team was impressed with the amount and

quality of the facilities, equipment, and support staff dedicated to the technology needs of faculty, staff, and students. Interviews and comments in open forums reinforced the team's view that college constituents are pleased with the levels of staffing, hardware, software, and training in technology. The program review processes has created more open dialogue and understanding among the various groups and units on campus, and therefore, this process is regarded as having the capacity to strengthen what is regarded by most college staff as an already rich and effective resource for the college (Standards IIIC.1a and IIIC.1b).

As evidenced by the existing equipment and support, administrators, faculty, and staff have made a number of excellent decisions in directing its technology resources for the betterment of programs and services. Technology planning has been integrated with facilities planning for both new construction and remodeling. In addition, there are procedures in place for the orderly replacement of computers in laboratories. However, prioritizing replacements for individual faculty computers is absent or not well-understood. A related key challenge is for the college to move from theory to practice in connecting program reviews with the allocation of technology resources. At the time of the site visit, forty-seven instructional departments completed annual program reviews and their requests for technological support have been forwarded to the technology resources subcommittee for review and prioritization (Standards IIIC.1a, IIIC.1c, IIIC.1d, and IIIC.2).

The assessment of the use of technology resources has been more indirect than direct; the frequency of the use of services, the number of requests for software and hardware, and the students' use of computer laboratories are used to shape the allocation of human and fiscal resources in technology. The exception to this statement is that the open campus periodically surveys students and faculty related to online services and pedagogy and makes changes based on that feedback (Standard IIIC.2).

IIIC. Technology Resources
Conclusions
The college meets virtually all components of this standard.

The college's provision of technology resources is impressive and the equipment and training resources are obviously relied upon by students, faculty, and staff. The college constituents express confidence in all levels of the technology resources (Standard IIIC).

The team strongly suggests that the college maintain this positive track record in the distribution and use of technology by:

- Developing clear criteria for prioritizing competing needs that emerge from the program reviews, and implement those criteria in a transparent and consistent manner. This will sustain the health of the program review process as well as the college community's continued satisfaction with technology resources (Standard IIIC.1).

- Evaluating technology resources to document the ways that technology supports learning (Standard IIIC.2).

Standard IIID. Financial Resources
General Comments
Documents, such as budgets, audits, and financial plans, indicate that the district has sufficient financial resources to ensure fiscal stability for Riverside City College and the campuses at Norco and Moreno Valley. The documents and interviews with key financial personnel attest to the ability of the district to provide resources to meet educational programs and services (Standard IIID).

In combination, the college and district mission statements create the foundation for financial planning. Periodic projections of revenue provided to college and district administration and the board are the basis for realistic assessments of financial resources. The district is self-insured for workers compensation, one of the three medical plans, and liability and maintains cash flow and reserves to support the operation of the college as well as long-term liabilities. The college planning model promises the eventual integration of financial planning with aspects of institutional planning, such as program review (Standard IIID.1).

Budget development is both top-down and bottom-up. Key fiscal decisions, such as collective bargaining agreements and the number of new faculty positions are determined in district meetings. Augmentations to individual departments/programs emerge from those areas and are forwarded to campus administrators who are members of the district decision-making group. Recommendations are presented to the board subcommittee on resources and finance, which includes representatives of the major leadership groups in the district, such as Academic Senates, collective bargaining units, and student government. Once reviewed in this subcommittee, final budget recommendations are submitted the board of trustees which holds a public hearing on the budget. After this initial budget development, the board receives monthly financial reports (Standards IIID.1 and IIID.2a).

Structures are in place for the dissemination of financial information to the college community, such as reports in the college resources committee, the strategic planning committee, and the president's cabinet. In addition the board's resources and finance subcommittee, with representation from all constituencies, receives information on financial issues on a regular basis. The current financial software system provides real time financial information to registered users (Standard IIID.2b).

There are no liability issues unique to this college; the fiscal issues are the same as those faced by other public entities. The college maintains fiscal protection for its students and employees by monitoring cash flow, maintaining reserves, projecting revenue conservatively, and providing appropriate levels of insurance for the college's visitors and students. The risks incurred by employment practices and civil rights liabilities are managed through training programs for staff (Standard IIID.2c).

The district office of internal audits conducts and monitors annual audits in multiple areas including financial aid, grants, contracts, auxiliary organizations, and institutional investments. Existing practices have been found to be adequate to ensure the effective oversight of finances. Any recommendations for improvement in practices are either implemented or evaluated for possible implementation. Internal audit reports are presented to the board of trustees upon completion of the audits as are quarterly status reports regarding compliance with these recommendations (Standards IIID.2d and IIID.2g).

Responsibility for ensuring that funding from auxiliary organizations, grants, and fund-raising is aligned with college planning and goals is assigned to specific administrators overseeing each type of fund. The check-and-balance system in place is that fund applications and fund distributions are reviewed by more than one office, such as by the grants and contract service office as well as the college business office (Standards IIID.2e and IIID.2g).

The institution's policies and practices regarding contractual agreements with external entities are aligned with the district and college missions; this monitoring is accomplished by the individual offices creating these contracts as well as by approval from the board of trustees. Given the large number of contracts and the change to three-college district, the district is considering delegating authority for administrators in specific positions to approve contracts within a specified dollar amount as a strategy to move contracts through the district system more rapidly (Standard IIID.2f).

College budgets are evaluated at multiple levels through the budget development process to ensure that financial resources are dedicated appropriately to educational programs and services (Standard IIID.3).

IIID. Financial Resources
Findings and Evidence
Financial evidence was reviewed in light of the guidelines and documents for financial resources review during comprehensive accreditation evaluation visits (September 5, 2006).

The team found that the financial resources are adequate for short-term and long-term goals, that funding is tied to the college/district mission, and that appropriate board policies and administrative procedures are in place to safeguard the college's students and employees. To ensure fiscal integrity of all funds, the district's internal audit reports are augmented by those from independent firms. Audit findings have been responded in a manner satisfactory to the audit firms. Budget managers and the board of trustees are regularly informed about fiscal matters and budget status (Standards IIID.1 and IIID.2).

The board of trustees approves all appropriate contracts, grants, and financial statements as provided for in state laws and regulations. The district oversees contracts associated with bond projects. Accountability processes are in place for proper oversight of contractual agreements within the college. Project managers are versed in guidelines

both from the grant or categorical project and district guidelines. Grants are managed with the same oversight as other sources of funding. The college and district ensure that the financial activities of the college foundation receive consistent and accountable financial oversight (Standards IIID.2c, IIID.2d, IIID.2e, and IIID.2f).

Although many faculty and staff report some knowledge of the budget development process at the college, financial planning is not yet obviously tied to other elements of planning at either the campus or district. The college vision of how to integrate financial planning with strategic planning and program review is developed; however at this time there is not a clear path from program reviews to academic master plans to the strategic planning committee's review and prioritization. While the college is aware that the work of the academic planning council and the strategic planning committee in the area of budget needs to be more fully developed, widely disseminated, and implemented, at the time of the team's visit, the planning model has not yet moved from theory to practice. Faculty and staff college leaders are even less clear about how funding decisions are made when prioritized needs are received at the district (Standard IIID.1a).

In spite of clean audit reports, the team expresses concern about the use of general fund to support Performance Riverside. General purpose revenues received from the state may not be used to subsidize community service (Education Code 78300) programs. Such programs must recover the actual costs, including administrative cost, of providing programs from public contracts or private contracts, contributions, donations, or user fees. Performance Riverside, a community theatre program, is being accounted for in the general fund unrestricted with no instructional programs generating apportionment. In addition, this program has an accumulated fund balance deficit of over $700,000 dollars that is being netted against positive fund balance in other general fund unrestricted funds (Standard IIID.2).

Standard IIID.Financial Resources
Conclusions
Riverside City College partially meets this standard.

The district and college are solvent and as evidenced by financial audits, conduct fiscal affairs with integrity and in accordance with board policy and state laws and regulations (Standards IIID.1 and IIID.2).

The primary area of concern related to this accreditation standard is the absence of a resource allocation model at the college and district levels. Funding decisions are made by a centralized administrative group; although these administrators no doubt faithfully convey the needs of the respective sites, the criteria for allocating resources are created and implemented by this group. As the district completes the transition to three separate colleges, a resource allocation model and mid-range financial model must be developed to refine resource allocations and to plan for the effects of new programs and initiatives on college resources (Standards IIID.1 and IIID.3).

On a minor note, the team suggests that Performance Riverside not be accounted for or supported within the general fund (Standard IIID.2).

Standard III. Resources
Recommendations
Three district and one college recommendation address the team's conclusions for Standard III: Resources. The first three are shared in team evaluation reports for Riverside City College, Norco Campus, and Moreno Valley Campus.

District Recommendation 1.
The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will:

- Align with the district mission statement (Standards IA.1 and IIID.1);

- Provide a framework for the college's/campuses' strategic plans (Standard IB.4); and

- Drive the allocation of district resources for the college, campuses, and district office (Standard IIID.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.

District Recommendation 2.
The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive; (Standards IB and IVB.3c)

- Is widely disseminated and reviewed periodically for effectiveness; (Standards IIID.2b and IIID.3)

- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1 a-d, and IVB.3c; Eligibility Requirement 19).

District Recommendation 4.
The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of the chancellor. These selection processes must include input from the various college/campuses constituent groups (Standards IIIA.1, IIIA.3, IVA.2, and IVB.1).

Riverside City College Recommendation 1. *Institutional Commitments* and *Evaluation, Planning and Improvement*
The team recommends that the college reframe its mission to be comprehensive, including the educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to strategic goals,

drives budget allocation, and ensures the distribution of technology and human resources (Standard IIID.1).

- The team also recommends that the college develop a process for integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (Standards IB.2, IB.3, IIB.4 and IIID.3).

Standard IV
Leadership and Governance

Standard IVA. Decision-Making Roles and Processes
General Comments

Faculty, classified staff, administrators, and students participate in institutional governance appropriate to their expertise, position within the college, scope of authority, or their role as a representative of a constituent group. There is broad participation in the development and implementation of college procedures, planning, curriculum, and program review. The college community is supportive of and committed to participatory governance; this commitment has led to broad participation on a number of committees and informal meetings as needed (Standard IVA.1).

The foundation groups of the formal governance mechanisms are the to-be-expected leadership bodies of the Academic Senate, the associated students, and two collective bargaining units. Each assigns representatives to the board of trustees' standing committees and through this assignment each is afforded the opportunity to participate in the general discussions about future agenda items. Reports from the Academic Senate from the three campuses are a regular part of each board meeting agenda (Standards IVA.1 and IVA.2).

In keeping with the transitions of the past six years, the college's committee structure is evolving. At this time the college committees include three Academic Senate subcommittees (the curriculum committee, the assessment committee, and the program review committee), the academic planning council, and the strategic planning committee which serves as the coordinating committee for nine subcommittees. Classified staff and students are voting members of the strategic planning committee (Standards IVA.1, IVA.2).

Similarly the district committee structure is evolving. A district academic senate provides a collective voice of faculty, with three subcommittees mirroring the structure at the college: assessment committee, curriculum committee, and program review committee. Another district group, the district strategic planning committee, acts as the final recommending body to the board of trustees in regard to program, facility, and resource planning (Standards IVA.1 and IVA.2).

At both college and district levels, student learning programs and services rely on faculty participation and leadership in making recommendations for improvement through the program review and curriculum approval processes. Collaboration with academic administrators is built into the committee structure at the college and the district. The review of existing and initiation of new courses and programs is reviewed at the college and district before submission for review and approval by the board (Standards IVA.2a and IVA.2b).

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. The program review process relies on discipline faculty from all sites in the district to work with the assessment and program review committees to evaluate programs and services. The Academic Senate, the curriculum committee, the academic planning council, and the strategic planning committees are all involved at the college in the program approval process, which indicates that faculty, administration, staff, and students all serve on this final recommending college committee (Standard IVA.2b).

The college and district have developed formal structures for participation by staff, faculty, administrators, and students that facilitate cross-constituent communication. Issues or actions arising from college-level strategic planning committee are forwarded to the district strategic planning committee for consideration and action. This district committee then moves items forward to the board for discussion and/or action (Standard IVA.3).

In addition to the strategic planning committees at the college and the district, the primary structures by which administrators, faculty, staff, and students work together with the governing board are the board subcommittees. A board member chairs each subcommittee comprised of one additional board member plus faculty staff, and student members. The board's committees are (1) teaching and learning, (2) resources, (3) planning, and (4) governance (Standard IVA.3).

The college affirms the institutional intention to maintain honest and direct dealings with external agencies such as the accrediting commission, the California Postsecondary Education Commission, and granting agencies. While preparing the self study, the college provided several training sessions for all college groups, including two presented by representatives of the accrediting commission as well as internal sessions provided by administrators and faculty. Tenured, new, and part-time faculty from a variety of disciplines, students, staff, and administrators focused efforts on identifying and gathering evidence and engaging in dialogue about planning, student learning outcomes, and continuous improvement (Standard IVA.4).

In order to conceptualize and implement a multi-college structure that effectively serves multiple service areas, Riverside Community College District has undergone self evaluation on many levels. Roles of administrative, staff, student, and faculty leaders at Riverside City College continue to evolve as planning and governance processes are developed. Students formed both a college and district student governance structure in 2000-2001, and the first district student trustee served in 2001-2002. The Academic Senate spent two years discussing its separation into three college senates prior a vote in May 2005 that led to the formation of three college and one district Academic Senates. The faculty collective bargaining unit similarly spent two years drafting a constitution and bylaws to fit the tasks of representing faculty in a three-college district. The first college president for Riverside City College was appointed in spring 2005; this formation of a college administration separate from the district administration is still in transition. The constitution and bylaws for the college's strategic planning committee approved in

March, 2007, outline the planning structures and decision-making processes (Standard IVA.5).

Standard IVA. Decision-Making Roles and Processes
Findings and Evidence
The college reports broad support for inclusive governance processes from the institutional leaders (Standard IVA.1). In general there is evidence of respect between and among the college constituencies. Given that the college and district governance structures are still in transition, it is not surprising that the purpose, membership, and reporting structure of college and district committees are in the process of being documented (Standard IVA.1).

According to an employee survey in fall 2006, 67% of the college community agreed that each major constituency groups has an important role in shared governance. However, fewer agreed that the groups are meaningfully represented at the institutional level (44%) and even fewer agree that institutional decisions are public and representative (36%). In contrast to these survey results, from the numerous committee meetings and public forums, the team found faculty staff, administrators, and students able and eager to articulate an understanding of their group's contributions to college decision-making processes. However, this clarity evaporated when questions were posed about the flow of recommendations between and among the college committees and between college and district processes (Standard IVA.1).

As noted in commendations earlier in this evaluation report, the team is impressed with the collegial campus climate created by these faculty, staff, and administrators, and students. Interviews with constituent leadership and student representatives reveal a high level of satisfaction with the opportunities for active involvement in college activities and committees. Student participation in formal meetings is uneven given their workload; despite such attendance patterns students in interviews reported enthusiastic involvement by many peers in curricular and co-curricular activities. Although faculty in several venues expressed dissatisfaction with the lack of participation from some colleagues, the team found the faculty to be engaged in processes (Standard IVA.2a).

Faculty identify instructional resource needs (human, physical, technology and financial) through program review at the discipline and department levels. Program review results are forwarded to the academic planning council, which then makes recommendations regarding resource allocation to the strategic planning committee. Although processes followed by the strategic planning subcommittees are still evolving, reports from faculty and staff indicate that the framework for effective constituent participation in the governance of the college is in place. However, there is little clarity about the relationship between these college processes and the district strategic planning committee. For example, college representative report that in district strategic planning committee meetings, they are often presented with action items without an opportunity to consult with their constituent groups. On other occasions, recommendations from college committees, such as where to site a new building, were set aside by a district body without justification provided to the college committee (Standard IVA.2a).

Faculty and staff interviews revealed a clear understanding of the role of the Academic Senate and the flow of planning, but less understanding of the deliberative processes engaged in by the committees. For example, several committee members understood their role in the process but could not explain the process by which they made decisions. Additionally, none of the committee structures, planning processes, or college planning documents provided evidence of the roles of college constituencies in budget allocation decisions. In fact, the accreditation survey results indicate that a significant number of the respondents have no understanding of how budget development relates to hiring decisions or equipment purchases. There is also confusion over the relationship between budget development and departmental operating budgets (Standards IVA.2a and IVA.2b).

The membership of the college assessment committee, curriculum committee, and program review committees, which are standing committees of the Academic Senate, reflect significant faculty participation, ensuring faculty involvement in the development of recommendations about student learning programs and services. For example, the "Process for the Proposal and Approval of New and Substantially Changed Educational Programs" includes wide consultation, with input from the Academic Senate, disciplines, departments, and the library. In addition, Riverside Community College District Board of Trustees is committed to working with the Academic Senate in the areas mandated by state regulations. In some areas of participatory governance the board has agreed to the conditions of mutual agreement, but in curriculum development, educational program development, and standards or policies regarding student preparation and success, the board relies primarily on the recommendation of faculty. Interviews with the curriculum committee chair, discipline faculty, and the Academic Senate president reveal a high level of satisfaction with the ability of faculty to forward recommendations related to student learning programs and services (Standards IVA.2b and IVA.3).

The team found the level of college satisfaction with processes for developing and revising student learning programs and services to be especially impressive given the districtwide agreement and board policy on one curriculum/one calendar/one student contract. Adherence to such a broad policy requires consistent, collegial collaboration on the issues nearest and dearest to the hearts of faculty across three institutions (Standards IVA.2b and IVA.3).

Responses to previous recommendations, widespread participation in the development of the self study, interviews with students, staff, faculty, and managers, and documented planning processes, and audits all indicate that the college demonstrates integrity and honesty with external agencies (Standard IVA.4).

The separation of the district administration from the college and the creation of a distinct college administration are too new to assess the effectiveness of these changes in supporting the decision-making processes and structures at Riverside City College or the district as a whole (Standard IVA.5).

Standard IVA. Decision-Making Roles and Processes

Conclusions
Standard IVA is partially met.

The college supports wide involvement in decision-making at formal and informal levels. The college at all levels relies primarily on faculty in the development and implementation of student learning programs and services. The college demonstrates integrity in dealing with external agencies (Standards IVA.1, IVA.2b, IVA.3 and IVA.4).

Although members of college constituent groups report satisfaction with their roles in governance, they do not fully understand how that participation occurs or the relationship between college and district processes. The college has more committees and subcommittees than ever before, increasing the opportunity for entities to share, exchange, and act on information. However, the pathway from discussion to action is not clear. For example, the constitution and bylaws for the college strategic planning committee does not identify how items are moved to the district strategic planning committee, nor does it identify the process for bringing issues/items to the college president for action. It is clear to the college that the board is the final authority, but it is not clear which bodies may set aside recommendations from subordinate bodies, or under what circumstances (Standards IVA.1, IVA.2, IVA.2a, and IVA.3).

Effective communication includes feedback that closes the loop and ensures that decision-making results in continuous improvement. The college has structures in place locally to support college decision-making; however, the link to district decision-making is uncertain. Work is needed to clarify the mechanisms for decision-making, including explanations of processes, particularly in relation to budget development. A college document is needed to outline the structures, membership, functions, and decision-making processes of all college and district committees, particularly clarifying how decisions lead to the improvement of educational programs, the achievement of student learning outcomes, and the distribution of resources. Such a document is essential to ensure that the scope of responsibility for the committees and college leadership is appropriate, well-understood, and widely disseminated to serve as basis to evaluate governance processes (Standards IVA.2 and IVA.3).

Standard IVB. Board and Administrative Organization
General Comments
Riverside City College is the accredited college in the Riverside Community College District. The district's centers at Moreno Valley and Norco are eligible for accreditation, and were visited in support of their application for candidacy during the same mid-October week that the team visited Riverside City College.

The board of trustees is an independent, policy-making board that maintains broad oversight of the college's educational programs through the 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 details 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,

the central role of the district and college Academic Senates in academic and professional matters, including educational program and curriculum development and the establishment and maintenance of educational standards, is mandated in board policy 3010 (Standards IVB.1a, and IVB.1b). The board is the authority for such educational decisions as well as oversight of legal and fiscal matters (Standard IVB.1c).

The board has policies for its organizational structure, assessing its performance, a code of ethics, involvement in accreditation, training for new board members, and annually evaluations of the chancellor. The chancellor works cooperatively with college and district administrators to implement board polices (Standards IVB.1d, IVB.1g, IVB.1h and IVB.1j).

In spring 2007 the board subscribed to the community college league of California to provide regular board policy updates. This review process is ongoing and involves faculty and staff as needed (Standard IVB.1e).

The president of Riverside City College selected in fall 2005 resigned at the end of fall 2006, and since January 2007 this role has been filled on an interim basis. The interim president has full-time responsibility and authority for guiding the college and implementing district policies. In this role she serves as the liaison between the college and the governing board (Standards IVB.2, IVB.3).

The college administrative structure includes four direct reports for the president: vice presidents of academic affairs, student services, and business services, and the dean of the riverside school for the arts. Of the four positions, three are staffed at this time. Each vice president has two to six direct reports in the ranks of deans and associate deans (Standard IVB.2a).

The interim president is responsible for guiding institutional improvement, overseeing and evaluating the college's administrative structure, communicating institutional values, goals, and directions, and ensuring that institutional policies are consistent with the college and district mission and policies. The interim president effectively controls budgets and expenditures and communicates with the many communities served by the institution (Standards IVB.2b, IVB.2c, IVB.2d and IVB.2e).

The district is separating physically and functionally from Riverside City College with the goal of centrally delivering services and oversight to the district's three primary sites. The district commitment to educational excellence is indicated in the affirmation that there will be a common catalog, curriculum and student graduation requirements (Standard IVB.3a).

The district office moved this fall to a site independent of the college and will in time house district administrative offices, human resources, research/reporting, and fiscal services. The location of the district office is central, within 10 minutes of Riverside City College, and equally 15-20 minutes in one direction to Moreno Valley and in the other direction to Norco (Standards IVB.3a and IVB.3b).

The functional separation of the college and district is aided by this physical move. A district/college functional map in the self study outlines unique responsibilities in six areas: academic affairs, administration and finance, the chancellor's office, governance, human resources, and student services (Standard IVB.3a).

Riverside City College generates most of the revenue for the district. Following the initial division of resources to create separate operations at three sites, decisions about resources are centrally determined on an as-needed basis. The district's frugality is evidenced by its reserve of approximately 10% (Standards IVB.3c and IVB.3d).

The interim president is granted authority and responsibility to implement district polices. She serves as a member of the chancellor's cabinet where district-wide administrative decisions are made and the needs of the college/campuses are expressed at a district-wide level (Standard IVB.3e).

Dialogue between the board and the college/district faculty, staff, and administration is facilitated by the system of board subcommittees whose members include college and district leaders. In addition, public information staff members at the district work closely with campus presidents to facilitate the flow of information (Standard IVB.3f).

Standard IVB. Board and Administrative Organization
Findings and Evidence
The team found members of the board to be knowledgeable about their roles and responsibilities as trustees of a public multi-college district. The board is a functional body that understands its role in developing policies to assure the quality, integrity, and effectiveness of the student learning programs and services aligned with the district mission. Board policy and subcommittee meetings assure that the board asserts authority in educational and student services matters. The board policy on educational and student services requiring one curriculum/one calendar/one student contract enjoys strong institutional commitment (Standards IVB.1a and IVB.1b).

The board maintains the ultimate responsibility for educational quality, legal matters, and ensures financial integrity as evidenced by the district's reserves and annual audits (Standard IBV.1c).

The board's polices and bylaws are published in print and online, and are in the process of being updated (Standards IVB.1d and IVB.1e). The board orients new board members, provides ongoing training for board members, and adheres to a code of ethics that includes consequences for behavior that violates the code (Standards IVB.1f and IVB.1h).

Although the board approved a self evaluation process including four key principles (learner centeredness, continuous assessment, evidence-based assessment, and a commitment to act) in May 2007, this process has yet to implemented (Standard IVB.1g).

During the self study process the board received accreditation updates at biannual board retreats as well as during monthly board meetings. These updates included the alignment of the four accreditation standards with the nine subcommittees of the college's strategic planning committee, membership of the steering committee, and timeline for completion of the self study (Standard IVB.1i).

The board follows their policies in delegating authority to the chief administrator as well as the policy on the chancellor's evaluation. The board policy on the selection processes for the chancellor and presidents is vague and administrative procedures outlining the steps in implementing this policy have not been developed. The current chancellor is interim because a spring 2007 search for a chancellor failed to yield a permanent chief executive officer. The board plans to interview search firms during this month, and the chancellor position is expected to be reopened before the end of this fall. The board's lack of a clearly defined role for input from college constituencies was a point of controversy in committee meetings observed during the team's visit (Standard IVB.1j).

The chancellor gives full authority to the president to implement delegated policies. The chancellor supports the autonomy of the college to meet the needs of the local community. Campus reports, the track record of memberships in local civic organizations, and her leadership presence in college activities provide evidence that the interim president works effectively with the community and the constituencies within the district. Some institutional practices inherited from the former president/chancellor, such as the college's support of Performance Riverside and one dean being a direct report to the college president, are being reviewed to assess appropriateness and conformity to the college mission and policies (Standard IVB.2).

Although the current president has served as college president on an interim basis since January 2007, the position of a permanent Riverside City College president is not yet opened. Similarly, numerous college administrators have been appointed to serve in parallel roles with district titles, leaving key college administrative positions vacant or filled on an interim basis. This situation along with the lack role delineation between the college and the district is a concern. Although the team found a genuine effort to delineate district and college functions, this important task is clearly on hold until key positions are filled on a permanent basis (Standard IVB.3).

One aspect of authority and responsibility that continues to be centralized is the allocation of resources. While Riverside City College will continue to be fiscally responsible for some services across the district for a number of years, a resource allocation model that would incorporate considerations of each site's unique conditions is needed to fulfill the standards (Standard IVB.3c).

The district would benefit by developing written procedures for governance processes that clearly state the scope and responsibility of college participation in district governance activities (Standard IVA.3, Policy and Procedures for the Evaluation of Institutions in Multi-College Districts).

IVB. Board and Administrative Organization
Conclusions
The college partially meets this standard.

The governing board of the Riverside Community College District satisfies all standards related to effective functioning with the exceptions of implementing their policy on self evaluation and developing the administrative procedures for the hiring of educational administrators including the chancellor (Standards IVB.1g and IVB.1j).

The college and district relationships are in transition, and the next step in this process is to collaboratively define the roles and responsibilities between the college/campuses and district, including the role and scope of authority of the chief executive officer at the district and campus/college and the model for distributing resources (Standards IVA.3, IVB.3c and IVB.3e; Policy and Procedures for the Evaluation of Institutions in Multi-College Districts).

Recommendations
Four recommendations address the team's conclusions for Standard IV: Leadership and Governance. The first three are shared in team evaluation reports for Riverside City College, Norco Campus, and Moreno Valley Campus.

District Recommendation 2.
The teams recommend that the district and college/campuses develop, implement, and assess a resource allocation model that

- Is open, transparent, and inclusive; (Standards IB and IVB.3c)

- Is widely disseminated and reviewed periodically for effectiveness; (Standards IIID.2b and IIID.3)

- Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1, IIID.1 a-d, and IVB.3c; Eligibility Requirement 19).

District Recommendation 3.
The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess:

- The roles and responsibilities between and among the district's entities; (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems)

- The roles and scope of authority of the CEOs at the district and college/campus levels; (Standard IVA.2 and IVB.3e)

- A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc.; (Standards IVA.2 and IVB.3).

District Recommendation 5.

As recommended by the 2001 accreditation visiting team, the teams recommend the Board of Trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Riverside City College Recommendation 3. *Organization*
To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.3).

- Identify and document the roles, scope of authority, and responsibilities of students, faculty, staff and administrators in the decision-making processes;

- Identify and document the charge, the scope of authority, and the responsibilities of each college committee; and

- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and district, including mechanisms for providing feedback.